

P. Tite G. Cerulli V. M. Chen

PERSPECTIVES

PRE-INTERMEDIATE
TEACHER'S PACK



Australia • Brazil • Mexico • Singapore • United Kingdom • United States



Perspectives
Pre-Intermediate Teacher's Pack

Editorial project and coordination: Simona Franzoni

Editor: Simona Bagalà

Art director: Marco Mercatali

Picture editor: Giorgia D'Angelo

Illustrated by: Pesciblu

Production manager: Francesco Capitano

Page layout: Quarta di Copertina

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P.O. Box 6

62019 Recanati

Italy

info@elilaspigaedizioni.it

www.elilaspigaedizioni.it

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TEACHER'S PACK

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Pronunciation Present simple: -s verb endings VIDEO MAPS Present simple Present continuous	Reading 'It's written all over your face' Listening Students meeting for the first time Friends talking about their interests Speaking Discussing interests and hobbies Writing An introductory email	Reading Predicting Speaking Mediating Writing Using informal language  DIGITAL SKILLS	Presentation skills The structure of a talk (1) The introduction p. 31 VIDEO TED Talks Magical houses, made of bamboo pp. 32–33
Pronunciation Past simple: -ed verb endings VIDEO MAPS Past simple Past continuous	Reading 'All the comforts of home' Listening A news report about Vienna A special possession Speaking Talking about a personal possession Writing A description of a home	Reading Skimming Critical Thinking What is Critical Thinking? Writing Using adjectives  DIGITAL SKILLS	
Pronunciation Contrastive stress VIDEO MAPS Quantifiers	Reading 'Feeling no pain' Listening A lecture about health Students discussing food and diet Speaking Discussing junk food Writing An article	Listening The main idea Reading Timelines Critical Thinking Making ideas clear Citizenship Social skills Writing Writing an article  DIGITAL SKILLS	
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Pronunciation Weak & strong forms: <i>can</i> VIDEO MAPS Modal verbs <i>should & ought to</i>	Reading 'Not so fast' Listening Podcasts about different shops Speaking Discussing how to improve your English Writing An advice blog	Reading & Writing Mediating (processing a text) Life skills Creativity Writing Explaining problems and solutions  DIGITAL SKILLS	

UNIT

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WORD BUILDING

GRAMMAR

FUNCTIONS



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Food, drink & flavours
Suffixes (4)
-er, -ment, -ance

The future (1):
Present continuous, *be going to*

The future (2):
will, might, be going to

First conditional

Making suggestions & decisions
VIDEO

Video Functions E
Ordering food & drink (p. 152)



8 Buyer’s choice
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Compound nouns

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Defining relative clauses

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VIDEO

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Pronunciation Long & short vowel sounds: /i:/ and /I/ VIDEO MAPS <i>be going to</i> <i>will</i> First conditional	Reading ‘The most important farmers’ Listening Students discussing science projects Friends planning a meal Speaking Deciding where to eat Writing A restaurant review	Reading Identifying the main idea Writing Identifying key points for a review DIGITAL SKILLS	Presentation skills The structure of a talk (3) The conclusion p. 109 VIDEO TED Talks Our campaign to ban plastic bags in Bali pp. 110–111
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Pronunciation Intonation in questions VIDEO MAPS Past perfect Reported speech	Reading ‘Does school prepare you for the world of work?’ Listening Friends discussing jobs A student talking to a careers advisor Speaking A discussion with a careers advisor Writing An email asking for information (2)	Reading Different points of view Critical Thinking Identifying tone Writing Mediating (relaying specific information) Writing Indirect questions	
Pronunciation Weak & strong forms: <i>was</i> , <i>were</i> VIDEO MAPS The passive	Reading ‘To ban or not to ban?’ Listening The history of technology Friends discussing a new device Friends talking about pros and cons Speaking Discussing pros and cons Writing A complaint	Listening Open questions Reading Multiple choice Writing Complaining	Presentation skills Dealing with unexpected problems p. 135 VIDEO TED Talks How to control someone else’s arm with your brain pp. 136–137



INTRODUZIONE

Perspectives è un corso innovativo **ELI Publishing – National Geographic Learning** per l'apprendimento dell'inglese nella Scuola Secondaria di secondo grado. Il syllabo mira a sviluppare le competenze e le conoscenze linguistiche definite dal Consiglio d'Europa nel Quadro Comune Europeo di Riferimento per le Lingue (CEFR), portando gli studenti al livello di competenza B1 nell'arco del biennio.

COMPONENTI

Per lo studente

- Build-Up to Pre-Intermediate
- Pre-Intermediate Student's Book & Workbook + FLIP BOOK
- Build-Up to Intermediate
- Intermediate Student's Book & Workbook + FLIP BOOK
- Materiale supplementare scaricabile dal sito www.elilaspigaedizioni.it – Area Studenti

Lo **Student's Book** contiene:

- Dieci unità di dieci pagine ciascuna
- 4 pagine di *Consolidation & Certification* ogni due unità
- 2 pagine di TED Talks ogni due unità
- Una sezione di *Writing* e *Speaking Skills*
- Una sezione di *Literature Bank*
- Una sezione di *Video Functions*
- Una sezione di preparazione alle Prove INVALSI

Il **Workbook** contiene:

- Dieci unità di sei pagine ciascuna
- Una sezione di *Summative Revision* ogni due unità
- *Grammar Reference & Practice*, riepilogo grammaticale con esercizi
- Le trascrizioni dei video
- Mappe riepilogative con tutto il lessico del corso
- Glossario con trascrizione fonetica

Per l'insegnante

- *Teacher's Pack: Teacher's Book with Tests & Resources*: una guida didattica per anno con note metodologiche, informazioni culturali, note didattiche lezione per lezione, tutte le chiavi dello *Student's Book*, del *Workbook* del fascicolo *Build-up*.
- Ricca batteria di test per file A e B
- Un'unica **chiavetta USB** con tutti i materiali docente con all'interno
 - il Teacher's FLIP BOOK
 - tutti gli audio del corso
 - tutti gli audio dei test
 - tutti i video del corso
 - tutte le verifiche in formato editabile
 - un B1 Preliminary for Schools mock test completo
- Materiale supplementare scaricabile dal sito www.elilaspigaedizioni.it – Area Insegnanti modificabile, i modelli di **UdA**, tutto l'audio del corso, tutti i test scaricabili, tutti i test già corretti per la correzione collettiva



La **Programmazione per competenze** in formato Microsoft Word e i modelli di **UdA** si trovano all'interno del **Test-Maker Multi-ROM** e nel **Teacher's FLIP BOOK**.
Tutti i materiali docente sono scaricabili dal sito www.elilaspigaedizioni.it

LINEE GUIDA ALL'UTILIZZO DI *PERSPECTIVES*

Il corso *Perspectives* invita gli studenti a sviluppare il pensiero critico, l'apertura mentale e la chiarezza nell'esprimersi in inglese. Ecco alcune linee guida per usare il corso nel modo più proficuo.

Ampliare gli orizzonti mentali

Oltre a sviluppare la conoscenza e l'uso dell'inglese, ogni unità esplora un tema da diversi punti di vista e all'interno di contesti sempre nuovi. *Perspectives* incoraggia gli studenti a mantenere la mente aperta su tutti gli argomenti che incontrano nel corso e a guardare il mondo in modo nuovo, per cui alla fine della lezione si ritroveranno più consapevoli e creativi.

LE ATTIVITÀ *MY PERSPECTIVE*

In ogni unità ci sono alcune attività intitolate *My perspective*, che chiedono agli studenti di riflettere sul contenuto della lezione da un punto di vista personale. Qualche volta l'attività *My perspective* viene presentata all'inizio dell'unità per coinvolgere gli studenti sul tema e stimolarli a pensare a ciò che già conoscono sull'argomento. L'insegnante può scegliere fra tre modi diversi di usarle:

- può avviare una discussione con tutta la classe. Gli studenti leggono le domande, poi alcuni di loro vengono chiamati a condividere con la classe le loro idee. L'insegnante incoraggia così gli altri studenti a partecipare stimolando l'esposizione di punti di vista diversi.
- può organizzare discussioni in gruppi. Lavorare in gruppo permette a un maggior numero di studenti di partecipare, anche ai più silenziosi e meno sicuri di sé. L'insegnante può assegnare a due studenti il ruolo di coordinatore del gruppo e il ruolo di portavoce. Il coordinatore controlla che nessuno perda di vista l'obiettivo e ciascuno esprima il suo parere, mentre il portavoce riassume la discussione presentandola alla classe.
- può lasciare che gli studenti lavorino individualmente, scrivendo o registrando le loro idee in un audio. In questo modo gli studenti hanno tutto il tempo di prepararsi e godono di uno spazio privato per esprimere se stessi.

SVILUPPARE IL PENSIERO CRITICO

Gli studenti acquisiscono le abilità e le strategie necessarie a sviluppare il pensiero critico, cioè a verificare le informazioni, formarsi opinioni personali e condividerle. Saper misurare e valutare in modo critico idee e informazioni sta diventando sempre più importante per questa generazione che si trova di fronte alle *fake news* e a visioni parziali e unilaterali dei fatti, spesso distribuite online sui social.

Saper pensare in modo critico comporta lo sviluppo di una serie di abilità diverse tra cui: interpretare dati, porre domande critiche, distinguere tra fatti e opinioni, tener conto di altri punti di vista, identificare pregiudizi, riconoscere e valutare il merito di argomentazioni a favore e contro.

PENSIERO CRITICO E ATTIVITÀ *CHALLENGE*

La lezione B di ogni unità e il *Reading* nella sezione *Consolidation & Certification* ogni due unità si basano su un testo di lettura. I testi sono di vario genere e agli studenti vengono proposti varie tipologie di interazione. Dopo un accurato controllo della comprensione del testo scritto, vi è spesso un'attività di *Critical thinking* che incoraggia gli studenti ad analizzare o valutare certe informazioni nel contesto.

Le attività *Challenge* ogni due unità coinvolgono lo studente nelle idee autentiche di grande attualità che sono alla base del TED Talk.

In tutte le attività di *Critical thinking* e in molte altre attività, gli studenti sono stimolati a lavorare insieme, a discutere idee, opinioni, pensieri, emozioni e sentimenti. Alcuni di loro non saranno propensi a lavorare in coppia o in gruppo, perciò è importante presentare loro i vantaggi di questo modo di apprendere. Eccone alcuni:

- avere l'opportunità di raccogliere le idee prima di pensare al modo migliore di esprimerle in inglese. Per facilitare i livelli più bassi, il *brainstorming* può essere svolto inizialmente in lingua madre.

- praticare il linguaggio appreso di recente insieme al linguaggio che già conoscono e sanno usare bene.
- imparare gli uni dagli altri. Non si tratta solo di imparare parole ed espressioni nuove ma anche di entrare in contatto con nuove idee e nuove opinioni.
- sviluppare la coesione del gruppo classe e migliorare i rapporti tra studenti. L'insegnante ottiene questo mescolando le coppie e i gruppi e assicurando il flusso comunicativo tra di loro.
- per l'insegnante questa è un'occasione di capire quante idee gli studenti hanno sull'argomento, quale gamma di linguaggio sono in grado di usare, su quali elementi di contenuto e/o di grammatica è utile concentrarsi quando si dà un feedback.

Per una migliore riuscita e un maggiore sfruttamento del lavoro di coppia e di gruppo si suggerisce di:

- spiegare sempre molto chiaramente il compito prima di dividere gli studenti in coppie o gruppi.
- offrire una dimostrazione del tipo di attività orale che gli studenti sono invitati a svolgere.
- controllare che tutti abbiano capito chiedendo loro di dire che cosa devono fare prima di iniziare a farlo.
- dare un preciso limite di tempo.
- sorvegliare attentamente che tutti facciano quello che è stato chiesto e monitorare come gestiscono il compito.
- tenere pronte alcune attività extra per gli studenti che finiscono prima. Si vedano i suggerimenti in questa guida.
- dare un feedback alla fine, per esempio discutendo gli errori o esplorando nuove espressioni linguistiche o chiedendo agli studenti di condividere le loro idee. Dopo le attività di *Critical thinking*, può essere utile commentare ed espandere le idee degli studenti.

ESPRIMERSI IN INGLESE CON CHIAREZZA

Sviluppare chiarezza in inglese significa non solo imparare la lingua per riuscire a esprimere le proprie idee, ma anche imparare una buona pronuncia, diventare indipendenti nell'apprendimento e raggiungere buoni risultati negli esami.

Insegnare la pronuncia

In ogni unità di *Perspectives* ci sono attività specifiche relative agli elementi di pronuncia che risultano difficili per gli studenti non di madrelingua: segnalate nei box di *Pronunciation* a fondo pagina, sono reperibili nel FlipBook e sono da svolgere online. Ci sono anche sezioni di *Authentic listening skills* nelle pagine di TED Talks, che mettono a fuoco quegli elementi nel flusso del discorso inglese che possono causare difficoltà.

Queste attività permettono agli studenti di imitare la pronuncia dei parlanti madrelingua, ma vanno considerate piuttosto come opportunità per sperimentare e sentire il suono della propria voce in inglese. Perciò si consiglia all'insegnante di:

- non aspettarsi che la pronuncia degli studenti sia perfettamente accurata.
- usare la *Answer key* degli esercizi di pronuncia come guida.
- valutare gli sforzi degli studenti in base all'intelligibilità.

Le idee delle sezioni di pronuncia si possono applicare ad altre sezioni del libro. Per esempio, svolgendo un compito di lessico o di grammatica si può:

- fare esercitare singole parole, espressioni o intere frasi.
- aiutare nella pronuncia di singoli suoni.
- attirare l'attenzione sull'accento della parola e della frase, sull'elisione, sul collegamento tra parole, ecc. segnando questi elementi in esempi scritti alla lavagna.
- incoraggiare gli studenti a sperimentare nel pronunciare espressioni o frasi a velocità diverse, o con un'intonazione diversa o con un'emozione diversa.

Autonomia nell'apprendimento

Le lezioni in classe non possono esaurire tutto l'insegnamento linguistico, perciò è importante che gli studenti diventino autonomi nel loro apprendimento.

È essenziale che imparino a usare bene il dizionario, sia quello bilingue che quello monolingue.

Il dizionario bilingue è utile per cercare il traduttore inglese di una parola italiana. Si consiglia di incoraggiarne l'uso, per esempio, nelle attività di *brainstorming* menzionate sopra. Si può indicare agli studenti l'argomento dell'unità o della lezione

successiva e assegnare loro precedentemente come compito a casa la ricerca di espressioni che potrebbero essere utili per parlare di quell'argomento.

Il dizionario monolingue è utile quando lo studente incontra la parola inglese e ha bisogno di conoscerne non solo il significato ma anche la parte del discorso, le parole con cui si colloca e vari aspetti del suo uso. Per incoraggiare l'autonomia nell'apprendimento si consiglia di far usare il dizionario monolingue nelle attività lessicali invece di insegnare il linguaggio chiave prima di cominciare. Quando si controllano le risposte alle attività, si possono verificare il significato e altri aspetti della parola ponendo domande come: *What other things can you X? Why might you Y? Can you give three examples of Z?* Ci sono esempi specifici di questo tipo di domande nelle note didattiche. Inoltre si suggerisce di: fornire ulteriori esempi dell'uso della parola, chiedere agli studenti di cercarne altri nel dizionario e invitarli a comporre esempi personali con riferimento alla loro vita.

Abilità per gli esami

Nel *Teacher's Book* ci sono consigli (*tip*) da dare agli studenti per raggiungere risultati soddisfacenti negli esami. Le strategie d'esame nello *Student's Book* danno consigli su esercizi specifici che si trovano normalmente negli esami italiani e internazionali. Alcuni consigli sono ripetuti nei diversi livelli del corso e si suggerisce di rinforzarli controllando che gli studenti li ricordino ogni volta che un esercizio simile compare nel lavoro di classe.

Caratteristiche del corso

PANORAMICA DI UN'UNITÀ

Vocabulary (prima doppia pagina)

Le due pagine iniziali di Vocabulary offrono agli studenti il linguaggio necessario per esprimersi e pensare al tema dell'unità in modi nuovi e interessanti.

Fotografie ad alto impatto visivo stimolano l'interesse degli studenti per l'argomento.

Gli studenti collegano il contenuto a se stessi e al loro mondo.

6 Do your best

“Have no fear of perfection; you'll never reach it.”
Salvador Dalí
(Spanish artist)

CLASS DISCUSSION

- For you, what is the definition of perfection?
- Is perfection impossible to reach? Always or sometimes?
- Is perfection desirable? In what circumstances?

IN THIS UNIT YOU WILL

- discuss whether perfection is good
- learn about street art and graffiti artists
- read about someone who overcame difficulties
- learn how to ask for and give advice

70

The Selaron Steps in Rio de Janeiro, Brazil, are made from pieces of tile found in the city and donated from around the world.

> World Map, p. 182

VOCABULARY Goals & expectations

1 Look at the photo and discuss the questions with the class.

- What do you like or dislike about the Selaron Steps? Why?
- Many of the tiles are broken or come from people's rubbish. Does this make them more or less attractive / interesting?

After class, go online and find out more about the Selaron Steps and their creator.

2 Read the quotations. Match the words in bold (1–5) to the correct definitions (a–e).

1 "The only place where success comes before work is in the dictionary." – Anonymous

2 "Beauty is about being comfortable in your own skin. It's about knowing and accepting who you are." – Ellen DeGeneres

3 "Practice makes perfect." – Anonymous

4 "Practice doesn't make perfect. Practice reduces the imperfection." – Toba Beta

5 "True success is overcoming the fear of being unsuccessful." – Paul Sweeney

a ☐ without mistakes (adj)
b ☐ the correct or wanted result (n)
c ☐ not getting the correct or wanted result (adj)
d ☐ not being exactly right (n)
e ☐ feeling that something is OK or normal (v)

3 Now choose the correct option to complete the meaning of each quotation in Ex. 2.

- You **don't have to / have to** work before you can succeed.
- Beauty isn't about how you look, it's about **how you feel / dressing comfortably**.
- If you want to do something really well, **you won't fail / practise a lot**.
- You can never be perfect, **but you can / and you can't** usually improve.
- Success means not being afraid of **other people / failure**.

4 Match the words (1–6) to their opposites (a–f). Use a dictionary if necessary.

1 perfection	a <input type="checkbox"/> unsuccessful
2 success	b <input type="checkbox"/> fail
3 perfect	c <input type="checkbox"/> imperfect
4 succeed	d <input type="checkbox"/> imperfection
5 accept	e <input type="checkbox"/> reject
6 successful	f <input type="checkbox"/> failure

MY PERSPECTIVE

5 Work in pairs. Discuss the questions.

- Does anyone ever tell you to 'do your best'? A teacher? Parent? Sports coach? How does it make you feel?
- Tell your partner about a time when you did your best and were successful.
- What about a time you weren't so successful despite doing your best?
- What are the qualities that make a person successful?

Unit 6 Do your best 71

Le parole e le espressioni sono insegnate e praticate in contesto.

Le attività *My perspective* fanno riflettere gli studenti sulle loro opinioni e sui loro comportamenti in relazione all'idea principale dell'unità.

Listening and Grammar (seconda doppia pagina)

Gli esercizi di ascolto e di grammatica sviluppano le strutture della lingua e le abilità degli studenti facendo uso di contenuti autentici. Questo primo stadio della grammatica di solito è una revisione di conoscenze pregresse che vengono poi espanse.

Contenuti coinvolgenti presentano alla classe aspetti del mondo attuale e al tempo stesso contestualizzano la grammatica in obiettivo.

Contesti significativi offrono esercitazioni motivanti.

6A Not what they seem

BEFORE YOU LISTEN

1 Work in pairs. Discuss the questions.

- Can you think of a type of food that doesn't look good, but tastes delicious?
- Have you ever had a dish that looked perfect, but didn't taste very good? What was it?

LISTENING

2 (12.01) You will hear two podcasts about very different fruit and vegetable sellers: one in Tokyo, one in France. Listen to the first podcast. Are the sentences true (T) or false (F)?

- Sembikiya is located in the centre of Tokyo.
- It is the perfect place to do all your food shopping.
- It sells really expensive and perfect fruit.
- In Japan, giving fruit as a gift started recently.
- Fruit is a popular gift because it is something you don't need.

3 (12.02) Now listen to the second podcast and choose the correct option.

- Intermarché sells fruit and vegetables that are
A ugly and popular. C ugly and not popular.
B perfect but not popular.
- Customers like Intermarché's fruit and vegetables because of the
A funny way they look. C taste and price.
B price alone.
- In the past, most 'ugly' fruit and vegetables were
A given to animals. C sold to supermarkets.
B thrown away.
- Rejecting imperfect fruit and vegetables _____ food.
A wastes C improves the flavour of
B lowers the price of
- Now, _____ are choosing to eat imperfect fruit and vegetables.
A only very hungry people
B most farmers
C more people

MY PERSPECTIVE

4 Work in small groups. Discuss the questions.

- Does it matter if the things we eat don't look perfect? Why? / Why not?
- Are there other products, apart from food, where the appearance is or isn't important?
- What about people? Are there occasions when a person needs to dress and look as perfect as possible?
- Do you think that clothes can tell you anything about the person who is wearing them? Do you judge people by the way they dress?

WRITING

5 Competences Choose one of the companies from the listening: Sembikiya (Ex. 2) or Intermarché (Ex. 3). Research more information online, then write a paragraph about the company.

- For Sembikiya, you could focus on the company and its history, the products sold and prices, or the gift-giving culture of Japan.
- For Intermarché, you could focus on the company, its advertising campaigns for imperfect fruit, or its influence on other companies.

DIGITAL SKILLS Searching online

- Key words. Get relevant results by choosing key words with care.
- Use reliable sites. Look at online newspaper sites, government sites or other well-known sources.
- Consult more than one site. Compare the information they give.
- Be open-minded. Don't believe everything you read!

GRAMMAR Modal verbs: obligation, prohibition, permission

6 Answer the questions about presenting yourself online.

- What social media sites and apps do you use?
- What kind of photos of yourself do you put online?
- Why do people present themselves on social media as more perfect and successful than they are in real life?

7 Read the article about social media. What is it important to do? What is it important not to do?

Rules for the perfect profile?

According to the rules, you have to be at least thirteen years old before you can open an account on Instagram, Facebook, Snapchat and other social media apps. The rules say younger children can't join, but you don't have to prove your age, so a lot of them join anyway. This worries some experts: the 'perfect lives' children see on social media often cause them to feel bad about their own lives. It obviously isn't realistic for parents to say to their children "You mustn't use social media", but they can explain that what people show online isn't the whole picture. The Imperfect Tribe, a group on Instagram, agrees. They say we don't have to look perfect on social media. In fact, members of the group must show themselves as real people online.

Modal verbs

Obligation

- You **have to be** at least thirteen to open an account.
- They **must** show themselves as real people online.

Prohibition

- The rules say younger children **can't** join.
- You **mustn't** use social media.

Permission

- ... before you **can** open an account on Instagram, ...

Lack of obligation

- You **don't have to** prove your age.

8 Study the examples (a–f) in the grammar box. Match them to the correct meanings (1–4).

- You are allowed to do this.
- You are not allowed to do this.
- It is necessary to do this.
- It isn't necessary to do this.

Remember!

To express obligation in the past, we use **have to**, not **must**.
We **had to** get up too early yesterday.

> Grammar reference & practice p. 264

PRONUNCIATION Weak and strong forms: can

9 Choose the correct option to complete the quotes about school uniforms.

'We have a strict uniform policy at my school. Boys (1) **have to / can't** wear black trousers, but girls (2) **mustn't / can** choose a skirt or trousers. Girls' skirts (3) **can't / must** touch the top of their knees. You (4) **can't / don't have to** take off your tie at school during the day, and girls (5) **have to / mustn't** let their socks fall down.'

Kim, Korea

10 Complete the text with the words in the box. Sometimes there is more than one possibility.

can can't have to don't have to must mustn't

Dressing for the temples of Thailand

Visitors to Thailand (1) _____ miss the amazing temples, but there are some rules you (2) _____ follow to be respectful. First, you (3) _____ wear shoes in the temples: take them off when you enter. Second, you (4) _____ wear clothes that cover your arms and knees. But in most temples in Thailand there are no rules about covering your head: you (5) _____ cover it so you (6) _____ enter without a hat or headscarf.

Sofia, Italy

11 Work in pairs. Discuss the questions.

- Are there any rules about what you can and can't wear at your school?
- What would you tell a new student about what to wear?
- When in your life have you had to wear certain clothes for a special event, job or activity?

Unit 6 Do your best 73

Spiegazioni grammaticali e ulteriore pratica nella *Grammar reference & practice* a fine volume offrono agli studenti un supporto extra.

Questi riferimenti rimandano gli studenti agli esercizi di pronuncia nel Flip Book, utilissimi per comprendere ed essere compresi.

Un'attività finale a risposta aperta permette agli studenti di personalizzare la lingua.

Word building, Reading and Strategies (terza doppia pagina)


La lettura permette agli studenti di usare strategie, competenze e abilità critiche nel gestire l'informazione.

L'attenzione viene posta su come si formano le parole e su come funzionano insieme.

I testi di lettura con una prospettiva globale incoraggiano gli studenti a pensare in termini di dimensioni mondiali. Sono tutti registrati per un ulteriore esercizio di ascolto.

BB Finding new ways

Not so fast



Lewis Pugh swims in Lake Imja, Mount Everest.

> World Map, p. 182

WORD BUILDING Negative prefixes

A prefix can be added to the beginning of a word to change its meaning. Many prefixes give words the opposite meaning, for example:

- im- (imperfect = not perfect)
- dis- (disagree = not agree)
- un- (unsuccessful = not successful)
- in- (informal = not formal)

1 Work in pairs. Read the Word Building box. Then read the texts about two people's views on success and complete the words with *im-*, *dis-*, *in-* or *un-*. Use a dictionary if necessary.

Why being comfortable can be bad for your career

Kathy Bloomgarden, a company director, says that if you want to succeed, you need to be (1) uncomfortable. She believes that it's (2) impossible to grow unless you have challenges. She realised that only speaking one language was a (3) disadvantage in business, so she learned Arabic and Chinese.

Why being patient may not help you learn a new language

Benny Lewis, a blogger, believes that the best way to learn a language is to be (4) impatient. If you really want to succeed, you must be (5) unable to wait. He says that if you just start talking to people, your fear will (6) disappear. And talking to people is an (7) expensive way to learn!

2 Complete the sentences so they are true for you. Share your ideas with a partner.

- I feel uncomfortable when ...
- I feel uncomfortable when I'm the centre of attention.
- For me, it would be impossible to ...
- One disadvantage of the place I live is ...
- I feel unsuccessful when ...
- I'm usually unable to ...
- Something I would like to see disappear is ...
- I disagree with ...

READING

3 Work with a partner. Look at the photo and the caption. Discuss the questions.

- Where is this person? What is he doing?
- How do you think he feels?
- Would you ever try something like this? Why? / Why not?

4 **2.03** **INVALSI** Read and listen to the article. Answer the questions.

- Why does Lewis swim?
- Where did he do a high-altitude swim?
- What style of swimming was successful for him for most of his career?
- What style of swimming was successful for the Lake Imja swim?
- What lesson did Lewis learn through failure?

5 Match the pairs of synonyms from the article.

- conclusion (line 13)
- frightening (line 23)
- fight (line 26)
- try (line 35)
- calm (line 36)

a ☐ scary (line 12)
b ☐ decision (line 18)
c ☐ attempt (line 21)
d ☐ struggle (line 31)
e ☐ relaxed (line 31)

6 Competences Read the text again and underline the key information in each paragraph. Compare your ideas with a partner. Did you underline the same things?

READING & WRITING STRATEGIES
Mediating (processing text)

Summary-writing is an example of processing texts: understanding information in one text and transferring it to another.

A summary is a short version of a longer text. It contains key information from the original text, but doesn't give unnecessary detail.

7 Now put the following sentences in order to make a summary of the main text. Does this summary include all the information you underlined in Ex. 6?

- ☐ They said he had to swim calmly and slowly, not fast.
- ☐ His first attempt failed and he almost died in the water.
- ☐ Then people told him to change the way he swam at high altitude.
- ☐ When he tried to swim across the lake again, it was a success.
- ☐ Lewis Pugh is a pioneer swimmer.
- ☐ In 2010, he decided to swim across a very cold lake near Mount Everest in the Himalayas.
- ☐ He has swum in very difficult conditions to raise awareness for environmental issues like global warming.

SPEAKING

8 Work in groups. What do you think about Lewis's extreme swimming? Is it brave to do something like that for a good cause? Or is it too dangerous?

I tipi di esercizi sono stati scelti attentamente per permettere agli studenti di far pratica del formato degli esami.

Vengono qui evidenziate le strategie da utilizzare nell'ambito della lettura e della scrittura.

Grammar, Speaking & Reading, Life skills (quarta doppia pagina)

Ulteriori argomenti di grammatica vengono presentati ed esercitati per essere poi immediatamente applicati nell'esercitazione orale e nella lettura.

Gli studenti sono guidati nell'apprendimento attivo di argomenti grammaticali attraverso esempi e formulazione di regole.

Esercizi che, richiedendo allo studente di esprimere opinioni e preferenze personali, offrono un'occasione per lo sviluppo di competenze sociali e per l'apprendimento autonomo.

6C Unexpected art

1 Work in pairs. Discuss the questions.

- Is there a lot of graffiti in your town or city? Where?
- Who do you think is responsible for it?
- Do you like it? Why/Why not?

2 Read the infographic on page 77. Do you think that graffiti is a form of art? Is there a difference between graffiti and street art in your opinion?

GRAMMAR *should & ought to*; Zero conditional

3 Study the grammar box. Then choose the correct option to complete the rules.

should & ought to

Should we consider graffiti as a form of art?
We should encourage street art.
... the police ought to arrest graffiti artists.
People shouldn't write on private walls.

1 *Should and ought to are used to express obligation / say that we think something is a good idea.*
2 For the interrogative and negative forms, we normally use *should / ought to* instead of *should / ought to*, which is very formal.

> Grammar reference & practice p. 264

4 Complete these sentences with *should*, *shouldn't* or *ought*.

- _____ local councils encourage young artists to decorate their towns?
- Police _____ to arrest anyone who vandalises a building with graffiti.
- You _____ damage historical buildings or monuments with graffiti.
- There _____ to be special areas where artists can practise their street art skills.
- I think there _____ be a special paint for street artists that can be washed off easily.
- Some cities, like Bogotá in Colombia, believe that street art _____ be illegal: they want to decriminalise it.

5 Study the grammar box and answer the questions.

Zero conditional for advice

When you go to Bristol, you should look for some of Banksy's work on the walls.
If you like street art, visit the Nuart festival in Stavanger, Norway.

1 Which tense is used in the *if/when* clause?
2 Which verb forms are used in the second clause to give advice?

> Grammar reference & practice p. 264

6 Complete the advice to artists with the words in the box.

don't grow look post should try want

- If you _____ to be an artist, you _____ do it; just start painting.
- When people criticise your art, _____ stop. Listen, but keep working.
- If you want to _____ as an artist, _____ at other people's work.
- When you want people to see your art, you should _____ photos online.
- If one of your pictures is a failure, _____ to learn from experience.

1 Paint of a mural in Dubai, 2016
> World Map, p. 182

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Are street art and graffiti really art?

WE SHOULD ENCOURAGE STREET ART BECAUSE:

- it expresses the thoughts and emotions of a local community.
- it can communicate ideas in an original way.
- it makes ugly places look more interesting.
- it can send a strong social or political message.

WE SHOULDN'T ENCOURAGE STREET ART BECAUSE:

- it represents the decline of an urban area.
- people shouldn't write on private walls.
- it's vandalism so the police ought to arrest street artists.
- often graffiti is just a word. That isn't art.

7 Competences In pairs, choose an activity that you both know a lot about (learning a language, doing a sport, taking photographs, etc.). Write five pieces of advice. Use the advice for artists in Ex. 6 to help you.

When you want to learn photography, you should start by ... You ought to practise every day.

SPEAKING & READING

8 Work in pairs. Look at the photos (1–3) of street art on these pages and take turns to describe what you can see. Which one do you prefer? Why?

9 Now read these short texts and decide which artist created each piece that you discussed in Ex. 8. Go online and find more works by the artist you like best.

A Manuel Di Rita, in art **Peeta**, is an artist from the province of Venice. He uses geometric shapes and a three-dimensional style to decorate walls of buildings, as well as creating sculptures and canvases. He believes you should think of street art as an evolution of graffiti.

B **Banksy** is a street artist whose real identity is unknown. He uses stencils so he can work very quickly and keep his identity a secret. He's originally from Bristol in England so if you visit the city, look for some of his first works. His art is often controversial and political and, today, collectors pay enormous amounts of money for it.

C **Lady Aiko** was born in Japan, but lives and works in New York. She is one of the most important and influential female street artists. Her inspiration comes from 18th century Japanese woodblock printing. If you like a beautiful and feminine style, you should look out for her work.

2 A mural in Palestine, 2003
> World Map, p. 182

LIFE SKILLS Creativity

10 Competences Jorge Selaron (pages 70–71), Banksy, Peeta and Lady Aiko all use their art to change the appearance of a place or to make people think. In small groups, choose a place in your town or local area that you would like to change. Work together to make a poster showing your ideas or write a short proposal to explain why it is a good idea.

3 A mural in Campobasso, 2015
> World Map, p. 182

Unit 6 Do your best 77

I box di grammatica contengono sempre esempi che offrono modelli chiari della regola illustrata.

Vengono messe a fuoco le principali *Life skills*, come la creatività, che diventano la base per attività di coppia o di gruppo.

Speaking and Writing (quinta doppia pagina)

Questa lezione permette agli studenti di esprimersi in modo personale sui temi che sono stati discussi finora e di sviluppare strategie chiave nel parlato e nello scritto.

Vengono messe in evidenza le espressioni da usare per comunicare oralmente.

Vengono evidenziate le strategie connesse con la funzione in obiettivo e vengono sviluppate le competenze relative alla scrittura.

6D What should I do?

SPEAKING Giving advice

1 Work in pairs. Discuss the questions.

- Who do you usually ask for advice? Why?
- Have you ever given advice to someone? About what?
- Have you ever regretted following someone else's advice? Why?

2 Read the question and advice. The same word is missing in each space. What is it?

Q&A

SS Sam S: My friend is good at _____, but she refuses to speak in class or use her _____ because she's afraid of making a mistake. She wants her _____ to be perfect. What should I say to her?

AP Ania P: If she wants to speak _____, she should just start speaking! Nobody notices mistakes if you can communicate your ideas.

SR Sixtos R: She should learn to love mistakes! The only way to improve is to make mistakes, especially when you have a teacher there to correct you.

RD Ryuji D: Why not start an _____ film club? When you watch a film, you naturally want to talk about it. You could have an "_____ -only" rule for the club.

IM Igor M: I agree that she shouldn't worry about mistakes, just keep trying. If you want to improve your _____, try speaking it often.

3 Work in pairs. Answer the questions about the Q&A section on the website in Ex. 2.

- Which advice do you think is the most helpful?
- Can you think of other advice that would be useful for improving your English?
- Have you ever heard any advice for speaking English that didn't work for you?

4 Look at the Functions box. Work in small groups and take turns giving advice for these situations.

- You can see that someone is trying to understand where to put the money in a drinks machine. You know the correct place to put it.
- A friend asks you what kind of phone you think he or she should buy.
- You notice that someone in a shop is having problems carrying the things they want to buy. They probably don't realise that the shop has baskets they can use.

Functions

Giving advice

When you don't understand something, you should ask your teacher for help.

If you need more maths practice, try downloading a maths app.

I think you should ...

You shouldn't ...

Why don't you ...?

How about ...?

Responding to advice

Thank you. That's a really great idea.

Thanks, but should I also ...?

That's useful advice, but ...

DEALING WITH EXAM STRESS

It's natural to feel stressed when you have an exam. In fact, if you don't feel at least a little stressed, you probably aren't working hard enough. Stress can help to make us study, but too much stress can make us ill and reduce our chances of success. Here are some tips to help reduce exam stress.

No one is perfect. Do your best, and don't worry about trying to get 100 percent every time.

When you're preparing for an exam, eat well. Your brain needs food! Eat lots of fresh fruit and vegetables.

If you feel stressed, talk to another student about it. It helps to remind you that your feelings are normal.

You shouldn't stay up too late studying; get plenty of rest. If you're too tired, you can get ill.

Exercise is a great way to fight stress and clear your mind. When you're planning your exam preparation, you should include regular physical activity.

On exam day, remember to breathe! When you breathe deeply, you feel more relaxed!

These tips can help you to improve your chances of exam success. Try them!

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Unit 6 Do your best 79

Un'attività a risposta aperta permette agli studenti di personalizzare la lingua. Gli studenti potranno fare ulteriore esercizio nella sezione Speaking Bank a pagina 177.

Ogni sezione di Writing presenta un modello di testo scritto. Gli studenti potranno fare ulteriore esercizio nella sezione Writing Bank a pagina 167.

Consolidation & Certification (tre pagine ogni due unità)

Queste pagine di ripasso delle due unità precedenti presentano esercizi di lessico, grammatica, ascolto e lettura nel formato degli esami italiani e internazionli.

5&6 Consolidation & Certification

Grammar revision Present perfect (never, before, just, already, yet), Present perfect & Past simple, modal verbs (obligation, prohibition, permission, advice)

Vocabulary revision relationships, greetings, goals & expectations, suffixes (-al, -ual), negative prefixes (im-, dis-, un-, in-)

VOCABULARY & WORD BUILDING

1 Choose the correct option.

Digital safety!
There are many (1) _____ to living in a digital world, but also risks. Here are some (2) _____ tips to help you. You should avoid (3) _____ mistakes such as writing down your password or using the same one all the time. If you are (4) _____ to remember lots of passwords, use a dedicated site to help you. You need to pay attention to any (5) _____ emails and links you receive as they might come from people who want to steal your (6) _____ data. Sometimes these seem like (7) _____ websites or emails and it's almost (8) _____ to tell the difference. Don't (9) _____ friend requests from (10) _____ on (11) _____ media networks, and if you feel (12) _____ about anything, speak to an adult.

1 A successes B advantages C disadvantages D imperfections
2 A impractical B practice C practised D practical
3 A typical B informal C failed D unsuccessful
4 A able B not C unable D imperfect
5 A usual B unusual C unnatural D impersonal
6 A natural B emotional C secret D personal
7 A profession B professed C professor D professional
8 A possible B improbable C impossible D difficult
9 A accept B reject C succeed D fail
10 A friends B classmates C strangers D families
11 A cultural B social C historical D personal
12 A usable B unhelpful C unsuccessful D uncomfortable

2 Complete the sentences with the correct form of the word in capitals.

1 I'm sorry, but I totally _____ AGREE in life!
2 Can money help you to be _____ SUCCESS
3 What do you and _____ do before your volleyball matches? MATE
4 I feel like a _____ I've taken my driving test three times, but haven't passed it yet. FAIL
5 I'm a bit embarrassed when I speak English because my pronunciation is _____ PERFECT
6 'When did your car _____?' 'A week ago. I'm so worried.' APPEAR

80 Units 5&6 Consolidation & Certification

GRAMMAR

2 Complete the second sentence so it has the same meaning as the first. Use a maximum of three words.

1 It's a good idea to take a gift when you visit someone's house in Japan.
You _____ a gift when you visit someone's house in Japan.
2 Taking photographs is not allowed in the art gallery.
You _____ photos in the art gallery.
3 When I was at school, jackets and ties were obligatory.
I _____ wear a jacket and tie when I was at school.
4 Mario invited me to the exhibition.
Mario said, '_____ come to the exhibition with me?'
5 There is no charge for students to join the club.
Students _____ to pay to join the club.

3 Write ONE word in each space.

How (1) _____ have you known your best friend? Jacob and I (2) _____ been best friends (3) _____ primary school and we get on really well. In fact, we have (4) _____ argued, not even once. We've (5) _____ on holiday together several times. Last year we (6) _____ camping in the mountains, which was great fun. We love playing video games. Jacob (7) _____ just bought a new console. Lucky him, I've had mine (8) _____ two years. It (9) _____ my birthday two weeks ago and my aunt gave me some money, but I've (10) _____ spent it all - every cent. Perhaps I (11) _____ not buy so many clothes, then I could buy a new console, like Jacob. I don't have (12) _____ look perfect and fashionable all the time, I suppose...

81 Units 5&6 Consolidation & Certification

LISTENING

1 Listen and choose the correct option.

1 What did the man have to do yesterday?
A _____ B _____ C _____
2 What does the girl's father think she should do?
A _____ B _____ C _____
3 What can't students take into the exam room?
A _____ B _____ C _____
4 What time can the friends meet?
A _____ B _____ C _____
5 Which poster does the girl decide to buy?
A _____ B _____ C _____
6 What has the woman already done today?
A _____ B _____ C _____

REAL ENGLISH

1 You will hear some sentences. Listen and choose the best reply to each one.

1 A I don't know, sorry.
B Yes, you must.
C No, you shouldn't.
2 A I didn't study much.
B Nearly, just two more exercises.
C I do my homework at school.
3 A I'd love to.
B I don't think so.
C I can't ask my parents.
4 A Twice a week.
B The lessons are 2 hours.
C For over two years.
5 A Yes, you must be over 15.
B No, you mustn't speak in the library.
C Yes, but it's free.
6 A Thanks, but I already have.
B Yes, you can use my computer.
C Sorry, but I haven't seen it.

2 Complete each text with the correct option.

1 A must B shouldn't C don't have to
2 A unable B uncomfortable C impossible
3 A yet B since C just

82 Units 5&6 Consolidation & Certification

The fastest Italian ever!

In spite of his young age, Filippo Tortu has already won several medals at international athletic competitions and broken many records. In fact, in 2018 in Madrid, he became the fastest Italian athlete ever when he ran the 100 metres in less than 10 seconds. (1) _____. And with that incredible time, he broke the record held by Pietro Mennea since 1979.

Born in Milan on 15th June 1998, Filippo started doing athletics when he was eight. He soon started participating in, and winning, local junior competitions. He has always trained with his father, and since 2015 he has been a member of the Fiamme Gialle team.

In 2017 he won the gold medal in the 100 metres at the European Athletics Under 20 Championship in Grosseto, Italy, and the bronze in the 4x100 relay. He obviously had to dedicate a lot of time to training and races to get these results. However, he didn't forget about his studies. (2) _____. In interviews, he has described himself as calm and happy, but determined. (3) _____. One tough lesson he had to learn was in 2014 at the Youth Olympic Games in Nanjing, China. During the qualifying rounds for the 200 metres, he fell and broke both of his arms! This meant he was unable to compete in the final. (4) _____. Filippo does not only specialise in the 100 metres, he also runs 200 metres. At the 2017 IAAF World Championships in London, he got to the semi-finals. This was an excellent result considering that he was running in heavy rain. His best time is currently 20.54 seconds. The Italian record over this distance is 19.72 seconds. (5) _____. But, we have to ask, for how long?

READING

1 Read the text and choose the correct sentence (A-G) to complete each space. There are two extra sentences.

A It was an unbelievable result at the age of 14.
B In fact, he finished High School that same year.
C This record is held by the champion Pietro Mennea.
D Luckily, he recovered and he soon started training again.
E He shouldn't worry because he has lots of time.
F He crossed the finish line with a time of 9.99 seconds!
G He has also said that losing helps you learn.

83 Units 5&6 Consolidation & Certification

Presentation Skills (una pagina ogni due unità)

Questa pagina presenta tecniche per strutturare una presentazione orale e le competenze necessarie, in preparazione all'ascolto dei TED Talks.

5&6 Presentation Skills

THE STRUCTURE OF A TALK (2) The main body

1 Discuss the questions with the class.

1 What is the difference between watching a talk or presentation live, and watching it as a recording or reading it?
Which is easier to understand? Why?
2 Why do you think that speakers usually use a lot of repetition in the main body of a talk?
3 Why do you think they often include examples based on personal experiences?

2 Read and listen to the main part of a talk about something that the speaker, Luke, thinks is important for young people. Then answer the questions.

1 What is the main point of his talk?
2 What example does he give to illustrate his point?

“Firstly, I want to say that you can never really know what something is like until you try it. I think I sound like my parents, but it's important: you can only know something if you have experienced it first-hand. This is true in lots of areas, such as eating a new dish, attempting a new sport or trying a new activity – anything really. You don't have to like it or be good at it, but at least you've had the experience.

For instance, last year my school put on a play and everyone had a role. On the night of the performance, I was really nervous so I couldn't speak at all at first. I felt frozen to the spot. Eventually, I managed to say my first line, then I relaxed and got through the rest of the show. I'm certainly not a good actor, but I had a go at it.

The second point I want to make is that you should be adventurous and push yourself outside your "safety zone". I don't mean you should attempt something dangerous, but try your hand at something that is unusual or different for you.”

COMPETENCES

In the body of a talk, you should clearly indicate the key points of your topic and repeat your main message several times in different ways. This is particularly important in a live talk where the audience cannot listen to what you say again.

These techniques can help:

- use linking and sequencing words. This makes it easier for the audience to follow what you are saying and to know what is coming next.
- use concrete examples. This helps to illustrate what you are saying and make it more interesting.
- repeat key words and phrases. This helps fix the concept and ideas in the audience's mind.

1 Work in pairs. Read Luke's talk again and find:

1 an example of repetition in the first paragraph.
2 two different ways to say 'for example'.
3 expressions that he uses to link ideas and sentences (Firstly, but...).

YOUR TALK

1 Prepare the main body of a talk on something which you feel is important for young people. Use the advice in the Competences box and Luke's talk to help you.

On pages 84-85 you will watch a TED Talk. When you watch the talk, pay attention to how the speaker uses these techniques to reiterate her points, in particular the repetition of certain words and phrases.

84 Units 5&6 Presentation Skills

Le informazioni aiutano gli studenti a capire il contesto del discorso e da quali esperienze vissute nasce.

Le attività relative al video aiutano gli studenti a sintonizzarsi sul tema e sul linguaggio del TED Talk.

L'attività mette in evidenza vocaboli ed espressioni ad alta frequenza, appropriati al livello linguistico della classe ed estratti dal TED Talk.

La rilevanza data a particolari tecniche necessarie per l'ascolto di audio autentici prepara gli studenti all'interazione con l'inglese nel mondo reale.

Con queste attività a risposta aperta gli studenti acquisiscono una sicurezza che va ben oltre la pagina del libro.

L'offerta digitale

L'uso della tecnologia come strumento per ampliare, cercare, organizzare e comunicare informazioni è una competenza fondamentale del 21° secolo, essenziale per la formazione degli studenti e indispensabile ai fini della futura ricerca di lavoro. Nella scuola italiana si è iniziato a parlare di nuove tecnologie a partire dal 2007 con l'introduzione del Piano nazionale per la scuola (PNSD). Dal 2008 al 2012 sono state introdotte nelle classi italiane le LIM (lavagne interattive multimediali) e sono stati avviati i progetti *Classi 2.0* e *Scuole 2.0* finalizzati alla realizzazione di laboratori nelle classi al fine di offrire agli studenti scenari di apprendimento innovativi. Con La Buona Scuola (legge 13 luglio 2015, n. 107), il PNSD diviene il pilastro fondamentale rispetto al quale si delineano le sfide di innovazione più importanti nel campo dell'istruzione: l'innovazione del sistema scolastico e la diffusione delle opportunità date dall'educazione digitale.

È all'interno di questa cornice che si colloca l'ampia offerta digitale fornita da *Perspectives*: una vasta gamma di strumenti usufruibili sia dall'insegnante, per il lavoro in classe con la LIM, che dallo studente, per il lavoro autonomo di ripasso, rinforzo e approfondimento a casa.

LA FLIPPED CLASSROOM

La *flipped classroom* o **classe capovolta**, nuovo modello didattico che si sta diffondendo sempre più, consiste nel capovolgimento del modello tradizionale della lezione: i materiali didattici, appositamente selezionati dal docente, sono proposti allo studente come attività a casa, propedeutiche alla lezione in classe, la quale diventa non più lezione frontale, ma attività collaborativa e laboratoriale, finalizzata allo sviluppo e alla co-costruzione di conoscenze e capacità concrete. Tale materiale didattico può consistere in un video, una presentazione, una mappa, delle infografiche, dei testi, ecc.

Il materiale che *Perspectives* fornisce al docente che volesse tentare questo approccio con le sue classi è stato studiato appositamente per essere di facile fruizione da parte degli alunni, in modo da non andare incontro a problemi difficilmente gestibili a casa durante le ore di studio in autonomia. Questo materiale comprende delle mappe di grammatica in infografica (**Grammar Video Maps**) con la spiegazione sviluppata a grappolo supportata dall'audio per apprendere le regole ma anche la pronuncia corretta delle parole.

FLIP BOOK

Il FLIP BOOK è la versione digitale e interattiva del libro di testo. Esso raccoglie in un unico ambiente multimediale tutte le risorse del corso e offre un accesso diretto alle piattaforme e alle risorse online.

Il FLIP BOOK è uno **strumento fondamentale** per il docente di oggi, per arricchire e approfondire la lezione in classe, ma anche per il discente, in quanto incoraggia all'autonomia e alla personalizzazione del percorso di apprendimento.

Al suo interno l'insegnante e lo studente avranno accesso a:

- Student's Book e Workbook interamente **sfogliabili**;
- oltre 300 **esercizi interattivi e auto-correttivi** distribuiti all'interno dello Student's Book e del Workbook;
- le chiavi di tutti gli esercizi interattivi (solo nella versione insegnante);
- tutti gli **audio** del corso;
- tutti i **video** del corso;
- gli strumenti presenti all'interno della piattaforma *bsmart*;
- il **libro liquido**, ovvero la versione accessibile ad alta leggibilità per studenti con difficoltà di apprendimento, dotato di **sintetizzatore vocale**;
- risorse aggiuntive per lo studente e per l'insegnante;
- collegamento diretto alla piattaforma delle verifiche grammaticali;
- tutte le risorse per il docente raccolte in un unico supporto (solo nella versione insegnante).

Gli esercizi interattivi, gli audio e i video

Gli esercizi interattivi contenuti all'interno del FLIP BOOK sono distribuiti fra le pagine sia dello Student's Book che del Workbook. Sono esercizi auto-correttivi e consentono pertanto allo studente di avere un feedback immediato e al docente di interpretare difficoltà o punti di forza e orientare di conseguenza il percorso di insegnamento.

Gli esercizi interattivi prevedono il salvataggio automatico e la possibilità di resettare le risposte dopo lo svolgimento. Al loro interno possono contenere **audio** e **video**. I video sono tutti dotati dell'**opzione sottotitoli** che può essere attivata o disattivata a scelta dell'insegnante o dello studente.

Solo nella versione insegnante, all'interno degli esercizi interattivi è previsto anche il pulsante "keys" per visualizzare tutte le soluzioni degli esercizi attivati.

Fra le molte attività e i numerosi video presenti all'interno del libro digitale di *Perspectives* si segnalano le **Grammar Video Maps**.

Le **Grammar Video Maps** sono delle mappe grammaticali **interattive** ed **esplorabili** direttamente dallo studente, **con audio** delle spiegazioni in italiano ed esempi in inglese. Dopo aver esplorato ciascuna sezione della mappa, lo studente potrà accedere ad alcuni esercizi interattivi e auto-correttivi ad essa collegati, volti a verificare la comprensione della regola e la sua memorizzazione.

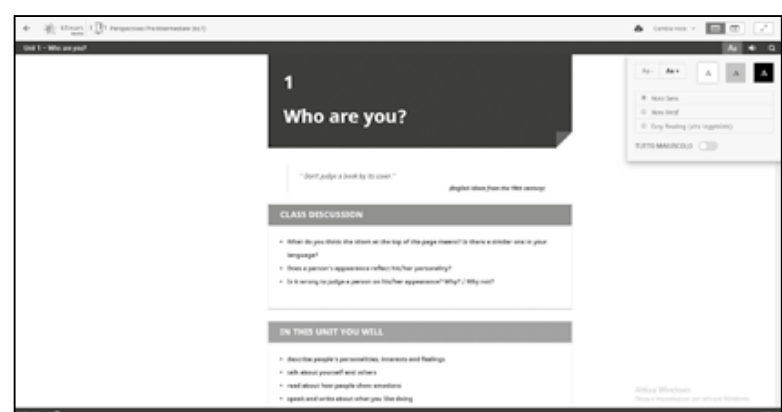
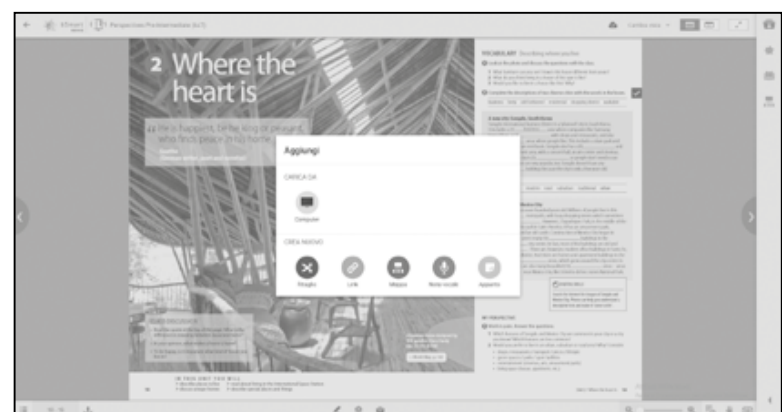
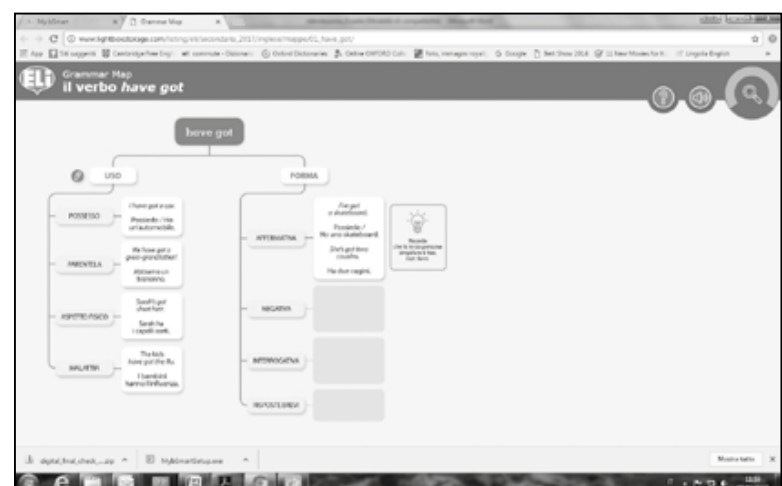
Le **Grammar Video Maps** rappresentano uno strumento importante per illustrare visivamente i concetti, riepilogare e riorganizzare le informazioni, mettere a fuoco la regola e schematizzarla, oltre ad essere un ausilio indispensabile all'interno della **didattica inclusiva**.

La barra degli strumenti

Dalla barra degli strumenti all'interno della piattaforma *bsmart* è possibile non solo accedere alla tradizionale palette di disegno (matita, evidenziatore, riquadri per inserire note, gomma) ma anche fare ritagli di testo, inserire esercizi, file, note, video, collegamenti ipertestuali e **registrazioni audio** per esercitarsi con la pronuncia. Inoltre, è possibile fare uso di mediatori didattici quali **schemi e mappe concettuali** che possono essere creati dall'utente in modo veloce ed estremamente intuitivo. Il FLIP BOOK diviene quindi uno **strumento da personalizzare**, arricchendolo di risorse, funzioni e materiali integrativi, in base alle proprie esigenze formative.

Il libro liquido

Il FLIP BOOK offre la possibilità di accedere al libro liquido, ovvero l'intero corso in versione accessibile ad alta leggibilità. Si tratta di un supporto fondamentale alla **didattica inclusiva**, in quanto aiuta ad apprendere riducendo al minimo le eventuali difficoltà. All'interno del libro liquido è infatti possibile modificare il tipo di carattere, le sue dimensioni e il colore dello sfondo, fare la ricerca per parole e attivare il **sintetizzatore vocale** per la lettura dell'intero volume. Dal menù a destra si ha inoltre la possibilità di accedere a tutte le risorse interattive e multimediali attive all'interno del libro digitale.



Il libro liquido concretizza alcuni elementi fondamentali per i percorsi di integrazione: la personalizzazione (è un prodotto in continua evoluzione che segue lo sviluppo della personalità dello studente in tutti i suoi aspetti), la collaborazione (è elaborato attraverso l'interazione con i compagni, gli insegnanti e le famiglie), il raccordo (diventa strumento pratico e facilmente fruibile nella mediazione "casa-scuola"), la documentazione (dà visibilità al percorso educativo-didattico dell'autore stesso).

Le risorse aggiuntive per l'insegnante

Nel Teacher's FLIP BOOK l'insegnante ha la possibilità di trovare raccolte in un unico supporto tutte le risorse fornite in dotazione al docente:

- Teacher's Book in formato PDF;
- programmazione didattica in formato Word modificabile;
- Tests & Resources in formato Word modificabile.

Dove trovare il FLIP BOOK?

Il Teacher's FLIP BOOK è disponibile all'interno della pennetta USB in dotazione al docente oppure consultabile online su piattaforma *bsmart* o scaricabile tramite l'app *MybSmart*.

Lo Student's FLIP BOOK è consultabile online su piattaforma *bsmart* o scaricabile tramite l'app *MybSmart* tramite il codice fornito insieme al volume.

Per maggiori informazioni, si rimanda al sito [www.elilaspigaedizioni.it/libri digitali](http://www.elilaspigaedizioni.it/libri-digitali).

LA PIATTAFORMA BSMART E L'APP MYBSMART

I libri ELI per la Scuola Secondaria di secondo grado possono essere visionati sulla piattaforma online *bsmart* oppure scaricati su supporto PC o tablet tramite l'app *MybSmart*.

Per accedere alla piattaforma o all'app, basta registrarsi sul sito www.bsmart.it inserendo le informazioni richieste. Per maggiori informazioni, si vada su support.bsmart.it.

All'interno della piattaforma, l'insegnante potrà avere inoltre accesso a *bSmart Classroom*, un'aula virtuale in cui docenti e studenti possono lavorare insieme e in cui ciascun docente può creare dei corsi, assegnare compiti, verifiche, programmare interrogazioni e gestire il calendario degli eventi che ha previsto.

ELI LINK

ELI Link è un'applicazione scaricabile gratuitamente dal sito www.elilaspigaedizioni.it/elilink sul proprio smartphone o tablet. Grazie a ELI Link la realtà che vediamo sotto i nostri occhi si arricchisce di elementi multimediali attivabili direttamente da uno smartphone o da un tablet.

Dopo aver scaricato e lanciato l'app, è possibile inquadrare le icone video o audio presenti nella pagina del proprio volume cartaceo e accedere subito ai contenuti video e audio collegati e agli esercizi interattivi.

ELI Link è uno strumento pensato per aumentare la produttività nel lavoro in classe o a casa e risparmiare tempo, oltre che per mantenere viva l'attenzione degli studenti e coinvolgerli maggiormente grazie all'ausilio della tecnologia. Infine, l'app ELI Link è una risposta al problema legato alla perdita del CD audio dello studente o dei CD e DVD per la classe. Tutti i contenuti multimediali del corso sono infatti sempre a disposizione con un semplice click dal proprio supporto mobile.



Scarica l'applicazione gratuita ELI LINK nel tuo smartphone o tablet



Lancia l'app, inquadra la pagina del volume cartaceo



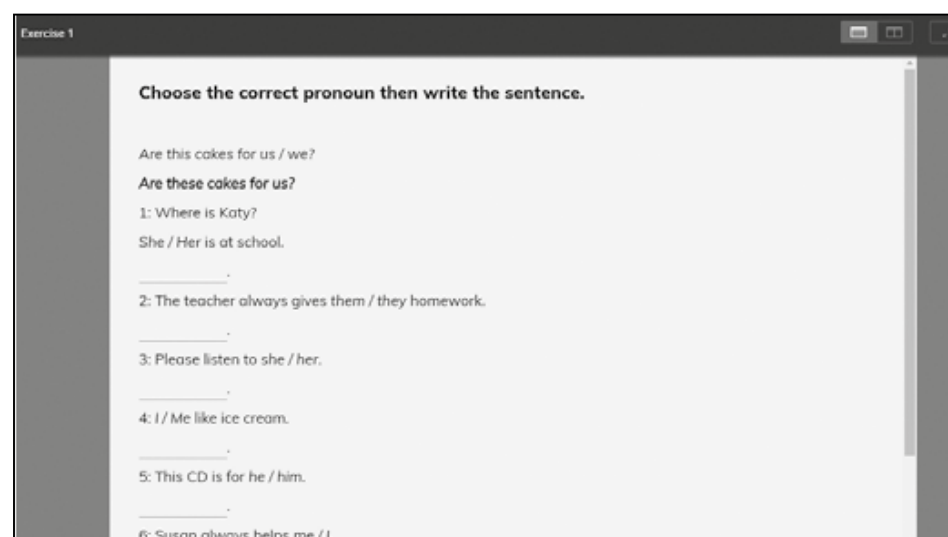
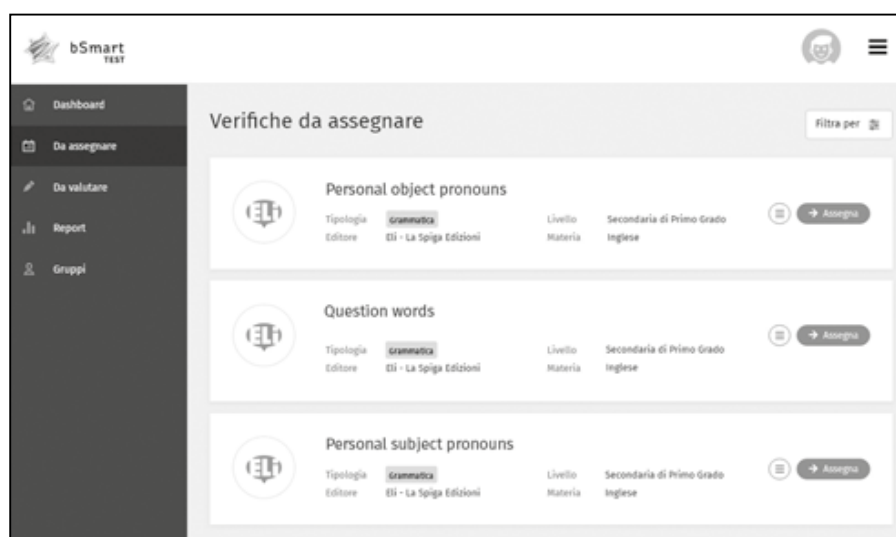
Accedi subito ai contenuti collegati e scaricali

LA CLASSE VIRTUALE E L'ASSEGNAZIONE DELLE VERIFICHE

All'interno del libro digitale il docente troverà l'accesso alla sezione dedicata alle **verifiche digitali**.

Dopo che gli studenti si saranno registrati sulla piattaforma, il docente potrà creare la propria **classe virtuale** e assegnare delle verifiche che verranno svolte in autonomia.

Tutti i risultati saranno successivamente riassunti in un report, a disposizione del solo docente, con la **diagnostica dell'intera classe** e del **singolo studente**.



LE RISORSE ONLINE

Un ulteriore carattere di flessibilità è conferito a *Perspectives* dalla presenza di un'area dedicata alle risorse online nel sito www.elilaspigaedizioni.it. Ciò permetterà un continuo aggiornamento e arricchimento dei materiali didattici di supporto al corso scaricabili gratuitamente, adeguati allo sviluppo continuo della realtà e degli obiettivi formativi della Scuola Secondaria di secondo grado.

La didattica per competenze

LE OTTO COMPETENZE CHIAVE

Nell'ambito della formazione e dell'istruzione assume oggi importanza fondamentale la **didattica per competenze**. Oltre ai tradizionali obiettivi del "sapere" (conoscenze) e del "saper fare" (abilità), per venire incontro alle mutate esigenze dei giovani e della realtà scolastica e lavorativa, la scuola attuale si propone un obiettivo che va sotto il termine generale di "competenze", come si legge nelle Raccomandazioni del Parlamento Europeo e del Consiglio d'Europa del 23 aprile 2008. Proviamo a fare una distinzione fra i diversi termini:

- **conoscenze:** risultato dell'assimilazione di informazioni attraverso l'apprendimento. Le conoscenze sono un insieme di fatti, principi, teorie e pratiche relative ad un settore di lavoro o di studio. Le conoscenze sono descritte come teoriche e/o pratiche;
- **abilità:** indicano le capacità di applicare conoscenze e di utilizzare *know-how* per portare a termine compiti e risolvere problemi. Le abilità sono descritte come cognitive (comprendenti l'uso del pensiero logico, intuitivo e creativo) o pratiche (comprendenti l'abilità manuale e l'uso di metodi, materiali, strumenti);
- **competenze:** comprovata capacità di utilizzare conoscenze, abilità e capacità personali, sociali e/o metodologiche, in situazioni di lavoro o di studio e nello sviluppo professionale e personale. Le competenze sono descritte in termini di responsabilità e autonomia.

Le *EU Key Competences*

Già nelle raccomandazioni del Parlamento europeo e del Consiglio d'Europa del 18 dicembre 2006, erano state definite le seguenti **otto competenze chiave** con le conoscenze, abilità e attitudini essenziali ad esse collegate.

The EU key competences are:

- 1 **Communication in the mother tongue**, which is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts;
- 2 **Communication in foreign languages**, which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing;
- 3 **Mathematical competence and basic competences in science and technology**. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen;
- 4 **Digital competence** involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT);
- 5 **Learning to learn** is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities;
- 6 **Social and civic competences**. Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation;
- 7 **Sense of initiative and entrepreneurship** is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance;
- 8 **Cultural awareness and expression**, which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts).

Le competenze chiave di cittadinanza

Nel Decreto ministeriale n. 139 del 22 agosto 2007, il Ministero ha attivato le seguenti competenze per le scuole italiane.

Competenze chiave di cittadinanza

- 1 Imparare ad imparare:** organizzare il proprio apprendimento, individuando, scegliendo ed utilizzando varie fonti e varie modalità di informazione e di formazione (formale, non formale ed informale), anche in funzione dei tempi disponibili, delle proprie strategie e del proprio metodo di studio e di lavoro.
- 2 Progettare:** elaborare e realizzare progetti riguardanti lo sviluppo delle proprie attività di studio e di lavoro, utilizzando le conoscenze apprese per stabilire obiettivi significativi e realistici e le relative priorità, valutando i vincoli e le possibilità esistenti, definendo strategie di azione e verificando i risultati raggiunti.
- 3 Comunicare:**
 - comprendere messaggi di genere diverso (quotidiano, letterario, tecnico, scientifico) e di complessità diversa, trasmessi utilizzando linguaggi diversi (verbale, matematico, scientifico, simbolico, ecc.) mediante diversi supporti (cartacei, informatici e multimediali)
 - rappresentare eventi, fenomeni, principi, concetti, norme, procedure, atteggiamenti, stati d'animo, emozioni, ecc. utilizzando linguaggi diversi (verbale, matematico, scientifico, simbolico, ecc.) e diverse conoscenze disciplinari, mediante diversi supporti (cartacei, informatici e multimediali).
- 4 Collaborare e partecipare:** interagire in gruppo, comprendendo i diversi punti di vista, valorizzando le proprie e le altrui capacità, gestendo la conflittualità, contribuendo all'apprendimento comune ed alla realizzazione delle attività collettive, nel riconoscimento dei diritti fondamentali degli altri.
- 5 Agire in modo autonomo e responsabile:** sapersi inserire in modo attivo e consapevole nella vita sociale e far valere al suo interno i propri diritti e bisogni riconoscendo al contempo quelli altrui, le opportunità comuni, i limiti, le regole, le responsabilità.
- 6 Risolvere problemi:** affrontare situazioni problematiche costruendo e verificando ipotesi, individuando le fonti e le risorse adeguate, raccogliendo e valutando i dati, proponendo soluzioni utilizzando, secondo il tipo di problema, contenuti e metodi delle diverse discipline.
- 7 Individuare collegamenti e relazioni:** individuare e rappresentare, elaborando argomentazioni coerenti, collegamenti e relazioni tra fenomeni, eventi e concetti diversi, anche appartenenti a diversi ambiti disciplinari, e lontani nello spazio e nel tempo, cogliendone la natura sistemica, individuando analogie e differenze, coerenze ed incoerenze, cause ed effetti e la loro natura probabilistica.
- 8 Acquisire ed interpretare l'informazione:** acquisire ed interpretare criticamente l'informazione ricevuta nei diversi ambiti ed attraverso diversi strumenti comunicativi, valutandone l'attendibilità e l'utilità, distinguendo fatti e opinioni.

In *Perspectives*, le otto competenze sono integrate in tutte le pagine dell'unità.

Perspectives aiuta gli studenti a sviluppare tali competenze chiave per l'apprendimento permanente, incoraggiandoli a comunicare, progettare e collaborare in una serie di attività diffuse lungo l'arco dei due anni. Molte attività di lessico sviluppano le competenze

logico-matematiche. Le attività di *Speaking* sviluppano l'espressione in lingua straniera e la capacità di comunicazione verbale. I numerosi esercizi di traduzione aiutano il confronto tra le due lingue e sviluppano la sensibilità agli atteggiamenti tipici di un popolo che spesso non hanno equivalenti nella nostra società. Le numerose attività nel FLIP BOOK esortano a usare con dimestichezza e in modo responsabile le tecnologie, oltre che ad agire in modo autonomo, progettare e comunicare.

LE 21ST-CENTURY LIFE SKILLS

Con il termine *Life skills* si intendono le capacità di assumere comportamenti positivi che consentono di trattare efficacemente le richieste e le sfide della vita quotidiana.

Nel 1993 il Dipartimento di Salute Mentale dell'Organizzazione Mondiale della Sanità (OMS) ha confermato tali abilità psico-sociali dell'area personale, sociale, interpersonale, cognitiva e affettiva dell'individuo, quali tecniche privilegiate per la promozione della salute in età evolutiva. Esse sono:

Capacità di prendere decisioni (*Decision making*)

Competenza che aiuta ad affrontare in modo costruttivo le decisioni nelle diverse situazioni e contesti di vita. La capacità di elaborare in modo attivo il processo decisionale può avere implicazioni positive sulla salute attraverso una valutazione delle diverse opzioni e delle conseguenze che esse implicano.

Capacità di risolvere problemi (*Problem solving*)

Competenza che permette di affrontare in modo costruttivo i diversi problemi, i quali, se lasciati irrisolti, possono causare stress mentale e tensioni fisiche.

Creatività: trovare soluzioni e idee originali

Competenza che aiuta ad affrontare in modo versatile tutte le situazioni della vita quotidiana; contribuisce sia alla capacità di prendere decisioni che alla capacità di risolvere problemi, permettendo di esplorare le alternative possibili e le conseguenze delle diverse opzioni.

Senso critico: analizzare e valutare le situazioni

Abilità nell'analizzare informazioni ed esperienze in modo oggettivo, valutandone vantaggi e svantaggi, al fine di arrivare a una decisione più consapevole. Il senso critico può contribuire alla promozione della salute permettendo di riconoscere e valutare i diversi fattori che influenzano gli atteggiamenti e il comportamento, quali ad esempio le pressioni dei coetanei e l'influenza dei mass media.

Comunicazione efficace: esprimersi in modo efficace sia a livello verbale che non verbale

Consiste nel sapersi esprimere, sia verbalmente che non verbalmente, in modo efficace e congruo alla propria cultura e in ogni situazione particolare. Significa esprimere opinioni e desideri, ma anche bisogni e sentimenti; essere in grado di ascoltare in modo accurato, comprendendo l'altro. Significa inoltre essere capaci, in caso di necessità, di chiedere aiuto.

Capacità di relazionarsi con gli altri: mettersi in relazione in modo positivo con gli altri

Abilità di interagire e relazionarsi con gli altri in modo positivo sapendo creare e mantenere relazioni significative, fondamentali per il benessere psico-sociale, sia in ambito amicale che familiare. Tale competenza permette anche la possibilità di interrompere le relazioni, quando necessario, in modo costruttivo.

Autocoscienza: conoscere se stessi

Autoconsapevolezza o conoscenza di sé, del proprio carattere, dei propri punti forti e deboli, dei propri desideri e bisogni. Abilità di comprensione dello stress. Prerequisito indispensabile per una comunicazione efficace, per relazioni interpersonali positive e per la comprensione empatica degli altri.

Empatia: comprendere e ascoltare l'altro

Capacità di comprendere gli altri, di "mettersi nei loro panni", anche in situazioni non familiari. Abilità di migliorare le relazioni sociali, l'accettazione e la comprensione degli altri.

Gestione delle emozioni: riconoscere e regolare le proprie emozioni

Capacità di riconoscere le emozioni in sé stessi e negli altri. Abilità di provare emozioni intense, come rabbia e dolore. Consapevolezza di come le emozioni influenzano il comportamento e la capacità di gestione delle stesse.

Gestione dello stress: conoscere e controllare le fonti di tensione

Competenza nel riconoscere le cause di tensione e di stress della vita quotidiana e nel controllarle, tramite cambiamenti nell'ambiente o nello stile di vita. Capacità di rilassarsi e gestire le tensioni.

Applicazione delle *Life skills*

Le indicazioni relative all'applicazione delle "abilità di vita" a interventi di Educazione alla Salute devono considerare:

- le caratteristiche biologiche dei soggetti (età, sesso, ecc.);
- le caratteristiche sociali (cultura di appartenenza, ambiente sociale, ecc.);
- il livello di autoefficacia del singolo e del gruppo;
- il luogo dove si svolge l'intervento;
- il tipo di area a rischio oggetto dell'intervento.

Il fattore più importante che determina la scelta di una tecnica piuttosto di un'altra riguarda l'area a rischio oggetto dell'intervento.

Il presupposto teorico alla base dell'insegnamento delle abilità di vita è la "teoria dell'apprendimento sociale" sviluppata da Bandura secondo la quale l'apprendimento è un'acquisizione attiva che avviene attraverso la trasformazione e la strutturazione dell'esperienza.

Secondo questa teoria, gli individui non subiscono passivamente le influenze del proprio ambiente ma mantengono con esso un rapporto di interazione reciproca e possono migliorare il proprio livello di autoefficacia acquisendo nuove conoscenze e abilità per affrontare e gestire situazioni diverse e problematiche. L'apprendimento può verificarsi o attraverso l'esperienza diretta oppure indirettamente, osservando e modellando le proprie azioni su quelle di altri in cui ci si identifica, o attraverso la formazione di abilità legate alla situazione specifica, come l'autovalutazione, che rafforza la fiducia di essere in grado di attuare un determinato comportamento.

L'apprendimento delle abilità di vita si può raggruppare in tre grandi aree:

- **imparare a sapere:** abilità cognitive inerenti alla presa di decisioni, soluzione di problemi e pensiero critico;
- **imparare ad essere:** abilità personali che permettono di accrescere il *locus of control* interno, gestire le emozioni e lo stress;
- **imparare a vivere insieme:** abilità sociali inerenti la comunicazione interpersonale, la capacità di negoziare e/o opporre un rifiuto, l'empatia, la cooperazione e il lavoro di gruppo, il dare appoggio.

Life skills nella scuola

La scuola rappresenta il contesto più appropriato per l'insegnamento delle LSE, per le seguenti ragioni:

- l'importante ruolo svolto nei processi di socializzazione;
- il raggiungimento della quasi totalità della popolazione infantile e giovanile;
- la possibilità di utilizzare infrastrutture esistenti, senza costituire nuovi e costosi servizi;
- l'esperienza e la preparazione degli insegnanti;
- l'elevata credibilità della scuola per i genitori e la comunità;
- la possibilità di verificare l'efficacia delle LSE nell'ambito della valutazione dell'apprendimento.

Le *life skills* non si propongono come un "pacchetto" aggiuntivo per gli insegnanti, ma come uno strumento in grado di valorizzare l'azione didattica, in quanto promuovono le competenze psico-sociali degli studenti.

Si riportano i benefici delle LSE nei progetti di educazione alla salute:

- promozione attiva dell'autostima degli studenti;
- miglioramento delle relazioni quotidiane tra personale scolastico e studenti e tra studenti stessi;
- riduzione dei problemi comportamentali nelle classi e miglioramento del rendimento scolastico;
- aumento della frequenza scolastica;
- riduzione dei comportamenti violenti con minor richiesta di consulenze specialistiche;
- miglioramento dei rapporti tra genitori e figli;
- miglioramento delle relazioni tra scuola, famiglia e comunità territoriale;
- promozione della salute e del benessere del personale scolastico;
- maggiore collaborazione con esperti del territorio;
- sviluppo all'interno della scuola di servizi che promuovono salute e non solo.

L'OMS considera che la fascia di età ottimale per l'apprendimento di tali competenze sia quella compresa tra i 6 e i 16 anni, in cui gli eventuali comportamenti a rischio di salute non sono ancora consolidati.

Life skills nel corso *Perspectives*

Nell'arco del corso l'insegnante potrà lavorare sulle tutte le *life skills*, con particolare attenzione alle seguenti:

Critical thinking – Pensiero critico o Senso critico

È la capacità di analizzare informazioni ed esperienze in modo oggettivo. Può contribuire al benessere aiutandoci a riconoscere i fattori che influenzano il nostro comportamento, come i valori, la pressione dei pari e dei media. (Albert Bandura, Teoria dell'apprendimento sociale, 1977)

Creative thinking – Pensiero creativo

Contribuisce sia alle capacità decisionali sia alla capacità di risolvere problemi, permettendo di analizzare le alternative disponibili e le conseguenze dell'azione o della non azione. Aiuta a guardare oltre le esperienze dirette e a rispondere con flessibilità alle varie situazioni che si presentano nella vita quotidiana. (Albert Bandura, Teoria dell'apprendimento sociale, 1977)

Communicating – Comunicazione efficace

È la capacità di esprimersi, verbalmente o non verbalmente, in modo appropriato alla propria cultura e alla situazione in cui ci si trova. Questo significa essere in grado di esprimere desideri, necessità e paure. Può anche significare essere in grado di chiedere consiglio o aiuto nel momento del bisogno. (Albert Bandura, Teoria dell'apprendimento sociale, 1977)

Collaborating – Capacità di relazionarsi con gli altri

Aiutano a relazionarsi in modo positivo con gli altri. Essere in grado di instaurare e mantenere relazioni amichevoli può rivelarsi di grande importanza per il nostro benessere mentale e sociale. Mantenere buone relazioni con le persone permette di avere aiuto in caso di bisogno. Anche essere capaci di terminare in modo costruttivo una relazione fa parte delle capacità interpersonali. (Albert Bandura, Teoria dell'apprendimento sociale, 1977)

MODELLO PER LA CERTIFICAZIONE DELLE COMPETENZE DI BASE (BIENNIO)

COMPETENZE DI BASE E RELATIVI LIVELLI RAGGIUNTI	
Asse dei linguaggi	LIVELLI
Lingua italiana <ul style="list-style-type: none"> • padroneggiare gli strumenti espressivi ed argomentativi indispensabili per gestire l'interazione comunicativa verbale in vari contesti • leggere, comprendere e interpretare testi scritti di vario tipo • produrre testi di vario tipo in relazione ai differenti scopi comunicativi 	
Lingua inglese <ul style="list-style-type: none"> • utilizzare la lingua inglese per i principali scopi comunicativi ed operativi 	
Altri linguaggi <ul style="list-style-type: none"> • utilizzare gli strumenti fondamentali per una fruizione consapevole del patrimonio artistico e letterario • utilizzare e produrre testi multimediali 	
Asse matematico	
<ul style="list-style-type: none"> • utilizzare le tecniche e le procedure del calcolo aritmetico ed algebrico, rappresentandole anche sotto forma grafica • confrontare ed analizzare figure geometriche, individuando invarianti e relazioni • individuare le strategie appropriate per la soluzione di problemi • analizzare dati e interpretarli sviluppando deduzioni e ragionamenti sugli stessi anche con l'ausilio di rappresentazioni grafiche, usando consapevolmente gli strumenti di calcolo e le potenzialità offerte da applicazioni specifiche di tipo informatico 	
Asse scientifico-tecnologico	
<ul style="list-style-type: none"> • osservare, descrivere ed analizzare fenomeni appartenenti alla realtà naturale e artificiale e riconoscere nelle varie forme i concetti di sistema e di complessità • analizzare qualitativamente e quantitativamente fenomeni legati alle trasformazioni di energia a partire dall'esperienza • essere consapevole delle potenzialità e dei limiti delle tecnologie nel contesto culturale e sociale in cui vengono applicate 	
Asse storico-sociale	
<ul style="list-style-type: none"> • comprendere il cambiamento e la diversità dei tempi storici in una dimensione diacronica attraverso il confronto fra epoche e in una dimensione sincronica attraverso il confronto fra aree geografiche e culturali • collocare l'esperienza personale in un sistema di regole fondato sul reciproco riconoscimento dei diritti garantiti dalla Costituzione, a tutela della persona, della collettività e dell'ambiente • riconoscere le caratteristiche essenziali del sistema socio economico per orientarsi nel tessuto produttivo del proprio territorio 	

LIVELLI RELATIVI ALL'ACQUISIZIONE DELLE COMPETENZE DI CIASCUN ASSE

Livello base non raggiunto (segue motivazione)

Livello base: lo studente svolge compiti semplici in situazioni note, mostrando di possedere conoscenze ed abilità essenziali e di saper applicare regole e procedure fondamentali.

Livello intermedio: lo studente svolge compiti e risolve problemi complessi in situazioni note, compie scelte consapevoli, mostrando di saper utilizzare le conoscenze e le abilità acquisite.

Livello avanzato: lo studente svolge compiti e problemi complessi in situazioni anche non note, mostrando padronanza nell'uso delle conoscenze e delle abilità. Sa proporre e sostenere le proprie opinioni e assumere autonomamente decisioni consapevoli.

I nuovi descrittori del CEFR

Le seguenti informazioni sul *Common European Framework of Reference for Languages* sono tratte dal **Companion Volume with New Descriptors**, pubblicato dal Council of Europe nel 2018. Vi si illustrano le differenze nei descrittori rispetto all'edizione del 2001.

The *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR) presents a comprehensive descriptive scheme of language proficiency and a set of common reference levels (A1-C2) defined in illustrative descriptor scales, plus options for curriculum design promoting plurilingual and intercultural education, further elaborated in the *Guide* mentioned in the introduction.

BACKGROUND TO THE CEFR

The CEFR was developed as a continuation of the Council of Europe’s work in language education during the 1970s and 1980s. The CEFR ‘action-oriented approach’ builds on and goes beyond the communicative approach proposed in the mid-1970s in *The Threshold Level*, the first functional/notional specification of language needs.

The CEFR, and the related European Language Portfolio that accompanied it, were recommended by an inter-governmental Symposium held in Switzerland in 1991. As its title suggests, the CEFR is concerned principally with learning and teaching. It aims to facilitate transparency and coherence between curriculum, teaching and assessment *within* an institution and transparency and coherence *between* institutions, educational sectors, regions and countries. The CEFR was piloted in draft versions in 1996 and 1998 before being published in English (Cambridge University Press) and French (Hatier-Didier) in 2001 and has since been translated into 40 languages.

Summary of changes

Pre-A1	Descriptors for this band of proficiency that is halfway to A1, mentioned at the beginning of CEFR Section 3.5, are provided for many scales, including for online interaction.
Changes to 2001 descriptors	A list of changes to existing 2001 descriptors appearing in CEFR Chapter 4 for communicative language activities & strategies, and in CEFR Chapter 5 for aspects of communicative language is given in Appendix 7.
Changes to C2 descriptors	Most of the changes proposed in the list in Appendix 7 concern C2 descriptors included in the 2001 set. Some instances of very absolute statements have been adjusted to better reflect the competence of C2 user/learners.
Changes to A1-C1 descriptors	Very few changes are proposed to other descriptors. It was decided not to ‘update’ descriptors merely because of changes in technology (e.g. references to postcards or public telephones). The scale for Phonological control has been replaced (see below). Changes are also proposed to certain descriptors that refer to linguistic accommodation (or not) by ‘native speakers’, because this term has become controversial since the CEFR was published.
Plus levels	The description for plus levels (=B1+; B1.2) has been strengthened. Please see Appendix 1 and CEFR Section 3.5 and 3.6 for discussion of the plus levels.
Phonology	The scale for Phonological control has been redeveloped, with a focus on Sound articulation and Prosodic features.
Mediation	The approach taken to mediation is broader than that presented in the CEFR book. In addition to a focus on activities to mediate a text, scales are provided for mediating concepts and for mediating communication, giving a total of 19 scales for mediation activities. Mediation strategies (5 scales) are concerned with strategies employed during the mediation process, rather than in preparation for it.

© Council of Europe www.coe.int/lang-cefr

Pluricultural	The scale <i>Building on pluricultural repertoire</i> describes the use of pluricultural competences in a communicative situation. Thus, it is skills rather than knowledge or attitudes that are the focus. The scale shows a high degree of coherence with the existing CEFR scale Sociolinguistic appropriateness, although it was developed independently.
Plurilingual	The level of each descriptor in the scale <i>Building on plurilingual repertoire</i> is the functional level of the weaker language in the combination. Users may wish to indicate explicitly which languages are involved.
Specification of languages involved	It is recommended that, as part of the adaptation of the descriptors for practical use in a particular context, the relevant languages should be specified in relation to: <ul style="list-style-type: none"> - Cross-linguistic mediation (particularly scales for Mediating a text) - Plurilingual comprehension - Building on plurilingual repertoire.
Literature	There are three new scales relevant to creative text and literature: <ul style="list-style-type: none"> - <i>Reading as a leisure activity</i> (the purely receptive process; descriptors taken from other sets of CEFR-based descriptors) - <i>Expressing a personal response to creative texts</i> (less intellectual, lower levels) - <i>Analysis and criticism of creative texts</i> (more intellectual, higher levels)
Online	There are two new scales for the following categories: <ul style="list-style-type: none"> - <i>Online conversation and discussion</i> - <i>Goal-oriented online transactions and collaboration</i> <p>Both these scales concern the multimodal activity typical of web use, including just checking or exchanging responses, spoken interaction and longer production in live link-ups, using chat (written spoken language), longer blogging or written contributions to discussion, and embedding other media.</p>
Other new descriptor scales	New scales are provided for the following categories that were missing in the 2001 set, with descriptors taken from other sets of CEFR-based descriptors: <ul style="list-style-type: none"> - <i>Using telecommunications</i> - <i>Giving information</i>
New descriptors are calibrated to the CEFR levels	The new descriptor scales have been formally validated and calibrated to the mathematical scale from the original research that underlies the CEFR levels and descriptor scales.
Sign language	Where variants of CEFR descriptor scales have been adapted for sign languages in the ProSign Project, this is indicated in the top right-hand corner of the scale with the logo. In addition, seven scales specifically for signing competence are included in this Volume on the basis of research conducted in Switzerland.
Parallel project:	
Young learners	Two collations of descriptors for young learners from ELPs are provided: for the 7–10 and 11–15 age groups respectively. At the moment, no young learner descriptors have been related to descriptors on the new scales, but the relevance for young learners is indicated.

Le certificazioni

CAMBRIDGE QUALIFICATIONS: B1 PRELIMINARY FOR SCHOOLS – EXAM UPDATES 2020

B1 Preliminary for Schools is an intermediate level qualification in practical everyday English language skills and it is targeted at Level B1 on the CEFR.

There are **four papers**:

Reading: 45 minutes
Candidates need to be able to understand the main points from signs, newspapers and magazines and use vocabulary and structure correctly.

Writing: 45 minutes
Candidates need to be able to respond to an email and to write either an article or a story.

Listening: 30 minutes – approximately
Candidates need to show they can follow and understand a range of spoken materials including announcements and discussions about everyday life.

Speaking: 12-17 minutes
Candidates take the Speaking test with another candidate or in a group of three. They are tested on their ability to take part in different types of interaction: with the examiner, with the other candidate and by themselves.

Each of the four test components contributes to a profile which defines the candidates’ overall communicative language ability at this level.

B1 Preliminary for Schools in detail

Reading Tasks

Part	Number of questions	Number of marks	Task types	What do candidates have to do?
1	5	5	3-option multiple choice	Read five real-world notices, messages and other short texts for the main message.
2	5	5	Matching	Match five descriptions of people to eight short texts on a particular topic, showing detailed comprehension.
3	5	5	4-option multiple choice	Read a longer text for detailed comprehension, gist, inference and global meaning, as well as writer’s attitude and opinion.
4	5	5	Gapped text	Read a longer text from which five sentences have been removed. Show understanding of how coherent and well-structured text is formed.
5	6	6	4-option multiple-choice cloze	Read a shorter text and choose the correct vocabulary items to complete gaps. An element of grammatical knowledge may be tested, e.g. complementation.
6	6	6	Open cloze	Read a shorter text and complete six gaps using one word for each gap. Show knowledge of grammatical structures, phrasal verbs and fixed phrases.
Total	32	32		

Materials from *Handbook for Teachers for exams from 2020* © UCLES 2018

Writing tasks

Part	Number of questions	Number of marks	Task types	What do candidates have to do?
1	1	20	An email	Write about 100 words, answering the email and notes provided. Candidates are assessed using four subscales: Content, Communicative Achievement, Organisation and Language.
2	1	20	Choice between an article or a story	Write about 100 words, answering the question of their choosing. Candidates are assessed using four subscales: Content, Communicative Achievement, Organisation and Language.
Total	2	40		

Listening Tasks

Part	Number of questions	Number of marks	Task types	What do candidates have to do?
1	7	7	3-option multiple choice	Identify key information in seven short monologues or dialogues and choose the correct visual.
2	6	6	3-option multiple choice	Listen to six short dialogues and understand the gist of each.
3	6	6	Gap fill	Listen to a monologue and complete six gaps.
4	6	6	3-option multiple choice	Listen to an interview for a detailed understanding of meaning and to identify attitudes and opinions.
Total	25	25		

Speaking Task

Part	Timing	Interaction	Task type	What do candidates have to do?
1	2 minutes	Interlocutor ↓ Candidate	Interlocutor asks questions to each candidate in turn	Respond to questions, giving factual or personal information.
2	3 minutes	Candidate extended turn	Extended turn	Describe one colour photograph, talking for about 1 minute.
3	4 minutes	Candidate ↕ Candidate	Discussion task with visual stimulus	Make and respond to suggestions, discuss alternatives and negotiate agreement.
4	3 minutes	Candidate ↕ Candidate	General conversation	Discuss likes, dislikes, experiences, opinions, habits, etc.
Total	25			

TRINITY GESE GRADES 5 AND 6 – BASIC EXAM INFORMATION

GESE (Graded Examinations in Spoken English) Grade 5 (CEFR B1.1) and Grade 6 (CEFR B1.2) examination are conversations in two parts between a candidate and the examiner.

For more detailed information, please download the Trinity Exam Information booklet from www.trinitycollege.com/GESEexaminformation.

Instructions for candidates

GESE Grade 5 - Exam format

Time: 10 minutes

Exam procedure:

- Greet the examiner.
- Have a conversation (up to 5 minutes) with the examiner on a prepared topic:
 - Give the examiner your topic form and tell him/her what you are going to talk about;
 - The examiner chooses the discussion points on your topic form for you to talk about;
 - The examiner asks questions and makes comments about your topic – this continues until at least four points on your topic form have been covered;
 - You must ask the examiner at least one related question during the Topic phase.
- Have a conversation (up to 5 minutes) with the examiner on two subject areas selected by the examiner. You must ask the examiner at least one related question during the Conversation phase.
- Say goodbye.

For the exam, you must know and be able to use the language items for Grade 5 and for the previous grades.

For Grade 5, you must understand and use the functions, grammar and vocabulary (relating to the subject areas) below.

Vocabulary

- Festivals
- Means of transport
- Special occasions
- Entertainment
- Music
- Recent personal experiences
- Expressions related to past and future time, e.g. *two days ago, in three weeks*

Grammar

- Present perfect tense including use of *for, since, ever, never, just*
- Connecting clauses using *because*
- *Will* referring to the future for informing and predicting
- Adjectives and adverbials of quantity e.g. *a lot (of), not very much, many*
- Expressions of preference, e.g. *I prefer, I'd rather*

Functions

- Talking about the future – informing and predicting
- Expressing preferences
- Talking about events in the indefinite and recent past
- Giving reasons
- Stating the duration of events
- Quantifying

Phonology

- The correct pronunciation of vocabulary specific to the topic and subject areas
- The combination of weak forms and contractions, e.g. *I've been to...*
- Avoidance of speech patterns of recitation

Materials from *Ready for Trinity Grades 5–6 and ISE 1* © Eli Publishing 2018

GESE Grade 6 - Exam format**Time:** 10 minutes**Exam procedure:**

- Greet the examiner.
- Have a conversation (up to 5 minutes) with the examiner on a prepared topic:
 - Give the examiner your topic form and tell him/her what you are going to talk about;
 - The examiner chooses the discussion points on your topic form for you to talk about;
 - The examiner asks questions and makes comments about your topic – this continues until at least four points on your topic form have been covered;
 - You must ask the examiner at least one related question during the topic phase.
- Have a conversation (up to 5 minutes) with the examiner on two subject areas selected by the examiner. You must ask the examiner at least two related questions during the Conversation phase.
- Say goodbye.

For the exam, you must know and be able to use the language items for Grade 6 and for the previous grades.

For Grade 6, you must understand and use the functions, grammar and vocabulary (relating to the subject areas) below.

Vocabulary

- Travel
- Money
- Fashion
- Rules and regulations
- Health and fitness
- Learning a foreign language
- More expressions related to future time e.g. in a year's time
- Common phrasal verbs

Grammar

- Zero and First conditionals using *if* and *when*
- Present continuous tense for the future
- Past continuous tense
- Modal verbs related to Grade 6 functions, e.g. *must*, *need to*, *might* and *don't have to*
- Infinitive of purpose

Functions

- Expressing and requesting opinions and impressions
- Expressing intention and purpose
- Expressing obligation and necessity
- Expressing certainty and uncertainty
- Describing actions over a period of time

Phonology

- The correct pronunciation of vocabulary specific to the topic and subject areas
- Sentence stress to clarify meaning
- Basic intonation and features of connected speech at sentence level
- Intonation patterns of more complex question forms
- Avoidance of speech patterns of recitation

Materials from *Ready for Trinity Grades 5–6 and ISE 1* © Eli Publishing 2018

LA PROVA INVALSI DI INGLESE AL TERMINE DEL SECONDO CICLO DI ISTRUZIONE

Il livello

Le prove INVALSI di inglese per la scuola secondaria di II grado (DL n. 62 del 2017), in vigore dall'aprile 2019, sono volte a testare le abilità di comprensione della lingua (ascolto e lettura).

Per permettere di descrivere un livello di competenza nell'ascolto e nella lettura anche per quegli alunni che al termine del secondo ciclo di istruzione non avessero raggiunto una competenza di livello B2, la prova INVALSI di inglese è una prova bilivello B1/B2.

In linea con quanto affermato nelle Indicazioni Nazionali e nelle Linee Guida, le prove introducono l'analisi di materiali autentici (testi e file audio) così da esporre gli studenti ad una lingua naturale quale quella con cui saranno chiamati a confrontarsi in situazioni di realtà dopo la fine della scuola secondaria di II grado. In modo da guidare gli alunni verso una reale competenza linguistica di comprensione di lettura e di ascolto.

I contenuti

Gli ambiti di riferimento dei testi e dei file audio usati nelle prove sono quelli attinenti alla vita sociale e professionale, all'ambiente, alla scienza e alla tecnologia, al tempo libero, all'intrattenimento e ai media, allo sport, ai viaggi, ai rapporti interpersonali, alla cura della salute e della persona, all'istruzione e alla formazione, ai servizi (musei, biblioteche, ospedali), alle lingue, al lavoro, alla multiculturalità, alla criminalità, alla storia, all'arte, alla musica, alla cultura e alle tradizioni, all'alimentazione, a problemi globali.

Tipologie di lettura / ascolto

Le tipologie di lettura/ascolto che lo studente deve adottare possono essere:

- lettura/ascolto veloce e selettiva per cogliere l'idea principale;
- lettura/ascolto veloce e selettiva per cogliere informazioni specifiche o dettagli importanti;
- lettura/ascolto attenta e intensiva per cogliere le idee principali e i dettagli a supporto;
- lettura/ascolto attenta e intensiva per inferire il significato di una proposizione o di una parola dal contesto.

Ogni *task* è preceduto da specifiche istruzioni in inglese, sia per la comprensione della lettura sia per la comprensione dell'ascolto. In tutti i *task* la prima domanda costituisce l'esempio.

Comprensione della lettura

La prova di lettura (*Reading*) è composta da cinque compiti (*task*), due di livello B1 e tre di livello B2. Ogni *task* è formato da un testo autentico continuo o discontinuo e da una serie di quesiti di comprensione. Il numero totale di quesiti per ogni prova è di 35/40.

La lunghezza massima di un testo di livello B1 è di 350 parole mentre la lunghezza massima di un testo di livello B2 è di 600 parole.

I testi possono essere narrativi, descrittivi, argomentativi, espositivi, regolativi, continui e non continui. Si tratta di interi testi o di parti continue di testi tratti da giornali e riviste, Internet, libri, manuali, depliant e volantini, inserzioni pubblicitarie.

Le tipologie di quesiti per la prova di lettura sono:

domande a scelta multipla / *multiple-choice questions*

Domanda o frase da completare seguita da quattro opzioni di risposta consistenti in:

- risposte complete
- seconda parte di frasi

N.B.: solo una risposta è corretta.

abbinamento multiplo / *multiple matching*

- abbinamento tra prima parte e seconda parte di una frase
- abbinamento tra frasi / titoli / descrizioni e frasi / titoli / descrizioni
- testo da completare reinserendo parti di testo che sono state cancellate (*gap filling*)
- abbinamento tra una serie di brevi testi e titoli o riassunti dell'idea principale

In tutti i *task* di abbinamento sono presenti due opzioni che non vanno utilizzate o in alternativa alcune opzioni possono essere utilizzate più volte.

Materials from www.invalsi-areaprove.cineca.it

domande con risposta breve / *short-answer questions*

Domande a cui rispondere o frasi da completare con un massimo di 4 parole.

In alcuni casi viene richiesto di dare due risposte (a e b), (*Give two answers*).

In caso di più risposte possibili può venire richiesto di fornirne solo una (*Give one answer*).

N.B.: Trattandosi di una prova di comprensione, se la risposta è comprensibile gli errori di *spelling*, grammatica o sintassi non vengono penalizzati.

Comprensione dell'ascolto

La prova di ascolto (*Listening*) è formata da cinque compiti (*task*) di cui due di livello B1 e tre di livello B2. Ogni *task* consiste di un file audio di massimo 4 minuti di lunghezza e di una serie di quesiti di comprensione. Il numero totale di quesiti per ogni prova è di 35/40.

Il file audio è un monologo o un dialogo tra 2 o massimo 3 persone di durata da 2 a 4 minuti, oppure una sequenza di piccoli monologhi di circa 20 secondi ciascuno con *speaker* diversi. Si tratta di registrazioni autentiche di monologhi e dialoghi, per esempio interviste, conferenze, conversazioni, estratti da documentari, notiziari, trasmissioni radiofoniche, conversazioni telefoniche, annunci che includono un appropriato livello di ridondanza delle informazioni e possono contenere rumori di fondo purché appropriati e di supporto alla comprensione.

I file audio possono includere parlanti di sesso ed età diversi con una ampia gamma di accenti. Il registro linguistico può essere informale o formale.

Il file audio viene sempre ascoltato due volte. Prima del primo ascolto gli studenti hanno a disposizione 1 minuto per leggere le domande. Al termine del secondo ascolto gli studenti hanno a disposizione 1 ulteriore minuto per terminare le risposte.

Le tipologie di quesiti per la prova di ascolto sono:

domande a scelta multipla / *multiple-choice questions*

Domanda o frase da completare seguita da quattro opzioni di risposta consistenti in:

- risposte complete
- seconda parte di frasi

N.B.: solo una risposta è corretta.

abbinamento multiplo / *multiple matching*

- abbinamento tra prima parte e seconda parte di una frase
- abbinamento tra frasi / titoli / descrizioni e frasi / titoli / descrizioni
- abbinamento tra le domande e le risposte di un'intervista
- abbinamento tra una serie di brevi monologhi e titoli o riassunti dell'idea principale

In tutti i *task* di abbinamento sono presenti una o due opzioni che non vanno utilizzate o in alternativa alcune opzioni possono essere utilizzate più volte.

domande con risposta breve / *short answer questions*

Domande a cui rispondere o frasi da completare con massimo quattro parole.

In alcuni casi viene richiesto di dare due risposte (a e b), (*Give two answers*).

In caso di più risposte possibili può venire richiesto di fornirne solo una (*Give one answer*).

N.B.: Trattandosi di una prova di comprensione, se la risposta è comprensibile gli errori di *spelling*, grammatica o sintassi non vengono penalizzati.

Programmazione per Competenze

UNITÀ DI APPRENDIMENTO RELATIVE ALL'UTILIZZO DEL LIBRO DI TESTO *PERSPECTIVES PRE-INTERMEDIATE*

Units 1–2

Materiale Student's Book & Workbook, FLIP BOOK (Student's version and Teacher's version), Class Audio CDs, Teacher's Tests & Resource Book, Test Audio CD, Programmazione & Testmaker CD-ROM Espansioni online: contenuti digitali disponibili online, aggiornati periodicamente
Tempo previsto Circa 16 ore
Obiettivi didattici e formativi
Sviluppare conoscenze e competenze linguistico-comunicative: utilizzare una lingua straniera per i principali scopi comunicativi ed operativi (L'asse dei linguaggi); Comunicazione nella lingua straniera (Competenze EU)

Obiettivi specifici di apprendimento
CONOSCENZE
Funzioni comunicative Descrivere la personalità Parlare delle cose che ci interessano Parlare di emozioni Esprimere preferenze Descrivere dove viviamo Discutere di abitazioni speciali Descrivere luoghi e oggetti Giustificare scelte e preferenze Strutture grammaticali <i>Confronto tra il Present simple e il Present continuous</i> Verbi di stato Verbi seguiti dalla forma in <i>-ing</i> o da <i>to</i> + forma base <i>Il Past simple</i> <i>Used to</i> <i>Il Past continuous</i> <i>Confronto tra il Past simple e il Past continuous</i> Aree lessicali Aggettivi che descrivono la personalità Verbi + aggettivi che descrivono emozioni Aggettivi che descrivono posti dove viviamo Sostantivi con i suffissi <i>-ion</i> e <i>-ation</i> Strategie di apprendimento Prevedere il contenuto di un testo osservando il titolo, le illustrazioni, il primo e l'ultimo paragrafo Imparare a organizzare un'attività di gruppo Imparare a scrivere in modo informale

Obiettivi specifici di apprendimento
CONOSCENZE
<p>Imparare la tecnica dello <i>skimming</i> per farsi un'idea generale del testo</p> <p>Saper usare il pensiero critico</p> <p>Usare aggettivi per rendere interessante una descrizione</p> <p>Cultura e Civiltà</p> <p>(Competenze UE: Consapevolezza ed espressione culturale; Competenze sociali e civiche)</p> <p><i>Un artista multimediale (SB p.10)</i></p> <p><i>Una nuova città e una città antica (SB p.19)</i></p> <p><i>Vienna (SB p.20)</i></p> <p><i>Container City (SB p.21)</i></p> <p><i>ISS, la Stazione Spaziale Internazionale (SB pp.22-23)</i></p> <p><i>Una casa galleggiante su un canale di Londra (SB p.24)</i></p> <p><i>La cultura del riciclo (SB p.25)</i></p> <p>Shuri Castle in Giappone (SB p.27)</p> <p>Case fatte di bambù (SB pp.32-33)</p>
ABILITÀ
<p>Ascolto</p> <p>A2 capire espressioni e parole di uso molto frequente relative a ciò che mi riguarda direttamente: SB p.10 es.2, 3, p.16 es.3, 4</p> <p>B1 capire gli elementi principali in un discorso chiaro in lingua standard su argomenti familiari: SB p.26 es.2</p> <p>B1 capire l'essenziale di molte trasmissioni radiofoniche e televisive su argomenti di attualità o temi di mio interesse personale o professionale, purché il discorso sia relativamente lento e chiaro: SB p.20 es. 2, 3</p> <p>Lettura</p> <p>A2 capire testi brevi e semplici su argomenti familiari espressi in un linguaggio quotidiano ad alta frequenza: SB p.12 es.4, 5, p.24 es.5</p> <p>B1 capire testi scritti di uso corrente legati alla sfera quotidiana o al lavoro: SB p.23 es.6</p> <p>Interazione orale</p> <p>B1 partecipare a conversazioni su argomenti familiari, di interesse personale o riguardanti la vita quotidiana (per esempio le emozioni umane, il riciclo): SB p.12 es.6, p.25 es.8</p> <p>Produzione orale</p> <p>A2 usare espressioni e frasi per descrivere con parole semplici la mia famiglia ed altre persone, le mie condizioni di vita, la carriera scolastica e il mio lavoro attuale o il più recente: SB p.15 es.8, p.16 es.1</p> <p>B1 motivare e spiegare brevemente opinioni e progetti: SB p.19 es.3, p.20 es.4, p.23 es.7</p> <p>Produzione scritta</p> <p>B1 scrivere testi semplici e coerenti su argomenti a me noti o di mio interesse: SB p.15 es.9, p.17 es.10, p. 27 es.8</p> <p>Mediazione</p> <p>Mediating a text</p> <p>A2 trasmettere i punti principali di un articolo su argomenti quotidiani espressi in un linguaggio semplice: SB p.12 es.4</p> <p>Mediating concepts</p> <p>B1 collaborare con gli altri, chiedere loro di chiarire le loro opinioni o elaborare punti specifici che mi propongono: SB p.9 es.4, 5, p.15 es.8, p.19 es.3, p.20 es.4, p.26 es.1, 4</p>

Obiettivi specifici di apprendimento
ABILITÀ
<p>Mediating communication</p> <p>A2 comunicare usando parole semplici per invitare gli altri a dare spiegazioni e per indicare se capisco e se sono d'accordo: SB p.12 es.6</p> <p>A2 comunicare l'essenziale di ciò che si dice in situazioni quotidiane a proposito di necessità e richieste personali: SB p.16 es.1, p.25 es.8, p.27 es.9</p> <p>B1 capire se il mio interlocutore non è d'accordo o se ci sono difficoltà e usare frasi ed espressioni semplici per cercare un accordo o un compromesso: SB p.23 es.7</p>
COMPETENZE
<p>Competenze chiave di cittadinanza</p> <p>Competenza matematica e competenze di base in scienza e tecnologia: SB pp.22-23</p> <p>Competenza digitale: SB pp.10, 19, 20, 32-33</p> <p>Imparare a imparare: SB pp.12, 15, 17, 23, 27</p> <p>Competenze sociali e civiche: SB pp.15, 33</p> <p>Spirito di iniziativa e imprenditorialità: SB pp.17, 25, 27</p> <p>Consapevolezza ed espressione culturale: SB pp.10, 19, 20, 21, 24, 27, 32-33</p> <p>21st Century Life skills</p> <p>Critical thinking: SB p.23</p> <p>Competenze trasversali</p> <p><i>Diagnosticare</i>: riconoscere e valutare situazioni e problemi di lavoro di diversa natura (analizzare le mie preferenze per la musica SB p.10, conoscere le preferenze degli altri SB pp.11, 16, analizzare il concetto di riciclo SB p.25, identificare un oggetto speciale per me SB p.26)</p> <p><i>Relazionarsi</i>: comunicare in un contesto organizzativo e di gruppo (descrivere una persona SB p.9, descrivere la casa dei miei sogni SB p.33); negoziare in una situazione interpersonale e di gruppo (discutere di emozioni SB p.12, interagire con gli altri SB p.15, esprimere preferenze per il luogo dove abitare SB pp.19, 20)</p> <p><i>Affrontare</i>: pianificare strategie di azione per fronteggiare situazioni e risolvere problemi di diversa natura (scrivere un'email per presentarsi SB p.17, descrivere una casa SB p.27); potenziare l'autoapprendimento (prevedere il contenuto di un testo SB p.12, organizzare un'attività di gruppo SB p.15, imparare la tecnica dello skimming per farsi un'idea generale del testo SB p.23, usare il pensiero critico SB p.23, usare aggettivi per rendere interessante una descrizione SB p.27)</p>
Attività interdisciplinari (CLIL)
<p>Psicologia: <i>interpretazione delle espressioni facciali</i> (SB p.13)</p> <p>Geografia: <i>due città molto diverse</i> (SB p.19), <i>Vienna</i> (SB p.20), <i>Container City</i> (SB p.21), <i>la Stazione Spaziale Internazionale</i> (SB pp.22-23), <i>Shuri Castle in Giappone</i> (SB p.27)</p> <p>Scienze della Terra: <i>la cultura del riciclo</i> (SB p.25), <i>case fatte di bambù</i> (SB pp.32-33)</p>
Cittadinanza e Costituzione
<p>Affettività: conoscere le abilità e le preferenze degli amici (SB pp.11, 16), essere consapevoli delle emozioni proprie e altrui (SB pp.12, 14)</p> <p>Ambientale: individuare le maggiori problematiche dell'ambiente in cui si vive (SB pp.19, 20, 21, 23), analizzare l'efficacia del contributo individuale al riciclo (SB p.25), essere consapevoli delle possibili soluzioni ambientaliste alla costruzione di abitazioni (SB pp.32, 33)</p>
Digitale
<p>L'Asse dei linguaggi e Competenze UE: Competenza digitale</p> <p>Utilizzare e produrre testi multimediali sia in modo autonomo sia collaborativo usufruendo dei supporti digitali relativi alle unità 1–2: FLIP BOOK, Espansioni online</p> <p>Fare ricerche online su: video di un artista multimediale (SB p.10), le città di Songdo e Mexico City (SB p.19), TED Talk di Elora Hardy (SB pp.32-33)</p>

Preparazione agli esami
<p>Cambridge English: B1 Preliminary for schools</p> <p>Reading Part 1 (SB p.29 es.7); Part 3 (SB p.12 es.5, p.30 es.8); Part 6 (SB p.22 es.3, p.28 es.4)</p> <p>Writing Part 1 (SB p.17 es.10); Part 2 (SB p.27 es.8)</p> <p>Listening Part 3 (SB p.16 es.4, p.29 es.5); Part 4 (SB p.29 es.6)</p> <p>Speaking Part 1 (SB p.12 es.6, p.16 es.1, p.19 es.3, p.20 es.4, p.23 es.7); Part 4 (SB p.25 es.8)</p> <p>Trinity GESE vocabulary subject area and functions</p> <p>Grade 4: Expressing likes and dislikes (SB pp.10-11, 16-17); Grade 7: Village and city life (SB pp.19-21, 24-27), Pollution and recycling (SB pp.24-25); Grade 8: Expressing feelings and emotions (SB pp.9, 12, 13)</p> <p>Trinity ISE I</p> <p>Reading & Writing: Long reading (SB p.12 es.4); Multi-text reading (SB p.19 es.2); Reading into writing (SB p.15 es.9, p.17 es.10); Extended writing (SB p.27 es.8)</p> <p>Speaking & Listening: Topic task (SB p.12 es.6, p.16 es.1, p.19 es.3, p.20 es.4, p.23 es.7, p.25 es.8); Conversation task (SB p.9 es.5, p.26 es.3); Independent listening task (SB p.16 es.4, p.29 es.5, 6)</p> <p>Prove INVALSI</p> <p>Reading: abbinamento titoli-paragrafi (SB p.12 es.4), domande a scelta multipla (SB p.12 es.5, p.30 es.8)</p> <p>Listening: domande con risposta breve (SB p.20 es.3)</p>
Verifica e valutazione
<p>Verifiche formative (<i>Tests & Resource Book</i>):</p> <p>Unit Tests 1–2 Fila A e Fila B</p> <p>Verifiche sommative (<i>Tests & Resource Book</i>):</p> <p>Units 1–2 Skills Tests Fila A e Fila B</p> <p>Summative Tests 1–2 Fila A e Fila B</p> <p>Mixed Tenses & Forms Tests</p> <p>Osservazione, da parte dell'insegnante, di ogni singolo studente o di un gruppetto alla volta, e registrazione di diversi gradi di padronanza della lingua inglese.</p>

UNITÀ DI APPRENDIMENTO RELATIVE ALL'UTILIZZO DEL LIBRO DI TESTO *PERSPECTIVES*
PRE-INTERMEDIATE

Units 3–4

Materiale Student's Book & Workbook, FLIP BOOK (Student's version and Teacher's version), Class Audio CDs, Teacher's Tests & Resource Book, Test Audio CD, Programmazione & Testmaker CD-ROM, Espansioni online: contenuti digitali disponibili online, aggiornati periodicamente
Tempo previsto Circa 16 ore
Obiettivi didattici e formativi
Sviluppare conoscenze e competenze linguistico-comunicative: utilizzare una lingua straniera per i principali scopi comunicativi ed operativi (L'asse dei linguaggi); Comunicazione nella lingua straniera (Competenze EU)
Obiettivi specifici di apprendimento
CONOSCENZE
Funzioni comunicative Parlare di salute, alimentazione ed esercizio fisico Parlare di medicina olistica Discutere le cause della felicità e dell'infelicità Esprimere opinioni sul mantenersi in forma Discutere di diversi sistemi scolastici Parlare di scambi comunicativi online Discutere di abilità extra-scolastiche Paragonare corsi estivi e prendere decisioni Strutture grammaticali <i>Quantificatori: some, many, a lot of, a little, a few, how much? / how many?</i> Verbi fraseologici separabili e non separabili Avverbi di modo <i>Il comparativo e il superlativo degli aggettivi e degli avverbi</i> <i>Altri tipi di paragone: (not) as... as, too, (not)... enough, so, such</i> Aree lessicali Parti del corpo, indisposizioni e piccoli incidenti La medicina oggi e i rimedi naturali Sinonimi Alcuni <i>phrasal verbs</i> comuni Sistemi scolastici diversi I suffissi <i>-ful</i> e <i>-less</i> Tipi di corsi estivi Strategie di apprendimento Identificare l'idea principale nell'ascolto Capire l'ordine degli eventi in un testo Scrivere un articolo che attira l'attenzione del lettore Saper condurre una conversazione online Usare la tecnica dello <i>scanning</i> per trovare informazioni specifiche in un testo Usare espressioni cortesi in un'email

Obiettivi specifici di apprendimento
CONOSCENZE
<p>Cultura e Civiltà</p> <p>(Competenze UE: Consapevolezza ed espressione culturale; Competenze sociali e civiche)</p> <p><i>Il servizio di aeroambulanza in Australia (SB p.37)</i></p> <p><i>Una condizione medica anomala (SB p.39)</i></p> <p><i>Un parco a Montreal in Canada (SB pp.42-43)</i></p> <p><i>Tre scuole diverse: in India, in Sudafrica e online (SB p.45)</i></p> <p>Esperienze di attività all'aperto (SB pp.48-49)</p> <p>Un sondaggio sulle competenze per la vita (SB pp.50-51)</p> <p><i>Corsi estivi extra scolastici (SB pp.52-53)</i></p> <p><i>Un esperimento psicologico di autodisciplina (SB pp.58-59)</i></p>
ABILITÀ
<p>Ascolto</p> <p>A2 capire espressioni e parole di uso molto frequente relative a ciò che mi riguarda direttamente: SB p.41 es.5, 6</p> <p>B1 capire informazioni concrete su argomenti comuni della vita quotidiana o del lavoro, identificando sia il messaggio generale che i dettagli specifici purché espressi in modo chiaro e con un accento standard: SB p.36 es.3, 4, p.42 es.2, p.46 es.2, 3, p.52 es.2, 3</p> <p>B1 capire l'essenziale di molte trasmissioni radiofoniche e televisive su argomenti di attualità o temi di mio interesse personale o professionale, purché il discorso sia relativamente lento e chiaro: SB p.37 es.7, 8</p> <p>Lettura</p> <p>A2 capire testi brevi e semplici su argomenti familiari espressi in un linguaggio quotidiano ad alta frequenza: SB p.35 es.3, p.37 es.6, p.43 es.6, p.45 es.3, 4</p> <p>B1 capire testi scritti di uso corrente legati alla sfera quotidiana o al lavoro: SB p.38 es.3, p.48 es.3, 4, p.51 es.5</p> <p>Interazione orale</p> <p>B1 partecipare a conversazioni su argomenti familiari, di interesse personale o riguardanti la vita quotidiana (per esempio l'abilità di comunicare e collaborare): SB p.41 es.11</p> <p>Produzione orale</p> <p>A2 usare espressioni e frasi per descrivere con parole semplici la mia famiglia ed altre persone, le mie condizioni di vita, la carriera scolastica e il mio lavoro attuale o il più recente: SB p.35 es.5, p.45 es.5, p.47 es.12</p> <p>B1 motivare e spiegare brevemente le mie opinioni: SB p.38 es.5, p.42 es.3, 4, p.50 es.4, p.52 es.1</p> <p>Produzione scritta</p> <p>B1 scrivere testi semplici e coerenti su argomenti a me noti o di mio interesse: SB p.43 es.9, p.49 es.6</p> <p>B1 scrivere un'email per chiedere informazioni: SB p.53 es.7</p> <p>Mediazione</p> <p><u>Mediating a text</u></p> <p>B1 trasmettere informazioni date in un testo chiaro e ben strutturato su argomenti familiari, personali o di interesse attuale: SB p.38 es.5</p> <p><u>Mediating concepts</u></p> <p>B1 collaborare con gli altri, chiedere loro di chiarire le loro opinioni o elaborare punti specifici che mi propongono: SB p.38 es.5, p.42 es.3, 4, p.50 es.4, p.52 es.1, 4</p> <p><u>Mediating communication</u></p> <p>B1 invitare gli altri a esprimere le loro opinioni e indicare se sono d'accordo: SB p.41 es.11</p> <p>B1 comunicare in gruppo scambiando informazioni, esprimendo accordo o disaccordo, e chiedendo conferma o chiarimenti: SB p.42 es.3, p.51 es.8</p>

COMPETENZE
<p>Competenze chiave di cittadinanza</p> <p>Competenza matematica e competenze di base in scienza e tecnologia: SB pp.45, 46, 52</p> <p>Competenza digitale: SB pp.35, 37, 45, 46, 58-59</p> <p>Imparare a imparare: SB pp.36, 38, 43, 46, 48, 53</p> <p>Competenze sociali e civiche: SB pp.41, 42, 50, 51, 59</p> <p>Spirito di iniziativa e imprenditorialità: SB pp. 43, 53, 59</p> <p>Consapevolezza ed espressione culturale: SB pp.37, 39, 42-43, 45, 48-49, 50-51, 52-53</p> <p>21st Century Life skills</p> <p>Critical thinking: SB pp.38, 49; Citizenship Social skills: SB p.41; Skills for life: SB p.50</p> <p>Competenze trasversali</p> <p><i>Diagnosticare</i>: riconoscere e valutare situazioni e problemi di lavoro di diversa natura (analizzare il proprio rapporto con medici e farmaci SB p.36-37, conoscere ciò che ci rende felici o infelici SB pp.40-41, identificare i problemi della propria scuola SB p.51)</p> <p><i>Relazionarsi</i>: comunicare in un contesto organizzativo e di gruppo (comunicare in modo efficace SB p.41, discutere di abilità di vita SB p.50); negoziare in situazioni interpersonali e di gruppo (discutere di salute e alimentazione SB p.42, opinioni sulla propria scuola SB p.51)</p> <p><i>Affrontare</i>: pianificare strategie di azione per fronteggiare situazioni e risolvere problemi di diversa natura (scrivere un articolo su come mantenersi in forma SB p.43, scrivere un'email per chiedere informazioni su un corso estivo SB p.53); potenziare l'autoapprendimento (identificare l'idea principale nell'ascolto SB p.36, capire l'ordine degli eventi in un testo SB p.38, scrivere un articolo che attira l'attenzione del lettore SB p.43, condurre una conversazione online SB p.46, usare la tecnica dello <i>scanning</i> per trovare informazioni specifiche in un testo SB p.48, usare espressioni cortesi in un'email SB p.53)</p>
Attività interdisciplinari (CLIL)
<p><i>Scienza dell'alimentazione: la vendita di junk food nelle scuole (SB p.42)</i></p> <p><i>Scienze motorie e sportive: esercizio fisico per mantenersi in salute (SB pp.36-37, 48-49, 51, 52)</i></p> <p><i>Storia dell'arte, Educazione musicale: importanza delle materie artistiche (SB pp.51, 52)</i></p> <p>Tecnologia: corsi estivi di computer, uso della videocamera, robotica (SB p.52)</p>
Cittadinanza e Costituzione
<p>Salute: adottare comportamenti sani e corretti (SB pp.36, 37), riconoscere le problematiche legate a un tipo particolare di malattia (SB pp.38-39), utilizzare tecniche di controllo dell'emotività, di rilassamento, di osservazione critica del rapporto mente-corpo (SB pp.40-41, 43)</p> <p>Alimentare: riconoscere in situazioni concrete gli effetti del rapporto alimentazione-benessere-realizzazione personale (SB p.42)</p> <p>Cittadinanza: capire il percorso formativo del ciclo degli studi in altre nazioni (SB p.45) e online (SB pp.46-47), identificare le iniziative che nascono dal rapporto tra la scuola e gli enti territoriali (SB pp.48-49, 52-53)</p>
Digitale
<p>L'Asse dei linguaggi e Competenze UE: Competenza digitale</p> <p>Utilizzare e produrre testi multimediali sia in modo autonomo sia collaborativo usufruendo dei supporti digitali relativi alle unità 3-4: FLIP BOOK, Espansioni online</p> <p>Fare ricerche online su: Dr Georges Bwelle (SB p.35), il servizio di aeroambulanza in Australia (SB p.37), scuole in India, in Sudafrica e online (SB p.45), TED Talk di Joachim de Posada (SB pp.58-59)</p>

Preparazione agli esami
<p>Cambridge English: B1 Preliminary for schools</p> <p>Reading Part 1 (SB p.55 es.7); Part 2 (SB p.56 es.9); Part 3 (SB p.38 es.3); Part 5 (SB p.54 es.1); Part 6 (SB p.54 es.3)</p> <p>Writing Part 1 (SB p.53 es.7); Part 2 (SB p.43 es.9)</p> <p>Listening Part 2 (SB p.55 es.5); Part 3 (SB p.36 es.4, p.46 es.3)</p> <p>Speaking Part 1 (SB p.35 es.5, p.38 es.5, p.45 es.5, p.46 es.4, p.47 es.12); Parts 3&4 (SB p.41 es.11, p.42 es.3, 4, p.50 es.4)</p> <p>Trinity GESE vocabulary subject area and functions</p> <p>Grade 4: Food (SB p.35); Expressing simple comparisons (SB p.47); Grade 5: Quantifying (SB p.37); Grade 6: Health and fitness (SB pp.36-38, 42-43, 48-49); Grade 7: Education (SB pp.45, 47, 50-51, 52)</p> <p>Trinity ISE I</p> <p>Reading & Writing: Multi-text reading (SB p.45 es.4); Long reading (SB p.48 es.3); Reading into writing (SB p.43 es.9, p.49 es.6); Extended writing (SB p.53 es.7)</p> <p>Speaking & Listening: Topic task (SB p.35 es.5, p.45 es.5, p.46 es.4, p.47 es.12); Conversation task (SB p.41 es.11, p.42 es.3, p.50 es.4); Independent listening task (SB p.36 es.4, p.46 es.3, p.55 es.5)</p> <p>Prove INVALSI</p> <p>Reading: domande a scelta multipla (SB p.38 es.3)</p> <p>Listening: domande con risposta breve (SB p.37 es.8)</p>
Verifica e valutazione
<p>Verifiche formative (<i>Tests & Resource Book</i>):</p> <p>Unit Tests 3–4 Fila A e Fila B</p> <p>Verifiche sommative (<i>Tests & Resource Book</i>):</p> <p>Units 3–4 Skills Tests Fila A e Fila B</p> <p>Summative Tests 3–4 Fila A e Fila B</p> <p>Mixed Tenses & Forms Tests</p> <p>Osservazione, da parte dell'insegnante, di ogni singolo studente o di un gruppetto alla volta, e registrazione di diversi gradi di padronanza della lingua inglese.</p>

UNITÀ DI APPRENDIMENTO RELATIVE ALL'UTILIZZO DEL LIBRO DI TESTO *PERSPECTIVES*
PRE-INTERMEDIATE

Units 5–6

Materiale Student's Book & Workbook, FLIP BOOK (Student's version and Teacher's version), Class Audio CDs, Teacher's Tests & Resource Book, Test Audio CD, Programmazione & Testmaker CD-ROM, Espansioni online: contenuti digitali disponibili online, aggiornati periodicamente
Tempo previsto Circa 16 ore
Obiettivi didattici e formativi
Sviluppare conoscenze e competenze linguistico-comunicative: utilizzare una lingua straniera per i principali scopi comunicativi ed operativi (L'asse dei linguaggi); Comunicazione nella lingua straniera (Competenze EU)
Obiettivi specifici di apprendimento
CONOSCENZE
Funzioni comunicative Parlare di familiari e amici Discutere di tradizioni culturali diverse Parlare di come si festeggia il traguardo della maggiore età Fare un invito e rispondere Parlare di obiettivi e aspettative Discutere l'importanza delle apparenze Esprimere preferenze per forme d'arte inconsuete Chiedere e dare consigli Strutture grammaticali <i>Present perfect (1) con ever/never</i> <i>Present perfect & Past simple</i> <i>Present perfect (2) con for e since; con just, already e yet</i> <i>Verbi modali: obbligo, proibizione, permesso</i> <i>should & ought to</i> Periodo ipotetico di tipo zero Aree lessicali Familiari e amici Forme di saluto I suffissi <i>-al</i> e <i>-ical</i> Obiettivi e aspettative Prefissi negativi: <i>im-</i> , <i>dis-</i> , <i>un-</i> , <i>in-</i> Strategie di apprendimento Scrivere un invito e rispondere Elaborare un testo per scrivere un riassunto Descrivere un problema e le possibili soluzioni Cultura e Civiltà (Competenze UE: Consapevolezza ed espressione culturale; Competenze sociali e civiche) <i>Una famiglia di acrobati (SB p.60)</i>

Obiettivi specifici di apprendimento
CONOSCENZE
<p><i>La civiltà e le festività importanti del Messico (SB p.63)</i></p> <p><i>La festa dei quindici anni nell'America Latina (SB p.65)</i></p> <p><i>L'attore Gad Elmaleh (SB p.66)</i></p> <p>La scalinata "Selaron Steps" a Rio de Janeiro (SB p.70)</p> <p>Il profilo dei giovani sui social (SB p.73)</p> <p>Un pioniere del nuoto in un lago dell'Everest (SB pp.74-75)</p> <p><i>Artisti di strada: Selaron, Banksy, Peeta, Lady Aiko (SB p.77)</i></p> <p><i>L'atleta italiano Filippo Tortu (SB p.82)</i></p> <p>Un'organizzazione per insegnare alle donne a programmare e scrivere codici (SB pp.84-85)</p>
ABILITÀ
<p>Ascolto</p> <p>B1 capire informazioni concrete su argomenti comuni della vita quotidiana o del lavoro, identificando sia il messaggio generale che i dettagli specifici purché espressi in modo chiaro e con un accento standard: SB p.62 es.2, p.68 es.2, 3</p> <p>B1 capire l'essenziale di molte trasmissioni radiofoniche, televisive e podcast su argomenti di attualità o temi di mio interesse personale o professionale, purché il discorso sia relativamente lento e chiaro: SB p.72 es.2, 3</p> <p>Lettura</p> <p>A2 leggere testi molto brevi e semplici e trovare informazioni specifiche e prevedibili in materiale di uso quotidiano, quali pubblicità, programmi, menù, orari, messaggi e blog: SB p.69 es.6, 7, p.79 es.6</p> <p>B1 capire testi scritti di uso corrente legati alla sfera quotidiana o al lavoro: SB p.63 es.6, 8, p.64 es.4, 5, p.66 es.5, p.73 es.7, p.74 es.4, p.77 es.9, p.82 es.8</p> <p>Interazione orale</p> <p>A2 comunicare affrontando compiti semplici e di routine che richiedano solo uno scambio semplice e diretto di informazioni su argomenti e attività consuete (per esempio un invito ad una festa): SB p.68 es.5</p> <p>B1 partecipare a conversazioni su argomenti familiari, di interesse personale o riguardanti la vita quotidiana: SB p.78 es.4</p> <p>Produzione orale</p> <p>A2 usare espressioni e frasi per descrivere con parole semplici la mia famiglia ed altre persone, le mie condizioni di vita, la carriera scolastica e il mio lavoro attuale o il più recente: SB p.64 es.7, p.73 es.11</p> <p>B1 descrivere, collegando semplici espressioni, le mie esperienze, i miei sogni, le mie speranze e le mie ambizioni: SB p.63 es.9, p.67 es.8</p> <p>B1 motivare e spiegare brevemente le mie opinioni: SB p.72 es.4, p.75 es.8, p.77 es.8</p> <p>Produzione scritta</p> <p>A2 scrivere brevi messaggi su argomenti riguardanti bisogni immediati: SB p.69 es.9, p.77 es.7, p.79 es.9</p> <p>B1 scrivere testi semplici e coerenti su argomenti a me noti o di mio interesse: SB p.64 es.6, p.67 es.9, p.72 es.5, p.77 es.10</p> <p>Mediazione</p> <p><u>Mediating a text</u></p> <p>B1 trasmettere informazioni date in un testo chiaro e ben strutturato su argomenti familiari, personali o di interesse attuale: SB p.63 es.6, p.64 es.4, p.73 es.7, p.75 es.6</p> <p><u>Mediating concepts</u></p> <p>A2 riconoscere persone in difficoltà e dare consigli usando un linguaggio semplice: SB p.78 es.4</p> <p>B1 collaborare in gruppo a un progetto per migliorare l'aspetto artistico di una zona della città: SB p.77 es.10</p> <p><u>Mediating communication</u></p> <p>B1 collaborare a coppie per facilitare la comunicazione per decidere un invito: SB p.68 es.4, 5</p>

COMPETENZE
<p>Competenze chiave di cittadinanza</p> <p>Competenza matematica e competenze di base in scienza e tecnologia: SB p.72</p> <p>Competenza digitale: SB pp.72, 84-85</p> <p>Imparare a imparare: SB pp.69, 75, 79, 83</p> <p>Competenze sociali e civiche: SB pp.62, 77, 85</p> <p>Spirito di iniziativa e imprenditorialità: SB pp.72, 77, 85</p> <p>Consapevolezza ed espressione culturale: SB pp.60, 63, 65, 66, 70, 73, 74-75, 77, 82</p> <p>21st Century Life skills</p> <p>Citizenship: Respecting diversity SB p.66; Life skills: Creativity SB p.77</p> <p>Competenze trasversali</p> <p><i>Diagnosticare</i>: riconoscere e valutare situazioni e problemi di lavoro di diversa natura (analizzare le proprie esperienze SB pp.63, 64, 67, identificare le qualità che contribuiscono al successo SB p.71, valutare aspetti positivi e negativi di esperienze estreme SB p.75)</p> <p><i>Relazionarsi</i>: comunicare in un contesto organizzativo e di gruppo (collaborare per realizzare un progetto artistico SB p.77); negoziare in situazioni interpersonali e di gruppo (discutere di una festa e invitare amici SB p.68, dare consigli a persone in difficoltà SB p.78)</p> <p><i>Affrontare</i>: pianificare strategie di azione per fronteggiare situazioni e risolvere problemi di diversa natura (fare ricerche online su una società e scrivere un articolo SB p.72, realizzare un progetto per migliorare l'aspetto artistico di una zona della città SB p.77); potenziare l'autoapprendimento (scrivere un invito e rispondere SB p.69, elaborare un testo per scrivere un riassunto SB p.75, descrivere un problema e le possibili soluzioni p.79)</p>
Attività interdisciplinari (CLIL)
<p>Storia dell'arte: opere di artisti di strada (SB pp.70, 77)</p> <p>Scienze motorie e sportive: <i>esperienze di sport estremi</i> (SB pp.74-75, 82)</p> <p>Psicologia: lo stress degli esami (SB p.79)</p>
Cittadinanza e Costituzione
<p>Cittadinanza: rispettare culture e tradizioni diverse dalla propria (SB p.62), contribuire allo sviluppo del territorio con un progetto artistico (SB p.77)</p> <p>Salute: riconoscere i sintomi dello stress e utilizzare tecniche per controllarlo (SB p.79)</p>
Digitale
<p>L'Asse dei linguaggi e Competenze UE: Competenza digitale</p> <p>Utilizzare e produrre testi multimediali sia in modo autonomo sia collaborativo usufruendo dei supporti digitali relativi alle unità 5–6: FLIP BOOK, Espansioni online</p> <p>Digital skills: Come fare una ricerca online (SB p.72), TED Talk di Reshma Saujani (SB pp.84-85)</p>

Preparazione agli esami
<p>Cambridge English: B1 Preliminary for schools</p> <p>Reading Part 1 (SB p.69 es.6, p.81 es.7); Part 4 (SB p.82 es.8); Part 5 (SB p.80 es.1); Part 6 (SB p.80 es.4)</p> <p>Writing Part 1 (SB p.69 es.10); Part 2 (SB p.79 es.9)</p> <p>Listening Part 1 (SB p.81 es.5); Part 2 (SB p.81 es.6); Part 4 (SB p.72 es.3)</p> <p>Speaking Part 1 (SB p.63 es.9, p.67 es.8, p.75 es.8, p.78 es.1); Parts 3&4 (SB p.77 es.8)</p> <p>Trinity GESE vocabulary subject area and functions</p> <p>Grade 4 Hobbies and sports (SB p.75); Grade 5: Special occasions, e.g. birthdays, celebrations (SB pp.63, 64); Talking about events in the indefinite and recent past (SB p.67); Grade 7: Giving advice (SB p.78)</p> <p>Trinity ISE I</p> <p>Reading & Writing: Long reading (SB p.64 es.4); Reading into writing (p.67 es.9); Extended writing (SB p.72 es.5, p.79 es.9)</p> <p>Speaking & Listening: Topic task (SB p.63 es.9, p.75 es.8, p.77 es.8, p.78 es.1); Conversation task (SB p.67 es.8); Independent listening task (SB p.72 es.2, 3, p.81 es.5, 6)</p> <p>Prove INVALSI</p> <p>Reading: abbinamento argomenti e paragrafi (SB p.64 es.4); domande con risposta breve (SB p.64 es.5, p.74 es.4, p.79 es.6)</p> <p>Listening: domande a scelta multipla (SB p.81 es.6)</p>
Verifica e valutazione
<p>Verifiche formative (<i>Tests & Resource Book</i>):</p> <p>Unit Tests 5–6 Fila A e Fila B</p> <p>Verifiche sommative (<i>Tests & Resource Book</i>):</p> <p>Units 5–6 Skills Tests Fila A e Fila B</p> <p>Summative Tests 5–6 Fila A e Fila B</p> <p>Mixed Tenses & Forms Tests</p> <p>Osservazione, da parte dell'insegnante, di ogni singolo studente o di un gruppetto alla volta, e registrazione di diversi gradi di padronanza della lingua inglese.</p>

UNITÀ DI APPRENDIMENTO RELATIVE ALL'UTILIZZO DEL LIBRO DI TESTO *PERSPECTIVES*
PRE-INTERMEDIATE

Units 7–8

Materiale Student's Book & Workbook, FLIP BOOK (Student's version and Teacher's version), Class Audio CDs, Teacher's Tests & Resource Book, Test Audio CD, Programmazione & Testmaker CD-ROM, Espansioni online: contenuti digitali disponibili online, aggiornati periodicamente
Tempo previsto Circa 16 ore
Obiettivi didattici e formativi
Sviluppare conoscenze e competenze linguistico-comunicative: utilizzare una lingua straniera per i principali scopi comunicativi ed operativi (L'asse dei linguaggi); Comunicazione nella lingua straniera (Competenze EU)
Obiettivi specifici di apprendimento
CONOSCENZE
Funzioni comunicative Parlare di cibi, bevande e sapori Discutere del futuro dell'alimentazione Parlare di apicoltura e sviluppo dell'agricoltura Dare suggerimenti e prendere decisioni Parlare di acquisti Parlare delle fasi di produzione del vestiario Discutere di riciclo Esprimere la propria opinione Strutture grammaticali <i>Il futuro (1): Present continuous; be going to</i> <i>Il futuro (2): be going to; will; might</i> Il periodo ipotetico di primo tipo Il periodo ipotetico di secondo tipo Proposizioni relative restrittive Aree lessicali Alimenti, bevande e sapori I suffissi <i>-er, -ment, -ance</i> Prodotti e shopping Nomi composti Strategie di apprendimento Identificare l'idea principale di un paragrafo Identificare i punti principali per scrivere una recensione Elaborare un testo per scrivere un riassunto Come scrivere email e messaggi

Obiettivi specifici di apprendimento
<p>Cultura e Civiltà</p> <p>(Competenze UE: Consapevolezza ed espressione culturale; Competenze sociali e civiche)</p> <p><i>Orti sottomarini (SB pp.88-89)</i></p> <p><i>Le api e l'impollinazione (SB p.91)</i></p> <p><i>Il sentiero delle api in Turchia (SB p.92)</i></p> <p><i>L'abolizione di cartelloni pubblicitari a São Paulo, a Chennai e altre città (SB p.99)</i></p> <p>Bureo, la società che costruisce skateboard riciclando reti da pesca di plastica (SB p.101)</p> <p>Il fenomeno dell'<i>upcycling</i> o riciclo creativo (SB pp.102-103)</p> <p>La campagna per abolire la plastica in Bali (SB pp.110-111)</p>
ABILITÀ
<p>Ascolto</p> <p>B1 capire informazioni concrete su argomenti comuni della vita quotidiana o del lavoro, identificando sia il messaggio generale che i dettagli specifici purché espressi in modo chiaro e con un accento standard: SB p.88 es.2, 3, p.94 es.2, 3, p.104 es.2, 3</p> <p>B1 capire l'essenziale di molte trasmissioni radiofoniche, televisive e podcast su argomenti di attualità o temi di mio interesse personale o professionale, purché il discorso sia relativamente lento e chiaro: SB p.98 es.2, 3</p> <p>Lettura</p> <p>A2 leggere testi molto brevi e semplici e trovare informazioni specifiche e prevedibili in materiale di uso quotidiano, quali pubblicità, programmi, menù, orari, messaggi e blog: SB p.92 es.2, 3</p> <p>B1 capire testi scritti di uso corrente legati alla sfera quotidiana o al lavoro: SB p.89 es.8, p.90 es.2, 3, 4, p.99 es.8, p.100 es.4, 5, p.103 es.6</p> <p>Interazione orale</p> <p>A2 comunicare affrontando compiti semplici e di routine che richiedano solo uno scambio semplice e diretto di informazioni su argomenti e attività consuete (per es., la preparazione di un pasto): SB p.94 es.1, 4, 6</p> <p>B1 partecipare a conversazioni su argomenti familiari, di interesse personale o riguardanti la vita quotidiana: SB p.95 es.9, p.104 es.1</p> <p>Produzione orale</p> <p>B1 motivare e spiegare brevemente le mie opinioni: SB p.89 es.9, p.93 es.7, p.97 es.4, p.99 es.10</p> <p>Produzione scritta</p> <p>B1 scrivere testi semplici e coerenti su argomenti a me noti o di mio interesse, per es. la descrizione di un piatto, la recensione di un ristorante, la pubblicità di un prodotto: SB p.87 es.5, p.95 es.10, p.103 es.9</p> <p>B1 scrivere lettere o email personali esponendo esperienze e impressioni: SB p.105 es.7</p> <p>Mediazione</p> <p><u>Mediating a text</u></p> <p>B1 trasmettere informazioni date in un testo chiaro e ben strutturato su argomenti familiari, personali o di interesse attuale: SB p.89 es.9, p.90 es.3, p.100 es.7</p> <p><u>Mediating concepts</u></p> <p>B1 collaborare in gruppo a un progetto per affrontare un problema ambientale e per discutere di pubblicità: SB p.93 es.7, p.99 es.10</p> <p><u>Mediating communication</u></p> <p>B1 collaborare a coppie e facilitare la comunicazione per decidere un menù e per discutere di cambiamenti nella propria scuola: SB p.94 es.4, 6, p.105 es.8</p>

COMPETENZE
<p>Competenze chiave di cittadinanza</p> <p>Competenza matematica e competenze di base in scienza e tecnologia: SB p.103</p> <p>Competenza digitale: SB pp.103, 110-111</p> <p>Imparare a imparare: SB pp.90, 95, 100, 105</p> <p>Competenze sociali e civiche: SB pp.89, 93, 103</p> <p>Spirito di iniziativa e imprenditorialità: SB pp.89, 94, 99, 103, 111</p> <p>Consapevolezza ed espressione culturale: SB pp.88-89, 91, 92, 99, 101, 102-103, 110-111</p> <p>21st Century Life skills</p> <p>Decision making: SB p.94; Critical thinking: SB p.95 ; Problem solving: SB p.99; Creative thinking: SB p.103</p> <p>Competenze trasversali</p> <p><i>Diagnosticare</i>: riconoscere e valutare situazioni e problemi di lavoro di diversa natura (identificare i problemi alimentari a livello mondiale SB p.89, analizzare l'effetto della pubblicità SB p.97)</p> <p><i>Relazionarsi</i>: comunicare in un contesto organizzativo e di gruppo (discutere un menù e scegliere un ristorante SB p.94, discutere i pro e i contro dei cartelloni pubblicitari SB p.99)</p> <p><i>Affrontare</i>: pianificare strategie di azione per fronteggiare situazioni e risolvere problemi di diversa natura (organizzare un pasto SB p.94, realizzare un poster per il riciclo di un prodotto SB p.103); potenziare l'autoapprendimento (identificare l'idea principale di un paragrafo SB p.90, identificare i punti principali per scrivere una recensione SB p.95, elaborare un testo per scrivere un riassunto SB p.100, scrivere email e messaggi SB p.105).</p>
Attività interdisciplinari (CLIL)
<p>Scienze naturali: progetti per alimentare le popolazioni (SB pp.88-89), la funzione delle api (SB pp.91, 92)</p> <p>Scienza dell'alimentazione: <i>diversi tipi di pasti (SB p.94)</i></p> <p>Scienza della terra: <i>lotta contro la plastica (SB pp.100-101, pp.110-111), riciclo e upcycling (SB pp.102-103)</i></p>
Cittadinanza e Costituzione
<p>Alimentare: essere consapevoli del problema alimentare del mondo e valutare i regimi alimentari del futuro (SB p.89), predisporre menù equilibrati (SB p.94)</p> <p>Ambientale: individuare un problema di inquinamento del paesaggio ed elaborare un progetto d'intervento (SB p.99), promuovere il riciclo o l'<i>upcycling</i> di un prodotto (SB p.103)</p>
Digitale
<p>L'Asse dei linguaggi e Competenze UE: Competenza digitale</p> <p>Utilizzare e produrre testi multimediali sia in modo autonomo sia collaborativo usufruendo dei supporti digitali relativi alle unità 7–8: FLIP BOOK, Espansioni online</p> <p>Digital skills: Fare una ricerca online sulla funzione delle api (SB p.90) e sull'<i>upcycling</i> (SB p.102), TED Talk di Melati e Isabel Wijsen (SB pp.110-111)</p>

Preparazione agli esami
<p>Cambridge English: B1 Preliminary for schools</p> <p>Reading Part 1 (SB p.106 es.1, p.107 es.6); Part 3 (SB p.90 es.4); Part 4 (SB p.92 es.2); Part 5 (SB p.106 es.3); Part 6 (SB p.106 es.4)</p> <p>Writing Part 1 (SB p.105 es.7)</p> <p>Listening Part 3 (SB p.104 es.3); Part 4 (SB p.107 es.5)</p> <p>Speaking Part 1 (SB p.94 es.1, p.104 es.1); Parts 3&4 (SB p.89 es.9, p.94 es.6, p.99 es.10)</p> <p>Trinity GESE vocabulary subject area and functions</p> <p>Grade 4 Food (SB pp.87, 88-89, 94-95); Shopping (SB p.97); Grade 7: National and local produce and products (SB pp.88-89); Expressing possibility and uncertainty, SB pp.98-99, 104); Making suggestions (SB p.94); Pollution and recycling (SB p.100-101, 103); Grade 8: National environmental concerns (SB pp.90-91)</p> <p>Trinity ISE I</p> <p>Reading & Writing: Long reading (SB p.90 es.3); Reading into writing (p.95 es.10, p.105 es.7)</p> <p>Speaking & Listening: Topic task (SB p.94 es.1, p.104 es.1); Conversation task (SB p.89 es.9, p.94 es.6, p.99 es.10); Independent listening task (SB p.104 es.3, p.107 es.5)</p> <p>Prove INVALSI</p> <p>Reading: abbinamento paragrafi e titoli (SB p.90 es.3); domande a scelta multipla (SB p.90 es.4); gap filling (SB p.92 es.2); domande con risposta breve (SB p.100 es.5, p.108 es.7)</p> <p>Listening: abbinamento titoli e descrizioni (SB p.88 es.2); domande a scelta multipla (SB p.107 es.5)</p>
Verifica e valutazione
<p>Verifiche formative (<i>Tests & Resource Book</i>):</p> <p>Unit Tests 7–8 Fila A e Fila B</p> <p>Verifiche sommative (<i>Tests & Resource Book</i>):</p> <p>Units 7–8 Skills Tests Fila A e Fila B</p> <p>Summative Tests 7–8 Fila A e Fila B</p> <p>Mixed Tenses & Forms Tests</p> <p>Osservazione, da parte dell'insegnante, di ogni singolo studente o di un gruppetto alla volta, e registrazione di diversi gradi di padronanza della lingua inglese.</p>

UNITÀ DI APPRENDIMENTO RELATIVE ALL'UTILIZZO DEL LIBRO DI TESTO *PERSPECTIVES*
PRE-INTERMEDIATE

Units 9–10

Materiale Student's Book & Workbook, FLIP BOOK (Student's version and Teacher's version), Class Audio CDs, Teacher's Tests & Resource Book, Test Audio CD, Programmazione & Testmaker CD-ROM, Espansioni online: contenuti digitali disponibili online, aggiornati periodicamente
Tempo previsto Circa 16 ore
Obiettivi didattici e formativi
Sviluppare conoscenze e competenze linguistico-comunicative: utilizzare una lingua straniera per i principali scopi comunicativi ed operativi (L'asse dei linguaggi); Comunicazione nella lingua straniera (Competenze EU)
Obiettivi specifici di apprendimento
CONOSCENZE
Funzioni comunicative Parlare di mestieri e professioni Discutere del rapporto scuola-lavoro Riferire quello che dicono altre persone Parlare di conoscenze e abilità necessarie per il futuro Parlare dell'aiuto dato dalla tecnologia Discutere dell'uso eccessivo dei cellulari Parlare dei campi di applicazione della tecnologia Esprimere i pro e i contro di un argomento Strutture grammaticali <i>Il Past perfect</i> Il discorso indiretto Il passivo: <i>Present</i> e <i>Past simple</i> Il passivo con <i>by</i> (complemento di agente) Aree lessicali Mestieri e professioni Verbi seguiti da preposizione Tecnologia Aggettivi seguiti da preposizione Strategie di apprendimento Identificare i diversi punti di vista in un testo Percepire lo stile e il tono dello scrittore Mediare un testo per riferire informazioni specifiche Esprimersi con cortesia usando domande indirette Ascoltare e rispondere a domande aperte Leggere e svolgere un esercizio di scelta multipla Come organizzare una lettera o email di lamentela

Obiettivi specifici di apprendimento
CONOSCENZE
<p>Cultura e Civiltà</p> <p>(Competenze UE: Consapevolezza ed espressione culturale; Competenze sociali e civiche)</p> <p>Il villaggio di Vinh Hy, nel sud-est Vietnam (SB p.113)</p> <p><i>L'importanza del lavoro di un fotografo scientifico (SB p.114)</i></p> <p><i>La vita di Jacques Cousteau (SB p.115)</i></p> <p><i>Carmen Jordan, una campionessa di automobilismo (SB p.118)</i></p> <p><i>Invenzioni tecnologiche nel campo della comunicazione (SB pp.124-125)</i></p> <p>Automobili senza pilota (SB p.130)</p> <p>Competizioni sportive tra piloti di droni (SB p.134)</p> <p>Greg Gage e la neuroscienza (SB pp.136-137)</p>
ABILITÀ
<p>Ascolto</p> <p>B1 capire informazioni concrete su argomenti comuni della vita quotidiana o del lavoro, identificando sia il messaggio generale che i dettagli specifici purché espressi in modo chiaro e con un accento standard: SB p.114 es.2, 3, p.119 es.4, 5, p.120 es.2, 3, p.129 es.7, p.130 es.2, 4</p> <p>B1 capire l'essenziale di molte trasmissioni radiofoniche, televisive e podcast su argomenti di attualità o temi di mio interesse personale o professionale, purché il discorso sia relativamente lento e chiaro: SB p.124 es.4, 5</p> <p>Lettura</p> <p>B1 capire testi scritti di uso corrente legati alla sfera quotidiana o al lavoro: SB p.116 es.4, 5, 6 p.126 es.4, 5</p> <p>B1 capire la descrizione di avvenimenti in brevi articoli di giornale: SB p.129 es.5</p> <p>Interazione orale</p> <p>B1 partecipare a conversazioni su argomenti familiari, di interesse personale o riguardanti la vita quotidiana: SB p.120 es.4</p> <p>B2 partecipare attivamente a una discussione in contesti familiari, esponendo e sostenendo le mie opinioni: SB p.126 es.6, p.129 es.9, p.130 es.5, 6</p> <p>Produzione orale</p> <p>B1 motivare e spiegare brevemente le mie opinioni: SB p.113 es.1, 4, p.116 es.8, p.120 es.1, p.123 es.1, p.124 es.2, p.125 es.11</p> <p>B2 esprimere un'opinione su un argomento d'attualità, indicando vantaggi e svantaggi delle diverse opzioni: SB p.123 es.4</p> <p>Produzione scritta</p> <p>B1 scrivere testi semplici e coerenti su argomenti a me noti o di mio interesse: SB p.119 es.7, p.126 es.2</p> <p>B1 scrivere lettere o email personali esponendo esperienze e impressioni: SB p.121 es.7, p.131 es.12</p> <p>Mediazione</p> <p><u>Mediating a text</u></p> <p>B1 trasmettere informazioni date in un testo chiaro e ben strutturato su argomenti familiari, personali o di interesse attuale: SB p.116 es.6, p.117 es.7, p.121 es.8</p> <p><u>Mediating concepts</u></p> <p>B1 collaborare in gruppo a un progetto per discutere un problema: SB p.126 es.6, p.130 es.6</p> <p><u>Mediating communication</u></p> <p>B1 collaborare a coppie o in gruppo per facilitare la comunicazione: SB p.120 es.4, p.129 es.9</p>

COMPETENZE
<p>Competenze chiave di cittadinanza</p> <p>Competenza matematica e competenze di base in scienza e tecnologia: SB pp.120, 124-125, 126-127, 128, 130</p> <p>Competenza digitale: SB pp.120, 122, 124-125, 136-137</p> <p>Imparare a imparare: SB pp.116, 119, 121, 124, 126, 131</p> <p>Competenze sociali e civiche: SB pp.116, 127, 129</p> <p>Spirito di iniziativa e imprenditorialità: SB pp.115, 121, 131</p> <p>Consapevolezza ed espressione culturale: SB pp.113, 114, 115, 118, 124-125, 130, 134, 136-137</p> <p>21st Century Life skills</p> <p>Creative thinking: SB p.115; Critical thinking: SB pp.116, 129, 130; Decision making: SB p.120; Problem solving: SB p.125; Interpersonal skills: SB p.126</p> <p>Competenze trasversali</p> <p><i>Diagnosticare</i>: riconoscere e valutare situazioni e problemi di lavoro di diversa natura (identificare i lavori adatti a me SB p.113, analizzare le mie esperienze di vita SB p.115, considerare il mio uso dei gadget tecnologici SB p.124)</p> <p><i>Relazionarsi</i>: comunicare in un contesto organizzativo e di gruppo (discutere le attività scolastiche che mi preparano alla vita SB p.116, discutere i pro e i contro dell'uso della tecnologia a scuola SB pp.126, 129)</p> <p><i>Affrontare</i>: pianificare strategie di azione per fronteggiare situazioni e risolvere problemi di diversa natura (preparare un colloquio di lavoro SB p.120, scrivere un'email di lamentele SB p.131); potenziare l'autoapprendimento (identificare i diversi punti di vista in un testo e percepire lo stile e il tono dello scrittore SB p.116, mediare un testo per riferire informazioni specifiche SB p.119, esprimersi con cortesia usando domande indirette SB p.121, ascoltare e rispondere a domande aperte SB p.124, leggere e svolgere un esercizio di scelta multipla SB p.126, organizzare una lettera o un'email di lamentele SB p. 131)</p>
Attività interdisciplinari (CLIL)
<p>Scienze naturali: progetti di fotografie scientifiche (SB pp.114-115)</p> <p>Informatica: <i>un designer dell'interfaccia utente (SB p.120), uso della tecnologia nella scuola (SB pp.126-127), in campo economico (SB p.128) e nella vita quotidiana (SB pp.130, 134, 136-137)</i></p> <p>Storia: <i>la linea del tempo della tecnologia (SB pp.124-125)</i></p>
Cittadinanza e Costituzione
<p>Cittadinanza: prepararsi alla scelta del percorso di studi e di lavoro consapevoli delle proprie inclinazioni (SB p.116-117, 120), valutare l'efficacia degli strumenti di comunicazione tecnologici (SB pp.126-127, 128), analizzare i pro e i contro degli sviluppi futuri della tecnologia (SB pp.130, 134, 136-137)</p>
Digitale
<p>L'Asse dei linguaggi e Competenze UE: Competenza digitale</p> <p>Utilizzare e produrre testi multimediali sia in modo autonomo sia collaborativo usufruendo dei supporti digitali relativi alle unità 9–10: FLIP BOOK, Espansioni online</p> <p>Digital skills: TED Talk di Greg Gage (SB pp.136-137)</p>

Preparazione agli esami
<p>Cambridge English: B1 Preliminary for schools</p> <p>Reading Part 1 (SB p.133 es.6); Part 2 (SB p.116 es.6); Part 3 (SB p.126 es.5); Part 4 (SB p.92 es.2); Part 5 (SB p.132 es.1); Part 6 (SB p.132 es.4)</p> <p>Writing Part 1 (SB p.121 es.7, p.131 es.12)</p> <p>Listening Part 2 (SB p.133 es.7)</p> <p>Speaking Part 1 (SB p.113 es.4, p.116 es.8, p.126 es.6); Part 2 (SB p.116 es.1, p.124 es.1,2, p.129 es.9, p.130 es.5)</p> <p>Cambridge English: B2 First for schools</p> <p>Reading and Use of English Part 4 (SB p.132 es.3)</p> <p>Trinity GESE vocabulary subject area and functions</p> <p>Grade 8: The world of work (SB pp.113, 116, 120); Reporting the conversation of others (SB p.119); Grade 9: Technology (SB pp.123, 124, 126, 129, 130)</p> <p>Trinity ISE I</p> <p>Reading & Writing: Multi-text reading (SB p.116 es.4, 5); Reading into writing (SB p.121 es.7, p.131 es.12); Extended writing (p.119 es.7)</p> <p>Speaking & Listening: Topic task (SB p.113 es.4, p.116 es.8, p.126 es.6); Conversation task (SB p.116 es.1, p.124 es.1,2, p.129 es.9, p.130 es.5); Independent listening task (SB p.133 es.7)</p> <p>Prove INVALSI</p> <p>Reading: abbinamento paragrafi e titoli (SB p.129 es.5); domande con risposta breve (SB p.134 es.8)</p> <p>Listening: domande con risposta breve (SB p.124 es.5)</p>
Verifica e valutazione
<p>Verifiche formative (<i>Tests & Resource Book</i>):</p> <p>Unit Tests 9–10 Fila A e Fila B</p> <p>Verifiche sommative (<i>Tests & Resource Book</i>):</p> <p>Units 9–10 Skills Tests Fila A e Fila B</p> <p>Summative Tests 9–10 Fila A e Fila B</p> <p>Mixed Tenses & Forms Tests</p> <p>Osservazione, da parte dell'insegnante, di ogni singolo studente o di un gruppetto alla volta, e registrazione di diversi gradi di padronanza della lingua inglese.</p>

Build-Up to Pre-Intermediate

Answer key & audioscripts

Entry test

Pages 4-5

1 D 2 B 3 B 4 A 5 C 6 B 7 C 8 B
9 D 10 B 11 C 12 C 13 B 14 B 15 B
16 C 17 A 18 B 19 D 20 C 21 C 22 C
23 A 24 B 25 C 26 A 27 D 28 B 29 C
30 B 31 B 32 A 33 D 34 B 35 C 36 B
37 A 38 D 39 C 40 D 41 B 42 C 43 A
44 C 45 B 46 C 47 B 48 B 49 C 50 A

Unit 1 - Family

Pages 6-7

1

1 grandfather 2 dad/father 3 parents 4 mum/
mother 5 grandparents 6 grandmother 7 brother
8 cousins 9 aunt

2

Personal answers

3  01

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

Audioscript

See Build-Up p. 5

4

1 She's 2 They aren't 3 Is it

5

Personal answers

6

1 my 2 his 3 their 4 '

7

1 parents', their 2 father's, His 3 Anna's, Her 4 boys', their
5 Mum's, Its

8

patient, bossy, serious, lazy, funny, friendly, annoying, shy, clever,
confident, boring, cheerful, kind

9

Personal answers

10

1 E 2 A 3 D 4 C 5 F 6 B

11

1 's got 2 haven't got 3 Have (you) got 4 have
5 haven't

12

Personal answers

13

Personal answers

Pages 8-9 Grammar reference & practice

1

1 I'm Ruby and I'm 16 years old.
2 Tom and Mark aren't cousins: they're friends.
3 Suzanne and Harry are my parents.
4 The children aren't shy or lazy.
5 Is Elena your mum or your sister?
6 Are your parents from Montreal?

2

1 they are 2 We're 3 Is she 4 she isn't 5 she's
6 she isn't 7 They aren't 8 they're

3

1 his 2 My 3 Their 4 Our 5 He's 6 his
7 my 8 She's

4

1 Tom's 2 children's 3 Mrs Mason's 4 mum's
5 dogs'

5

1 Has (Sue) got 2 have got, haven't got 3 've got 4 hasn't
got 5 have got 6 hasn't got, 's got 7 Have (Moir and
Matt) got 8 Has (Jim) got 9 's got 10 haven't got, Have
(you) got

6

1 sisters' 2 his 3 've got 4 have got 5 She's
6 is 7 my 8 have got

Unit 2 - Every day

Pages 10-11

1

1 get dressed 2 get to school 3 do my homework
4 catch the bus 5 go to bed 6 have a shower 7 wake up
8 have lunch

2  02

- 1 wake up the bus
2 have a shower
3 get dressed
4 catch the bus
5 get to school
6 have lunch
7 do my homework
8 go to bed

Audioscript

My name's Julia Huber and I'm 16 years old. I live in a small village in an area called Styria in the south of Austria. I love it because it's got lots of mountains, forests and lakes, but my home isn't very near my school. I go to a very small school in the mountains – it's only got 49 students! On weekdays, in the morning, I always wake up at 6.30 a.m. I don't like getting up early, so I stay in bed as late as I can after my alarm rings! I usually have a shower and get dressed very quickly and I leave home at 7.00 a.m. I never have time to have breakfast at home, so I take some bread and fruit with me. I usually meet my friends in the village and we catch the bus together. On the journey to school I chat with my friends, so it isn't boring in the bus. Our school is very high up in the mountains, and we travel along small, winding roads to get to it. We never walk or cycle because the road is all uphill! In spring and summer it's quicker than in the winter. That's because in the winter it snows a lot and we have to drive very slowly to avoid the ice.

We usually get to school at about 8.15 a.m. and we start classes at 8.45. We have three classes in the morning and then we have a break. We always have lunch at midday. After that, we have two hours of lessons. I finish classes at 2.30 p.m. and I get home around 3.30. I always do my homework after school, but I read books and play with my younger brother and sister, too. In the evening, I sometimes help my mum with the cooking, or I relax and watch TV. At 8.00 p.m. we have dinner. Finally, I go to bed at about 10.00 p.m.

3

- 1 it's got lots of mountains, forests and lakes.
2 49 students.
3 she never has time.
4 chats with her friends.
5 it snows a lot and there is ice.
6 have lunch.
7 gets home.
8 does her homework, reads, and plays with her brother and sister.

4

- 1 starts
2 doesn't catch
3 Do

5

- 1 has
2 don't leave
3 relaxes
4 don't wake up
5 doesn't do

6

Personal answers

7

- 1 bedroom
2 bathroom
3 study
4 kitchen
5 dining room
6 living room
7 hallway

furniture (and other items) in the rooms - possible answers:

bedroom: bed, (picture), bedside tables, lamps, wardrobe, chest of drawers

bathroom: mirror, washbasin, bath, shower, toilet

study: bookcase, chair, desk, lamp

kitchen: cupboards, sink, cooker, oven, drawers

dining room: chairs, table, ceiling lamp, pictures, vase with flowers

living room: television, cupboard, curtains, window, floor lamp, armchair, sofa,

hallway: coat stand, umbrella stand

8

Personal answers

9  03

The Queen

Audioscript

Dad What are you doing at school these days, Amy?

Amy Well, we're doing a project about celebrities. Everyone in the class finds out about a different aspect of the lives of famous people. My part of the project is the daily routine of celebrities.

Dad Oh... that sounds a bit boring.

Amy No, actually it's really interesting because I found information on Internet about celebrities who do some really crazy things every day.

Dad What kind of things?

Amy Well, for example the actress Jennifer Aniston always wakes up at 4.30 a.m.! Then she usually drinks a glass of hot water and lemon...

Dad Eurgh! Water and lemon? No coffee?!

Amy I know! And then she always does lots of exercises, then yoga, then a workout with more exercises!

Dad That sounds exhausting. And all before breakfast!

Amy Yes... but at least Jennifer Aniston always HAS breakfast. I read an article about Donald Trump this morning and it says that he hardly ever eats anything in the mornings.

Dad Oh dear, that isn't very good. Breakfast is a really important meal. Does he do any exercise?

Amy No, Dad. The article says he never does any physical exercise because he thinks it takes energy away from your body and that it's bad for you!

Dad Hmmm, I'm sure the opposite is true... Which other celebrities have you got information about?

Amy Well, there's Queen Elisabeth. She gets up really early, but she never does a workout of course. She has breakfast while she reads all the British newspapers.

Dad All of them?!

Amy Well, the main newspapers anyway.

Dad I only have time to read my horoscope before work!

Amy But this IS work for her, Dad! She's always at work! She always reads the newspapers, and then she reads a lot of the letters that she receives. And you know how many she gets every day?

Dad How many?

Amy About 250! I'm happy I'm not the queen.

Dad Me too! Which other celebrities did you find out about?

Amy Well, of course I tried to find something about Shawn Mendes because he's my favourite musician and I discovered that he always does boxing before his concerts. Apparently boxing helps him to relax before he goes on stage.

Dad Hmmm, I can think of nicer ways to relax!! Watching a good football match on the TV for example...

Amy Yeah, Dad... that's why I'm a fan of Shawn Mendes and not of you!!

10  03

- 1 4.30 letters
2 water, lemon
3 physical exercise
4 newspapers,
5 his concerts

11

- 1 What
2 Which
3 When/What time
4 Where
5 Who
6 Why
7 How
8 How often

12

- 1 after
2 before

13

Personal answers

1

1 go 2 doesn't have 3 wake up 4 don't like
5 studies 6 doesn't speak

2

1 gets/wakes up 2 has 3 gets 4 has/eats 5 leaves
6 starts/begins 7 does 8 doesn't 9 travels/works
10 gets (back) 11 doesn't 12 takes

3

1 Do you often see your friends after school? Yes, I do. / No, I don't.
2 Do you always do your homework in the evenings? Yes, I do. / No, I don't.
3 Do your parents drive you to school? Yes, they do. No, they don't.
4 Does your best friend have lunch at school? Yes, he/she does. / No, he/she doesn't.
5 Does your English teacher often give tests? Yes, he/she does. / No, he/she doesn't.
6 Do you and your friends do projects together? Yes, we do. / No, we don't.

4

1 He's **always** in the kitchen after he gets up.
2 When they are ill, they **never** watch TV.
3 We don't **usually** have a big lunch on Saturdays.
4 They **never** wake up early when there's no school.
5 Before you have dinner, do you **sometimes** help your mum in the kitchen?
6 Dad **often** works in the garden after he gets home.
7 When the children finish school, Mum's **hardly ever** at home.
8 Does Peter **always** eat before he goes to school?

5

1 Where 2 What 3 How 4 When 5 Why

6

1 Why does 2 Who do 3 Where do 4 How do
5 How often do 6 When/What time does

7

1 He lives in Hawaii.
2 He goes surfing every morning before school and every evening. / He goes surfing twice a day.
3 He wakes up at 5.30 a.m.
4 It starts at 8.15.
5 He eats a healthy snack and he does his homework. He goes surfing in the evening.

Unit 3 - Be active!

Pages 14-15

1

1 go 2 play 3 do 4 do 5 play 6 go
7 play 8 go

2

Personal answers

3 04

tiring, fun, exciting, never boring, challenging

Audioscript

Annie 16-year-old Tom Hockney from Brighton in the south of England is just like any other teenager. He goes to school, does his homework, meets his friends at the weekend and enjoys sport. But Tom is also a rising basketball star. We find out more about this young sports player. Tom, welcome!

Tom Hi! It's good to be here.

Annie So Tom, tell us about your typical day.

Tom Well, I usually get up early, have a shower, eat breakfast and go to school. After school, I have basketball practice every evening for a couple of hours.

Annie That sounds like hard work!

Tom Yes, it's hard work and it's very tiring. Sometimes I don't want to practise, but I love the sport! It's fun and exciting, and it's never boring. Now, I play in the local under 18s team so it's quite challenging, too.

Annie How do you find time to do anything else in your life, like homework or meeting friends?

Tom Well, this sport is my life. I want to be the best so I don't mind spending all my free time playing basketball, but I also need to rest, have fun and enjoy being a normal teenager. I hang out with my friends on Saturday afternoons. We usually go to the cinema or we go climbing at the sports centre. I can climb to the top of the highest wall!

Annie Can you play any other sports?

Tom Yes, I can. I can swim really well because of course I live near the sea. These days I go swimming every Sunday in a pool near my house and I can swim 2 kilometres without stopping!

Annie So are there any sports that you can't play or do?

Tom Of course there are! I can't play football or tennis – I like watching them, but I'm not very good at them. And I can't do any martial arts because I don't like fighting. I don't really like yoga either.

Annie Well, thanks for talking to us today, Tom! Good luck for the future.

4 04

1 C 2 A 3 A 4 B 5 C

5

1 swim 2 climb 3 can't 4 play 5 do 6 Can
7 play

6

1 F 2 E 3 B 4 A 5 J 6 K 7 C 8 G
9 D 10 L 11 H 12 I

7

Personal answers

8 05

cooking, listening to music, playing the guitar, drawing, taking photos, going shopping, playing chess

Audioscript

See Build-Up p. 15

9

1 T
2 F (She also cooks Japanese sushi and Italian pizza.)
3 T

4 F (She can play the guitar.)

5 T

6 F (She sometimes goes shopping with her sister.)

10

Loves	Likes	Doesn't like	Can't stand / hates
cooking, drawing	making sushi, listening to music	waiting in shops	going shopping, playing chess

1 noun 2 -ing

11

1 making sushi 2 my (Amanda's) pizza 3 Jenny 4 me
(Amanda) and Jenny 5 new clothes 6 (playing) chess

12

1 me 2 you 3 him 4 them 5 play 6 can't
7 playing 8 it

13

Personal answers

14

Personal answers

Pages 16-17 Grammar reference & practice

1

1 can (you) speak 2 can speak 3 Can (your brothers)
speak 4 can't read 5 can draw 6 Can (you) play
7 can sing 8 can't climb 9 can do

2

1 Jason likes doing martial arts after school.
2 We love going climbing at the new climbing wall.
3 Mum and I don't like playing chess.
4 William hates/can't stand dancing at parties.
6 I like using social media to relax.

3

1 love playing 2 doesn't like playing 3 do I like playing
4 love being 5 hates doing 6 likes listening 7 don't like
dancing 8 can't stand singing

4

1 him 2 us 3 He 4 you 5 her 6 I
7 them 8 she

5

1 you, it 2 them 3 us 4 I, her 5 she, him
6 me 7 you, it 8 she, them

6

1 it 2 them 3 us 4 her 5 him 6 me
7 us 8 him

The boys are: **A** Paul **B** Jason **C** Mick **D** Craig

7

1 can 2 playing 3 her 4 them 5 me
6 play 7 singing 8 him 9 can 10 us

Unit 4 - Out and about

Pages 18-19

1

Possible answers:

bank - you can change money;

bus stop - you can catch a bus;

café - you can meet friends and have a snack;

city centre - you can visit shops and museums;

library - you can borrow books and do research;

market - you can buy things in the open air;

museum - you can see things from the past;

park - you can go for a walk;

restaurant - you can eat a meal with friends;

shopping centre - you can meet your friends and go shopping;

underground - you can catch a train to a different part of the city.

2

1 newsagent's 2 stationer's 3 mobile phone shop
4 baker's 5 butcher's 6 book shop 7 chemist/
pharmacy 8 clothes shop

3

06

1 park 2 museum 3 underground 4 city centre
5 bank 6 café

Audioscript

See Build-Up p. 18

4

1 three (his mother, father and sister)
2 2.7 square km
3 over seven million
4 over a thousand
5 367 metres
6 13.15

5

1 There's 2 There are 3 There isn't 4 There aren't
5 Is there 6 Are there

6

...historical buildings **next to** hi-tech skyscrapers...
...an old house **between** two really tall skyscrapers!
...but it's **opposite** our hotel...
I'm standing **in front of** the Bank of China Tower...
My sister is hiding **behind** me...
Personal answers

7

Personal answers

8

Personal answers

9

1 'm shopping 2 'm wearing 3 's choosing
4 's looking for 5 aren't staying 6 'm thinking

10

This month I'm travelling...
We're visiting...today.
We're visiting... right now.
...she's trying them all!
...at the moment we're walking...
We're sightseeing... at the moment
I'm standing in front of...
We're going up to the...
My sister is hiding behind me...
We're feeling hungry...
...we're going back down now...

11 07

- 1 She's talking to her mum.
- 2 She's waiting to get some money.
- 3 She's meeting her boyfriend.
- 4 He's sleeping on the sofa.
- 5 No, they aren't playing together.
- 6 David's doing his homework and Liam's playing on his phone.

Audioscript

Mum Hello Josie, it's me.
Josie Hi, Mum! Where are you?
Mum I'm still at the bank. I'm waiting to get some money. You're home early! Is Megan with you?
Josie No, she isn't. She's still in town. I think she's meeting her boyfriend there.
Mum Ah, ok. Is Dad still at work?
Josie No, he isn't. He's here at home, but he's sleeping on the sofa in the living room... he's holding the remote control but he isn't watching TV, of course!
Mum Ha ha. So you can't watch TV today! What about the twins?
Josie David's doing his homework in his bedroom and Liam's playing on his phone.
Mum OK, I've almost finished here. You can show me what you bought at the shops when I get home.
Josie OK! See you soon!
Mum Bye.

12

Personal answers

Pages 20-21 Grammar reference & practice

1

- 1 Are there, are, There are
- 2 Is there, is, There are
- 3 Is there, isn't, there's
- 4 Are there, are, There's
- 5 Are there, aren't, There aren't

2

Personal answers

3

- 1 I'm making
- 2 Is he riding
- 3 are having
- 4 isn't using
- 5 is Fred writing
- 6 aren't waiting
- 7 Is Oliver working
- 8 isn't crying, 's laughing

4

- 1 Is your dad working today? Yes, he is.
- 2 Is your mum cooking dinner now? No, she isn't.

- 3 Are you and your friends playing football? No, we aren't.
- 4 Am I wearing too much make-up? No, you aren't.
- 5 Are the students eating at the café? Yes, they are.

5

- 1 Which monument are you visiting?
- 2 What's he cooking?
- 3 Who's she doing it with?
- 4 Where are they staying?
- 5 Why are you buying a new one?
- 6 What's he chatting/talking about?

6

- 1 Julia's waking up
- 2 She's leaving home.
- 3 She's starting classes / school.
- 4 She's finishing classes / school.
- 5 She's having dinner.
- 6 She's going to bed.

7

- 1 Are there five Macro shops in England? No, there aren't. There are six.
- 2 What is Francesca designing at the moment? She's designing a backpack.
- 3 How many people are there on Francesca's team? There are three people.
- 4 Are they working on computers now? Yes, they are.
- 5 Is there a box of coloured pencils next to Francesca's desk? No, there isn't. There's a box under her desk.
- 6 What colours are they using for the backpack? They're using light blue and green.

Unit 5 - People

Pages 22-23

1

- A Chinese B Brazilian C Italian D Indian E Argentinian
- F Canadian G French H Mexican I Australian J Spanish
- K Irish L German M Portuguese N British
- O Japanese P American

1

Chinese, Italian, French, Irish, Portuguese, Japanese, Spanish, German

2

England (English), Scotland (Scottish), Wales (Welsh), Northern Ireland (Irish)

3

Personal answers

2 08

1 India

2 Hindi, English, Spanish, (Mandarin) Chinese, German.

Audioscript

Daniel Hello, I'm Daniel and today I'm going to talk to you about my grandfather. His name is Reyansh Patel and he was born in 1945 in Delhi, in the north of India. His family were farmers and lived in the countryside. They worked very hard, but it was a difficult life and they weren't very rich. My grandfather didn't go to school, but he wanted to learn. He learned to read and write by himself. He read newspapers he found in the street. When my grandfather

was 10, he got his first job! He cleaned people’s shoes at the side of the road. One day a man passed by. He was a teacher. The teacher saw that my grandfather was interested in studying so he decided to help him. Every day the teacher gave him a book to read about different countries around the world. My grandfather was a good student and wanted to travel, so the books were interesting for him.

When he was 20 years old, he left India. Many people from India went to the UK in that period. When he arrived in England, he wasn’t scared. He was excited about starting a new life. At the beginning he worked on a farm. The days were long and tiring, but my grandfather saved his money. His first language was Hindi, the Indian language but by the time he was 22, his English was already very good and he was so clever that he got a place at Oxford University. After university, my grandfather travelled to lots of different countries, including the USA, China and Brazil. He learnt new languages, too, including Spanish and a bit of Mandarin Chinese. For 15 years, he was in Germany. He taught English in a school there. He speaks German very well, too. Back in the UK he was a professor of languages at London University, but now he’s very old and he is retired. He’s had an amazing life and I’m very proud of him!

3 08

1 1945 2 10 3 20 4 22 5 15

4

1 were 2 wasn’t 3 Was

5

Personal answers

6

A dentist B farmer C nurse D photographer
E police officer F shop assistant
1 fire fighter 2 mechanic 3 hairdresser 4 architect
5 politician 6 receptionist 7 office worker 8 journalist

7

Personal answers

8 09

1 F (She was famous after the war.)
2 T
3 F (She was a nurse.)
4 F (He was a civil rights activist.)
5 T

Audioscript

See Build-Up p. 23

9

1 died 2 climbed 3 came 4 kept 5 didn’t survive

10

Regular verbs		Irregular verbs	
Verb	Past simple	Verb	Past simple
live	lived	keep	kept
die	died	send	sent
show	showed	become	became
climb	climbed	come	came
help	helped	make	made
work	worked		
save	saved		
demonstrate	demonstrated		
organise	organised		
want	wanted		

11

Personal answers

12

Personal answers

Pages 24-25 Grammar reference & practice

1

1 were 2 was 3 were 4 were 5 was 6 was

2

1 We weren’t in this classroom last year.
2 The weather wasn’t bad yesterday.
3 Last term my exams weren’t difficult.
4 Jo and I weren’t tired after school.
5 Megan wasn’t very happy last week.
6 I wasn’t nervous on the first day of school.

3

1 was 2 Was 3 wasn’t 4 were 5 Were 6 weren’t

4

1 What time were you at school this morning?
2 Where was she last night?
3 How many students were (there) in the library?
4 Who was in the office?
5 When were you on holiday?
6 Why were they late?

5

1 visited 2 went 3 helped 4 painted 5 spoke
6 changed 7 posted 8 waited 9 learnt/learned
10 taught 11 arrived, missed 12 listened

The irregular verbs are *went, spoke, learnt, taught*, but the past form of *learn* can also be regular (*learned*).

6

1 didn’t eat, ate 2 didn’t wake up, woke up 3 didn’t have, had
4 didn’t read, read 5 didn’t leave, left 6 didn’t buy, bought

7

1 What did you do yesterday evening?
2 Where did you go last summer?

3 When did your family get up today?
4 How did you come to school today?

Personal answers

8

- 1 was born 2 grew up 3 didn't stay 4 went
5 studied 6 began 7 became 8 didn't agree
9 organised 10 ruled 11 became 12 died

9

Personal answers

Unit 6 - Eat well!

Pages 26-27

1

Fruit and vegetables	apple, carrot, onion, orange, potato, salad, spinach, strawberry, tomato
Dairy, meat, fish	butter, cheese, chicken, egg, ham, salmon, tuna, yogurt
Cereals	biscuit, bread, pasta, rice
Sweet things	chocolate, honey, sugar
Drinks	coffee, juice, milk, tea

2

Personal answers

3  10

- 1 He felt tired all the time and didn't have any energy.
2 He was scared to eat other things because he didn't want to get ill again.
3 Because his friends started to ask him for recipes.
4 He eats about five portions of fruit a day.
5 He suggests walking to school or going for a walk after school.

Audioscript

See Build-Up p. 26

4

countable

singular: apple, biscuit, carrot, egg, onion, orange, potato, strawberry, tomato;

plural: apples, biscuits, carrots, eggs, onions, oranges, potatoes, strawberries, tomatoes;

uncountable

bread, butter, cheese, chicken, chocolate, coffee, ham, honey, juice, milk, pasta, rice, salmon, salad, spinach, sugar, tea, tuna, yogurt.

5

- 1 some 2 some 3 any 4 any 5 any 6 any
7 many 8 many 9 much 10 much

6

Personal answers

7

- 1 Drink out 2 Try to do 3 Eat 4 Don't have 5 Don't go
6 Don't spend

8

Possible answers

- 1 Walk/Cycle/Run 2 Don't do 3 Do 4 Drink
5 Stay/Keep/Be 6 Have/Eat 7 Don't eat/have
8 Don't use/Don't put

9

Personal answers

Pages 28-29 Grammar reference & practice

1

- 1 some 2 any, some 3 any 4 some 5 any
6 a, any 7 any, a 8 some

2

- 1 any 2 some 3 any 4 some 5 any 6 some

3

- 1 any 2 any 3 some 4 some 5 some
6 any 7 any 8 some 9 some 10 a 11 any
12 an

4

- 1 much 2 many 3 many 4 many 5 much
6 many 7 much 8 much 9 many 10 many
11 many 12 many 13 much 14 much

5

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

6

- 1 Don't smoke 2 Don't park 3 Don't drink the water
4 Don't enter / Don't come into 5 Don't ride your bike / Don't cycle
6 Don't use your phone

7

Possible answers

- 1 Open the window. / Take off your pullover.
2 Get more sleep at night. / Don't get up so early.
3 Don't eat it yet! / Wait for it to become cooler!
4 Don't be late! / Be there on time. / Get up early.
5 Drink some water. / Have a drink.
6 Buy less pizza. / Don't buy so much pizza! / Try to resist it!

8

Personal answers

Unit 7 - Our world

Pages 30-31

1

- 1 F 2 E 3 J 4 H 5 I 6 K 7 G 8 A
9 D 10 B 11 L 12 C

2

Possible answers

- It can fly:** bird (NOT penguin or ostrich!)
It lives in water: dolphin, fish, penguin, shark, whale

It lives in cold places: bird, fish, penguin, whale
It lives in hot places: bird, elephant, fish, giraffe, lion, monkey, ostrich, tiger
It can climb: lion, monkey, tiger
It has got 4 legs: elephant, giraffe, lion, monkey, tiger
It's a mammal: elephant, giraffe, lion, monkey, tiger, whale

3  11

bird, ostrich, dolphin(s), monkey(s), elephant(s), (blue) whale, (whale) shark(s), fish

Audioscript

Olivia David, I've found lots of animal facts online for our school project.
David Cool! Me, too! What did you find out, Olivia?
Olivia Did you know that there is a bird that can run faster than a horse?
David Wow! Which bird is it?
Olivia It's an ostrich. It's a bird, but it can't fly.
David That's interesting. Did you know dolphins are more intelligent than most other animals? They are as intelligent as monkeys!
Olivia Yes, I know that dolphins and monkeys are intelligent. But so are other animals, like elephants. They're really heavy, too. African elephants are larger and heavier than other land mammals. In fact, they can weigh more than 6,300 kilos!
David Wow, that's really heavy, but do you know which mammal is the heaviest in the world?
Olivia Er..., isn't it the elephant, then?
David No, Olivia, it's the blue whale. Whales are mammals and they're a lot bigger than elephants. In fact, they can weigh 140,000 kilograms!
Olivia Ah yes, I forgot that whales were mammals.
David And do you know what's even more amazing? Whale sharks! They aren't really whales, they're a kind of shark, which are fish. In fact they're actually the largest fish in the world. But they're lighter than a blue whale. Whale sharks only weigh 19,000 kilograms, but they can be up to 12 metres long.
Olivia That's enormous!

4  11

1 A 2 B 3 B 4 A 5 C 6 B

5

1 large - larger 2 big - bigger 3 heavy - heavier
4 intelligent - more intelligent 5 amazing - more amazing

6

1 ocean/sea 2 mountain 3 lake 4 desert
5 river 6 forest

Animals living in

ocean/sea: whale, dolphin, fish, shark, penguin

desert: camel, ostrich

lake: fish

mountain: bird, lion, tiger, monkey

river: fish

forest: elephant, lion, tiger, monkey, bird

7  12

a forest: the Amazon Rainforest

a hot desert: the Sahara

a cold desert: Antarctica

an ocean: the Pacific

two mountains: Mount Everest, Mont Blanc

two rivers: River Nile, Amazon River

Audioscript

See Build-Up p. 31

8

1 T

2 T

3 F (A desert is any place where it rarely rains – for example Antarctica has no sand but is a desert).

4 T

5 F (The Nile is a little longer.)

6 T

9

A sunny **B** cloudy **C** hot **D** rainy **E** cold
F windy **G** wet **H** dry **I** snowy

The Antarctica is never rainy. It's cold, dry and windy.
The Sahara is hot, dry and sunny.

10

adjective	comparative	superlative
surprising	more surprising	the most surprising
big	bigger	the biggest
populated	more populated	the most populated
high	higher	the highest
tall	taller	the tallest
long	longer	the longest
cold	colder	the coldest
dry	drier	the driest
windy	windier	the windiest
large	larger	the largest
hot	hotter	the hottest
deep	deeper	the deepest

11

Personal answers

Pages 32-33 Grammar reference & practice

1

1 colder 2 better 3 busier 4 taller 5 happier
6 worse 7 more dangerous 8 more difficult
9 quicker 10 more comfortable

2

1 Biology is more interesting than history.
2 Oranges are sweeter than lemons.
3 The afternoon is warmer than the morning.
4 My dog is friendlier/more friendly than your cat.
5 The Alps are snowier than the Apennine mountains.
6 This motorcycle is more expensive than a small car.
7 My dad is older than my mum.
8 My trainers are more fashionable than my other shoes.
9 Fruit juice is healthier than Coca-Cola.
10 Chicago is usually windier than other American cities.

3

- 1 The mandarin fish is the most beautiful fish...
- 2 The blue whale is the longest ...
- 3 The brown bear is the scariest...
- 4 The black mamba snake is the most dangerous...
- 5 African elephants are the biggest...

4

Personal answers

Unit 8 - Going away

Pages 34-35

1

Type of holiday	Type of accommodation
activity, beach, camping, driving, language exchange, sightseeing, skiing, walking	B&B (bed and breakfast), campsite, campervan, chalet, cottage, holiday apartment, hotel, youth hostel

2

Personal answers

3  13

A 2 B 4 C 1 D 3

Audioscript

See Build-Up p. 34

4

- 1 Oliver, Katie (2, 3) 2 Oliver, Ben (2, 4) 3 Jenny, Katie (1, 3)
- 4 Jenny, Ben (1, 4) 5 Ben (4) 6 Katie (3) 7 Katie (3)
- 8 Oliver (2)

5

- 1 'm going to wear 2 're going to try 3 'm not going to have
- 4 aren't going to stay 5 are (you) going to do

6

- 1 a chalet
- 2 Oliver is going to go to different cities in Europe.
- 3 He's going to stay in B&Bs and holiday apartments.
- 4 Katie is going to go to Spain.
- 5 She's going to stay in a campsite and a cottage.
- 6 Ben is going to go to Wales.
- 7 He's going to stay in a campervan at a campsite.

7

- 1 What TV programmes are you going to watch tonight?
- 2 What are you family going to do at the weekend?
- 3 Where are you going to go for your next holiday?

Personal answers

8

Land: bicycle/bike, bus, car, coach, motorbike, scooter/moped, taxi, train, tram, underground/metro

Sea: boat, ferry, ship
Air: helicopter, plane

9

Personal answers

10  14

A 2 B 3 C 1 D 6 E 5 F 4

Audioscript

- Ruby** Good afternoon and welcome to our travel show. I'm Ruby Cotton. Today, we have travel photographer Ethan Cumberland here to talk about his next trip. So, Ethan, where are going to go this time?
- Ethan** Well Ruby, I haven't really planned it yet, but I'm not going to visit just one place. I'm going to travel to lots of countries. I want to discover unique transport around the world.
- Ruby** Cool! How many different forms of transport are you going to use?
- Ethan** I don't know all the types of transport yet, but I'm going to start in Lapland. I want to travel by reindeer sledge across the country. It will be cold and tiring, but I'm sure I'll enjoy it! Then I want to fly to Wuppertal in Germany and ride on a special kind of train – it's called a suspension railway. It's basically a train in the air!
- Ruby** Will you be scared?
- Ethan** No, I won't be scared. I'm not afraid of heights. After that, I'm going to visit some countries in Asia. First I want to go to Kerala in India and travel on a houseboat along one of the rivers there. The next country is probably Thailand, where I hope I'll get the chance to drive a Tuk Tuk. That's a colourful car with three wheels.
- Ruby** Pedestrians beware!
- Ethan** I think I'll go to Battambang in Cambodia after that. I want to ride on a bamboo train there. Then I'll probably finish my journey in Vietnam, in the city of Hanoi. That's where I'll finally have a chance to relax and go sightseeing. I'm going to travel around Hanoi on a Cyclo. It isn't a bike: it's a type of tricycle that they use as taxi. It's a great way to see the city.
- Ruby** Wow, I think the trip will be fantastic! I hope you won't forget to take photos! Have fun!

11

- 1 will meet / 'll meet 2 will be / 'll be 3 won't like 4 won't miss
- 5 Will (you) be

12  14

- 1 will be / 'll be, will enjoy / 'll enjoy 2 won't be 3 will get / 'll get
- 4 won't forget

13

I think **it will be** fun and **I won't be** scared at all...
I hope **I'll have** a good time...
I'll be happy to have a comfortable bed after two weeks in a tent!
I hope **we'll learn** about Spanish culture...
And of course **we'll have** the chance to speak Spanish in real life.
Will the water be cold? Yes, I think **it'll be** freezing!

14

Personal answers

1

- 1 's going to learn 2 isn't going to eat 3 isn't going to buy
4 Are (Meg and Al) going to book 5 is (your sister) going to study
6 not going to go

2

- 1 When are Mel and her mum going to leave for the airport?
2 What time are they going to arrive at their hotel?
3 Who is Mel going to see in Paris?
4 What are they going to eat?
5 Which monuments are they going to visit?
6 When are they going to return home?

3

- 1 They're going to leave for the airport at 4:30 p.m.
2 They're going to arrive at the hotel at 9 p.m.
3 She's going to see her French cousins.
4 They're going to eat local food.
5 They're going to visit the Eiffel tower.
6 They are going to return home at 3 p.m. on Sunday.

4

- 1 'll travel 2 won't get 3 'll go 4 'll visit 5 'll learn
6 'll use 7 'll stay 8 won't feel 9 'll be 10 will (you) do

5

Possible answers

- 1 Mark will get wet. / He probably won't go out
2 He'll stay at home today. / He'll go to the doctor. / He won't go out. / It will get worse.
3 She'll feel tired all day. / She'll fall asleep at school! / She won't go to school. / She won't hear her alarm clock.
4 She'll go to see the film tonight. / She'll try to get a ticket. / She won't be able to get a ticket for tonight.
5 She'll phone the station and ask if they have it. / Someone will take it to the police station. / She won't see it again.

6

- 1 'll rain 2 's going to take 3 won't be 4 're going to buy
5 're going to go 6 'll pass

7

- 1 will come 2 're going to do 3 'll be 4 're going to
practise 5 are you going to train 6 are going to talk
7 'll be 8 won't be

Unit 9 - Experiences

Pages 38-39

1

Experiences	Feelings
amazing, annoying, confusing, delicious, difficult, fun, frightening, embarrassing, exciting, fantastic, interesting	angry, bored, confident, disappointed, happy, nervous, relaxed, scared, surprised, tired, worried

2

Personal answers

3  15

Lucy: C; scared, amazing

Nick: D; nervous, scared.

Trisha: A; surprised.

Jamie: B; difficult, exciting.

Audioscript

- John** OK, are you ready to play the questionnaire game?
- All** Yes!
- John** Right, the first question is for Lucy. Have you ever touched an interesting animal, Lucy?
- Lucy** Yes, I have! I've touched an alpaca, but I've never ridden one. I went to an alpaca farm with my family when I was about 10 years old. I was scared at first because they're quite big, but they're very soft and friendly. It was an amazing experience. Did you know that alpacas communicate by humming, like this hmmm, hmmm, hmmm?
- John** Really? That's interesting! Thanks, Lucy. OK, now, Nick. Here's a question for you. Have you ever been on a frightening roller coaster ride?
- Nick** Yes, I have. I've been on lots of roller coaster rides that people say are frightening. I've ridden the Nemesis Oblivion roller coaster at Alton Towers 20 times! It's crazy! Me and my best friend Joe think they're brilliant and we've never felt nervous or scared on roller coasters.
- John** OK, thank, Nick. Trisha, your turn. Have you had a new experience recently?
- Trisha** Hmmm... a new experience... Let me think. Well, I make clothes, like hats, scarves and gloves as a hobby, and recently I've created my own website to sell them.
- Lucy** It's true! I've bought two hats from Trisha's website! They're fantastic!
- Trisha** Thanks Lucy! Actually, I was surprised to see how many people looked at the site. I've sold a lot of my clothes online. If you go to my homepage, you can see everything.
- John** Thanks, Trisha, I'll do that. Now, my last question is for Jamie. Have you ever done any interesting journeys?
- Jamie** Well, I enjoy cycling and I've cycled all over the UK. Last year, my dad and I cycled from London to Edinburgh to raise money for charity! It was very difficult at times, but it was an exciting experience.
- John** Well done, Jamie! Where are you going to go for your next bike ride?
- Jamie** Well, dad and I want to cycle across France next summer. I've never cycled outside the UK so it will be fun!
- John** Great idea! Good luck with that!

4

- 1 haven't 2 Has 3 Have

- 1 don't specify 2 have

5

- 1 Have (you ever) touched 2 have (never) ridden
3 have created 4 have sold 5 Have (you ever) done
6 have (never) cycled

- 1 Hai mai toccato un animale interessante?

- 2 Non ho mai cavalcato un alpaca.

- 3 Ho creato il mio sito internet.
4 Ho venduto un sacco dei miei vestiti online.
5 Hai mai fatto un viaggio interessante?
6 Non sono mai stato in bicicletta al di fuori della Gran Bretagna.

6

1

Present perfect: Have you ever touched, I've touched, I've never ridden, Have you ever done, I've cycled;

Past simple: I went, I was, my dad and I cycled

2 Present perfect

3 Past simple

7

Personal answers

8  16

Present perfect: Have you ever been snowboarding?; I've been really unlucky; I've had an operation!; Everyone has sent *get well soon* messages.

1 Last weekend.

2 Because there was a lot of snow so she couldn't see very well.

3 Because she broke her leg

4 Because she's in a hospital bed and she can't do much.

Audioscript

See Build-Up p. 39

9

...there was a lot of snow **so** I couldn't see very well.

I was in a lot of pain, so my parents called the emergency services.

...they took me to hospital by helicopter **because** that's the fastest way!

My leg was broken, **so** I had an operation a few days ago.

I'm bored **because** I'm still in hospital.

I feel happier **because** everyone has sent *get well soon* messages to my phone.

1 because

2 so

10

Personal answers

11

Personal answers

12

Personal answers

1

Regular verbs		
verb	Past simple	Present perfect
ask	asked	have asked
climb	climbed	have climbed
decide	decided	have decided
start	started	have started
try	tried	have tried
want	wanted	have wanted
watch	watched	have watched

Irregular verbs		
verb	Past simple	Present perfect
be	was/were	been
buy	bought	have bought
come	came	have come
do	did	have done
go	went	have gone
have	had	have had
ride	rode	have ridden
win	win	have won

2

1 have/'ve never written

2 haven't seen

3 have/'ve told

4 has/'s never fallen

5 have/'ve visited

6 has/'s broken

7 have/'ve never travelled

8 has/'s met

3

1 Have you ever tried Spanish food?

No, I've never tried Spanish food.

2 Have you ever created your own website?

No, I've never created my own website.

3 Has your school ever won a sports competition?

No, my school has never won a sports competition.

4 Have you and your family ever travelled to the USA?

No, we have never travelled to the USA.

5 Have I ever met your parents?

No, you have never met my parents.

4

1 has drunk
ever) studied

2 didn't see
5 spoke

3 hasn't rained
6 Did (you) get up

4 have (they

5

1 Have you been
5 've never been

2 went

3 Did you enjoy

4 was

6

1 because

2 so

3 because

4 because

5 so

6 so

7

1 've

2 never

3 so

4 been

5 nervous

6 because

7 sent

8 so

WORDS PLUS

Page 42 Appearance

1

1 c 2 f 3 a 4 g 5 h 6 b 7 e 8 d

2

Possible answers

Positive: good-looking, handsome, pretty

Negative: overweight, thin, ugly

Neutral: plain, short, tall

3

1 He's from Britain/England.

2 He's ... (depends on the current year)

3 No, he isn't.

4 He's got short, red hair (and a beard and moustache).

5 They're blue.

4

Personal answers

Page 43 Daily routine

1

Possible answers

1 k wake up 2 e get up 3 d get dressed

4 h get dressed 5 g leave home 6 a catch the bus

7 j start classes 8 c finish classes 9 b do my homework

10 l watch TV 11 h have a shower 12 f go to bed

2

1 get up 2 eats 3 have breakfast 4 meet (my) friends

5 Do (you) get up/go to bed 6 gets up 7 get dressed

8 does (her) homework

3

1 wakes (me) up 2 get dressed 3 have breakfast

4 start classes 5 have a break 6 have lunch

7 finish classes 8 do (our) homework

4

Personal answers

Page 44 Rooms & furniture

1

1 kitchen 2 living room 3 bedroom 4 bathroom

5 kitchen 6 study 7 hallway 8 dining room / kitchen

9 bedroom 10 bathroom 11 study 12 living room /

kitchen 13 hallway 14 dining room / kitchen

2

bedroom: dresser

bathroom: dishwasher

kitchen: wardrobe

study: sink

living room: bedside table

dining room: fridge

hallway: shower

3

Personal answers

Page 45 Sport & free time

1

Possible answers (there are other possibilities depending on the interpretation):

only for a team: play basketball, play football

that you can do with a computer or mobile phone: draw, listen to music, read, take photos, use social media, watch films

often for two people: dance, do martial arts, hang out with friends, play chess, play tennis, use social media, go shopping

that you can do alone: cook, dance, do martial arts, do yoga, draw, go climbing, go cycling, go shopping, go swimming, listen to music, play an instrument, read, take photos, use social media

that you often do outside: go climbing, go cycling, go swimming, hang out with friends, play basketball, play football, play tennis, take photos

2

1 tennis 2 martial arts 3 dance 4 go swimming

5 chess 6 use social media 7 hang out with friends

8 play basketball

3

Possible answers

cook: an activity where you prepare food for a meal.

draw: an activity where you create pictures with a pencil or computer.

go cycling: a sport where you travel to places on a bicycle.

play football: a sport with a ball and a net, usually for two teams of 11 players. You use your feet to pass the ball.

play an instrument: an activity where you create music with an instrument such as a guitar, violin or piano.

4

Personal answers

Page 46 Places in town & shops

1

1 bus stop 2 baker's 3 bank 4 underground station

5 butcher's 6 newsagent's 7 chemist 8 shopping centre

9 library 10 museum 11 clothes shop 12 café

13 bookshop 14 market 15 hairdresser's

16 mobile phone shop 17 supermarket 18 park

19 restaurant 20 stationer's

2

1 bus stop 2 shopping centre 3 café

4 mobile phone shop 5 clothes shop 6 book shop 7 park

3

Personal answers

Page 47 Clothes

1

1 backpack 2 belt 3 skirt 4 sunglasses 5 watch

6 hat 7 ring 8 jeans

2

1 hat 2 coat 3 trainers 4 sandals 5 socks
6 shorts 7 T-shirts 8 jeans

3

Personal answers

Page 48 Countries & nationalities

1

1 Canadian 2 Canada 3 French 4 Portuguese
5 Brazil 6 Brazilian 7 English

2

1 Spain 2 Spanish 3 Mexican 4 USA 5 French
6 China 7 Irish 8 British

3

Personal answers

Page 49 Jobs

1

Possible answers (there are other possibilities depending on the interpretation):

where you often work outside: builder, farmer, fire fighter, journalist, photographer

where you often work alone: artist, cleaner, dentist, farmer, office worker, journalist, photographer, receptionist

that can be dangerous: builder, fire fighter, police officer

that are creative: architect, artist, hairdresser

where you meet a lot of people: dentist, hairdresser, journalist, lawyer, nurse, police officer, politician, receptionist, sales assistant

where you help people: dentist, fire fighter, lawyer, nurse, police officer, sales assistant

2

1 farmer 2 politician 3 receptionist 4 dentist
5 journalist 6 lawyer 7 artist 8 photographer
9 cleaner 10 nurse 11 sales assistant 12 police officer

3

Personal answers

Page 50 Food & drink

1

Vegetables onions, potatoes, salad, spinach, tomatoes

Fruit apples, oranges, strawberries

Dairy butter, cheese, eggs, milk, yogurt

Cereals biscuits, bread, pasta, rice

Sweet things chocolate, honey, sugar

Meat chicken, ham

Fish salmon, tuna

Drinks coffee, juice, milk, tea

2

Personal answers

Page 51 Animals

1

Wild animals: bear, bird, dolphin, elephant, fish, giraffe, horse, lion, monkey, ostrich, penguin, rabbit, shark, snake, tiger, tortoise, whale

Pets: bird, cat, dog, fish, hamster, horse, rabbit, tortoise

Farm animals: cow, goat, horse, pig, rabbit, sheep

2

1 lion 2 horse 3 monkey 4 penguin 5 dog
6 shark 7 giraffe 8 cow 9 hamster 10 goat

3

Possible answers

elephant: a large wild animal with a very long nose and big ears. It is grey.

sheep: a farm animal that we use for wool and meat. It is usually white.

rabbit: a small animal with soft fur and big teeth. It is timid. We can eat wild ones, but people often keep them as pets.

4

Possible answers (there are many other possible answers):

1 ostrich (only 2 legs / a bird); elephant (doesn't live in Europe); ...

2 monkey (not a kind of bird); penguin (can live in very cold climates); ...

3 fish (not a mammal) ...

4 cat (we don't eat it); cow (can give us milk); ...

5 giraffe (not in the cat family); cat (not a wild animal); ...

5

Personal answers

Page 52 Weather

1

1 snows 2 windy 3 rain 4 rainy 5 clouds
6 sunny

2

1 rain 2 wind 3 clouds 4 wet 5 sun 6 dry
7 snow 8 hot

3

1 sun 2 hot 3 clouds 4 rained 5 windy
6 wet 7 wind 8 weather

4

Personal answers

Page 53 Holidays

1

1 campsite 2 youth hostel 3 driving holiday 4 cottage
5 beach holiday 6 houseboat 7 skiing holiday 8 B&B
9 chalet 10 language exchange

2

1 exchange 2 city 3 sightseeing 4 holiday 5 hotel
6 apartment 7 walking

3

Personal answers

1

Possible answers

travels on water: ferry, motorboat, rowing boat, sailing boat, ship**can be used by the emergency services:** car (police), helicopter (sea or mountain rescue/fire fighters), motorbike (police), motorboat (sea rescue)**has more than four wheels:** bus, coach, lorry, plane (needed for landing and taking off), train, tram, underground/metro**carries more than ten people:** bus, coach, ferry, motorboat (sometimes), plane, sailing boat (sometimes), ship, train, tram, underground (metro)**often transports goods:** lorry, plane, ship, train, van**doesn't have a motor:** bicycle/bike, hot air balloon, rowing boat, sailing boat (if it is small)

2

Possible answers (there are many other possible answers)

1 helicopter (it can fly); rowing boat (it doesn't have a motor); ...

2 bicycle (it usually only transports one person / it isn't public transport); train (it often crosses national borders); ...

3 taxi (it has only 4 wheels); lorry (it doesn't normally carry passengers); ...

4 ship (it can't fly); hot-air balloon (it doesn't have a motor); ...

3

1 transport 2 boat 3 ferry 4 car 5 bike 6 bus
7 walk 8 motorbike

4

Personal answers

1

Positive feelings: confident, excited, happy, relaxed**Negative feelings:** angry, disappointed, nervous, sad, scared, tired, worried**Both:** bored, shy, surprised

2

Possible answers

1 nervous / excited / worried / confident

2 tired / nervous / worried

3 disappointed / angry / surprised

4 bored / relaxed / happy / sad

5 excited / happy / shy

6 worried / angry

7 scared / worried

8 relaxed / happy

9 excited / nervous / happy

10 excited / happy / nervous / surprised / shy

3

1 excited 2 nervous 3 angry 4 bored 5 relaxed
6 surprised

4

Personal answers

1 Who are you?

UNIT AT A GLANCE

Students will

- describe people's personalities, interests and feelings
- talk about themselves and others
- read about how people show emotions
- speak and write about what they like to do

Introduction

Class discussion

"Don't judge a book by its cover."

Vocabulary

Personality

Collaboration

Describing personality

Writing

Describing a famous person

1A I'm really into music

Listening & Speaking

A conversation where students greet each other and discuss their interests

Grammar

Present simple & Present continuous
Stative verbs

1B How are you feeling?

Word building

Verbs *be, become, look, sound, seem* + adjectives
bored, excited etc.

Reading

It's written all over your face
Reading strategies: Predicting

1C We can't help smiling

Grammar

Verb patterns: verb + *-ing* or infinitive with *to*

Speaking

Speaking strategies: Mediating

Writing

Comparing yourself with other students

1D What are you into?

Speaking & Listening

Likes & dislikes

Writing

An introductory email

Writing strategies

Using informal language

INTRODUCTION Pages 8–9

CLASS DISCUSSION

- Focus students' attention on the title of the unit and tell them that answers to the question can involve a variety of aspects of our lives: the place we come from, what we do for a living, our family, etc.
- Read the idiom "Don't judge a book from its cover," ask what it means and how it may apply to the two girls.
- Ask students to think of an equivalent Italian expression, and discuss the answers to the questions.

VOCABULARY Personality

1

- Focus students' attention on the photos. The main photo shows fifteen-year-old Marta and the inset shows her twin Emma. Elicit ways in which the twins are similar in appearance. In what way could their personalities be different? Discuss with the class about identical or non-identical twins: it is generally believed that identical twins have a closeness unknown in any other relationship.
- Direct students to the word pool. Point out that all of the words are adjectives used to describe people. If necessary, model the words and ask students to repeat. Show them that *h* is aspirated in *happy* as in most English words starting with *h*, but *honest* is not. Remind them of the other few words where initial *h* is non-aspirated: *hour, honour, hotel, heir*, and their derivatives (*honestly, hourly* etc).

Teaching tip

Modelling pronunciation

When you model pronunciation, it helps if you can show how a sound is formed by drawing attention to the position of your tongue, teeth, or the shape of your lips as you say it.

- **Optional step.** Write example sentences to check students' understanding of the adjectives, e.g. *An _____ person always tells the truth.* (honest) *A _____ person has many friends.* (popular)

2

Answers

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

- Focus students' attention on the second part of the task. Give one example about yourself, e.g. *I'm a friendly person. I always help someone with a problem and am kind to them.* Then tell students to compare sentences with a partner.

Exam tip

Using synonyms

When students learn vocabulary, it can be useful to write a definition in English and include a common synonym in their notebooks. However, students should be careful when using synonyms. Very often, they cannot be used interchangeably in a sentence because of how they collocate (go together) with other words. For example, the words *nice* and *cheerful* are synonymous, and when we describe people, it's often possible to use both, e.g. *He's a very nice/cheerful person*. In other cases, though, we can only use *nice* (not *cheerful*), e.g. *I had a nice childhood*.

When students learn words with similar meanings, they should use them in example sentences in their notebooks so they are aware of how the words are used in context.

3

Answers

1 active 2 nervous 3 sociable 4 easy-going
5 hard-working 6 loud 7 funny 8 kind

Fast finishers

Students who finish quickly can write two or three new sentences, using the other word in italics in each sentence, e.g. *I'm lazy at the weekend. I usually watch films and sleep a lot.*

COLLABORATION

4

Personal answers

5

- Before students do this exercise, focus their attention on the adverbs used in the example: *This person is very talented, but quite unreliable*. Also look at item 3 in Exercise 3 (*She's very sociable*). Point out that it is common to use words like *very*, *really* or *quite* before adjectives to make them stronger.

Teaching tip

Reviewing speaking activities

After many speaking activities, it is helpful to review new language that came up and to correct errors with the class. One way to do this is to list on the board things you heard students say while they were working. For example, you might hear a student say *I am a happy*. You can write this on the board and then ask students to offer the correct way of saying the sentence (*I'm happy* or *I'm a happy person*). If no one is able to spot the error, make the correction yourself.

WRITING

6

Personal answers

1A I'm really into music

Pages 10–11

1

Personal answers

LISTENING & SPEAKING

2

1.01

- Check that they know the meaning of the colloquial expressions in *Talk the talk*.

Answers

1 A 2 A 3 B 4 A 5 B

Audioscript

Anna Hello. My name's Anna.

Bruno Hi Anna. I'm Bruno.

Anna Brumo?

Bruno Close. It's Bruno. With an N.

Anna Sorry. We have the same name in Polish.

Bruno So you're from Poland?

Anna Yes, from Krakow. What about you?

Bruno I'm from Peru – from Lima.

Anna Cool. This is a really international language school, isn't it? In my class, there are two Japanese students, one Korean, one Brazilian and a few from European countries.

Bruno In mine, we are mostly from South America. But everyone is really friendly and the teachers are very helpful. Are you enjoying the party?

Anna Yeah, it's great.

Bruno They're playing really good music. I like it.

Anna Yeah, me too. I'm really into music.

Bruno Really? Do you play an instrument?

Anna Yes, I play the guitar – a bit. What about you?

Bruno No, I'm into sports. I play basketball. I'm mad about it! I'm in a local team back home in Lima. So, what kind of music are you into?

- Anna Hip-hop, rock, electronic, a lot of stuff. My favourite artists at the moment are people like Zedd, Tiesto and Major Lazer.
- Bruno Sorry, I don't know them. I listen to Latin American music and some jazz. My dad is a fan and so there is often jazz music on when I'm at home.
- Anna Oh, they're electronic music artists and DJs. They're very talented and they produce some fantastic dance tracks.
- Bruno Sounds cool! I'm looking for some new music to listen to – something different. Can you tell me the names of some songs or albums?
- Anna Sure, I've got a few playlists on my phone. Let me show you.

3  1.01

Answers

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

Exam tip

True, false and not given

Some exams have a task which includes the category of 'not given' as well as 'true' or 'false'. Remind students that true and false in comprehension refer to what a speaker actually says. Examples of things that are not given are often commonly known facts or beliefs connected to the topic, and although they may be true in real life they are not actually part of what the speaker says.

4

Personal answers

GRAMMAR Present simple & Present continuous VIDEO MAP

5

Answers

listen, play, 're playing, 'm looking

6

Answers

1 Present continuous 2 Present simple
3 am/are/is + -ing form

7

- Before doing the exercise, ask students to look at the photo and ask some preliminary questions: *Where do you think DJ Spooky is? What is he doing?* Give students a definition of *environment: the environment is the air, water and land around us.*

Answers

1 do you know 2 is 3 lives 4 has 5 love
6 uses 7 don't think 8 aren't 9 hear 10 see
11 learn 12 don't get

Information about the photo

DJ Spooky, whose real name is Paul D Miller, is an American multimedia artist and hip-hop DJ, who is now artist in residence at the Metropolitan Museum of Modern Art, New York. A multimedia artist is someone whose work includes visual aspects but may also include sound, smell and touch as part of the experience. These artists work in digital media and can be employed in a variety of tasks: they might design museum installations or create laser shows, for example. In this photo, DJ Spooky is at the museum, performing a piece of music that he relates to its collection of Oceanic art.

DIGITAL SKILLS

Ask students to watch a video by DJ Spooky and/or a TED Talk, and report to the class in the next lesson.

Extension

Sentence chain. Play a quick memory game with the whole class. Give each student a letter from A to Z. Student B starts by asking Student A a question using the target language, e.g. *Are you into sports/comic books/video games?* Student A answers the question and Student B tells the class, e.g. *This is Omar. He likes video games.* The game continues with Student C asking Student B a different question. Student C listens to the answer and then reports the information from the beginning, e.g. *That's Omar. He likes video games. This is Cecilia. She isn't into music.* Keep playing until a student stumbles or can't remember and then he or she is out of the game.

8

Answers

1 are you sitting; 'm waiting 2 are you doing; 're playing 3 Is your brother studying; isn't studying 4 'm reading; Are you enjoying 5 Is your sister staying; 's living

Optional explanation

Frequency adverbs, e.g. *frequently, sometimes, never*, often occur with the Present simple rather than the Present continuous. Write these adverbs of frequency on the board: *always, often, frequently, usually, sometimes, occasionally, rarely, hardly ever, never*, and ask students to say or write one sentence for each adverb.

Explain that there are exceptions to the rule above, e.g. you can say *He's always playing video games* to indicate an action that is repeated over time and that you find annoying. Write an example on the board to illustrate this point: *She sometimes takes a bath in the evening. / She's sometimes taking a bath in the evening just when I want to brush my teeth.*

9

- If you think your students are not familiar with *stative verbs*, read the example questions in the grammar box and explain that these examples use verbs that describe *states* rather than *actions*. Stative verbs are mainly used in the Present simple, but there are exceptions, as in the following examples:
feel: *Do you feel OK? / Are you feeling OK?* have the same meaning.
think: *What do you think of this music?* (asking for an opinion) BUT *Are you thinking about the exam?* (asking for an action taking place at the moment of speaking)

Answers

aren't; can

10

- Give students time to complete the items using the Present simple or the Present continuous. Check the answers as a class, paying special attention to the spelling, e.g. *watches*. Ask students to identify the adverb of frequency in item 1 (*usually*).
- Ask students to explain why they chose one form over the other. Can they explain their answers? (Items 3, 5, 6 and 7 use the Present continuous because they are referring to events that are happening at the moment of speaking. Items 1, 4 and 8 use the Present simple because they describe habits or schedules.)

Answers

1 watches 2 don't understand 3 isn't hanging out; 's studying 4 doesn't practise; play 5 'm trying 6 's making; smells 7 's raining 8 don't want

Teaching tip

Explaining answers

It's helpful to go into the reason *why* an answer is correct. At this level, students should start practising telling *you* why they chose the answer they did (rather than you giving the explanation). For example, students could tell you that they chose the Present simple rather than the Present continuous because there was a stative verb in the sentence. By asking students to explain their answers, you are helping them to remember the main points of the lesson.

11

Answers

1 are (you) doing 2 'm going 3 don't know 4 Does she go 5 's 6 play 7 aren't playing 8 Do (you) want 9 'm waiting 10 're working

Fast finishers

Students use the conversation as a model to write their own. Tell them to keep some of the sentences as they are, e.g. *What are you doing? / Do you want to come? / Sorry, I can't*, and change the rest of the details. The conversations should finish with Student A refusing the invitation and giving a reason why. Ask for volunteers to perform their conversations for the class.

SPEAKING

12

Personal answers

Flip Book PRONUNCIATION

Present simple: -s verb endings

1

Answers

/s/	/z/	/ɪz/
works	sings	dances
likes	goes	practises
wants	listens	uses
writes	plays	watches

Audioscript

works sings dances goes likes listens plays practises uses wants watches writes

2

Answers

1 a 2 b 3 a 4 c 5 c 6 a 7 a 8 b

Audioscript

- He loves chocolate.
- She takes the bus to work.
- He listens to classical music.
- She dances to hip-hop music.
- DJ Spooky mixes many kinds of music.
- Jimmy tries new lots of activities.
- Ben throws a ball for his dog.
- Nadia speaks very quickly.

1B How are you feeling?

Pages 12–13

WORD BUILDING Verb + adjective

- Read the information in the box above Exercise 1 with the class and check they understand *look* and *seem*, i.e. *look* describes a person's appearance and *seem* can describe appearance or behaviour.

1

- Point to different pictures in the photo at the top of page 13, and ask students to use the verb + adjective combinations to explain how each person is feeling. For example, it's hard to tell exactly how the girl in the top left-hand corner feels, so it's possible to say, e.g. *She looks/seems worried*. It's obvious how the man in the centre photo feels, so it would be best to say *He is/feels angry*.

Answers

1 worried/nervous 2 gets/seems/sounds/looks/feels
3 nervous 4 feels/looks/is/seems/sounds
5 got/became 6 look/seem/sound

2

Personal answers

READING

3 Competences

READING STRATEGIES Predicting

- Tell the class that before we read a text, we look at it quickly to get a general sense of what it's about. To do this, we only read the title, the section headings or text in bold, the first and last paragraphs and we look at photos and captions. When you practise this technique in class, it is helpful to set a time limit so that students have to read quickly through the text.

Suggested answers

It's probably about feelings.

They tell you that it's going to be about people and their feelings.

The main ideas are that there appear to be a lot of different feelings (first paragraph) and it's important to understand feelings (last paragraph).

- Optional step.** The expression in the reading title (*It's written all over your face*) means 'I know how you're feeling because I can tell from the expression on your face.' You could show students how it is used: A: *You look upset*. B: *Yeah, I am. How did you know?* A: *It's written all over your face*.

4



1.02

INVALSI

Exam tip

Identifying the main idea in a paragraph

A paragraph is a group of sentences that are about a central (or main) idea. Very often, the main idea is expressed near the start of the paragraph, usually in the first or second sentence (called the topic sentence). If there are paragraph headings, these can also help readers understand what a paragraph is about. Understanding the main idea of each paragraph can help readers understand the entire text, and can also help them locate information quickly.

- Tell students to read paragraph 2 (*Basic feelings*) and underline the sentence that states the main idea (the first sentence). Then have students read sentences **a–e** and choose the best one for paragraph 2 (**a**). Ask students to complete **b–e** on their own.

Answers

a = paragraph 2 (... *people only experience four basic feelings* ... lines 10–11)

b = paragraph 4 (... *other animals experience many of the same feelings people have*. lines 33–34)

c = paragraph 3 (*Our faces show our feelings so clearly that even some animals know how we feel*. lines 21–22)

d = paragraph 5 (... *people's faces usually tell other people how they feel very clearly* ... lines 48–49)

e = paragraph 1 (*We have many different emotions*, ... lines 4–5)

Audioscript

See Student's Book p. 13

5 INVALSI B1 Preliminary for Schools: Reading Part 3

- Tell students to read sentence 1, and ask them which paragraph(s) they would read to find the answer (paragraph 1). Explain that to find the correct answer, there is no need to re-read the entire text, they can quickly read the paragraph headings in bold and the first couple of sentences in each paragraph. Once they find the right paragraph, they can quickly search it for the correct answer.

Answers

1 D 2 C 3 A 4 C 5 B 6 B 7 A 8 D

6 MY PERSPECTIVE

Personal answers

Extension

- Truth or Lie? Put students in small groups, tell them to write each emotion from Exercise 1 and any others on small slips of paper, and then mix and put these face down on the desk in a pile.
- One person in the group starts by picking up a paper with an 'emotion' and has to give an example of a time he or she experienced that emotion, e.g. *Last month my dog was ill and I was really sad*. Other students in the group have two minutes to ask questions to try to guess if the speaker is telling the truth or a lie, e.g. *Why was your dog ill?* When the time is up, each person should say whether they think the speaker is telling the truth or a lie and explain why, e.g. *I think you're telling the truth. You're talking about your dog, and you seem very sad*. Each student who guessed correctly gets a point.

1C We can't help smiling

Pages 14–15

GRAMMAR

Verb patterns: verb + *-ing* or infinitive with *to*

1

Personal answers

2

- In Exercise 1, students used some verbs that are followed by a verb in the *-ing* form. Explain that there are also some verbs that are followed by *to* + verb (as in They also learn to avoid angry people ...)

Answers

Students underline enjoy, learn, want, love. They circle being, to avoid, to know, meeting.

3

Answers

the *-ing* form: enjoy, love

to + infinitive: learn, want

Teaching tip

Keeping a grammar notebook

With language patterns such as verb forms in combinations, there is no obvious rule: students simply have to memorize the combinations. Suggest they start a grammar notebook. This will help them memorize the material more easily.

4

- Students should consult the Grammar reference or a monolingual dictionary to learn which structure follows each verb.

Answers

1 talking 2 to share 3 to feel 4 feeling
5 telling

5

Answers

1 smiling 2 to laugh 3 sharing 4 to drop/
dropping 5 to understand 6 to agree 7 fighting/
to fight

6

Answers

1 to disturb; helping 2 to keep; sharing/telling
3 writing; to talk 4 to send; receiving 5 to share/
to describe; to tell

7

Answers

Students should use the following forms:

2 infinitive with *to* 3 *-ing* form 4 infinitive with *to*
5 infinitive with *to*

Fast finishers

Students make two or three more sentences about themselves using the correct patterns. They write them down to use them in Exercise 8.

SPEAKING

8 Competences

Personal answers

SPEAKING STRATEGIES Mediating

- Tell the class that group work requires mediation between members of the group. In the field of language use 'mediation' means 'to assist people to communicate effectively with one another when they speak different languages' <https://www.coe.int/en/web/lang-migrants/linguistic-and-cultural-mediation>

WRITING

9

Personal answers

1D What are you into?

Pages 16–17

SPEAKING & LISTENING Likes & dislikes

1

- Before students work in pairs have a conversation with the class. Do your students talk about school? Hobbies? Popular movies or music? Current events?

2

- Focus students' attention on the photo and caption. Elicit ideas from the class about what the mailboxes say about their owners.

Suggested answers

Students might say that the colours of the mailboxes express something about their owners, e.g. number 2 looks quite feminine, with the pastel blue and pink, whereas number 5 is very plain.

Answers

hiking, football

Audioscript

- Juan Hey, Becky! Did you have a good weekend?
- Becky It was pretty good thanks, Juan.
- Juan The weather was great! Did you get outside?
- Becky Yeah. I played football on Sunday afternoon with some friends. We play every Sunday.
- Juan That's cool. Sounds like you're really into it.
- Becky Yeah, I love it. The best thing about it is the exercise. It's a great way to stay in shape. You should come along sometime. Um ... are you into sports?
- Juan Thanks for the invitation, but to be honest, I'm not that interested in playing team sports. I don't mind watching, though.
- Becky OK, well, why not come along and watch sometime?
- Juan OK, sure.
- Becky So what did you do this weekend?
- Juan I went on a hike. I'm really into hiking and camping.
- Becky Really? I can't stand camping. I prefer sleeping in a bed! But hiking's OK – I don't mind going hiking once in a while. Do you have a favourite place to go?
- Juan I'm really into the Black Mountains in Wales. It's beautiful up there. I usually go with a few friends. You should come with us sometime.
- Becky Sure, I'd like that.
- Juan How about next Saturday? Then football on Sunday?
- Becky That sounds great.

B1 Preliminary for Schools: Listening Part 3**Answers**

1 playing team sports 2 watching team sports 3 hiking and camping 4 the Black Mountains 5 (playing) football 6 the exercise, a great way to stay in shape 7 camping 8 hiking

- **Optional step.** Review the usage of *too* (used in an affirmative sentence to add agreement) and *either* (used in a negative sentence to add agreement). Tell students how you are similar or different to Juan and Becky by saying things like *I'm similar to Juan. He doesn't like playing team sports and I don't either. / I'm different from Juan. He likes hiking and camping, but I don't.* Then ask your students to tell you how they are similar or different from Juan and Becky.

Personal answers

- Go over the language in the Functions box. Point out that *Are you into ...?* can be followed by a noun (like *sports*) or an *-ing* form (like *cycling*).
- Suggest strategies for responding to a partner. A lot of speaking exams are done in pairs and they test students' ability to listen and respond to their partner. It is OK to nod and smile, but they will get better scores if they comment (*Really? / That's a good idea!*, etc.) or ask a direct question (*So, what would you do next?*). To be able to do this naturally in the exam students need to practise in class.

WRITING An introductory email

Personal answers

Answers

The sender includes: an interesting personal fact; hobbies and interests; favourite school subjects; name; home town; something his friends think; things he wants to know about Thanh.

9 Competences**WRITING STRATEGIES Using informal language****a****Answers**

- 1 Hello Thanh (This might be considered more neutral than informal, but it isn't formal.)
- 2 name's, I'm, don't
- 3 really into football, great player, Are you into ...
- 4 What about you? Are you into sport?
- 5 Bye for now (Again, this might be considered neutral, but it isn't formal.)

b**Suggested answers**

- 1 Hi!, Hey!
- 2 aren't, haven't, won't, didn't
- 3 cool, brill, Wow!, That's great!
- 4 How are you doing?, What's up?
- 5 Love, All the best

10 B1 Preliminary for Schools: Writing Part 1

- Go over the language presented in the Useful Language box first. Tell students that their email should contain the five pieces of information from Exercise 7.
- Set the writing for homework or set a time limit of about ten minutes to do it in class.

Personal answers

Personal answer

2 Where the heart is

UNIT AT A GLANCE

Students will

- describe places to live
- read about living in the International Space Station
- discuss unique homes
- describe special places and things
- watch a TED Talk about houses made from local and sustainable materials

Introduction

Class discussion

"He is happiest, be he king or peasant, who finds peace in his home."

Vocabulary

Describing where you live

2A Different places

Listening & Speaking

A news report about living in Vienna

Grammar

Past simple, *used to*

2B My space

Word building

Suffixes (1): *-ion, -ation*

Reading

All the comforts of home

Reading Strategies: Skimming

Critical thinking

What is critical thinking?

Speaking

Living on the ISS

2C A unique style

Grammar

Past continuous

Past continuous & Past simple

Speaking

Discussing upcycling

2D Special things, special places

Speaking & Listening

Special possessions

Class discussion

Your special object

Writing

A description of a home

Writing Strategies

Using adjectives

1&2 Consolidation & Certification

Vocabulary & word building

Grammar

Listening

Real English

Reading

1&2 Presentation Skills

The structure of a talk

TED Talks Magical houses, made of bamboo

About the speaker

Authentic listening skills

Watch the talk

Challenge

INTRODUCTION Pages 18–19

CLASS DISCUSSION

- Focus students' attention on the title of the unit and tell them that it is part of the longer expression *Home is where the heart is*. This saying expresses the idea that your home is the place where you are the happiest and most want to be, especially when you are far away from it.
- Read the quote "*He is happiest, be he king or peasant, who finds peace in his home.*"; ask what it means and who Goethe is.
- Ask students if they know the difference between *house* (a building for people to live in) and *home* (a place where you are living and that you feel you belong to). Does Italian have two words for these?

Background information

Johan Wolfgang von Goethe (Frankfurt 1749-Weimar 1832) is considered the greatest German literary figure of the modern era. He was a poet, novelist, philosopher, naturalist and diplomat. He belonged to the Romantic movement of the *Sturm und Drang*. His best-known work is the two-part poetic drama *Faust* (1808-1832): it depicts a young scholar who, frustrated by the limits to his education, power, and enjoyment of life, engages the assistance of the devil at the cost of his soul.

VOCABULARY Describing where you live

Information about the photo

The living area pictured is one of many rooms in the Sharma Springs Residence, a six-storey home in Bali, Indonesia. Created by the architectural design firm IBUKU, the house is made of bamboo, a flexible and plentiful building material that grows in Indonesia. IBUKU's goal is to create homes and other buildings that 'feel more like extensions of the natural environment around them'. This home and other bamboo structures built by IBUKU will be featured in Elora Hardy's TED Talk in this unit.

1

- Ask: *Where is this house?* (In Bali, Indonesia. Point out Bali on a map.) *What room is this? Can you guess?* (Maybe the living room because there are chairs, sofas, etc.)
- Ask students to call out names of other rooms in a house, for quick revision.
- Tell them that they will revisit the house later when they watch Elora Hardy's TED Talk.

Suggested answers

- 1 sofas, chairs, lamps, tables
- 2 & 3 Personal answers

Teaching tip

Active vocabulary pre-teaching

One way to pre-teach vocabulary is to get students to review the new words on their own and identify those they know. Then in pairs they compare and share their knowledge, using the dictionary when they are unsure of a word. While students are doing this, take note of the words they don't know and check that they understand them after the activity.

2

- Tell students they are going to learn about two different cities: Songdo, in South Korea, and Mexico City and point them out on a map.

Answers

- 1 business 2 shopping district 3 residential
4 lively 5 walkable 6 old-fashioned 7 urban
8 crowded 9 modern 10 historic 11 traditional
12 suburban 13 rural

Fast finishers

- Students who finish early could choose three or four of the adjectives in the exercise and note down places or buildings in their own town/area that the adjectives describe.

DIGITAL SKILLS

- Ask students to find images of Songdo and Mexico City on the web and describe them to the class in the next lesson. There is an interesting video of the BBC which shows all the innovative technologies implemented in Songdo and there are plenty of travel guides and video illustrating sites in Mexico City.

MY PERSPECTIVE

3

Personal answers

Extension

- Tell students to write a short profile of a city they know, like the ones in Exercise 3. The profiles should use at least five of the new words.

2A Different places

Pages 20–21

BEFORE YOU LISTEN

1

- Allow students to search information on the Internet. Then quickly go around the class to find out what they learnt.

Personal answers

LISTENING & SPEAKING

Teaching tip

Summarizing listening

It can be useful to prepare students to listen by introducing a word or phrase that represents the gist of the listening. In this case, the phrase *quality of life* is a natural candidate to pre-teach as the listening features people talking about the quality of life in (primarily) Vienna, Austria. Explain that quality of life refers to the level of health, comfort and happiness you experience in your daily life. Ask students to suggest things that give a good quality of life, e.g. having a good job, a decent home, clean air.

2

1.04

- Ask students to read the sentences in the exercise before they listen. Then play the recording.
- At the end, ask the class *Do the boy and girl like Vienna?* (Yes)
- Play the recording again for students to check their answers in pairs.

Answers

- 1 best 2 historic 3 more 4 underground is
5 isn't too crowded 6 lives 7 aren't 8 agrees

Audioscript

Presenter A recent study found that Vienna, Austria, is the world's best city for quality of life. Our correspondent Amy Ross spoke with a couple of teenagers who call Vienna home to get their views.

Amy Were you surprised that your city was chosen as the best in the world?

Boy Not really, to be honest. We used to live in New York, but now we live in Vienna. We moved here two years ago because of my mum's job. New York is a great city, but it's overcrowded and expensive. When we first arrived in Vienna, we stayed in a hotel for two weeks and looked for an apartment. Now we live in a neighbourhood called Leopoldstadt – it's a quiet residential area very near the town centre – in a kind of old-fashioned apartment building, but I mean old fashioned in a good way – it's historic. There's an amusement park nearby, too. Vienna is a great city for teenagers! New York was a lot more expensive. I can go out with my friends in Vienna, and it doesn't cost too much.

Amy Why do you think Vienna was voted the best?

- Girl** Well, I love it here. It's safe, we have great public transport – the underground system is twenty-four hours. We have good restaurants, cinemas and concerts, too. And the city never feels overcrowded. My parents used to live in a small apartment in the city centre. My dad used to work in a bank, but he changed jobs. We moved to the suburbs at that time. Now he works for a company near Vienna and we live in a house in a neighbourhood called Hernals. The city is growing. I think it feels very lively – very young – even where we live, and it's a great place to be a teenager.
- Amy** Thanks very much. And I have to say, I love it here – it's lively, everywhere's walkable and it even has great sushi! Back to you, Bob.

Extension

- Play the recording one more time. Split the class into A and B groups: the As listen for what the teenagers *don't* like about New York while the Bs listen to what they *do* like about Vienna. (New York: *overcrowded, expensive – costs a lot to go out; Vienna: quiet, great public transport, good restaurants/cinemas/concerts, not overcrowded, lively, walkable*). As a class, compile two lists on the board under the headings *New York* and *Vienna*. You can leave the list about Vienna on the board for the next exercise.

3 1.04 **INVALSI**

Answers

- They moved to Vienna two years ago.
- They moved because of his mum's job.
- They stayed in a hotel.
- They moved to the suburbs because of her dad's job.
- She says the city offers great public transport, good restaurants, cinemas and concerts.

4

Personal answers

Teaching tip

Limiting scope

Sometimes open discussion exercises can be daunting for students at this level. To help students to focus and make open-ended questions like these more manageable, it can be helpful to limit the scope of the task, e.g. *Which city would you rather live in? Give one reason.* or *Think of two pros and cons to living in a rural area.* This can also help to keep the discussion to a reasonable time.

GRAMMAR Past simple **VIDEO MAP**

5

- Before the exercise, do a quick review of the Past simple of regular verbs e.g. *arrive, live, move, stay*, and of irregular verbs e.g. *be, become, make, take*.
- Ask students to match items **1–4** with **a–d** to make grammar rules about the Past simple.

Answers

1 c **2** d **3** a **4** b

6

Answers

Regular: liked, decided, lived, moved, wanted, worked

Irregular: was/were, became, had, made, met, saw, took, thought

7

Answers

1 moved **2** thought **3** lived **4** met **5** worked
6 became **7** wanted/decided

8

- Give students one minute to look at the photo. Help them to understand what this project is about. Ask them what they think are the pros and cons of such buildings.

Suggested answers

Pros: very low cost, environmentally friendly, fast to build, easy to transport and set in place

Cons: not enough space, not greatly insulated, having structural issues, possibly containing toxic substances

Information about the photo

The photo on this page shows some of the units in Container City, London. This was a project to build durable low-cost housing very quickly by fitting together old shipping containers. The company behind the project (Urban Space Management Limited) has also constructed classrooms, sports centres, offices and other spaces in the same way. Search online for more images of homes made from shipping containers.

9

Answers

1 did Brenda Kelly become **2** drew **3** dreamed/dreamt **4** was **5** didn't have **6** saw **7** thought
8 didn't know **9** did **10** found **11** made
12 didn't take

Fast finishers

- Tell students to work in pairs to write two yes/no and two *wh*-questions about the article, e.g. *What did Brenda dream about?*, *Did Brenda have a lot of money?* They then join other students who have finished and ask and answer the questions.

GRAMMAR *used to*

10

- Ask students: *Brenda's house used to be a shipping container. Is it a shipping container now?* and elicit *No*. Ask if *used to* refers to the present or the past (the past).

Answers

1 no, they don't 2 *did + use to / did not + use to + infinitive*

LANGUAGE NOTE

Both the Past simple and *used to* can be used for past habits, routines and states. While both describe completed actions, *used to* is used for past actions that no longer happen currently. If we say *I rode my bike to school last year* we know that this action was completed at least once in the past but we don't know if it was repeated. In contrast *I used to ride my bike to school in the autumn* implies that the action was repeated regularly and the person no longer does this. When using the Past simple to refer to a habit in the past, we need to add a time adverb or adverbial phrase, e.g. *When I was younger, I went to school by bus*.

Exam tip

Grammatical companions

It is helpful for students to learn words that often appear with certain grammatical structures and make a note in their grammar notebook. With *used to*, it is common to contrast past habits we no longer have with what we do now using time words such as: *now, nowadays, these days and currently*.

*I used to live in Los Angeles. Now I live in New York.
She used to live in a normal house, but now she lives in a shipping container.*

11

Answers

1 used to travel 2 aren't 3 used to be 4 used to fly
5 it used to be 6 used to carry 7 that used to be

12

Personal answers

Flip Book PRONUNCIATION

Present simple: *-ed* verb endings

1

Answers

/d/	/t/	/ɪd/
tried	helped	wanted
agreed	asked	celebrated
laughed	crossed	invited
stayed	stopped	needed

Audioscript

*tried helped wanted agreed asked celebrated
crossed invited laughed stayed stopped needed
turned waited watched*

2

Answers

1 /d/ 2 /d/ 3 /t/ 4 /ɪd/ 5 /ɪd/ 6 /ɪd/

Audioscript

When I was eight years old, my family (1) **moved** to a different city and I (2) **changed** schools. My dad (3) **worked** as a teacher and he (4) **started** teaching Maths in my new school. Now I feel bad about this, but at the time I (5) **hated** having Dad as my teacher. Some of the kids in the class (6) **treated** me badly and I was very unhappy. Today, of course, I think I was lucky: he was a great teacher.

2B My space *Pages 22–23*

Background information

The International Space Station is a satellite that can be lived in, launched in 1998. It orbits the Earth and can be seen by the naked eye. It is very big (about the size of a football field) and can accommodate several astronauts at a time, who do research and usually live there for six months.

WORD BUILDING Suffix (1): *-ion, -ation*

1  1.05

- Point to the nouns in the Word Building box and ask *What is the same about all of these words?* (They all end in *-tion*.) Say that this suffix is pronounced /ʃən/. Say the three word pairs and point out that the stressed syllable changes in the words *communicate ≠ communication* and *imagine ≠ imagination*.
- Students complete the table. Play the recording so that students can check their answers.

Answers

1 accommodation 2 construction 3 direction
4 education 5 explore 6 location 7 transport

2 1.05

- Write on the board *ac-com-mo-date* and *ac-com-mo-da-tion*. Point out that the stress in the verb is on the second syllable, whilst in the noun it is on the fourth syllable.
- Play the recording again. Tell students to underline the stressed syllable in each word.

Answers and audioscript

- 1 ac-com-mo-date, ac-com-mo-da-tion
- 2 con-struct, con-struc-tion
- 3 di-rect, di-rec-tion
- 4 ed-u-cate, ed-u-ca-tion
- 5 ex-plore, ex-plo-ra-tion
- 6 lo-cate, lo-ca-tion
- 7 trans-port (v), trans-port (n) / trans-por-ta-tion

Note that in British English the noun form of the verb *transport* is more commonly *transport* (with stress on the first syllable), but American English more often uses *transportation*.

3 B1 Preliminary for Schools: Reading Part 6

Answers

- 1 exploration 2 direction 3 location 4 transport
- 5 accommodate

Exam tip

Learning word families

Learning related forms of a word, e.g. *educate, education, educated*, will help students expand their vocabulary and also prepare for exams. For example, some test items ask students to rewrite a sentence using a different word form (e.g. B2 First: Reading and Use of English Part 3 and Part 4). Encourage learners to make a note of related word forms (noun, verb, adjective, adverb) and to use each in a sentence.

READING

4

Suggested answers

Students could mention the computer and monitor, and perhaps the torch and sleeping bag.

5 Competences

READING STRATEGIES Skimming

- Read the information about skimming and tell students they are going to practise doing this. Explain that when we skim for gist, we read quickly to understand what a passage is generally about. We read the title and first sentence of each paragraph, but there can also be section heads and captions to photos which we look at.
- Tell students to skim the article (not the timeline) in one minute. It is good to give a time limit for skimming to

prevent more detailed reading. Remind them to read the title and the *first* sentence of each paragraph, and to look quickly at other words in the paragraphs.

Answers

c

6 1.06

- Tell students that they should now scan the article (read quickly). Compare the two reading techniques: “skimming” is to read quickly to get a general idea of the text, “scanning” is to read quickly to find specific information.

Answers

- 1 bedroom (line 3) 2 wall (line 5) 3 didn't have (line 11)
- 4 wasn't (lines 15-16) 5 a sink (line 19) 6 to construct (timeline)
- 7 Japan (timeline) 8 1998 (timeline)

Audioscript

See Student's Book p.23

Exam tip

Scanning to find answers fast

In many exams, students have to find specific information in a reading quickly. To do this, they can use key words or numbers in the question. For example, in Exercise 6 item 1, students have to find which item – a bedroom or a bed – is the size of a telephone box. Students look quickly through the article to locate the key words *telephone box, bedroom, bed*. When they find one or more of these words, they can stop and read closely to find the correct answer to item 1.

CRITICAL THINKING What is critical thinking?

- Say *It's important to know the difference between a fact and an opinion. Why?* (When we know the facts about something, we can make good choices, e.g. which phone to buy. When we only listen to opinions, we can make bad choices.) Remind students that a fact is something you can prove. With an opinion, you can state an opposite point of view.

Extension

Ask students to think of a few statements, some facts, some opinions, and write them down. Then collect and mix all of the sentences up. Write them on the board. Put students into pairs and have them decide which statements are facts and which ones opinions. For each opinion, challenge them to give the opposite view.

SPEAKING

7

- Give students a few minutes to discuss the questions. Go round the class, helping as needed. Ask a few volunteers to share their answers with the class. Have a class vote about the most important items to take to the ISS.

2C A unique style Pages 24–25

GRAMMAR Past continuous VIDEO MAP

1

Answers

1 actions in progress 2 be; -ing

Extension

- For some quick practice of the Past continuous, write a verb, e.g. *go*, on the board and call out different pronouns in random order, e.g. *we, I, she, they*. Students answer with *was going* or *were going*. To make it more challenging, you can also mix in nouns, e.g. *the teacher, this class, the students*.

2

Answers

1 was sleeping 2 weren't listening 3 were your parents living 4 was reading; was cleaning 5 wasn't raining 6 were you doing

3

Personal answers

GRAMMAR Past continuous & Past simple

4

Answers

actions in progress in the past = was reading; were using
past actions or events = went out; lost
linking words = when; while

5

- Focus attention on the photo and elicit the term *houseboat* (from the caption). Ask if students would like to live on one.

Answers

1 was preparing 2 suggested 3 were making
4 had 5 bought 6 were cleaning 7 repairing
8 offered

6

Answers

1 was doing; found out
2 arrived; were waiting
3 were looking; didn't have
4 wasn't shining; left
5 broke; was skiing
6 were you going; saw

7

Background information

Yinka Ilori is a London-based designer who is against all the unnecessary waste he sees in modern life. Using traditional Nigerian stories for inspiration, he specializes in 'upcycling' (or repurposing) old furniture.

Answers

1 was growing up 2 advised 3 chose
4 graduated 5 was trying 6 did 7 realised
8 was developing 9 found 10 invited

SPEAKING

8 Competences

- Explain what "upcycling" is, i.e. the creative reuse of old materials. Point out the difference with "recycling and reuse" which means salvaging the material from old products or producing the same object from old materials.
- You might want to tell students to watch *Unit 2 TED Talk* on the *Perspectives* website before doing Exercise 8.

Answers

1 Upcycling is the process of converting old or discarded materials into something useful and often beautiful.
2 A sofa or armchair used to be a pallet; a handbag used to be old jeans; a wall clock used to be a vinyl record; a clothes rack used to be a ladder.
3 & 4 Personal answers.

2D Special things, special places Pages 26–27

SPEAKING & LISTENING Special possessions

1

- Ask students to write a short list and keep for use in Exercise 3.
- Personal answers

2

1.07

- Tell students they are going to listen to a talk given by a young lady about a photo album of her family. Play the recording and ask students to listen for gist.
- Students read through the sentences and do the exercise.
- Play the recording again for students to check their answers.

Answers

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

Audioscript

I suppose there are several important things from my childhood that I still have today, stuff like teddy bears and favourite books. But the most special object is definitely the photo album my grandmother gave me. I remember the first time I saw the photos with her – I was about five – and I loved looking at them and listening to her telling me all about the people in them. And then on my seventh birthday she gave me the album to keep. Every few months, I used to take out the album and ask her to tell me all the stories connected with each photo and family member. We did this together until she died just over five years later. The album has lots of black and white photos, some from the early 1900s, and while my grandmother was alive she selected new photos of the family to add to the album every year. It's like the last 100 years of the Miller family history, a personal history book. Obviously, most of the people in the photos are old or dead, like my great grandparents, but they're not all sad memories though. One of my favourite photos is of my uncle Andrew. It shows him standing up on one leg on a horse. He's wearing enormous shoes and colourful trousers because he worked as a clown in the circus when he was a teenager. His speciality was working with horses and he did lots of tricks. Now, he's a school teacher and his students love hearing about his previous job. My grandmother had seven grandchildren, but I was the only one interested in our family history. The other grandchildren weren't very interested in the photo album and didn't want to hear my grandmother's stories. I think that's why she gave it to me. It's really precious to me and I want to make something similar for my children and grandchildren one day.

Extension

Students correct the false sentences, as follows:

- 1 Myriam was seven when she received the photo album.
- 2 Her grandmother gave it to her five years before she died.
- 4 The stories Myriam's grandmother used to tell weren't all sad.
- 6 The other grandchildren in the family weren't interested in the photo album.

3

- Focus students' attention on the Functions box. In pairs, students talk about their object answering the questions and giving reasons why it is special to them.

Personal answers

CLASS DISCUSSION

4

Personal answers

WRITING A description

5

- Give students a few minutes either to draw a picture of a home/famous building and answer the questions about it, or just to make notes to answer the six questions.
- Put students in pairs. Each student should talk about their place, using the questions to guide them.

Personal answers

6

Teaching tip

Consensus answering

Students can learn a lot by reaching their answer by consensus. Allocate one question to each student, i.e. if there are six questions, students will each have a number from **1–6**. They scan the text just for the answer to that question. At the end ask all of the '**1s**' to put up their hands and ask one of them to read the question and to answer it. Ask the other students in that group: *Do you agree with that answer?* If they all say *yes*, you can press them by saying *Are you sure?* to see if anyone comes forward. If one or two students don't agree, they can add to the first student's response to make it better. In this way, students can work collaboratively and work out the answer independently of the teacher.

- Tell students that they are going to read about Shuri Castle and to answer the same questions about the description as they have just answered in Exercise 5.
- Allocate each student a number from **1–6**. All the '**1s**' answer question **1**, the '**2s**' answer question **2** and so on. Tell them to scan the paragraph for the information they need. This should not take very long as each student has to answer only one question.

Answers

1 Naha, Japan **2** in 2018 **3** 700 years old **4** It has beautiful buildings and gardens, and is unlike any other place. **5** a king **6** I took a tour.

7 Competences

WRITING STRATEGIES Using adjectives

- Tell students that we use adjectives to make what we are saying or writing more vivid and interesting. We especially use them when describing people, places, experiences, etc.

Answers

- a** brilliant, famous, oldest (old), beautiful, pretty, enormous (gates), different, amazing, terrible, fantastic, coolest (cool)
- b** Brainstorm adjectives that we might use to describe homes/buildings and write them on the board. Allow students to call out adjectives, only correcting them if they suggest one that really can't be used about places, e.g. *delicious*.

8

Personal answers

COLLABORATION

9

- If there isn't time for students to write their description in class, set this for homework, allowing time for the peer review in the next lesson.

Personal answers

1&2 Consolidation & Certification

Pages 28–29–30

VOCABULARY & WORD BUILDING

1 B1 Preliminary for Schools: Reading Part 5

Answers

1 A 2 B 3 D 4 D 5 B 6 C 7 A 8 D

2 similar to B2 Reading and Use of English Part 3

Answers

1 educate 2 traditional 3 directions
4 communicate 5 decorations 6 recognition

GRAMMAR

3

Answers

1 Did you have 2 was 3 did you do / were you doing
4 isn't 5 doesn't have / hasn't got 6 went
7 were you 8 was walking 9 saw 10 owns
11 is looking 12 spent

4 B1 Preliminary for Schools: Reading Part 6

Answers

1 was 2 to 3 used 4 not 5 did 6 when
7 ran 8 arrived 9 was 10 am 11 is 12 to

LISTENING

5 1.08 B1 Preliminary for Schools: Listening Part 3

Answers

1 547 2 5 3 garden 4 Horses 5 lake
6 swimming pool 7 645,000 8 Germany

Audioscript

We have an absolutely wonderful property to tell you about. It's located in the very quiet, residential area of Forest Hill, but

only fifteen minutes from the town centre. Number 547 Forest Lane is a great family home and is actually composed of two buildings.

The main house is on two floors. On the ground floor there are three reception rooms, a kitchen, and a bathroom. On the second floor you can find 5 bedrooms, and 2 more bathrooms, making that 3 in total.

In addition to this spacious and picturesque house, which is surrounded by a large, elegant garden, there is a small cottage which is perfect for accommodating friends and family when they visit. It used to be a stable for the horses of the owners, but it has recently been converted into a comfortable home with 2 bedrooms. Everything is modern and what makes the cottage extra special is the magnificent view from the living room of the town and its famous lake.

Prices around Forest Hill usually start at approximately £700,000, but, as this property doesn't have a swimming pool, the owners will accept offers over £645,000, so that's more than £ 50,000 less than most places in the area. The current owners are leaving Britain to work in Germany after 25 happy years in Forest Hill, and many people have already shown interest in the property, so please contact us as soon as possible if you don't want to miss this great opportunity.

REAL ENGLISH

6 1.09

Answers

1 C 2 C 3 A 4 B 5 A 6 B

Audioscript

- 1 What are you doing?
- 2 You look better. How are you feeling now?
- 3 What is your new Spanish teacher like?
- 4 What school did you use to go to?
- 5 Sorry, I can't come to the meeting tomorrow.
- 6 How much did it cost?

7 B1 Preliminary for Schools: Reading Part 1

Answers

1 B 2 C 3 A

READING

8 INVALSI B1 Preliminary for Schools: Reading Part 3

Answers

1 D 2 A 3 B 4 C 5 B

1&2 Presentation Skills

Page 31

THE STRUCTURE OF A TALK (1)

The introduction

1

Answers

1 b 2 c 3 a

2

1.10

Answers

1 B 2 C

Audioscript

See Student's Book p. 31

3

Read the Competences box. There are not really any right or wrong answers to this exercise. If jokes are used they should be used with care, making sure that they are not offensive, politically incorrect, etc. – you need to know your audience if you use jokes. Giving your name, job etc. is not likely to make the audience sit up and take interest – so do tell them who you are, but in a more lively way (possibly after an anecdote or other strategy which gets their interest activated). Thanking the audience is often better at the end of the talk though you may have a particular situation where you would like to thank them at the beginning, e.g. 'Thank you all for coming out despite this terrible weather'. The other techniques can be useful introduction strategies to get the audience interested and curious about the talk.

YOUR TALK

4

Personal answers

Reference to TED Talk

She uses a personal anecdote – being nine and drawing a fairy mushroom house and her mum building it for her. At the end, she refers back to being nine again and her feelings.

TED TALKS Magical houses, made of bamboo

Pages 32–33

ABOUT THE SPEAKER

1

- Focus students' attention on the photo and say: *This is Elora Hardy. She designed the house on page 18.* Tell students they are going to watch a TED Talk about designing and building houses. Read out the quote and ask students to translate it.
- Tell students the first part of the DVD presents a short text to introduce the talk and the speaker.

Answers

Because it makes houses that are strong, beautiful and earthquake-resistant, and because it is a sustainable material.

KEY WORDS

2

Answers

a building material b bamboo c designer
d run out e earthquake-resistant f sustainable

AUTHENTIC LISTENING SKILLS

Listening for gist

- When we listen for the gist, we want to understand generally what someone is saying, so we don't focus on every word. We focus only on the stressed words, usually nouns, verbs, adjectives and adverbs, and particularly on those that are repeated several times and relate to any titles or headings.
- The first time students listen to a recording in an exam they should listen for gist so as to get a general idea of what the text is about, and then listen a second time to answer the questions.

3

1.11

- Tell the students they are going to listen to a fast and quite difficult extract from the talk, but they only need to focus on the main ideas and circle the topics they hear.
- To help them understand the meaning of answer c (shapes) and some of the language Elora uses in the extract, write these shapes on the board: *round, rectangular, shaped like teardrops*. Illustrate their meanings by drawing each shape.
- Play the extract from the TED Talk.

Answers

a, c

Audioscript

Why are doors so often rectangular? Why not round? How could you make a door better? Well, its hinges battle with gravity, and gravity will always win in the end, so why not have it pivot on the centre where it can stay balanced? And while you're at it, why not doors shaped like teardrops?

4

- Play the extract again and tell students to listen for key words to answer the question *What is she talking about?*

Answers

She is talking about the different shapes that doors can be.

5

- Students look at the opening page of Unit 2 and discuss the benefits of using local materials when building houses, such as cutting down on transportation, which lowers gas emissions.

Answers

Because the material is right for the climate/weather and the area; because we can replace it easily.

WATCH THE TALK

Note: If you are short of time, or want a different approach to the video, you may want to watch the whole talk all the way through with only some brief checking questions. A version of this is on the DVD and is labelled as *TED Talk with activities*.

Teaching tip

'Sound off' viewing

One way to prepare students to watch a video is to do a first viewing with the sound *off*. As students focus only on the images on the screen, get them to think about what they're seeing by asking some questions. Using this technique can help build background knowledge, allow you to pre-teach vocabulary and prepare students to listen more successfully.

6

- Play Part 1 once or twice, giving students a few minutes to choose the correct word.

Answers

1 A 2 B 3 A

TED Talk Part 1 Audioscript

When I was nine years old, my mum asked me what I would want my house to look like, and I drew this fairy mushroom. And then she actually built it. I don't think I realized this was so unusual at the time, and maybe I still haven't, because I'm still designing houses. This is a six-storey bespoke home on the island of Bali. It's built almost entirely from bamboo. The living room overlooks the valley from the fourth floor. You

enter the house by a bridge. It can get hot in the tropics, so we make big curving roofs to catch the breezes. But some rooms have tall windows to keep the air conditioning in and the bugs out. This room we left open. We made an air-conditioned, tented bed. And one client wanted a TV room in the corner of her living room. Boxing off an area with tall walls just didn't feel right, so instead, we made this giant woven pod. Now, we do have all the necessary luxuries, like bathrooms. This one is a basket in the corner of the living room, and I've got to tell you, some people actually hesitate to use it. We have not quite figured out our acoustic insulation. So, there are lots of things that we're still working on, but one thing I have learned is that bamboo will treat you well if you use it right.

7

- Play Part 2 once or twice, giving students a few minutes to compare their answers in pairs.

Answers

1 T 2 F 3 T 4 F 5 T

TED Talk Part 2 Audioscript

It's actually a wild grass. It grows on otherwise unproductive land – deep ravines, mountainsides. It lives off of rainwater, spring water, sunlight and of the 1,450 species of bamboo that grow across the world, we use just seven of them. That's my dad. He's the one who got me building with bamboo, and he is standing in a clump of *Dendrocalamus asper niger* that he planted just seven years ago. Each year, it sends up a new generation of shoots. That shoot, we watched it grow a metre in three days just last week, so we're talking about sustainable timber in three years. Now, we harvest from hundreds of family-owned clumps. Betung, as we call it, it's really long, up to eighteen metres of usable length. Try getting that truck down the mountain. And it's strong: it has the tensile strength of steel, the compressive strength of concrete. Slam four tons straight down on a pole, and it can take it. Because it's hollow, it's lightweight, light enough to be lifted by just a few men, or, apparently, one woman. And when my father built Green School in Bali, he chose bamboo for all of the buildings on campus, because he saw it as a promise. It's a promise to the kids. It's one sustainable material that they will not run out of. And when I first saw these structures under construction about six years ago, I just thought, this makes perfect sense. It's growing all around us. It's strong. It's elegant. It's earthquake-resistant. Why hasn't this happened sooner, and what can we do with it next?

8

- Play Part 3 once or twice for students to listen and choose the correct options.

Answers

1 design for bamboo's strengths 2 test the design
3 balanced 4 an environmentally friendly

TED Talk Part 3 Audioscript

Build something extraordinary out of it. Inspire people. Fortunately, Balinese culture fosters craftsmanship. It values the artisan. So combine those with the adventurous outliers from new generations of locally trained architects and designers and engineers, and always remember that you are designing for curving, tapering, hollow poles. No two poles alike, no straight lines, no two-by-fours here. The tried-and-true, well-crafted formulas and vocabulary of architecture do not apply here. We have had to invent our own rules. We ask the bamboo what it's good at, what it wants to become, and what it says is: respect it, design for its strengths, protect it from water, and to make the most of its curves. So we design in real 3D, making scale structural models out of the same material that we'll later use to build the house. And bamboo model-making, it's an art, as well as some hardcore engineering. So that's the blueprint of the house. And we bring it to site, and with tiny rulers, we measure each pole, and consider each curve, and we choose a piece of bamboo from the pile to replicate that house on site. When it comes down to the details, we consider everything. Why are doors so often rectangular? Why not round? How could you make a door better? Well, its hinges battle with gravity, and gravity will always win in the end, so why not have it pivot on the centre where it can stay balanced? And while you're at it, why not doors shaped like teardrops? And the floor that you walk on, can it affect the way that you walk? Can it change the footprint that you'll ultimately leave on the world? I remember being nine years old and feeling wonder, and possibility, and a little bit of idealism. And we've got a really long way to go, there's a lot left to learn, but one thing I know is that with creativity and commitment, you can create beauty and comfort and safety and even luxury out of a material that will grow back.

Thank you.

MY PERSPECTIVE

9

- Put the students into small groups for them to discuss the questions. Allow a few minutes for the discussion and then ask a spokesperson from each group to summarize the discussion for the class.

Exam tip

Timed speaking

In the speaking section of many standardized exams, students are often given a prompt and must speak as fluently and accurately as they can in a specified amount of time. Some prompts will be general questions, e.g. *What is your idea of a dream house?* Others will ask speakers to incorporate information from a short text into their answer, e.g. *How are Elora's houses similar to yours?* It's important to give students lots of this kind of in-class practice.

CHALLENGE

- With the class, brainstorm a list of rooms in a house and a few items you might find in each.
- Tell students their presentation should be about a minute long and include images, e.g. their drawings, their model floor plan. Encourage them to be creative.
- Ask groups to give their presentations to the class. When other students listen, they should take notes by answering the three questions in the Challenge box.
- At the end, students review their notes and vote for the best house.

3 Health and happiness

UNIT AT A GLANCE

Students will

- talk about staying well
- read about a girl who doesn't feel pain
- learn about what makes people happy
- write about staying healthy

Introduction

Class discussion

"A good laugh and a long sleep are the best cures in the doctor's book."

Vocabulary

Body & health

Reading

A doctor in the jungle

3A Whole-person health

Listening

A lecture about whole-person healthcare

Grammar

Quantifiers: *How much / many?*

Listening

An interview with a researcher in Tanzania

3B Painless

Word building

Synonyms

Reading

Feeling no pain

Critical thinking

Making ideas clear

3C What makes us happy?

Grammar

Phrasal verbs

Listening

A conversation on teens' happiness

Grammar

Adverbs of manner

Citizenship

Social skills

3D Keeping fit and healthy

Speaking & Listening

Opinion (1)

Writing

An article

INTRODUCTION Pages 34–35

CLASS DISCUSSION

- Read the proverb and ask students to think about the relationship between sleep, happiness and health. *Do these things go together? Can you be happy, but not healthy? Can you be healthy, but not happy?*

VOCABULARY Body & health

Information about the photo

The teenager in the photo is eating at Isomaru Suisan, a restaurant in Tokyo, Japan, that specializes in fresh seafood. Although the teenager may not be aware of it, there are a number of health benefits associated with eating fish. Research has shown, for example, that many types are low in fat and high in important vitamins, such as B and D, which give us energy and help protect our teeth and bones.

Other kinds of fish (such as salmon) are rich in omega-3 fatty acids, which can help lower cholesterol. Studies have also found that people who get most of their calories from seafood and plants suffer fewer serious illnesses (such as cancer and heart disease) and often live longer, happier lives.

1

Answers

arm, elbow, head, neck, shoulder, finger, nose, chest, ear, hand, mouth, throat

2

Suggested answers

- 1 He's happy about the food he's eating.
- 2 Personal answers
- 3 mouth – in the form of smiling and laughing
eyes – they crinkle when we smile or laugh
head – held higher when we're happy
nose – the nostrils flare (open wider) a little when we smile

3

Answers

1 h 2 i 3 b 4 f 5 a 6 k 7 e 8 d
9 j 10 g 11 c

- **Optional step.** Write the questions below on the board to check comprehension. Tell students to work in pairs to answer them: *When people are very ill, where do they go?* (hospital) *Are there many of these places in Cameroon?* (no) *How many patients does Dr Bwelle see?* (about 500 every weekend) *What problems do these patients have?* (a variety of illnesses and injuries) *What things does Dr Bwelle give his patients?* (medicine, but also things like glasses)

DIGITAL SKILLS

- Students do research on the Internet to find out more about Dr George Bwelle.

Extension

- Play a quick game of 'Simon says' with the class. Tell students to stand. They should touch the part of the body you say only if you precede it with 'Simon says'. So, if you say, *Simon says 'Touch your arm'*, students touch their arms; if you say *Touch your arm*, they shouldn't move. Any student who touches their arm has to sit down. Similarly, any student who doesn't touch their arm when you start *Simon says* ... has to sit down. You could also ask students to call out the instructions.

Exam tip

Word families

Learning different forms of a word, e.g. *injure, injury, injured*, helps with exams in several ways: sometimes students need to write a different form of a word related to a base word; sometimes different forms are used in a text and a comprehension question; sometimes students need to rewrite a sentence using a different word form. In all cases, students should also try to learn collocations of the other forms, not just single words.

- 4 Draw the diagram on the board and point out that some words belong to more than one section: a headache and a stomachache can fit in the overlap illnesses–symptoms; a backache can fit in the overlap symptoms–injuries.

Answers

illnesses: the flu, a virus, seasickness, (possibly also a headache, a stomachache)

symptoms: a headache, a stomachache, pain, a high temperature, a backache

injuries: a broken arm, a broken leg, a backache

Extension

- Write these sentences on the board and explain the use of the verbs.

I have the flu/a headache. (have is used to talk about many health problems)

Are you in pain? (use be + *in pain* to describe symptoms)

Yes, my knee hurts. (use the part of the body + hurt)

I am/feel seasick. I'm ill/sick. / I don't feel well. (use be/feel + adjective)

5 MY PERSPECTIVE

- Put students in pairs and give them a few minutes to discuss the questions.
- Go round the class, helping where necessary. Notice any words or phrases students look up and focus on these in feedback.

3A Whole-person health

Pages 36–37

BEFORE YOU LISTEN

1

- Do a quick activity to get students to recycle some of the vocabulary they have just learned. Write these items on the board: *have a stomachache after a big meal, have a pain in your chest, have a bad cold, need more medicine*. Ask students *What would you do in these situations? Where would you go: to the doctor, the hospital, the chemist or nowhere?* Students discuss these questions with a partner.
- Give students a few minutes to complete the questionnaire individually.

Personal answers

2

- Students check their answers and discuss the questions in pairs. Make sure they are aware they don't have to discuss anything sensitive here.

Personal answers

LISTENING

Background information

This exercise focuses on the idea of treating the whole person, which is a relatively new trend in western medicine. Traditionally, doctors focus on managing disease by treating symptoms. When doctors treat the whole person, they don't just focus on the patient's body, but may also look at the patient's exercise, nutrition, relationships, spiritual practice and home/work environment, i.e. everything in the person's life.

3 1.12

- Give students time to read through the sentences. Make sure they understand what *in their mind* means (imagined or unreal), which is different from *on their mind* (something that they think about a lot).
- Play the recording. Students tick the ideas that they hear. Check the answers as a class.

Answers

2, 4

Audioscript

Why do you go to the doctor? We know that doctors fix broken arms or legs, or put bandages on cuts, or give medicine when we are unwell or in pain. But more and more, doctors and nurses say their job is looking after the health and happiness of the whole person, not just fixing health problems. This isn't a new idea. About eighty years ago, Paul Tournier, a Swiss doctor, began talking about looking after the health of the whole person, including the body, the mind and also the person's life in their village, town or city. He was interested in health and happiness, not just illness – the whole person, not just their health problems. His work was very popular and his books were translated into many languages.

But even now, some doctors and nurses still think about illnesses, not about people. The World Health Organization says that many doctors and hospitals still need to change – to think of health as connected with the environment, people's jobs and their family life. This is the key to making everyone healthier and happier. This is why we sometimes visit the doctor even when we're healthy. Doctors ask a few questions about food, exercise, happiness and so on. Do you eat a lot of fruit and vegetables? How much stress do you have in your life? This is because eating well, exercising and avoiding too much stress can help us stay healthy. That's why the doctor tells you to use sunscreen, or to exercise or to eat only a little sugar.

LISTENING STRATEGIES Identifying the main idea

- Listening to even a brief extract from a lecture can be challenging for students because the language tends to be dense and a lot of content is delivered. For this reason, it's important to prepare your students for a lecture by giving them a 'road map' of the lecture and telling them what will be expected of them at the end of the lecture. For this listening, it would be helpful to tell your students the main topic of the lecture (a new trend in medicine called 'treating the whole person'). Tell them also that they don't need to catch every single word the first time they listen.

4 1.12

B1 Preliminary for Schools: Listening Part 3

Answers

- 1 eighty / 80 2 happiness 3 environment
4 family 5 stress

GRAMMAR Quantifiers; *How much / many?*

VIDEO MAP

5

- Check that students understand the concept of countable and uncountable nouns, e.g. *minutes and hours* = countable but *time* = uncountable.
- Optional step. Ask students to circle the countable nouns in the grammar box (*physical activities, doctors, liquids, problems, minutes*) and draw a box around the uncountable nouns (*food, sleep, stress, time*).

Answers

- 1 with **countable** nouns: *some, many, a lot of, how many, a few*; with **uncountable** nouns: *some, a lot of, how much, a little*
2 Personal answers. Students are likely to know *any, no, several*.

6

- Ask students to look at the title of the text: *Nature's pharmacy*. Ask *What is this paragraph about?* (It's about common medicines we take that come from animals and plants in nature.)
- Point out that in line 1 *medicine* is uncountable, but in line 3 *a common pain medicine* is countable. Explain that when we talk about a 'type' of something an uncountable noun can be countable.

Answers

- 1 A lot of 2 a 3 some 4 many 5 much
6 few 7 many 8 a little 9 a lot of 10 many

LISTENING

7 1.13

Background information

Grace Gobbo is an ethnobotanist (someone who studies traditional knowledge of and customs around plants). She talks to traditional doctors to learn how they use plants to treat heart disease, mental illness, cancer and other illnesses.

Answers

- 1 How many 2 How many 3 How much
4 How much

Audioscript

- Interviewer *I'm talking to Amy, who has been helping Grace Gobbo, who's doing research in Tanzania about plants – plants that people use for medicine. Hi, Amy.*
- Amy *Hello.*
- Interviewer *How many plants in Tanzania can you use as medicine?*
- Amy *The truth is that no one knows. There are 10,000 kinds of plants in Tanzania and we're still unlocking the secrets of many of them. That's why conservation is so important.*
- Interviewer *So you interviewed doctors, right?*
- Amy *Right, but I didn't interview just any doctor – only doctors who practise traditional medicine.*
- Interviewer *OK, so how many traditional doctors did you interview?*
- Amy *In 2015 and 2016, I did more than 80 interviews and wrote down the information.*
- Interviewer *How much time did you spend on the project?*
- Amy *It was a full-time job. I travelled around Tanzania and worked many hours every day.*
- Interviewer *And how much information did you collect?*
- Amy *A lot! I learned about many medicine plants that we didn't know about before. The trick now is getting more young people interested and passing along the information!*

8 1.13 **INVALSI**

- **Optional step.** Before you play the recording again, write these sentences on the board, with phrases underlined as here:
In Tanzania, some doctors practise traditional medicine.
They treat patients using plants found in nature.
Grace Gobbo researches those plants.
She is interested in unlocking their secrets.
- Explain what these verbs mean: *practise* (in this case, practise medicine is simply another way of saying 'work as a doctor'), *treat* (give medical care), *research* (study something carefully), *unlock* (secrets) (find out or discover something that is not obvious).
- Play the recording again for students to write their answers to the questions.

Answers

1 No one knows. 2 More than eighty. 3 Many hours every day. 4 A lot.

Exam tip

Words in context

When learning new words (or new uses of familiar words), it's helpful to memorize what other words they go together (collocate) with. Ask students to tell you which nouns the verbs *practise*, *treat*, *research* and *unlock* go with in the sentences above. When students record new words in their vocabulary notebooks, they should also record the words they often collocate with.

9 MY PERSPECTIVE

- You may need to give students some nouns (especially uncountable) to get them started, e.g. *stress*, *sugar*, *sport*, *sleep*.
- Personal answers

DIGITAL SKILLS

Information about the photo

The Royal Flying Doctor Service in Australia started in Queensland, north-east Australia, in the late 1920s, but it now covers all of the country. It not only provides emergency transport to hospital for people in remote communities, but also provides a service of nurse and dental clinics.

On the website <https://www.flyingdoctor.org.au> you can find this information:

- they have a fleet of 71 aircraft and last year they flew 26,863,558 kilometres
- last year 335,125 total patient contacts were made through RFDS clinics, aeromedical transports and telehealth consultations.

Flip Book PRONUNCIATION

Contrastive stress

1

Answers

1 little 2 I 3 every day 4 milk

Audioscript

How **many** different plants are there in Tanzania?
How many different **plants** are there in Tanzania?
How many different plants are there in **Tanzania**?

1

Answers

1 b 2 d 3 a 4 c

Audioscript

1 I drink a **little** milk every day.
2 I drink a little milk every day.
3 I drink a little milk **every day**.
4 I drink a little **milk** every day.

WORD BUILDING Synonyms

- Tell students to look at the photo, read the title of the article, and skim the text quickly. Ask them: *What is this reading about?* (It's about the girl in the photo. She doesn't feel pain.) What is the meaning of *painless*? (that it doesn't cause pain)
- Read the information about synonyms and write the words *sickness* and *smart* on the board. Ask students for a synonym for each (*illness, intelligent*).

1

Answers

1 calm 2 sore 3 realise 4 frightening 5 block

Exam tip

Learning synonyms

In many exams there is a comprehension item that asks students to match a word or phrase in a question with a synonym in the text. Students should make a note of common synonyms in their vocabulary notebooks. However, they should be careful when using them: some synonyms (like *scary* and *frightening*) can be used interchangeably, but others cannot because of how they collocate with other words. For example, *painful* and *sore* are similar in meaning, but in both of the following sentences, only *sore* is used: *I have a sore throat. After my gym class, my legs were sore.* When students learn words with similar meanings, they should write down example sentences so they are aware of how the words behave in context.

READING

2 1.14 Competences

- Read the information in the Reading Strategies box and tell students to look at sentences **a–g** and point out that **e** is the first thing mentioned in the article.
- The students read the text once or twice and put the sentences in order.

Answers

a 2 b 6 c 4 d 7 e 1 f 5 g 3

Audioscript

See Student's Book p. 13

READING STRATEGIES Timelines

- Write on the board: *At first ... , But then, ... So ... , After checking Ashlyn ... , and then ... , After that, ... , Now ...* Tell students to take turns explaining the series of events in Ashlyn's life with a partner, using the phrases on the board to introduce each event. They should also change the verbs in each sentence into the past if necessary, e.g. *At first, Ashlyn's parents felt lucky.*

3 INVALIDSI B1 Preliminary for Schools: Reading Part 3

- Tell students to choose their answer to each item and to underline the information in the text that helped them choose it. Tell them that the information is not always clearly stated. For example in the case of item 3, the correct answer is not stated directly, but we can guess it from what the text says and from what we already know about the topic.
- Check the answers with the students, asking them to read out the part of the text that gave them the answer in each case.

Answers

- B (line 12 – ... *she didn't feel pain*)
- A (lines 14–18 – ... *we feel pain for a reason ... stops a more serious injury.*)
- D (lines 27–29 – ... *at first they thought she might be the only case in the world. But later they found out that there were others with the condition.*)
- D (lines 36–38 – ... *it will help them to develop new medicines to block pain.*)
- B (lines 41–42 – *'It's just me. It's all I've ever known.'*)

CRITICAL THINKING Making ideas clear

- Write these two sentences on the board: 1 *Tony is ill.* 2 *He has a headache, a high temperature and a sore throat.* Point out that sentence 1 tells readers about Tony's condition. Sentence 2 gives specific examples of his symptoms and makes his situation clearer.

4 Competences

- Focus students' attention on item 1 and ask them to find information in the article that explains the statement and makes it clearer, i.e. *Ashlyn Blocker was a quiet baby. She didn't cry even when she was hungry.* Ask students which of the strategies the writer used. (examples)
- Then tell students to do items 2 and 3 on their own, underlining the information in the passage that explains or makes each statement clearer, and stating which strategy is used.

Answers

- Give examples: *Ashlyn Blocker was a quiet baby. She didn't cry even when she was hungry.* (lines 1–2)
- Use different words: *She didn't feel pain. Her body turned pain off.* (line 12)
- Give examples: *Pain also helps to keep us safe. When a child touches a hot oven, the pain says 'Danger!' and can stop a more serious injury.* (lines 16–17)

SPEAKING

5

Personal answers

3C What makes us happy?

Pages 40–41

GRAMMAR Phrasal verbs

1

- **Language note.** Phrasal verbs consist of a main verb followed by a preposition or adverb. We usually refer to these as *particles* in the context of phrasal verbs. What makes phrasal verbs challenging is that we can't understand the meaning of the verb phrase from the individual words themselves; we have to memorize the meaning of each one. It is sometimes difficult to work out whether a verb + adverb is a phrasal verb or not, e.g. *Look out!* (Be careful!) is a phrasal verb but *Look out of the window* isn't.

Answers

1 prepositions or adverbs 2 after 3 turn off

2

- Ask students to write the verbs and the examples in their vocabulary notebook in a special section dedicated to phrasal verbs.

Answers

1 g 2 a 3 e 4 b 5 f 6 h 7 c 8 d

Extension

Some phrasal verbs are intransitive, i.e. they don't have an object: *The plane took off.* Other phrasal verbs are transitive, i.e. they can have an object: *Last year, my father gave up smoking.* It is the **transitive phrasal verbs** that can give students trouble because some of them are separable and some are inseparable.

Separable: the object (a noun or pronoun) can come between the verb and particle.

My father gave up smoking.

My father gave smoking up.

My father gave it up.

Inseparable: the object (a noun or pronoun) cannot come between the verb and particle.

I tried to get on the flight to London.

NOT *I tried to get the flight on to London.*

NOT *I tried to get it on to London.*

3

Answers

1 Friendly classmates 2 Exercise 3 Good diet
4 Enjoying school 5 Good health

4 MY PERSPECTIVE

Personal answers

LISTENING

5

1.15

- Tell students that they are going to hear a boy and a girl talking about what makes teenagers happy. Before listening, they should read the sentences and fill in the blanks with phrasal verbs. If they need help, write the verbs on the board without their particle (*find, put, turn, hang*).
- Play the recording while students check their answers.

Answers

1 find out 2 put (my headphones) on 3 turn (it) on
4 hang out

Audioscript

- Boy Hey, did you see this article on teen happiness?
- Girl No, what is it?
- Boy Some scientists looked into teenagers' happiness. They interviewed 200,000 teenagers in almost forty countries.
- Girl Did they find out what makes us happy?
- Boy They say they did. They say good health, exercise, good diet, enjoying school and having friendly classmates are important.
- Girl OK... So what makes you happy?
- Boy Me? I feel happy when I put my headphones on and listen to some music.
- Girl For me, it's TV. I always feel happy when I turn it on... and tune everything else out!
- Boy Hmm. They say watching a lot of TV makes people unhappy.
- Girl Well, I sometimes watch TV with my friends. What about that?
- Boy That's probably OK. Happy teenagers hang out with their friends a lot.
- Girl So what makes us unhappy?
- Boy School stress, according to the article. And that's totally true.
- Girl I'll tell you what makes me unhappy.
- Boy What's that?
- Girl Taking the rubbish out. And I take the rubbish out every day!
- Boy Funny, the article doesn't mention that...

- **Optional step.** To reinforce the meaning of the phrasal verbs used here, ask students to come up with definitions for each verb without looking anything up in their dictionaries. They should use the other 'clues' (or key words) in the sentences to see if they can work out the meanings.

6  1.15

Answers

school stress; taking the rubbish out

7

- Read through the list of what makes teens unhappy. Tell your students to raise their hands as you read each one if they think it is true for them.
- Put students into pairs to complete the advice.

Answers

1 Look after 2 Take up 3 Give up 4 put (your homework) off, hand (it) in 5 Deal with 6 turn (it) off

8

Personal answers

- **Optional step.** You can do a 'hands up' class survey. Write the sentences (or simply their number) on the board. Read them out, students raise their hands if they think the piece of advice is easy to follow. Put a tick for each raised hand. Draw conclusions at the end by counting the number of ticks.

GRAMMAR Adverbs of manner

9

- Revise the adverbs of manner by giving the rules of the formation and their use and position in the sentence.

Answers

adjectives

10

Answers

1 quickly 2 responsibly 3 well 4 positively
5 hard

CITIZENSHIP Social skills

11

- Tell the students that developing effective communication is an essential life skill. Go through the text of the infographic statement by statement, and ask students if they agree.
- Then divide the class into small groups and ask them to discuss questions 1-4 and to report their answers/opinions to the class.

Personal answers

3D Keeping fit and healthy

Pages 42-43

SPEAKING & LISTENING Opinions (1)

1

Personal answers

2

 1.16

- Before playing the recording you may want to introduce the language in the Functions box and to teach the expressions in *Talk the talk*.

Answers

1 B 2 C 3 J 4 B 5 J 6 C

Audioscript

Jill Hi Chris. Can I sit here? What are you having for lunch?

Chris Hi Jill, sure. I've got a burger and chips from the canteen today. Junk food! I didn't have time to make a packed lunch this morning. What about you?

Jill I've got a cheese salad. I'm lucky because my mum normally prepares my packed lunch for me.

Chris Hmmm, your cheese salad is really healthy. I feel bad now.

Jill Don't worry. Everybody has food which is a bit unhealthy from time to time.

Chris Yes, you're right. It isn't a problem if it's only occasionally. But in my opinion, schools need to be stricter about the drinks and food that they sell. Today the canteen only had pizza, burgers, fried chicken and chips. No healthy choices at all. It's a real pain!

Jill So do you mean you'd like a law that says schools can't sell any junk food?

Chris Yes, that's what I mean.

Jill Really? I don't agree. Teenagers are old enough to decide what to eat by themselves. They can decide to eat as much junk food as they want, whenever they want.

Chris I see what you mean, but I don't really agree. Having so much junk food available isn't a good idea. It was impossible to choose something healthy here today.

Jill Well, anyway, I reckon that exercise is more important than what you eat.

Chris Me too! Exercise or sport is great for staying healthy.

Jill Exactly! So what I said before is true. Teenagers can eat what they like – even junk food – as long as they also exercise or work out.

Chris I'm not sure about that. Diet still has an important role. That's why lots of people decide to follow a vegetarian diet. They're all really healthy and eat well.

Jill *That's not always true. Cakes, biscuits and ice cream can all be vegetarian, but they aren't particularly healthy. I mean, even chips are vegetarian if they are fried in vegetable oil! By the way... er ... can I have a couple of yours please, Chris?*

MY PERSPECTIVE

3 Competences

- Put students in groups of two pairs. They discuss the statement in Exercise 3 and give their reasons for agreeing and disagreeing. Elicit some ideas to discuss as a class.

4

- The groups have a discussion about their opinions, using the language in the Functions box for asking follow-up questions and acknowledging other ideas.

Extension

- Do a 'four corners' activity. Put a sign in each corner of your room: 'Agree', 'Strongly agree', 'Disagree' and 'Strongly disagree'. Tell your students that you will read a statement aloud and they should think about it for a moment and then stand up and move to the corner of the room that best represents their answer. You can use the ideas in the book or you can come up with your own statement ideas. Once everyone has chosen their response, you can ask individual students in different corners to give a reason for why they chose their answer.

WRITING An article

5

- Books closed. Ask *What's the best way to stay healthy?* Put students into pairs and have them come up with one answer. Then call on different pairs and record their answers on the board, e.g. *drink more water, follow your passion/hobby, challenge your mind*.
- Books open. Ask students to read through the list of ways to stay healthy. Explain that they are going to rank the items from most important (1) to least important (8).

Personal answers

6

Answers

Do plenty of exercise.

7

Answers

- 1 Because it's a type of exercise where he/she can also spend time with his/her friends.
- 2 The writer goes cycling in the city, for example in a park or on the cycle paths, at least three times a week.
- 3 The writer says that it's necessary to wear a helmet but that you don't need an expensive bike or other gear.

8 Competences

WRITING STRATEGIES Writing an article

- Read the Writing Strategies box and ask students to analyse the article they have just read.

Possible answers

Fresh air and friends

Are you looking for a type of exercise that combines being outside and being with friends? Well, cycling is perfect for you.

It's a fantastic way to keep fit and you can socialise at the same time.

I love cycling with my friends. We go at least three times a week and while we're riding we chat about everything. I live in a big city, but it's very easy to find parks and other places to go. We're also lucky because there are lots of cycle paths so you can ride safely around the city. You don't need a new bike or lots of expensive equipment, but you should put a helmet on.

With cycling, you can have fun and look after your body at the same time. Why don't you try it?

9 B1 Preliminary for Schools: Writing Part 2

- Read through the expressions in the Useful Language box.
- Direct students to the article on the right again, and ask them to read it carefully, noting how many points the writer makes and how they are organized.
- Tell students that they can also include the phrase *Some people think/say that ...* in their writing, followed by a commonly held opinion.

10

- Put your students into pairs and tell them to exchange their essays and discuss the arguments.
- Also ask each student to check his or her partner's essay for language from the Useful Language box. They should circle the expressions they can find.

Teaching tip

Modelling essay types

Students will have to learn how to write different types of essay as they advance through their learning English 'career'. It's a good idea to give them a basic model for each type, which can be adapted as necessary, but which provides a framework. Here's a model students can follow for writing an opinion essay:

First paragraph: give your opinion (There are many ways to stay healthy. I think keeping fit is the best way to stay healthy for a couple of reasons.)

Second paragraph: introduce your first reason with this kind of language: First of all or To start with.

Third paragraph: introduce your second reason with this kind of language: In addition or Also.

Fourth paragraph: conclude your essay with this kind of language: To sum up or In conclusion.

It's also possible to start with an expression of concession, if the writer basically disagrees with the title, e.g. While it's true that it's important to feel healthy ...

Teaching tip

Reviewing peers' writing

Encourage students to find a friend or classmate that they can ask to read their writing on a regular basis. This person can then check whether there is anything they don't understand and talk it through with the writer, or they suggest ideas for improvement. Doing this regularly can help students to think about the common mistakes they make and look out for them when writing under time pressure.

UNIT AT A GLANCE

Students will

- talk about schools, classes and education
- read about an outdoor skills course
- learn about the education and skills needed for life
- ask about and compare summer programmes
- watch a TED Talk about an important skill for success

Introduction

Class discussion

"Education must not simply teach work - it must teach Life."

Vocabulary

Education

4A Online interaction

Listening & speaking

Videoconference with students around the world

Grammar

Comparatives & superlatives

4B Outdoor classroom

Word building

Suffixes (2): *-ful, -less*

Reading

Nothing's impossible

Critical thinking

Using quotations

Writing

A paragraph about outdoor skills

4C Skills for life

Grammar

Other comparative forms

Speaking

Skills teenagers need

Class discussion

Opinions about your school

4D Such a cool subject!

Speaking & listening

Opinions (2)

Writing

An email asking for information (1)

Writing Strategies

Using polite expressions

3&4 Consolidation & certification

Vocabulary & word building

Grammar

Listening

Real English

Reading

3&4 Presentation skills

Illustrating a talk

TED Talks Don't eat the marshmallow!

About the speaker

Authentic listening skills

Watch the talk

Challenge

INTRODUCTION Pages 44–45

CLASS DISCUSSION

- Put students in small groups to think about the real aim of education. Ask *What do you think education is for? Do your school subjects give you a lot of information? Which of the items listed below teach you work skills? Which develop your life skills?*

VOCABULARY Education

Information about the photo

The students in the photo are studying Spanish at Washington Waldorf School in Maryland in the United States. They're reviewing vocabulary by playing a game of 'Simon says'. Spanish is the most commonly studied foreign language in the US today. Overall, there are over 41 million native speakers of Spanish in the US and another 12 million people who are bilingual (speaking both Spanish and English).

1

- Focus students' attention on the photo. Ask *Which country do you think this is?* (the United States) *What are the students doing?* (an activity/game) *What activity might it be?* (a game of 'Simon says') *What lesson might it be?* (a Spanish class).

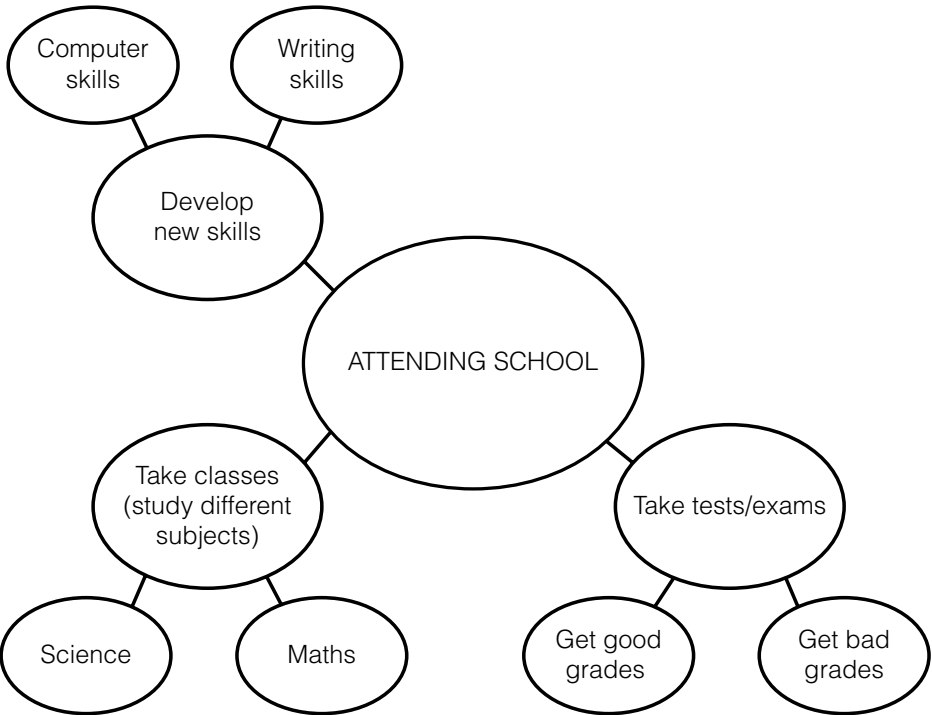
Teaching tip

Using mind maps

One way to present vocabulary and help students organise, review and remember the new language is to use a mind map (or word web). Using this type of graphic organizer is especially helpful when you're dealing with words and phrases that are related to a common topic such as 'school'. It has the benefit of appealing to different learning styles and it can be used to present words in collocations and context.

2

- Introduce the words and phrases in **a–f** and the verbs in **1–6**, drawing this mind map on the board.



- Point to the bubble in the centre and say *Let’s talk about things you do at school*. Point to the lower bubble to the left and say *You take classes at school*. Point to the two subjects. Then ask *What other classes do you take?* Add students’ ideas to the mind map.
- Point out that *take* collocates with *tests/exams*; *get* collocates with *good/bad grades*; *develop* collocates with *skills*. Ask students to name skills they learn in school, e.g. *computer skills, writing/reading skills, speaking/communication, social skills* etc. Add them to the map.

Answers

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

Background information

In the United Kingdom, children start at *primary school* when they are four or five, and then change to *secondary school* at the age of eleven. They remain there either until they are sixteen, when they can leave and go to work, or eighteen, when they can go to university. In the UK most children attend *state school* (funded by the government, and free), though some may go to a fee-paying *private school*. The most established private schools are known (confusingly) as *public schools*.

In the United States, children typically attend *elementary school* for six to eight years. Then, at around thirteen or fourteen, they go to *high school* for four years, after which they may go on to *college* (i.e. a two-year community college or four-year university). In the US, *public schools* are run by the government, and elementary and high school students attend them for free. *Private schools* are run by a church, business or other organisation, and students usually pay to attend.

3

- Tell students they are going to learn about three different kinds of school: one is in India, another is online, and the

third is in South Africa. Help with one or two vocabulary items, e.g. *can’t afford* (not have the money to do something), *platform* (the area near the tracks where people wait for a train).

Answers

- 1 state 2 an education 3 Primary 4 secondary
5 hard-working 6 study 7 tests 8 skills 9 take
10 attend 11 develop 12 school

DIGITAL SKILLS

Students can search websites like:
<https://www.globalgiving.org/projects/support-a-child-s-education-in-rural-india/share/>
<https://www.khanacademy.org>
<https://www.zip-zap.co.za>

4

Answers

- 1 all three schools 2 Zip Zap Circus School
3 train platform schools

MY PERSPECTIVE

- Review the list of subjects in the word box and teach students to say: *This year, I’m taking* + the subjects they are studying. Note that when we talk about taking arts or foreign language classes, we specify which: *This year, I’m taking music and French*. (not: *I’m taking arts and language*.)
- Give students a few minutes to discuss the questions in pairs. Then ask a few volunteers to share their answers with the class.

Extension

Review the language students have learned with a ‘Find someone who ...’ activity. When students form their questions, remind them to use the correct verb form and tense. They should note the name and if possible a little extra information for each student.

- Q: *Do you get good grades?*
A: *Yes. I get As and Bs.*
Q: *Did you attend primary school in this city?*
A: *No, I didn’t. I attended ...*
Q: *Are you creative?*
A: *Yes, I am. I like to paint.*

This person ...	Student name and answer
gets good grades.	
is creative.	
attended primary school in this city.	
has a friend in private school.	
wants to attend college.	
has good computer skills.	

4A Online interaction

Pages 46–47

BEFORE YOU LISTEN

1

- Read through the questions with students. Ask them to put up their hands if they've ever talked to a student from another country. Ask volunteers to tell the class what the experience was like. Then brainstorm the benefits of talking to people from other countries.
- **Optional step.** Prepare a list of five to ten countries and ask your students to think of questions to ask a student of their country about their school life, e.g. *What kind of school do you attend? What classes do you take? What subject do you study every year? When do you take exams?*

LISTENING & SPEAKING

2  1.17

- Tell students they will hear a conversation between two students from the United States, Karina and Dave. Tell them they will hear some differences in expressions from British English, e.g. *on the weekend* rather than *at the weekend*, and *math* rather than *maths*.
- Play the recording from the beginning until Dave says *Wow, that's awesome*. Pause it and ask *What project is Karina doing with her class?* (They are video-chatting with kids from other countries.)
- Give students time to read sentences **1–6**. Then finish playing the recording while students complete their answers. After you have checked the answers, see if they can correct the false ones.

Answers

- 1 T
- 2 F (They are video-chatting with students from other countries.)
- 3 T
- 4 F (They discussed the age when children start school.)
- 5 T
- 6 F (She says they have a lot in common.)

Audioscript

Karina Hey, Dave, how's it going?

Dave Oh, hey, Karina. Great, thanks. How about you?

Karina Really well, thanks. I've just come from my favourite class.

Dave I thought you looked happy. What's your favourite class?

Karina Geography. We're doing something really cool right now.

Dave Oh, yeah?

Karina Yeah! We're connecting online and video-chatting with kids in other countries.

Dave Really? What's that about?

Karina The idea is that we learn about other countries from the inside – from people who live there. We all have different topics we need to find out about – sports, music, education, government. My topic is education.

Dave That's really cool. What countries are you talking to?

Karina Brazil, Poland, Japan, England and Turkey.

Dave Wow, that's awesome.

Karina Yeah. We're learning about their countries, and we're also teaching them about the US. Of course, they think they know about it from Hollywood movies.

Dave Yeah, I guess people all over the place watch American movies.

Karina But for most of them, this is the first time speaking to an American. And it's the same for us. We don't usually meet kids from other countries.

Dave Yeah, and I think learning from a person is more interesting than learning just from a book. So what have you learned?

Karina Well, like I said, my topic is education. In Japan, students attend classes Monday to Friday, but most of them also go to school on Saturday morning to do sports, or sometimes to take examinations.

Dave They have a short weekend, then ...

Karina Right. And in England, you start elementary school when you're four years old.

Dave That's young!

Karina I know. Schools are really different in other places.

Dave So what about Brazil?

Karina Well, our friends in Brazil go to a public school, but some of the older students also go to a private school on the weekend. A girl named Maria is going to a private school to learn more about math and science, because she's preparing for an exam to go to college. She's a bit older than we are – she's in twelfth grade.

Dave So she goes to public school during the week and private school on the weekend?

Karina Right. Just while she's preparing for her exams. Everyone works the hardest before important exams. That's the same everywhere!

Dave Yeah, right. ... It's really such a cool project.

Karina I think doing projects is the best way to learn. Learning doesn't have to be hard! It's more fun when we can see how it relates to people around the world, too.

Dave Yeah, you're right.

Karina And you know, a lot of things are different in other places, but we're all teenagers. We live in different countries, but we have a lot in common. A lot of the things people were worried about: grades, making friends, the future ... those were the same everywhere.

B1 Preliminary for Schools: Listening Part 3

Exam tip

Writing incomplete answers

For the next listening activity, students fill in the missing words. It can be challenging to write and listen at the same time. Tell students not to panic if they don't have time to finish writing a word: they can write just one or two letters as a prompt for them to fill it in later. For example, Karina is listing off five countries in quick succession. When students hear *Poland*, they can just write *P* or *Po* and complete the rest of the word at the end of the listening.

- Before playing the audio again, ask the class what kinds of topics they would ask a student from another school about, e.g. school timetable, music, home life.
- Play the recording again for students to write their answers. Give them time at the end to complete any partial answers that they may have written.

Answers

1 Geography 2 Poland 3 Turkey 4 Hollywood movies 5 take examinations 6 four 7 science 8 common

- **Optional step.** Ask students *What do most teenagers have in common?* Brainstorm and put a list on the board.

4 Competences

- For question 1, ask students to think of at least one reason to support their answer.
- For question 2, the students can refer back to the questions they asked in Exercise 3, e.g. about school timetable, music, home life.

5 Competences

- In pairs, students ask the questions they prepared in Exercise 4, i.e. two questions about school and two questions about other topics, and answer with true or invented information.

SPEAKING STRATEGIES Online conversation

- The students read the advice which is useful for any type of communication in a foreign language, especially communication online. Suggest that they record their conversation from Exercise 5 on their smartphone video-recorder so that they can replay it, see the results and decide what is good, what needs improving and what communication skills they still need to develop.

GRAMMAR Comparatives & superlatives

VIDEO MAP

6

- Introduce the comparative and superlative by comparing three objects, e.g. smartphones. Start with two objects and say sentences such as *This phone is bigger than that one. But this one is more colourful.* Add in the third object and say *This phone is the most expensive. And it's the easiest to use.* Make sure you have some examples of *-er/-est* forms as well as *more/most* + adjective forms.

Answers

1 comparative 2 interesting, old, easy, good

- **Language note.** Remind students that one-syllable adjectives take the *-er/-est* forms (*safer, biggest, widest*), three-syllable (and longer) adjectives take *more/most* + adjective (*more comfortable, most important*). Two-syllable adjectives are more complicated. Give students some basic rules: most two-syllable adjectives take *more/most*, but those ending in *-y* take the *-er/-est* ending (*happier, easiest*) and those ending in *-ly, -le* and *-ow* can take both forms (*friendlier/more friendly, narrowest/the most narrow, simpler/more simple*).

7

- Remind students that the word *than* indicates the comparative form, and the word *the* indicates the superlative form.
- Check the answers as a class, asking students to explain why they chose the comparative or the superlative.

Answers

1 more useful
2 most important
3 better
4 best
5 easier
6 more difficult

8

- Students work in pairs to discuss each statement and say whether they agree with it or not and why.

Extension

Play an elimination game. First, ask students *How fast can you run one kilometre?* They write down the estimated time in minutes and seconds. Next, students get into pairs in order to compare their answers. They should look at each other's figures and say a sentence about their partner's time, i.e. *You're faster/slower than me.* The student who has the slower time should then sit down while the 'winner' finds a new partner and repeats the same exercise. At the end of the game, declare a winner by saying, e.g. *Mario is the fastest student in the class!* Play the game again with other adjectives.

9

- Go over the information in the box and remind students of the difference between adjectives and adverbs, i.e. we use adjectives to describe nouns and we use adverbs to describe verbs.

Answers

- a** and **b** use comparative adverbs, **c** and **d** use superlative adverbs.
- Comparative adverbs compare actions, i.e. verbs.

10

Answers

- I study better in the morning than at night.
- Jo finished the science exam more quickly than I did.
- We worked harder than the others on the project.
- He did worse in this test than in the last one.
- Sam learned German faster than he learned French.
- I asked the teacher to speak more slowly.

11

- Ask students if the words in the box are adjectives or adverbs (*adverbs*).
- Give them time to complete the gaps. Then ask two students to take on Joe's and Chloe's roles and read the completed dialogue.

Answers

- carefully
- the most slowly
- the most easily
- well
- badly
- the worst

SPEAKING

12

Personal answers

Flip Book PRONUNCIATION

The *schwa* sound /ə/

1

Audioscript

the /ðə/ about /ə'baʊt/ bigger /'bɪgə/

2

Audioscript

picture badly teache language summer colour
more taller best private well teenage

Answers

<i>schwa</i> sound	no <i>schwa</i> sound
picture	badly
teacher	language
summer	more
colour	best
taller	well
clever	teenage

4B Outdoor classroom Nothing's impossible

Pages 48–49

1

WORD BUILDING Suffixes (2): *-ful*, *-less*

- Ask students if they can think of any other adjectives ending in *-ful* or *-less*. They should be able to come up with three or four, e.g. useful/useless, colourful, powerful. Ensure that they are aware that not all adjectives ending in *-ful* can have an opposite ending in *-less*, e.g. beautiful.

Answers

- careless
- stressful
- powerless
- painful
- useful
- meaningful

2

- Encourage students to use the adjectives in comparative sentences if possible, e.g. *For me, an English exam is more stressful than a maths one.*

READING

READING STRATEGIES Scanning

Before reading a passage or scanning it for details, remind students to first skim the text quickly to get a general idea of what it's about. Then in the exam, when they are asked to find specific details, they should scan the text. The key to scanning successfully is to know what type of information you are looking for, e.g. a name, a place, a number, a date, a person's opinion. Students should look quickly through the text, bearing in mind that the information may be worded differently in the reading from the exam question. They should look for synonyms and similar wording in the text. When they locate the information, they should stop, underline it and read closely. When you practise this technique in class, it is helpful to set a time limit so that students have to read quickly.

3 Competences

- Ask students to read the information about scanning, and remind them that they have already practised finding specific information in earlier units.
- Check answers as a class. If a sentence is false, ask students to make it true.

Answers

- T (line 8 – *They're usually three or five days long.*)
- F (lines 18–23 – *... the outdoor course helps students develop skills like critical thinking ... these skills are as important as traditional subjects like maths, science and literature.*)
- F (lines 40–42 – *'I am happy that I had this amazing opportunity, and I would do it again.'*)
- T (lines 43–44 – *Students attend courses with groups from several different schools.*)
- F (lines 51–52 – *One student said '... nothing's impossible.'*)

4 1.18

- Ask students to listen to the recording while reading the article again, and to underline the sentences that enabled them to answer Exercise 3.

Extension

Give students the outline below, and tell them to complete it as quickly as they can from memory. Tell them to scan the article and find the information they don't remember.

Outdoor skills course

Country: _____

Activities students do: _____

Student school level(s): _____

Skills students learn: _____

Course length: _____

Year the course will change: _____

Audioscript

See Student's Book p. 49

CRITICAL THINKING Using quotations

- Ask students to read the Critical Thinking box. Tell them to scan the reading and underline the quotes in the passage.

5 Competences

Answers

- Quotes from students who have done the course are a more convincing argument for its effectiveness.
- All the quotes give similar points of view, so the author was trying to convince the reader of how good the course is.

Fast finishers

Students who finish quickly can look at one of the previous texts in the book to see whether quotations are used and to what effect.

WRITING

6

- Give students a few minutes to discuss the questions. Go round the class, helping as needed, and noticing any problems that arise or new language that is needed.
- The students write one paragraph answering two of the questions. They can then read each other's work in pairs, discuss any language problem and see if they agree with their partner's opinions.
- When they have finished, ask a few volunteers to share their answers with the class. Also, give some feedback about new language that came up, and correct any errors.

Sample answers

- I believe this is a good idea because they are important skills for everyone to have. It can also help increase students' confidence especially if they are not very academic. But the activities should be varied and take into consideration different physical abilities so students do not feel embarrassed if they are not very good at something.
- The article talks about rope and rock climbing, kayaking, sleeping in a tent, jungle walks and learning how to light a fire. I wouldn't like to try rock or rope climbing as I don't like heights. I think I would enjoy staying in a tent and learning how to light a fire because they are not very physical activities and it would be fun with my friends.
- The Minister for Education believes that students learn critical thinking, how to work as a team and how to communicate well with others. I think these are just as important as traditional subjects because they are things that we will all have to do in our lives. They can help us find a better job and be better people.
- I think it could be an advantage to have people of different nationalities or origins on the same course. You can learn a lot about different cultures and habits and that all the people in the world are the same and equally important. This is necessary because we live in a global world nowadays.

4C Skills for life *Pages 50–51*

GRAMMAR Other comparative forms

1

- To review information students have learned, you can ask two or three *wh*- questions. For reading text in Lesson 4B, you can ask *Who was the article about?* (primary and secondary school students in Singapore) *What were they doing?* (taking outdoor skills courses as part of their studies) *Why were they doing it?* (Because outdoor skills are as important as traditional subjects.)

Possible answers

activities: rope and rock climbing, going to sea in a kayak, sleeping in a tent, taking long walks in the jungle and learning to start a fire.

skills developed: critical thinking, working together, good communication

challenges faced by students: being stressed, powerless, afraid, tired, in pain

2

- Go over the examples **a-g** in the grammar box (they are sentences from the article on page 49), then focus students' attention on the equivalent sentences **a-g** in Exercise 2. Go over the answer to **a**, explaining that *as ... as* compares outdoor skills and traditional subjects, and that the sentence means they have the same importance.
- Students go through **b-g** and choose the correct option to match the meaning in Exercise 1.

Answers

a have **b** not equal **c** more difficult than she wanted
d had **e** less **f** stronger than **g** better

- Language note.** Write on the board three patterns:

enough + noun: *I don't have enough time.*

adjective + *enough*: *I'm not old enough to drive.*

adverb + *enough*: *I couldn't write quickly enough.*

3

- Ask students to look at the 'Skills for life' list on the left of the page. Do they agree with the list? Is anything missing? Put them into groups and give them three or four minutes to discuss whether they would add anything to the list. Then ask groups to share their answers.

Answers

1 not as important as **2** as useful as **3** not as useful as
4 as important as **5** not as useful as

SPEAKING

4

- Brainstorm some different kinds of skills and write the words on the board: *computer skills, writing skills, speaking/communication skills, critical thinking skills* and *teamwork/social skills*.
- Write a list of adjectives such as *important, necessary, useful, helpful*. Individual students choose two skills from the list along with an adjective and make a sentence with *(not) as ... as*, such as *Writing skills aren't as important as computer skills*. They should give a reason for their statement: *You need to be good with computers to get a good job*.

5

- Tell students they will now practise *too* and *enough*. Give them time to read through the paragraph quickly and check any unfamiliar vocabulary with you/other students/a dictionary.

Answers

1 isn't serious enough **2** powerful enough
3 too challenging **4** too difficult **5** important enough

Extension

- Ask students to tell you what the paragraph in Exercise 5 was about. *Can they summarize it in a few words?* (It's about the importance of art and sport education in schools.) *What reasons does the writer give for the importance of these subjects?* (Art helps students connect with each other, work together and express themselves. Sport also provides physical activity in the school day.)
- Have a class vote (by a show of hands) to see how many students agree with the article.

6

- Tell students to rewrite the sentences without changing the meaning: they should use the adjectives in brackets and the opposite structure: *not ... enough* → *too ...*; *too ...* → *not ... enough*.

Answers

- My art project is too hard. I think I'll get a bad mark.
- We aren't old enough to drive to school so we have to get the bus.
- The weather's terrible today. It's too wet for our sports lesson.
- I really like our music lessons but they aren't long enough.
- This exhibition isn't cheap enough. Let's just go home.
- The musical instruments in the photo are too complex for me to play.

7

- Remind students of the patterns *so* + adjective and *such* + adjective + noun. Then give them a few minutes to write down their answers. Check by asking individual students to read a sentence.

Answers

1 such **2** so **3** so **4** such **5** such **6** so

Teaching tip

Personalizing everyday exercises

- Personalising activities encourages students to discuss and write about topics they are interested in. It takes them off the textbook page and tests their ability to freely communicate what they truly want to say in English. It also helps them memorise (and ultimately internalise) new material. One easy way to personalise is to take sentences from an exercise and get students to discuss whether the sentences are true for them or not.
- Optional step. Personalize Exercise 7. Item 1 is straightforward: students could change *music* to some other subject and could use another adjective. For item 2 students have to change the pronouns to make it work: *My experience with _____ was so important to me*. After students have finished revising the sentences, they write sentences that are true for them. Brainstorm some adjectives that are used to describe school subjects and classes, e.g. *annoying, boring, challenging, difficult, easy, enjoyable, hard, interesting*. Then give students time to write their sentences and to share them with the class.

CLASS DISCUSSION

8

- Put the students in groups of 4-5 with one member of the group preparing a table like the one on page 51. They can write some more categories in the left-hand column such as *school canteen or café; rewards & punishments; after school clubs* etc.

Personal answers

9

- Groups present their results and open up the discussion to the class.
- Collect their ideas on the board and finalise the overall opinion concerning the features they have chosen.

Personal answers

4D Such a cool subject!

Pages 52–53

SPEAKING & LISTENING Opinions (2)

Information about the photo

The photo shows young inventors, from high schools in the United States, designing a robot in a competition in New York in 2014. Robotics clubs are quite common in the US either after school or during school vacations, providing young people with invaluable skills for their working lives

1

- You can add another question if you like: *If you could take any class you wanted during your school holidays, what would you study?* Encourage students to get creative!
- Optional step.** Do question 2 as a timed writing activity. Give your students one minute to jot down notes about the pros and cons of studying during school holidays. Then put them in pairs to share their answers.

Background information

When people in the United Kingdom talk about school holidays, they are usually referring to the long summer break. This varies in length between state schools (usually six weeks) and private schools (usually eight weeks). State schools start the summer break around the third week of July and return to school in the first week of September.

2 1.19

- Go through the list of courses and make sure students understand the key vocabulary: *lab* (short for *laboratory*), *camp* (a place where young people focus on one particular activity), and check any other unfamiliar words.
- Ask students to look at the options and answer these questions: *Which activities are done indoors? Which ones are done outdoors? Which ones are physically active? Which ones*

require a lot of sitting? Which ones are traditional academic subjects? Which ones are the most interesting for you?

- Tell the class they are going to listen to two students talking about the courses in Exercise 2. Play the recording for your students to identify the three courses that are mentioned.

Answers

They talk about computer skills, indoor climbing, video-making.
They choose video-making.

Audioscript

Boy What are you doing for the holidays?
Girl I'm thinking about taking one of the summer school courses.
Boy Have you seen the listings?
Girl Yeah. They look great. There's such a good variety. I can't decide which one I want to do!
Boy Which ones look the most interesting?
Girl Well, I'm not sure about computer skills. It's too much like school!
Boy Yeah, right. Too much screen time!
Girl The sports classes look more interesting.
Boy I might go for indoor climbing.
Girl Do you think it's fun enough for a two-week course – climbing the same wall over and over again?
Boy Yeah. Maybe. I think you're right. So what do you like?
Girl Video-making is such a cool subject. I'm really interested in that one. I make videos all the time on my phone, but I don't know how to edit them.
Boy It could be a useful skill.
Girl You think so?
Boy Sure. You could make videos and put them on YouTube. You might make a lot of money!
Girl I never thought of that. That's a better choice than indoor climbing!
Boy Yeah, that's the best choice. We should both sign up. It'll be more fun if we do it together.

3 1.19

Teaching tip

Listening for long phrases

It can be challenging for students to write long words or phrases while they are listening. In this exercise, each answer is at least two words long and that's a lot of writing to keep up with. One solution in this kind of situation is to assign a letter to each of the possible answers and get students to write that in their books. Then, while they are listening, they can just write the letter that represents the correct answer. It will allow students to complete the exercise with much less stress.

- Give students time to read through the expressions in the box and the sentences that follow. Ask them to complete any of the sentences they can before they listen for a second time.
- Play the recording again and give students time to check and complete their answers. Check the answers as a class.

Answers

- 1 most interesting 2 too much like school
3 more interesting 4 fun enough 5 such a cool
6 better choice

4

- Read through the list of courses in Exercise 2. Tell students to discuss them in pairs and to choose one.
- Point out the expression *signing up (for a class/course)* which they heard in the conversation. You may want to teach other collocations such as *take/attend a class*, *miss/be absent from a class*, *have/ hold a class*.
- Remind students that they learned some phrases for giving opinions in Unit 3D page 42.

Extension

- It will be helpful to give students a reason on which to base their choice of course. Write each of the following sentences on multiple slips of paper and give one to each pair:

You want to make money in the future.

You don't want to work too hard.

You want to have the most fun.

You want to have a lot of free time outside of your class.

You want to experience something new.

You don't have enough money for an expensive course.

- Each pair should keep their sentence in mind when they are choosing which course to take.
- Once the pairs have chosen their course, ask them to find another pair who shared the same sentence as they did. They should compare their answer with the other pair. Did both pairs end up choosing the same course?

WRITING An email asking for information (1)

5

- Ask students to read the model email on the right and to match parts **1-8** to their definitions **a-h**.

Answers

The order is:

- 1 c 2 e 3 a 4 b 5 d 6 g 7 h 8 f

6 Competences

WRITING STRATEGIES Using polite expressions

Possible answers

I'd like to ask some questions? – Can I ask...?

Could you tell me if students can choose...? – Can students choose...?

Thank you in advance for... – Thanks (for doing this).

I look forward to hearing from you. – Hope to hear from you soon.

Regards – Best wishes

7 B1 Preliminary for Schools: Writing Part 1

- You can give students three things to ask about in their email: *when to pay for the course* (in full up front or when they start the course), *what they need to do* (study or read anything beforehand), *what they need to bring* (any supplies or materials, e.g. film). They can also add a question of their own.
- Remind them to use the Useful Language box as a reference, and tell them that the email should be formal. You can give them this prompt: *Dear (name), I read about your _____ course on your website. I'm writing because I have some questions about the course.*

Exam tip

Keeping a record of errors to avoid

When you correct students' writing, point out any serious/ common errors that they make. Students should keep a record of these errors in their notebooks and use them as a checklist each time they do a piece of writing.

COLLABORATION

8

- Put students into pairs to exchange their emails. Ask them to check each other's work, using the questions in the instructions as a guide.
- Students could rewrite their emails to take into account their partner's comments.

3&4 Consolidation & Certification

Pages 54–55–56

VOCABULARY & WORD BUILDING

1 B1 Preliminary for Schools: Reading Part 5

Answers

1 A 2 B 3 B 4 D 5 B 6 B 7 C 8 B
9 D 10 B 11 C 12 B

2 similar to B2 Reading and Use of English Part 3

Answers

1 education 2 frightening 3 careless 4 healthy
5 meaningful 6 illness

GRAMMAR

3 B1 Preliminary for Schools: Reading Part 6

Answers

1 most 2 smaller 3 of 4 many 5 as 6 lot
7 many 8 the 9 some 10 quickly/fast/carefully
11 more 12 than

4 similar to B2 Reading and Use of English Part 4

Answers

1 as big as 2 many maths 3 is such
4 with this problem 5 isn't short

LISTENING

5 1.20 B1 Preliminary for Schools: Listening Part 2

Answers

1 C 2 B 3 A 4 B 5 C 6 A

Audioscript

Conversation 1

Dad It's your turn to cook tonight, Sally. I cooked yesterday.
Sally Oh Dad, can't we get a takeaway?
Dad No, we're supposed to be eating healthily this month. We gave up junk food, remember?
Sally OK, but I don't want salad again.
Dad Well, you could look up a new recipe on that vegetarian website you used the other week.
Sally Maybe, but I think I'll do my own thing.
Dad Or mum's cookbook has some good ideas. The recipes always work out well when she does them.

Sally

I know, but I'm going to be creative. So, let me see what ingredients we've got. Eggs, cheese, carrots... courgettes... broccoli – no thanks... a couple of onions. Can you see if there are any potatoes in the cupboard, Dad?

Dad

Only a few. I used most of them yesterday.

Sally

Oh no, I wanted to make a potato omelette with stir-fried vegetables. Now, I'll have to think of something else.

Conversation 2

Boy

So what do you think of the course so far? We did some of it last year, so the first lessons were easy enough to follow.

Girl

For you, maybe. But remember I didn't do the course last year so it's all new for me.

Boy

You'll soon catch up.

Girl

I hope so. I really want to learn more about robotics, but I don't think the teacher explains things really well.

Boy

Mmmm, I think you're right. It's not always clear what he wants us to do. But you like it, don't you? I was the one who convinced you to sign up!

Girl

Yes, it's great and I'm glad we're starting with a simple robot, but I'm worried about how long the lessons are. I don't have enough time for my swimming, and I have to train at least four times a week if I want to be in the team for the regional championship.

Boy

Yes, it must be tough.

Girl

And I think it would be easier for everybody to concentrate in 90-minute lessons instead of over two hours.

Conversation 3

Teacher

So, I just wanted to go over a few things with you as the exam period approaches. You've got a little over two weeks to go and I know you are already studying really hard. To make sure that what you are doing is effective, I suggest that you think carefully about how you manage your revision notes. Don't write down too much information, use cards, different coloured pens and post-its to keep things clear. And study for short periods at a time. The exams will be similar in difficulty to the ones you have already done, so you should be well prepared. I'm sure you will all do very well, and I don't want to put a lot of pressure on you, but please remember that these exams are the most important of the year. They represent 75% of your final mark.

REAL ENGLISH

6

Answers

1 A 2 B 3 B

7 B1 Preliminary for Schools: Reading Part 1

Answers

1 A 2 A 3 C

READING

8

Answers

1 D 2 A 3 B 4 E 5 C 6 E

9 B1 Preliminary for Schools: Reading Part 2

Answers

Nancy – Course E

Tom – Course D

Karen – Course C

3&4 Presentation Skills

Page 57

ILLUSTRATING A TALK Body language & visuals

1  1.21

Answers

1 quickly 2 videos 3 higher 4 balance
5 dangerous 6 knees 7 skills 8 healthier

Audioscript

See Student's Book p. 57

2

Answers

1 d 2 e 3 b 4 c 5 a

Competences

- Read the note with the students and ask them to identify examples of body language and visual aids in Exercise 2 (**a** and **b** are body language, **c**, **d**, **e** are visual aids).

3

Possible answers

- common items like bandages, antiseptics, thermometer, oxygen etc.
- ingredients for a dish, e.g. pasta, tin of tomatoes, packet of spaghetti, olive oil, parmesan etc.
- a robotics development board, wheels, battery, chassis, etc.

4

Personal answers

TED TALK

- Encourage students to observe the body language and visual aids used by the speaker.
- You might want to tell students to watch the track for *Unit 4 TED Talk* on the *Perspectives* website before they come to the next class.

TED TALKS Don't eat the marshmallow! Pages 58–59

ABOUT THE SPEAKER

1

- Tell students they are going to watch a TED Talk about a key factor in success. Point to the photo and say: *This is Joachim de Posada. We are going to listen to his talk.*
- Read the quote and explain that Joachim is talking about a study done with children to predict their future success in life. Explain *delay gratification* (to learn to wait for things you really want).
- Read the title of Joachim's talk aloud and make sure that students understand the word *marshmallow*.

KEY WORDS

2

Answers

- a** drop out of
- b** principles
- c** self-discipline
- d** applications
- e** delay gratification

AUTHENTIC LISTENING SKILLS

English speakers with accents

As well as teaching aspects of phonology and listening skills, these tasks also:

- allow you to pre-teach some vocabulary
- allow students to read and hear new language before they listen to the whole text
- allow students to tune in to the speaker's voice and style.

3 1.22

- Read the information in the Authentic Listening Skills box. Tell students that Joachim was from Puerto Rico (he died in 2015) and that his native language was Spanish, so there are some differences between the way he says things and the way a native speaker says them.
- Tell students to read sentences **1-4**, then play the recording. Ask students to identify any differences they hear between Joachim's and the English speaker's pronunciation.

WATCH THE TALK

- If you are short of time, or want a different approach to the video, you may want to watch the whole talk all the way through with only some brief checking questions.

4

- Tell students that in Part 1 Joachim is going to describe 'the marshmallow experiment'. Help students by briefly describing the experiment. You could write on the board:

The Marshmallow Experiment

Where: at Stanford University

Who: researchers studying young children's behaviour

What happens: A researcher gives children a marshmallow and tells them not to eat it, because if they don't they will get a second marshmallow when he/she returns.

The question: Will the children eat the marshmallow, or wait to eat it so they can get more?

- Ask students to predict what they think will happen, i.e. will most kids eat the marshmallow right away or will they wait?
- Tell students to read through sentences **1-6** and to ask about anything they don't understand. Tell them that all the sentences are completed with a number.
- Play Part 1 of the talk.

Answers

1 four **2** fifteen **3** two **4** two **5** fourteen
6 three

TED Talk Part 1 Audioscript

I'm here because I have a very important message: I think we have found the most important factor for success. And it was found close to here, Stanford. A psychology professor took kids that were four years old and put them in a room all by themselves. And he would tell the child, a four-year-old kid, 'Johnny, I am going to leave you here with a marshmallow for fifteen minutes. If, after I come back, this marshmallow is here, you will get another one. So you will have two.' To tell a four year-old kid to wait fifteen minutes for something that they like is equivalent to telling us, 'We'll bring you coffee in two hours.' Exact equivalent.

So what happened when the professor left the room? As soon as the door closed ... two out of three ate the marshmallow. Five seconds, ten seconds, forty seconds, fifty seconds, two minutes, four minutes, eight minutes. Some lasted fourteen and-a-half minutes. Couldn't do it. Could not wait. What's interesting is that one out of three would look at the marshmallow and go like this ... Would look at it. Put it back. They would walk around. They would play with their skirts and pants.

Exam tip

Listening for numbers

In exam listening tasks, students will often hear important details involving numbers. Numbers may refer to age, size or amount of something, a price, a date, a distance, etc. It's helpful to give students practice in listening for numbers and taking simple notes on what they refer to.

5

- Students read through questions **1-4** before you play Part 2 of the talk.

Answers

- 1** eighteen or nineteen
- 2** They had good grades. They were doing wonderful (wonderfully). They were happy. They had their plans. They had good relationships with the teachers, students. They were doing fine.
- 3** They were in trouble. They did not make it to university. They had bad grades. Some of them dropped out. A few were still there with bad grades. A few had good grades.
- 4** Colombia.

TED Talk Part 2 Audioscript

That child already, at four, understood the most important principle for success, which is the ability to delay gratification. Self-discipline: the most important factor for success.

Fifteen years later, fourteen or fifteen years later, follow-up study. What did they find? They went to look for these kids who were now eighteen and nineteen. And they found that one hundred percent of the children that had not eaten the marshmallow were successful. They had good grades. They were doing wonderful. They were happy. They had their plans.

They had good relationships with the teachers, students. They were doing fine.

A great percentage of the kids that ate the marshmallow, they were in trouble. They did not make it to university. They had bad grades. Some of them dropped out. A few were still there with bad grades. A few had good grades.

I had a question in my mind: would Hispanic kids react the same way as the American kids? So I went to Colombia. And I reproduced the experiment. And it was very funny. I used four, five and six-year-old kids. And let me show you what happened.

6

- Students read through sentences **1-4** before you play Part 3 of the talk.

Answers

1 inside **2** shouldn't **3** good **4** is now

TED Talk Part 3 Audioscript

So what happened in Colombia? Hispanic kids, two out of three ate the marshmallow; one out of three did not. This little girl was interesting; she ate the inside of the marshmallow. In other words, she wanted us to think that she had not eaten it, so she would get two. But she ate it. So we know she'll be successful. But we have to watch her. She should not go into banking, for example, or work at a cash register. But she will be successful.

And this applies for everything. Even in sales. The salesperson that – the customer says, 'I want that.' And the person says, 'OK, here you are.' That person ate the marshmallow. If the salesperson says, 'Wait a second. Let me ask you a few questions to see if this is a good choice.' Then you sell a lot more. So this has applications in all walks of life.

I end with – the Koreans did this. You know what? This is so good that we want a marshmallow book for children. We did one for children. And now it is all over Korea. They are teaching these kids exactly this principle. And we need to learn that principle here in the States, because we have a big debt. We are eating more marshmallows than we are producing. Thank you so much.

7 MY PERSPECTIVE

- Put students into pairs and give them a few minutes to discuss the questions, then open the discussion to the class.
- Optional step.** Ask students to summarize the results of the experiment by answering these questions: *What were the results in the United States and Colombia?* (In both countries, two out of three children ate the marshmallow; one out of three didn't.) *What can we learn from this experiment?* (Children who wait to eat the marshmallow have self discipline, and they do better in life.) *What can we do with this information?* (Maybe we should teach self-discipline. In Korea, this is happening.)

CHALLENGE

- Put students into groups to design their own experiment. Tell them to think carefully about the experiment and produce a description of it as follows:

Experiment name:

Researchers: (*students' names*)

Subjects: (*how many people, their ages, jobs, etc.*)

Experiment description:

The reward: (*e.g. a prize*)

The results:

From this study, we can learn:

Extension

- Tell students to try their experiment on people outside of class, either individually or in pairs. They should take notes on what happens, combine their results in their groups, and then describe the experiment, the results and anything we can learn from them. When students talk about their results, they can use the language they learned in the talk, e.g. *A hundred percent of the subjects in our experiment ...; seven out of ten people ...*

5 Family and friends

UNIT AT A GLANCE

Students will

- talk about friends and family members
- learn how we greet the people in our lives
- read about how people celebrate life's changes
- make and describe plans for a party

Introduction

Class discussion

"Family members can be your best friends, you know. And best friends (...) can be your family."

Vocabulary

Relationships

5A The people in my life

Listening

A podcast about how people greet each other around the world

Citizenship

Respecting diversity

Grammar

Present perfect

Present perfect & Past simple

Speaking

About experiences

5B Coming of age

Word building

Suffixes (3): *-al, -ical*

Reading

From child to adult – in one day

Writing

Posts about coming of age

5C We've been friends for years

Grammar

Present perfect (2)

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

Speaking

Have long have you ...?

Writing

About experiences

5D Are you free?

Speaking & Listening

Talking about availability, responding to an invitation

Writing

Informal invitations and replies

INTRODUCTION Pages 60–61

CLASS DISCUSSION

- Ask students to think about their family and friends and to discuss the questions with a partner.
- Have a quick class brainstorm to revise the names of family members.

VOCABULARY RELATIONSHIPS

Information about the photo

The three friends in the photo are members of the performance group WAFFLE, started by Andrew Saunders (Goofy), Yushon Strouhn (Sonic) and Joel Leitch (Aero Ace). They all share a love of music and dance, and started WAFFLE (We Are Family For Life Entertainment) in New York City, where they frequently entertain commuters on the subway with their acrobatic moves. The trio has also performed in other places in the United States, and around the world, including the United Kingdom, Turkey and Argentina.

1

- Focus students' attention on the photo and ask them to read the caption. Explain that *subway* is the American English word for *underground/metro*.
- Give students a few minutes to discuss the questions and then to share their ideas with the class.

Personal answers

2

Answers

Family: aunt, brother, cousin, grandfather, grandmother, sister, uncle (mother, father, son, daughter, husband, wife, great grandmother/father, stepmother/father/brother/sister, brother/sister-in-law, niece, nephew)

Other people: best friend, classmate, friend of a friend, neighbour, partner, stranger, teammate (girlfriend/boyfriend, teacher, sports instructor, friends' parents, colleague)

Greetings: bow, hug, kiss, say hello, shake hands, wave (smile, nod head, high-five, fist bump)

- **Language note.** A *friend of a friend* can also be referred to as an *acquaintance*. This is a person you know, though not well, and may see sometimes at school, a party or other event. A *partner* is a classmate or colleague you collaborate with. The word *partner* can also be used to refer to the person you are married to (your husband or wife), or are dating (your boyfriend or girlfriend).

3

- Go through steps **1-3** with students. Give them a few minutes to write their definition, the list of other people close to them and how they would greet them.

Personal answers

4 MY PERSPECTIVE

- Tell students that they don't have to tell the truth but they can make up their answers according to their wishes.

Personal answers

Extension

- Introduce these expressions used to greet people you know.
Formal: *Hello./Good morning/afternoon./How are you (today)? – (I'm) Fine thanks, and you?/Nice to see you (again). – Nice to see you too.* (This last one is often used when the people haven't seen each other for a while.)
Informal: *Hi./Hey./How's it going? – Fine./Good./OK, thanks./How are you doing? – (I'm) Fine/OK, thanks. How about you?*
- Students in pairs take on the role of two persons from Exercise 3, e.g. brother, best friend, neighbour, and greet each other choosing from the expressions above. They can also use one of the gestures from the Greetings column, e.g. a handshake, a bow. The pair exchange greetings and the class should try to answer these questions: *How do the two people know each other? Did they greet each other formally or informally?*

5A The people in my life

Pages 62–63

BEFORE YOU LISTEN

1

- To revise vocabulary, go through the different ways of greeting people when you see them or when you first meet them. Act out the words *hug, kiss, shake hands, bow, wave* and *say hello* while your students call out the answers.

Personal answers

LISTENING

2  1.23

- Point to the table and explain that in the podcast speakers 1, 2, 3 are talking about how they greet people in their own cultures.
- Play the recording for students to write their answers.

Answers

Speaker	Nationality	Greeting
1 Chen	Chinese	e
2 Luiza	Brazilian	a
3 Hugh	English	b

Audioscript

Presenter We asked students from around the world to tell us about their families and friends. This is what they said.

1 Chen My name is Chen. I'm from China. In my family, we never hug or kiss. I've never hugged my dad. Hugging and kissing your family is kind of unusual in my country. Respect is more important – I show my parents and my grandparents respect by being polite and by doing as they wish. They show me their love by taking care of me – they don't need to say 'I love you' because they show it. They've always given me the things I need. It's the same with my aunts and uncles. We have a lot of fun together, but we don't touch each other. When I see my best friends, I usually just say hello. We sometimes do a little bow, just a friendly wave. Friends don't hug and kiss. At school, we always greet our teachers by bowing. We show respect to any kind of teacher by bowing.

2 Luiza My name is Luiza. In my country – Brazil – everybody kisses. When I meet someone for the first time, we say hello with a kiss. When I say hello or goodbye to my classmates, we kiss on the cheek – or when we are in a hurry, we just make a kissing sound. With good friends, we give a kiss on the cheek when we say hello or goodbye. We like to hug our friends, too. And of course we hug and kiss our friends and family – cousins, aunts and uncles, grandparents ... and my sister, too, of course. Men shake hands and hug when they meet other men, but people my age don't really shake hands. I've met people from other countries. They sometimes seem surprised that we Brazilians hug and kiss so much! When she first arrived from Japan, my friend Yuki was uncomfortable with all the kissing and hugging. But she's learned to hug and kiss like a Brazilian now!

3 Hugh I'm Hugh, from Manchester, in England. Probably the most common greeting in England is shaking hands, the first time you meet someone. I shake hands and hug with my uncles and my male cousins when I see them – but of course I give my parents hugs and kisses. And my grandparents, too. Sometimes I just wave when I see my friends. But my best friends and I hug each other, too. And girls often greet each other

with a kiss on the cheek. When I see my sister, well, we don't hug or kiss. We just say hello. I take tennis lessons, and every time we start a lesson, I shake everyone's hand – all of my teammates – and also the coach's. When I meet a stranger – a friend of a friend – we usually shake hands. That's normal. I definitely wouldn't kiss a stranger the first time we met!

3 1.23

- Ask students to read through the sentences and predict their answers before playing the recording again.

Answers

1 is more important than 2 show 3 respect
4 she's in a hurry 5 kisses 6 hugs

Exam tip

Predicting answers

Listening texts in exams are often about general topics which students may have some awareness of. Before they listen, they should always read through the questions, both to get an idea of the topic but also to try to predict the answers. Then, when they listen, part of the task is checking their predictions, which is often easier than listening with no expectation of what is to come.

CITIZENSHIP Respecting diversity

- Tell students that understanding different cultural traditions and fighting intolerance are essential life skills. Ask them to do some research online on ways of greeting people and to report to the class.

GRAMMAR Present perfect (1) VIDEO MAP

4

- Remind students that the Present perfect is formed with the verb *have* + past participle. Revise the formation of the Past participle, both regular and irregular.
- Then write on the board: one affirmative sentence, two negative sentences (one with *not* and one with *never*), and two questions (one with *ever* and one without *ever*).

Answers

1 unspecified 2 ever

5

Answers

1 Have you ever met
2 hasn't seen
3 've/have never spoken
4 've/have never experienced
5 Has Gail ever learnt
6 has never left

6 Competences

- Make sure that students understand the infographic, and share their ideas with their partner.

Extension

- Ask students to do some research on the Internet about Mexico (geography, history, language, economics, culture), and to present it to the class in the next lesson. They can do an oral presentation or simply bring photographic material and tourist brochures to circulate around the class.

Personal answers

GRAMMAR Present perfect & Past simple

VIDEO MAP

7

- Remind students that both the Past simple and the Present perfect are used for past events, so it is important to understand the differences. We often use the Present perfect for events in the past that we want to connect to the present. Perhaps the event finished in the past and has an impact on the present, e.g. *I've broken my leg so now I have to use a wheelchair to get around*, or sometimes the event is still continuing to this day, e.g. *We've lived in this house since I was five years old*. You can also use the Present perfect to describe an event that happened at an unspecified time in the past, e.g. *I've swum in the ocean with dolphins* as opposed to a reference to a specific event, e.g. *I swam in the ocean with dolphins when I was in the Maldives last year*.

Answers

1 a, d 2 b, c

Flip Book PRONUNCIATION

Weak & strong forms: *have, has*

1

Audioscript

Have [strong] you met my brother? Yes, I **have** [strong].
What **have** [weak] you done today?

2

Answers & audioscript

1 A Where **has** [weak] Julie been this week? **Has** [strong] she been on holiday?

B Yes, she **has**, I think.

2 A **Have** [strong] you seen our new Spanish teacher?

B No, I **haven't** [strong]. What's she like?

3 A **Has** [strong] Pete arrived yet?

B Yes, but he **hasn't** [strong] been here long.

4 A What **have** [weak] you done at school today?

B Not much!

Information about the photo

Plaza de la Constitución, also called The Zócalo, is the common name of the main square in central Mexico City. It has been a gathering place for Mexicans since Aztec times, having been the site of Mexican ceremonies, the swearing in of viceroys, royal proclamations, military parades, Independence ceremonies and modern religious events. It has received foreign heads of state and is the main venue for both national celebrations and national protest.

Since 1982, due to efforts to revitalize the city center, the Zócalo has become the scene of a number of artistic and cultural events. There are daily impromptu shows of Aztec dancers dancing to drums, wearing feathered headdresses and anklets made of concha shells. On a grander scale, some examples of events held here recently are Spencer Tunick's photo shoot where nearly 18,000 Mexicans bared all for the artist. Superstars held big gig in the square: Shakira drew a crowd of about 210,000, Paul McCartney drew an attendance of 250,000 people for a free concert played on the plaza on May 10, 2012, and in the same year Justin Bieber also offered a free show where he performed in front of 300,000 people.

8

Background information

Emily Ainsworth is an anthropologist and documentary photographer. She has done field work in India, China, Mongolia and Mexico. She is fascinated by the different cultures of the world.

Answers

- 1 has had 2 was 3 went 4 have returned
5 has become 6 has made 7 has done
8 performed 9 has taken 10 wanted
11 has built 12 has won

SPEAKING

9

Personal answers

Extension

The Present perfect is often used to talk about personal experiences or achievements. Tell students to write a short biography of a famous person without mentioning the name. They should use both the Past simple for events in the person's life and the Present perfect for their experiences and achievements. When they have finished, they read the biography to their classmates who try to guess who it is.

5B Coming of age Pages 64–65

WORD BUILDING Suffixes (3): *-al, -ical*

- Ask students to read the examples in the box and to call out any adjectives ending in *-al* that they can think of.

1

- Point out that these sentences offer a summary of the article, and the ones in Exercise 2 add some details.

Answers

- 1 d 2 a 3 c 4 b

Teaching tip

Working with cognates

For Italian speakers the adjectives in Exercises 1-3 will be *cognates* (similar words) in their native language, e.g. English *international* = Italian *internazionale*. The students can use cognates as a bridge to understanding and communicating with others, but they should also be aware that not all words that look the same have the same meaning, e.g. Italian *sensibile* = English *sensitive*, not *sensible* = *sensato, giudizioso*. They should also be aware of important differences. In some cases, spelling will be different, and with almost all words, pronunciation (especially syllable stress) will be different too.

2

Answers

- 1 formal 2 typical 3 emotional 4 cultural

3

Answers

- accidental biological central ceremonial
economical natural

READING Choose correct headings

4



1.24

INVALSI

- Explain that the topic of a text is the overall subject, and the main idea is what it is saying about the subject. The aim of this exercise is to understand what the reading is mainly about, something students have already practised doing in earlier units.
- Tell students to read items 1 and 2. They then read the title of the passage and skim the rest of the text.

Answers

- 1 B 2 C

Audioscript

See Student's Book p. 65

Background information

The Aztecs were people with a powerful empire that spanned most of Mexico and parts of Central America. They ruled from the city state of Tenochtitlan, which is modern-day Mexico City, until the Spanish conquest in 1521.

Latin America is often used to refer to countries in Central and South America and the Caribbean where Spanish, Portuguese or French is the official language. In the United States, the term *Latino* is often used to refer to a person of Latin American descent. For example, a person from Colombia who lives in the United States might be referred to as *Latino* (or *Latina* if the person is a woman).

5 INVALSI Reading: short answer questions

- Ask students to listen to the recording while reading the article again, and to underline the sentences that enables them to answer questions 1-6.

Answers

- 1 Latin Americans
- 2 500 years old
- 3 small
- 4 friends and family
- 5 There is food and dancing.
- 6 The change from a girl to a woman.

WRITING

6

- Tell students to read the comments from the three people. Then ask *In China, what birthdays are important? How about in Poland and Japan?*
- To help students write their own comment, write these questions on the board: *In your country, what is an important birthday? Does this birthday have a name? Why is it important? What do people do on this day?*
- Students use their answers to the questions to write their own comment.

Personal answers

7 MY PERSPECTIVE

- Give students a few minutes to answer the questions in pairs. Then discuss the questions with the class. Do they all agree about the second one? How did they answer the last one?

Personal answers

5C We've been friends for years

Pages 66–67

GRAMMAR Present perfect (2)

1

- Write these sentences on the board:

*We've been in class **for** ten/twenty/thirty minutes.*

*We've been in class **since** 9:00.*

- Explain that *for* is used for a period of time that an action has been continuing, *since* for a specific event or point in time when the action started.
- Keep the sentences on the board in view of explanation 4.

Answers

for, since

2

- Students complete the exchanges. Make sure they understand the colloquial phrases in Talk the talk.

Answers

1 A since, B for 2 A for, B since 3 A for, B since

Fast finishers

Students can work in pairs to choose one of the exchanges and extend it by three or four sentences. They should include at least one more adverb and one more example of the present perfect.

Teaching tip

Quickfire drills

Some grammar points lend themselves to very quick drill-type practice, which can be done in two or three minutes. For example, with *for* and *since*, you can provide a basic sentence stem such as *I've lived here...* and then call out periods or points in time. Students have to say the sentence with the preposition/conjunction according to the time, so if you say *two years*, students say *I've lived here for two years*. If you say *last April*, then students say *I've lived here since last April*.

3

- Students are going to make questions with *How long* and then ask and answer the questions with a partner. Check that they use the verb in the correct form.

Answers

1 have you known 2 have you lived 3 have you studied 4 have you attended

GRAMMAR Present perfect with *just*, *already* and *yet* VIDEO MAP

4

- Under the sentences with *for* and *since* that you wrote on the board add the following:
*We've **already** started the class.*
*We've **just** started this grammar lesson.*
*We haven't finished **yet**.*
- Explain that *already* is for an event that has happened, *just* for an action that has recently been completed, *yet* for an event that hasn't happened, but you expect to happen. Point out the position of each adverb in relation to the verb.

Answers

a recent past b has not c but we don't know

5

Background information

Gad Elmaleh is a stand-up comedian and actor who has appeared in several films. He was born in Morocco and speaks Moroccan Arabic, Hebrew, English and French. Outside of Morocco he has lived in Montreal, Paris and New York, and he performs his comedy around the world.

Answers

1 yet 2 already 3 just 4 just 5 already 6 yet

Extension

Ask your students to think of a famous person and write three sentences using *just*, *already* and *yet*. For example, for a singer they might write something like *He/She has just finished a big tour. He/She has already dated a lot of celebrities, like _____ and _____. He/She hasn't got married yet*. Based on the sentences, other students should guess who the famous person is.

6

- When students have put the adverbs in the correct place, ask different pairs to read the conversation aloud. Do they understand the jokes? Do they think they are funny? Do they know any other jokes in English?

Answers

A I've *just* heard a really funny joke.
B I've *already* heard that one.
A OK, here's one you probably haven't heard *yet*.
B My brother has *already* told me that one!

Note that it is also possible to put *already* at the end of the sentence: *I've heard that one already. My brother has told me that one already*. This is more common in American English than the mid-sentence position.

Extension

- To give students more practice with how the adverbs work together in conversation, give them the following telephone conversation between two friends. Copy and cut the gapped dialogue into strips of paper so that each strip of paper has one line on it. Mix up the strips and give each pair of students a set of strips. Tell them to assemble the conversation by putting the sentences in order and filling the gaps with the relevant adverbs. Then they can practise reading it.

Maria Hello?

Josè Hi Maria, it's José.

Maria Hi José, how are you?

Josè Good, thanks. Listen ... do you want to see a film this afternoon?

Maria Perfect timing. I've _____ finished my homework!

Josè Great! How about Wonder Woman 2?

Maria Sorry, I've _____ seen that one.

Josè How about Space Wars. Have you seen it _____?

Maria No, I haven't. And it's starring King Kahn. I've loved him _____ I was a kid.

Josè Me, too. I've been a big fan _____ at least five years.

The answers (in order) are just, already, yet, since and for.

7

- Tell students they are going to write about things they have achieved recently (question 1) and over a long period of time (question 2) as well as things that they hope to achieve in future (question 3). They should use the examples to guide them: for item 1, they write a sentence using *already* and another using *just*. For item 2, they write a sentence using *for* and another using *since*. For item 3, their answers should contain the word *yet*. They can get some ideas for activities from the photos (*play the guitar, play chess, read a book, play the piano*).

Personal answers

Exam tip

Talking about personal achievements

What is one achievement that you are proud of? is a question that can appear in exams as well as in college or job interviews. It will be beneficial if students have a strategy for answering this question. Give your students these three tips for talking about their own achievements:

1) First set the context. Describe the situation and why the achievement is important: *I wanted to study overseas. I needed to get a good grade on the IELTS exam to do so.*

2) Explain what you did to achieve your aim: *To achieve this aim, I studied every day for three hours after school. I also studied at the weekends.*

3) Finally, explain the result: *I'm proud to say that my hard work has paid off. I've just passed the exam. I hope to study abroad in the near future.*

Extension

- Put students into pairs for a role play. Student A is applying for college and talks about his or her achievements. Student B is the college representative and asks Student A about his or her achievements, e.g. Tell me about an achievement that you are proud of. Student B should also ask follow-up questions. After two or three minutes of role-playing, students swap roles.

SPEAKING

8

- Put students into pairs. In turn, they tell their partner about one of the achievements they described in Exercise 7, and their partner asks as many questions about it as possible. You could follow this up with a full class activity where you select students to tell the class about one of their partner's achievements.

WRITING

9

- Students select the activity they described in Exercise 7 point 2: something they have done for a long time. They write out one sentence, followed by further details.

Personal answers

Extension

- Students prepare a short presentation about the achievement they wrote about in Exercise 9. They should aim to talk for a minute, and should use notes rather than just reading the prepared paragraph. If they have any visual aids, such as photos or medals, they can include them.
- Put them into groups of five or six for their presentations.

5D Are you free? Pages 68–69

SPEAKING & LISTENING Inviting

1

- Students look at the photo on pages 68-69 and describe what people are wearing (fancy dress) and what is the occasion (a fancy dress party).
- They discuss if they like wearing costumes and going to fancy dress parties.

Personal answers

2 1.25

- Quickly revise the Present perfect with *for, since, just, already, yet* writing these examples on the board and asking students what they mean.
I haven't been to a party for ages.
I've already asked Dad.
I haven't decided yet.

- I've already made a few playlists.*
Have you invited anyone yet?
He's already ordered pizzas.
Have you decided what you're going to wear yet?
- Tell students they will hear these sentences in the conversation.
 - Play the recording for students to answer the question.

Answers

Characters from films

Audioscript

- Julia *I'm so happy about this party. I can't wait!*
- Dan *Mum and Dad have been great about letting us organise it, especially as it's not even for our birthdays.*
- Julia *Yes, and I'm so excited about my costume. I haven't been to a fancy dress party for ages.*
- Dan *I went to one last Halloween, organised by the school. That was quite fun.*
- Julia *Yes, I remember you in the Dracula costume! Anyway, as I'm going to dress up as James Bond – I've already asked Dad if I can borrow his tuxedo – What about you?*
- Dan *I haven't decided yet, but there are plenty of great characters from films that I can choose. Is everything else organised?*
- Julia *Well, I've already made a few playlists. Lots of party music so we can all dance. Have you invited anyone yet?*
- Dan *No. I'm going to create a WhatsApp group.*
- Julia *That's a good idea. Dad's organising the food, isn't he?*
- Dan *Yes, he's already ordered pizzas to be delivered from that place on the High Street.*
- Julia *Great! Look! There's Noah. We can invite him now. Hi, Noah. Can I speak to you a minute?*
- Noah *Sure, Julia. What's up?*
- Julia *Are you busy on the 21st?*
- Noah *I'm not sure. What day is it?*
- Dan *It's a Saturday. We're having a party. Would you like to come?*
- Noah *Thanks, that sounds great. Is it at your house?*
- Julia *No, it's at the Heroes Club in Allan Street. And we all have to dress up as characters from films.*
- Noah *A fancy dress party? Sounds great! I'll have to think of a costume. Have you decided what you're going to wear yet?*
- Julia *Well I have, but it's a secret. I can't tell you anything.*
- Noah *OK! Well, thanks for inviting me!*

3 1.25

- Give students time to read through the sentences.
- Play the recording again, students decide if the sentences are true or false.

Answers

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

Extension

- Play the recording a third time and ask students to correct the false sentences:

- 1 They are having the party even if it is nobody's birthday.
- 2 Dan had fun at the school's Halloween party.
- 5 Dan hasn't sent out invitations yet, he's going to create a WhatsApp group.
- 6 Their dad has already ordered pizzas to be delivered.
- 7 The party is at a club on the 21st.

4

- Students in pairs make decision about organising a party and fill in the information in the table.

Personal answers

5

- Students form different pairs and invite each other to the party they organized in Exercise 4.

WRITING Informal invitations & replies

6 similar to B1 Preliminary for Schools: Reading Part 1

- Students read the notes/emails and use them as models for Exercise 9.

Answers

1 A 2 C 3 B

7

Answers

- A I'm having a birthday party ... Can you make it?
 B I'd love to come.
 C I'm sorry, but I can't make it.

8

Answers

1 PS 2 ASAP 3 RSVP

Background information

The abbreviations have different origins.

RSVP, in note **A**, is short for *Répondez s'il vous plaît*, i.e. the French for 'please respond'. This dates back to when French was used in aristocratic circles in the UK. The writer is requesting a response to his or her invitation. You can accept or refuse the invitation, but it is considered rude not to respond at all.

ASAP, in note **B**, is exactly as item 2 suggests; it is the initial letters of *as soon as possible*.

PS, in note **C**, is the abbreviation of the Latin *post scriptum* (= after writing). It is used at the end of something written to indicate that you have one more thing to say.

WRITING STRATEGIES Invitations

- Tell students that invitations should contain the following details: type of event, time, date, location.
- Replies should say if they accept or not, and in either case should contain a little extra information.
- For example, if they accept, they could write: *What should I wear? Can I bring anything? I might be a bit late. Is that OK?* and they should close it appropriately, e.g. *I'm looking forward to it! / Can't wait to see you!* If they don't accept, they should write *Sorry I can't make it* and give a reason for not accepting.
- Revise the expressions in the Functions box on page 66.

9 Competences

B1 Preliminary for Schools: Writing Part 1

- Each student independently thinks of a celebration, notes down details about it, and writes an informal invitation to their partner, using abbreviations.

Personal answers

10 B1 Preliminary for Schools: Writing Part 1

- Tell students to exchange their invitations with their partner, read the invitation and think of a response.

Personal answers

6 Do your best

UNIT AT A GLANCE

Students will

- discuss about perfection
- read about someone who overcame difficulties
- learn about street art and graffiti artists
- learn how to ask for and give advice
- watch a TED Talk about teaching people bravery, not perfection

Introduction

Class discussion

"Have no fear of perfection; you'll never reach it."

Vocabulary

Goals & expectations

6A Not what they seem

Listening

Podcasts about two shops with different takes on 'perfection'

Writing

A paragraph about a company

Grammar

Modal verbs: obligation, prohibition, permission

6B Finding new ways

Word building

Negative prefixes

Reading

Not so fast

6C Unexpected art

Grammar

should & ought to; Zero conditional

Speaking & Reading

Peeta, Banksy, Lady Aiko

Life skills

Creativity

6D What should I do?

Speaking

Giving advice

Writing

An advice blog

5&6 Consolidation & Certification

Vocabulary & word building

Grammar

Listening

Real English

Reading

5&6 Presentation Skills

The structure of a talk (2)

TED Talks Teach girls bravery, not perfection

About the speaker

Authentic listening skills

Watch the talk

Challenge

INTRODUCTION Pages 70–71

CLASS DISCUSSION

- Elicit a general definition of perfection (something that is considered to be the best possible) and tell the class that this concept is important in mathematics, physics, aesthetics, art, ethics etc. but today they will analyse its significance in their daily life.
- Discuss if perfection is desirable and suggest that the idea of it leads us to 'do our best' in every situation. Ask: *When did someone say 'Do your best!' to you? What was the situation? (e.g. taking an important test, applying for a course or for a holiday job, competing in a sporting event, speaking or performing in front of people). Were you successful?*

VOCABULARY Goals & expectations

Information about the photo

The colourful outdoor stairway known as the **Selaron Steps** joins the neighbourhoods of Lapa and Santa Teresa in the city of Rio de Janeiro, Brazil. A few years after moving to Rio, Chilean artist Jorge Selarón (1947–2013) started repairing the steps near his home using tiles he found in shops or rescued from rubbish. In time, as more people started learning about the project, they began sending Selarón tiles to use. Today, the 215 steps contain over 2,000 tiles donated from more than 60 countries. *Escadaria Selarón*, as the steps are called in Brazil, has been featured in magazines, movies, music videos and commercials, and is visited by thousands of tourists from around the world every year.

1

- Focus students' attention on the photo and give some information about it.
- Give students a few minutes to share their ideas with the class.

2

Answers

1 b 2 e 3 a 4 d 5 c

Background information

Ellen DeGeneres is an American comedian, television presenter, actress, writer, and producer. She starred in the popular sitcom *Ellen* from 1994 to 1998 and has hosted her syndicated TV talk show, *The Ellen DeGeneres Show*, since 2003.

Toba Beta is a writer from Indonesia, he writes journals, novels, quotes and poems. He works as economist/practitioner in Indonesia financial industries and capital market. He is dubbed as Mister Bond by Investor Magazine.

Paul Sweeney is a Scottish Labour & Co-operative Party politician. He has been the Member of Parliament (MP) for Glasgow North East since the snap 2017 general election.

3

Answers

1 have to 2 how you feel 3 practise a lot
4 but you can 5 failure

4

Answers

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

Extension

- The vocabulary from this lesson largely falls into word families. For more practice in building word families, write the table below on the board, not including the words in *italics* – these are the answers. Ask students to complete it in pairs using the exercises on the page and/or a dictionary.

noun	verb	adjective
success	succeed	<i>successful</i> <i>unsuccessful</i>
perfection imperfection	<i>perfect</i>	<i>perfect</i> <i>imperfect</i>
<i>acceptance</i>	accept	
failure	<i>fail</i>	
<i>rejection</i>	reject	

- Write some sentences on the board, with the words missing, in order to show students the relationships:

The party was a _____. Everyone had fun.

If you want to _____ in school, you must study hard.

Bill Gates is a _____ businessman. He's a billionaire.

5 MY PERSPECTIVE

- Students discuss in pairs then share their ideas with the class.

Personal answers

6A Not what they seem

Pages 72–73

BEFORE YOU LISTEN

1

Personal answers

LISTENING

2

2.01

- In preparation for the listening activity, give some information about the shop in Japan and ask students to read the statements. They can make brief notes while listening.

Background information

Gift giving is an important cultural tradition in Japan. The largest gift-giving period is at the end of the year, when people give gifts of gratitude to teachers, doctors, bosses, etc. Also, when you visit a private home in Japan, you typically take some kind of gift. In Japan the presentation and appearance of the gift is most important. The Japanese company called Senbikiya (also spelled Sembikiya) is Japan's oldest fruit shop, which started in 1834. They specialize in selling the highest quality fruit, which is packaged beautifully for gift giving.

Answers

1 T 2 F 3 T 4 F 5 T

Audioscript

Podcast 1

I'm at Senbikiya, a fruit shop in Central Tokyo. But you shouldn't come here for your weekly grocery shopping. A package of three melons costs four hundred dollars, and box of twelve strawberries is about eighty dollars. How can fruit be so expensive? Because it's perfect. In fact, you should think of Senbikiya as a gift shop, not as a food shop. Gift giving is extremely important in Japan, and there is a long tradition of giving perfect fruit. One reason for this is that Japan sees vegetables as a basic need, but fruit as a luxury – you don't have to have fruit in your diet. And that makes it a perfect, and very popular, gift.

Extension

Ask students to correct the false statements:

1 You can only buy fruit in Senbikiya.

4 In Japan, there is a long tradition of giving perfect fruit as a gift.

3 2.02 B1 Preliminary for schools Listening Part 4

- In preparation for the listening activity, give some information about this supermarket chain in France and ask students to read the statements and the three alternatives to complete each one.

Background information

Intermarché is the name of the third largest supermarket chain in France (with stores in other European countries as well). To battle against food waste, the store launched an ad campaign in 2014 featuring fruit and vegetables like 'the ugly carrot' and 'the failed lemon' – selling them at a 30% discount. The campaign has been extremely successful, as shoppers have responded to the cheaper prices for foods that look different but taste the same and are just as good in terms of nutrition. Intermarché followed up this campaign with another focusing on imperfect biscuits!

Answers

1 A 2 C 3 B 4 A 5 C

Audioscript

Podcast 2

When French supermarket Intermarché started selling 'ugly' fruit and vegetables, they were very popular with customers. Most people agree that you shouldn't judge imperfect vegetables on their appearance, but on their flavour. The fruit and vegetables – which cost about thirty percent less than 'perfect' ones – are a huge success, and now grocery stores all over the world are doing the same thing. In many places, farmers have to throw away a lot of fruit and vegetables because supermarkets reject anything with an imperfection. But the world is changing. Many people feel we must stop wasting good food just because it doesn't look perfect, especially in a world where many people are hungry. People are thinking about the choices they make ... and making different choices.

4 MY PERSPECTIVE

- 1 Students express their opinions in favour or against perfection in the appearance of food. Make two lists on the board.
- 2 Brainstorm a list of other products and ask students to justify their choices. At the end, elicit suggestions and ask for a show of hands to find out how many students listed the same things.
- 3 Extend the concept of a perfect or imperfect appearance to people, and ask students to think of situations where appearance is important, and give reasons why.
- 4 Ask students to think about how they present themselves, and make a few notes of any ways in which they may embellish themselves, or in which other people they know might do this.

WRITING

5 Competences

- Either give the background information for these companies, as presented above, or ask students to do some research on the Internet. They write out paragraph in class or as homework.

Sample answers

Senbikiya

In Japan the culture of giving gifts is very important and there are some specific rules you should follow. For example, you should give and receive gifts using both hands as it is a sign of respect and you shouldn't give four things as it is unlucky. The way the gift is wrapped and its appearance is also very important so the fruit on sale at Senbikiya is perfect for gift-giving as it is always a perfect shape and presented beautifully.

Intermarché

The supermarket chain Intermarché started its ugly fruit and vegetables advertising campaign in 2014. It was part of an EU campaign against the amount of food people throw away. Consumers usually want to choose and buy fruit and vegetables which have a nice shape and look perfect, so the supermarket decided to promote misshapen and ugly fruit and vegetables and sell them at a discount to customers. The idea was very successful in their supermarkets and the advertising campaign won awards too.

DIGITAL SKILLS Searching online

- Go through the advice with the class and ask them if they agree on these principles, and have always followed them.

GRAMMAR Modal verbs: obligation, prohibition, permission

6

- 1 Ask students to call out different social media sites and apps that they use while you write them on the board. Which sites are the most popular? Why?
- 2 Tell students to think of a photo they posted online that generated a lot of hits, and ask questions like *Who or what was in the photo? Where were you in the photo? Were you surprised that so many people liked it?*
- 3 Allow students to answer about other people only if they wish.

Possible answers

It is important to explain that we don't see the whole picture on social media, and that we should show ourselves as real people. It is important not to take it too seriously and not to try to look perfect online.

7

- Students are reviewing modals in three categories: modals of obligation (and lack of obligation), prohibition and permission.
- Explain that they are going to read a short article about social media profiles. Give them a minute to skim the article, circling any words they don't know. They can ask each other for help with unfamiliar vocabulary or use their dictionaries. Tell students to read through the article more carefully, focusing on the modal verbs, and discuss their answers with a partner.

Possible answers

It is important to understand that we don't see the whole picture on social media, and that we should show ourselves as real people. It is important not to take it too seriously and not to try to look perfect online.

8

- Students consolidate their understanding of modal verbs by matching the grammar examples with their meanings. Ask them also to read the *Remember!* box and point out the use of had to in Sofia's speech in Exercise 9.

Answers

1 e 2 c, d 3 a, b 4 f

9

Answers

1 have to 2 can 3 must 4 can't 5 mustn't
6 had to 7 don't have to 8 can 9 mustn't
10 have to

10

Answers

1 mustn't 2 have to/must 3 can't 4 have to/must
5 don't have to 6 can

11

Personal answers

Background information

School uniforms. Usually British schools ask their pupils to wear a uniform up to the age of 16. There are various reasons. A uniform with the distinctive colours and school badge creates a sense of belonging, a sense of pride and discipline. It also helps to identify children outside the school, for example on a school trip. It also creates a sense of equality: pupils don't have to worry about what to wear each day, and parents don't have to shop for expensive and varied wardrobes for their children to keep up with other children. However some students, especially teenagers, say that uniforms deny them their right to personal identity and self-expression.

Flip Book PRONUNCIATION

Weak & strong forms: *can*

1

Audioscript

I **can** /kən/ stay out late on Saturday night.
Anyone over 16 **can** /kən/ join the club.
Can /kæn/ you sing? Yes, I **can** /kæn/.
My sister **can't** /kɑːnt/ stay out late.

2

Answers

1 a 2 b 3 b 4 a 5 a

Audioscript

- You can't tell him off.
- They can use the computer lab.
- Can you help me?
- We can't wear jeans at school.
- What can John do well?

6B Not so fast Pages 74–75

WORD BUILDING Negative prefixes

- Ask students to read the examples and to think of other words they know starting with *im-*, *dis-*, *un-*, *in-*.

1

- Read the information with students, checking that they understand that all four prefixes have the same function.
- Then tell students to complete the two texts. Check answers as a class.

Answers

1 uncomfortable 2 impossible 3 disadvantage
4 impatient 5 unable 6 disappear 7 inexpensive

2

- Read the instructions and the example sentence for the class and check that students are clear that they are selecting the a positive or a negative word and finishing the sentences about themselves. Then give students a few minutes to complete the sentences.

Personal answers

READING

3

- Focus students' attention on the photo and read the caption. Ask them if they know anything about Mount Everest or about Lake Imja.

Background information

The Himalayan mountain range spans the countries of Pakistan, India, Nepal, Bhutan and China. One of the mountains in this range is Mount Everest. It runs along the border of China (Tibet) and Nepal, and at 8,848 metres (over 29,000 feet) is the world's highest peak. Lake Imja, mentioned in the photo caption, is in Nepal and was formed by melting ice.

Possible answers

- 1 He's in Lake Imja, in the Himalayas, swimming.
- 2 He almost certainly feels cold, he might be frightened because of the cold, or he might feel exhilarated.
- 3 Personal answers.

4 2.03 **INVALSI** Short answer questions

- Tell students to skim the article quickly to get a sense of what it's about. Ask a volunteer to summarize it quickly for the class.
- You may want to pre-teach: *raise awareness* about an issue or problem (do things to teach people about it), *drown* (breathe only water and die).
- Next, tell students to read questions **1-5** and then to scan the passage to find the answers quickly.
- Finally, play the recording while students read the article.

Answers

- 1 To share his passion for the environment with the world.
- 2 Lake Imja, near Mount Everest
- 3 swimming as fast as possible
- 4 slow, relaxed swimming
- 5 He learned to try new things and to do things differently.

Audioscript

See Student's Book p. 75

5

- Tell students to find the ten words in the article and underline them. They should look at them in context and identify similar meaning. For example, look at the first underlined word *scary* (line 12) with the class. What other underlined word is similar in meaning? (*frightening*, line 23).

Answers

- 1 b 2 a 3 d 4 c 5 e

Exam tip

Choosing the best synonym

Many reading comprehension tasks ask students to match a word from a passage with a synonym. If students are uncertain which answer is best, encourage them to do the following:

- 1 Look at all of the synonyms given. Are there any that can be eliminated right away?
- 2 Use context clues in the text. For example, in the sentence *After one scary and dangerous swim . . . , Lewis reached a conclusion: no more cold-water swimming* (lines 11-14), students can work out the meaning of *conclusion* by understanding that Lewis *decided* not to swim in cold water any more.
- 3 After choosing an answer, try using it in the sentence in the passage to see if it makes sense, e.g. students could probably work out that *decision* is closest in meaning to *conclusion* and is the best answer.

- Note: As mentioned in earlier units, students should be careful when using synonyms in speaking and writing because the words can't always be used interchangeably. For example, the synonyms *conclusion* and *decision* both collocate with the verb *reach*. However, only *decision* collocates with the verb *make*.

Line 13: *Lewis reached a conclusion* ... It's also possible to say *He reached a decision*.

Lines 17-18: *He made the decision to swim* ... But we don't say *He made the conclusion*.

6 Competences

- Students should be able to underline the following key information:
 - *pioneer swimmer*
 - *to raise awareness for issues like global warming*
 - *In 2010 . . . he made the decision to swim two kilometres across Lake Imja, a very cold lake near Mount Everest*
 - *On his first attempt, Lewis failed . . . almost drowned*
 - *Members of his team said, 'You must . . . swim slowly'*
 - *He remained calm and slowly swam across it successfully*

Possible answers

Lewis Pugh is a pioneer swimmer. He has swum in very difficult conditions to raise awareness for environmental issues like global warming. In 2010, he decided to swim across a very cold lake near Mount Everest in the Himalayas. His first attempt failed and he almost died in the water. Then people told him to change the way he swam at high altitude. They said he had to swim calmly and slowly, not fast. When he tried to swim across the lake again, it was a success.

READING & WRITING STRATEGIES

Mediating (processing text)

- Explain why summarising a text is a useful language skill. Quote the Common European Framework of Reference for Languages which explains linguistic mediation as follows: *"... the written and/or oral activities of mediation make communication possible between persons who are unable, for whatever reason, to communicate with each other directly. Translation or interpretation, a paraphrase, summary or record, provides for a third party a (re)formulation of a [spoken or written] source text to which this third party does not have direct access. Mediating language activities – (re)processing an existing text – occupy an important place in the normal linguistic functioning of our societies".*

7

- Give students a few minutes to reorder the sentences. Ask one student to read the sentences in the correct order. The class decides if the summary is complete.

Answers

- 6 They said he had to swim calmly and slowly, not fast.
- 4 His first attempt failed and he almost died in the water.
- 5 Then people told him to change the way he swam at high altitude.
- 7 When he tried to swim across the lake again, it was a success.
- 1 Lewis Pugh is a pioneer swimmer.
- 3 In 2010, he decided to swim across a very cold lake near Mount Everest in the Himalayas.
- 2 He has swum in very difficult conditions to raise awareness for environmental issues like global warming.

SPEAKING

8

Personal answers

6C Unexpected art Pages 76–77

1 2

- Ask students to give a definition of graffiti (drawing or writings on a wall) and of street art (images painted or sprayed on a wall, installations in the open air).
- Students read the infographic and discuss the pros and cons in pairs, then share their conclusions with the class.

Background information

The main topic focus of this unit is on the artists Lady Aiko, Banksy and Jorge Selarón.

Lady Aiko (Aiko Nakagawa) is a Japanese street artist. Her beautiful and feminine artworks stand out in a field that is dominated by men. Aiko draws her inspiration from 18th century Japanese woodblock printing and often features girls and women at the centre of her street art. Although based in Brooklyn, you can also see her art in other major cities such as Rome and Shanghai.

For **Jorge Selarón** see note in the introduction of Unit 6.

Banksy is probably the most famous graffiti artist in the world, but he still remains anonymous, i.e. nobody knows his real identity, although he is believed to have originated from a group of artists and musicians in the Bristol underground scene. He's been active since the 1990s in England and in many cities around the world. His graffiti are social and political comments on modern society.

GRAMMAR *should & ought to; Zero conditional* VIDEO MAP

3

Answers

- 1 say we think something is a good idea
- 2 should, ought to

4

Answers

- 1 Should
- 2 ought
- 3 shouldn't
- 4 ought
- 5 should
- 6 shouldn't

5

Answers

- 1 Present simple
- 2 *should* and the imperative

6

Answers

- 1 want, should
- 2 don't
- 3 grow, look
- 4 post
- 5 try

7 Competences

- The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one task.

Personal answers

SPEAKING & READING

8

Possible answers

Picture 1: a Japanese lady with purple hair wearing a many-coloured kimono.

Picture 2: a black and white masked man in the act of throwing a bunch of flowers (instead of a hand-grenade). The picture is called "Rage, Flower Thrower".

Picture 3: an installation at the end of an apartment block, which is a distorted projection of an image.

9

- Give students three or four minutes to read the blurbs about the artists and match them to their works.

Teaching tip

Timed reading

- Sometimes it's good to give students a limited time to read and see what they can pick up. Having a time pressure mimics what they will experience when taking an exam so it helps them to prepare for that. It also varies the approach in the class and prevents boredom!

Answers

Picture 1: C Lady Aiko

Picture 2: B Banksy

Picture 3: A Peeta

LIFE SKILLS Creativity

10 Competences

- Students discuss in small groups about a renovation project and create a poster or a text to share with the class.

6D What should I do?

Pages 78–79

SPEAKING Giving advice

1

- Put students into pairs to discuss the questions. Ask for some volunteers to tell the class their answers.

Personal answers

2

- Explain that students are going to read a problem and some advice. The completion activity is a little different: students use the same word for all six gaps.

Answers

English

3

- Put students into pairs. Tell them just to look at question 1: they should evaluate each piece of advice in the Q&A.
- They should then look at question 2 and suggest other advice for improving their English. If they are struggling to come up with ideas, give them some of the ideas from the suggested answers below.
- For question 3, ask them to think of a piece of unhelpful advice they read or were told.

Suggested answers

1 Students are likely to say the third, RD, as this is the most practical.

2 Possible advice: join an English conversation group, learn one new word every day, make English-speaking friends (possibly online), read the news in English and learn new words, read stories in English aloud, sing along to songs in English, study the dictionary, watch videos in English.

3 Personal answers

4

- Go through the expressions in the Functions box and look at the different ways of giving advice.
- **Language note.** It's important that students understand how the use of *should* differs in giving advice. It can sound like a command if you are giving unsolicited advice or if you use it repeatedly throughout a conversation. It's perfectly fine to use it; just tell students not to overdo it and to use the other expressions in the box when they are offering a piece of advice that hasn't been asked for. Explain that expressions like *you may/might want to* or *I'm not sure, but I think* sound more like suggestions than commands. They are softer in tone.

Suggested answers

1 I think the coins go here. / You might try this slot.

2 I think you should buy the best you can afford. / Why don't you look at the new generation of smartphones?

3 I'm not sure, but I think there are some baskets over there. / I can see you're having problems with all that. Did you know there are baskets for customers over there?

Fast finishers

As the groups finish giving advice for the situations in Exercise 4, they can divide into pairs to make a short conversation based on the problems, or they can come up with their own scenario. Each conversation should contain two or three pieces of advice. If there is time, ask some pairs to perform their conversations for the class.

WRITING An advice blog

5

- To help students organize their thoughts, ask them to divide their ideas into what to do before, during and after the exam. They should come up with at least two ideas for each category.

- Then each one should come up with one way of reducing worry or stress and write it on a slip of paper. Collect all the papers and read each one aloud. If students are willing to try a particular stress reduction method, they should raise their hands.

Possible answers

Before the exam: revise a set amount every day, get plenty of sleep the night before, set an alarm clock, have a good breakfast the morning of the exam. During the exam: pay attention to the time, try not to panic, if you get 'stuck', move on and come back to that question later. After the exam: do something fun and relaxing, don't worry about the result.

6 INVALSI Short answer questions

- Books closed. Read the opening paragraph of the blog aloud. Ask students to suggest a title for the blog entry.
- Books open. In pairs, one student can look at the blog while the other reads out the questions.
- Go over the answers as a class. How similar are these ideas to the ones students came up with in Exercise 5?

Answers

1 exam stress 2 six 3 & 4 Personal answers

Exam tip

Finding key words

When students have to read a passage, it can be helpful to scan the article for key words that help them to understand the content quickly. For item 2 of Exercise 6, tell students that there are six sections and each one contains a tip for dealing with stress. They locate one or two key words in each section that summarize what the tip is, e.g. for paragraph 1, *do your best, don't worry*.

7 Competences

- Go over the information in the Writing Strategies box. Tell students they are going to apply these strategies to the blog in Exercise 6.
- Put students into pairs to see whether the blog contains all the information mentioned.

Answers

Yes, it does.

8

- Put students into pairs and give them a minute each to tell their partner their problem and ask for a solution. They should make a note of it and then they should find new partners and repeat the activity. Do this four or five times so that students gather plenty of ideas for their writing.

9 B1 Preliminary for Schools: Writing Part 2

- Tell students to find their original partner and work with them to choose one of the problems they have discussed, and to decide on a different problem. They should discuss the questions and make notes of their answers, in an organized way.

Exam tip

Using a graphic organizer

To help students to organize their thoughts before they write, show them a model of a graphic organizer. Draw the following model on the board with arrows between the boxes showing how the information flows.

Topic my social media habits

Problem Every day after school, I go home and spend a couple of hours online checking my social media.

Why is it a problem? It's interfering with my school work. I should be doing my homework, but I can't stop checking my Facebook page.

Solution 1

Solution 2

Solution 3

5&6 Consolidation & Certification

Pages 80–81–82

VOCABULARY & WORD BUILDING

1 B1 Preliminary for Schools: Reading Part 5

Answers

1 B 2 D 3 A 4 C 5 A 6 D 7 D 8 C
9 A 10 C 11 B 12 D

2 similar to B2 Reading and Use of English Part 3

Answers

1 disagree 2 successful 3 teammates 4 failure
5 imperfect 6 disappear

GRAMMAR

3 similar to B2 Reading and Use of English Part 4

Answers

1 should take 2 mustn't take / can't take 3 had to
4 Why don't you / Can you 5 don't have

4 B1 Preliminary for Schools: Reading Part 6

Answers

1 long 2 have 3 since 4 never 5 been
6 went 7 has 8 for 9 was 10 already
11 should 12 to

LISTENING

5 2.04 B1 Preliminary for Schools: Listening Part 1

Answers

1 C 2 B 3 A 4 C 5 C 6 B

Audioscript

1

Presenter What did the man have to do yesterday?

Man I'm in agony.

Woman Oh dear. Was the dentist appointment really bad? Did he take your tooth out?

Man No, I didn't go to the dentist in the end. I had to cancel because of work. I stayed late in the office to finish a project and now my back hurts because I spent too long in front of the computer.

Woman Perhaps you should go to the doctor about it?

Man Maybe tomorrow.

2

Presenter What does the girl's father think she should do?

Girl Dad, my new phone isn't working properly. I can't download any apps.

Father Have you looked at the instructions?

Girl Yes, but I can't understand them. Should I take it back to the shop?

Father I don't think that's necessary. Have a look online and see if their website can help you. You can probably find the answer there. Anyway, you can't call their helpline at this time of the evening. It will be closed.

Girl You're right. I'll take your advice.

3

Presenter What can't the students take into the exam room?

Teacher So, just a few things about the exam this afternoon. It starts at half past one, so there's plenty of time for lunch first. Make sure you eat something because

you can only have a bottle of water with you in the exam room, no snacks or other drinks. This time you are allowed a monolingual dictionary, but remember there mustn't be any notes or marks on the pages. Does anyone have any questions?

4

Presenter What time can the friends meet?

Girl Hi Mark, can we meet tomorrow at midday like we said?

Boy Sorry, no. We'll have to change the time because I have an extra maths lesson.

Girl Ah, OK. What about half past twelve?

Boy Sorry, my lesson finishes at that time and I can't miss it. I really have to pass this next exam and I need lots of help. I can make it for about half past one. Is that OK?

Girl Hmmm, it's a bit late, but I suppose so. See you tomorrow.

5

Presenter Which poster does the girl decide to buy?

Girl I've decided I want to buy a new poster for my bedroom. I want something colourful and fun because the walls and furniture are all white. It's a bit boring at the moment. I quite like this style, but it's only in black and white so that's no good. There's this one that looks like a comic and that one over there that is similar to graffiti. They're both nice, but I think I'll go for the first one. It will look nice near my desk and I like the expression on the woman's face.

6

Presenter What has the woman already done today?

Answering machine Please leave your message after the beep.

Woman Hi Peter, I just wanted to let you know that I've just finished the presentation at work. I think it went well. They loved my marketing ideas for the new supermarket. I haven't had time to get the shopping yet, I'm afraid, but I'm on my way to the travel agent now to get the tickets. I might be able to go to the supermarket after that if I have time, otherwise you'll have to get the shopping. Anyway, I'll call you back in half an hour.

REAL ENGLISH

6 2.05 similar to B1 Preliminary for Schools: Listening Part 2

Answers

1 A 2 B 3 B 4 C 5 C 6 A

Audioscript

- 1 What should I do now?
- 2 Have you already finished your homework?
- 3 Are you doing anything tomorrow night?
- 4 How long have you been in the swimming club?
- 5 Do I have to have a card to use the library?
- 6 Why don't you look for it online?

7 B1 Preliminary for Schools: Reading Part 1

Answers

- 1 B 2 C 3 A

READING Page 82

8 B1 Preliminary for Schools: Reading Part 4

Answers

- 1 F 2 B 3 G 4 D 5 C

5&6 Presentation Skills

Page 83

THE STRUCTURE OF A TALK (2)

The main body

1

Possible answers

- 1 If the talk is live it is more important for the speaker to put his points across very clearly, and the audience needs to concentrate more as they can't rewind/re-read or interrupt the speaker to ask them to explain again. A 'live' talk is often more motivating because there is audience participation, applause, laughter, etc.
- 2 They use repetition to help reiterate their point and fix the meaning in the audience's mind.
- 3 They give examples based on personal experiences to make the talk more interesting and to illustrate the point that they are trying to make.

2  2.06

Answers

- 1 He is telling the audience to try new experiences and to be adventurous.
- 2 He uses the example of a personal experience during a school play.

Audioscript

See Student's Book p. 83

3

Answers

- 1 you can never really know what something is like until you try it / you can only know something if you have experienced it first-hand
- 2 such as, for instance
- 3 Firstly, until, but, if, or, and, so, eventually, then...

Competences

- Students read the advice and prepare to use it. Well in advance of their talk, they need to make a note of the key words and phrases and to think about concrete examples.

YOUR TALK

4

- Students choose a topic which they feel is important to themselves and their peers, and make notes about key words and concrete examples.
- Allow some time for a few students to give their talk.

TED Talk

- Encourage students to pay attention to the speaker's use of sequencing words, concrete examples and key words and phrases.
- You might want to tell students to watch the track for *Unit 6 TED Talk* on the *Perspectives* website before they come to the next class.

TED TALKS Teach girls bravery, not perfection

Pages 84–85

ABOUT THE SPEAKER

1

- Tell students they are going to watch a TED Talk about teaching people to be brave. Point to the woman in the photo and say: *This is Reshma Saujani. We are going to listen to her talk.* Ask a student to read the title and the quote aloud.
- Write the following sentences on the board and tell students to choose their answers for each. (Some of these words and phrases come up in the talk.)
 - A brave person is / isn't independent.*
 - A brave person takes risks / plays it safe.*
 - A brave person is always perfect / is OK with making mistakes.*
- Check the students' opinions, then say *When we teach people to be brave, we teach them to be independent, to take risks and to be OK with making mistakes.*
- Point to the quote and explain that Reshma is going to talk about the need to accept imperfection.

- Tell students they are going to see a short text on the DVD to introduce the talk and the speaker, and play the *About the speaker* section. Then do the vocabulary exercise.

Answers

It tries to help girls.

Reshma Saujani left her job as a lawyer in 2010 to run for a government office. She didn't win, but she still wanted to make the world a better place. In 2012, Reshma started Girls Who Code. This organisation supports girls who are interested in computer science. It also aims to socialize girls so they have perseverance and are not afraid of failure. Reshma's idea worth spreading is that we should teach girls, and all children, that we succeed not by aiming for perfection, but by knowing that we will make mistakes, and being brave enough to try anyway.

2

KEY WORDS

Answers

- a encourages
- b run for
- c code
- d brave
- e perseverance

AUTHENTIC LISTENING SKILLS Contrast

- Read the information and explain that in the talk, Reshma contrasts girls and boys. Introduce also *on the other hand* as a way of contrasting. Write the sentences below on the board, and ask students to think of three ways boys and girls are different as to behaviour, hobbies, favourite subjects, etc. Put students' ideas on the board.

Boys _____, but girls _____.

Boys _____; however, girls _____.

Boys _____. Girls, on the other hand, _____.

3

- Tell students to read sentences **1–5** and **a–e** and to try to match the two parts of each sentence.

4

2.07

- Play the extracts and tell students to listen and check their answers. Then check answers around the class.

Answers

1 d 2 a 3 c 4 b 5 e

Audioscript

- 1 She tried, she came close, but she didn't get it exactly right.
- 2 She'll think that her student spent the past twenty minutes just staring at the screen. But if she presses 'undo' a few times, she'll see that her student wrote code and then deleted it.

- 3 Girls are really good at coding, but it's not enough just to teach them to code.
- 4 We have to begin to undo the socialization of perfection, but we've got to combine it with building a sisterhood that lets girls know that they are not alone.
- 5 This was my way to make a difference ... The polls, however, told a very different story.

WATCH THE TALK

Background information

In the United States, *Congress* is the elected group of people who make national laws. In Congress, there are two groups: the *Senate* (which has 100 members) and the *House of Representatives* (which has 435 members). People in the House of Representatives are often referred to as a *congressman* or *congresswoman*. They *run for office* every two years. There are two main political parties: *Democrats* and *Republicans*. Most people in Congress belong to one of these parties.

5



- Say that in Part 1 of the talk *Reshma is going to talk about her experience in politics in the United States*. Then summarize the culture note above. Make sure students understand the words in *italics*, which come up in Part 1 of the talk. If you have access to the internet, show students a photo of the Capitol Building in Washington DC, where members of Congress meet.
- Tell students to read sentences **1–4** and to try to choose the correct options. Then play Part 1 of the talk twice. Remind students that when Reshma speaks, they don't have to understand everything. Their aim is to choose the correct answers.
- Take answers from the class, repeating the parts of the talk that clarify the answers. Turn on the subtitles if needed.

Answers

1 A 2 B 3 B 4 C

TED Talk Part 1 Audioscript

For years, I had existed safely behind the scenes in politics as a fundraiser, as an organizer, but in my heart, I always wanted to run. The sitting congresswoman had been in my district since 1992. She had never lost a race, and no one had really even run against her in a Democratic primary. But in my mind, this was my way to make a difference, to disrupt the status quo. The polls, however, told a very different story. My pollsters told me that I was crazy to run, that there was no way that I could win. But on election day, the polls were right, and I only got nineteen percent of the vote, and the same papers that said I was a rising political star now said I wasted 1.3 million dollars on 6,321 votes. Don't do the math. It was humiliating. I tell you the story of how I ran for Congress because I was 33 years old and it was the first time in my entire life that I had done something that was truly brave, where I didn't worry about being perfect.

6 ▶

- Students read through questions **1–6** before you play Part 2 of the talk.

Answers

- risk
- bravery
- They will make mistakes.
- The problem is with them, not the code.
- They don't want to be the only one who doesn't understand.
- in schools, early in their careers

TED Talk Part 2 Audioscript

And I'm not alone: so many women I talk to tell me that they gravitate towards careers and professions that they know they're going to be great in, that they know they're going to be perfect in, and it's no wonder why. Most girls are taught to avoid risk and failure. We're taught to smile pretty, play it safe, get all As. Boys, on the other hand, are taught to play rough, swing high, crawl to the top of the monkey bars and then just jump off headfirst. And by the time they're adults, whether they're negotiating a raise or even asking someone out on a date, they're habituated to take risk after risk. They're rewarded for it. It's often said in Silicon Valley, no one even takes you seriously unless you've had two failed start-ups. In other words, we're raising our girls to be perfect, and we're raising our boys to be brave.

So in 2012, I started a company to teach girls to code, and what I found is that by teaching them to code I had socialized them to be brave. Coding, it's an endless process of trial and error, of trying to get the right command in the right place, with sometimes just a semicolon making the difference between success and failure. Code breaks and then it falls apart, and it often takes many, many tries until that magical moment when what you're trying to build comes to life. It requires perseverance. It requires imperfection.

We immediately see in our programme our girls' fear of not getting it right, of not being perfect. Every Girls Who Code teacher tells me the same story. During the first week, when the girls are learning how to code, a student will call her over and she'll say, 'I don't know what code to write.' The teacher will look at her screen, and she'll see a blank text editor. If she didn't know any better, she'll think that her student spent the past 20 minutes just staring at the screen. But if she presses undo a few times, she'll see that her student wrote code and then deleted it. She tried, she came close, but she didn't get it exactly right. Instead of showing the progress that she made, she'd rather show nothing at all. Perfection or bust. It turns out that our girls are really good at coding, but it's not enough just to teach them to code.

My friend Lev Brie, who is a professor at the University of Columbia and teaches Intro to Java tells me about his office hours with computer science students. When the guys are struggling with an assignment, they'll come in and they'll say, 'Professor, there's something wrong with my code.' The girls will come in and say, 'Professor, there's something wrong with me.' We have to begin to undo the socialization of perfection,

but we've got to combine it with building a sisterhood that lets girls know that they are not alone. Because trying harder is not going to fix a broken system. I can't tell you how many women tell me, 'I'm afraid to raise my hand, I'm afraid to ask a question, because I don't want to be the only one who doesn't understand, the only one who is struggling.' When we teach girls to be brave and we have a supportive network cheering them on, they will build incredible things, and I see this every day.

7 8

- Tell students to answer the questions by making some simple notes. They could make their notes into a short talk, using the following outline:

- Open by talking about the skill or activity you learned: *Good morning, everyone. I'm going to talk to you today about _____. I've been _____ for <length of time>.*
- Describe the challenges you faced and the mistakes you made.
- Close by giving your advice: *If you want to learn to _____, you should _____. Thanks for listening. Any questions?*

Teaching tip**Active listening in presentations**

When a student is giving a presentation, those listening should have some sort of task to complete, e.g. answering questions while listening, doing a peer evaluation of the speaker afterwards. Giving listeners a task to do encourages them to pay attention and engage with the speaker.

CHALLENGE

- Put students into small groups to discuss the questions. Go round the class, helping the groups as necessary, and noting any new language or problems for feedback.
- If you feel it is necessary, give students some help to get them started, e.g. for the first question, you could talk about a new skill, sport or language that you have learned.
- When students have finished, discuss any problems in feedback.

7 Food and flavours

UNIT AT A GLANCE

Students will

- talk about the future of food
- read about how farming changed the world
- learn about the impact of bees on our food supply
- write a review of a place to eat

Introduction

Class discussion

"You are what you eat."

Vocabulary

Food, drink & flavours

7A Food facts

Listening

A school project about food science

Grammar

The future (1)

The future (2)

Speaking

Feeding the world's growing population

7B The greatest human success story

Word building

Suffixes (4): *-er, -ment, -ance*

Reading

The most important farmers

7C A taste of honey

Grammar

First conditional

Collaboration

Conditional chain

7D What's it like?

Speaking & Listening

Suggestions & decisions

Writing

A restaurant review

INTRODUCTION Pages 86–87

CLASS DISCUSSION

- Ask students to think about their meals and their food preferences. How many meals a day do they have? Do they have a habit of snacking? Do they eat everything? Is there something they really dislike? Do they have any allergies?
- Have a class discussion about the effects of food on our body, our mind and our attitude to life.

VOCABULARY Food, drink & flavours

Information about the photo

Pad Thai is a popular noodle dish served in Thailand, and around the world. To make it, noodles are stir-fried together with ingredients such as prawns or chicken, scrambled eggs, fish sauce, garlic, chilli pepper, tamarind (a spice) and sugar. The result is a delicious meal that is a blend of sweet, spicy, sour and salty flavours. Though Pad Thai is one of Thailand's national dishes, many believe its origins can be traced to Chinese settlers who brought the tradition of stir-frying noodles with them.

1

- Focus students' attention on the photo and ask them to read the caption. Then ask them *Where is this dish from? What is in it? Have you ever tried it? If you have, did you like it? If you haven't, would you like to try it?*

2 3

Answers

fruit – lemon (sour)

vegetable – broccoli (no flavour)

meat – beef (no flavour)

spice – chilli powder (spicy)

drink – coffee (bitter)

dessert – strawberry tart (sweet)

snack – potato crisps (salty)

Extra examples will be added by students.

Extension

You can give students some extra vocabulary to describe food: *smooth, crunchy, oily, chewy*.

4

Answers

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

5

Example answers

A These are a type of seafood. They come in different sizes, but are mostly quite small. People often eat them with rice or pasta.

B Prawns?

A This is a type of fruit. The flavour can range from very sweet to quite sour, especially if they aren't ready for eating. People often cook them in pies and other dishes for dessert.

B Apple?

7A Food facts Pages 88–89

BEFORE YOU LISTEN

Background information

A group called Nemo's Garden has been growing basil, lettuce and strawberries underwater off the coast of Italy. With an increase in the world's population and upcoming shortage of land, scientists are exploring different ways to feed everyone. In this case the food is grown in underwater biospheres. Saltwater evaporates, condenses on the roof of the biosphere, and then drips down onto the plants.

1

- Focus students' attention on the photo. Ask *Why do you think people want to grow vegetables under the sea? What are some of the advantages?* (Farmers don't have to worry about bad weather, e.g. strong winds, hot/cold temperatures, or pests.) *What might be some of the difficulties?* (It might be expensive and difficult to monitor. Would it taste OK and be safe to eat?)

Personal answers

LISTENING

2

 2.08
INVALSI

- Tell the class they will hear a conversation between two students talking about their science projects. Ask if they

know of any science stories in the news recently. What have they read about? (Possible answers: robotics, space travel, driverless cars, global warming.)

- Play the recording. Students match each part of the conversation with a topic.

Answers

1 c 2 a

Audioscript

Part 1

Mark *Hi Kasia. How's your project going?*

Kasia *Hi, Mark ... Project?*

Mark *For our food science course. We're giving the presentations next week, remember?*

Kasia *Oh, yeah. It's going really well so far.*

Mark *Yeah, mine too. Want to see something really cool?*

Kasia *Sure.*

Mark *OK, I'll show you. Try this: hold your nose closed and put a sour lemon sweet in your mouth. Here, take this one.*

Kasia *Mmmm OK ...*

Mark *Notice the flavour, and then open your nose.*

Kasia *Wow! I can really taste it!*

Mark *Right! When you open your nose, suddenly, you can taste it a lot more! We usually think that our mouth is where we taste food, but actually, the nose is far more important.*

Kasia *I've noticed that when I have a cold and my nose is blocked, the only food I can taste is really spicy food.*

Mark *Right!*

Kasia *That's really good. I'm going to try that with my brother sometime. Your teacher will love it! You'll get an A for sure!*

Part 2

Kasia *My project is about how we're going to feed everyone as the world's population grows. Scientists think that there will be nearly ten billion people on Earth in 2050. We're going to need more food.*

Mark *So what are we going to eat?*

Kasia *Well, we might not have farm animals for food, because keeping animals uses a lot of energy. We might 'grow' meat in laboratories.*

Mark *Really?*

Kasia *Yeah. And some scientists in Italy are already growing some food under the sea.*

Mark Under the sea?

Kasia Yes. They've grown strawberries in special glass boxes underwater.

Mark So I guess we won't need as much land for farms.

Kasia Right.

Mark Wow! What a cool project. When are you presenting it?

Kasia I'm giving my presentation next Thursday.

3 2.08

- Tell students to read through the sentences and guess the answers before they listen again. Then play the recording again for them to check their guesses.

Answers

- 1 F (... put a sour lemon sweet in your mouth.)
- 2 F (... open your nose. Wow! I can really taste it.)
- 3 T (We usually think that our mouth is where we taste food, but actually, the nose is far more important.)
- 4 F (... when I have a cold and my nose is blocked, the only food I can taste is really spicy food.)
- 5 T (... there will be nearly ten billion people on Earth in 2050.)
- 6 T (We might 'grow' meat in laboratories.)
- 7 T (They've grown strawberries in special glass boxes underwater.)
- 8 F (I guess we won't need as much land for farms.)

Teaching tip

Summarizing

Asking students to summarize after a listening is a good way to see if they've understood the content. It's a good idea to do this in pairs, asking one student to listen to certain parts of the recording and the other to listen to other parts, e.g. two people's views. The students can then piece together the listening and summarize it.

4 MY PERSPECTIVE

Personal answers

Background information

Other projects for feeding the world's population:

- reducing animal farming (for food) and using the farming land for crops;
- hydroponics, i.e. using water with mineral solutions rather than soil;
- aeroponics, i.e. the plant roots are open to the air with nutrients being delivered to them with a misting device;
- genetic modification of food to produce more vigorous crops.

GRAMMAR The future (1) VIDEO MAP

5

- Remind students that there are four different forms used to express the future. Point to *be going to* and the Present continuous in this section, and to *will/won't* and *might* in the next section.
- Write these sentences on the board:
I'm giving my presentation tomorrow.
I'm going to give my presentation tomorrow.
- Ask students what these sentences describe (future arrangements). What's the difference? (the Present continuous expresses a fixed arrangement, *be going to* expresses an intention).

Answers

1 a 2 b

6

Answers

1 is buying, 'm going to learn 2 'm going to eat, 're having 3 's going to go, 's giving 4 'm having, 'm going to enjoy

GRAMMAR The future (2) VIDEO MAP

7

- Students compare ways of making predictions by reading the four examples and choosing the correct option in rules 1-3.

Answers

1 will 2 might 3 be going to

8

- Tell the class that this is an announcement about an upcoming academic discussion. The topic is about the challenges facing us as we try to produce enough food for Earth's growing population.
- Ask students to skim the announcement and note any words that they are unsure of. Then give them time to read the text and choose their answers.

Answers

1 is holding 2 will 3 won't be able to
4 might have to "grow" 5 will experiment
6 won't have to

SPEAKING

9

- Students read the information and discuss their opinions. If possible, they should do some research on the Internet about these types of food.
- Personal answers

Flip Book PRONUNCIATION
Long and short vowel sounds: /ɪ/ and /iː/

1

Answers

/ɪ/	/iː/
fit	feet
hit	heat
bin	bean
fish	meat
ship	meal
chip	least
living	sheep
six	cheap

Audioscript

fit feet hit heat bin bean fish meat ship
meal chip least living six sheep cheap

2

Answers

1 long /iː/ 2 long /iː/ 3 short /ɪ/ 4 long /iː/
5 short /ɪ/ 6 long /iː/

Audioscript

- Can I have a **sheet** of paper, please?
- Would you like a **piece** of apple pie?
- We're going to have fish and **chips** for tea.
- I might see you next **week**.
- Don't **hit** it! It will break.
- He's going to become a **vegan**.

7B The greatest human success story

Pages 90–91

WORD BUILDING: Suffixes (4): -er, -ment, -ance

- Write the verbs *work*, *enjoy* and *perform* on the board. Write also these suffixes in any order: *-ance*, *-er*, *-ment*. Tell students they can add the suffixes to the verbs to make the noun forms. Write their ideas on the board. Point out that they can use both *-er* and *-ance* with *perform*.

1

Answers

- 1 traveller 2 teacher 3 player 4 writer
- 5 speaker 6 driver 7 achievement
- 8 advertisement 9 encouragement 10 disturbance
- 11 appearance 12 disappearance

READING

2

- Tell students to look quickly at the first paragraph of the text and to find and underline a noun that ends in *-ance*, *-er* or *-ment*. When they locate the noun *hunters*, ask what the verb form is (*hunt*).
- Students look quickly at the second paragraph and find the other two nouns using the suffixes discussed.

Answers

- 1 hunters 2 requirement 3 farmers

3 2.09 INVALSI

READING Matching headings to paragraphs

- Focus students' attention on the title of the article and the photo. Teach the word *bees*, *pollen* and *pollination*. Ask students to define *pollination* (the action of carrying pollen from one plant to another so that the plants can produce seeds).
- Tell students to skim the article to get a sense of what it's about. (It's mainly about farming and how bees help humans grow food.).
- Ask students to listen to the recording while reading the article in detail. They read each paragraph and choose the main idea from the list a-f.

READING STRATEGIES Identifying the main idea

- The aim of Exercise 3 is to identify the main idea of each paragraph. This is important especially for exam tasks which require matching headings (i.e. main ideas) with paragraphs. Suggest the following procedure: students read all the headings first, then read each paragraph keeping in mind that the main idea is usually expressed in the first or second sentence of the paragraph (the topic sentence), though sometimes it's stated in the last sentence.

Answers

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

Audioscript

See Student's Book p. 91

4 INVALSI B1 Preliminary for Schools: Reading Part 3

Answers

- 1 C 2 B 3 A 4 C 5 D

DIGITAL SKILLS

- Students do some research on the Internet consulting sites like:
<https://www.soilassociation.org/our-campaigns>
<http://sos-bees.org>
<https://friendsoftheearth.uk/bees/what-are-causes-bee-decline>

7C A taste of honey

Pages 92–93

GRAMMAR First conditional VIDEO MAP

1

- Remind students that the Zero conditional (which they learned about in Unit 6) is used for situations that are always true, e.g. *When/If I drink milk, I get a stomach ache.* The Present simple is used in both the main clause and the *if* clause.
- Explain that we use the First conditional to talk about the possibility of situations happening, e.g. *If you try Vegemite, you probably won't like it.* The Present simple is used in the *if* clause, the *will* future in the main clause.

Answers

- 1 the other (main) clause 2 the Present simple
3 the future with *will* or *might*

2 INVALIDS! B1 Preliminary for Schools: Reading Part 4

- Tell students that the Honey Road is an area in Turkey where tourists can go to visit the countryside and taste the delicious honey.

Answers

- 1 d 2 a 3 c 4 b

3

Background information

Catherine Jaffee was a student when she travelled to northeastern Turkey to study women in rural areas. She found that the area was suffering from depopulation; with few schools and jobs available, many people were relocating to the bigger cities. With the cooperation and support of local beekeepers, Ms Jaffee helped to organize a honey-tasting tour of the area. Tourists explore the area on foot (taking the 'Honey Road') and learn about the culture, history, wildlife and honey of the area. The local people make money from these tours, so everyone benefits.

- Tell students that honey has been produced in northeastern Turkey for hundreds of years. Until recently, it was a food tradition that was disappearing. Ask students *What are some food traditions in your country that are disappearing? Why are they disappearing?* Discuss their ideas as a class.

Answers

- 1 leave 2 won't 3 don't 4 might lose 5 will thank

- Language note.** Students may notice that *foods* is used in the plural at the end of this text and in the photo caption. Explain that *food* is usually an uncountable noun, but it is used in the plural when referring to specific types of food, e.g. *frozen foods, healthy foods, allergy to certain foods.*

Teaching tip

Memorisation

Memorisation can help students to focus on the natural rhythm and structure of English. In this case it can also help them with the grammar point and getting the tenses correct in first conditional sentences. Divide the class into groups of six and ask them to memorize the passage in Exercise 2. Each student in the group learns a sentence. Ask each group to say the article aloud with their books closed, one sentence at a time.

4

- At the end of the exercise, ask different pairs of students to read the mini dialogues aloud.
- Ask them to explain their answers, i.e. *Why did you choose 'if' instead of 'when'?* (Sentences 2, 3 and 5 use *If* because they refer to possible actions. Sentences 1 and 4 use *When* because they refer to definite future actions.)

Answers

- 1 When 2 If 3 If 4 When 5 if

5

Possible answers

- 1 ... won't be able to concentrate.
2 ... might go to the new burger bar in town.
3 ... 'll do my homework immediately.
4 ... we might have a picnic in the countryside.
5 ... I'll have a lot of free time.

6

- Go through the first item with students and point out the chain of events (*protect bees* → *no pollen problem*, etc.). Then focus on the example and ask three students to read it. Tell them they are going to make a similar chain of events with the other two prompts, and point out that they have the chain for item **2** but not for the other items.

Answers

- 2 If people leave rural areas to live in cities, there won't be enough workers. If there aren't enough workers to work, the farms and factories will close. If the farms and factories close, villages will start to die. If villages (start to) die, more people might leave them. If more people leave the villages, cities will become overcrowded.
- 3 If we grow vegetables underwater, we won't need as much land for farms. If we don't need as much land for farms, we can use it for something else. If we can use it for something else, we might plant more forests. If we plant more forests, the air will improve.
- 4 If we don't stop using dangerous chemicals, the bee population will continue to fall. If the bee population continues to fall, we might soon have difficulty growing food. If we have difficulty growing food, some areas of the world will be abandoned. If some areas of the world are abandoned, other areas will become overpopulated.
- 5 If the human population keeps on growing at this rate, we'll certainly need more food soon. If we need more food, we'll have to find other ways to produce it. If we find other ways to produce food, we should be sure it is sustainable. If it is sustainable, there will be no more food shortages.

COLLABORATION

7

- Tell each group to think of a current issue and brainstorm the problems around it together.
- Students organize their ideas into a cause-and-effect chain and make them into conditional sentences. They should aim to have a minimum of five conditionals in the chain. Each group can then present its chain to the class.

Personal answers

7D What's it like? Pages 94–95

SPEAKING & LISTENING Suggestions & decisions

1

Personal answers

2  2.10

- Introduce the expressions in the Functions box, paying special attention to 'Making suggestions'.
- Tell students to imagine they are planning a party. What suggestions would they make? Check that they use the *-ing* form after *What/How about ...*, the Present simple after *Why don't we ...?* and the base form after *Maybe we should ...*. Say that *What about* and *How about ...* can also be followed by nouns: *What about the plates? Do we have enough?*

- Tell students that they are going to listen to some people talking about a party.
- Play the recording for students to answer the question.

Answers

They are planning a barbecue.

Audioscript

- Girl *What kind of food should we have?*
- Boy 1 *How about a barbecue?*
- Boy 2 *At least three vegetarians are coming to the party. If we have a barbecue, what will the vegetarians eat?*
- Girl *We could cook vegetables on the barbecue, too.*
- Boy 1 *Or halloumi. The vegetarians might enjoy halloumi.*
- Boy 2 *Halloumi? What's that?*
- Boy 1 *It's a kind of cheese. It comes from Cyprus, and it's popular in the Arab world and in Greece. It goes well with vegetables cooked on the barbecue – peppers, corn, mushrooms.*
- Boy 2 *What does it taste like?*
- Boy 1 *It's a little salty.*
- Girl *That sounds great. But not everyone likes cheese. Let's have some fish too.*
- Boy 2 *Well, OK, but vegetarians don't eat fish, either.*
- Girl *Yes, OK. So, we'll have plenty of bread and different types of salad. Everyone eats salad – even the people who eat meat, right?*
- Boy 2 *OK. And maybe some chicken.*
- Boy 1 *And burgers ... What about drinks?*
- Girl *Why don't we ask people to bring their own drinks?*
- Boy 2 *That's a great idea. I'll put that on the invitation. If we ask people to bring their own, then everyone will be happy with the choices.*
- Boy 1 *Right. What about plates, knives and forks?*
- Girl *I'll get those. I can get some cheap ones at the supermarket.*
- Boy 1 *OK. And I'll buy the vegetables. I can get some peppers, mushrooms and courgettes from the local market.*
- Boy 2 *Great. It's going to be a fantastic barbecue!*

3  2.10

Answers

- 1 some 2 cheese 3 salty 4 bread 5 drinks
6 supermarket

Teaching tip

Providing a context

It can be challenging for students to come up with creative ideas without a context. In this case, you can help students by suggesting the type of party they can plan. Giving some context will make the situation appear more realistic and will make it easier for students to generate appropriate vocabulary.

- Brainstorm some ideas for party food and drinks with students.
- Students work in groups. They should come to an agreement as to where and when their meal will happen. They should also agree on a menu. Give them some time to make a list of food and drinks they want to have.

Fast finishers

- Groups who finish quickly could either write a menu for their party to give to their guests or they could write an invitation following the style for 'writing an informal invitation' from Unit 5.

5

- In the same groups, students decide who buys what. Make sure they use the language for 'Making decisions' from the Functions box.

6

- In different groups, students decide which restaurant to choose. They should also come up with reasons why their restaurant is a good choice.

Possible answers

Chinese restaurants and sushi bars would be the best choice. They have dishes which are suitable for people who are strictly vegan, for people who do not like spicy food, for people with gluten intolerance.

Background information

Sushi is a Japanese dish of prepared rice, flavoured with vinegar, sugar, salt and soya sauce, and a variety of ingredients such as seafood, vegetables, and even tropical fruit. Many types of sushi are vegetarian.

Mexican cuisine can be very spicy because of the use of chili peppers, but it also includes fruit and vegetables like avocados, courgettes, mushrooms, prickly pear, mangoes, pineapple.

Chinese cuisine is based on rice, noodles, soy sauce, soybeans, often in the form of tofu, and some special vegetables like bean sprouts, pak choy, bamboo shoots, as well as flavours like ginger, cloves, cinnamon.

Fast-food restaurants nowadays serve a variety of meat burgers, vegetarian burgers, chips/fries, snack wraps and salads.

WRITING A restaurant review

7

- For question **1**, list types of restaurants on the board, e.g. expensive restaurants, fast food restaurants, Indian restaurants, Chinese restaurants etc.
- For question **2**, list the types of street food, and have a class vote to find which type is most popular.
- For question **3**, ask pairs which restaurant they chose. Again, you could have a class vote here to decide which one is the most popular.

Personal answers

8

- Students read the review carefully and match the information to points **a – i**.

Answers

1 b **2** a **3** e **4** h **5** c **6** f **7** g **8** d **9** i

9

- Before doing the group work, look at the sentence stems in the Useful Language box with the students. Ask volunteers to complete some of the stems with information from the review.
- Brainstorm some more adjectives that can be used to describe restaurants and write them on the board, e.g. *casual, charming, crowded, trendy, popular, formal, old-fashioned*.
- Put students into small groups. Each student in the group thinks of a restaurant and 'presents' it. The others ask at least one question about it.

10

- Tell students to choose one of the restaurants they 'presented' in their group and to refer to the Freegan Pony review for help.
- Students can write their reviews in class or as homework.

11 WRITING STRATEGIES Identifying key points for a review

- Ask students to exchange the reviews they wrote in Exercise 10. Each student should read their partner's review and check that it contains some/all of the information listed in Exercise 8.
- Students prepare a list of points to develop for one of the reviews in the Writing Strategies box, and present them to the class.

UNIT AT A GLANCE

Students will

- talk about why we buy things and how they get to us
- read about a company that's saving the surf
- learn about making new products from old ones
- write about wanting to change things in your school
- watch a TED Talk about saving an island paradise

Introduction

Class discussion

"I shop, therefore I am."

Vocabulary

Products & shopping

8A Why we buy

Listening

A fashion podcast about a clothing company that cares

Grammar

Second conditional

8B Saving the surf

Word building

Compound nouns

Reading

Saving the surf

8C New things from old

Grammar

Defining relative clauses

Collaboration

8D It would be better if...

Speaking & Listening

Buying things

Writing

An informal email

7&8 Consolidation & Certification

Vocabulary & word building

Grammar

Listening

Real English

Reading

7&8 Presentation Skills

The structure of a talk (3) The conclusion

TED Talk Our campaign to ban plastic bags in Bali

About the speakers

Authentic listening skills

Watch the talk

Challenge

INTRODUCTION Pages 96–97

CLASS DISCUSSION

- Read the unit title and explain that in this unit the focus is on talking about shopping, making choices and recycling.
- Read the quote and ask the class which famous quote it mimics ('Cogito, ergo sum.' which translates into English 'I think, therefore I am.' It is a famous statement by French philosopher and mathematician René Descartes, 1596-1650.)
- Encourage class discussion about negative and positive effects of consumerism.

VOCABULARY Products & shopping

Information about the photo

The woman in the photo is shopping at a shoe market in Hefei, China, a city about 290 miles (468 kilometres) west of Shanghai. She has many options to choose from, and that's no surprise. Today, China is the world's leading footwear manufacturer. According to one source, the country makes over sixty percent of the shoes worn worldwide. In addition to footwear, China also leads the way in making many of the world's electronics, such as mobile phones, tablets and laptops. The country does more than produce goods for personal use, though. It's also a leading manufacturer of solar panels, which it hopes will help reduce its (and the world's) reliance on energy sources such as coal and oil.

1

- Focus students' attention on the photo and give some information about it. Ask *What does this shop sell?* (women's shoes) *Where were they probably made?* (China) *What other things does China make and sell to the world?* (See Information about the photo.)
- In pairs students discuss about their shopping habits.

2

Answers

- 1 recycle, throw (them) away 2 advertises
3 material 4 design 5 pick, grows 6 manufacture
7 sell 8 produce

3

Answers

- 1 manufactures 2 makes 3 production
 4 pollution 5 price 6 grow 7 recycled
 8 advertises

4 MY PERSPECTIVE

- Students discuss in groups then share their ideas with the class.

Exam tip**Timed writing exercises**

After the discussion you can introduce a timed writing exercise where students write out the conclusions they reached. This helps them prepare for standard writing exams and also gives them some quiet time after discussion.

Background information

The Netherlands: north-western Europe; famous for canals, tulips, windmills, Van Gogh

Turkey: eastern Europe/western Asia; famous for Hagia Sophia, Istanbul, Turkish delight, carpets

Kyrgyzstan: central Asia; very mountainous, formerly part of the Soviet Union

China: east Asia; famous for pandas and the Great Wall of China

India: south Asia; famous for Bollywood and the Taj Mahal, and for curries

Tunisia: northern Africa

Macedonia: eastern Europe; formerly part of Yugoslavia

Answers

- 1 b 2 a 3 c

8A Why we buy *Pages 98–99***BEFORE YOU LISTEN**

1

- Tell students that the numbers on the wheel are in the order of the photos (clockwise) and reflect the sequence in the life of a shirt. Students match actions **a–f** to the photos.

Answers

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

LISTENING

2

2.11

- In preparation for the listening activity, introduce the following names of countries by writing them on the board and pointing at them on a world map: the Netherlands, Turkey, Kyrgyzstan, China, India, Tunisia and Macedonia. Ask *Where in the world are these countries? What do you know about them?*
- Read the activities **a – c** and the *Talk the talk* box. Play the recording.

Audioscript

Ellie *Today's show is all about fashion, and we're going to start by talking about an innovative clothes company from the Netherlands called Kuyichi. Peter, welcome to the show. Can you tell us what's so special about Kuyichi?*

Peter *Hi, Ellie. Well, you can find the answer to that question if you look at their advertisements. You'll see phrases like 'pure goods' and 'love the world'. And these aren't just words in adverts. They really do try to do good in the world.*

Ellie *I see... And how do they do that?*

Peter *Well, first, they pay a fair price for the cotton they use. And they buy it directly from the people who grow it in Turkey, Kyrgyzstan, Europe, China and India.*

Ellie *That's good. What else do they do?*

Peter *They also use cotton material from old clothes.*

Ellie *Oh, so they recycle old material?*

Peter *Right. So that means less waste and less pollution which can only be good for the world. But for me one of the main things is this: they design really cool clothes. I like wearing them. If they didn't look good, I wouldn't wear them.*

Ellie *So, how long has the company been in business?*

Peter *Well, they actually started in 2001. At the time they were making organic jeans, and they've been pioneers since then. For example in 2016, they decided to remove any pieces of leather from their jeans so that they became vegan jeans!*

Ellie *What an awesome idea! Where do they make their jeans and other clothes?*

Peter They produce the clothes in factories in Tunisia, Turkey, China, India and Macedonia. And like the cotton farmers, they pay their workers fairly.

Ellie So where can we get Kuyichi clothes, Peter?

Peter Well, they are in a few shops, but the company also sells a lot of its clothes online. If you wanted to buy some tomorrow, that would probably be the easiest way.

Ellie OK, that's good to know. Now, I've got one more question for you and it's about the name 'Kuyichi'. It's really unusual. Do you know where it comes from?

Peter Yes, I can answer that. It's Peruvian. It comes from the god of the rainbow who brought colour into society. They chose a Peruvian word as that was where the first organic cotton that they used came from.

Ellie Ah, that's interesting. Is there anything else you'd like to tell us about Kuyichi?

Peter Just one more thing. They ask customers not to throw away their old clothes. Instead, they want them to recycle them or give them to charity.

Ellie Sure. If more companies were like Kuyichi, the world would be a better place. Thanks, Peter!

3 2.11

Answers

- 1 'love the world' 2 fair 3 waste 4 look good
5 2001 6 easiest 7 god 8 wants

Extension

Put students into pairs or small groups to come up with an advert for Kuyichi. Give each group one of the company's slogans: 'pure goods', 'love the world', '100% organic cotton'. Each group incorporates the slogan into a poster advertising the company. Put each poster on the wall so that students can see each other's work. They could try to find images of Kuyichi advertising online to see how similar their ads are.

GRAMMAR Second conditional VIDEO MAP

4

- Students read sentences **a – c** in the Grammar box and complete the rules with the correct option.
- Write on the board: *if* clause → Past simple, main clause → *would/wouldn't* + base form.
- Tell students that in the *if* clause, *were* is used for all the persons of *be*, so we say *if it were* as in Exercise **5** sentence 4, and *if I were* as in Exercise **6** sentence 1.

Answers

- 1 imagined or hypothetical 2 past

5

- You could divide the students in pairs and make this exercise into a race: Student A writes down the answers for 1, 3, 5; Student B writes down the answers for 2, 4, 6. The pair that finishes first wins the race. Check the answers by having the winning pair read out their sentences, alternating.

Answers

- If we didn't advertise, we wouldn't sell anything.
- If you didn't throw away your old clothes, you could recycle them.
- They would grow cotton if they didn't grow corn.
- The store would sell more if it were bigger.
- We could sell our products for less if we sold them online.
- I would buy more clothes if they used recycled materials.

6

- Ask students around the class for ideas on how to complete the sentences, before they write them down.

Personal answers

7

- Students match the two parts of the sentences.
- While checking answers, ask whether each one is first or second conditional. Which ones are describing situations that are possible/likely? Which ones are describing situations that are unlikely/unreal?

Answers

- 1 **f**, first 2 **a**, first 3 **c**, second 4 **b**, second
5 **e**, first 6 **d**, second

8

Exam tip

Scanning

Scanning is reading a text quickly to locate specific information within that text. It can help students with reading comprehension. With many reading texts, you may be able to practise scanning by asking students to focus on particular names, numbers, etc. For this text, the focus could be on cities.

- Tell students they are going to read a short article about different cities around the world and their approach to keeping or banning advertisements on billboards.
- Write the names of following six cities on the board: Chennai, Grenoble, London, New York, São Paulo, Tehran and ask students to find them on a world map.
- Students scan the article quickly to find out which cities are currently banning billboards. (*São Paulo, Chennai, Grenoble. Tehran did it temporarily, but we can assume that currently they have advertising on billboards.*)

- Ask students to read through the article more carefully and choose the correct answers.

Answers

1 you'll 2 walk 3 would 4 took 5 weren't

9

- Give students these sentence stems to get them started:
If my town had no advertising, it ... / If advertising were banned, people ... / If I were able to change my town or city, I'd ...
- In pairs students think of one or two main clauses to complete each *if* clause. Ask volunteers to share their answers with the class.

10 MY PERSPECTIVE

- Read out the following statement to students: *Many big cities use billboards for advertising. Some people think the billboards are ugly – a kind of 'visual pollution'. Do you agree or disagree? Are there any ways that billboards are helpful?* Give students a moment to think about the questions. Then ask students to stand on the left of the classroom if they think billboards should be allowed in their town or city, and on the right if they think they shouldn't be allowed. The students then form into small groups with others of the same opinion.
- Using their ideas from Exercise 9, each group prepares a short presentation. Each student in the group could take one argument to present, with another introducing and concluding the presentation.
- Alternatively, if students feel very strongly about something else that they would like to change in their town or city, they can prepare a presentation on that topic.

Flip Book PRONUNCIATION

/dʒ/ in connected words

1

Audioscript

Would you study abroad if you had the chance?

Could you do me a favour?

What **did Yasmin** do at the party?

2

Answers

1 one sound /dʒ/ 2 two sounds /dʒ/
3 one sound /dʒ/ 4 three sounds /dʒ/
5 two sounds /dʒ/

Audioscript

1 What **would you** like to eat?

2 If I **had your** skills, **I'd use** them to help others.

3 No need to rush; the film hasn't **started yet**.

4 Peter **asked you** to help him **and you said yes**.

5 **Did you** see him today **and yesterday**?

8B Saving the surf

Pages 100–101

WORD BUILDING Compound nouns

- Explain that compound nouns are two words used together to express a single idea. A compound noun might be made up of two nouns (*classmate*, *billboard*), or other combinations such as adjective + noun (*whiteboard*) or verb + noun (*swimming pool*). Compound nouns can be a single word (*billboard*), two words (*swimming pool*) or two words with a hyphen (*self-discipline*). The first word describes the second, e.g. *swimming* describes the type of *pool*.

1 2.12

- When the students have matched the words **1–5** with words **a–e**, play the recording so that they can check their answers, and identify the stressed word in the compound nouns.

Answers & Audioscript

1 **c** shopping bags 2 **a** air pollution
3 **e** sea life (or sealife) 4 **b** rainforests (or rain forests)
5 **d** recycling programme

The stress is on the first word, or the normally stressed syllable of the first word, as underlined.

2

Answers

1 shopping bags 2 sea life 3 air pollution
4 rainforests 5 recycling programme

READING

3

- Students look at the title, the photo and the caption. Elicit ideas of what the text may be about. Explain that the term *fishnet* in the caption is US English; the more common British term is *fishing net*.
- In pairs, students work out the meaning of each compound noun in the box. Remind them of the general rule that the first word describes the second. Thus, a fishnet is a net used to catch fish.
- Then ask: *What kind of company does the article talk about?* Take ideas from the class and put them on the board, but don't accept them yet.

4 2.13

- Tell students to skim the article quickly. They then read sentences **1–6** and see if they can choose the correct options after just skimming the article.
- Students read the article more carefully and check their answers.

Answers

1 surfing (lines 1–4) 2 rubbish (lines 5–7)
3 skateboards (lines 16–17) 4 fishermen (lines 28–29)
5 love (lines 45–46) 6 Paris (inset box)

5 INVALSI Short answer questions

- Tell students to use the scanning technique in order to find specific answers to the questions. They don't need to re-read the entire passage.

Answers

- plastic rubbish, old fishnets (lines 5–6)
- Ben and Dave's business partner (lines 9–12)
- An old Chilean word for the waves (lines 14–16)
- To get rid of them (lines 21–24)
- The US, Chile, Japan, Switzerland (lines 42–44)

SPEAKING STRATEGIES

Mediating texts to make an oral summary

Explain why summarising a text is a useful language skill. Remind students that in Unit 6B page 75 Competences they have learnt to do a summary in writing. Here they learn a specific technique to produce an oral summary, which consists in asking themselves basic *wh-* questions and providing answers. Tell students to keep in mind the sequence *who, what, where* (and also *when*), *why, how* in order to present the summary of a text.

6

- Students make *wh-* questions about the article. Then in pairs take turns asking and answering.

Possible questions

Who started Bureo? Who are Ben and Dave?
What did they decide to do? What does the company do?
Where is their company? Where can you buy their skateboards?
Why did they start their company?
How successful is the company? How did they get the idea for the company? How do they sell their products? How does the company help the environment/the sea?

7

- Students in pairs reorder the information and give an oral summary.

Possible answers

Ben, Dave and Kevin started a company called Bureo, because they were worried about plastic fishnets in the ocean. The company runs a fishnet recycling programme, and turns old fishnet into skateboards. It is based in Chile, it has shop in the US, Japan and Switzerland and also sells on the internet. The company is successful with skateboarders all over the world. It also helps the environment by cleaning up the oceans.

8C New things from old

Pages 102–103

Information about the photo

The photo shows paper pandas made by the French artist and sculptor **Paulo Grangeon**. They were made for the project originally called 1600 pandas, which was a collaboration between Paulo Grangeon and the World Wildlife Fund France. It was called 1600 pandas because at that time there were only that number of pandas left in the wild. The project is now called 1600+ pandas because the number has increased.

GRAMMAR Defining relative clauses

1

- Explain that defining relative clauses are used to identify or give essential information about the noun. Students look at the pronouns in bold and decide what noun they refer to.

Answers

who = a friend
that = a fishnet recycling programme
which = a factory in Chile

2

Answers

- before
- people, things

Remember!

- Focus students' attention on the two sentences and ask them to underline the relative clause in each sentence: *that makes skateboards, (that) surfers love*.
- Say that we can leave out the pronoun in the second sentence where it is the object of the relative clause.

3

Background information

Asher Jay is an artist who uses her love of design to create projects that raise money for wildlife conservation. She has travelled all over the world, from Colombia to Spain to East Africa.

Local First is an organisation that believes that people are important. As friends and neighbours, we can create a strong and engaged community by supporting our local businesses, events, farms, etc.

Arthur Huang is an engineer who believes we can lessen our impact on the environment by reusing rubbish and other materials. For example, he has made a box out of recycled materials. The box can also be used as a backpack or stacked with other boxes to make a storage unit.

- Tell students that in this exercise they do not choose one correct option. All the options must be used and placed in the correct gap.

Answers

1 b, a, c 2 b, a 3 b, a 4 a, b 5 b, a

4

- This exercise focuses on whether the relative pronoun can be omitted or not. Remind students that it can be omitted if it is the object of the relative clause.

Answers

[Pronouns that can be omitted are crossed out.]

What can you do with clothes which are too old or don't fit you any more?

- If they're in good condition, why not give them to friends who might like them?
- Put aside any clothes ~~that~~ you might wear again and look at them in a year.
- Keep clothes that are in bright colours or with interesting patterns ~~that~~ you like and make them into other things, e.g. handbags or bed covers.
- Give them to a charity ~~which~~ you want to help.
- Put them in the recycling bins that the local government provides.

5

Answers

1 no pronoun 2 which 3 who 4 no pronoun
5 no pronoun 6 who

6

Background information

Erica Domesek is a designer who runs a website that shows people how to upcycle old clothes and other things to create something new. She has been called the 'queen' of the DIY (Do It Yourself) movement because she encourages and inspires people around the world to rely less on shop-bought merchandise and more on their own inner creativity and skill to make things they need in their lives.

- **Optional step.** Give students two or three minutes to think of all the items they use or enjoy during the day that they feel they cannot live without. Their list could include anything from phones to favourite food to favourite music. Then ask *How many of the items on your list come from a shop? How many are homemade?* Explain that they are going to read about Erica Domesek, who encourages people to make homemade objects and recycle or repurpose things that they already have.

- Before students start the activity, point to the website name (psimadethis.com) and model how to read it aloud (PS I made this). Remind them that they met the abbreviation PS in Unit 5D page 69. If necessary, explain that *upcycle* means 'to create something new from old things'.
- Allow students to work in pairs to complete this exercise. Remind them they can omit pronouns that are the object of the relative clause. Go over the answers as a class.

Answers

1 no pronoun (OR that/which) 2 who/that
3 who/that 4 no pronoun (OR that/which)
5 that/which 6 who/that 7 that/which
8 no pronoun (OR that/which)

WRITING

7

Possible answers

Cash is money that you can use to pay for things/coins and notes that you keep in your pocket.

A checkout is the place that you go to in a shop to pay.

A clothes shop is a shop/place that sells clothes.

A credit card is a small plastic card that you can use to buy things/that you can use instead of money.

A customer is a person who buys something in a shop.

A furniture shop is a shop/place that sells furniture.

An online shop is a website that sells things online.

A salesperson is a person who works in a shop and sells things.

A second-hand shop is a place that sells used things.

A security guard is a person who checks buildings, banks, etc.

A shopping centre is a large building or area that has a lot of different shops.

A supermarket is a shop that sells groceries and household things.

8

- In pairs, students write a description of three shops or other places where they like to buy things. Without saying the names, they describe each one using at least one relative clause while a partner tries to guess their names.

Personal answers

COLLABORATION

9

- Students do some research on the Internet to find a product that comes from recycled materials. In groups, they create a poster with a photo and a few sentences explaining it. They should use at least one relative clause.

8D It would be better if...

Pages 104–105

SPEAKING & LISTENING Buying things

1

- Put students into pairs to discuss the questions. Ask some pairs to tell the class their answers.

Possible answers

Question 3: understanding the exchange rate, whether taxes are included (USA), understanding different sizes, understanding the language.

2  2.14

- Students read the sentences, then listen to the conversation to identify the correct options.

Answers

- brother
- clothes
- big, expensive
- less
- sales tax system
- colour

Audioscript

Sarah You've bought so much stuff already, Karen, and I haven't got anything yet. I really want to get something for my brother.

Karen What about a T-shirt? There's a shop near our hotel which has lots of T-shirts, baseball caps and other souvenirs. They have some great Statue of Liberty models. Or a New York Yankees baseball cap?

Sarah No, Karen, if I got him one of those, he wouldn't talk to me again!

Karen But you must get him something with 'I love New York' on it. It's such a famous slogan!

Sarah No, he's really into fashion so I want to get him something from a brand that he likes, not a typical tourist souvenir. I'd like to get him a T-shirt or a hoodie or something.

Karen Well, this shopping centre is certainly big enough. You're sure to find something here.

Sarah It's enormous, isn't it? A lot of the shops look really expensive though.

Karen Yes, that's what I was thinking, too. But the exchange rate is good for us at the moment and... look, Sarah, that clothes shop over there has got a sale on. Shall we have a look?

Sarah Sure.

[pause]

Karen Hey, this hoodie is really nice. And it's by a designer who's very popular at the moment. I know my cousins wear a lot of his stuff.

Sarah Yes, but it's too expensive Karen. I can't afford more than \$40 dollars. If I could find something under \$30, I'd be happy.

Karen Don't forget you need to add the sales tax on top of the price.

Sarah Yeah, I always forget. It's a bit confusing, isn't it?

Karen I know... Well, let's keep looking. We've got plenty of time.

Sarah I quite like the design on the front of this T-shirt, but it would be better if it were in a different colour. I don't think my brother will like this green. I'll ask the sales assistant over there. ...

Extension

- Ask students if they heard any second conditional sentences in the conversation. Play it a second time and write the sentences on the board:
If I got him one of those, he wouldn't talk to me again
If I could find something under \$30, I'd be happier
it would be better if it were in a different colour
- Call one student to the board to underline the verbs in the *if* clauses. What tense are they in? (Past simple of *get* and *can*; subjunctive of *be*). Call another student to circle the verbs in the main clauses. What form are they? (*would/d* + base form)

3 2.15 similar to B1 Preliminary for Schools: Listening Part 3

- Play the recording of Sara's conversation with the sales assistant. Students follow on their books and listen to identify the words to complete the gaps.

Answers

- colour
- design
- white
- How much
- check
- price
- 'll take
- pay

Audioscript

Sarah Excuse me, have you got this in a different colour?

Assistant Sorry no. There's this one which has a similar design on the front and we have it in black or white.

Sarah I like the black one. How much does it cost?

Assistant I think it's the same as the other one. Here, let me check. Yes, thirty dollars.

Sarah How much is the final price, with sales tax included?

Assistant That would be \$31.99.

Sarah That's fine. I'll take it.

Assistant What size do you need?

Sarah Small, please.

Assistant Sure, I'll just get it for you. Here you go.

Sarah Where can I pay?

Assistant Just over there, near the door. Have a nice day!

4

- Students look at the Functions box and read the different ways of giving opinions and the expressions used to buy clothes in a shop.
- Ask them to form groups of three and take on the roles of the two friends and the shop assistant.
- Repeat with different groups so as to give students further practice in a situation which is very common when they go on holiday.

WRITING An informal email

5

Answers

He thinks it's boring and there is nowhere to hang out.
They are no good shops.

6 Competences

- Go over the information in the Writing Strategies box.
Students reread Carl's email and identify:
 - the opening and closing sentences
 - contracted forms, phrasal verbs and colloquial expressions
 - the tenses used (Past simple, Present simple, *will* future, *if* + *were*, *would be*, command forms)

7 B1 Preliminary for Schools: Writing Part 1

Sample answer

Dear Steve,
Congratulations on being elected to the student council!
It's great that you're going to discuss changes at the meeting next week. The things I like are the morning assembly and the cafeteria.
But I'd like to change what we're reading in the book club (it's a really boring novel). I'd also like to change where we do sports. The school gym is so outdated! Can we go to a proper sport centre?
Keep in touch
Caroline

COLLABORATION

8

- Students work in pairs to read each other's emails and to comments on the changes they want in their school.

7&8 Consolidation & Certification

Pages 106–107–108

VOCABULARY & WORD BUILDING

1

Answers

1 B 2 C 3 C 4 A

2

Answers

1 encouragement 2 performance
3 advertisements/adverts 4 players 5 produces
6 disappearance

GRAMMAR

3 B1 Preliminary for Schools: Reading Part 5

Answers

1 A 2 C 3 B 4 A 5 D 6 B 7 A 8 D
9 D 10 C

4 B1 Preliminary for Schools: Reading Part 6

Answers

1 who 2 which/that 3 will/might 4 if 5 will
6 do/can 7 be 8 might/could 9 would

LISTENING Page 107

5 2.16 **INVALSI** B1 Preliminary for Schools: Listening Part 4

Answers

1 B 2 B 3 C 4 B 5 A 6 C

Audioscript

Man Thank you for inviting me here to talk to you today. I first became fascinated by advertising while I was at university. My psychology lecturer had once worked for a large food manufacturer in the marketing department and he held a series of very interesting talks on the subject of advertising. What surprised me was the absolute power that advertising has over us. Before I listened to those talks, I had always believed, like most people, that my buying decisions, especially for everyday and essential items, were my own choice. I never paid much attention to adverts on TV for example, or to billboards in the street, except when they were particularly funny. And when I

bought a snack or a drink, I never consciously thought about the fact that the brand of soft drink was using my favourite football player in its adverts, or that the advert for some crisps had a really cute dog in it, very similar to mine.

It is important to remember that advertising and consumerism isn't a new thing. It's been around for ages. Sure, in the last 10 or 15 years, it has reached unprecedented levels and many people are creating anti-consumer movements and life styles as a way to escape. But many years ago advertisers had the idea of creating a want or a desire in people, and since then we've been mad about shopping, buying and getting more, more, more. Shopping today has become a free-time activity, one that the whole family can do together, a bit like going to the park for the afternoon. Perhaps we have a bit of extra money to spend. Perhaps there is a special offer that is too good to miss out on. Maybe your friends have told you how great a product is. Or perhaps you are just filling some time.

If I can give you one piece of advice, you should always reflect carefully before you spend money. Don't rush and buy things on impulse. And most importantly don't believe everything that advertisements tell you. That's perhaps easier said than done. Have you ever tried to count the number of adverts you see each day? Probably not. And it's going to get more and more difficult to escape from them. We already receive personalised adverts on our smartphones which target our own interests, and I believe that we are going to see even more of this type of advertising, perhaps even on the street with advances in technology. On the other hand, if the interest in streaming TV programmes continues, there will probably be fewer adverts on TV or at least a different kind of advertising.

REAL ENGLISH

6 **INVALSI** B1 Preliminary for Schools: Reading Part 1

Answers

1 C 2 C 3 B 4 C 5 A

READING

7 **INVALSI**

Answers

1 C 2 D 3 A 4 D 5 C 6 B

7&8 Presentation Skills

Page 109

THE STRUCTURE OF A TALK (3)

The conclusion

1

Possible answers

- 1 Applaud, clap, stand up for an ovation, etc. They do this to show that they enjoyed the talk or found it interesting.
- 2 The lights come on; the presenter stand still / says thank you / uses an expression to say that it is the end of the talk.

Competences

- Students read the techniques and discuss which are used in Exercise 2.

2

2.17

Answers

Refer back to something. ('After the incident I told you about earlier, my...')

Tell your audience to take action. ('Take action and join me in campaigning for...')

Strong final statement. ('Bullying was a problem when I was a student at school. It is a problem I still see now that I am a teacher. It must no longer be a problem when my children are old enough to go to school!')

Audioscript

See Student's Book p. 109

3

Answers

- 1 c Refer back to your opening message.
- 2 a Tell your audience to take action.
- 3 d Make the end clear.
- 4 b Summarise your key points.

YOUR TALK

- Students choose one of the three topics which they feel is important to themselves and their peers, and prepare a suitable conclusion.

TED Talk

- You might want to tell students to watch the track for *Unit 8 TED Talk* on the *Perspectives* website before they come to the next class.
- Encourage students to pay attention to the conclusions used by the two speakers.

Our campaign to ban plastic bags in Bali Pages 110–111

ABOUT THE SPEAKERS

- 1
 - Tell students they are going to watch a TED Talk about saving the environment in Bali. Point to the girls in the photo and say: *This is Melati and Isabel Wijsen. They are sisters. We are going to listen to their talk.*
 - Ask students to guess why the two girls wanted to ban plastic bags in Bali. Accept any reasonable answers for the moment.
 - Point to the quote and explain that both sisters are encouraging the public to join them in their action.
 - Tell students to read the 'About the speakers' section. Then do the vocabulary exercise.

Answers

They made people more aware of plastic waste, and they convinced the governor of Bali to ban plastic bags on the island.

KEY WORDS

2

Answers

- a peaceful
- b campaign
- c bring about
- d garbage
- e hunger strike

AUTHENTIC LISTENING SKILLS

Stress on key information

- Read the information in the Authentic Listening Skills box with the students.

3  2.18

- Tell students to read the short text on the page. Introduce the word *generate* (make or produce). Ask students what they notice about the underlined words and phrases. (*Most are nouns, verbs and numbers.*)
- Play the short extract for students to listen for the underlined stressed words. Guide students to see that the speaker stresses these words to make a point, i.e. how much plastic people use each day and how little they recycle.
- Ask the class: *How much plastic rubbish does Bali produce, a lot or a little? Do most people recycle plastic bags? How much do people recycle?* Tell students to take turns practising reading the extract aloud. Encourage them to do this with

feeling – the speaker is using important statistics to get her listeners' attention.

Answers

They are stressed. Most are nouns, verbs or numbers.

Audioscript

See Student's Book p. 110

4  2.19

- Play the extract: students listen and complete the text. Check answers around the class.

Audioscript & Answers

We know that changes the image you may have of our (1) **island**. It changed ours, too, when we learned about it, when we learned that almost (2) **all** plastic bags in (3) **Bali** end up in our drains and then in our (4) **rivers** and then in our (5) **ocean**. And those that don't even make it to the ocean, they're either (6) **burned** or littered.

WATCH THE TALK

5 

- Ask students to read the notes and predict the words to fill the gaps.
- Students watch Part 1 of the talk, more than once if necessary.

Answers

- 1 garbage 2 recycled 3 no 4 international
- 5 newspaper 6 eat

TED Talk Part 1 Audioscript

Melati *Bali – island of gods.*

Isabel *A green paradise.*

Melati *Or ... a paradise lost. Bali: island of garbage.*

Isabel *In Bali, we generate 680 cubic metres of plastic garbage a day. That's about a fourteen-storey building. And when it comes to plastic bags, less than five percent gets recycled.*

Melati *We know that changes the image you may have of our island. It changed ours, too, when we learned about it, when we learned that almost all plastic bags in Bali end up in our drains and then in our rivers and then in our ocean. And those that don't even make it to the ocean, they're either burned or littered.*

Isabel *So we decided to do something about it. And we've been working for almost three years now to try to say no to plastic bags on our home island. And we have had some significant successes.*

Isabel *We started researching, and let's just say, the more we learned, there was nothing good about plastic bags. And you know what? We don't even need them.*

- Melati We were really inspired by the efforts to say no to plastic bags in many other places, from Hawaii to Rwanda and to several cities like Oakland and Dublin.
- Isabel And so the idea turned into the launch of 'Bye Bye Plastic Bags.'
- Melati The volunteer team includes children from all over the island, from both international and local schools. And together with them, we started a multi-layered approach, based on an on- and off-line signature petition, educational and inspirational presentations at schools; we raise general awareness at markets, festivals, beach clean-ups, and last but not least, we distribute alternative bags, bags like net bags, recycled newspaper bags or hundred percent organic material bags, all made by local initiatives on the island. It's not always easy. Sometimes it does get a little bit hard to walk your talk.
- Isabel But last year, we did exactly that. We went to India to give a talk, and our parents took us to visit the former private house of Mahatma Gandhi. We learned about the power of hunger strikes he did to reach his goals. Yes, by the end of the tour, when we met our parents again, we both made a decision and said, 'We're going on a hunger strike!'
- Melati And you can probably imagine their faces. It took a lot of convincing, and not only to our parents but to our friends and to our teachers as well. Isabel and I were serious about doing this. So we met with a nutritionist, and we came up with a compromise of not eating from sunrise to sunset every day until the governor of Bali would agree to meet with us to talk about how to stop plastic bags on Bali.

6

- Summarize Part 2 of the talk for students. The sisters started a hunger strike. In Part 2, they explain what happened next. They also explain the results of their campaign. Tell students to read items 1–5 and to ask about anything they don't understand.
- Take answers from the class, repeating the parts of the talk that clarify the answers. Turn on the subtitles if needed.

Answers

- meet
- promised
- shops and restaurants
- kids
- at the airport

TED Talk Part 2 Audioscript

Isabel Our 'mogak makan', as it is called in Bahasa Indonesia, started. We used social media to support our goal and already on day two, police started to come to our home and school. What were these two girls doing? We knew we weren't making the governor look his best by doing this food strike – we could have gone to jail. But, hey, it

worked. Twenty-four hours later, we were picked up from school and escorted to the office of the governor.

Melati And there he was – waiting for us to meet and speak, being all supportive and thankful for our willingness to care for the beauty and the environment of Bali. He signed a promise to help the people of Bali say no to plastic bags. And we are now friends, and on a regular basis, we remind him and his team of the promises he has made. And indeed, recently he stated and committed that Bali will be plastic bag free by 2018.

Isabel Also, at the International Airport of Bali, one of our supporters is planning to start a plastic bag-free policy by 2016.

Melati Stop handing out free plastic bags and bring in your own reusable bag is our next message to change that mindset of the public.

Isabel Our short-term campaign, 'One Island / One Voice', is all about this. We check and recognize the shops and restaurants that have declared themselves a plastic bag free zone, and we put this sticker at their entrance and publish their names on social media and some important magazines on Bali. And conversely, that highlights those who do not have the sticker.

Melati So, why are we actually telling you all of this? Well, partly, it is because we are proud of the results that, together with our team, we have been able to reach. But also because along the way, we have learned that kids can do things. We can make things happen. Isabel and I were only ten and twelve years old when we started this. We never had a business plan, nor a fixed strategy, nor any hidden agendas – just the idea in front of us and a group of friends working with us. All we wanted to do was stop those plastic bags from wrapping and suffocating our beautiful home. Kids have a boundless energy and a motivation to be the change the world needs.

Isabel So to all the kids of this beautiful but challenging world: go for it! Make that difference! We're not telling you it's going to be easy. We're telling you it's going to be worth it. Us kids may only be 25 percent of the world's population, but we are one hundred percent of the future.

Melati We still have a lot of work to do, but know that we still not stop until the first question asked when arriving at the Bali airports will be ... Both 'Welcome to Bali, do you have any plastic bags to declare?'

Both Om shanti shanti shanti om. Thank you.

7

- Ask students to read the instructions and then the three options. Then ask the class which answer is best.

Answers

- c They've actually done what they're telling us to do, and they've succeeded.

CHALLENGE

- Write this chart on the board.

The problem: A lot of people ...	Possible solutions
buy water in plastic bottles.	<i>Don't buy bottled water. Recycle bottles.</i>
go shopping and get new bags.	<i>Bring your own bag(s) to a store. Find ways to reuse old shopping bags in your home.</i>
throw away old clothes or shoes.	<i>Sell or donate your used items, or do a 'clothes swap' with a group of friends.</i>

- Introduce the idea of changing and improving the world by rethinking your shopping / spending / recycling habits, and read the information in the Challenge box aloud. Then look at problems in the chart, brainstorm some possible solutions with the class, and add them to the chart.
- Put students in small groups. Then put these questions on the board, and tell the groups to answer them.

What change does your group want to make?
Why is it important to make this change?
Describe your campaign. How will you tell others about it and get people involved, e.g. use social media, send email to government officials, create an advertisement? Who will help you, e.g. your parents, your teachers, your city's mayor, a celebrity?

8

- Tell students to use their answers to the questions above to prepare a short talk in which they explain their ideas. Tell them to use the following procedure:
 - Start by stating the problem, and explain why it's a problem. As part of this, use statistics and photos like the sisters did. Photos and facts help to interest your listeners and describe the problem clearly.
 - State your solution(s) and explain why each is a good idea.

So what can we do about this problem? One solution is ... We think this will help because ... Another thing we can do is ...
 - Describe your campaign. How will you tell others about it and get people involved? Mention any people you will ask for help.
 - Close your talk with a sentence to inspire people: *Join us and make a difference! You can change the world, so go for it!*
 - Thank people for listening. Ask if there are any questions.

Group work

So that the work is divided fairly, assign each person in the group a role, e.g. *The group leader and notetaker* leads the group's discussion, makes sure everyone is participating, and takes notes on the group's ideas. *The researcher* is responsible for researching facts and photos to be used in the talk. *The secretary* is responsible for putting together the slideshow for the final talk.

The group should decide who will say what, and practise their talk.

9 All in a day's work

UNIT AT A GLANCE

Students will

- talk about jobs
- read opinions about school and work
- learn about the knowledge and skills needed for the future
- write an email asking for information about a class

Introduction

Class discussion

"I describe my career path as a zigzag, not a ladder."

Vocabulary

Jobs

9A Work should be fun!

Listening

A conversation about an explorer's career

Grammar

Past perfect

9B School and work: worlds apart?

World building

Verb + preposition

Reading

Does school prepare you for the world of work?

Critical thinking

Identifying tone

9C She said it wasn't just about money

Grammar

Reported speech

Listening

An interview with a teenage footballer

9D What does a UX designer do?

Speaking & Listening

Careers advice

Writing

An email asking for information (2)

Writing strategies

Indirect questions

INTRODUCTION *Pages 112–113*

Background information

Denise Morrison (born 13 January 1954) is an American business executive who served as president and chief executive officer of Campbell Soup Company from 2011 through 2018. Named the '21st Most Powerful Woman in Business' by Fortune Magazine in 2011, Morrison was elected a director of Campbell in October 2010. She retired in May 2018.

CLASS DISCUSSION

- Explain the meaning of the title of the unit: *All in a day's work* is used to express the idea that something difficult or unpleasant is an expected part of a given job.
- Discuss the two words, *zigzag* and *ladder*, with the students. Ask them what they mean literally (ladder = two segments of wood or metal joined together by steps; zigzag = a line bending alternatively to the left and to the right) and figuratively, i.e. when referring to a career path (ladder: a straight progress in a field of work through a series of higher duties and responsibilities; zigzag: a series of jobs away from the main career but good for experience and personal development).

VOCABULARY *Jobs*

Information about the photo

The women pictured are making fishing nets in Vinh Hy, a village in south-eastern Vietnam. The women and their husbands, like many people in this community, work in the fishing industry as net makers, fishermen and fish sellers. Vinh Hy is not only known for its seafood, though. The village's picturesque beaches, and its proximity to a popular national park, have begun to attract tourists to the area in increasing numbers. To accommodate these visitors, resorts have opened in the region in recent years, and more locals now work in the hospitality industry as hotel and restaurant staff and tour guides.

1

- Students read the caption and comment on the photo. Then they discuss their preferences and motivations when choosing a job.

Personal answers

2

- Ask students to cover **a–j** and to say, or guess, what each person **1–10** does, e.g. a software developer writes computer programmes.

- Then they match the jobs and definitions.

Answers

1 d 2 a 3 c 4 j 5 f 6 e 7 i 8 g
9 h 10 b

Extension

Ask students to create flashcards of the jobs in Exercise 2 and other jobs they know: on each card (or slip of paper) they write the name of a job on one side, e.g. *architect*, and the corresponding definition on the other, e.g. *designs buildings*, or the translation into the students' native language. In pairs or small groups, they mix up their cards and quiz each other. If necessary, they can find definitions in a monolingual dictionary.

3

- Go through the jobs in the box with the class and check they understand them all.
- **Language note.** A *chief executive* is often referred to as CEO (chief executive officer). The title is pronounced by saying each letter: C-E-O.

Possible answers

work outdoors: construction worker, firefighter, paramedic, police officer, reporter + coastguard

work in an office: chief executive, cleaner, manager, office worker, police officer, reporter, shop manager + personal assistant

need to wear special clothes: cleaner, construction worker, factory worker, firefighter, paramedic, police officer, sales assistant + mechanic

deal with people: chief executive, firefighter, manager, office worker, paramedic, police officer, reporter, sales assistant, shop manager + teacher

use technology: all the jobs listed might use technology in some form.

4 MY PERSPECTIVE

- In pairs, students express their job preferences and justify them.

9A Work should be fun!

Pages 114–115

BEFORE YOU LISTEN

Background information

Anand Varma is a natural history photographer who has been interested in the natural world from a young age. He worked as a teenager at an aquarium store (where you can buy fish as pets and all the equipment needed to look after them) and at that time also developed an interest in photography. He studied biology at the University of California, Berkeley, and later worked on a story for National Geographic magazine. His current work of photographing nature combines his interest in research, biology and photography.

1

- Give students some information on Anand Varma and discuss with the class what qualities or skills are needed in his job.

LISTENING

2

2.20

- Tell students they are going to listen to two people talking about what's important to each of them in a job.
- Ask students *What's important to you in a job?* Volunteers can share their answers with the class. Did any of them choose the words listed in the exercise (*adventure, fun*, etc.)?
- Play the recording for students to identify Julia's and Tomas's preferences.

Answers

adventure – J, fun – J, money – T, safety – T, staying near family – T

Audioscript

Julia Look at this picture. That's such a cool job!

Tomas That's a job? What's he doing?

Julia Well, he's a science photographer and explorer, so ... yeah, he's doing his job. He's taking photos of honeybees at a lab. His work might help us stop their population from getting smaller. I'd love to have a job like that – doing something interesting that can help make a difference. That would be so cool.

Tomas I know what you mean, but ... not many people can have that kind of job. Most people need to work at a normal job – you know, a construction worker or manager or something.

Julia So how do you get a job like that?

Tomas Let's see. I'll Google him. ... OK, here he is. Let's see ... it says he was interested in science as a young boy. By the time he was a teenager, he'd decided he wanted to be a

scientist. And he'd already had a job working in a fish shop before he started university.

Julia Wow – so is it too late for me? I haven't decided exactly what I want to do yet!

Tomas Well, it says he hadn't worked as a photographer before he got a job as an assistant photographer. He learned that later – and now that's a big part of his work. So it may not be too late for you.

Julia Yeah ... I guess his job needs a lot of different skills, and he's learned them by trying different things.

Tomas I don't think I'd want to be away from my family so much.

Julia So what job would you like?

Tomas I'd like job that pays well. I don't care if it's boring or not. I wouldn't mind going to college, but I don't want to study for more than four years. So, I don't want to be a doctor or a lawyer – definitely not a vet. Too much work!

Julia I think work should be fun – it should be an adventure. I don't care what I do so much, but I don't want it to be boring. And I wouldn't mind helping people.

Tomas Maybe you should consider a job in the emergency services – paramedic, firefighter, police officer – I'm sure those are exciting jobs.

Julia Yeah, they probably are ... I don't know. I think I want to do something ... different.

Tomas Not me. I want to do something safe.

3 2.20

- Tell students to read through the sentences and guess the answers before they listen again. Tell them that fish shop refers to an aquarium shop, not to fish sold as food.
- Then ask them to correct the false sentences.

Answers

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

2 Anand had a job working in fish shop before he started university.

3 Tomas doesn't want to be away from his family so much.

4 Tomas doesn't mind going to college.

6 Tomas thinks Julia should consider being a paramedic.

GRAMMAR Past perfect VIDEO MAP

4

- Revise the uses as well as the form of the Past perfect. The Past perfect is used to talk about completed past events that happened before some point in the past. When used with the Past simple, it indicates the event that happened first.
- Ask students which other tense uses the past participle (*the Present perfect*) and brainstorm some common past participles.

Answers

We form the Past perfect tense with *had* + past participle.

5

Answers

1 before 2 before 3 didn't have 4 before

6

- Explain that the Past perfect and the Past simple can be used together in a main clause and a dependent clause. The Past perfect action always happens before the Past simple but it is not necessarily in the first clause.

Answers

1 2,1 2 1,2 3 2,1 4 1,2 5 2,1

Teaching tip

Using timelines

Timelines are a helpful tool to refer to events in time in relation to one another. Timelines can:

- simplify explanations of how tenses work
- give students a visual to show how tenses work
- show the different aspects of verbs in time (whether they are permanent or temporary events, repeated or one-time events, etc.)

- use universal symbols that are easy to understand

Here, students will be using timelines to show the order of events that happened in the past.

7

Answers

1 was, had discovered 2 had worked, travelled

3 had given, got 4 had written, made

5 received, had been 6 died, had shared

Background information

Jacques Cousteau was a famous French undersea explorer and conservationist who studied all aspects of life in the ocean.

The **Cannes Film Festival** started in 1946 and is held annually in Cannes, France. It is an honour to show a film in the festival as it is by invitation only. Films from all over the world are shown and judged. The highest and most prestigious award given at the Festival is the *Palme d'Or* (Golden Palm).

The **Presidential Medal of Freedom** is the highest award one can receive in the United States. It is given to people (scientists, artists, activists, athletes, teachers, etc.) who have contributed significantly in some way to the US or the world.

WRITING & SPEAKING

8 Competences

- Students make a timeline of their own lives. To start them off, give them some categories they can use to help them come up with events for their timelines, such as:
 - transitions (starting a new school, joining a club)
 - school events (school trips, special classes, sporting events)
 - funny stories (times spent with family and friends)
 - trips and holidays (family holidays, summer break from school)
 - accomplishments (learning to do something, hobbies, awards won)
 - family events (birthdays, brothers and sisters being born)

9

- In pairs, students discuss the timeline of their partner.

Fast finishers

Students can write a short paragraph describing the major events in their partner's life.

9B School and work: worlds apart? Pages 116–117

WORD BUILDING Verb + preposition

- Write this sentence on the board: *Maria talked her teacher.* Ask a volunteer to come to the board and correct it, i.e. add *to* after *talked*. Then underline the phrase *talked to* in the sentence.
- Read the examples in the Word Building box and point out that many commonly used verbs in English are followed by prepositions, e.g. *you talk to your teacher; you look at a website; you listen to music.*

1

Answers

1 for 2 with 3 from 4 on 5 to 6 on
7 for 8 about

Teaching tip

Using dictionaries to check grammar

Tell students that good dictionaries contain far more information than just translations/definitions of words. For example, if students aren't sure which preposition collocates with a given verb, they can look up the verb in their dictionary. Most print and electronic dictionaries will give sample sentences in which the verb + preposition combinations are highlighted.

READING

2

- Have a brief class discussion about the statement. You can do a class survey by asking students to raise their hand if they agree, and then asking them for their reasons.

3 Competences

- Tell students they are going to read an article in which the people have different points of view about the link between school and the world of work. Ask them how they would reply to the question.

READING STRATEGIES Different points of view

- Students read the information in the Reading Strategies box, so that they know what to expect in the article.

4  2.21

- Tell students to read the title of the article again and look at each person's name and job, e.g. *Lydia, software engineer*. Ask *How do you think each person will answer the question in the title – yes, no or maybe?* Point out that in almost all cases, students will have to guess each person's answer from what he or she says.
- Students skim the article in order to answer questions.

Answers

1 Lydia and Aslan 2 Sophia and Paul
3 Daniela and Danh

Audioscript

See Student's Book p. 117

5

- Students listen and read the article in detail.

Answers

1 useless
2 mind
3 after she left
4 job skills
5 discover what's interesting
6 don't learn their jobs at

6 B1 Preliminary for Schools: Reading Part 2

- Students need to scan the text to find whose opinion is given in each sentence. Point out that the sentences paraphrase what people say in the text.

Answers

- 1 Sophia (*When we study history, we learn about people, politics, mistakes in the past ... All of these things help us ... learn to think clearly.*)
- 2 Lydia (*Learning facts about Ancient Rome and Ancient China was interesting, but I haven't used them in my job.*)
- 3 Danh (*You probably need to study biology to discover if you are interested in it or not. School helps you learn what you like and don't like, and then you can decide on the right career.*)
- 4 Aslan (*I forgot about school when I started working.*)
- 5 Daniela (*If you want to be a chef, then school is a great start, but then you need something more – you need to learn all about food.*)

CRITICAL THINKING Identifying tone

- Read the information in the Critical Thinking box. Then read these statements:
 - A *I work with some really creative and interesting people and I'm learning so much from them.*
 - B *You're lucky. My job is about as interesting as a bowl of plain rice.*
- Ask students which person, A or B, feels positive about his/her job? Encourage students to suggest how they can tell this, and elicit that it's often the words and phrases used. (A uses the words *creative, interesting people, learning so much*. B compares his job to a *bowl of plain rice*; in other words saying that his job is boring.)

Exam tip

Understanding tone

When students read certain kinds of texts, particularly opinion pieces, it is important for them to understand how the author feels about the topic. Very often, the writer will use a certain tone to convey his or her feelings and try to persuade readers to see things from his or her point of view. Readers can usually infer how the writer feels by the words and expressions he/she uses. You can encourage students to get an idea of whether the overall tone is positive or negative by looking at the number of positive words and phrases in comparison with negative ones, and also at the amount of grammatical negation used (*not, never, no*) as this often adds to a negative tone.

7 Competences

Answers

- 1 The most negative in tone is Aslan. The short, bold, negative answers to his questions (*I don't think so. Never*) are negative and also antagonistic: they may make the reader want to disagree.
- 2 The warmest in tone is Sophia. The use of her grandmother's words and the positive vocabulary such as *great, clearly, definitely* make the reader feel positive towards the writer.
- 3 Daniela and Danh have a factual tone in that they look at both sides of the argument. Phrases such as *It depends* and *However* indicate a balanced argument.
- 4 Personal answers.

8 MY PERSPECTIVE

- Students in pairs discuss the questions for a few minutes. Go around the class, helping them by correcting or giving them the English they need.
- When students have finished, ask volunteers to share their answers with the class. Also give feedback about new language that came up, and correct any errors.

9C She said it wasn't just about the money Pages 118–119

GRAMMAR Reported speech VIDEO MAP

1

- **Language note.** Reported speech is used to report to a third party what another person has said, but remember that it is only when the reporting verb, e.g. *say, tell*, is in a past tense that we change the tense of the reported verb, i.e. we use 'backshift'. For example, if a person says *I'm going home*, the reported speech would be *She said (that) she was going home* (with the Present continuous backshifting to the Past continuous). However, if the reporting verb is in the present, we say *She says (that) she's going home*.
- Ask students to read the examples in the Grammar box and note the changes in the verbs. Ask them also to identify the pronouns used in both columns.

Answers

- 1 It becomes Past simple.
- 2 They become Past perfect.
- 3 It becomes *could*.
- 5 'I' becomes '*she*' (as it is a woman speaking in both case) and 'you' becomes 'I'.

Remember!

- Point to the first and third examples in the Grammar box and teach the structure *told* + indirect object + (*that*). Compare it with the structure in the second and fourth examples: *said* + (*that*) with no indirect object.

2

Background information

Spaniard Carmen Jorda, the daughter of a former racing car driver, has been driving since she was ten years old, entering her first competition when she was twelve. She turned professional in 2010 and it is her dream to race Formula 1 cars.

Answers

Carmen Jorda said she had entered her first go-kart race at the age of 12, but she had continued with her studies and university for seven more years. She had started driving full time at age 20.

3

- Point out that the first sentence of each pair is in direct speech. Students have to complete the reported version.

Answers

1 had taken 2 had received 3 had worked
4 had, her, trained 5 could, could

LISTENING

4  2.22

- Tell students that they are going to listen to an interview with a footballer. Before you play the recording, ask if students can guess the missing words in the questions.
- Play the recording so that students can check their guesses and complete the questions. Play it a second time if necessary. Go over the answers as a class.

Answers

1 Are you thinking about
2 What do you
3 How long have you
4 Who introduced you
5 Will you go
6 you can get

Audioscript

Boy *Thanks for agreeing to talk to me. As you know, on the school website we have an article every week about a student who is doing something amazing. You've been very successful playing football both for the school and the city league. Are you thinking about becoming a professional footballer?*

Girl *Yes, I am. There are probably more opportunities for boys who play football, but girls can be professional, too.*

Boy *What do you enjoy the most about the game?*

Girl *I really love being part of the team – working together.*

Boy *How long have you played it?*

Girl *Probably since I was about three.*

Boy *Wow – long time. Who introduced you to football?*

Girl *My dad. He loves it.*

Boy *Will you go to college or university?*

Girl *Definitely. I'd like the experience of playing university football. I think I could learn a lot.*

Boy *Do you think you can get a scholarship?*

Girl *I think there's a chance.*

Boy *Great. Now, I wonder if I could ask you about ...*

5

 2.22

- Ask students if they can remember any answers to the questions, and run through any they can give.
- Tell students to listen for the answers and play the recording again. Say that they don't need to write the answers word for word. They should just focus on the key words.

Possible answers

... She said (that) she really loved being part of the team. She said (that) she had probably played it since she was about three. She said (that) her father had introduced her to football. She said (that) she would like the experience of playing university football and she thought (that) she could learn a lot. She said (that) she thought there was a chance of getting a scholarship.

6

- Ask students to take a couple of minutes to write down three things they did last weekend or have done today.
- Then put them into groups of three and go through the instructions and the model with them. Tell them that the point is for C to tell A what he/she said to B.
- Give the groups a few minutes to go through each student's three questions.

WRITING

7

- Students do some research online looking for an interview with their favourite celebrity.
- They write their report following the advice in the Writing Strategies in the box.

WRITING STRATEGIES Mediating (relaying specific information)

- Help students to identify the general sense and the key information of the interview(s) they found online.

Extension

- Ask a few students to read their report to the class without mentioning the name of the person. The class has to guess who it is.

9D What does a UX designer do?

Pages 120–121

SPEAKING & LISTENING Careers advice

1

- Ask students to look at the workplace in the photo and tell you if they think it looks interesting or not, and whether they'd like to work there. Ask them to give reasons.

2  2.23

- Explain what a careers advisor is and ask students to read the sentences before they listen.
- Play the recording: students choose the best options in each sentence.

Answers

1 enjoys 2 easy to use 3 banks 4 art 5 is

Audioscript

CA = careers advisor

CA So, we're here today to discuss some career options, so you can start thinking about what classes you want to take in the next few years.

Boy Yes. Honestly, it feels too soon to me ...

CA Well, maybe. But on the other hand, if we think and talk a bit about it now, it may make some of your decisions easier. Are there any jobs you're interested in?

Boy Well, honestly, not really ... I mean, I love gaming – computer games – but ...

CA OK, we can start with that. What about computers in general – how have your information technology classes been?

Boy Fine. I mean, I get good marks in information technology. I like the class.

CA Oh, that's good. Have you ever heard of the job of UX designer?

Boy UX designer?

CA User experience designer.

Boy I don't think so. Is it a computing job?

CA Usually, yes.

Boy What does a user experience designer do?

CA They help to design products – things like computer games – so that people enjoy using them. Someone might have a great idea for a game, but if the game controls aren't comfortable for the user, then the game won't be fun.

Boy Wow, that's pretty cool. Where do UX designers work?

CA A lot of UX jobs now are in app development, or anything online – banking, shopping, music services. Those apps need to work well for users.

Boy I've always been interested in the way software works. What skills do UX designers need?

CA Good question. UX designers always work as part of a team – you need team-working skills. Obviously computer skills are important, too. A lot of UX engineers have a background in art and design – so you should take art classes.

Boy Art is one of my favourite subjects. But I never thought I would use it for a job. Are UX designers well-paid?

CA When you start out, probably not. A lot of people want to be UX designers. But if you work hard and stay with it, you can have a comfortable income. You won't earn as much as a doctor or lawyer.

Boy It sounds really interesting.

CA Would you like to find out more about it? I think we can find someone for you to write to, to find out more about it.

Boy That would be great!

3  2.23

- Students read the phrases in the Functions box, and listen to the recording one last time.
- Play the recording while students tick the questions they hear.

Answers

What does a UX designer do?

Where do UX designers work?

What skills do UX designers need?

Are UX designers well-paid?

4

- Put students into pairs for the role play. Ask them to decide who is the careers advisor and who is the student. Students can choose to be A or B.
- The student asks questions as in the Functions box. The careers advisor gives him/her information about the job, the duties, the places of work, the necessary skills, the personal qualities, the pay.

Flip Book PRONUNCIATION

Intonation in questions

1

Audioscript

What time do you start work? ↘

Is it an interesting job? ↙

2

Audioscript

1 Have you ever heard of the job of UX designer?

2 Is it a computing job?

3 What does a user experience designer do?

4 Where do UX designers work?

5 Are UX designers well paid?

Answers

1 rising intonation 2 rising intonation 3 falling intonation 4 falling intonation 5 rising intonation

WRITING An email asking for information (2)

5

- Students read the sentences from the email carefully and put them in order.

Answers

1 H 2 B 3 D 4 C 5 G 6 F 7 A 8 E

WRITING STRATEGIES Indirect questions

- Read the examples with the students making a point of using a very polite tone in the indirect questions.
- Ask them to explain what the differences are between direct and indirect questions (word order, question mark, use of polite expressions *Could you tell me, I'd like to know*).

6 Competences

a

- Students read the three questions, then scan the email to find how Jim asks them.

Answers

- 1 Could you tell me what the most useful subjects are?
- 2 Do you know if I need a university degree to work in UX design?
- 3 I'd like to know if there's a website or magazine that would help me understand more about this job.

b

- Students choose a job from the first page of this unit and write questions as directed.

7 B1 Preliminary for Schools: Writing Part 2

- Explain the task. Tell students to refer to the model text for help.
- Students write a formal email, including the three indirect questions.

Personal answers

COLLABORATION

8

- Ask students to exchange their emails. Each student should read their partner's email and check that it follows the structure in the model, uses indirect questions and gives all the necessary information.
- Students discuss each other's work in their pairs, discussing and correcting any errors.

UNIT AT A GLANCE

Students will

- learn about how technology helps us
- hear about the history of communication technology
- read about mobile phones dilemmas
- learn to express two sides of an argument
- watch a TED Talk about how to control someone else's arm with your brain

Introduction

Class discussion

"We can't blame the technology when we make mistakes."

Vocabulary

Technology

10A Inventions: past, present, future

Listening

A lecture about the history of communication technology

Grammar

The passive (Present & Past simple)

10B Addicted to tech?

Vocabulary

Word building Adjective + preposition

Reading

To ban or not to ban?

Reading strategies

Multiple choice

10C Using tech to take control

Grammar

The passive with *by* + agent
News headlines

10D Who's in control?

Speaking & Listening

Pros and cons

Writing

A complaint

Writing strategies

Complaining

9&10 Consolidation & Certification

Vocabulary & word building

Grammar

Listening

Real English

Reading

9&10 Presentation Skills

Dealing with unexpected problems

TED Talk How to control someone else's arm with your brain

About the speaker

Authentic listening skills

Watch the talk

Challenge

10 INTRODUCTION

Pages 122–123

CLASS DISCUSSION

- Read the unit title and explain that in this unit the focus is on technology.
- Read the quote and ask the class if they agree. Ask them what they know about Tim Berners-Lee.

Background information

Tim Berners-Lee (London, 1955) is a computer scientist who invented the World Wide Web in 1990 while working at CERN (Geneva). The first website was built at CERN and was put online on 6 August 1991. He is an outspoken advocate for the accessibility of Government data, the neutrality of the net and the affordability of the Internet in the developing world.

VOCABULARY Technology

Information about the photo

The Robot Series is a collection of images staged and taken by photographer Thomas Jackson. In each picture in the series, the same robot is engaged in a human activity (mowing the lawn, doing laundry, playing cards, hugging a tree). Just how far off might a future populated by intelligent, self-aware machines be? According to some, it's closer than we think. Next generation smart machines are being built to 'learn from experience', unlike conventional machines which are programmed to execute a limited number of operations. Though many of tomorrow's machines won't necessarily look like the one in *The Robot Series*, it's very possible that they will 'think and behave' very much like a human.

1

- Focus students' attention on the photo and give some information about it. Then ask the questions and elicit ideas from the class. *What job is this robot doing?* (It's mowing the lawn/cutting the grass.) *What other jobs do robots and machines do these days?* (Examples: moving and transporting things in warehouses, building jobs, some service and retail jobs).

2

- Ask students to read through the text quickly and summarize the main idea in each paragraph: technology is any tool or equipment that helps us control the physical

world (first paragraph), animals use technology too (second paragraph), technology has some disadvantages (third paragraph).

Background information

Jane Goodall (London, 1934) is a British scientist and researcher best known for her pioneering work studying chimpanzees in Africa in the 1960s. At that time, many people in the scientific community believed that animals like chimps (who are humans' closest relatives) did not possess intelligence. Goodall famously showed the opposite to be true when she recorded chimps making tools from tree branches and using these to catch termites.

Answers

- a 1 (technology), 2 (inventions), 5 (equipment), 7 (tools)
- b 6 (developments), 10 (progress)
- c 8 (process)
- d 4 (control)
- e 9 (research)
- f 3 (digital), 11 (electronic)
- g 12 (switch off/on)

3

Answers

- 1 inventions 2 control 3 developments
- 4 progress 5 digital

SPEAKING

4

- Students discuss in groups then share their ideas with the class.

10A Inventions: past, present, future

Pages 124–125

1 MY PERSPECTIVE

- Students rank the technologies and then compare their ideas with a partner.
- Write the technologies on the board, read each one and ask students to raise their hands if they ranked it number 1. Decide which one is the most important to the class.
- Ask students to suggest other technologies they often use, e.g. *air conditioning, a FitBit or similar activity tracker, the Xbox or a similar gaming system, GPS, car, bus, underground, microwave oven, cooker, refrigerator* etc. Write these on the board and ask students where they would put them in their ranking.

Personal answers

2

- Write a list of devices on the board: *camera, DVD player, gaming system (PlayStation, etc.), laptop, printer, remote control, smartphone, TV* and ask students *Which device would you find hardest to live without?* Students discuss in pairs.
- Give them a minute to come up with as many problems as they can about their chosen device and report to the class.
- In questions 3 and 4 students discuss ways of communicating. Take a class survey to see how they communicate most often, i.e. phoning, texting, emailing or via some kind of app or social media platform.

BEFORE YOU LISTEN

3

- Check that students are aware of how each item can be used to communicate, particularly smoke (sending smoke signals to distant villages) and bird (with messages tied to their legs or attached around their neck). Explain that *cell phone* is the American English equivalent of *mobile phone*. (The lecturer they will be listening to is American and uses *cell phone*.)
- Point out the timeline at the bottom of the page, which shows the different ways humans have communicated with each other throughout history. Give students time to try to put the seven items into the gaps. They will probably have to guess some of them. Don't check their answers yet.

LISTENING

4 2.24

- Tell students they are going to listen to a lecture about the history of communication.
- Play the recording for students to check their guesses. Were they correct?

Answers

- 1 smoke 2 bird 3 telephone 4 cell phone
- 5 text message 6 smartphone 7 Next Big Thing

Audioscript

Presenter Good morning. Communicating with people all over the world is seen as perfectly normal today, but it hasn't always been like that. Professor Jacob Rosen is going to tell us about the development of communication technology in his lecture today.

Lecturer Scientists believe that the first form of communication across long distances was probably smoke. Some experts believe the first smoke message was sent about ten thousand years ago. Aboriginal Australians used smoke just to say 'We are here' to anyone around them. Aside from sending a person to carry a message, the next form of long-distance communication was probably the bird. Two thousand years ago, the Roman army used birds to send

messages, but they were probably used before that time, in ancient Persia. The Romans probably also had the first mail service, at least in Europe, which started before the year 100, and from the 1400s, mail services in Europe began to appear. In 1860 and 1861, mail was carried by riders on horses nearly 3,000 kilometres across the United States. Each horse and rider went between eight and forty kilometres, then passed the mail to the next rider. But, in 1861, this system was replaced by the telegraph – a method of sending messages along an electric wire. This technology was developed in the 1830s by scientists in Russia, Germany and England, and allowed people to send messages over longer distances than ever before. The next big invention was the telephone. The technology was developed by many people, including Italian inventor Antonio Meucci, but the first telephone, as we know it today, was made in 1876. And the first phone call? Inventor Alexander Graham Bell said to his assistant, 'Mr Watson, come here, I want to see you.' It was nearly a hundred years before the modern cell phone was invented. Motorola, a Japanese company, produced the first cell phone in 1973, but it wasn't very useful at first, because the first cell phone network wasn't switched on until 1979. Email was invented in the 1960s, but it didn't become popular until the 1990s, when more and more people began using the internet. After the invention of email, the next important step in phone technology was probably the text message. The first text message over a cell phone network was sent in 1992. It said 'Merry Christmas'. The text message is now one of the most popular forms of communication. The latest big development in communication technology was in 2007, when Apple launched the iPhone – the world's first smartphone. Every new technology seems like magic. The first telephone seemed impossible to people at the time. The first smartphone was the same – people were amazed. But now cell phones are used by schoolkids every day. What will the next new technology be? Who knows – but it will be amazing.

5 2.24 Competences

INVALSI Listening: Short answer questions

LISTENING STRATEGIES Open questions

- Explain that the questions in Exercise 5 are all *Wh-* questions, i.e. open questions which require the students to provide information. Focus on the techniques they should use: reading the question first, then listening only for key information and writing abridged notes.
- Play the recording again and give students time to make notes of their answers.

- Then they can discuss the answers in pairs or groups before you check them around the class.

Answers

- 1 'We are here.'
- 2 the Roman army and the Persians
- 3 the Romans
- 4 Russia, Germany and England
- 5 'Mr Watson, come here, I want to see you.'
- 6 There was no network before then.
- 7 in the 1990s
- 8 'Merry Christmas'
- 9 magic

Teaching tip

Encouraging self-evaluation

To help student to evaluate how they did in a listening task, ask them *Was it easy or difficult? What, if anything, was challenging?* Ask students what things make listening difficult in general, e.g. when the speaker talks quickly or has a thick accent, when there is too much unfamiliar vocabulary, when the topic is unfamiliar, when they aren't interested in the topic. Brainstorm ideas for tackling these different challenges, e.g. they should listen for the content words, listen at home, taking notes each time and seeing how long it takes to reconstruct the listening text.

GRAMMAR The passive (Present & Past simple) VIDEO MAP

6

- Students read the sentences in the grammar box and underline the verbs.
- You can also ask them to circle the subjects of these verbs (*Communication all over the world, The first smoke message, Birds, The first telephone*).

Answers

Students should underline *is seen, was sent, were... used, was made*.

- 1 *be*; past participle
- 2 *isn't*

7

- Compare the first pair of sentences and remind students that the object of the active sentence (*the first phone call*) becomes the subject of the passive sentence.

Answers

sentences **a** are active; sentences **b** are passive

8

Answers

- 1 are used 2 is connected 3 was thought of
 4 weren't invented 5 were used 6 were sold
 7 was produced

9

Answers

- 1 was turned on 2 was built 3 are heard
 4 was received 5 was shared 6 Was that message sent
 7 Were the scientists contacted 8 is studied

10

Answers

WhatsApp, 2009, is a freeware, cross-platform messaging and voice over IP service owned by Facebook. It allows users to send text messages and voice messages, make voice and video calls, and share images, documents, user locations, and other media.

Twitter, 2006, is a microblogging and social networking service on which users post messages known as *tweets*. Tweets were originally restricted to 140 characters, but on November 7, 2017, this limit was doubled to 280 for all languages except Chinese, Japanese, and Korean.

TikTok, 2016, is an iOS and Android social media video app for creating and sharing short lip-sync, comedy, and talent videos. It was launched as Douyin for the China market in September 2016 and relaunched in 2017 for markets outside of China. TikTok and Douyin are the same, but run on different servers to comply with Chinese censorship restrictions.

Tumblr, 2007, (pronounced 'tumbler') is a microblogging and social networking website founded by David Karp in 2007 and currently owned by Automattic. The service allows users to post multimedia and other content to a short-form blog.

Instagram, 2010, is a photo and video-sharing social networking service owned by Facebook. It was launched in October 2010. The app allows users to upload photos and videos to the service, which can be edited with various filters, and organized with tags and location information. An account's posts can be shared publicly or with pre-approved followers.

Snapchat, 2011, is a multimedia messaging app used globally. One of the principal features is that pictures and messages are usually only available for a short time before they become inaccessible to their recipients.

Flip Book PRONUNCIATION

Weak & strong forms: *was, were*

1

Audioscript

The first text message was /wəz/ sent in 1992.

The devices were /wə/ developed in the USA.

2

Audioscript

1 **Were** we invited to the party last night?

2 He **was** really tired after school.

3 Mobile phones **were** banned in our school last year.

4 Do you know what your test results **were**?

5 When **was** the school built?

6 Those trainers **were** made in Vietnam.

7 **Was** Joe irritated by our answer?

8 You found your mobile! Where **was** it?

Answers

- 1 strong 2 weak 3 weak 4 strong 5 weak
 6 weak 7 strong 8 strong

10B Addicted to tech?

Pages 126–127

WORD BUILDING Adjective + preposition

- Tell students it is a good idea to always learn adjectives together with the preposition that follows them. Make sure they list adjectives in their vocabulary notebook together with their dependent prepositions and at least one example.

1

Answers

- 1 on 2 with 3 of 4 about 5 for 6 with
 7 in 8 of 9 about 10 for

WRITING

2

- Remind students that after a preposition they can have a noun or a verb in the *-ing* form.

Personal answers

READING

3

- Students in pairs discuss their use of the smartphone, in particular the rules imposed at school and at home. Find out if they have a limit on screen time, with the connectivity being switched off remotely by their parents.

Personal answers

SPEAKING

11

- Give students some time to think about the question. Then write their ideas on the board and start a class discussion.

Background information

Advice to parents from the British Telecom website in order to limit the impact of the use of smartphones:

- 1. Set a good example:** Children will model their behaviour on you, so make sure you're not glued to a screen every time they see you.
- 2. Decide on a time limit:** Get the whole family to unplug by setting screen-time limits. Agree on an appropriate amount of time your child can use their device: these limits could well help adult members of the family too. Encourage them to keep to the rules by installing the Forest app, which lets children grow a beautiful forest in return for keeping their phone use within the set limit.
- 3. Agree device-free zones:** Banning devices at mealtimes and increasing conversation is a good principle for the whole family. Keeping phones and handhelds away from bedrooms will improve sleep as there are fewer distractions and less of the blue-light emitted by screens that can disrupt sleep.
- 4. Use tools to set digital boundaries:** Set times when kids can't get online, so they can focus on doing their homework or taking a digital break.
- 5. Put a family agreement in place:** Get together and decide how often screens and online platforms should be used and discuss why they are used.
- 6. Give them a varied media diet:** Spend time with your child discovering new things they can do online – such as using certain apps, websites and games. These could be things that teach them a new skill or help them explore their passions or discover their identity.

4

- By now students should be familiar with the skimming technique. Ask them to read aims **a, b, c** and to run quickly through the text to identify the purpose of the article.

Answers

b

5 2.25 Competences

B1 Preliminary for Schools: Reading Part 3

READING STRATEGIES Multiple choice

Students read the advice in the Reading Strategies box and apply it to the exercise. Make sure they note the subtle differences between the options offered and verify the content in the reading text.

Answers

1 D 2 C 3 C 4 B

Audioscript

See Student's Book p. 127

CLASS DISCUSSION

6

- Students can make written notes of their answers, then discuss each question in groups and finally report back to the class.

Teaching tip

Fluency practice

One way students can improve their oral fluency is by being pushed to speak beyond their comfort zone. Ask them to speak for a minute on this topic. This kind of practice is helpful because it pushes students to move beyond short utterances and to use longer sentence structures; it elicits the vocabulary that students need to know; it encourages them to work on smooth, uninterrupted speech, which is a hallmark of fluency; it builds students' confidence.

10C Using tech to take control

Pages 128–129

1

Background information

M-Pesa (*M* stands for 'mobile' and *pesa* means 'money' in the Swahili language) is a mobile phone money-transfer service. It allows users to load money onto their phones and use that money to pay for things. It has been extremely successful because people without bank accounts can now deposit, withdraw and transfer money easily. It also cuts down on crime because people are carrying less cash with them.

- Write on the board: *What percentage of people have a bank account? / access to clean drinking water? / a mobile phone?* Put students in pairs and ask them to answer the questions about their own country, guessing if necessary. Then ask them what they think the answers would be for Kenya, a country in East Africa.
- Students read the data about Kenya and the paragraph about M-Pesa, and answer the questions. Ask students if they think M-Pesa is a good idea.

Answers

- That more people in Kenya have mobile phones than have access to clean drinking water and bank accounts.
- It is used to pay bills, buy things and get cash.
- The fact that it is now used in several other countries too.

Fast finishers

Students who answer the questions quickly can use their mobile phones or other mobile devices to look up the same data for their country as listed for Kenya.

GRAMMAR The passive with *by* + agent

2

- Students read the examples in the grammar box, focusing on the verbs and the phrases in bold.

Answers

1 the passive 2 Vodafone, adults 3 with *by*

Remember!

- Remind students that we don't use the agent in a passive sentence if it is unknown, obvious or unimportant. We use the agent when the information is new or important.

3

- Students practise when to use *by* + agent and when to omit it. Give them time to read the sentences, cross out the agent when it isn't necessary and compare with another student.

Answers

- ~~by cleaners~~ – It's obvious who cleans the museum.
- ~~by the students~~ – It's obvious who does homework.
- The agent is likely to be necessary here to explain who did the 'helping'.
- ~~by a publisher~~ – It's obvious that books are published by publishers.
- Who taught him to dive is likely to be important.
- ~~by someone~~ – The agent is unknown.

4

- Tell students that headlines in newspapers (printed or online) are often in an abbreviated style: articles and other grammatical words are often omitted, and the present tense of verbs is used when the sentence might refer to the past. In this exercise they are going to rewrite the headlines in full sentences in the passive, so they will need to add the grammatical words and the *by* + agent where necessary.
- Go over the first item together with students. Ask them to circle the subject (*emergency services*) and underline the object (*British climbers*) of the active verb in the headline. Point out that when you have additional descriptive information about the object (here *in Italian Alps*), it should stay together with the object when it becomes the subject in the passive sentence.
- Give students time to rewrite the news headlines as full sentences, inserting articles like *a/an* and the where appropriate.

Answers

- British climbers in the Italian Alps were rescued by emergency services.
- Disabled people are helped to walk by a 'robot suit'. (accept *were helped* too)
- An iPad was used (by a doctor) to save a man's life.
- A village in the Andes Mountains is connected to the outside world by a laptop.
- iPods are used by farmers to scare birds. (accept *were used* too)

5 INVALSI

READING Multiple matching (matching headings to texts)

- Tell students to read the five short articles following on from the headlines. They should ignore the underlining for now. Then ask *Which story do you find most interesting? Which one would you like to learn more about?* Have a class vote to see which story is most popular.
- Now ask students to match the stories and headlines. Check as a class.

Answers

a 2 b 1 c 3 d 5 e 4

6

- Students concentrate on the underline sentences in the articles and change them to passive.
- Remind students to include the agent if necessary. Explain that the passive changes the focus of the sentence onto the object of the active verb.

Answers

- The device is worn by disabled people to help them walk.
- The emergency services were then contacted (by their friend).
- ... the man's life was saved by this quick action.
- ... scary sounds were recorded on an iPod by some farmers in the Kasigau region.
- The computers are used by the kids for their studies and to communicate with the outside world.

Exam tip

Key word transformation

International and local exams often set 'key word transformation' tasks, in which one grammatical structure has to be transformed to another, usually using a 'key word' given to students and/or a given number of words. In these exercises, students should be careful to use the key word and to stick to the number of words allowed, but they should also be careful to check that they have made all the transformations correctly. For example, if they are transforming direct to reported speech, have they changed pronouns and adverbs as well as the verbs? If they are transforming active to passive, have they used the correct form of the verb *be*, and have they included the agent if necessary?

7  2.27

- Students listen to the recording while reading through the conversation.

Answers

- A smart speaker
- For listening to music, hearing jokes (and also controlling her bedroom light, using her phone and her computer)
- He's worried about being spied on and that his personal information can be stolen.

Audioscript

See Student's Book p. 129

8

Answers

- They're made by lots of different tech companies. → Lots of different tech companies make them.
- It was bought for me by my aunt in the USA. → My aunt bought it in the USA for me.
- The data is used by the company to sell you things. → The company uses the data to sell you things.
- Most of your data is already collected by the apps on your smartphone. → The apps on your smartphone already collect most of your data.
- Personal information is stolen from people with smart speakers by hackers all the time. → Hackers steal personal information from people with smart speakers all the time.

SPEAKING

9

- Check students understand the technological aids listed in the box.
- Allow them to discuss in groups and report back to the class.

10D Who's in control?

Pages 130–131

SPEAKING & LISTENING Pros & cons

1

Background information

Self-driving cars (or driverless cars, or autonomous cars) are no longer confined to the pages of science fiction, but are almost with us. The cars navigate using a number of different technologies, e.g. radar, computer vision, GPS. Self-driving cars can be completely autonomous, or the driver can choose to intervene at a number of different levels. Experts think there are a number of benefits of self-driving cars, including freeing the driver up from the boredom of motorway driving, but the greatest benefit is believed to be safety, given that about 90% of car crashes are caused by human error.

- Put students into pairs. Ask them if they'd like to ride in a self-driving car or not. After students have discussed the question for a minute or two, have a class vote. Are students open to the idea of riding in a self-driving car?

2  2.27

- Split half the class into the 'pro' group and the other half into the 'con' group. Each group should listen for the two reasons that fall into their category.
- Play the recording. Ask students to listen for key words and then give them some time to construct their answers.

Answers

Pros: They're safer than traditional cars because drivers can make mistakes; they can fall asleep.

Cons: The computer could make a mistake; the car could take you to the wrong place.

Audioscript

Girl I'm not sure self-driving cars are a good idea.

Boy Yeah, I know what you mean.

Girl Are they really safe? Don't computers sometimes make mistakes?

Boy Of course they do. But I think there are two sides to that argument. On the one hand, a computer driving a car might make a mistake. But on the other hand, we know that people driving cars make mistakes all of the time.

Girl Yeah, that's true. I guess one good thing about them is that you're safer if you accidentally fall asleep.

Boy You're right. But that can be a problem if the car takes you to the wrong place!

Girl That's true.

3

- Put students into small groups. Either give them about three minutes to come up with as many pros and cons as they can, or assign 'pros' to half the groups and 'cons' to the other half, so that each group thinks only of one aspect. Invite volunteers to share some of their ideas with the class.

Possible answers

Pros: Computers cannot become distracted like human drivers; most crashes are a result of human error; passengers in self-driving cars can use the time to do other tasks (like answer emails); disabled and elderly people can get around easily in self-driving cars; there won't be any problems with drinking and driving.

Cons: People will need to learn a new technology; self-driving cars could put people like taxi drivers out of work; GPS devices are not always accurate; the technology is at risk of hacking; self-driving cars would be expensive.

4  2.27

- Focus students' attention on the Functions box. Go through the different ways of looking at two sides of an argument and talk about pros and cons. Explain that students are going to hear the conversation from Exercise 2 again. They should listen for the expressions in the Useful Language box, and tick them.

Answers

On the one hand
But on the other hand
one good thing about
can be a problem

5

- In this exercise students are going to discuss the pros and cons of different kinds of technology. Put students into groups and hand out one pro and one con for each of the items. Students can add two more pro and con statements to each list.

Possible answers

text messaging

PRO: *It's a fast way to communicate.*

CON: *When you're typing fast, it's easy to make mistakes and miscommunicate.*

social media

PRO: *You can make a lot of friends on social media.*

CON: *You can have relationship problems (like cyberbullying) online.*

artificial intelligence

PRO: *Robots can do boring jobs that humans don't like to do.*

CON: *Robots will put less-skilled workers out of work.*

smartphones

PRO: *It's very convenient to have so much information in a phone.*

CON: *Smartphones mean that people are available all the time.*

6

- Put students into pairs to discuss the questions. Give them time to think about each one and make a few notes on it. Then either give them a couple of minutes to discuss each one, or you can assign a single question to each pair and give them a bit more time (three or four minutes) to spend on it.
- Optional step.** Instead of a straight discussion, you can use this exercise for fluency practice. Put the students in pairs and give them time to make notes on the questions. Then ask them to decide who will go first. Each student should choose one of the topics and talk for a minute non-stop, taking turns. They should time each other. At the end of the class, ask *What was most challenging about the activity? What did you learn?*

WRITING A complaint

7

- Have a class discussion in preparation to reading and writing an email of complaint.

Personal answers

8

- Students could do this in pairs, with one student reading out the questions and the other finding the answers in the email.

Answers

- The new 'no mobiles' rule in the café area.
- She understands that loud conversations are annoying and that using a phone when ordering or paying for food is rude.
- She doesn't think that texting when someone is sitting alone bothers anyone.
- The 'no mobiles' rule should be replaced with a 'use technology politely' rule.

9 Competences

WRITING STRATEGIES Complaining

- Students learn four strategies about how to write a complaint in a polite and effective way.
- Students identify the same four strategies in Maila's email and underline the appropriate expressions.

Answers

point 1: *I'm writing because I would like to complain about the new 'no mobiles' rule in the café area of the sports centre.*

point 2: *I understand that noisy telephone calls are irritating, but...*

point 3: *I'd like to suggest that you replace the 'no mobiles' rule with a list of 'use technology politely' rules*

point 4: *These rules would stop the irritating behaviour, but would allow people to continue to use their devices.*

10

- Ask students to read the three rules and say if they agree with them.
- Put students into pairs to discuss the issues.

Personal answers

11

- Go through the expressions in the Useful Language box and explain that when you are giving an opinion that is in opposition to someone else's, it's important to use polite language. Under *Explaining differences in opinion*, you can point out that the language first acknowledges the other person's opinion before presenting a differing one. Under *Making a suggestion*, the language is a little more tentative or polite, using modal verbs to soften opinion.

12 B1 Preliminary for Schools: Writing Part 1

- Tell students to think about their reasons for opposing the rule before they begin to write.
- They then follow the four steps listed in the Writing Strategies box to write an email of complaint.
- They should be careful not to use overly casual or familiar language.
- Students can exchange their email with their partner. They need to check that it follows the structure in the model, gives all the necessary information and is polite.

9&10 Consolidation & Certification

Pages 132–133–134

VOCABULARY & WORD BUILDING

1 B1 Preliminary for Schools: Reading Part 5

Answers

1 B 2 D 3 C 4 A 5 B 6 B 7 A 8 C
9 B 10 C

2 B1 Preliminary for Schools: Reading Part 6

Answers

1 from 2 for 3 on 4 about 5 of 6 to

GRAMMAR

3 similar to B2 First for Schools: Reading and Use of English Part 4

Answers

1 was created
2 were taught
3 they could make
4 hadn't used
5 had had

4 B1 Preliminary for Schools: Reading Part 6

Answers

1 are 2 was 3 had 4 were 5 had 6 are
7 is/was 8 are 9 by 10 told

LISTENING

5 2.28 B1 Preliminary for Schools: Listening Part 3

Answers

1 art history
2 2012
3 4
4 \$ 52,000
5 patience
6 pen and paper
7 voices
8 farm

Audioscript

Man Hello Julie. Thank you for coming to talk to us. So the first question I want to ask is how you got into this field? Did you study computer design or animation at university?

Julie No I didn't. In fact, I only know one person who is working in the industry that has a degree connected to computers

and IT. I studied art history, while one of my colleagues studied urban design and another graduated in law. I graduated in 2010 and started working the same year in an art gallery. It wasn't my dream job, but it was interesting enough.

Man So when did you start work in the animation industry?

Julie Well, in 2011, I met someone who was working for a computer games company and he told me that his company had a vacancy and that I should apply. So I did. I was given an interview, but sadly I didn't get the job. I was really disappointed, but then the next year, I got a phone call from them and they offered me a job in the animation department. I worked with them from 2012 for three years. It was fantastic and I learnt so much. Then, thanks to this experience, I was able to get a job in the animation department of a film studio which I started four years ago. I've been there ever since and I love it.

Man I know there's one thing everyone wants to know and that's how much you can earn as an animator.

Julie Hmmm, that's not an easy thing to answer. I'm currently on 52 thousand dollars, but the top salaries can be 30 or 40 thousand more than that. Of course, you aren't paid this much when you start out, though. And you really need to be talented and work hard. Obviously an animator is very imaginative and creative, but you also need patience as some projects can take years and things often change and you have to start all over again.

Man So do you do all your creative work with a computer?

Julie I don't, no. Obviously, you need to know many different programmes and I use the computer most of the time. But I use a pen and paper a lot, too. It sometimes helps my ideas to flow better.

Man So what can you tell us about what happens in an animation studio?

Julie Well, I'm sure most people already know this, but I had no idea when I first started. When you make an animated film, the voices are recorded first. Then the animation is created. I had always imagined that it was the other way round! I'm really proud of the fact that one of the films I worked on won an Oscar. It was a great feeling. It was a cartoon about a family of ants. I hope our current project does as well as that. It's about another group of animals. This time it's farm animals who have to deal with the arrival of an intruder: a fox. And I'm in charge of creating this character, so it's really exciting.

Man Thank you Julie. I wish you all the best.

REAL ENGLISH

6

Answers

1 C 2 B 3 B

7  2.29

Answers

1 A 2 C 3 A 4 B

Audioscript

- 1 Are interior designers paid well?
- 2 Was Craig invited to the product presentation?
- 3 What's going to be the next big thing in technology?
- 4 Did she graduate from university?

READING

8 **INVALSI** Short answer questions

Answers

- 1 Teenagers and adults (male and female).
- 2 Goggles, a racing drone, a remote control.
- 3 The levels of agility, balance and speed.
- 4 With obstacles like tunnels and gates to go through.
- 5 An intense and exciting experience.
- 6 Shenzhen, China.
- 7 By taking part in local competitions.
- 8 An interesting shape, with LED lights at night.

9&10 Presentation Skills

Page 135

DEALING WITH UNEXPECTED PROBLEMS

1  2.30

Answers

- 1 barrier 2 positions 3 multinationals
4 proportion 5 statistics 6 politicians

2

Answers

- 1 He forgot the exact figure of female CEOs and he showed the wrong slide.
- 2 He remained calm. In the first case he took a moment to check the correct figure; in the second he apologized, found the correct slide, and carried on without panicking or pausing for a long time.
language: *just a moment while I check the exact figure / Oh, that isn't the correct slide, I'm sorry. Here it is. As I was saying...*
- 3 **Possible answers:** Technical problems with computer, screen, projector, microphone etc.; nerves; more/fewer people in the audience than you expected; unexpected or difficult question from the audience; you forget what you want to say

Audioscript

See Student's Book p. 135

3

Answers

1 b 2 e 3 d 4 a 5 c

Competences

- This box provides the students with strategies to solve unexpected problems during a presentation.

YOUR TALK

4

- Students choose one of the four topics and go back to the appropriate unit to find material for preparing a presentation.

TED Talk

- You might want to tell students to watch the track for *Unit 10 TED Talk* on the *Perspectives* website before they come to the next class.
- Encourage students to pay attention to the speaker's reaction when an experiment doesn't work.

TED TALKS How to control someone else's arm with your brain

Pages 136–137

ABOUT THE SPEAKER

1

- Tell students they are going to watch a TED Talk about using a computer to allow you to control someone else's movements. Point to the man in the photo and say *This is Greg Gage. We are going to listen to his talk. Greg is a neuroscientist.* Explain that a neuroscientist works with the brain.
- Ask a student to read the title of the talk aloud. Then tell students to look at the photo and ask: *What is Greg doing to the woman?* (He is attaching her to the computer.)
- Focus students' attention on the quote and ask them what they think it means.
- The students read about Greg Gage and answer the question.

Answers

Two students

KEY WORDS

Answers

- a spinal cord
- b brain
- c muscles
- d DIY
- e neuroscience
- f discharge

2

AUTHENTIC LISTENING SKILLS

Reduced forms in fast speech

- Read the information in the Authentic Listening Skills box with the students.

3

2.31

- Remind students that they have heard vowel sounds reduced to the *schwa* in fluent speech. This section is about reducing two words into one.
 - Read the information in the Authentic Listening Skills box. Tell students they don't have to use reduced forms when talking, but it's important they recognise them when listening.
 - Explain that they are going to hear three different clips of Greg speaking. Each clip will be said twice. They should listen and write what they hear in their notebooks.
 - **Language note.** In rapid speech *I'm going to* is often reduced to *I'm gonna* or even more to *Imun-uh*. (Greg says *So now Imun-uh move away ...*)
 - Play the extracts twice. You can pause after one and play it again, or play the recording straight through twice. Then give students a couple of minutes to check their answers on the page.
- 4
 - Tell students that in the experiment they'll see, Greg uses a computer to enable one person to control another person's arm.
 - Give them a couple of minutes to discuss the question in pairs, before asking volunteers to share their answers with the class.

WATCH THE TALK

5



- Tell students that in Part 1 of the talk Greg will talk about why studying neuroscience is important, and he will show a tool he made.
- Ask students to read the sentences and predict the correct options.
- Students watch Part 1 of the talk, more than once if necessary.

Answers

- 1 isn't 2 Twenty 3 neurons 4 brain
5 her brain's electrical activity

TED Talk Part 1 Audioscript

Greg Gage *The brain is an amazing and complex organ. And while many people are fascinated by the brain, they can't really tell you that much about the properties, about how the brain works because we don't teach neuroscience in schools. And one of the reasons why is that the equipment is so complex and so expensive that it's really only done at major universities and large institutions. And so in order to be able to access the brain, you really need to dedicate your life and spend six-and-a-half years as a graduate student just to become a neuroscientist to get access to these tools. And that's a shame because one out of five of us, that's twenty percent of the entire world, will have a neurological disorder. And there are zero cures for these diseases. And so it seems that what we should be doing is reaching back earlier in the education process and teaching students about neuroscience so that in the future, they may be thinking about possibly becoming a brain scientist. And so when I was a graduate student, my lab mate Tim Marzullo and myself decided that what if we took this complex equipment that we have for studying the brain and made it simple enough and affordable enough that anyone that you know, an amateur or a high school student, could learn and actually participate in the discovery of neuroscience. And so we did just that. A few years ago, we started a company called Backyard Brains and we make DIY neuroscience equipment and I brought some here tonight, and I want to do some demonstrations. You guys want to see some? All right. So I need a volunteer. So right before – what is your name?*

Sam Kelly *Sam.*

Greg Gage *All right, Sam, I'm going to record from your brain. Have you had this before?*

Sam Kelly *No.*

Greg Gage *I need you to stick out your arm for science, roll up your sleeve a bit. So what I'm going to do, I'm putting electrodes on your arm, and you're probably wondering, I just said I'm going to record from your brain, what am I doing with your arm? Well, you have about eighty billion neurons inside your brain right now. They're sending electrical messages back and forth, and chemical messages. But some of your neurons right here in your motor cortex are going to send messages down when you move your arm like this. They're going to go down across your corpus callosum, down onto your spinal cord to your lower motor neuron out to your muscles here, and that electrical discharge is going to be picked up by these electrodes right here and we're going to be able to listen to exactly what your brain is going to be doing. So I'm going to turn this on for a second. Have you ever heard what your brain sounds like?*

Sam Kelly *No.*

Greg Gage *Let's try it out. So go ahead and squeeze your hand. So what you're listening to, so this is your motor units happening right here. Let's take a look at it as well. So I'm going to stand over here, and I'm going to open up our app here. So now I want you to squeeze. So right here, these are the motor units that are happening from her spinal cord out to her muscle right here, and as she's doing it, you're seeing the electrical activity that's happening here. You can even click here and try to see one of them. So keep doing it really hard. So now we've paused on one motor action potential that's happening right now inside of your brain.*

6

- Tell students they are going to watch Part 2 of the talk. Summarize it for them: *In this part of the talk, one person's brain signals are going to make another person's arm move.*
- **Optional step.** Play this part of the talk once through with the audio turned off so that students can just focus on what's happening on screen without having to listen. You can periodically ask the class what is happening, e.g. *What is Greg putting on the man's arm? What is the woman doing with her arm? What is happening to the man's arm?*
- Ask students to read the sentences and predict which are true and which false.
- Play Part 2 of the talk.

Answers

- 1 F (The electrical activity in the woman's brain makes the man's arm move.)
- 2 F (The signal from the woman's brain travels to the man's arm.)
- 3 T
- 4 F (When she moves her arm a second time, the man's arm does move.)
- 5 F (It doesn't move when Greg moves the woman's arm.)

TED Talk Part 2 Audioscript

Greg Gage *Do you guys want to see some more? That's interesting, but let's get it better. I need one more volunteer. What is your name, sir?*

Miguel Goncalves *Miguel.*

Greg Gage *Miguel, all right. You're going to stand right here. So, when you're moving your arm like this, your brain is sending a signal down to your muscles right here. I want you to move your arm as well. So, your brain is going to send a signal down to your muscles. And so it turns out that there is a nerve that's right here that runs up here that innervates these three fingers, and it's close enough to the skin that we might be able to stimulate that so that what we can do is copy your brain signals going out to your hand and inject it into your hand, so that your hand will move when your brain tells your hand to move. So, in a sense,*

she will take away your free will and you will no longer have any control over this hand. OK? You with me? So, I just need to hook you up. So, I'm going to find your ulnar nerve, which is probably right around here. You don't know what you're signing up for when you come up. So now I'm going to move away and we're going to plug it in to our human-to-human interface over here. OK, so Sam, I want you to squeeze your hand again. Do it again. Perfect. So now I'm going to hook you up over here so that you get the – It's going to feel a little bit weird at first, this is going to feel like a – you know, when you lose your free will, and someone else becomes your agent, it does feel a bit strange. Now I want you to relax your hand. Sam, you're with me? So, you're going to squeeze. I'm not going to turn it on yet, so go ahead and give it a squeeze. So now, are you ready, Miguel?

Miguel Goncalves Ready as I'll ever be.

Greg Gage I've turned it on, so go ahead and turn your hand. Do you feel that a little bit?

Miguel Goncalves Nope.

Greg Gage OK, do it again?

Miguel Goncalves A little bit.

Greg Gage A little bit? So relax. So hit it again. Oh, perfect, perfect. So relax, do it again. All right, so right now, your brain is controlling your arm and it's also controlling his arm, so go ahead and just do it one more time. All right, so it's perfect. So now, what would happen if I took over my control of your hand? And so, just relax your hand. What happens? Ah, nothing. Why not? Because the brain has to do it. So you do it again. All right, that's perfect. Thank you, guys for being such a good sport. This is what's happening all across the world – electrophysiology! We're going to bring on the neuro-revolution. Thank you.

7 MY PERSPECTIVE

- Tell students to read the questions and ask if there's anything they don't understand. Tell them to make some notes. Students can work in pairs first and then report to the class.

CHALLENGE

- Put students in small groups to discuss the questions and prepare a short presentation for the class.
- Tell students they will have a set time for their talk, e.g. three minutes, and assign them roles in the group (team note-taker, photo researcher, secretary, etc.). Remind them to decide who in the group will say what during their talk.
- When students listen to their classmates, tell them to take notes on which tool or piece of equipment the group would like to have for their school and what reasons are given.
- At the end, have a class vote on the idea they think would be most useful for the school.

Literature Bank

Answer key

A The first profile images

Page 138

1

Personal answers.

2

3.01

Scrooge is compared to flint because he is very hard-hearted and nothing can make him feel any emotion. He does not feel sympathy for other people and is very unfriendly, especially at Christmas. He is compared to an oyster because he never communicates and he wants no-one around. He is solitary, introverted, closed-minded.

Audioscript

See Student's Book p. 138

3

- 1 nipped
- 2 his cheek (line 4)
- 3 stiffened
- 4 his eyes (line 4)
- 5 made blue

Page 139

4

3.02

'NOW, what I want is, Facts. Teach these boys and girls nothing but Facts.' [...] The speaker's square forefinger emphasized his observations by underscoring every sentence with a line [...]. The emphasis was helped by the speaker's square wall of a forehead, which had his eyebrows for its base [...]. The emphasis was helped by the speaker's mouth, which was wide, thin, and hard set. The emphasis was helped by the speaker's voice, which was inflexible, dry, and dictatorial. The emphasis was helped by the speaker's hair, which bristled on the skirts of his bald head, a plantation of firs to keep the wind from its shining surface, all covered with knobs, like the crust of a plum pie [...]. The speaker's obstinate carriage, square coat, square legs, square shoulders [...] - all helped the emphasis.

5

- 1 The most recurring adjective is 'square'. It indicates Gradgrind's rigid and hard-edged body but also the severe and inflexible traits of his personality.
- 2 Gradgrind is a very strict and inflexible teacher, and his physical profile corresponds to his personality. There is no space for creativity in his classes, and everything must be fixed, defined, geometrical, precise, undisputed. All he wants is facts: measurements, numbers and definitions, all learned by heart.

Personal answer

6

- 1 Personal answer
- 2 Both contain hard, sharp sounds.
- 3 They indicate hard, insensitive, calculating, selfish, 'metallic', inflexible personalities.

Final thoughts

There is a precious pearl inside an oyster.

B Is your teacher your captain?

Page 140

1

Personal answers

2

3.03

Expressions to highlight:

The boys settled down and waited. (line 2)
The boys started to shuffle uncomfortably. (lines 2-3)
... the silent boys. No one raised a hand (lines 6- 7)
All eyes riveted on his impassioned face. (line 12)

Audioscript

See Student's Book p. 140

3

Expressions to underline:

no jacket (line 1)
staring out of the window/continued to stare out of the window (lines 1-2)
started strolling up and down the aisles (line 4)
jumped dramatically onto his desk (line 5)
looked piercingly at the silent boys (line 6)
whispered loudly (line 9)
stood silent at the back of the room, then slowly walked to the front (lines 11-12)
he asked intently (line 13).

Personal answer

Page 141

4

line 5	dramatically
line 5	energetically
line 6	piercingly
line 7	patiently
line 9	loudly
line 12	slowly
line 13	intently

5

Personal answer

6

This comic strip ironically emphasizes the fact that being a teacher is hard and demanding. The teacher in this strip contemplates the idea of escaping out of the window so as not to start the school year.

7

Personal answer

C 'I would like to be anonymous'

Page 142

1

1 The Italian corresponding expressions may be 'una persona introversa' or 'una persona che fa da tappezzeria'.

2 'Perk' means 'advantage', 'benefit'. Possible translations of the entire title could be 'I vantaggi di non farsi notare', or 'I vantaggi di essere invisibile', or 'I vantaggi di essere introverso'.

2  3.04

His brother is a very good football player who is interested in cars (and not in his brother Charlie). He is the oldest one and is now away, at Penn State. His sister is pretty but mean to boys. She is older than Charlie and now that his brother is away, she behaves as if she was the oldest in the family. She is very clever and gets all A's at school.

Charlie is the youngest and his results at school are like hers *now* (possibly they were not, *before*). He is emotional and often feels lonely. His sister and his brother have no time for Charlie (*my sister is busy.../my brother is busy...*, line 6). His sister and his brother always fight, but his sister is proud of his brother. Charlie never talks with his brother, but he misses him a lot.

Audioscript

See Student's Book p. 142

3

Some of his schoolmates consider him different because he does not decorate his locker (as all students do).

Identifying with Charlie

Possible answer

Yes, the story would be different if it was told by another character, because first-person narrators express their perspectives.

4

Personal answers

5

1 a 2 c 3 d 4 b

6

Personal answers

D Embarrassing moments

Page 144

1

Personal answer

2

1 T

2 T

3 F The first company to manufacture tea bags using machinery was the German *Teekanne*, in 1929, although it was the British tea company Tatler to mass-produce them.

4 T It was opened by Thomas Twining in London on The Strand in 1706.

5 F Twinings of London recommends placing the spoon at 12 o'clock position in the cup and moving the liquid back and forth 2-3 times to the 6 o'clock position.

6 F It started with the 7th Duchess of Bedford, in the first half of the 19th century.

7 F It does and the most common tea sandwiches are with cucumber (see Wilde's *The Importance of Being Earnest*), egg and smoked salmon.

8 T Tea is served at the peak of London's *The Shard* skyscraper, on the 72nd floor.

Page 145

3  3.05

Tea becomes an indication of being accepted within society: the fact that Catherine and her aunt are sitting at a table which has no tea-things for them (*line 13*) means that they are not part of the society.

Tea is also a means to socialise: in fact, when a neighbour offers them a cup of tea they start conversing (*lines 15-16*).

Audioscript

See Student's Book p. 145

4

1 Catherine is disappointed because no gentleman assisted them.

2 She thinks that people are judging them.

3 Tea is served in the tea room.

4 Catherine pretends she had fun.

5 The society which is described is parodied.

5

Personal answer

E Are you being watched?

Page 146

1

Personal answers

2  3.06

Mae will be able to watch what other people do in the campus and check all the situations in the different locations there (restaurant tables, health club etc.) but at the same time she will be watched by people outside the Circle. She gets easily contacted by friends she had lost touch with, but she is forced to reconsider what she is doing and how she is doing it (the way she dresses, where she scratches and when and how she blows her nose). She has no freedom anymore; her privacy is totally violated.

Audioscript

See Student's Book p. 146

3

1 The narrator is neutral; he does not express an opinion. There are more positive than negative words in the extract. The positive ones are: transparency/clear and open/open and welcoming/favorite/surprised (here positive)/interesting.

2 Yes, it will.

3 This uninterrupted watching and being watched will totally modify Mae's behavior and life.

Personal answer.

4 It is quite accessible and realistic.

4

Personal answer

5

Personal answer

6

Personal answer

Video Functions

Answer key & audioscripts

A Meeting people

Page 148

BEFORE YOU WATCH

1

Personal answers

WATCH

2 ▶ 🔊 3.07

- 1 Are you a student 2 Do you practise every day
3 Are you in films 4 Do you live in this part of London
5 Why don't we go for a coffee

Audioscript

Harry Great place, isn't it?
Darsha Yeah, the coffee is fantastic! Hi, I'm Darsha.
Harry Good to meet you, Darsha. I'm Harry.
Darsha Are you a student?
Harry I am, yes. But I'm also a musician in a reggae band.
Darsha A band? That's so cool! Do you practise every day?
Harry No, we don't. We play on Thursdays and at the weekends.
Darsha Do you play gigs?
Harry Sure, sometimes. Music is my life, my future... What do you do, Darsha?
Darsha I'm an actress.
Harry Really? Are you in films?
Darsha No, I'm not. Not yet! I do commercials... I go to the Arts college around the corner.
Harry Me, too. Do you live in this part of London?
Darsha Yes, I do, but I'm from Manchester.
Harry Cool! Darsha, are you free after class on Thursday afternoon?
Darsha In the afternoon? Yes, I am. Why?
Harry Why don't we go for a coffee before I go to the gig and listen to my band's CD?
Darsha Yes, I'd love to. Thanks.
Harry Great! Here at 6?
Darsha Fine by me.
Harry OK! See you on Thursday, then.
Darsha Bye.

3

1 F 2 T 3 F 4 T 5 F

4

Breaking the ice: Great place, isn't it?

Introducing yourself: Hi, I'm...

Showing interest: That's so cool! / Really? / Cool!

Inviting & accepting an invitation: Are you free...? / Why don't we...?
Yes, I'd love to. / Fine by me.

(extra expressions: personal answers)

5

Personal answers

B Talking about a past event

Page 149

BEFORE YOU WATCH

1

Personal answers

WATCH

2 ▶ 🔊 3.08

1 B 2 D 3 A 4 E 5 C

Audioscript

Harry Oh here you are. I called you yesterday evening. Where were you?
Darsha I'm sorry Harry, I was at the cinema. I saw *Bohemian Rhapsody*.
Harry That film about Freddie Mercury and Queen? What was it like?
Darsha It was interesting. I'm not a big fan of Queen, but the music was great and the actors played quite well, I think.
Harry That's good to know. And where was it?
Darsha At the Odeon, in Leicester Square.
Harry What time?
Darsha At seven. Why all these questions, Harry? You sound like a policeman!
Harry Me? I'm just curious. Peter saw the same film yesterday.
Darsha I know, I went with him.
Harry Oh, so you two went together.
Darsha Yes. Is that a problem?
Harry Of course not.
Darsha Good. And after the cinema, we had dinner together.
Harry Dinner? Where?
Darsha At 'The Cabbage Corner', the new vegetarian bistrot in King's Street.
Harry Was it good?
Darsha What?
Harry The cabbage.
Darsha We had cous cous and it was delicious. Harry Davies, are you jealous?
Harry Me? Jealous? No! Ha ha ha!

3

The location: Where were you? / Where was it?

The time: What time?

A description of the event: What was it like? / Was it good?
(extra expressions: personal answers)

4

Personal answers

C Giving an opinion

Page 150

BEFORE YOU WATCH

1

Personal answers

WATCH

2 ▶ 🔊 3.09

- 1 I love reading 2 And you 3 I don't agree
4 how can you say that 5 you're right 6 What do you think of it
7 I prefer films to books 8 I agree 9 you're certainly right

Audioscript

Darsha Oh! So you can read! That's incredible Harry!
Harry Very funny. I love reading. And you?
Darsha Me too, but I never read paperback books, I read on my Kindle.
Harry I can't read ebooks, they're so... cold.
Darsha I don't agree. I always carry my Kindle in my bag, see? It's so practical, and light. Books are heavy, and my bag is small! Anyway, books belong in the past: they're old stuff!
Harry How can you say that? Books are living creatures! Here, touch it. Smell it! What do you think?
Darsha Yeah... you're right. It smells like paper. So what? Anyway, what are you reading?
Harry *Slam*, by Nick Hornby.
Darsha Oh yes, I know it. It's also a film.
Harry What do you think of it?
Darsha The film? It's nice. I prefer films to books.
Harry I don't. Would you like to read it? You can borrow my book.
Darsha Thanks, but on my Kindle it's only £1.99!
Harry Well, I agree it's cheap but... it doesn't smell so good.
Darsha Yeah.... you're certainly right.

3

- 1 doesn't like 2 more 3 Darsha 4 has 5 doesn't want

4

Stating preferences: I love reading, I prefer films to books

Asking for an opinion: And you?, What do you think of it?

Agreeing: I agree, you're certainly right, you're right

Disagreeing: how can you say that? I don't agree

(extra expressions: personal answers)

5

Personal answers

D Asking for help

Page 151

BEFORE YOU WATCH

1

Personal answers

WATCH

2 ▶ 🔊 3.10

- 1 language 2 teaching 3 verbs 4 memorise 5 revise
6 studied 7 difficult 8 library

Audioscript

Darsha What are you doing, Harry?
Harry Nothing. Just reading.
Darsha You're always reading. Let me see... Is it a language course?
Harry Yes. I'm studying Italian, actually. But more to the point, I'm trying to...
Darsha Why? What's the matter?
Harry I'm going to work in Venice next summer, teaching English to kids.
Darsha That sounds great! Italian's such a beautiful language! I'd love to learn it one day.
Harry Yes, but it's so difficult. All those verbs!
Darsha I speak Spanish. It helps.
Harry Really? Could you please help me to memorise these verbs? Darsha please!
Darsha OK, OK, I'll help you.
Harry OK. Listen: *io ti amo, tu mi ami...*
Darsha Not now. Let's start later Harry. I'm going to revise for German. Anyway, why did you start with the verb 'love'?
Harry Because I'm going to meet lots of lovely Italian girls...
Darsha Yes. Of course you are. Anyway, why don't you help me with my German? You studied it last year!
Harry German? I can't help you with that, I'm afraid. German is such a difficult language I even thought about changing to Japanese or something like that!
Darsha See you at four in the library.
Harry Good! *Alle quattro!*
Darsha Yeah, whatever.

3

Asking what the problem is: What's the matter?

Asking for help: Could you help me (memorise the verbs)?

Offering help: I'll help you.

Refusing to help: I can't help you with that, I'm afraid.

(extra expressions: personal answers)

4

Personal answers

E Ordering food & drink

Page 152

BEFORE YOU WATCH

1

Personal answers

WATCH

2 ▶ 🔊 3.11

- 1 D 2 C 3 B 4 F 5 A 6 E

Audioscript

Darsha Hello. Sorry I'm late.
Harry Never mind. What are you having? Hamburger? Hot dog? Toast?
Darsha No, thanks. I'm not eating much meat these days.
Harry Why not?
Darsha I'm trying to be a vegetarian.
Harry A vegetarian? Really? Not me, I can't live without meat.
Waiter Hi. Are you ready to order?
Harry Yes. I'm having a ham and cheese sandwich with mayonnaise.
Waiter Anything else?
Harry Yes, I'd like a portion of chips and a coke, please.
Waiter I'm afraid we haven't got any chips at the moment, how about some onion rings?
Harry Onion rings are fine, thanks.
Waiter And for you?
Darsha I'd like a Margherita pizza with a lot of cheese. And an orange juice.
Waiter So that's one Margherita, one ham and cheese sandwich, one portion of onion rings and two cokes.
Harry Yes, that's right!
Darsha No, it isn't right. It's one coke and one orange juice.
Waiter OK.
Darsha And can I pay by credit card?
Waiter Sure. We accept all credit cards.
Darsha OK, great thanks. Onion rings? Don't talk to me after lunch!

3

Darsha	Harry
A Margherita pizza An orange juice	A ham and cheese sandwich A portion of chips A coke

4

Asking what someone wants: What are you having? Are you ready to order? Anything else?
Suggesting something to eat: How about (some onion rings)?
Ordering food and drink: I'd like (a Margherita pizza).
Asking about payment: Can I pay by credit card?
(extra expressions: personal answers)

5

Personal answers

F Making suggestions

Page 153

BEFORE YOU WATCH

1

Personal answers

WATCH

2 ▶ 🔊 3.12

- 1 What about
- 2 How about
- 3 Why don't we
- 4 we could
- 5 How about
- 6 let's

Audioscript

Harry Hey there. What's up?
Darsha I'm looking for a present for my mum but I can't find anything good.
Harry Oh. Is it her birthday soon?
Darsha No Harry, it's Mother's Day tomorrow!
Harry Tomorrow?! Oh no! I forgot! Quick, quick! Let's find something.
Darsha OK. What about something to wear? Like a silk scarf.
Harry No, I gave her a silk scarf last year.
Darsha Right. How about buying perfume?
Harry My mum hates perfume. I bought her some for Christmas and she gave it to her sister for her birthday.
Darsha OK, no perfumes. Why don't we buy our mums some music? What kind of music does your mum listen to?
Harry Apart from what my band plays, I think she likes jazz. But I have no idea which musicians...
Darsha Hmm, that's a good point. I don't know what my mum likes either.
Harry Well, maybe we could buy them books.
Darsha No! I've got a better idea! How about a gift card for the hairdresser's? They'll love it!
Harry This is the greatest idea of all! Our mums deserve the best! Quick, let's find something.
Darsha Right. Let me see... It's 80 pounds.
Harry 80 pounds for two?
Darsha No, it's 80 pounds each.
Harry Oh... Well, I still think a book is a pretty good idea.
Darsha Me too.

3

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

4

What about / How about (+ noun or verb in the *-ing* form) ...?
Why don't we (+ base form of verb) ... ?
We could / Let's (+ base form of verb) ...?

5

Personal answers

G Reacting to ideas

Page 154

BEFORE YOU WATCH

1

Personal answers

WATCH

2 ▶ 🔊 3.13

- 1 What do you want to do
- 2 What about animals
- 3 What's the pay
- 4 Can you speak Spanish well

In the end she decides to apply for a job as a tour guide in Spain.

Audioscript

- Darsha** You know what? I'm going to get a part-time job in the summer.
- Harry** Sounds like a good idea. What do you want to do?
- Darsha** Well, I'm not sure about working in a bar or being a waitress in a restaurant... I'd like to do something outside in the fresh air.
- Harry** You mean, like a gardener?
- Darsha** Well, I don't know. I'm not very good with plants.
- Harry** How about animals? There's a job advert here for an assistant zookeeper.
- Darsha** Definitely not! I hate animals. I prefer children.
- Harry** Here! There's an advert for summer camp assistants too.
- Darsha** Maybe... what's the pay?
- Harry** It says £6.50 an hour.
- Darsha** No way! That's nothing ... no, I'd like something with better pay.
- Harry** But you haven't got much work experience.
- Darsha** I know, but I can speak Spanish.
- Harry** Can you speak Spanish well?
- Darsha** Of course! I'd love to work in Spain.
- Harry** There's a job advert here for a 'Tour guide in Spanish city for Spanish / English speaker. €20 an hour. Four days a week from July to mid-September'.
- Darsha** That sounds perfect! And if I get the job, I can work and have a holiday! I'm sure I'll get it...
- Harry** Mmm, I have my doubts but anything's possible, I suppose! And you can still apply for the assistant zookeeper. I'm sure you'll do a wonderful job with the gorillas...

3

Suggested answers

- 1 She doesn't want to work inside.
- 2 She hates animals.
- 3 She isn't very good with plants.
- 4 It's badly-paid. / It isn't enough money.

4

Positive: Sounds like a good idea. / Of course! / That sounds perfect!

Negative: Definitely not! / No way!

Neutral / Indecisive: I'm not sure / I don't know. / Maybe.

5

Personal answers

Towards INVALSI listening

Answer key & audioscripts

Multiple Choice Questions

Pages 156-157

1  3.14

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

Audioscript

Robin I really need to get some more shelves for my room, Mum! I have absolutely nowhere for my stuff. Look at all these things! Where am I going to put them?

Mum What do you mean? Have you tried your cupboards and wardrobe, Robin? There's plenty of room there. Perhaps you could put everything in its place and tidy up a bit?

Robin Mmm... I suppose so, but that's so boring, Mum! I don't want to spend so much time tidying up. Isn't there any other way?

Mum I'm afraid not, Robin. Well, perhaps you could get rid of some of the things you don't use any more? How about those toy cars on the top shelf? You really are too old to have stuff like that in your room!

Robin Mum! These aren't toys. They're my special collection of old model racing cars. They're important to me!

Mum What are you going to do with your old desktop computer and screen? And what about those books next to them? You've hardly ever looked at them! If you give them away, you can make a lot of space. I'm sure the charity shop on Main Street will be very glad to have them!

Robin These books were the first prize I won for that writing competition when I wrote the short story about a robot. They aren't very useful, but they're a nice memory. I don't want to give them away.

Mum Yes, I do remember that story! It was so funny! What about the computer, then? What do you want it for? It doesn't even work!

Robin I know, but I'm keeping it because I'm learning how to build computers – I take things out and then I put them back in again to see if I can make them work. So, I actually need it to practise!

Mum That's a good idea, Robin. Perhaps we need to find something else to give away. What about some of your old clothes? There are certainly some T-shirts and trousers you never wear any more – you're too big for them! Why don't you choose which ones you don't want, and I'll take them down to the charity shop? They always need clothes.

Robin What a great idea, Mum! Thanks, I'll start choosing what to give away right now. I'm sure I've got plenty of clothes I haven't worn in years! I'm glad we're giving them to the charity shop and not throwing them away. They'll be useful to someone else and I'll have more space!

Mum Yes, they won't end up in the bin, which is good for the planet, and you'll do something good for other people as well. I'll get some bags to put them in!

2  3.15

0 B 1 D 2 C 3 B 4 C 5 C

Audioscript

Julie Hi Frank.
Frank Hi Julie. How are you?

Julie Fine thanks. I just wanted to find out what you're doing this evening. Have you got anything planned?

Frank You've obviously forgotten that it's the final of my favourite programme: *Let's Make Music*. The winner is going to be announced tonight. I'm staying in to watch it.

Julie What time does it start?

Frank At nine and as it's the final it goes on for two hours. I've got to see it live and find out who comes out on top. I've been watching it for the last thirteen weeks so I'm not going to miss it tonight! Why don't you watch it with me? The finalists have one last chance to impress the judges by singing a song that they choose. In the previous programmes they had to sing songs that the viewers of the programme wanted them to sing.

Julie How many singers are in the final show?

Frank There are now only four. After they've all sung their song, the judges choose two who have to leave and the two who are left sing one last time before one of them is crowned the *Let's Make Music* champion. I'm so excited! It's going to be a dramatic night.

Julie I'm not quite as thrilled as you are but I'm sure it'll be fun when I start watching it.

Frank You will. You're going to have a brilliant time. To make the most of it, come a bit earlier and we can have something to eat before it starts. I'm going to get us some delicious takeaway food.

Julie That sounds like a good idea! Just remember I don't eat onions.

Frank I know! See you at about seven.

3  3.16

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

Audioscript

Interviewer Today I'm here with the famous Japanese manga creator Masayoshi Uwai and I'm going to ask him a few questions about his exciting job. How did you start drawing manga?

Masayoshi As long as I can remember, I've always been fond of drawing: I come from a poor family so we couldn't afford to own toys: my grandfather used to bring us manga that people threw away. I used to spend hours reading the stories and copying the drawings. Me and my sisters Kimiko and Emiko used to create our own characters and create new stories. They were just drawings but we actually played with them as if they were dolls living in a real place. Then I went to art school: I had worked during my high school to save money for it, but I soon realised it wasn't suitable for me so I left the course after a couple of months and ended up teaching myself.

Interviewer How did you become a professional manga artist?

Masayoshi I had created a long story which got positive reviews from local editors so I decided to take part in a contest. I won first prize and in 1992 I officially started my career with 'Cherry Blossoms in the Snow'. It was an incredibly long series – about 45 volumes, so it wasn't always easy to develop the plot. I still remember it as one of the most enjoyable moments in my early career.

Interviewer And after that you wrote your masterpiece, 'Captain Pluto'?

Masayoshi Yes, that's right. 'Cherry Blossoms' was a very sad story,

so I wanted to put some funny moments and adventure in my next series. That's how 'Captain Pluto' was born. 'Cherry Blossoms' was mainly about the three sisters who had been separated at birth, but in 'Captain Pluto' the focus was making people laugh with a lot of action too. Both the stories are set in ancient Japan, but there are more magic elements and fight scenes in 'Captain Pluto'.

Interviewer How do you make your characters so lively?
Masayoshi Well, I'm getting older, but I still enjoy hanging out with my friends, until the early morning hours. So my friends inspired me to create the superhero family in Captain Pluto: I just tried to imagine what they would be like if they had magic powers. But although they look and behave like my friends, the supernatural features often come from Japanese folklore: for example, in the series my best friend, Boku, was found inside a giant peach as a baby as in the old folk tale Momotarou; and there are many other characters that remind you of old traditional stories from Japan.

Interviewer So why are your stories so popular in the West?
Masayoshi Well, I'm really glad to see so many manga fans in Europe and America. A few countries, like France for example, already have a long tradition for comics and that is definitely an advantage. Although the type of drawing is very different, manga are seen as Japanese pop culture so they are not just a form of children's entertainment. Besides, I noticed that now cosplay is very popular: people love dressing up as their favourite manga character. This probably comes from Japan where people have done this for a while.

Interviewer What is your advice to someone who wants to take up manga drawing?
Masayoshi The most important thing is creating an original story that develops in a way that nobody can predict. The best thing about Japanese manga stories is that they are often set in a world apart. It's pure imagination but at the same time the stories follow a complex structure so they are suitable for adult audiences too, especially those who are keen on science fiction.

4  **3.17**

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

Audioscript

Woman Today we're here with Luke Culotta who has become one of the most creative inventors in Europe. How did you first think about inventing things as a profession, Luke?

Luke Well, as a child I didn't use to be creative and I was quite lazy. The only thing I wanted when I left school was to set up my own business, so I started thinking about what I could do. My sister was making pretty slippers using women's old tights so I thought I could try selling them. She made a dozen pairs and I took them to a local street fair. When I got back home I was really happy. Though I had only sold three pairs, I had really enjoyed making things people found useful.

Woman So Luke, how did you manage to sell your first invention?

Luke The first thing I came up with was the 'Pelé football goal set'. I used a mini goal set that I played football with in my room. What I did was simply to stick a poster of my favourite footballer behind the goal net: I took a picture of my invention and sent it in to a toy company. It was an overnight success: my invention was on TV and magazine ads. In the first year I earned over 50 thousand pounds. So, you see, it wasn't really an invention: it was just a thing the market wanted and people bought it.

Woman What other things have you invented?

Luke One of the first products I invented was the 'Hug me cushion'. I was paid 25 thousand pounds for that idea, which was

actually just a pair of arms on a pillow that you could hug while sleeping! I also made a talking watch for children, which was sold in toy stores for about 10 years. An invention that I was really proud of was the dog umbrella, but I found out that someone else had made it a few years before me. Though I didn't earn anything with it, it was definitely the more fun to create.

Woman I know inventing things is not the only thing you do. What else are you working on?

Luke Well, 15 years ago I set up a company: it was a school called 'Edison's Academy' where I trained people who wanted to invent things. Today I have several schools in Europe with hundreds of students aged from 14 to 80 years old.

Woman What is your most important suggestion to someone with an invention to sell?

Luke Most people think you should get a patent in order to stop anyone from stealing your idea. I agree on this point, though my number-one tip is to get in touch with companies and show them your idea, sending your project to the person in charge of new products development. Then you must obviously apply for a patent: since the rules change in the different countries, I suggest you check them online.

Woman What do you think the best and the worst inventions of the time are?

Luke The Internet. It is a shocking invention. I didn't see it coming and I didn't realise how amazing it would be; it's the largest library in the world and it allows me to do research, meet people and run a company that works in different countries. As for the worst one, it's the Internet again! No, actually, it's smartphones. They make everybody stressed out and in the end we have very little time to spend with real people. I think we need to get back to talking to each other more.

Multiple Matching

Pages 158-159

1  **3.18**

0 D 1 A 2 C 3 G 4 F 5 B

Audioscript

Mrs Jackson Hello, Bill. I'm Mrs Jackson. I'm so glad we have the chance to speak on the phone before you come to stay with us.

Bill Hello, Mrs Jackson. Thank you for phoning me. There are some questions I'd like to ask.

Mrs Jackson Please feel free. We want to make you feel as comfortable as we can during your course.

Bill Are you going to meet me at the airport?

Mrs Jackson No, I'm afraid not. Don't worry, you won't have to catch a train to get here. The college has organised a bus to bring you down. There will be someone holding the college flag who will meet you in the arrivals hall and tell you where to go. We're going to be in the college car park with all the other host families who are meeting the students off the bus.

Bill OK – that's great. Another question. Am I going to share a room?

Mrs Jackson Normally you would. The room is big enough for three students, but we usually only have two. There aren't so many students coming on your course in August – June and July are much busier. So, you'll be on your own in the room.

Bill That's a pity. I would like to have someone to talk to.

Mrs Jackson You can always talk to us.

Bill Umm ... It would also be good to have someone my

own age to talk to, but never mind. What about food and meal times?

Mrs Jackson Most of our students worry more about this than their lessons or the journey to get here. Well, during the week, I provide breakfast and give you a packed lunch to take to school. We also give you a meal in the evening, if you are not doing anything with the college. At the weekend, it's different. I like to take it easy, so I only make breakfast. You'll have to buy your own lunch and dinner, I'm afraid.

Bill I'm sure it won't be a problem. Thank you for answering my questions.

2  **3.19**

0 C **1** E **2** B **3** G **4** A **5** F

Audioscript

0
Yes thanks, Mary. It was much better than I expected. None of the things that I thought would go wrong actually did.

1
It was probably the flights there and back. We flew out at the weekend, which is usually the busiest time at the airport. I thought we would have to queue for a long time to check in.

2
Only about a quarter of an hour. It took about forty minutes to get through all the security checks because you have to take electrical items out of your suitcase and I forgot to remove my laptop because it was between my shirts and I didn't see it.

3
Yes. I was very lucky. The seats next to me were all empty and the flight attendant told me that the family who were going to sit there missed the flight. All the other seats were occupied but I felt like I was flying first class.

4
Yes, I was on a campsite. There are so many things that can go wrong but it all went very smoothly. I'm really glad I didn't stay in a hotel. The weather was excellent. It was sunny most of the time and it only rained a couple of times during the night. Oh yes – there was just one day when it was very windy and I had to make sure the tent didn't blow down!

5
Yes, I spent a lot of time under the water. I hired some equipment and went diving every day. The sea was very clear so I saw some amazing fish.

3  **3.20**

0 E **1** H **2** G **3** B **4** A **5** C

Audioscript

0
Man Good afternoon. I'm going on holiday next week to San Francisco and...
Woman San Francisco? I've never been but I'd love to go there. Sorry, what are you looking for?
Man This is my first visit as well, so I want an up-to-date guide that will give me the best information on where to go and what to do.
Woman Look on the shelves over there. The guides are in alphabetical order so look under S. There's a new collection of short stories by a great writer who lives in San Francisco. I think you might enjoy it.
Man Thanks. I'll go and have a look after I've found what I came in for!
Woman Have a wonderful time. You should have good weather at this time of the year.

1
Woman Sorry to disturb you. I don't usually knock on someone's door

like this.

Man It's not a problem. Is there anything I can do? You seem a bit worried.

Woman My cat disappeared last night, I've looked for it everywhere and I can't find it. It always comes back for its food in the evening. I don't know where it can be.

Man I haven't seen it, I'm afraid. If you like, I'll come and look for it. I'm sure it hasn't gone far.

Woman You're so kind, especially as we haven't even been introduced. You only moved here a couple of days ago, didn't you?

Man Yes! It's great to be able to get to know you even in these difficult circumstances. I'll get my coat and we can go out and search for it. You mustn't worry. I'm sure there's a simple explanation.

2

Woman Do you know what you're looking for?
Man Yes. I want to find some shoes which are stylish but comfortable. I've got to go to a job interview next week.
Woman You'll need to look your best. How about these? We have them in range of colours including black. How about these ones in grey?
Man They're a bit boring but the blue ones look good. I like the designer.
Woman Yes. This brand is excellent. Let me check the price for you. You're in luck. They're now half price in the sale.
Man At that price, I'll have them. I know my size, so I don't need to try them on.
Woman I'll get the box for you. You are sure to get the job when you wear them!

3

Man Excuse me, I'm looking for sun cream. Do you know where I can get it?
Woman On the second floor, sir. You'll find a wide selection in the aisle next to the beach towels and swimwear.
Man Great, thanks. We're off on holiday tomorrow.
Woman Lucky you. Where are you going?
Man Camping in Scotland.
Woman I hope you have nice weather. It usually rains at this time of year.
Man I know but the forecast is very good – that's why I need the sun cream!

4

Woman Do you want a table?
Man Yes – just for me. I'm eating alone. What are today's specials?
Woman They're written on the blackboard over there.
Man Thanks. I'll go and have a look.
Woman OK – let me know when you're ready.
Man Do all these dishes have meat in them?
Woman Umm – I think so... Yes, I'm sorry but all today's specials contain meat.
Man That's a shame. I never eat meat, so I'll have to try somewhere else.
Woman I apologise that we didn't have what you wanted.

5

Man Good afternoon. I'm going to London this Friday. What's the cheapest day return ticket?
Woman What time are you travelling? You can only get a cheaper ticket if you travel after nine thirty in the morning.
Man OK – what about coming back from London later in the day. Can I get any train?
Woman If you buy this ticket you can't catch a train during the peak times between four and six thirty and you can't travel on

the non-stop trains. You can use this ticket on any train that is not an express. Look at the display boards on the station platforms. They show when the train is an express.

Man It all appears to be very complicated to buy a train ticket but thank you for your help.

4  **3.21**

0 B **1** H **2** D **3** C **4** A **5** F

Audioscript

0

Woman What time did you get home last night?

Boy I'm not sure. I didn't look at my watch.

Woman That's not a very good excuse. You know we want you to come in by ten o'clock at the latest. What were you doing?

Boy I met my friends in the park. We played football for a bit and then went for a walk by the river. It started to rain, so we went to a café and started chatting. I obviously didn't realise how late it was.

Woman Make sure you're not late again because I get worried when I don't know where you are.

Boy I'll do my best. Next time I go out, I'll send you a text to let you know where I am.

1

Boy I feel brilliant. I still can't believe that this has happened.

Girl You really deserve it. I couldn't be happier for you. You had to work really hard, even during the holidays. You should feel very proud of what you did.

Boy Yes, I really am. There was a lot of competition from other really clever students, but I still got a place. It's like a dream come true.

Girl When does your course start?

Boy In a month's time, so I've got plenty of time to prepare by doing lots of reading.

Girl Try to enjoy yourself as well!

2

Girl Hi Darren! I didn't expect to see you at Nick's party. Great to see you!

Boy Yes, I've known Nick for ages. We played basketball together – we were in the school team! How do you know him, Gina?

Girl I've known him all my life. He's family to me! My brother, Kevin, and Nick used to hang out together when we were kids. Nick had lunch and stayed at our house all the time!

Boy Wow! So, you're really old friends. I had no idea! He's such a nice guy, isn't he?

Girl The best! I'm so happy he's going to university next year! He's worked really hard.

Boy True! Let's go over there and say hi. We won't see him for quite a while.

3

Girl Did you get your exam results earlier today?

Boy Yes, I did. The wait is finally over.

Girl Were they what you expected?

Boy I did quite well in most of my subjects. I got the top grade in both maths and biology. I also got very good marks in chemistry and physics. The scores weren't so high in history and geography, but they were still acceptable. I was only disappointed by the result of my art exam.

Girl You're really good at painting and drawing. What happened?

Boy I don't know. The grade was much lower than my teacher thought it would be.

Girl Don't worry about it. You can relax now.

4

Woman Jim, dinner's ready. Come downstairs with me.

Boy Oh no! Is it dinner time already? I haven't finished my homework. What am I going to do? I've got so much work!

Woman I thought you'd finished ages ago! What have you been doing all afternoon?

Boy Scott was online, so we were chatting for a bit. I didn't realise it was this late... I'm sorry.

Woman You know you aren't supposed to go online before you finish your school work. We've talked about this.

Boy I know, but he missed school today and I just wanted to see if he's OK.

Woman Come to the table now and we'll talk about it later. Everyone's waiting for us.

5

Girl I played that new online game I told you about last weekend. It's awesome! The graphics were amazing and the characters so realistic! You must register so we can play against each other.

Boy Really? Is it that good? How much time have you spent on it? And what are the other players like? You know I like games to be fast and have lots of action and adventure!

Girl Trust me, it has all of that! You're going to love it. And it's quite hard, too. You've never played anything like it before!

Boy Great! I like games to be challenging! Otherwise, I get bored. OK, that's it then. When shall we play together? I want to learn the tricks first before I go online.

Girl Hee hee! I'll beat you easily! I've already had lots of practice and I know all the little tricks.

Short Answer Questions

Pages 160-161

1  **3.22**

Possible answers

0 The Dolphin Swimming club

1 club secretary

2 wear a hat / no running

3 nine thirty

4 next Saturday

5 at ten thirty

6 a light show / music / a swimming display (accept any two answers)

Audioscript

Becki Welcome to the Dolphin swimming club. We're very pleased to have new members and we want you to enjoy your time with us. Let me introduce myself. I'm the club secretary, Becki Davies – that's B-E-C-K-I not with a Y! D-A-V-I-E-S with an E and I'm responsible for organising the events and competitions which I hope you will take part in. I'm going to start by talking about the club's rules. We don't have many but I'm afraid we insist on them. First, about the pool... You must wear a hat. OK – I know some people don't like it but in this club you cannot swim without a hat!

Second are the pool rules for safety. No running is allowed. We do not want any accidents!!

Now some information about our pool opening times. There's a chart showing the times at the entrance to the pool, but it has a mistake. On Thursdays the pool is open until nine thirty in the evening – not seven thirty. Please remember that you must get out of the water at least ... umm ... fifteen minutes, no sorry, we changed it to twenty minutes before the pool closing time.

Finally, the exciting part. Our next event for new members is a pool party! The fun starts next Saturday at seven thirty and finishes three hours later at ten thirty. This is a good

opportunity to get to know each other and have a great time before we start training hard for the national swimming competition. There's plenty of time to enjoy the light show and music. The party finishes with a swimming display by our very own Dolphin Dancers. Enjoy!!

2 3.23

Possible answers

- 0 to London
- 1 by train
- 2 a museum
- 3 the twentieth century
- 4 The boys being bored
- 5 famous rock stars' clothes / 1950s film costumes
- 6 five pounds
- 7 fifteen pounds
- 8 ten to four

Audioscript

- Maggie** Good morning Jack. Did you have a good weekend?
- Jack** It was quite tiring but very enjoyable. I took my class up to London by train.
- Maggie** Wow – how did you get on?
- Jack** Well, of course I wanted the students to have a great time and see the sights, but it was really an educational trip.
- Maggie** In what way? I hope you didn't just take them to some boring palace with pictures of old kings and queens and leave them there for the whole day.
- Jack** Absolutely not! As you know, many of our students want to work in the fashion industry so I took them to a museum where there was an amazing display of designs from the twentieth century.
- Maggie** I thought kids today only liked clothes that are right up-to-date. Some of them won't even wear last year's fashions.
- Jack** I was surprised, too. I thought some of the boys like Bob and Bruce might get bored and tired, but they were impressed – particularly by the clothes famous rock stars wore when they were performing!
- Maggie** What other types of fashion did they like?
- Jack** Actually, it was the clothes from the nineteen fifties that famous film actors wore. Two of my students, Stella and Vicky, spent a lot of time doing drawings of the designs. They did them really well.
- Maggie** I'd like to see their drawings. Now you've told me about the exhibition, I'd love to see it. Was it expensive to get in?
- Jack** Well, I got a group ticket which was five pounds per person. I think that the normal price is fifteen pounds for adults and ten pounds if you are under eighteen.
- Maggie** That sounds quite reasonable. One last thing – is it open on Sunday? It's the only day I've got free.
- Jack** I'm sure it is. Yes, I've got the opening times on my phone. Monday to Saturday from eight in the morning to eight in the evening and Sunday only from ten until four in the afternoon.
- Maggie** I'll just have to get there early.

3 3.24

Possible answers

- 0 tomorrow morning
- 1 By coach
- 2 the school's main entrance
- 3 quarter to seven
- 4 only one backpack
- 5 tents and meals

6 sleeping bags / warm clothes / swimming things (accept any two answers)

7 snacks and drinks / souvenirs

8 half an hour

Audioscript

Ms Jones Hello, everyone. I'm going to give you some information about our weekend hike before we leave tomorrow morning. Please, make notes as here are many things you must remember. Our coach will be in front of the school's main entrance at 6.30 a.m.: I know it's really early, but do not be late as the journey's quite long. We're going to set out at a quarter to seven. You mustn't bring more than one backpack because there isn't enough room on the coach and you don't need too much luggage anyway. We will provide for tents and meals for everybody, but don't forget to bring your own sleeping bags. The weather forecast says it will be chilly until tomorrow night, so you need to pack warm clothes; however, it will be sunny on Sunday so bring your swimming things as you might need them when we get to the lake around midday. Please remember that we will spend most of our weekend hiking in the countryside so you don't need to bring too much money: 10 pounds will be enough for you to buy snacks and drinks when we stop in the little villages during our tour. Anyway, if you want, you can bring some extra money for Sunday afternoon: those who feel like shopping for souvenirs can take a bus to the nearest town, which is called Leavenworth and is 14 kilometres from the campsite. You can take the bus in front of the newsstand behind the campsite and get there in half an hour. If you decide to go to Leavenworth remember you'll have to be back to the campsite by five thirty. You mustn't forget your mobile phones: if you have any problem you can text or ring me on 096775523.

4 3.25

Possible answers

- 0 a holiday job
- 1 manager of a hotel
- 2 It isn't important / he doesn't mind
- 3 He isn't eighteen / he's too young
- 4 kitchen cleaner
- 5 about hotel kitchens
- 6 meeting lots of people
- 7 the open air / it's outside
- 8 contact the head gardener / email the head gardener

Audioscript

- Tracy** Hello, Steve. My name is Tracy. You're looking for a holiday job, aren't you?
- Steve** Yes, that's right. I'm still at school but want to get some work experience.
- Tracy** What do you want to do when you leave school?
- Steve** My aim is to become the manager of a hotel. My dad's a car mechanic and my mum works in a shop. I want to do something completely different, where I can travel. Are there any vacancies working in a hotel office? I don't mind if they don't pay me very much.
- Tracy** Yes, there are a couple of jobs but I'm sorry, they only want someone who is over eighteen, so you'll have to wait another year to get it. However, I think I can find you a job working in a hotel kitchen.
- Steve** A kitchen? I'm not sure I want to work there but what's the job?
- Tracy** Let me see. Kitchen cleaner. You have to clean the floors and the cookers, but you won't have to wash dishes. It's quite hard work but I'm sure you can learn a lot about what really

happens in a hotel kitchen.

Steve Is that all there is? It's not exactly what I was looking for.

Tracy Sorry, there are no other jobs in a hotel I can find. However, there is a job available in a leisure centre. The leisure centre has a gym and a swimming pool. They're looking for someone to work in the pool area with the swimmers, handing out and collecting towels. It's not the most interesting job in the world but you'll meet lots of people.

Steve I'm sure I can do it, but could you please give me another choice?

Tracy OK. I have one more suggestion. There's a job in a park working with the head gardener to cut the grass, tidy the flower beds and pick up dead leaves.

Steve I can definitely do that. I like the idea of working in the open air.

Tracy I'm pleased. I'll email the head gardener and arrange for you to go and see them.

Steve Thanks. I'm going home now, so if you hear anything, please call me.

Writing Bank

Answer key

1 An introductory email

Page 162

1

1 g 2 c 3 e 4 a 5 h 6 f 7 b 8 d

2

1 Cristina 2 Mexico City 3 Year 10 4 history and English
5 the piano 6 English 7 music festivals 8 her favourite singer

3

1 name 2 from 3 student 4 subjects 5 play
6 love/like 7 really 8 about 9 into 10 hearing

4

Personal answers

Model Answer

Hi Charlie,

Thank you for your email. My name is Alex Green and I'm from Edinburgh in the UK. Do you know it?

I'm a student in year 11 at secondary school and my favourite subjects are chemistry and economics.

I don't play any musical instruments - but I'd like to learn the guitar like you.

In my free time I play hockey and I'm also into web design. How about you? Are you into any sport?

Let me know in your next email.

Bye for now,

Alex

2 A description

Page 163

1

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

2

there are some alternatives but the most suitable answers are:

1 historic (well-known/special/amazing) 2 amazing
3 tall (historic) 4 big 5 special (well-known)
6 well-known (special/amazing/strange) 7 strange (special)
8 peaceful

3

Personal answers

Model answer

I went on a school trip to the Brontë Parsonage in Howarth in Yorkshire last summer, after we studied the novels Wuthering Heights and Jane Eyre in English.

Now it is a museum, but the house was built between 1778 and 1779 as the home to the local vicar.

There was lots of old furniture in the house, which was once home to the Brontë family, so you could imagine Emily and Charlotte sitting and writing the novels we read in class.

When we were there, we found out information about the sisters' lives. It was really interesting.

3 An article

Page 164

1

1 Fast food is unhealthy, but it's very tasty and convenient.

2 Hanging out with friends is a great way to spend your free time.

3 Why don't you give Zumba a go?

4 For me, chocolate is one of life's little pleasures.

5 I think that social media can make us feel jealous of other people.

6 I don't do any exercise because gym membership is too expensive.

2

1 It's true that 2 I think 3 One reason 4 because

5 Do you do 6 I certainly don't 7 But tell people

8 In my case 9 Would you like to try 10 Basically

3

Suggested answers

1 I think.../Of course it's true that...

2 In my case.../I certainly don't.

3 Did you know that around...?

4 Do you do...?

5 Would you like to try?

6 Basically...as long as it's...

4

Personal answers

Model answer

Research shows that a positive mental attitude can help you live a longer and healthier life.

In my opinion you can't avoid problems and issues, but your attitude can help you deal with them better.

For example, if I do really badly in a school test, I usually do much better next time if I think positively.

Do you ever feel low or lacking in self-confidence? Of course you do! Everybody does!

So next time this happens give positivity a go!

I think you'll be really surprised how much difference it can make to your life.

4 An email asking for information (1)

Page 165

1

1 A 2 B 3 B 4 A 5 A 6 B

2

4 Second, is there a focus on sound editing or do you mainly cover mixing techniques?

7 Dario Marciano

5 Thank you for any information you can provide. I look forward to hearing from you.

6 Yours sincerely

2 I saw your poster for the five-day music production course this morning and I'm writing because I'd like some more information.

1 Dear Sound Studios,

3 First, is the course suitable for complete beginners?

3

1 Sound Studios 2 Music production 3 Five days

4 The level and focus of the course 5 Dario Marciano

6 semi-formal because of the 'Dear' and 'Yours sincerely' and other expressions like the use of 'Thank you' rather than 'Thanks', and 'I'd like..' rather than 'I want'.

4

1 you're your 2 First Second 3 !?

4 informations information 5 hear hearing 6 Your Yours

5

Personal answers

Model answer

Dear Guitar Experts Inc.,

I saw your advert on my college noticeboard and I'm interested in starting guitar lessons for beginners.

I'd like to ask you some questions:

First, what style of music do you teach? Is it classical, rock or folk music?

Second, how much does it cost for a two-hour lesson? Is there a discount if you teach more than one person?

Thank you for any information you can provide.

I look forward to hearing from you.

Yours sincerely,

David Parfitt

5 Informal invitations & replies

Page 166

1

1 date 2 event 3 begin 4 offer 5 say

6 apologise 7 make it 8 enjoy

2

1 Jason 2 a surprise party 3 Pablo

4 Sunday the 18th 5 11pm 6 at the football club

7 Paul's getting a place at university 8 Molly, Pablo's cousin

3

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

4

Personal answers

Model answers

Hi Erika and Joe,

Thank you for the invitation to your picnic on Thursday 9th at 1.30 pm.

I'm free on Thursday, so I'd love to come - it's going to be fun!

I'll make a chocolate cake for dessert and bring it with me to the picnic.

Would you like me to come early to help you set up, or would you rather I stayed behind after to help you clear up?

Let me know what you prefer!

Clara

Hi Erika and Joe,

Thank you for the invitation to your picnic in the park on Thursday 9th at 1.30 pm.

I'm sure you'll have a great time, but I'm afraid I have a homework project I have to finish by Friday, so I can't make it.

Don't forget to post plenty of pictures online, so I can see you all having fun, and think of me in the library all alone on a sunny day!

Pete

P.S. Enjoy!

6 An advice blog

Page 167

1

1 the topic 2 the problem 3 first solution

4 additional solution 5 conclusion

2

1 problem 2 good news 3 advice 4 costs nothing

5 too expensive 6 don't worry

3

Personal answers

Model answer

Dear Anna,

Congratulations on passing your driving test! But you are fed up of your friends expecting you to give them lifts everywhere. Is that right?

So, is the problem the number of people asking you for lifts, or is it the fact that they expect lifts?

If it is the former, then a solution could be just giving close friends and not everybody lifts. If it is the latter, think about talking to your friends and explaining how you feel.

Remember if they are real friends, they won't want to take advantage of your good nature!

7 A restaurant review

Page 168

1

1 restaurant 2 dishes 3 flavours 4 small 5 loud

6 lots of 7 Prices 8 recommend

2

1 f 2 h 3 a 4 b 5 d 6 c 7 e 8 g

3

1 P&P 2 Italian (pizza, pasta, salad, grilled meat)
 3 Fairfield avenue 4 from 12.30 to 10 p.m. 5 Sundays
 6 quick and efficient with smiling waiters and waitresses
 7 Yes, it is. 8 Yes, he would (especially for celebrations and special occasions).

4

Personal answers

Model answer

I went to Toro, a new Spanish restaurant in Brighton with three friends last Saturday.

They serve sharing, tapas dishes, which is great for a group of friends. It also keeps the cost down. We really liked the atmosphere too - there were lots of young people there.

The staff were friendly and made us feel at home, but the service was really slow, so we ate late.

I would recommend it for a night out with friends or family, but it's very busy at the weekend so you need to book.

8 An informal email

Page 169

1

1 Yesterday 2 Friends 3 London Fashion Week
 4 Central London, 13th to 17th September
 5 To stay at her sister's flat 6 To get the tickets online.

1

Suggested answers

1 Hi/Bye for now
 2 It'd/It's/she's/isn't/you'll/can't
 3 given in/turn up
 4 thanks/do you fancy...?/go on...
 5 P.S. / ASAP
 6 Do you fancy...? / What do you think?

3

Personal answers

Model answer

Hi Rory,

Thank you for your email about 'Second-Hand September' - What a great idea! Yes, I'd really like to give it a go.

Although you know I love buying new clothes like you do, so I would find it hard too. Especially not buying any new t-shirts, which I can never resist!

But I think it's really important to make fashion more sustainable. And if you can do it, then so can I. When shall I start? Have you got any more information?

Let me know!

Byes for now,

Jack

9 An email asking for information (2)

Page 170

1

1 Jacob's uncle (Piero Costa)
 2 a travel writer
 3 he wants to know what subjects to study at university and which are the best travel writers
 4 formal

2

1 A 2 B 3 A 4 B 5 A 6 B

3

Personal answers

Model answer

Dear Mr Harmer,

My teacher, Ms Powell, said that you could answer some questions about physiotherapy. Thank you very much for this opportunity.

I would like to do a physiotherapy course at college in London. I have some questions for you:

I'm not sure where to study. Could you tell me where the best courses are?

Do you know how long it takes to qualify?

I'd like to know if it is very hard to find a good job. Many thanks for taking the time to answer my questions. I look forward to hearing from you.

Regards,

Susy Warren

10 A complaint

Page 171

1

1 the new 'no laptops' rule in the library
 2 students to read the books that are in our school library
 3 (I can see that it's a problem when) some students spend their time checking social media
 4 'serious study'
 5 No checking social media in the library!
 6 to use their laptops to research and write essays

2

1 writing 2 can see 3 but I think 4 I do not think
 5 suggest 6 would stop 7 considering 8 Regards

3

Personal answers

Model answer

Dear Ms Richens,

I am writing to complain to you about the new school rule that we are not allowed to leave our bikes inside the school building.

I do not think this is a fair rule, as we are keeping fit and helping the environment by cycling to school.

While I understand that there is a problem with a lack of space, I suggest that you should be encouraging your students and providing them with a safe and dry place for bikes.

I hope you can see my point and will consider my suggestion.

Thank you

Katie

Speaking Bank

Answer key & audioscripts

1 Likes & dislikes

Page 172

1

- 1 Are you really into politics?
- 2 I'm not that interested in gaming.
- 3 I love watching basketball, but I don't have a favourite team.
- 4 I don't mind hip-hop, but it's a bit boring.
- 5 Wow, that's really cool!
- 6 They really love watching matches at the stadium.

2  3.26

- 1 A Are you into
B I'm really into
- 2 A Do you have a favourite
B I play, I love listening
- 3 A Are you into
B don't mind, I can't
- 4 A Do you have a favourite
B I'm really into, I like going
- 5 A Are you into
B I'm not that interested

Audioscript

- 1
- Girl** Are you into sports?
- Boy** I love watching football and I'm really into Real Madrid.
- 2
- Boy** Do you have a favourite kind of music?
- Girl** I play the saxophone, so I love listening to jazz music.
- 3
- Boy** Are you into gaming?
- Girl** A bit. I don't mind playing games, but I can't stand pro-gaming! Watching other people play is so boring.
- 4
- Girl** Do you have a favourite place to relax?
- Boy** I'm really into films so I like going to the cinema.
- 5
- Boy** Are you into cycling?
- Girl** I'm not that interested in road cycling, but I love going mountain biking!

3

Personal answers

4  3.27

Personal answers

Audioscript

- Boy** I'm really into football and I love to play it with my friends whenever I have time. I think it's really fun. We all try hard to play a good match and work together to make the match exciting.

We all have the same favourite team, Manchester United, and we enjoy watching their matches together. Um, I also like listening to music. I'm really into hip-hop, but some of my friends aren't really interested in that; they like pop music. I can't stand pop music! So, I think it's more fun to play sport together, because we all like it, and can play it together.

5

Personal answers

2 Special possessions

Page 173

1

- 1 because 2 so 3 The reason 4 As

2  3.28

- 1 guitar 2 picture 3 camera 4 watch

3  3.28

Answer and audioscript

- 1 My dad gave **me this guitar when I was 15** because I kept trying to play his! I was really excited **as I thought I was** Jimi Hendrix! But the real reason **I liked the guitar** was that I could play with Dad in his band. But I soon realised that we didn't really like the same music, **so I started my own band** called 'The Experience' after my hero.
- 2 My girlfriend **bought this picture for me** in a junk shop because she knew I liked art. The reason I like it is the setting, Venice, **as I love Italian landscapes** and Venice in particular. **So, it inspired me** to start painting with watercolours and after school I hope to take a painting course in Venice and paint my own landscapes.
- 3 In my free time, I **like doing photography**, so I was excited when my parents **bought me this cool camera** for Christmas. The reason I like it is **that it's really easy to use**. That's because it has a touchscreen, **as you often need** to take photos quickly without missing a magical moment.
- 4 **I love this watch** because my Grandad gave it to me. I don't often wear it as I usually **use my mobile phone** to tell the time. But when I dress up for special occasions like weddings I often think of my Grandad so **I like to wear it**. The reason it's special **is that he bought it** with the money from his first published article as a journalist.

4

Personal answers

5

Personal answers

3 Opinions (1)

Page 174

1

1 think 2 not sure 3 don't think so 4 up to a point
5 in my opinion 6 don't agree 7 reckon 8 see

2

1 h 2 g 3 c 4 a 5 d 6 b 7 f 8 e

3  3.29

1 C 2 A 3 B

Audioscript

1

Megan Most people think that healthcare should be free but medicines and hospitals cost a lot of money, so I think people need to pay for them. In my opinion, if you have the money then you should pay for healthcare, and then other people can have basic treatment, but if the treatment is expensive you need to pay for it.

2

Alan I believe that we should spend less time playing computer games and watching YouTube, and do more outdoor activities instead, spending time with friends doing sports together. The other thing is that we eat too much junk food like crisps and chocolate, and we should have healthier snacks instead.

3

Rob There are always new medical treatments and I think these will continue and people will live longer. Soon medicine will find cures to big diseases such as cancer so we can keep living longer. In my opinion there is no limit to how long someone can live in the future.

4  3.29

Personal answers

5

Personal answers

4 Opinions (2)

Page 175

1

1 look the most useful 2 too boring 3 more interesting
4 isn't as useful as 5 looks more exciting
6 is it more expensive 7 is probably the best choice

2  3.30

a 2 b 1 c 3 d 1 e 2 f 3 g 1 h 3 i 2

Audioscript

1

Jim Definitely seeing all my friends every day is the most exciting thing about school. The lessons aren't as interesting as at primary school, and they're too boring. I'm too young to think about work yet, I think the most useful thing about school is that you learn to make friends with lots of different people.

2

Tanya This school is a great place to learn. I think coming here, the most useful thing is the great teachers that we have. They teach us the most useful things for life, not just for study and work, but

about society and how we are going to live in the real world. The sports team is the most interesting part of the school for me, because I am responsible for the team. It's more difficult than just playing, but it's also more exciting when we win too.

3

Louis I'm really interested in history and literature, and these subjects are the most exciting for me; they're really fun and the teachers give the most interesting lessons. Some people think that the school day is too long but we don't work that long, only from 8am until 3pm, which isn't too long in my opinion. Although maths isn't as interesting for me as other subjects, it's important for the future, and once you get to university, you have to take a year of maths, so it's definitely useful. I really like this school, the students and the teachers are the best, coming here was the best choice for me.

3

Personal answers

4

Personal answers

5 Inviting

Page 176

1

1 are you busy 2 I'm not sure 3 I'd love to 4 free
5 depends 6 I'll have to ask 7 I can't make it
8 Tuesday night 9 think so 10 That sounds
11 to check 12 for inviting me

2  3.31

Event: sixteenth birthday party

Day & time: Saturday, 8 p.m.

Venue: The Music Club (Smith Street)

Entertainment: DJ and live band

Bring: some food

Audioscript

Sam Hey, this is Sam and I just wanted to let you know that I'm having a party next Saturday. I'd really like you to come. It's my sixteenth birthday and the party is at the Music Club in Smith Street. It starts at about 8 o'clock.

It's going to be great because there'll be a DJ, but there'll also be live music because my brother's band is going to play.

I'm asking everyone to bring some food, so if you can bring something that would be great. Anyway, let me know if you can come. Speak later!

3

Personal answers

4

Personal answers

6 Giving advice

Page 177

1

1 R 2 G 3 G 4 R 5 G 6 G

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

3  3.32

- a 2 b 5 c 4 d 1 e 3

Audioscript

- 1
Woman Excuse me, if you're looking for a good place to eat, you might want to try 'The pink orchid'. It's got great food and beautiful views of the mountains, but it isn't expensive.
- 2
Man When she starts shouting, you should ask her to calm down and find out what the problem is. And if she says something nasty, try talking to your parents about it later, when she isn't around, and ask them for some help.
- 3
Girl If you're into dance music, try listening to AIR pop. It's got some retro sounds and interesting beats.
- 4
Woman I'm not sure, but I think it's closed on Mondays. You might need to do something else tomorrow, and go there another day.
- 5
Boy When you arrive, try to practise your English as much as possible. If you need anything, just ask my mum. She can help you.

4
Personal answers

5
Personal answers

7 Suggestions & decisions

Page 178

1  3.33

- 1 Why don't we 2 How about 3 It's a kind of
4 think we should have 5 a little 6 kind of sour
7 Delicious 8 really good when there are 9 Should we ask
10 I'll put

Audioscript

- Pete** What are we going to do to celebrate the end of term?
Millie Why don't we go bowling?
Carol Maybe, but not everyone likes it.
Pete How about a Hollywood party?
Millie What's that?
Pete It's a kind of film party where everyone dresses up as celebrities or movie characters.
Carol That's a great idea! And a few of us are DJs so we can put some music together.
Pete And I think we should have popcorn ... and nachos, chilli and dips to eat. We can make the nachos so they are a little salty, a little sweet, and kind of sour, too.
Millie Mmm! delicious!
Pete And they're really good when there are lots of people because you can eat with your fingers.
Carol That sounds great! Should we ask people to bring other food with them?
Pete Good idea. I'll put that on the invitation!

2
Personal answers

3
Personal answers

8 Buying things

Page 179

- 1
1 d 2 g 3 h 4 b 5 c 6 a 7 f 8 e

2
friends giving an opinion: 1 2 6 8
a sales assistant and a customer: 3 4 5 7

3  3.34

- 1 Excuse 2 colour 3 size 4 'll 5 try
6 much 7 were 8 Could 9 take 10 Where

Audioscript

- Customer** Excuse me, I'm looking for some skinny jeans.
Sales assistant Yes, of course. They're over here.
Customer Have you got them in a different colour apart from black or blue?
Sales assistant Yes, but what size do you need?
Customer Medium, please.
Sales assistant Sure, I'll just get some different colours in medium for you now.
Customer Can I try them on please?
Sales assistant Help yourself, the changing rooms are over there.
Customer How much do they cost? There aren't any prices on them.
Sales assistant These ones are £30 at the moment. If I were you I'd buy them while they're in the sale!
Customer Could you say that again please?
Sales assistant I said they cost £30.
Customer OK. I'll take them!
Sales assistant Here you are.
Customer Where can I pay?
Sales assistant At the cashdesk over there.

4
Personal answers

5
Personal answers

9 Careers advice

Page 180

- 1
1 How much do nurses earn?
2 What does an image consultant do?
3 I've always been interested in architecture.
4 Where do professional gamers work?

5 What skills do sales assistants need?

6 I'm not very good with technology.

2

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

3

 3.35

1 I like singing

2 I love social media

3 What do online reputation managers do?

4 So, where do online reputation managers work?

5 So, what skills do online reputation managers need?

6 How much training do they have to take?

Audioscript

Joe Everyone's talking about careers, but I don't know what I want to do when I'm older.

Anna My dad said I needed to make some decisions. Personally, I like singing, but he doesn't think music is a proper career.

Joe So, what did you say to him?

Anna Well, I love social media too, and there's more work in that field. So I said I'd like to be an online reputation manager.

Joe I've never heard of that before! What do online reputation managers do?

Anna Well, they deal with complaints and problems on social media before they become big issues.

Joe Oh, that sounds interesting. So, where do online reputation managers work?

Anna Usually for big companies, but it could be for bands and singers too. That's what I'd be interested in doing.

Joe That sounds cool! So, what skills do online reputation managers need?

Anna You have to be quick to respond to problems, and have good people and communication skills.

Joe How much training do they have to take?

Anna I'm not sure really, but I'm meeting the careers teacher next week to find out.

4

 3.36

Personal answers

Audioscript

Well, I love fashion and I'm really interested in social media, so I'd really like to be an image consultant for celebrities. Image consultants advise famous people on their clothes, what issues to connect with, and which people to hang out with. I get good marks in design, and music is one of my favourite subjects, so I think I'll have the right skills to do the job well. You can travel anywhere in the world with this job, and the salary is good too, so I think it would be a great career.

5

Personal answers

10 Pros & cons

Page 181

1

1 One good thing about studying online (P)

2 Studying online is also good (P)

3 One bad thing about studying online (C)

4 On the one hand (P)

5 but on the other hand (C)

6 Studying online can also be a problem (C)

2

 3.37

1 (P) everywhere

2 (P) information

3 (C) helpless

4 (C) lost

5 (P) world

6 (C) people

Audioscript

Jack So what do you think about smartphones, Anna? What are the pros and cons?

Anna Wow, this is a difficult question, where to start? Obviously one good thing about smartphones is that the internet is now everywhere. It's in your pocket and not stuck to a cable.

Jack That's definitely true; imagine what it was like before! With smartphones you can get information and music anywhere you want. But that can be a problem because we kind of depend on smartphones too much.

Anna Really? Why do you say that?

Jack Well, when we don't have a data signal – we become sort of helpless. For example, it's not normal to ask for directions or to learn to read maps anymore, so without directions on our phone we're really lost.

Anna You're right that it doesn't develop some of these old skills, but we can do so much more now we're connected. Social media really started working after smartphones became popular, and it's good because it's connecting people through news and interests so we know a lot more about the world.

Jack Well, yes, on the one hand with a smartphone you are more connected to the world. But on the other hand there's no filter, anyone can say anything.

Anna Yeah, and they do.

Jack And you have to deal with trolling and online bullying too, so one bad thing about smartphones is that it feels like there's no escape from other people, and we all need time by ourselves to think and reflect.

Anna You know, I don't feel like I ever get enough space from other people. I think I'm going to start leaving my phone off more and just get away from everyone to have a bit more time for myself.

Jack Yeah, me too. But remember to keep it close in case you need it!

3

Personal answers

4

Personal answers

Workbook

Answer key & audioscripts

1 Who are you?

Pages 184 – 185

What you know

- 1
1 d Lily 2 f Emma 3 b Angela 4 c Richard
5 e Nick 6 a Carlos

Vocabulary

Personality

- 2
1 active 2 intelligent 3 kind 4 hard-working 5 miserable
6 funny

- 3
1 lazy 2 nasty 3 relaxed 4 generous 5 shy 6 loud

- 4
1 friendly 2 sociable 3 confident 4 moody 5 easy-going
6 reliable 7 bossy 8 talented

- 5
Positive: confident, cool, cheerful, honest, kind
Negative: bossy, mean, moody, nervous, unreliable
Positive/Negative: ambitious, quiet, serious

- 6
1 Our teacher is kind / nice.
2 We are active.
3 The neighbours are loud.
4 My flatmate is lazy.
5 My aunt is talented.
6 You are funny.
7 My boss is nasty.
8 My friend is unreliable.

Expand your vocabulary

- 7
A impolite B inflexible C unpopular D disorganized
E inconsiderate F dishonest G unpredictable H impatient

Word building

Verb + adjective

- 8
1 Are you angry about your results?
2 She is worried about the test.
3 Why do children get frightened?
4 They don't feel nervous about the presentation.
5 They seem excited about their holiday.
6 The students are looking very bored today.
7 I become upset when I watch the news.
8 Why is Karen afraid of big dogs?

- 9
Personal answers

- 10
Personal answers

Pages 186 – 187

Grammar

Present simple & Present continuous; Stative verbs

- 1
Right Now: 1, 2, 4, 6
General Truth: 3, 5

- 2
1 B 2 D 3 B 4 C 5 B 6 C

- 3
1 likes, listens 2 plays 3 are, write 4 sings, is 5 are/'re
practicing 6 can't, am/'m studying 7 want 8 don't know, am/'m
learning

- 4
1 Is John reading this book?, he
2 Do your classmates play video games?, they
3 Are you and Susan listening to music at the moment?, we
4 Do Sam and Pete play the guitar?, they
5 Are Maria and I doing this exercise well?, you
6 Does that dog bark a lot?, it
7 Do DJs usually play good music?, they
8 Do you and your parents speak English at home?, we

- 5
Personal answers

Verb + -ing or infinitive with to

- 6
1 to study 2 reading 3 to pass 4 going 5 to write
6 to speak 7 seeing 8 going

- 7
1 to share 2 studying 3 telling 4 to exercise 5 laughing
6 to read

- 8
1 A 2 A 3 B 4 A 5 B 6 B

- 9
1 to do 2 going 3 to text/to call/to tell/to phone 4 to do
5 help 6 asking 7 try 8 want

- 10
Personal answers

Competences

Reading

1

Personal answers

2

A 5 B 1 C 2 D 3 E 4

3

1 D 2 C 3 B 4 A

4

1 Japan 2 Finland 3 Canada 4 South Korea

Listening

5

1 wants 2 is 3 is 4 thinks 5 likes 6 likes

6  1

1 **Julie** wants to go to the cinema

2 **Anthony** is busy this afternoon.

3 **Anthony** is painting fruit and flowers.

4 **Anthony** thinks painting is difficult.

5 **Julie** likes action movies.

6 **Julie** likes DJ Spooky.

Audioscript

Julie Hi Anthony!

Anthony Oh, hi.

Julie Anthony, are you free this afternoon? Do you want to go to the cinema?

Anthony Sorry, Julie, I'm busy. I have a class.

Julie What class?

Anthony I'm really into art, so I am taking a painting class.

Julie That sounds fun. What do you like to paint?

Anthony Right now I'm painting fruit and flowers. The class is difficult, but I like it.

Julie I love paintings. You should show me your paintings sometime. I bet they are really good.

Anthony Sure. ... So what film are you going to see this afternoon?

Julie I'm going to see the new superhero film. I'm really into action movies.

Anthony What is the film about?

Julie The film is about the superhero as a child and teenager. And everyone says it has really good music.

Anthony Oh, really? What kind of music is it?

Julie It's mostly classical music, but it has some pop, jazz and reggae songs. The songs were chosen by DJ Spooky. Have you heard of him?

Anthony No, I haven't.

Julie He's really great. He's getting more and more famous these days.

Anthony I'll have to check him out.

Julie Well, I hope you have a good class. Maybe we can meet up tomorrow.

Anthony Sure. I hope you enjoy the film.

7  2

Title: The Grapes of Wrath

Author: John Steinbeck

Nationality: American

Time: Past

Place: USA

Audioscript

Lecturer The next book we'll read in our survey of American literature is *The Grapes of Wrath*. Nobel Prize winning author John Steinbeck wrote this novel, or long story. Before you begin the first reading task, I want to give you a little information about the novel.

This novel takes place in the United States of America in the 1930s. At this time, many of the farmers in the middle of the country were struggling because there was not enough rain. This caused many problems. When the farmers couldn't grow their crops, they had to leave their homes. Many of the farmers moved to California to start a new life.

I want to introduce the personalities of the people, or characters, in the novel. It's not easy to leave your home. Think about it. What kind of personality do you need to leave your home? Is it difficult to live in a new place?

The novel includes several different personalities. Some of the people are hopeful, brave and a little excited to move to a new place. The character named Tom Joad and his mother are the leaders of their family. They must be careful as they move their whole family across the country. On the other hand, there are characters who are more fearful. Some of them are angry. Some of them have a difficult time being hopeful about moving to a new place.

Now why do you think some people find it difficult to move to a new place when others don't? Is it because of personality? Let's hear some of your ideas... [fade]

8  2

1 F 2 F 3 T 4 F 5 F

2 Where the heart is

Pages 190 – 191

What you know

1

1 **bedroom:** bed, wardrobe, bedside tables, bedside lamps, chest of drawers

2 **bathroom:** bath, wash basin, toilet, shower

3 **study:** desk, chair, bookcase, computer, lamp

4 **kitchen:** cooker, sink, cupboards

5 **dining room:** table, chairs, pictures

6 **living room:** sofa, armchair, TV, window, floor lamp

7 **hallway:** umbrella stand, coat stand

Vocabulary

Describing where you live

2

1 residential area 2 rural 3 lively 4 crowded 5 old-fashioned

3

1 f 2 d 3 a 4 g 5 b 6 e 7 h 8 c

4

1 lively 2 crowded 3 traditional 4 shopping 5 suburban
6 historic

5

1 crowded 2 residential area 3 walkable 4 modern 5 historic
6 old-fashioned

6

Living spaces: house, apartment, bungalow

Entertainment: cinema, gallery, theatre

Green spaces: field, park, wood

Services: café, shop, restaurant

7

Personal answers

Expand your vocabulary

8

1 go together 2 free events 3 healthcare 4 travel card
5 melting pot 6 public transport 7 quality of life 8 fair rent

Word building

Suffixes (1): -ion, -ation

9

1 invitation 2 connection 3 exploration 4 investigation
5 protection 6 information 7 education 8 direction

Pages 192 – 193

Grammar

Past simple & used to

1

1 need 2 are working 3 saw 4 was 5 had 6 cost 7 was
8 was 9 had 10 gets 11 decided 12 is

2

1 moved 2 lived 3 went 4 took 5 worked 6 drove
7 became 8 spent 9 decided 10 thought 11 did not want
12 was

3

Possible answers

- 1 What did you do (yesterday/last night)?
- 2 How did you get there?
- 3 Was it very crowded/busy?
- 4 What film did you see?
- 5 Did you like/enjoy it? / Was it good?
- 6 Did you go straight home after the film?

4

Personal answers

5

1 used to 2 used to 3 use to 4 used to 5 didn't use to
6 did ... use to 7 use to 8 did ... use to

6

Personal answers

Past continuous & Past simple; when & while

7

1 were 2 were not 3 was 4 was not 5 was 6 were

8

1 arrived 2 was 3 was locking 4 got 5 was running
6 stopped 7 asked 8 shouted 9 opened 10 came
11 were passing 12 told

9

1 while 2 When 3 when 4 while 5 While 6 when

10

1 were you doing 2 rang 3 was trying 4 didn't answer
5 was concentrating 6 did you finish 7 asked 8 gave
9 did you want 10 was having

11

Possible answers

- 1 I did the laundry while my mother was making dinner.
- 2 I was having lunch when my phone rang.
- 3 She fell off while she was riding a/her bike.
- 4 We were running down the street when the bus left the station.
- 5 Claire was shopping for a new sofa when she found a great sale.
- 6 While they were saving money for a new house, they won the lottery.

Pages 194 – 195

Competences

Reading

1

Personal answers

2

1 A 2 A 3 B 4 B

3

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

4

1 B 2 A 3 C 4 B

Listening

5



3

1, 4, 5, 7, 8

Audioscript

Girl

The world is using more and more wood every year. People use wood in everything, from new construction, paper and packaging, furniture and even children's toys. Where does all that wood come from? The answer is, of course, from our forests.

In the past, some people and companies cut down forests. They weren't thinking about the future. This was very short-sighted because the supply of trees was getting smaller and smaller. The size of our forests continues to get smaller today.

The good news is that now more people are thinking about the forests before cutting down trees for houses and furniture. Now builders and furniture makers often use bamboo and other materials instead of wood from trees. In some countries there is a tax, or an extra cost, on new furniture. This helps pay for replanting trees. And lots of people are discovering that used furniture is cool, and saves forests. Call it vintage, second-hand or retro, it's popular in home decorating.

Another way to help is to make sure that a young tree seedling replaces every adult tree that someone cuts down. This works very well in forests that grow very quickly, for example, bamboo forests. Bamboo isn't exactly a tree, but it's a very popular construction material.

Recycling materials and planting new trees can help protect the future of our forests, the animals that live there and the world we live in.

6 3

1 D 2 B 3 A 4 C 5 B

7 4

1 O 2 F 3 O 4 F 5 F 6 O 7 O 8 F

Answers/Audioscript

- 1 The quality of life in the countryside is very good.
- 2 A suburb is an area outside a city.
- 3 It's important to have a lot of windows in your house.
- 4 Homes used to have a lot less technology.
- 5 Our impact on the environment is sometimes called our footprint.
- 6 Modern design is better than traditional construction.
- 7 A dream house always has a swimming pool.
- 8 The world's forests are getting smaller and smaller.

8 4

Personal answers

Pages 196 – 197

Summative Revision 1-2

Vocabulary

- 1
People: popular, talented, kind, cool, confident, intelligent, helpful, active
Places: historical, costal, small, rural, lively, modern, urban, crowded.

2
1 d 2 e 3 h 4 f 5 b 6 a 7 c 8 g

3
1 afraid 2 bored 3 angry 4 upset 5 worried 6 excited

4
1 connections 2 relaxation 3 accommodation 4 explore
5 meditation 6 invitations

5
1 B 2 C 3 B 4 C 5 A 6 B

Grammar

6
1 A 2 D 3 C 4 D 5 C 6 B 7 A 8 C

- 7
1 I would like to buy a new jacket.
2 They usually like to talk online. / They usually like talking online.
3 She hates to shop for clothes. / She hates shopping for clothes.
4 Do you like to help your sister learn English? / Do you like helping your sister learn English?
5 What does he want to read before bed?
6 I want to tell you about the end of the film.

8
1 A 2 B 3 A 4 A 5 B 6 A

9
1 was eating 2 was taking, decided 3 were sleeping, stopped
4 Weren't, trying / Didn't, go shopping 5 were riding, talked / were talking 6 Were, bothering / Did, bother, studied / were studying

10
1 Do ... remember 2 met 3 helps 4 was wearing 5 took
6 'm messaging 7 being 8 get 9 know 10 think

3 Health and happiness

Pages 198 – 199

What you know

1
Possible answers
eyes, ears, nose, teeth, mouth hair

2
1 A 2 A 3 B 4 C 5 A 6 B

Vocabulary

Body & health

3
1 arm 2 hand 3 head 4 back 5 leg 6 shoulder 7 elbow
8 knee 9 foot

4
1 backache 2 broken arm 3 high temperature 4 seasickness
5 stomachache 6 toothache

5
1 seasickness 2 toothache 3 broken arm 4 backache
5 high temperature 6 stomachache

6
Body part: chest, foot, mouth, shoulder, stomach
Illness: backache, flu, pain, seasickness, virus

7
1 medicine 2 pain 3 happiness 4 injuries 5 broken leg
6 viruses 7 illnesses 8 healthy

8
Personal answers

Expand your vocabulary

9
1 T 2 F 3 T 4 T 5 F 6 F 7 T 8 T 9 T 10 T

10
1 heart 2 ill 3 can't 4 mouth 5 liquid

Word building

Synonyms

11
1 happy – content; healthy – well; unwell – ill; illness – sickness
2 discover – find; mix – combine; entire – whole; think – believe
3 angry – upset; attempt – try; several – some; typical – normal

12
1 entire 2 believe 3 discovers 4 attempts 5 typical
6 content 7 angry 8 healthy 9 sickness

Pages 200 – 201

Grammar

Quantifiers; How much / many?

1
Countable (in any order): arm, eye, ear, hand, leg, hospital, patient, injury
Uncountable (in any order): skin, medicine, health, exercise, flu, air, water

2

1 some 2 little 3 lot of 4 many 5 much 6 lot of 7 few
8 much

3

1 How much 2 How many 3 How many 4 How much
5 How much 6 How many

4

Personal answers

5

1 little 2 lot 3 many 4 any 5 some 6 any 7 not ... any, few
8 not much

Phrasal verbs

6

Separable: bring back, carry out (do), keep up, pick up, put on (music), take off (clothing), wake up, write down

Inseparable: belong to, deal with, eat out, go in, look around, sit down

7

1 A 2 C 3 C 4 A 5 B 6 B 7 A 8 C

8

1 I turned down... 2 He brought back... 3 He handed in...
4 Sally took off... / took her hat off. 5 Did you pick up... 6 She filled in...

9

1 She put on her favourite earrings. / She put her favourite earrings on.
2 I get on well with my new flatmate.
3 He gave up too easily.
4 I hung out with my brother today.
5 She is looking into buying a new car.
6 I worked out yesterday.
7 Remember to take out the rubbish. / Remember to take the rubbish out.
8 Tell him to take his hat off. / Tell him to take his hat off.

Adverbs of manner

10

1 well 2 slowly 3 carefully 4 positively 5 regularly 6 hard
7 responsibly 8 happily

Pages 203 – 204

Competences

Reading

1

Personal answers

2

a 4 b 3 c 2 d 1 e 2 f 4

3

1 A 2 D 3 B 4 C 5 C

4

1 B 2 C 3 A 4 D

Listening

5



5

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

Audioscript

- a** Active children and adults get a lot of exercise, but they also often get hurt. Runners often hurt their knees or feet. Football, basketball and baseball players sometimes end up with a broken arm.
- b** Every year, thousands of people get the flu. Most people get better after a few days or one to two weeks, but sometimes it can be serious. If your throat hurts and you have a high temperature and body pains, you might have the flu.
- c** How can you know how another person feels? Look at their eyes and mouth. Are they smiling? How is the person sitting? Is their back straight and their head lifted high? They probably feel happy and healthy. Or are they bent over with their head hanging low? They might be sad or ill.
- d** When you have a bad headache, it's difficult to eat, work or move... You don't want to do anything. You just want it to go away! Many people take aspirin and that works well. But for some people, aspirin causes stomachaches.
- e** Hospitals are usually where people go to get well. However, it is very common to catch an illness while in hospital. Many people in hospital are older and weak, so it is easier for them to catch something—and there are always lots of people with lots of illnesses in a hospital!
- f** You might know this feeling: you're out on a large boat in the sea. It's moving slowly back and forth with the water. Your stomach starts to feel unwell, and your face looks a bit green. The problem may be that your eyes are telling you one thing, but your ears and your body are telling you something different.

6



5

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

7



6

1 C 2 B 3 A 4 B 5 A 6 B 7 C

Audioscript

1

Woman Good afternoon. What's the matter?

Man Well, I can't hear well in my right ear and it's very painful.

2

Woman What seems to be the problem?

Man I can't stop coughing and I have a runny nose. I feel awful.

3

Woman I can see that you're in some pain.

Man It's really difficult for me to lift my arm up above my head and the pain goes from here to my neck.

4

Woman You don't seem to be feeling very well.

Man No, I'm not. I'm feeling really, really hot and weak.

5

Woman Can you tell me what's wrong?

Man Well, it's very painful to turn my head in any direction and I also have a bad headache.

6

Woman How are you feeling?

Man Terrible. I'm in a boat and I feel sick to my stomach and I am finding it difficult to stand up.

7

Woman Nice to see you again. What's the problem?

Man I'm not exactly sure. I've got a sore throat and I feel really tired and hot.

4 Learning

Pages 204 – 205

What you know

1

1 lecture theatre 2 library 3 canteen 4 gym 5 computer lab 6 classroom

2

1 class, lesson 2 dictionary 3 homework 4 books 5 teaches

Vocabulary

Education

3

1 be creative
2 attend primary school
3 develop new skills
4 study English
5 get an education
6 take exams

Examples of other possible words

1 be creative / hard-working / lazy
2 attend primary / secondary / private / state school
3 develop new skills
4 study English, geography, maths
5 get an education/ good / bad grades
6 take exams / a test / classes

4

1 education, skills 2 attend, primary, secondary 3 desks, whiteboard 4 state, private 5 class 6 tests, grades

5

Science: biology, chemistry, physics

Maths: algebra, geometry, statistics

Social sciences: geography, history, philosophy

After-school activities: drama club, orchestra, sports

6

1 biology 2 ancient history 3 sports team 4 drama 5 band
6 French 7 chemistry 8 orchestra

7

Personal answers

Expand your vocabulary

8

1 underline 2 workspace 3 study time 4 revision 5 highlight
6 project work 7 breaks 8 timetable

Word building

Suffixes (2): -ful, -less

9

1 useful 2 careful 3 beautiful 4 skillful 5 careless 6 thankful
7 meaningless 8 powerless

Pages 206 – 207

Grammar

Comparatives & superlatives adjectives

1

1 nicer 2 more comfortable 3 brighter 4 better
5 more interesting 6 easier 7 cooler 8 hotter

2

1 Our school is one of the best in the city.
2 The building is nicer and bigger than the other schools near here.
3 Our teachers are better than teachers in other schools.
4 The library is the quietest place in the school.
5 Our computer lab has the fastest computers.
6 My class gets the highest grades in our year.
7 We work harder because we like learning.
8 We also have the best football team.

3

Possible questions:

1 What is the oldest university in the world?
2 Which country has the best education system?
3 Where is the biggest school in the world?
4 How big/small is the smallest school in the world?
5 Who is the oldest high-school graduate in the US?
6 Who is the youngest high school graduate in the US?
7 Where do students have the longest and shortest summer holidays?
8 Where do students receive the most homework?

Comparatives & superlatives adverbs

4

1 harder 2 better 3 more regularly 4 more carefully
5 more clearly 6 earlier 7 faster

5

Personal answers

Other comparative forms

6

1 so 2 such 3 so 4 such 5 such 6 so

7

1 long enough 2 as easy as 3 as important as 4 too hard
5 big enough 6 useful enough 7 so much fun 8 such an interesting

8

1 A 2 A 3 B 4 A 5 B 6 B 7 A 8 A

9

Personal answers

Pages 208 – 209

Competences

Reading

1

Personal answers

2

1 c 2 a 3 b 4 d

3

1 C 2 A C 3 C 4 D 5 B

4

1 c 2 a 3 d 4 b

Listening

5  7

A 6 B 5 C 2 D 4 E 3 F 1

Audioscript

- 1 Online learning is a lot easier for me than attending a college.
 2 Technology is stressful for me. I prefer to be in a classroom.
 3 My online classes are less expensive than attending a university.
 4 Learning with others is more interesting than studying alone.
 5 I think distance education is clearly the best way to learn.
 6 I'm happy that people have lots of options these days.

6  7

- 1 easier 2 stressful 3 less expensive 4 more interesting
 5 the best 6 lots of options

7  8

- 1 teacher 2 computers 3 present 4 students 5 busy
 6 communicate

Audioscript

Carl In the old days you had to go to school to get an education. That is, you physically had to show up at a building and go into a classroom with a teacher and other students. I guess there's something to be said for being in the same space as other people, but it wasn't always convenient for everybody. Today, due to the internet and most people having a computer, that's not always necessary. Distance learning or distance education allows people to get an education without having to be physically present at a school. People can attend classes online, interact with their instructor, and sometimes even talk to and see the other students. Online learning is especially great for people who live in remote areas or have very busy schedules. Just imagine you live in a small town, and you want to study business, but you don't have the money to go to a big university in a city. Or you already have a full-time job and you can't take regular classes. E-learning, or electronic learning, might be just the answer for you. Of course, distance learning isn't for everybody. Some people might prefer the experience of being in a classroom with others. Some subjects, like learning a language, also require communicating with people. Others might want to get away from home to live and study at a university or college. In any case, it's nice for people to have options. Our modern technology has made education more available to everyone and, in my opinion, that's a great thing.

Pages 210–211

Summative Revision 3-4

Vocabulary

1

- 1 accident 2 back 3 fingers 4 bones 5 chest 6 hospital
 7 recovered 8 well

2

- 1 attend 2 creative 3 primary 4 classes 5 desks 6 students
 7 teacher 8 online learning 9 study 10 education 11 develop
 12 free

3

- 1 C 2 D 3 A 4 B 5 D 6 A

4

1 f 2 d 3 a 4 h 5 b 6 e 7 c 8 i 9 g

5

- 1 doctor 2 study 3 wonderful 4 university 5 body
 6 blood 7 students 8 attend 9 exams 10 stressful

Grammar

6

- 1 a lot of 2 How many 3 Some 4 few 5 lots of 6 much
 7 many 8 little

7

- 1 was too stressful 2 such a bad coffee 3 as old as / the same age as
 4 as popular as 5 wasn't interesting enough

8

- 1 The tea was cool enough to drink but too sweet.
 2 They were the hottest chillies I ever tasted!
 3 If you want things badly enough you can achieve them. / You can achieve things if you want them badly enough.
 4 Our teacher gave us such an easy test we all passed.
 5 Josh is as tall as his father but not as dark. / Josh is as dark as his father but not as tall.
 6 I can speak French better than I can speak German. / I can speak German better than I can speak French.

9

- 1 A 2 B 3 A 4 A 5 B 6 B 7 A 8 A

5 Family and friends

Pages 212–213

What you know

1

Personal answers

2

- 1 single 2 divorced 3 grandparents 4 twins 5 stepmother

Vocabulary

Relationships

3

- male:** brother, father, husband, son, uncle
female: aunt, daughter, mother, sister, wife,
either: classmate, cousin, friend, partner, stranger

4

- 1 h 2 d 3 g 4 b 5 a 6 c 7 f 8 e

5

- 1 A 2 D 3 B 4 B 5 D 6 A 7 D 8 C

6

- 1 shake 2 wave, hello 3 partner 4 strangers 5 neighbour
 6 teammates 7 best friend 8 classmate

Expand your vocabulary

7

- 1 Only child 2 First-born child 3 Middle-born child
 4 Last-born child

8

1 get on with 2 grew up 3 came along 4 give up on
5 hanging out 6 get away with 7 falling out with 8 look after

Word building

9

1 traditional 2 cultural 3 historical 4 national 5 geographical
6 musical

Pages 214 – 215

Grammar

Present Perfect & Past Simple

1

1 have/'ve taken 2 have/'ve visited 3 have been 4 have/'ve seen
5 have walked 6 have been 7 have/'ve kayaked 8 (have) skied
9 have caught 10 have/'ve never travelled 11 have not / haven't
eaten 12 haven't / have not been able 13 have not / haven't been
14 have/'ve always wanted

2

1 Have you bought, did 2 asked, has 3 Have, had, lost
4 Have you been, haven't 5 Did your class study, did
6 I've eaten, haven't tried

3

1 Have you seen, went 2 Have you had 3 Has Maria worked, worked
4 went, did they go 5 've lost, Did you have
6 Did you have, have been 7 Have you met, met
8 Did your assistant complete, gave

4

1 What did you eat for dinner last night?
2 What strange food have you eaten in your life?
3 Where did you go on holiday last summer?
4 What interesting places have you visited in your life?
5 Which sports did you enjoy as a child?
6 Which sports have you done this week?

5

Personal answers

Present perfect with *since/for, just/already/yet*

6

1 f 2 g 3 d 4 h 5 a 6 c 7 e 8 b

7

1 She has already called three times.
2 Have you started revising for the test yet?
3 I've just got home from school.
4 Jana has lived in the street since 2017.
5 Renato and I have been best friends for five years.
6 How long have you known Julia?

8

1 B 2 B 3 B 4 A 5 A 6 B 7 A 8 A

9

1 B 2 A 3 A 4 A 5 B 6 B

10

Personal answers

Pages 216 – 217

Competences

Reading

1

Personal answers

2

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

3

1 C 2 B 3 A 4 A 5 C 6 B

4

1 tradition 2 aboriginal 3 ancestral 4 desert 5 grandfather
6 skills

Listening

5

9

1 brother 2 stepfather 3 stepbrother 4 stepsister
5 half-sister 6 sister-in-law 7 nephew

Audioscript

Man So, tell me about your family, Rachel. Do you have brothers and sisters?

Rachel Yes, well... I have a blended family.

Man A blended family... what's that?

Rachel It's when divorced people with kids get married to new people and so their families mix together.

Man Oh.

Rachel So... my mum and dad got divorced 10 years ago. I was 7 and my brother Dan was 15. A few years ago, my mum married a new guy named Steve. Steve had two kids from his first marriage—a son, Max, and a daughter, April. Then, just last year, my stepdad and my mum had a new baby, Olivia.

Man OK. Wow. So you have a full brother, a stepbrother, a stepsister and a half-sister.

Rachel Right. But that's not all. My brother got married last year, and he and his wife Amanda have a baby boy named Jared.

Man Oh... so your half-sister and your nephew are the same age.

Rachel Yeah, it's crazy, right? Olivia is Jared's aunt! And they're both babies.

6

9

1 Steve 2 Max 3 April 4 Dan 5 Amanda 6 Olivia 7 Jared

7

10

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

Audioscript

1 In some places, like the United Kingdom, good friends hug when they see each other.

2 In Latin American countries, friends kiss on the cheek when they meet.

3 In many places, when strangers meet for the first time, they shake hands.

4 In some Asian countries, like Japan, it's polite to bow when you meet someone.

5 Waving at someone can mean you're saying hello or goodbye.

6 In some Asian countries like Korea, it's not good to look people in the eyes, unless it's your best friend or a brother, sister or cousin who is the same age or younger than you.

8

10

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

6 Do your best

Pages 218 – 219

What you know

1
1 tired 2 surprised 3 scared 4 worried 5 disappointed
6 angry

2
1 bored 2 pleased 3 happy 4 confident 5 excited 6 relaxed.

Vocabulary

Goals and expectations

3

Noun	Verb	Adjective
failure	fail	failed
imperfection	-	imperfect
perfection	perfect	perfect
success	succeed	successful/unsuccessful
acceptance	accept	accepting
rejection	reject	rejected

Positive perfect, perfection, success, succeed, successful, accept, accepting, acceptance

Negative fail, failed, failure, imperfect, imperfection, reject, rejection, rejected unsuccessful

4
1 g 2 c 3 f 4 b 5 h 6 a 7 e 8 d

5
1 C 2 A 3 B 4 C 5 B 6 A 7 A 8 C

6
1 be 2 has 3 was 4 have to, is 5 's / is 6 is 7 has 8 had to

7
Personal answers

Expand your vocabulary

8
1 make a plan 2 set goals 3 match up to reality
4 reach my targets 5 snowball ideas 6 setting a time frame
7 get feedback 8 track my progress.

Word building

Negative prefixes

9

dis-	im-	in-	un-
agree	mature	active	finished
connect	perfect	direct	kind
honest	proper	correct	lucky

10
1 disconnect 2 immature 3 unlucky 4 incorrect 5 disagree
6 unfinished 7 indirect 8 improper

Pages 220 – 221

Grammar

Modal verbs: obligation, prohibition, permission

1
1 d 2 c 3 a 4 b

2
1 B 2 A 3 B 4 C 5 A 6 C

3
1 can't 2 have to 3 don't have to 4 can 5 mustn't 6 must

4
1 can't/must not/can 2 don't have to 3 can't/mustn't
4 have to / must 5 can 6 have to/must

5
Personal answers

should & ought to; Zero conditional

6
1 shouldn't 2 ought 3 should we do 4 ought to
5 shouldn't we do 6 shouldn't spend 7 ought to 8 should

7
Personal answers

8
1 a painting party is
2 they laugh about it with a friend
3 If someone needs a break,
4 they often share a photo of it online
5 if the painting isn't perfect

9
1 d 2 a 3 f 4 g 5 b 6 e 7 h 8 c

10
Personal answers

Pages 222 – 223

Competences

Reading


1
Personal answers

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

3
1 A 2 D 3 D 4 B 5 C 6 A

4
1 c 2 d 3 a 4 b

Listening

5  11
1 succeed 2 can use 3 can learn 4 can't pass 5 improves
6 tastes 7 learn new 8 can be

Audioscript

- 1 When you try hard, you succeed.
- 2 If you learn to drive, you can use my car.
- 3 If you listen carefully, you can learn a lot.
- 4 If you don't work hard, you can't pass the test.
- 5 When people exercise, their health improves.
- 6 When I buy fruit at the farmer's market, it tastes better.
- 7 When I watch films in English, I learn new vocabulary.
- 8 When he doesn't get enough sleep, he can be very rude.

6 12

- 1 you should watch a good film.
- 2 you can forget other things and enjoy the film.
- 3 go to the film festival.
- 4 you should see several films.
- 5 you can learn new vocabulary.
- 6 you should tell your friends to see it.
- 7 you should tell your friends not to see it.

Audioscript

- 1 If you want to relax, you should watch a good film.
- 2 When you're in the cinema, you can forget other things and enjoy the film.
- 3 If you like films, go to the film festival.
- 4 When you're at a film festival, you should see several films.
- 5 If you watch a film in English, you can learn new vocabulary.
- 6 When you see a film you like, you should tell your friends to see it.
- 7 When you see a film you don't like, you should tell your friends not to see it.

7 13

- 1 B 2 C 3 A 4 B

Audioscript

- 1
- Man** Why are you choosing from the imperfect vegetables?
- Woman** Because they're less expensive and they taste the same.
- Man** But that onion looks strange.
- Woman** It's OK. I'm going to cut it up and make soup!
- 2
- Boy** Ms Spencer, if I fail the test, can I take it again?
- Woman** No, Steven. When students fail a test in my class, they can't take it again.
- Boy** I'm not a perfect student, but I try hard.
- Woman** I know that, Steven. When students work hard, I can tell.
- 3
- Boy** What are you doing this weekend?
- Girl** I'm going with my family to visit our cousins.
- Boy** Do you like visiting them?
- Girl** Yes, but our last visit wasn't exactly a success. My sister was ill so we came home early.
- 4
- Man** Hey, how was your presentation?
- Woman** It was perfect!
- Man** Good! You were nervous about it.
- Woman** I know! I'm so glad it was a success!

8 13

- 1 She's going to make soup.
- 2 When they work hard.
- 3 Yes, she does.
- 4 She felt nervous.

Pages 224 – 225

Summative Revision 5-6

Vocabulary

1

- 1 partner 2 neighbour 3 strangers 4 classmates 5 teammate
6 wave 7 shake 8 bow

2

- 1 I'm shopping for the perfect gift for my girlfriend.
- 2 He didn't revise and failed the test.
- 3 The actor was in two unsuccessful films.
- 4 The weather is perfect today. / The weather today is perfect.
- 5 There is perfection in nature.
- 6 The pie he made was a success.
- 7 This product claims it can fix skin imperfections.
- 8 Don't be afraid to fail.

3

- 1 d 2 g 3 b 4 f 5 h 6 a 7 c 8 e

4

- 1 B 2 A 3 C 4 C 5 B 6 A 7 C 8 A

Grammar

5

- 1 hasn't done 2 has been 3 have seen 4 hasn't given
5 haven't eaten 6 have met, haven't

6

- 1 yet 2 for 3 already 4 just 5 since 6 never 7 ever
8 always

7

- 1 I've lived in Bangalore for three years.
- 2 I've already listened to that song twice!
- 3 She hasn't been rock climbing since last year.
- 4 Alex has been my best friend since we were four years old.
- 5 We went to the beach last summer.
- 6 They've just finished taking the test.
- 7 I haven't talked to my new neighbour yet.
- 8 How long have you known Jack and Sally?

8

- 1 take 2 when 3 can 4 should 5 don't have to 6 mustn't

9

Possible answers

- 1 If you go to Barcelona, you should visit the Pedrera.
- 2 When you arrive, take a walk along Las Ramblas.
- 3 You should take photos if you visit the Sagrada Familia.
- 4 If you like sweet things, try some churros.
- 5 If you love seafood, you should try a place called Barceloneta.
- 6 You should go to the/a beach when you want to relax.

10

Personal answers

7 Food and flavours

Pages 226 – 227

What you know

1

Possible answers

Breakfast bread, cakes, cereal, coffee, eggs, fruit, jam, juice, marmalade, milk, tea, toast, cake, ham, cheese

Lunch sandwiches, fruit (grapes/apples), water, salad/vegetables (tomatoes, lettuce, carrots, cucumber)

Dinner fish, vegetables, wine, salad, potatoes

Vocabulary

Food, drink and flavours

2

Personal answers

3

1 potatoes 2 spicy 3 sweet 4 bitter 5 snack 6 fruit 7 meal
8 Prawns

4

1 C 2 A 3 A 4 C 5 A 6 B 7 B 8 C 9 A 10 B

5

1 chilli powder 2 strawberries 3 sandwiches
4 vegetables, desserts 5 seafood 6 Chocolate

6

Personal answers

Expand your vocabulary

7

1 e 2 h 3 j 4 a 5 g 6 c 7 b 8 f 9 d 10 i

Word building

Suffixes (4): -er, -ment, -ance

8

1 disappearance 2 farmers 3 development 4 accomplishment
5 planners 6 acceptance

Pages 228 – 229

Grammar

Future arrangements & intentions

1

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

2

1 A 2 I 3 A 4 I 5 A 6 I

3

1 meeting 2 going to buy 3 coming 4 going to be
5 going to play 6 starting 7 going to make 8 going to have

Future predictions

4

1 Will more people become vegetarian in the future?
2 Is this curry going to be really spicy?
3 Will you help your parents prepare the food?

4 Are there going to be lots of people at the party?

5 What time will you probably arrive tonight?

6 Will David bake a birthday cake?

5

1 is going to prepare 2 will help 3 will/might start
4 will/'ll begin 5 's going to heat 6 will/'ll stir 7 will/'ll add
8 is going to leave 9 might stir 10 is/'s going to combine

6

Personal answers

First conditional

7

1 B 2 A 3 A 4 B 5 A 6 A

8

1 If, might 2 If, 'll need 3 If, will 4 When, might 5 When
6 If, might 7 When, might 8 If, won't

9

1'll be, complete 2 learn, 'll take 3 finishes, 'll have
4 won't buy, am 5 look, might see 6 drive, might get
7 rains/'s raining, might watch 8 might leave, says

10

1 don't, she'll 2 If, 'll wake 3 When, might 4 If, going, call
5 don't, won't see 6 might, if

11

Personal answers

Pages 230 – 231

Competences

Reading

1

Personal answers

2

1 b 2 a 3 e 4 c 5 d

3

1 D 2 C 3 B 4 D 5 A 6 B

4

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

Listening

5



14

1 E 2 B 3 D 4 F 5 C 6 A

Audioscript

1

Sue How's the healthy eating going?

Carl Pretty good. This morning I had eggs, bread and orange juice for breakfast. I didn't use any butter!

2

Sue That sounds good. I had some bananas and milk for breakfast.

3

Carl For lunch I'm having a cheese sandwich and some soup.

4

Sue What are you going to have for dinner?

Carl Probably some pizza and salad.

5
Sue For dinner I usually have fish and rice.

6
Sue After dinner I want a piece of cake.
Carl Cake? No! That has too much sugar!

6  14

1 breakfast, orange 2 milk, bananas 3 soup, (cheese) sandwich, lunch 4 pizza, dinner 5 fish, rice 6 cake, sugar

7  15

c

Audioscript

Tim All through secondary school I wasn't sure about going to university. It costs a lot of money and, if you're not sure about it, you might be really disappointed. I think a lot of people go to university just because it's what you're supposed to do. Anyway, I finally decided what it is that I want to do.

For the past three summers I've worked in a local restaurant during the holidays. I started off washing dishes, but last summer I actually did some food preparation. I loved it. You get to be creative and it's so great when people like the food that you make. I'm working there again this summer and I hope to have even more responsibilities.

So, here's my plan. I'm applying to catering college. If I get accepted, I'll start in the autumn. The course lasts eighteen months and then I'd be able to work as a chef in a restaurant. Even if I don't get accepted, I'm definitely going to make cooking my career. The owner of the restaurant where I work in the summer has already told me that I could work there full-time. But I'd really like to get a certificate so I feel like a professional.

So that's my story. I feel very lucky because I know what it is that I want to do. A lot of my friends are still not sure. I guess that would be my advice to anyone. Ask yourself what it is that you love to do and then try to make a career out of it. Life is too short to waste time doing something you don't enjoy.

8  15

1 university 2 three 3 autumn 4 certificate

8 Buyer's choice

Pages 232 – 233

What you know

1
1 market 2 bank 3 clothes shop 4 supermarket 5 shopping centre 6 book shop 7 newsagent's 8 mobile phone shop

2
1 bank 2 newsagent's 3 book shop 4 market 5 clothes shop 6 mobile phone shop 7 supermarket 8 shopping centre

Vocabulary

Why we buy

3
1 f 2 e 3 g 4 i 5 a 6 h 7 c 8 d 9 b

4
1 throw away 2 sell 3 growing 4 designs 5 options 6 pick

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

6
1 grown 2 pick 3 option 4 design 5 manufacture 6 sell 7 recycle 8 throwing 9 advertise 10 material

7
Personal answers

Expand your vocabulary

8
1 bargains 2 logos 3 delivery 4 sales 5 billboard

Word building

9
1 air pollution 2 billboards 3 rainforests 4 recycling bags 5 sea life 6 swimming pool 7 tourist attraction 8 TV shows 9 video games 10 website

Personal answers

Pages 234 – 235

Grammar

Second conditional

1
2, 3, 6, 7

2
1 f 2 c 3 e 4 h 5 g 6 a 7 b 8 d

3
1 would, saved 2 taught, make 3 did, would 4 would be, bought 5 would save, shopped 6 had, would spend 7 sold, would find 8 would, served

4
Possible answers
1 If shoppers didn't have so much choice, they wouldn't buy unnecessary things.
2 If we didn't order shoes and sweaters online, they wouldn't need to be shipped to our homes.
3 If people didn't feel better after buying something new, they wouldn't buy so many unnecessary things.
4 If personal shoppers were cheap, many/more people could/would hire them.
5 If shops didn't aim to sell what they think people want, they wouldn't make much money.
6 If designers weren't so creative, they wouldn't be able to think of such amazing new ideas.

5
Personal answers

Defining relative clauses

6
1 A 2 C 3 B 4 B 5 C

7
1 that/which 2 who/that 3 that/which 4 that/which 5 that/which 6 who/that 7 who/that 8 that/which

8
1 c 2 g 3 f 4 h 5 a 6 d 7 b 8 e

9

Possible answers

- 1 The chair that/which we bought in the sale is so ugly.
- 2 He's the teacher who/that gave me advice about my career.
- 3 Being a chemist is a job which/that/ I would consider.
- 4 Beans are a nutritious food that/which have a lot of protein
- 5 My father is making a potato recipe that/which he found on the Internet.
- 6 The book is about a man who/that sailed around the world on a small boat.

10

Personal answers

Pages 236 – 237

Competences

Reading

1

Personal answers

2

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

3

- 1 B 2 A 3 A 4 D 5 B 6 B

4

- 1 teenager 2 advertiser 3 video game 4 aware 5 TV show
6 website 7 product 8 awkward

Listening

5



- 1 A 2 B 3 B 4 C 5 A 6 B

Audioscript

Andy Have you ever heard of Trash Island? That's what some people call the Great Pacific Garbage Patch. This island, or patch, is a massive collection of rubbish brought together by the ocean currents. Current describes the constant movement of the ocean. The rubbish travels primarily from North America and Asia. Scientists estimate that it is larger than the state of Texas in the United States. Most of the rubbish in the patch is plastic – bags, bottles, sandals, you name it. But the majority of the rubbish is old fishing nets that have been thrown away by fishermen. The problem with all this plastic is that it doesn't biodegrade. Biodegrade means to break down naturally without damage to the environment. Plastic just breaks down into smaller pieces. And it's important to remember that plastic is manufactured with many chemicals that are harmful to the environment. All this plastic is a danger for sea life and the quality of the sea water.

Several international organizations are working to stop the garbage patch from getting any bigger, but no country has made serious plans to deal with the problem—probably because the problem is far away from any country's coastline. And, unfortunately, there isn't a lot of information and news about the patch so many people aren't even aware that the problem exists. So, what can we do? Most importantly, try to avoid using disposable plastic. Use biodegradable or reusable materials. Many companies are already making the change away from plastics. And some countries no longer allow the use of plastic bags. If you have to use plastic, make sure that you recycle.

Pages 238 – 239

Summative Revision 7-8

Vocabulary

1

- 1 c 2 f 3 b 4 d 5 g 6 h 7 a 8 e

2

- 1 advertise 2 manufactured 3 recycle 4 produces 5 designed

3

- 1 They throw it away.
2 There are too many options.
3 They sell a lot of products
4 They use different materials.
5 They are recycling.

4

- 1 B 2 C 3 A 4 C 5 C 6 B 7 A 8 B 9 C

5

Action	Person	Place	Object
performance	driver	rainforest	skateboard
disappearance	girlfriend	supermarket	fishnet
disturbance	fisherman	swimming pool	billboard

Grammar

6

- 1 They are taking the exam tomorrow.
2 She will return her books when she goes to the library.
3 If I don't drive to school tomorrow, I will take the bus. / If I don't take the bus to school tomorrow, I will drive.
4 They're going to play music together tonight.
5 His cake might taste better if he followed the recipe.
6 Would we need a bigger car if we had more children?

7

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

8

- 1 dessert **that / which** has 3 People **who / that** go
5 job **which / that** pays 6 woman **who / that** wanted

9

Personal answers

10

- 1 making 2 going 3 that/which 4 take 5 will 6 when 7 if
8 're 9 who/that 10 won't/don't

9 All in a day's work

Pages 240 – 241

What you know

1

- 1 artists 2 mechanic 3 receptionist 4 journalists, lawyers
5 farmers 6 office workers 7 police officer 8 dentist

Vocabulary
Jobs

2
1 chef 2 plumber 3 surgeon 4 paramedic 5 accountant
6 reporter 7 manager 8 beautician

3
1 software developer 2 secondary school teacher
3 town councilor 4 chief executive 5 construction worker
6 factory worker 7 electronic engineer 8 shop manager

4
1 electronic engineering 2 shop manager 3 town councilor
4 construction worker 5 secondary school teacher
6 factory worker 7 chief executive 8 software developer

5
Personal answers

6
1 lawyer 2 doctor 3 chief executive/manager
4 salesperson/shop assistant 5 chef/cook 6 manager
7 construction worker 8 cleaner

Expand your vocabulary

7
1 employed 2 challenge 3 chance 4 career 5 CV 6 in charge
7 diligent 8 benefits

Word building
Verb + preposition

8
1 c 2 e 3 a 4 b 5 d

9
Personal answers with the following prepositions:
1 with 2 about 3 for 4 to 5 on

Pages 242 – 243

Grammar
Past perfect

1
1 PP 2 S 3 P 4 PP 5 S 6 P 7 PP 8 S 9 PP

2
1 go to university 2 go to school 1
2 put on clothes 2 have shower 1
3 plant seeds 2 prepare soil 1
4 try hard 1 lose game 2
5 see film 2 read book 1
6 read job ad 1 update CV 2
7 enjoy job 2 get promotion 1
8 fix software bug 2 identify error 1

3
1 had worked 2 had given 3 had eaten 4 had prepared
5 had lived 6 had seen 7 had met 8 hadn't done

4
1 had applied 2 felt 3 had asked 4 were 5 had decided
6 sat 7 realised 8 had made 9 weren't 10 had just lost

5
Personal answers

Reported speech

Direct speech	Reported speech
Present simple	Past simple
Present continuous	Past continuous
Past simple	Past perfect
Present perfect	Past perfect
will/won't	would/wouldn't
can/can't	could/couldn't

7
1 He told them they couldn't eat the salad.
2 He said he was going to buy some eggs.
3 Our teacher said that she would be late.
4 He told me he was planning to travel.
5 They said they hadn't worked on the project.
6 She said she had watched TV the previous night.
7 They said they couldn't eat dinner.
8 He told me he would help me.

8
1 A 2 A 3 B 4 B 5 A 6 A

9
1 was 2 said 3 had 4 said 5 told 6 go 7 would 8 me

10
1 John said (that) he couldn't print his project from that computer.
2 Julie said (that) she had/d lived in Copenhagen until she was at secondary school.
3 Leila said (that) the previous day she had/d walked from their school to the library. / Leila said (that) she had/d walked from their school to the library the previous day.
4 My parents said (that) they had/d turned the lights on.
5 He said (that) he couldn't take the history exam that day.
6 The sport presenter said that the teams were coming out of the dressing rooms.

Pages 244 – 245

Competences
Reading

1
Urban farming B Clean cars A Wave energy C

2
1 B 2 C 3 D 4 D 5 C 6 B

3
1 engineers 2 computers 3 runs/owns 4 renewable/green/clean
5 farmers 6 green

Listening

4  17
1 C 2 A 3 B 4 C 5 B 6 A

Audioscript

1

Joan I've always loved the ocean. I grew up on the west coast of the US. I was originally studying to be a vet, but the ocean kept pulling me back. Now I work with sea life and it's my life's work to do everything I can to protect the sea. I'm especially interested in whales and dolphins. I don't think there has ever been a more critical time for the planet's oceans.

2

Mike We help people in emergency situations. You know, like heart attacks or car accidents. I think we deal with more car accidents than anything else. The most important thing for us is to get to the scene as quickly as possible and give medical assistance to anyone who has been injured. Then we transport them to a hospital.

3

Greg I've always been interested in design. I used to draw pictures of the houses and buildings in my town when I was just a small child. And I'd make changes to the buildings that I thought would make them better! By the time I was a teenager, I had already decided what I wanted to do with my life. I went to a great university and now I'm designing skyscrapers for a large firm in New York.

4

Marie I'm the person that helps design systems that help your computer, smartphone and other electronic devices work well. Sometimes my job is to take existing software and update it or make it better. My work involves writing a lot of computer code, you know—programming, but that's something that I love to do. I've always had a technical mind and like being creative. I feel really lucky to be in this position.

5

Chris I love numbers – always have. My best subject in school was always maths. It just came naturally to me. I even helped the other kids that were finding it hard. When I was a teenager, I used to help my uncle with his business. I set up a system for him to more easily keep track of the money coming in and going out. It wasn't hard for me to work out what to do for a career.

6

Amy I adore food. The only thing I love more than eating good food is preparing it for others. My philosophy is to keep it simple. I always use high-quality, very fresh ingredients and I try to let all the different flavours come through. I don't like heavy sauces or too much spice. I'm working for someone else at the moment, but my dream is to have a place of my own one day.

5  18

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

Audioscript

Interviewer Tell me about yourself, Martina. What have you done for the past five years?

Martina Well, until last month, I worked at a A-One Japanese Cuisine. I was the chef and planned the menus, ordered the food, hired the cooks and waiters, and supervised the quality of the dishes we prepared. Before that, I was a cook at Yaya Maria's, a Greek restaurant in town. I prepared the main dishes, salads, and sometimes even dessert. I enjoyed cooking very much, but I knew that I wanted more responsibility. That's why I left and started working at A-One Japanese Cuisine. I worked at Café Milan, a small café near my house, before the Greek restaurant. I took orders, made sandwiches, and made coffees. It was my first job in the food industry. Once I started, I was hooked! I really enjoyed preparing food that people would enjoy.

Before I worked at the café, I helped out at my aunt's restaurant. Nothing too fancy. But they make really great Cuban food! I cleaned the tables and served food to the customers.

And before that, I was at school. I left in 2013. Besides academic subjects, my secondary school had some job skills courses. In one course I learned the basics of working in a restaurant kitchen. I had always enjoyed helping my parents cook at home, so I thought it would be interesting to see what it would be like to have a job in the food industry.

Interviewer You have a lot of experience working in restaurants. Can you tell me more about...[fade]

10 Remote control

Pages 246 – 247

What you know

1

1 screen 2 headphones 3 camera 4 smartphone 5 keyboard
6 mouse

2

1 tablet 2 games 3 printer 4 text 5 software 6 apps

Vocabulary

Technology

3

1 f 2 b 3 d 4 a 5 h 6 c 7 e 8 g

4

1 C 2 B 3 A 4 A 5 C 6 B

5

1 invention 2 design 3 spacecraft 4 explore 5 discovered
6 green technology 7 energy

6

Personal answers

Expand your vocabulary

7

1 artificial intelligence 2 download 3 providers 4 stream
5 upload 6 virtual assistant

Word building

Adjective + preposition

8

1 in 2 about 3 for 4 at 5 with 6 to 7 on 8 of

9

Personal answers

Pages 248 – 249

Grammar

The Passive

1

1 use 2 are developed 3 create 4 are 5 was reported
6 make use 7 are owned 8 are checked

2

1 were published 2 were read 3 are offered, are rejected
4 were bought 5 are sold 6 are created

3

1 was ... sent 2 was received 3 is earned 4 are ... written
5 are not/aren't responded 6 are answered 7 are caused

4

1 62% of 16- to 24-year-olds in the UK prefer print books.
2 In the past, libraries chained books to the shelves to stop people from stealing them.
3 Bill Gates bought the most expensive book ever, Leonardo Da Vinci's Codex Leicester, for \$30.8 million.
4 More books are read by people in Iceland than in any other country.
5 People buy nearly half of all magazines on Friday, Saturday and Sunday.
6 The first e-book was created in 1949, because a Spanish teacher wanted to reduce the number of her students' books.

5

Possible answers

1 J F Kennedy was killed on November 22, 1963.
2 Nelson Mandela was released from prison on 11 February 1990 after twenty-seven years.
3 Stonehenge was built in 3000 BC.
4 £2.6m was stolen in the Great Train Robbery in 1963.
5 Fire was discovered in the Early Stone Age.

The passive with *by* + agent

6

1 by 2 were 3 was 4 invented 5 was 6 by

7

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

8

Unnecessary agents: 3 (by people) 5 by scientists
6 by the company that made it 8 by someone

9

1 was seen by 2 was found by 3 were sent by 4's / is owned by
5 be paid by 6 are made by 7 were called by

10

Possible answers

1 The painting 'Sunflowers' was painted by Vincent Van Gogh.
2 The play 'Romeo and Juliet' was written by William Shakespeare.
3 The World Wide Web was invented by Tim Berners-Lee.
4 The film Titanic was directed by James Cameron.
5 Mount Everest was first climbed by Edmund Hillary and Tenzing Norgay.
6 The Moon was first landed on by Neil Armstrong.

Pages 250 – 251

Competences

Reading

1

Personal answers

2

a 1, 3 b 3 c 4 d 2, 3 e 2

3

b, d

4

1 real bee 2 RoboBee 3 second 4 honeybee 5 longer

5

1 were developed 2 were designed 3 are performed
4 are pollinated 5 are not expected 6 are solved

Listening

6

19

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

Audioscript

1

Josh

I can use it from almost anywhere in the house. If I need to make a copy, scan a document or send a fax, it's really convenient. Sometimes I use it to print photos, but I haven't been happy with the quality of the images. And the other thing that I'm not happy about is the cost of the ink – it's expensive!

2

Pamela

I don't have a bank account or a chequebook or any credit cards. I don't like carrying bills and coins around with me because there are some thieves in my village. This gives me a lot more security and I can use it to buy things when I need them. It's made my life a lot easier.

3

Gavin

I mean, it's really almost impossible to imagine. Nobody is in control of the vehicle? Is there even a steering wheel? Do you just tell it where you want to go? I really don't know if I trust a computer enough to put my life in its hands. Maybe I'm old-fashioned, but I think I prefer to have a bit more control.

4

Lucy

It's really like having a supercomputer in your pocket. I use it to keep all my contact information for friends, family and business colleagues. Not to mention hundreds of songs and photos. And my calendar! The only problem is that I spend too much time texting and on social media. I'd like to cut back but it's really tough.

5

David

A machine that can think? It sounds like something from a science fiction movie. But when you think about it, we're already using them every day. I am always talking to my phone – asking for directions, getting information I need, making calls. I guess I forget sometimes that I'm talking to a machine and it understands what I say. Not one hundred per cent of the time, but pretty good.

6

Sarah

My cousin lost his job recently. It's not that he wasn't doing a good job. It's just that the company is always looking for ways to save money and decided that it would be less expensive to have a machine do the same work my cousin was doing. Some people call it progress, but it's not progress for my cousin.

7

19

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

8

20

1 B 2 C 3 B 4 B 5 A 6 C

Audioscript

Sheila

I just got a letter from my grandmother. She's taking a yoga class. And she sent me a cheque for fifty pounds.

Colin

Nice! Your grandmother is so cool. I love the fact that she's still so active.

Sheila

Yeah, she's really inspiring. She takes very good care of herself and is involved in all sorts of different things.

- Colin** Do you see her often?
- Sheila** No, she lives quite far away and it's very difficult to stay in touch.
- Colin** Why's that?
- Sheila** Well, if you can believe it, the only phone she has is a landline in her house. If she's not at home I can't get in touch with her.
- Colin** Or text her or send pictures. Can you at least send her an email?
- Sheila** Nope. She was given a laptop for her birthday, but she has never learned how to use it. I don't think she's ever even turned it on.
- Colin** Wow! Maybe you could help her learn, you know, enter the modern age.
- Sheila** She says that she has zero interest. She says that all she sees in the world now is people with their noses stuck in their phones. She's right, I guess. She said that when she was growing up people actually talked to each other. And when you wanted to see somebody you actually had to visit.
- Colin** I guess all this technology is normal for people our age. All of the stuff we use today was invented when she was already pretty old.
- Sheila** Yeah, she says that I wouldn't recognize a phone box or know how to dial on a phone. Or use a record player! Most of the technology she grew up with is gone now. One thing is that she has voicemail so I can leave her a message.
- Colin** Well, that's something at least.

Pages 252 – 253

Summative Revision 9-10

Vocabulary

- 1**
- 1 manager 2 paramedics 3 cleaners 4 dentist 5 firefighters
6 an accountant

- 2**
- 1 electrical engineer 2 chief executive 3 police officer
4 factory workers 5 doctors, nurses 6 town councillors

- 3**
- 1 equipment 2 developments 3 progress 4 invention
5 research 6 process

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

- 5**
- 1 from 2 about 3 on 4 in 5 of 6 at 7 for 8 for 9 to
10 with

Grammar

- 6**
- 1 had/'d graduated 2 had/'d completed 3 had/'d served
4 had/'d qualified 5 had/'d been 6 had/'d worked

- 7**
- 1 he had enjoyed his summer job.
2 she wanted to be an airline pilot one day.
3 he couldn't understand the instruction manual.
4 they'd been to an exhibition of AI.
5 he didn't like modern technology much.
6 her teacher hadn't given them any homework.

- 8**
- 1 was seen 2 gave 3 spent 4 saw 5 was watched
6 was studied

- 9**
- Personal answers

Grammar practice

Answer key

Unit 1

Page 255

1

Suggested answers

- 1 A Do you live in Argentina?
B Yes, I do. I live near Buenos Aires.
- 2 A Do your friends play football?
B No, they don't. They watch it on TV.
- 3 A Does your teacher know your mum?
B Yes, she/he does. But she/he doesn't know her very well.
- 4 A Do John's parents work in a bank?
B Yes, they do. They work in the National Westminster Bank.
- 5 A Which languages does Maria study?
B I don't know. Perhaps she studies French.
- 6 A Do you like school?
B Yes, I do. But I don't enjoy some subjects.
- 7 A Does your teacher give you a lot of homework?
B Yes, he/she does. But he/she doesn't (give us much) at weekends.
- 8 A What time do you start school?
B I start school at 8.30 a.m. and I finish at 4 p.m.

2

- 1 am studying 2 is trying 3 are staying 4 are having
5 are taking 6 is expecting 7 is talking 8 am getting

3

- 1 are watching 2 plays 3 am studying
4 are you doing, are making 5 enjoy, don't listen 6 takes
7 Do you buy 8 are just sitting, is raining

4

- 1 'm knowing → I know 2 correct 3 stay → are staying
4 're preferring → prefer 5 have → are having 6 correct
7 correct 8 finish → am finishing

5

- 1 B, C 2 A, B 3 B, C 4 A, B 5 B, C 6 A, C

6

- 1 I hope to talk to my sister.
2 She wants me to explain my feelings.
3 We don't mind talking about emotions.
4 You hate sharing your feelings.
5 He would like to know more about it.
6 My friend always seems to get good marks.

7

- 1 reading, to read 2 meeting, to meet 3 to enjoy, enjoying
4 to go, going 5 waiting, to wait

Unit 2

Page 257

1

- 1 see 2 didn't 3 recycled 4 were 5 move 6 found

2

- 1 Did you see 2 didn't 3 Was 4 was 5 showed
6 interviewed 7 lived 8 Didn't he have 9 did
10 wanted 11 went

3

- 1 Did you build the house by yourself?
2 Was the shipping container free?
3 Was it easy to find a shipping container?
4 Was it easy to move the container?
5 Did you connect the house to the electricity supply?

4

- 1 use 2 used 3 used 4 use 5 use 6 used
7 used 8 use

5

- 1 My parents were living in Jakarta from 2005 to 2018.
2 We were staying in a hotel while we were looking for a house.
3 I was walking to school and worrying about my homework.
4 They weren't playing very well in the tournament.
5 You weren't trying to sell your old schoolbooks on eBay.
6 Who were you talking to at midnight last night?
7 What instruments were you and Jim playing at the concert?
8 I wasn't taking notes because the other students were making too much noise.

6

- 1 met 2 was preparing 3 found 4 were staying

7

- 1 did your parents find 2 was driving 3 saw 4 stopped
5 was driving 6 shouted 7 stopped 8 asked
9 was looking 10 called 11 told 12 loved 13 rented

8

Personal answers

Unit 3

Page 259

1

- a method, illness b plants, people, generations
c science, information

Note that *illness* can be both countable and uncountable, depending on context. Here, it is countable.

2

1 any, some 2 some, any 3 many, few

3

1 any, some 2 a little 3 some 4 much 5 many
6 any

4

1 How many 2 How many 3 How much 4 How much
5 How many

5

1 some → any 2 many → much 3 much → a lot of
4 few → little 5 a few → a little / some 6 much → many

6

1 pick up 2 eat out 3 lie down 4 turn down
5 put on 6 take off

7

1 I need to stop at the pharmacy to pick some medicine up.
4 Could you turn the music down?
5 I'm tired, so I just want to put a film on and relax.
6 Would you like to take your coat off?
[sentences 2 and 3 are not separable]

8

1 How do you deal with pain?
2 Write down the name of this medicine. / Write the name of this medicine down.
3 Who carried out the research? / Who carried the research out?
4 He complained of a headache.
5 Which nurse is looking after you?
6 Please fill in this form. / Please fill this form in.

9

1 hardly → hard 2 carefully the instructions → the instructions carefully
3 quick → quickly 4 good → well 5 bad → badly

10

Suggested answers

1 quickly / fast 2 quietly 3 carefully 4 well / fluently
5 slowly / clearly / loudly 6 noisily 7 loudly / angrily / furiously
8 tidily / carefully

Unit 4

Page 261

1

Suggested answers

1 I think ... watching TV is more enjoyable than studying / studying is more enjoyable than watching TV.
2 I think ... languages are more important than science / science is more important than languages.
3 I think ... reading is harder than writing / writing is harder than reading.
4 I think ... information on the internet is more interesting than

information in books / information in books is more interesting than information on the internet.

5 I think ... speaking is easier than listening / listening is easier than speaking.

6 I think ... studying late at night is better than studying early in the morning / studying early in the morning is better than studying late at night.

2

1 The hardest 2 the worst 3 The most important
4 the best 5 the most popular 6 the biggest

3

Suggested answers

The little girl opened the present **excitedly** and laughed **happily** when she saw what was inside. There was a small kitten sleeping **comfortably** on a cushion and she picked it up **carefully**. Her mother watched **silently** from the door, then went over and stroked the kitten **gently** while the animal purred **quietly**. Later, when the child gave the kitten its food, it ate **hungrily** and drank its milk **contentedly**.

4

Suggested answers

1 Playing sports isn't as relaxing as watching TV.
2 Taking a test is as stressful as writing an essay.
3 School lunch isn't as tasty as lunch at home.
4 The weekend isn't as busy as weekdays.
5 Taking the bus is as enjoyable as walking.
6 Speaking English isn't as easy as reading English.

5

1 aren't clever enough 2 too wet 3 is big enough
4 seemed too difficult to complete 5 the boy old enough
6 too short to join

6

1 such, so 2 so, such 3 so, such 4 such, so 5 so, such

Unit 5

Page 263

1

1 Have, been 2 Has, taken 3 Has, seen 4 Has, played
5 Have, told 6 Have, met

2

a 2 took b 5 told c 1 went d 6 met e 4 played
f 3 saw

3

1 ever 2 have 3 went 4 never 5 Have
6 have/has* 7 been 8 has

* Either is possible: *my family has* = the speaker is thinking of the family as a unit, therefore singular; *my family have* = the speaker is thinking of the family as a number of individuals, therefore plural.

4

1 Have you seen → Did you see 2 didn't ever go → have never been / haven't ever been 3 They never met → They've never met
4 Has he enjoyed → Did he enjoy 5 We've missed → We missed
6 she learned → she's learned

5

- 1 Sarah has just gone out.
- 2 We've known each other since primary school.
- 3 I haven't seen Jaime yet.
- 4 It hasn't rained for three weeks.
- 5 We've already seen that film.

6

- 1 for 2 for 3 since 4 since 5 for 6 since

7

- 1 has lived, for 2 have known, since 3 have been, since
- 4 have had, for 5 haven't seen, since 6 have met, for

8

- 1 A already B yet 2 A just B yet 3 A just B already
- 4 A yet B just 5 A yet B just

Unit 6

Page 265

1

- 1 can't 2 have to 3 Should 4 must 5 mustn't
- 6 Can 7 shouldn't 8 don't have to

2

- 1 Do you have to wear a uniform?
- 2 We must arrive on time for the class.
- 3 You can't use this computer.
- 4 They can't use the phone after midnight.
- 5 Do we have to pay for this?
- 6 Shouldn't we wait for Alex?

3

- 1 can 2 don't have to, can't/mustn't 3 can't/mustn't
- 4 should/must 5 mustn't/can't 6 must

4

- 1 haven't to → don't have to 2 don't must → mustn't
- 3 not have to → don't have to 4 don't have to → mustn't
- 5 should to → should 6 don't have to → can
- 7 I think you shouldn't → I don't think you should
- 8 don't have to → mustn't

5

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

6

- 1 When I have time, I paint.
- 2 If something is imperfect, it can be beautiful.
- 3 When we make mistakes, we learn from them.
- 4 If we practise, we develop our skills.
- 5 When you relax, you enjoy your work more.

7

- 1 If you want to learn about painting, take a class.
- 2 Try to see some street art when you go to Paris.
- 3 If you need to finish something, accept imperfection.
- 4 Ask for help if you aren't sure what to do.

5 If you have time, visit the art galleries.

8

- 1 go 2 try 3 know 4 can find 5 google 6 get

Unit 7

Page 267

1

Suggested answers

- Tomorrow she isn't going to school.
 She's taking the dog to the vet at 10.15 a.m.
 She's going to have lunch with Jim at midday.
 She's doing a driving test at 3 p.m.
 She's going to meet Annie and Pete at the bus stop.
 She's going to Mike's party with Anna and Pete in the evening.

2

Personal answers

3

- 1 We may grow more food in laboratories.
- 2 There will be a lot more people.
- 3 Will there be enough fish?
- 4 What will the population be?
- 5 They won't eat fast food.
- 6 We might try that new vegan fast food restaurant.

4

- 1 's going to rain 2 aren't going to finish
- 3 Are (we) going to have 4 's going to close
- 5 Is (meat) going to become 6 Is (a vegetarian diet) going to be
- 7 are going to eat 8 is going to have
- 9 Are (restaurants) going to serve 10 'm/am not going to change

5

- a 8 b 9 c 6 d 10 e 7

6

- 1 'm going to → 'll 2 may → will 3 probably might → might
- / will probably 4 will cycle → 'm going to cycle 5 're passing
- 'll pass /'re going to pass 6 's raining → 'll rain 7 may go
- are going 8 'll buy → 're going to buy

7

- 1 If we have enough farms, we **will** be able to feed everyone
- 2 You **will** have delicious honey if you visit Kars.
- 3 If they leave their villages, people **will** forget their traditions.
- 4 If I make a salad, **will** you stay and have dinner with us?
- 5 **Will** Hannah teach us some recipes if we ask her?

8

- 1 won't 2 might not 3 meet 4 may

9

- 1 choose, 'll make 2 'll see, don't meet 3 leave, 'll arrive
- 4 'll bring, ask 5 'll be, don't take 6 want, 'll come

Unit 8

Page 269

1

- 1 You **would** see happy workers if you visited the factory.
- 2 If they designed cool clothes, people **would** buy them.
- 3 If I gave you this shirt, **would** you wear it?
- 4 **Would** David wear his new jacket if he came to the party?

2

- 1 wouldn't buy, were 2 had, would use 3 would buy, didn't cost
- 4 Would you come, asked

3

- 1 He wouldn't design clothes if he didn't love it.
- 2 If I had some money, I could buy new clothes.
- 3 If you didn't have any money, I could pay for those shoes.
- 4 If it rained tomorrow, we wouldn't go swimming.
- 5 If she didn't have to work tomorrow, she'd go shopping.

4

- 1 will 2 had 3 wait 4 didn't 5 would look

5

- 1 won't buy 2 have 3 didn't care 4 worked
- 5 will you do 6 wouldn't choose

6

- 1 that 2 which 3 who 4 that 5 that 6 who

7

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

8

- 1 Mr Jones is a college teacher who teaches furniture design.
- 2 Old to New is a shop that/which sells upcycled furniture.
- 3 Di Garcia is a/the designer who designed my shirt.
- 4 China Square Central is a shopping centre in Singapore which/that has a weekend market for selling used things.
- 5 The Sato family are our neighbours who own several clothing shops.

9

- 1 The jacket I bought was made by hand.
I bought a jacket that was made by hand.
- 2 We saw a lamp that/which used to be a coffee can.
The lamp we saw used to be a coffee can.
- 3 We know a/the designer who made my desk.
The designer we know made my desk.
- 4 I bought a table which/that wasn't expensive.
The table I bought wasn't expensive.

Unit 9

Page 271

1

- 1 had learned 2 had decided 3 took 4 had not been
- 5 needed 6 had already decided 7 did 8 had worked
- 9 got 10 went

2

- 1 did you decide 2 Had you tried / Did you try* 3 did you take
- 4 had you been 5 you got

* It is possible sometimes to use the past simple for the first event with *before* or *after*, but students are unlikely to know this.

3

Suggested answers

- 1 By the age of six I had decided to become a marine biologist.
- 2 Yes, I had tried to find a job in marine biology before I finished university.
- 3 I realised that I needed money because I had decided to travel to New Zealand.
- 4 I got the research job when I had worked in New Zealand for six months.
- 5 After I (had) got my PhD, I went to Sri Lanka to help build a marine conservation research and education centre.

4

- 1 hadn't answered → didn't answer 2 had asked → asked
- 4 Had you got → Did you get it?

5

- 1 my work was 2 me (that) he had learned
- 3 they had worked hard 4 me (that) they would be happy
- 5 she wanted to go

6

- 1 'I'll see you next week.'
- 2 'I'm interested in languages.'
- 3 'We / They started learning kung fu last year.'
- 4 We practise every day.'
- 5 'I'll get a job to pay for college.'
- 6 'My parents divorced when I was three years old.'

7

- 1 she wanted 2 had (really) enjoyed
- 3 the previous / the last 4 had taught 5 had discovered
- 6 couldn't hurt

Unit 10

Page 273

1

- 1 is used 2 made 3 was given 4 Did you use
- 5 was discovered 6 found

2

- 1 was buried 2 are not known 3 hoped/hopes
- 4 explored 5 are used 6 are studied 7 do not start
- 8 is used

3

- 1 P: unknown or unimportant 2 A: subject 3 A: subject
- 4 P: obvious (by the diver) 5 P: obvious (by divers)
- 6 A: subject

4

- 1 How is the air switched on?
- 2 Where is the equipment stored?

- 3 What is this machine used for?
- 4 How many maps were made?
- 5 When was this photo taken?
- 6 Which cave was explored?

5

Suggested answers

In 2011, the Wireless Heart Health project **was started by** the Chinese government to help rural patients with heart problems. Patients **are connected by** a small wire to a smartphone with equipment that records information about their heart. Then the information from the phone **is checked by** a doctor, so any advice or a change of medicine can be given if necessary.

6

- 1 First sentence: a huge earthquake
Second sentence: sending things to Haiti
Third sentence: Dara Dotz
Fourth sentence: a 3D printer/doctors.
- 2 doctors (fourth sentence)

7

- 1 Paper was first made in the second century by the Chinese.
- 2 Some parts of the wood are removed.
- 3 The material is then washed and dried.
- 4 The water is taken out of it by a large machine.
- 5 The paper is cut into sheets for printing.
- 6 It is made into books, newspapers, etc.
- 7 Paper products are sold by newsagents and other shopkeepers.

PERSPECTIVES

PRE-INTERMEDIATE

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TEST UNIT 1 – Fila A

Who are you?

Name: _____

Class: _____ Date: _____

1 Choose the correct option.

- 1 Laura is really **honest** / **generous**. She always pays for me when I don't have any money.
- 2 Tom is so **unreliable** / **lazy** – he never keeps his promises!
- 3 Fiona is very **miserable** / **quiet**. Sometimes you don't even notice her.
- 4 My music teacher is very **talented** / **cheerful**. He can play five instruments.
- 5 I'm not very **confident** / **nervous** about my English. I still make lots of mistakes.
- 6 Jane is really **outgoing** / **easy-going** and enjoys meeting new people.
- 7 I like her, but she's a bit **ambitious** / **moody** – she can be happy one minute and sad the next.
- 8 We love our Greek friends. They're so **nasty** / **pleasant** and helpful.
- 9 I feel so **miserable** / **irritable** – I got a D in the English test!

___ / 9 points

2 Choose the option which is NOT possible in each sentence.

- 1 I don't like romantic comedies. I **get** / **feel** / **seem** bored after ten minutes.
- 2 What's wrong with you? You sound so **anxious** / **excited** / **worried**.
- 3 She **is** / **seems** / **becomes** nervous about something, but she doesn't want to talk about it.
- 4 Don't be **frightened** / **bored** / **upset**! It's only a toy gun!
- 5 When I speak to her on the phone, she always **looks** / **sounds** / **seems** annoyed.
- 6 I never watch horror films – when the first person gets killed I **look** / **get** / **become** frightened.

___ / 6 points

3 Complete the dialogue with the *Present simple* or the *Present continuous* form of the verbs in brackets.

- A Who (1) _____ (stand) next to Julie?
B That's Emily, her twin sister.
A Really? They (2) _____ (not look) very similar.
B Yeah, Emily is blonde and Julie is dark...
A (3) _____ (they / also have) different personalities?
B Well, yes. Julie is a bit lazy and Emily (4) _____ (love) sports.
A And who (5) _____ (speak) with them?
B That's Liam, Emily's coach. I (6) _____ (think) they both like him a lot... but he (7) _____ (go) out with somebody else at the moment.
A Why (8) _____ (you/smile)?
(9) _____ (I/know) this 'somebody else'?
B Sure. You (10) _____ (sit) right next to her!

___ / 10 points

4 Choose the correct option: the infinitive with *to* or the *-ing* form of the verb.

- 1 Is it true that children learn **to speak** / **speaking** a foreign language faster than adults?
- 2 He never wants **to discuss** / **discussing** his problems with his parents.
- 3 I can't help **to daydream** / **daydreaming** about my holiday!
- 4 Tom suggests **to ask** / **asking** the teacher for a break.
- 5 Do you mind **to share** / **sharing** your notes with me?
- 6 Mrs Tolson always manages **to make** / **making** her lessons interesting.
- 7 You need **to pay** / **paying** for dinner.
- 8 Can you avoid **to mention** / **mentioning** the results?
- 9 My sister agrees **to drive** / **driving** us to school tomorrow.
- 10 He promises **to change** / **changing**, but he never does.

___ / 10 points

5 Complete the text with the correct option.

Being intelligent is not only about having a high IQ. The idea of intelligence also (1) _____ emotional skills. Many people find it difficult to understand and express their emotions, children and teens even more so, because they (2) _____ how to do it. Lots of them (3) _____ confident on the outside, but, deep down, they feel insecure and even (4) _____! An 'intelligent' adult must learn (5) _____ below the surface. Who's hiding behind the (6) _____ type who's always telling others what to do, or the very (7) _____ little boy who hardly ever says a word? As a teacher, in particular, I (8) _____ asking myself, 'What makes so many young people such (9) _____ students?' 'Why are so few students (10) _____ in class?' I think I now (11) _____ the answer. We communicate to their minds, not to their hearts. Sharing emotions is important in all forms of human interactions. Why not in school? Teachers need (12) _____ this and encourage students to express their emotions in class. This doesn't mean a teacher must be a (13) _____ entertainer who is there to make children laugh. But if we don't (14) _____ emotions an important part of our teaching, then we cannot expect our students (15) _____ excited about learning.

- | | | |
|--------------------|----------------------|---------------------|
| 1 A includes | B is including | C include |
| 2 A still learn | B are still learning | C don't learn still |
| 3 A get | B seem | C become |
| 4 A angry | B frightened | C bored |
| 5 A looking | B look | C to look |
| 6 A ambitious | B nasty | C bossy |
| 7 A cool | B shy | C calm |
| 8 A can't help | B don't mind | C avoid |
| 9 A relaxed | B hard-working | C lazy |
| 10 A feel so nasty | B look so bored | C sound so mean |
| 11 A am knowing | B know | C don't know |
| 12 A to understand | B understand | C understanding |
| 13 A outgoing | B cheerful | C popular |
| 14 A start make | B manage to make | C agree making |
| 15 A getting | B get | C to get |

___ / 15 points

Total ___ / 50 points

TEST UNIT 1– Fila B

Who are you?

Name: _____

Class: _____ Date: _____

1 Choose the correct option.

- 1 Laura is really **ambitious** / **outgoing**. She wants to become a university professor.
- 2 My brother is a bit **unreliable** / **lazy** – he never helps in the home!
- 3 Fiona is really **bossy** / **quiet**. She's always telling people what to do.
- 4 David is so **calm** / **moody**. I never know how he's feeling.
- 5 I'm a bit **nervous** / **irritable** about speaking in public. I prefer writing.
- 6 Jane is really **outgoing** / **easy-going** and never worries about things.
- 7 Don't be **ambitious** / **nasty** to your new classmate – he needs friends.
- 8 That shop assistant is new to the shop and isn't very **helpful** / **reliable**.
- 9 She's so **irritable** / **bossy** in the morning – she hates waking up!

___ / 9 points

2 Choose the correct option: the infinitive with **to** or the **-ing** form of the verb.

- 1 Can't you avoid **to work** / **working** this weekend?
- 2 The students suggest **to go** / **going** on a trip to Cyprus.
- 3 Do you mind **to turn** / **turning** the volume up? I can't hear.
- 4 He never wants **to share** / **sharing** his ideas with his classmates.
- 5 I promise **to give** / **giving** the money back as soon as I can.
- 6 He can't help **to check** / **checking** his smartphone all the time.
- 7 Is it true that baby girls learn **to walk** / **walking** faster than boys?
- 8 I rarely manage **to catch** / **catching** the 7 o'clock train.
- 9 My brother agrees **to pick** / **picking** us up after the disco.
- 10 Do we need **to take** / **taking** notes?

___ / 10 points

3 Complete the dialogue with the **Present simple** or the **Present continuous** form of the verbs in brackets.

- A Who (1) _____ (chat) with Julie?
 B That's Emily, her twin sister.
 A Really? They (2) _____ (not seem) very similar.
 B Yeah, Emily is blonde and Julie is dark ...
 A (3) _____ (they / get on)?
 B Well, yes. But Julie (4) _____ (hate) sport and Emily loves it.
 A And who (5) _____ (sit) next to them?
 B That's Liam, Emily's coach. I (6) _____ (know) they both like him a lot ... but he (7) _____ (hang out) with somebody else these days. Wait a sec.
 A Who (8) _____ (you text)?
 B (9) _____ (you really / want) to know?
 A Sure. Oh, maybe I know already. Liam (10) _____ (answer) your text right now!

___ / 10 points

4 Choose the option which is NOT possible in each sentence.

- 1 I don't like romantic comedies. I get **bored** / **frightened** / **annoyed** after ten minutes.
- 2 What's wrong with you? You **become** / **look** / **seem** so anxious today.
- 3 She is **excited** / **nervous** / **upset** about something, but she doesn't want anybody's help.
- 4 Don't **be** / **get** / **seem** frightened! It's only a toy gun!
- 5 Are you **excited** / **nervous** / **bored** about your exam results?
- 6 I never watch hospital dramas – at the first sight of blood I **seem** / **get** / **become** upset.

___ / 6 points

5 Complete the text with the correct option.

Being intelligent is not only about having a high IQ. The idea of intelligence also includes emotional skills. Many people (1) _____ it difficult to understand and express their emotions, children and teens even more so, because they (2) _____. Lots of them (3) _____ confident on the outside, but, deep down, they feel (4) _____ and even frightened! An 'intelligent' adult must learn (5) _____ beyond appearances. Who's hiding behind the (6) _____ type who's always making people laugh, or the very (7) _____ type who hardly ever smiles? As a teacher, in particular, I (8) _____ myself, 'Why are my students so (9) _____ about school?' 'Why do they all (10) _____ about tests?' I (11) _____ I now know the answer. We communicate with their minds, not their hearts. We tell them how big, or warm our planet is, but never ask them, 'How do you feel about being such a tiny little thing in the whole universe?' Sharing emotions is important in all forms of human interactions. Why not in school? So, teachers need (12) _____ students to express and share their emotions in class. This doesn't mean that teachers must always try to become (13) _____ with their students. A teacher is never the students' best friend. I (14) _____ thinking that we must be prepared to be disliked sometimes. However, if we don't manage to make emotions an important part of our teaching, then we cannot expect our students (15) _____ excited about learning.

- | | | |
|--------------------|------------------------|-----------------------|
| 1 A find | B are finding | C finds |
| 2 A still grow | B are still growing up | C don't grow up still |
| 3 A get | B seem | C become |
| 4 A angry | B insecure | C bored |
| 5 A going | B go | C to go |
| 6 A serious | B nasty | C funny |
| 7 A outgoing | B serious | C cheerful |
| 8 A always ask | B ask always | C am asking always |
| 9 A relaxed | B hard-working | C nervous |
| 10 A feel so nasty | B get so worried | C sound so mean |
| 11 A am thinking | B think | C don't think |
| 12 A to encourage | B understand | C understanding |
| 13 A serious | B popular | C miserable |
| 14 A don't mind | B can't help | C agree |
| 15 A feeling | B feel | C to feel |

___ / 10 points

Total ___ / 50 points

TEST UNIT 2 – Fila A

Where the heart is

Name: _____

Class: _____ Date: _____

1 Complete each sentence with a word in the box.

historic lively old-fashioned residential rural
suburban traditional walkable

- 1 Stuttgart is a modern city with a very _____ cultural scene.
- 2 People living in some remote _____ areas are still without electricity.
- 3 The café is very _____: there's nothing modern about it at all.
- 4 We live in an area where everything is _____ – we don't need a car.
- 5 Most _____ buildings in this town date to the Middle Ages.
- 6 Many _____ areas were built near the factories so people didn't need to travel far to work.
- 7 He lives in a nice _____ area a couple of miles from the city centre.
- 8 Where can we have some _____ local food?

____ / 8 points

2 Complete the dialogue with the correct form of the Past simple.

- A Nowak ... Is that a Russian surname?
- B No, it's Polish. My great-grandfather (1) _____ (come) from Warsaw. He (2) _____ (move) to Britain in 1940.
- A (3) _____ (he / work) in the same business as your dad?
- B Yes, he was a clock-maker. When he (4) _____ (start) in the 1940s he (5) _____ (not have) a lot of money, but in time he (6) _____ (become) the most successful jewel maker in town and (7) _____ (buy) another shop. Unfortunately, his son, my grandfather, (8) _____ (not like) the job very much and (9) _____ (decide) to sell one of the shops. But he (10) _____ (keep) one – that's where my dad works.
- A (11) _____ (you/meet) your great-grandfather?
- B No, unfortunately he (12) _____ (die) before I was born.

____ / 12 points

3 Make nouns from the words in the box. Then use them to complete these sentences.

accommodate explore imagine locate transport

- 1 They chose a very nice _____ for their wedding party.
- 2 I won't tell you the end of the story. Use your _____.
- 3 We never stay in hotels. We always go camping to save money on _____.
- 4 What's your favourite means of _____? I love trains.
- 5 Do you think that space _____ is a waste of public money?

____ / 5 points

4 Complete the sentences with the Past simple or the Past continuous form of the verbs in brackets.

- 1 I _____ (take) a photo while he _____ (give) the talk.
- 2 What _____ (you read) when you _____ (miss) your bus?
- 3 We _____ (look) up at the sky when we _____ (see) two falling stars.
- 4 While I _____ (live) in Paris in 2009, my little brother _____ (be) born.
- 5 He _____ (cross) the street when a car _____ (hit) him.

____ / 10 points

5 Complete the text with the correct option.

As a child, I (1) _____ in a small village an hour's drive from the city. My dad (2) _____ me everywhere I needed to go – school, parties, anywhere! And he always (3) _____ to pick me up when I (4) _____ fun with my friends! Then luckily, we (5) _____ to live in the city. It is true that the air is not very clean and that city centre can be (6) _____, but, all in all, there are so many advantages to living in a busy (7) _____ area as opposed to the countryside. Schools, shops, restaurants ... you can have everything you need for your children's (8) _____, for your (9) _____ or for your free time. I don't think I could live in a small village ever again. I'm used to the comforts of (10) _____ buildings, fashionable bars and exciting (11) _____ where you can find the best brands. My sister isn't like me – she misses the quiet of the countryside. The other day we (12) _____ to school when she (13) _____ to say how much she hates the traffic and the pollution. She (14) _____ lost in the city centre and has to ask for (15) _____ to go anywhere. But I'm sure she'll learn to love the city as much as I do.

- | | | |
|-------------------------|------------------|----------------------|
| 1 A used to grow up | B grew up | C either A or B |
| 2 A used to drive | B drove | C either A or B |
| 3 A was coming | B came | C comes |
| 4 A had | B used to have | C was having |
| 5 A went | B used to go | C were going |
| 6 A lively | B walkable | C overcrowded |
| 7 A rural | B suburban | C urban |
| 8 A accommodation | B instruction | C education |
| 9 A business | B transport | C location |
| 10 A historic | B modern | C traditional |
| 11 A shopping districts | B business areas | C business districts |
| 12 A walked | B used to walk | C were walking |
| 13 A started | B used to start | C either A or B |
| 14 A uses to get | B gets | C got |
| 15 A instructions | B locations | C directions |

____ / 15 points

Total ____ / 50 points

TEST UNIT 2 – Fila B

Where the heart is

Name: _____

Class: _____ Date: _____

1 Complete the text with the correct option.

As a child, I (1) _____ in a small village an hour's drive from the city. My dad (2) _____ me everywhere I needed to go – school, parties, anywhere! And he always (3) _____ when I (4) _____ myself with my friends! Then luckily we (5) _____ to the city. My parents said it was for the good of our (6) _____, but I'm having a lot more fun now. I love hanging around the (7) _____ looking for the best brands to buy. It's true, sometimes I still get lost and have to look at Google Maps for (8) _____, and that the public (9) _____ is often late and (10) _____, but I still prefer a lively (11) _____ city to a boring little village. My sister isn't like me – she doesn't like the excitement of (12) _____ life. The other day we (13) _____ to school when she (14) _____ the bus saying that she hated the traffic. She said she (15) _____ much happier in our old place ... but I'm sure she'll change her mind pretty soon.

- | | | |
|------------------------|-------------------|-------------------|
| 1 A used to live | B lived | C either A or B |
| 2 A used to take | B took | C either A or B |
| 3 A was picking me up | B picked me up | C picks me up |
| 4 A enjoyed | B used to enjoy | C was enjoying |
| 5 A moved | B used to move | C were moving |
| 6 A accommodation | B instruction | C education |
| 7 A shopping districts | B business areas | C suburbs |
| 8 A instructions | B locations | C directions |
| 9 A transport | B service | C cars |
| 10 A lively | B walkable | C crowded |
| 11 A historic | B modern | C traditional |
| 12 A rural | B suburban | C urban |
| 13 A travelled | B used to travel | C were travelling |
| 14 A got off | B used to get off | C either A or B |
| 15 A was being | B used to be | C were |

___ / 15 points

2 Complete each sentence with a word in the box.

historic lively old-fashioned residential rural
suburban traditional walkable

- He lives in a nice _____ area a couple of miles from the city centre.
- Where can we have some _____ local food?
- The café is very _____: there's nothing modern about it at all.
- People living in some remote _____ areas are still without electricity.
- Most _____ buildings in this town date to the Middle Ages.
- Stuttgart is a modern city with a very _____ cultural scene.
- Many _____ areas were built near the factories so people didn't need to travel far to work.
- We live in an area where everything is _____ – we don't need a car.

___ / 8 points

3 Complete the sentences with the *Past simple* or the *Past continuous* form of the verbs in brackets.

- What _____ (you read) when you _____ (miss) your bus?
- We _____ (look) up at the sky when we _____ (see) two falling stars.
- I _____ (take) a photo while he _____ (give) the talk.
- He _____ (cross) the street when a car _____ (hit) him.
- While I _____ (live) in Paris in 2009, my little brother _____ (be) born.

___ / 10 points

4 Make nouns from the words in the box. Then use them to complete these sentences.

accommodate explore imagine locate transport

- Do you think that space _____ is a waste of public money?
- They chose a very nice _____ for their wedding party.
- I won't tell you the end of the story. Use your _____!
- We never stay in hotels. We always go camping to save money on _____.
- What's your favourite means of _____? I love trains.

___ / 5 points

5 Complete the dialogue with the correct form of the *Past simple*.

- A Nowak ... Is that a Russian surname?
- B No, it's Polish. My great-grandfather (1) _____ (be) from Warsaw. He (2) _____ (go) to live in Britain in 1940.
- A (3) _____ (he / start) the family jewellery business?
- B That's right. When he (4) _____ (begin) in the 1940s, he (5) _____ (not make) a lot of money, but in time he (6) _____ (get) a reputation as the best jewel maker in town and (7) _____ (open) another shop. Unfortunately, his son, my grandfather, (8) _____ (not like) the job very much and (9) _____ (sell) one of the shops. But then my dad (10) _____ (buy) it back – that's where he works.
- A (11) _____ (you / have) a chance to meet your great-grandfather?
- B No, unfortunately he (12) _____ (pass) away before I was born.

___ / 12 points

Total ___ / 50 points

TEST UNIT 3 – Fila A

Health and happiness

Name: _____

Class: _____ Date: _____

1 Complete the sentences with the words in the box. There are two extra words.

backache broken leg chest flu injuries headache
medicine pain seasickness virus

- 1 I feel tired and I have a temperature – I think I've got the _____.
- 2 To avoid _____ at work you shouldn't be sitting all the time.
- 3 There's nothing you can do against a common cold – it's a _____.
- 4 A _____ is only a symptom of some illness.
- 5 Put your hand on my _____ – see how fast my heart is beating?
- 6 You must wear special glasses to prevent _____ to your face.
- 7 You shouldn't walk on a _____ – it's painful.
- 8 Just thinking about it gives me a _____.

___ / 8 points

2 Form adverbs from these adjectives and use them to complete the text.

careful definite good late hard regular
responsible serious

I don't sleep (1) _____ these days. Maybe it's because I'm working so (2) _____ and I never really stop thinking about all the things I still need to do. I know that's very bad for my health. I should stop eating fast food and prepare my meals more (3) _____. I should go to the gym and work out more (4) _____, and then I shouldn't go to bed (5) _____. My friend says I am really stressed out and I should (6) _____ think about slowing down and live more (7) _____. I guess she's right. My health should come before everything else, (8) _____ before work.

___ / 8 points

3 Complete the sentences.

- 1 He's very badly organized and always **hands in / gives out** his work late.
- 2 It doesn't make sense to keep the lights on in the daylight – **turn them off / turn off them**.
- 3 He doesn't like gyms, so he **finds out / works out** in the park.
- 4 My dad **gave off / gave up** eating meat when he was still at school.
- 5 I don't do much at weekends – I just **hang out with / hand in** some friends.
- 6 I **bring up / grew up** in the countryside.
- 7 **Put on / Take on** this jacket – I want to see how it looks on you.
- 8 I've decided to **take up / give up** Japanese – I want to get a job in Tokyo.
- 9 I was ill, so we **give in / put off** my birthday party to the next week.
- 10 **Turn on / Put on** the heater – it's getting cold.

___ / 10 points

4 Complete the sentences with the correct quantifier.

- 1 How **much / many** water should we drink every day?
- 2 I need just **a little / few** time to relax before I go out.
- 3 Take **some / lot** of this syrup – it's good for your throat.
- 4 You don't need to do **a lot of / some** exercise to stay healthy – an hour's walk will do.
- 5 We should eat **lots of / few** veggies – at least three portions a day.
- 6 How **much / many** calories are there in a pizza?
- 7 The test was very difficult and only **a few / many** students passed it.
- 8 He's always very busy with work and doesn't spend **some / much** time at home.

___ / 8 points

5 Complete the text with the correct option.

Laurent Mislaid is a retired doctor who now lives in Kenya (1) _____ months a year, normally two or three. When he retired five years ago he got depressed because he felt completely (2) _____. But then he (3) _____ about a medical volunteer programme in Kenya and applied. Today he works at a small hospital, where he treats (4) _____ with minor (5) _____, like colds or sore throats. (6) _____ is very common in that region, because drinking water is not (7) _____ available and (8) _____ of people drink polluted water. Laurent really enjoys his life in Kenya. When he was a doctor in France he sometimes got bored in his job, but now he sees it very (9) _____. He feels very happy to (10) _____ after people in need. At the beginning, it wasn't easy. He didn't know how to deal (11) _____ some situations and not knowing the language didn't help. But then he (12) _____ learnt to get (13) _____ with the local staff. He has learnt (14) _____ words in the local language – not enough to have a conversation, but (15) _____ people speak English or French. (16) _____ people like Dr Mislaid do you think the world needs?

- | | | |
|----------------|-------------|---------------|
| 1 A few | B many | C a few |
| 2 A useless | B uselessly | C use |
| 3 A hand out | B put out | C found out |
| 4 A patients | B doctors | C men |
| 5 A ill | B illness | C illnesses |
| 6 A Backache | B Headache | C Stomachache |
| 7 A ease | B easy | C easily |
| 8 A lots | B lot | C few |
| 9 A difference | B different | C differently |
| 10 A look | B take | C put |
| 11 A on | B in | C with |
| 12 A gradual | B gradually | C grade |
| 13 A off | B in | C on |
| 14 A many | B some | C little |
| 15 A many | B lot | C a lot |
| 16 A How much | B How many | C Some |

___ / 16 points

Total ___ / 50 points

TEST UNIT 3 – Fila B

Health and happiness

Name: _____

Class: _____ Date: _____

1 Complete the sentences with the words in the box. There are two extra words.

backache broken leg chest flu injuries
headache medicine pain seasickness virus

- Remind Grandad to take his _____.
- A _____ is only a symptom of some illness.
- Walking on high heels for too long will certainly give you a _____.
- Don't worry about a common cold – it's just a _____.
- Luckily, he got out of the car accident without any serious _____.
- The cruise was awful: my father didn't know he suffered from _____.
- If you suddenly feel tired, warm, and your head hurts, maybe you've got the _____.
- You shouldn't walk on a _____ – it's painful.

___ / 8 points

2 Form adverbs from these adjectives and use them to complete the text.

careful definite good regular hard generous
responsible serious

Tanya is (1) _____ an uncommon girl. She works very (2) _____ and gets high marks in all subjects. She listens (3) _____ in class and takes notes, and often shares them (4) _____ with her less attentive classmates.

Tanya is very mature and spends her pocket money (5) _____. She's passionate about films and goes to the cinema (6) _____ every week. In fact, she's (7) _____ thinking about getting into a drama school. I'm sure she would do really (8) _____!

___ / 8 points

3 Complete the sentences.

- We've decided to **take up** / **give up** Japanese – it's too difficult.
- I don't do much at weekends – I just **hang out with** / **hand in** some friends.
- Jill's very well-organized: she always **hands in** / **gives out** her work in time.
- It's too hot to keep the heating on: **turn it off** / **turn off it**.
- I was ill, so we **give in** / **put off** my birthday party to the next week.
- My grandparents **bring up** / **grew up** in Scotland.
- Turn on** / **Put off** the lights – it's getting darker.
- I'm very fit: I **find out** / **work out** every day at the local gym.
- My dad **gave off** / **gave up** smoking two years ago.
- Put on** / **Take on** this hat – I bet it looks great on you!

___ / 10 points

4 Complete the sentences with the correct quantifier.

- How **much** / **many** calories are there in a carbonara?
- She's always very busy with work and doesn't spend **some** / **much** time at home.
- Have **some** / **lot** of this energy drink – it's perfect for your training.
- We should eat **lots of** / **few** veggies at each meal.
- We love going to the countryside just to have **a little** / **few** time to relax.
- How **much** / **many** water should we drink every day?
- You don't need to do **a lot of** / **some** exercise to stay healthy – an hour's walk will do.
- I can't make an omelette: there aren't **any** / **some** eggs.

___ / 8 points

5 Complete the text with the correct option.

When he retired from his job as a family doctor, Laurent Millais thought he was (1) _____ free to do all the great things he had never had the time for. Plus, he had grown tired of (2) _____ with colds and coughs and all those boring minor (3) _____. But after only (4) _____ years into his retirement, he got depressed. He missed his (5) _____ because they made him feel (6) _____, even when all he had to do was give them an aspirin. He missed his colleagues, even those he did not particularly get (7) _____ with. However, he soon (8) _____ that he was by no means alone and that (9) _____ of other retired doctors felt the same and went on a volunteer programme abroad. Laurent didn't feel like leaving his family, but then his wife said she could look (10) _____ herself, and so he went to Kenya. At first it wasn't (11) _____. He didn't know how to deal (12) _____ the local people, and not knowing the language did not help. But he studied it and learnt it (13) _____. Now he feels he has made the right choice and is happy to help people in need. He treats lots of the people who have (14) _____ because they often eat (15) _____. And he still treats (16) _____ colds and coughs.

- | | | |
|----------------|-------------|---------------|
| 1 A final | B last | C finally |
| 2 A looking | B dealing | C putting |
| 3 A ill | B illness | C illnesses |
| 4 A few | B little | C a few |
| 5 A patients | B doctors | C men |
| 6 A useless | B usefully | C useful |
| 7 A on | B in | C out |
| 8 A hand out | B put out | C found out |
| 9 A lots | B lot | C few |
| 10 A on | B after | C away |
| 11 A easily | B ease | C easy |
| 12 A on | B in | C with |
| 13 A fast | B fastly | C faster |
| 14 A backache | B headache | C stomachache |
| 15 A healthily | B unhealthy | C unhealthily |
| 16 A many | B lots | C a lot |

___ / 16 points

Total ___ / 50 points

TEST UNIT 4 – Fila A

Learning

Name: _____

Class: _____ Date: _____

1 Choose the correct option.

- 1 **Education** / **School** is a human right: it should be free!
- 2 It is a **state** / **private** school, and parents only have to pay for the books.
- 3 One way to **grow** / **develop** your speaking skills is to join a debating club.
- 4 **Primary** / **Secondary** school students (older than 12) can go on trips abroad.
- 5 Studying is not only about getting good **grades** / **tests**.
- 6 We have to **study** / **attend** at least 80% of the classes to do the final test.
- 7 What can we do to motivate **lazy** / **creative** students?
- 8 Why don't you **take** / **get** online classes? They are free.

___ / 8 points

2 Complete the sentences with the correct comparative or superlative form of the adjectives in brackets.

- 1 Doing experiments in the science lab is _____ than sitting in the classroom listening to the teacher. (interesting)
- 2 From my point of view, geography is _____ subject that I study. (meaningful)
- 3 I think that prepositions are _____ thing to learn in a foreign language. (difficult)
- 4 Why don't you use a calculator? It's _____ than doing in your head. (quick)
- 5 _____ thing you can do is to leave your homework to the very last minute. (bad)
- 6 What do you think is _____ age to start learning a foreign language? (good)

___ / 6 points

3 Complete the text with the correct option.

Nearly once a week we watch a film in German. I find it an extremely (1) _____ way to learn a language – it's certainly (2) _____ fun than doing boring grammar exercises. Since there's (3) _____ in the living room, we even bought a (4) _____ TV just for our 'have-fun-while-learning' moments. We still watch them with subtitles – we're not (5) _____ to understand the dialogues. I know that it would be (6) _____ challenging without subtitles, but native speakers always speak (7) _____ fast that it's (8) _____ easy to get lost. I love German. The thing I love (9) _____ about it is its sound. Unfortunately I still cannot speak it (10) _____ as I'd like, but it's the subject I'm (11) _____ at in my class. I even find it (12) _____ than French – my classmates say I'm crazy!

- | | | |
|------------------|---------------|----------------|
| 1 A useless | B useful | C useless |
| 2 A most | B more | C much |
| 3 A enough space | B too space | C space enough |
| 4 A biggest | B more big | C bigger |
| 5 A too good | B enough good | C good enough |
| 6 A more | B most | C the most |
| 7 A such | B too | C so |
| 8 A very | B too | C such |
| 9 A more | B the more | C the most |
| 10 A as good | B as well | C good enough |
| 11 A the best | B the better | C the goodest |
| 12 A more easily | B easier | C the easiest |

___ / 12 points

4 Complete the dialogue with the words in the box.

better easily more carefully more quickly the most sensible
the most slowly most clearly regularly well the worst

- A You're such a good student, Janet. What's your secret?
B Well, (1) _____ thing to do is listen to the teachers in class and take notes. I learn (2) _____ from my notes than from books.
A Mmm, you're right. I should listen (3) _____ ... But I get distracted very (4) _____.
B I know. First, I was very slow, but now I write (5) _____ than anybody else in the classroom.
A And I am the one who writes (6) _____ ...
B No, you're not! You could try following online lessons. I do it (7) _____ for science. I follow a few online teachers, but the one who explains things (8) _____ is Dr Grayson.
A I'll watch her too. Science is the subject I am doing (9) _____ of all in.
B I'm sure you'll do (10) _____ in your next test.

___ / 10 points

5 Choose the correct option.

- 1 After a long and **careful** / **careless** search, the police found them.
- 2 Every new situation is always a bit **stressful** / **stress-free** because it takes a while to adapt.
- 3 Trying to convince him is **useful** / **useless** – he's already made up his mind.
- 4 His speech was so **powerless** / **powerful** that he got a standing ovation.
- 5 I was very worried before the interview, but it was quick and **painless** / **painful**.
- 6 Learning things by heart is **meaningless** / **meaningful** unless you try to understand what you are learning.
- 7 Celebrating a birthday is always a **joyless** / **joyful** time.
- 8 Alyssa loves doing extreme sports: she doesn't stop at anything – she's **fearless** / **fearful**!

___ / 8 points

6 Complete the second sentence so it has the same meaning as the first. Use a maximum of three words.

- 1 Do you think that all school subjects are equally important? Do you think that all school subjects have _____ importance?
- 2 Her presentation was so brilliant that the head teacher wanted to watch it. She gave _____ presentation that the head teacher wanted to watch it.
- 3 I don't have sufficient experience to be a good teacher. I'm not _____ to be a good teacher.
- 4 The results were not as good as I expected. The results were _____ than I expected.
- 5 The Christmas break is too short to go on holiday. The Christmas break is not _____ to go on holiday.
- 6 Last year, before I started running, I wasn't as fast as I am now. This year I'm _____ last year.

___ / 6 points

Total ___ / 50 points

TEST UNIT 4 – Fila B

Learning

Name: _____

Class: _____ Date: _____

1 Choose the correct option.

- Why don't you **take** / **get** online English classes? They are free.
- In our school, you have to **study** / **attend** at least 80% of the classes to do the final test.
- Studying is not only about getting good **grades** / **tests**.
- Our teacher suggested we join a debating club to **grow** / **develop** our speaking skills.
- Education** / **School** is a human right: it should be free!
- Tom goes to a **state** / **private** school, and his parents only have to pay for the books.
- Primary** / **Secondary** school students (younger than 12) can't go on trips abroad.
- What can we do to motivate **lazy** / **creative** students?

___ / 8 points

2 Complete the sentences with the correct comparative or superlative form of the adjectives in brackets.

- Leaving your homework to the very last minute is _____ thing you can do. (bad)
- They say that prepositions are _____ thing to learn in a foreign language. (difficult)
- What do you think is _____ age to start learning a foreign language? (good)
- Going to the science lab is _____ than sitting in the classroom listening to the lesson. (interesting)
- Visiting the countries you study makes geography lessons _____ of all. (meaningful)
- It's _____ to use an online dictionary than a paper one. (quick)

___ / 6 points

3 Complete the text with the correct option.

Twice a month we watch a film in Chinese at school. In our classroom there's not (1) _____ for a good screening, so our teacher takes us to a (2) _____ room. Chinese is (3) _____ a difficult language that I think it's impossible to learn. Plus, we are only in the first year, we aren't (4) _____ at grammar and vocabulary, so watching films is quite (5) _____ - actually, I find it so (6) _____. (7) _____ thing about Chinese is the word stress. It's (8) _____ confusing! There are too many things to remember. Compared to Chinese, English is a (9) _____ language. The grammar is (10) _____ and the words are (11) _____ similar to my native language than Chinese. The pronunciation is what I'm having (12) _____ problems with, but I still like English better than Chinese.

- | | | |
|------------------|---------------|-----------------|
| 1 A enough space | B too space | C space enough |
| 2 A bigger | B more big | C biggest |
| 3 A too | B so | C such |
| 4 A too | B good enough | C many |
| 5 A meaningless | B meaning | C meaningful |
| 6 A painless | B painful | C painfully |
| 7 A The harder | B The hardest | C The most hard |
| 8 A such | B too | C so |
| 9 A stressful | B stressing | C stress-free |
| 10 A more easily | B easier | C the easiest |
| 11 A most | B more | C much |
| 12 A more | B most | C the most |

___ / 12 points

4 Complete the dialogue with the words in the box.

faster the most difficult more easily the best the worst
slowly the most effective occasionally more clearly worse

- A Bill, you're such a good student. What's your secret?
B Well, (1) _____ thing to do is listen to what the teachers say in class and take notes. I learn (2) _____ from my notes than from books.
A Um. The thing is that I write so (3) _____ ...
B It takes practice. I've learnt to write (4) _____ than I used to.
A Do you ever follow online lessons?
B Yes, I do, (5) _____. But taking notes while listening to your teachers live is (6) _____ way to learn.
A Well, it depends on the teacher. Mine are so boring. Mrs Dean, the science teacher, is the one who explains things in (7) _____ way possible.
B Why don't you ask her to repeat?
A I'm afraid it would make things (8) _____. She might get angry.
B Come on! I'm sure that, if you ask, she'll try to explain things (9) _____.
A I hope you're right. Science is the subject I am (10) _____ at.

___ / 10 points

5 Choose the correct option.

- Talking to him is **useful** / **useless**: he's already decided.
- Learning things by heart is **meaningless** / **meaningful** unless you try to understand what you are learning.
- Suddenly, we heard a short but **painless** / **painful** cry.
- A birthday party is always a **joyless** / **joyful** event.
- After long **careful** / **careless** research, we discovered it.
- The final song was so **powerless** / **powerful** that all the audience joined in.
- Ian doesn't like skydiving, he's really **fearless** / **fearful**.
- I loved the origami course: it was totally **stressful** / **stress-free**.

___ / 8 points

6 Complete the second sentence so it has the same meaning as the first. Use a maximum of three words.

- He doesn't have sufficient experience to be a teacher.
He's not _____ to be a teacher.
- Last year, before I started exercising, I wasn't as fit as I am now.
This year I'm _____ I was last year.
- The results were not as good as I expected.
The results were _____ than I expected.
- The President's speech was so brilliant that everybody cheered.
The President gave _____ speech that everybody cheered.
- Do you think that both films are equally long?
Do you think that both films have _____ length?
- The weekend is too short to go on holiday.
The weekend is not _____ to go on holiday.

___ / 6 points

Total ___ / 50 points

TEST UNIT 5 – Fila A

Family and friends

Name: _____

Class: _____ Date: _____

1 Complete the sentences with the words in the box.

classmate bowed friend hello hugged
neighbours shook stranger

- 1 Have you met the new _____? They are a family of five.
- 2 Are you seeing Nathan tonight? Say _____ from us.
- 3 I don't know him well. He's a _____ of a friend.
- 4 The actors _____ to the audience at the end of the show.
- 5 Nobody has seen him before. He is a total _____.
- 6 They _____ for the last time and then said goodbye.
- 7 All the players _____ hands at the end of the game.
- 8 We have a new _____ this year. He's from Peru.

____ / 8 points

2 Use the words in the box to make adjectives. Then use those adjectives to complete the sentences.

accident centre ceremony economy emotion
nature type

- 1 It was a very _____ meeting and many people had tears in their eyes.
- 2 A _____ day in my life starts at 6.30 and ends at around 11.30.
- 3 They live in a _____ area of the city.
- 4 We only use _____ ingredients in our kitchen.
- 5 The country is going through a severe _____ crisis.
- 6 The detective realised that the man's death was not an _____ one.
- 7 The officers were dressed in _____ black robes.

____ / 7 points

3 Complete the text with the *Past simple* or the *Present perfect* of the verbs in brackets.

We (1) _____ (always / celebrate) my dad's birthday in a different restaurant. Last year we (2) _____ (have) dinner in a lovely French restaurant, the year before we (3) _____ (eat) fish in a Greek place and three years ago we (4) _____ (go) to an American steak-house. This year we (5) _____ (not decide) yet. Mum says she (6) _____ (have) enough of exotic food and would like some local cuisine. But my sister Kelly and I don't agree. In fact, I (7) _____ (just / find out) a new sushi place in town I'd like to try. Kelly is not very keen on sushi, because once she (8) _____ (have) food poisoning and she (9) _____ (stay) away from sushi places ever since. She suggests trying out an Indian place this time. That wouldn't be a new thing, since we (10) _____ (celebrate) dad's 50th birthday in an Indian place. But she insists that the food in this particular restaurant is from a different region... I'm not sure. There are still so many types of food we (11) _____ (not try) yet. And, to be honest, I (12) _____ (not enjoy) the chicken curry that time. We'll see. Dad's birthday is still one month away.

____ / 12 points

4 Choose the correct option.

- 1 Have you **ever** / **never** spent Christmas Day on the beach?
- 2 We've known each other **for** / **since** we were in school together.
- 3 They've **yet** / **just** reserved a table for tonight.
- 4 Have you bought the presents **yet** / **already**?
- 5 She's **yet** / **already** packed her suitcase.
- 6 We've been here **for** / **since** half an hour and nobody has come to serve us.
- 7 I'm sorry, but I haven't had the time to read your email **already** / **yet**.
- 8 She's **ever** / **never** travelled alone – she's too young.

____ / 8 points

5 Complete the text with the correct option.

One of the things I (1) _____ most this year at school has been learning about all the different ways people around the world celebrate their birthdays. In some countries people have very (2) _____ ceremonies with national costumes and dances. In others, they perform rituals that reflect their (3) _____ beliefs. Some of those traditions have been in place (4) _____ centuries, despite the increasing (5) _____ influence of the West in Africa and Asia. Last week we (6) _____ a funny video of the first birthday of a Chinese child: his parents (7) _____ him in the centre of a group of objects (coins, books, toys, etc.) and (8) _____ to see which object he picked up. They (9) _____ they can tell the baby's future from the object he picks! In India, they shave a child's head on his or her first birthday: in the Hindu tradition, it's a way to wash away all the sins the child (10) _____ in his or her past life. But the weirdest things happen in Vietnam: they don't celebrate birthdays in (11) _____ Vietnam. They don't even know or care about the exact day they (12) _____ born. Everyone's birthday is celebrated on New Year's Day ('Tet'). Then, they have their own (13) _____ way of calculating your age: they start counting from when you are born. So, if you (14) _____ your birthday this year, your Vietnamese age is Western age +1. If you (15) _____, your Vietnamese age is Western age +2. Funny, isn't it?

- | | | | |
|----|----------------------|-----------------------|----------------------|
| 1 | A have enjoyed | B enjoyed | C enjoy |
| 2 | A spiritual | B natural | C formal |
| 3 | A spiritual | B formal | C natural |
| 4 | A for | B since | C from |
| 5 | A national | B cultural | C regional |
| 6 | A watch | B have watched | C watched |
| 7 | A placed | B have placed | C has placed |
| 8 | A are waiting | B waited | C have waited |
| 9 | A thought | B think | C have thought |
| 10 | A commit | B committed | C has committed |
| 11 | A regional | B national | C traditional |
| 12 | A are | B were | C have been |
| 13 | A special | B regional | C natural |
| 14 | A have already had | B already had | C had already |
| 15 | A didn't have it yet | B haven't just had it | C haven't had it yet |

____ / 15 points

Total ____ / 50 points

TEST UNIT 5 – Fila B

Family and friends

Name: _____

Class: _____ Date: _____

1 Complete the sentences with the words in the box.

neighbours classmates hello friend hugged
shook bowed stranger

- I don't know Anastasya very well. She's a _____ of a friend.
- Nobody has seen him before. He is a total _____.
- Are you seeing Liza, tomorrow? Say _____ from us.
- We have two new _____ this year. They're from Japan.
- Yesterday we met our new _____: a lovely couple with a black dog.
- All the players _____ hands at the end of the game.
- At the end of the show, all the actors _____ to the audience.
- When I met her at the airport after two years, we _____ for a long time.

___ / 8 points

2 Use the words in the box to make adjectives. Then use those adjectives to complete the sentences.

ceremony accident emotion centre type
economy nature

- In a _____ fancy dress party, people wear costumes.
- In that restaurant, they only serve _____ food.
- The ambassador wore a very special suit: they wear it only on some _____ occasions.
- In the 1960s life was easy for many people: it was a period of _____ boom.
- The police soon realised that the man's death was not an _____ one.
- It was a very _____ ceremony, the guests all had tears in their eyes.
- My school is in a _____ area of the city.

___ / 7 points

3 Complete the text with the *Past simple* or the *Present perfect* of the verbs in brackets.

In my family we (1) _____ (always/love) trying different food. Last week we (2) _____ (go) to a lovely French restaurant, the week before we (3) _____ (have) fish in a Greek place and the week before that we (4) _____ (celebrate) my birthday in an American steak-house. My friends say that they (5) _____ (just / open) a new sushi place in town. I can't wait to go! But my brother Joshua is not so keen on sushi, because once he (6) _____ (have) food poisoning and he (7) _____ (never / eat) raw fish since then. He insists on going to a Tandoori place. Not that I dislike Indian food, but we (8) _____ (have) it at least ten times already! And the last time we (9) _____ (eat) there, we (10) _____ (pay) 40€ per person! That (11) _____ (be) definitely too much, and we (12) _____ (not even have) the dessert!

___ / 12 points

4 Choose the correct option.

- Have you bought the presents **yet** / **already**?
- We've been here **for** / **since** half an hour and nobody has come to serve us.
- Jim has **ever** / **never** travelled alone – he's too young.
- I don't need to hurry, I've **yet** / **already** made the bed.
- They've **yet** / **just** reserved a table for tonight at Mel's.
- Have you **ever** / **never** spent Christmas Day on the beach?
- They've known each other **for** / **since** they were kids.
- I'm sorry, but I haven't had the time to reply to your email **already** / **yet**.

___ / 8 points

5 Complete the text with the correct option.

One of the things I (1) _____ most this year at school has been learning about all the different ways people around the world celebrate their birthdays. In some countries people have very formal ceremonies with (2) _____ costumes and dances. In others, they perform rituals that reflect their (3) _____ beliefs. Some of those traditions have been in place (4) _____ ancient times, and are still an important part of their (5) _____ identity. Last week we (6) _____ a funny video of the first birthday of a Chinese child: his parents (7) _____ him in the centre of a group of objects (coins, books, toys, etc.) and waited to see which object he (8) _____. They (9) _____ they can tell the baby's future from the object he picks! In India, they shave a child's head on his or her first birthday – in the Hindu tradition, it's a way to wash away all the sins that the child (10) _____ guilty of in his or her past life. However, the weirdest things happen in Vietnam: they don't celebrate birthdays in (11) _____ Vietnam like they do in modern urban areas. They don't even know or care about the exact day they (12) _____. Everyone's birthday is celebrated on New Year's Day ('Tet'). Then, they have an (13) _____ way to calculate your age: they start counting from when you are born. So, if you've (14) _____ had your birthday this year, your Vietnamese age is Western age + 1. If you haven't had it (15) _____ your Vietnamese age is Western age + 2. Funny, isn't it?

- | | | |
|----------------------|-----------------------|---------------------|
| 1 A liked | B have liked | C like |
| 2 A formal | B regional | C spiritual |
| 3 A spiritual | B traditional | C natural |
| 4 A for | B since | C from |
| 5 A international | B cultural | C regional |
| 6 A see | B have seen | C saw |
| 7 A have put | B put | C was put |
| 8 A picked up | B picks up | C has picked up |
| 9 A believed | B have believed | C believe |
| 10 A is | B was | C has been |
| 11 A rural | B traditional | C national |
| 12 A born | B borned | C were born |
| 13 A extreme special | B extremely specially | C extremely special |
| 14 A already | B just | C ever |
| 15 A already | B yet | C ever |

___ / 15 points

Total ___ / 50 points

TEST UNIT 6 – Fila A

Do your best

Name: _____

Class: _____ Date: _____

1 Complete the sentences with the words in the box.

perfection success perfect succeed imperfections
accept rejected fail successful failure

- 1 'I've done all the washing up.' _____!
- 2 If you _____, try again.
- 3 The chicken was cooked to _____.
- 4 I'm afraid they won't _____ your proposal.
- 5 My granddad was a _____ businessman.
- 6 The meeting was such a _____ - my boss was furious.
- 7 They _____ my request to borrow money.
- 8 Her _____ make her more humane.
- 9 His first novel was a great _____ - it sold one million copies.
- 10 If I don't _____ this time, I'll give up.

___ / 10 points

2 Choose the correct option.

- 1 You **can't** / **must** keep your mobile off during the show.
- 2 Visitors **can** / **have to** take pictures if they don't use a flash.
- 3 Members of the club **must** / **mustn't** show their pass.
- 4 Passengers **must** / **can** show their tickets to the driver.
- 5 Hotel guests **don't have to** / **mustn't** leave their rooms before 11am.
- 6 You **can't** / **have to** be at least eighteen to vote in political elections.

___ / 6 points

3 Complete the words with **im-**, **dis-**, **in-** or **un-**.

- 1 We have different personalities and we _____ agree on many issues.
- 2 It's rather _____ polite to stare at people.
- 3 I'm _____ able to speak foreign languages.
- 4 You don't need to dress up. It's an _____ formal dinner.
- 5 If you feel _____ comfortable with your classmates, talk to your teacher.
- 6 One _____ advantage of this city is the crowded public transport system.

___ / 6 points

4 Complete the sentences with **should**, **shouldn't** or **ought**.

- 1 If you failed once, it doesn't mean that you _____ try again.
- 2 You're really talented. You _____ to show your drawings to your art teacher.
- 3 I know it's a private wall, but the graffiti is so good they _____ cover it up.
- 4 _____ we consider street art as genuine 'art'?
- 5 I think that those who vandalise historical monuments _____ to go to prison.
- 6 You look really tired. You _____ go to bed.
- 7 She _____ work less, or she'll get stressed out.

___ / 7 points

5 Complete the advice to an actor with the words in the box.

go have shouldn't should want watch

- 1 If you _____ to become an actor, get some training.
- 2 When people criticise you, you _____ listen to their advice.
- 3 If you need to work, you _____ be too difficult to please at the start of your career.
- 4 When you go to a show, _____ for the actors' body language.
- 5 If you _____ the opportunity, talk to professional actors.
- 6 When you _____ to an audition, be yourself.

___ / 6 points

6 Complete the text with the correct option.

My friend Ben plays the guitar in the school band and is really good. We all think he (1) _____ play in a professional band and have all the (2) _____ he deserves. His problem is that he's so (3) _____. He says he's (4) _____ of playing only certain kinds of music, and that he's (5) _____ to sing well. That's totally (6) _____. He's got such a great voice, you should listen to him singing *Bohemian Rhapsody*! Of course he's not (7) _____, but he's still very young and (8) _____ learn lots of things. And he definitely should go to a music school, get some (9) _____ training from professional musicians. We keep telling him that if he wants to grow as a guitarist, he (10) _____ start thinking about it seriously. But he says he enjoys playing in the school band, that you (11) _____ become a (12) _____ rock star to be happy in life. I don't (13) _____, but in his case it would be such a pity! I think that if you have a talent, you (14) _____ waste it. It would be so (15) _____ to yourself!

- | | | |
|-----------------|-----------------|-----------------|
| 1 A ought | B mustn't | C should |
| 2 A success | B successful | C succeed |
| 3 A inambitious | B unambitious | C disambitious |
| 4 A incapable | B capable | C incapable |
| 5 A unable | B inable | C able |
| 6 A true | B trueless | C untrue |
| 7 A perfect | B imperfect | C perfection |
| 8 A mustn't | B had to | C can |
| 9 A informal | B unformal | C formal |
| 10 A should | B shouldn't | C ought |
| 11 A mustn't | B can't | C don't have to |
| 12 A successful | B unsuccessful | C success |
| 13 A unagree | B inagree | C disagree |
| 14 A mustn't | B don't have to | C should |
| 15 A unfair | B fair | C disfair |

___ / 15 points

Total ___ / 50 points

TEST UNIT 6 – Fila B

Do your best

Name: _____

Class: _____ Date: _____

1 Choose the correct option.

- 1 You **must** / **mustn't** show your pass to enter the library.
- 2 Passengers **can't** / **don't have to** board the train without a valid ticket.
- 3 In many countries, you **can't** / **have to** be at least eighteen to vote.
- 4 Visitors **can** / **have to** take pictures if they don't use a flash.
- 5 We **can't** / **mustn't** arrive late at the theatre, or they won't let us in.
- 6 Mum **doesn't have to** / **mustn't** pick me up: I can take the bus.

____ / 6 points

2 Complete the sentences with *should*, *shouldn't* or *ought*.

- 1 I think the government _____ to preserve all historical monuments.
- 2 Tara looks really tired. She _____ go and get some rest.
- 3 If you failed once, it doesn't mean that you _____ try again.
- 4 Sam's very talented. She _____ to organise an exhibition for her paintings.
- 5 _____ we consider street art as genuine 'art'?
- 6 I _____ eat so much cheese, or I'll get fat.
- 7 I know it's a private wall, but the graffiti is so good they _____ cover it up.

____ / 7 points

3 Complete the advice to an actor with the words in the box.

be get talk criticise should shouldn't

- 1 If you want to become an actor, _____ some training.
- 2 If you have the opportunity, _____ to professional actors.
- 3 If you want to get work, you _____ be too difficult to please at the start of your career.
- 4 When people _____ you, you should listen to their advice.
- 5 When you go to an audition, _____ yourself.
- 6 When you go to a show, you _____ study the actors' body language.

____ / 6 points

4 Complete the words with *im-*, *dis-*, *in-* or *un-*.

- 1 My best friend and I ____ agree on many things, but we love each other dearly
- 2 I can't stand ____polite people!
- 3 Jim is ____able to play the guitar.
- 4 We don't need to dress up. It's an ____formal dinner.
- 5 If you feel ____comfortable with your classmates, talk to your teacher.
- 6 One ____ advantage of living in the countryside is the poor public transport system.

____ / 6 points

5 Complete the text with the correct option.

My friend Alan plays the piano in the school band. He thinks he's the best and that he (1) _____ waste his time and talent with his mates. In my opinion, he's not bad, but his problem is that he's so (2) _____! And, to tell the truth, he's still far from being (3) _____! To start with, he's (4) _____ to play only certain kinds of music, and is totally (5) _____ of singing. I keep telling him that if he really wants to grow as a musician, he (6) _____ go to a music school. But he says you (7) _____ go to school or get any (8) _____ training to be a (9) _____ pianist. That's absolutely (10) _____! You (11) _____ learn entirely by yourself watching online tutorials, which is what he does. I think that if you really want to (12) _____ in life, you must work hard and learn from those who know better. He says he (13) _____ afford to pay for music lessons, and watching videos online is an (14) _____ way to learn. Well, that's impossible to (15) _____ with.

- | | | |
|------------------|-----------------|-----------------|
| 1 A oughtn't | B mustn't | C shouldn't |
| 2 A modest | B unmodest | C immodest |
| 3 A perfect | B perfection | C imperfect |
| 4 A able | B unable | C incapable |
| 5 A unable | B incapable | C uncapable |
| 6 A should | B shouldn't | C ought |
| 7 A mustn't | B can't | C don't have to |
| 8 A informal | B form | C formal |
| 9 A success | B successful | C unsuccessful |
| 10 A untrue | B trueless | C true |
| 11 A mustn't | B don't have to | C can't |
| 12 A success | B succeed | C successful |
| 13 A mustn't | B can't | C shouldn't |
| 14 A unexpensive | B expensive | C inexpensive |
| 15 A disagree | B agreement | C agree |

____ / 15 points

6 Complete the sentences with the words in the box.

perfection success perfect succeeded imperfections
accept rejected fail successful failure

- 1 The meeting was such a _____ - my boss was furious.
- 2 The bread was baked to _____.
- 3 The head teacher _____my suggestion for a new swimming pool: it was too expensive.
- 4 My grandmother was a _____ surgeon.
- 5 'I've cut all the grass in the back garden.' _____!
- 6 Their first album was a great _____ - it sold ten million copies.
- 7 If you _____, don't give up: try again.
- 8 At her third attempt at the world record, she _____.
- 9 Our _____ make us more humane.
- 10 Did they _____ your excuses?

____ / 10 points

Total ____ / 50 points

TEST UNIT 7 – Fila A

Food and flavours

Name: _____

Class: _____ Date: _____

1 Choose the correct option.

- 1 Does the *All-You-Can-Eat* menu include the **dessert** / **spice**?
- 2 There's so much **meat** / **chilli** powder in this soup I can't eat it!
- 3 Pasta is probably the most popular **dish** / **plate** in Italy.
- 4 I never put sugar in my coffee – I enjoy its **sweet** / **bitter** taste.
- 5 Would you like your **beef** / **meat** steak well done?
- 6 The milk has turned **sour** / **bitter** – don't drink it.
- 7 What's your favourite ice cream **taste** / **flavour**? Mine is chocolate.

___ / 7 points

2 Complete the sentences with a noun formed from the verbs in the box.

achieve advertise appear drive perform travel
write

- 1 A _____ is someone who acts, sings, dances in public.
- 2 Do people still put _____ in the papers to look for work?
- 3 He's a terrible _____ - I don't want to be in the car with him!
- 4 What do you think is the greatest scientific _____ ever?
- 5 When I go to a new place, I like to think of myself as a _____, not a tourist.
- 6 His unexpected _____ at the dinner party surprised everyone.
- 7 The _____ was in the local bookshop to present his latest novel.

___ / 7 points

3 Use one verb with *be going to* and one verb in the *Present continuous* to complete the sentences.

- 1 I _____ (meet) Laura this afternoon because we _____ (make) arrangements for Saturday's party.
- 2 I _____ (attend) the art college next year, so I _____ (take) drawing lessons.
- 3 Mary _____ (leave) at 6 a.m. tomorrow, so she _____ (have) an early night.
- 4 I _____ (leaving) this job soon, but I _____ (not / look for) another one for a while.
- 5 On Saturday we _____ (fly) to Mauritius, so we _____ (pack) our swimming costumes.

___ / 10 points

4 Choose the correct option.

- 1 I haven't made any plans for the weekend. I **will** / **might** just stay at home and relax.
- 2 The horoscope says I **ll meet** / **meet** my soulmate this week!
- 3 Watch out! The glass **will** / **is going to** fall off the table.
- 4 The weather forecast says it **is raining** / **is going to rain** all weekend.
- 5 That new pizza place is too expensive – I'm sure it **won't last** / **isn't lasting** very long.
- 6 What **will** / **is going to** happen to bees in the future?

___ / 6 points

5 Choose the correct option to complete the mini-dialogues.

- 1 **A** Are you going out tonight?
B I'm not sure. **When** / **If** I go, I'll call you.
- 2 **A** It may snow tomorrow.
B If it snows, the schools **will stay** / **are staying** closed.
- 3 **A** **Do you work** / **Are you going to work** on your project tonight?
B Yes, definitely. If I don't get distracted, I'll finish it.
- 4 **A** I'm meeting Daniel, this evening.
B **When** / **If** you see him, say hello for me.
- 5 **A** I'll probably eat out tonight.
B If you do, I **won't** / **might** cook at all.

___ / 5 points

6 Complete the text with the correct option.

Food is such an important part of travelling. While some (1) _____ choose to eat at a restaurant, I believe that the best food is what you get in the street. Street food is not only very cheap, but it often opens the door to a whole world of (2) _____ that you never get in traditional restaurants. I could give you a whole list of great street foods, but I (3) _____ only a few. One of my favourites is Turkish *souvlaki*, which is a skewer of (4) _____ (usually pork or lamb) that's grilled. (5) _____ you like fish, then you'll love *broodje haring*, a sandwich with pickles, onions, and raw herring, a Dutch specialty. If you have a sweet tooth, you (6) _____ Czech *trdelnik*, grilled cakes filled with either cream or Nutella. Another favourite of mine is Greek yogurt, which is less (7) _____ than regular yogurt and a bit more (8) _____ because it's lower in sugar, but very creamy and tasty. But what if the street food wrap contains insects or worms? I (9) _____ to Thailand next month, but I'm not sure I (10) _____ try them. A friend has just come back from Bangkok and said that insect snacks really added to his (11) _____ of the trip. Most insects are deep-fried and taste crispy and (12) _____. I tend to trust him, so I (13) _____ take his advice and have a bag of deep-fried grasshoppers... After all, everybody says that in the near future insects (14) _____ regular meat and fish, so we should all start to rethink our diets. I guess (15) _____ I am in Thailand, I'll do whatever I feel like...

- | | | |
|-------------------------------|-----------------------|---------------------------|
| 1 A travel | B travelling | C travellers |
| 2 A flavours | B smells | C recipes |
| 3 A 'll name | B 'm naming | C name |
| 4 A cheese | B fish | C meat |
| 5 A When | B If | C Since |
| 6 A are going to enjoy | B are enjoying | C enjoy |
| 7 A bitter | B sweet | C salty |
| 8 A sweet | B sour | C fresh |
| 9 A travel | B travelling | C will travel |
| 10 A won't | B will | C am going |
| 11 A enjoy | B enjoyment | C enjoying |
| 12 A salt | B salty | C saltier |
| 13 A can | B must | C might |
| 14 A are replacing | B will replace | C going to replace |
| 15 A if | B when | C where |

___ / 15 points

Total ___ / 50 points

TEST UNIT 7 – Fila B

Food and flavours

Name: _____

Class: _____ Date: _____

1 Complete the sentences with a noun formed from the verbs in the box.

disturb enjoy advertise appear encourage
perform travel

- I always check my _____ in the hall mirror before I go out.
- Where's the _____ in doing the washing-up? It's a dull chore.
- I like to think of myself as a _____, not a tourist, when I go to a new place.
- Yesterday we attended the weirdest art _____ ever: a man sitting in silence for two hours.
- When you click on this link it takes you to the _____ website.
- There were serious _____ in the region caused by the climate strikers.
- Our volleyball team is down by five points: they need some _____.

___ / 7 points

2 Choose the correct option.

- We went to that new discopub: it's a blast! I'm sure it **will last / is lasting** for a long time.
- I cooked a kilo of pasta: **will it/ is it going to** be enough for dinner?
- My horoscope says I **ll win / win** a lot of money this year!
- Tim hasn't made any plans for the holidays. He **will / might** just stay at home with us.
- You can pet the dog: it **won't / is not going to** bite you.
- The weather forecast says it **is raining / is going to rain** all weekend.

___ / 6 points

3 Choose the correct option to complete the mini-dialogues.

- A** I might sell my DVDs collection.
B **When / If** you do, let me know – I'll buy it.
- A** I'll probably eat out tonight with Giulia.
B If you do, I **won't / might** cook at all.
- A** It may snow tomorrow.
B If it snows, the schools **will stay / are staying** closed.
- A** **Do you play / Are you going to play** basketball Saturday?
B Yes, definitely. We have the play-off match.
- A** I'll probably go to the shops, later.
B Well, call me **when / If** you go, I'll come with you.

___ / 5 points

4 Choose the correct option.

- We should eat at least three portions of **snacks / vegetables** every day to stay healthy.
- Does the *All-You-Can-Eat* menu include the **dessert / dish**?
- The yoghurt has turned **sour / bitter** – don't eat it.
- Risotto is one of my favourite **dishes / plates**.
- What's your favourite ice cream **taste / flavour**? Mine is green apple.
- There's so much **meat / chilli** powder in this soup I can't eat it!
- Would you like your **beef / meat** steak well done?

___ / 7 points

5 Use one verb with *be going to* and one verb in the *Present continuous* to complete the sentences.

- I _____ (leaving) this job soon, but I _____ (not / look for) another one for a while.
- I _____ (attend) the art college next year, so I _____ (take) drawing lessons.
- Mum _____ (try) a new tiramisu recipe tonight: we _____ (have) a dinner party next weekend and she wants to surprise our guests.
- Mary _____ (leave) at 6 a.m. tomorrow, so she _____ (have) an early night.
- Saturday we _____ (fly) to Mauritius, so we _____ (pack) our swimming costumes.

___ / 10 points

6 Complete the text with the correct option.

Food is such an important part of travelling. I have been to lots of places, and each time food has really added to the (1) _____ of my trip. Because I travel on a budget, I mainly eat street food, which is not only cheap, but I also find the (2) _____ are more varied than in traditional restaurants. As I said, street food is really cheap – in some places 10 euros (3) _____ enough food for the whole day! One of my favourite street snacks is Turkish *souvlaki*, which is a skewer of meat – usually (4) _____ or lamb – that's grilled. If you like fish, then you (5) _____ *broodje haring*, a sandwich with pickles, onions, and raw herring, a Dutch specialty. If you have a sweet tooth, you (6) _____ Czech *trdelnik*, grilled cakes filled with either cream or Nutella. Another favourite of mine is Greek yogurt, which is not as (7) _____ as regular yogurt because it's lower in sugar, but very creamy and tasty. But what about less traditional street food? For example, eating insects in places like Thailand is one of the greatest challenges that (8) _____ face. I (9) _____ to Thailand next month, and I (10) _____ definitely try them. A friend has just come back from Bangkok and said that most insect snacks taste crispy and (11) _____, like French fries. I think eating insects (12) _____ sound a bit scary at first, but we (13) _____ have to get used to it. Regular meat will gradually (14) _____ from our diets, and insects (15) _____ its place.

- | | | |
|---------------------------|-----------------------|-----------------------------|
| 1 A enjoy | B enjoyment | C enjoying |
| 2 A flavours | B smells | C recipes |
| 3 A will get | B is getting | C gets |
| 4 A cheese | B fish | C pork |
| 5 A love | B 'll love | C 're loving |
| 6 A enjoy | B 're enjoying | C 're going to enjoy |
| 7 A bitter | B sweet | C salty |
| 8 A travel | B travellers | C travelling |
| 9 A go | B 'm going | C going |
| 10 A will | B might | C can |
| 11 A salt | B salty | C saltier |
| 12 A won't | B must | C might |
| 13 A won't | B will | C might |
| 14 A disappearance | B appear | C disappear |
| 15 A are taking | B will take | C going to take |

___ / 15 points

Total ___ / 50 points

TEST UNIT 8 – Fila A

Buyer's choice

Name: _____

Class: _____ Date: _____

- 1 Complete the sentences with the words in the box.
- advertise design grow manufactures material
pollution pick recycle sell throw away
- 1 Today many companies _____ their products on social media.
2 They are studying new ways to _____ plastic into sustainable fashion.
3 I never _____ old clothes – I give them to charities.
4 Italian _____ is quite popular abroad.
5 When's the best time to _____ cotton?
6 He works for a company that _____ sportswear.
7 What _____ is this object made from?
8 They lose money because they produce more than they actually _____.
9 That kind of plant doesn't _____ here.
10 Even recycling plastics produces _____.
_____ / 10 points

- 2 Put the words in the correct order to make sentences in the *Second conditional*.
- 1 buy / they / I / cheaper / organic products / be / if

2 be / their waste / cities / If / recycle / less dirty / more people

3 meat / he / about / stop / He / know / intensive animal farming / eat / if

4 not work / If / more money / I / not need / so hard / I

5 know / you / things / If / advertise / weren't / would / them / ?

_____ / 10 points

- 3 Complete the text with a relative pronoun, where necessary.
- Caring about the environment is something (1) _____ we all must do for ourselves as well as for those (2) _____ will come after us. Recycling is the most obvious thing (3) _____ everyone is supposed to do – at home, at work or at school. I think that recycling is also a great way to get us to think about materials and avoid those (4) _____ pollute the most, like plastic. Another thing (5) _____ is essential is to consume less. We all have lots of things (6) _____ we never use – I have a friend (7) _____ owns three smartphones! I still have the one (8) _____ my parents gave me two years ago, and it's working OK. Finally, we should really give up on cars and use a bike, or one of those electric scooters (9) _____ you can rent using a smartphone app.
- _____ / 9 points

- 4 Complete the sentences with ONE word.
- 1 I always bring a reusable shopping _____ so I don't need to buy a new one.
2 Does your school have a recycling _____ to dispose of all your waste?
3 _____ pollution is the cause of many breathing problems.
4 Scuba diving is a great way to explore sea _____.
5 Is the Amazon the biggest _____ forest in the world?
6 I usually buy clothes made of _____ cotton.
_____ / 6 points
- 5 Complete the second sentence so that it has the same meaning as the first.
- 1 She was wearing a T-shirt made of recycled plastic bottles. The T-shirt _____ was made of recycled plastic bottles.
2 I'm allergic to wool. I won't buy that jumper. If I _____ buy that jumper.
3 The writer of this book isn't very famous. The person _____ isn't very famous.
4 I'm not interested in films. Films are not something _____ me.
5 This coat is too small for me, so I'll give it away. If this coat _____ give it away.
_____ / 5 points

- 6 Complete the text with the correct option.
- Shopping for clothes is one of the things (1) _____ I like the most. I love hanging out in the high street with my friend Ella, (2) _____ is my personal shopper – she's so good at picking clothes (3) _____ can go together. Most of the times we just go window shopping and don't buy anything. If I (4) _____ a job, I would spend all my salary on clothes and shoes, but I'm still at school and have to rely on the pocket (5) _____ my parents give me, (6) _____ is just enough to get me a T-shirt once a month. I never buy things at (7) _____ shops, because there aren't any in my city. However, I'm not sure I (8) _____ used clothes even (9) _____ there were some to buy. I'm the kind of person (10) _____ needs to feel super trendy all the time!
- | | | |
|---------------|---------------|-----------------|
| 1 A only that | B only which | C that or which |
| 2 A who | B which | C Ø |
| 3 A Ø | B that | C who |
| 4 A have | B had | C would have |
| 5 A wage | B salary | C money |
| 6 A which | B who | C Ø |
| 7 A used | B second-hand | C second-class |
| 8 A wore | B was wearing | C would wear |
| 9 A if | B when | C how |
| 10 A who | B which | C Ø |
- _____ / 10 points
- Total _____ / 50 points

TEST UNIT 8 – Fila B

Buyer's choice

Name: _____

Class: _____ Date: _____

1 Put the words in the correct order to make sentences in the *Second conditional*.

- 1 not work out / If / lose weight / I / not need to / so hard / I

- 2 advertisements / buy / you / things / If / didn't exist / would / ?

- 3 not be / buy / I / so expensive / they / organic clothes / if

- 4 would / He / stop / car sharing / using / were / his car / if / available

- 5 be / their waste / cities / If / recycle / less dirty / more people

___ / 10 points

2 Complete the sentences with the words in the box.

throw away picking grow pollution design
recycled sell advertisements material manufacture

- 1 What _____ is your new smartphone made from?
- 2 Today many companies put their _____ on social media.
- 3 The steel _____ is going through a period of crisis.
- 4 Julian spent his summer on a farm, _____ cotton.
- 5 They _____ a very good variety of goods all over the world.
- 6 Don't _____ old clothes: you can give them to charities.
- 7 That kind of cotton doesn't _____ in these weather conditions.
- 8 Nowadays plastic can be _____ into sustainable fashion.
- 9 Even recycling plastics produces _____.
- 10 I love the _____ of these sneakers: it's so fashionable.

___ / 10 points

3 Correct the relative pronouns in bold. If no pronoun is necessary, write Ø.

Caring about the environment is something (1) **who** _____ we must all do for ourselves as well as for those (2) **which** _____ will come after us. Recycling is the most obvious thing (3) **who** _____ everyone is supposed to do – at home, at work or at school. I think that recycling is also a great way to get us to think about materials and avoid those (4) **who** _____ pollute the most, like plastic. Another thing (5) **who** _____ is essential to do is consume less. We all have lots of things (6) **who** _____ we never use – I have a friend (7) **which** _____ owns three smartphones! I still have the one (8) **who** _____ my parents gave me two years ago, and it's working OK. I'm sure if you think carefully, you would surely find many things (9) **who** _____ you don't need.

___ / 9 points

4 Complete the second sentence so that it has the same meaning as the first.

- 1 Lisa is allergic to acrylic. I won't give her that shirt.
If Lisa _____ give her that shirt.
- 2 The inventor of the Internet isn't very famous.
The person _____ isn't very famous.
- 3 Andy was wearing a hoodie made of recycled plastic bottles.
The hoodie _____ was made of recycled plastic bottles.
- 4 Those shoes are too small for me, so I'll give them to my sister.
If those shoes _____, I wouldn't give them to my sister.
- 5 I'm not interested in sci-fi films.
Sci-fi films are not something _____ me.

___ / 5 points

5 Complete the text with the correct option.

Shopping for clothes is one of the things (1) _____ I hate the most. If I could, I (2) _____ the same jeans and T-shirt every day. Fortunately, I have lots of cousins my age (3) _____ pass down their old clothes to me! That's really lucky, because I can spend the (4) _____ money (10 € per week) (5) _____ my parents give me on video games and other stuff (6) _____ I really like. I really don't understand my friends (7) _____ spend their free time in crowded shopping (8) _____. I'm always very busy doing my homework, but if I (9) _____ more free time, I (10) _____ spend it window shopping like they do.

- | | | |
|----------------|---------------|-----------------|
| 1 A only that | B only which | C that or which |
| 2 A would wear | B was wearing | C wore |
| 3 A who | B which | C Ø |
| 4 A wage | B pocket | C salary |
| 5 A that | B who | C that or who |
| 6 A only that | B only who | C that or Ø |
| 7 A who | B which | C Ø |
| 8 A stores | B warehouses | C centres |
| 9 A have | B had | C would have |
| 10 A wouldn't | B would have | C would |

___ / 10 points

6 Complete these sentences with ONE word.

- 1 Air _____ is the cause of many breathing problems.
- 2 Remember to bring a _____ bag with you, so you don't need to buy any.
- 3 Our city has a _____ centre where we dispose of all our waste.
- 4 Is the Amazon the biggest rain _____ in the world?
- 5 Scuba diving is a great way to explore _____ life.
- 6 Every week, we go to an _____ market to buy our food.

___ / 6 points

TEST UNIT 9 – Fila A

All in a day’s work

Name: _____

Class: _____ Date: _____

- 1 Who could resolve each of the problems (1-10)? Choose from the jobs in the box.
- software developer paramedic plumber surgeon
accountant cleaner chef beautician
town councillor lawyer
- 1 The kitchen tap is broken and is leaking water.

- 2 My company needs a new, more user-friendly website.

- 3 He forgets to pay the bills and to check his bank account.

- 4 As he’s getting older, he would like to look more attractive.

- 5 I’ll never be able to cook a meal for thirty people.

- 6 They are getting divorced but neither of them wants to leave the house. _____
- 7 Traffic and waste are huge problems in my part of town.

- 8 I have a bad leg and can’t walk well.

- 9 He has fallen down the stairs at home and can’t move.

- 10 My flat is in a mess after last night’s party.

- ____ / 10 points

- 2 Join the two sentences by using the words in brackets. Use the **Past Perfect**.
- 1 I was a child. I decided to become a doctor. (By the time)

- 2 I read all questions. I wrote the answers. (After)

- 3 She got a teaching job. She never had any work experience. (Before)

- 4 He made up his mind. She spoke to him. (Before)

- 5 I checked the cake. The oven turned black with smoke. (By the time)

- 6 We changed the sheets. We went to sleep. (Before)

- ____ / 6 points

- 3 Complete the sentences with the prepositions in the box.
- for (x3) from about on (x2) to with
- 1 Which university did you graduate _____?
- 2 ‘Will you go to the beach?’ ‘It will depend _____ the weather.’
- 3 Will you introduce me _____ this lady?
- 4 You shouldn’t worry _____ the exam – you’ll pass it.
- 5 I disagree _____ him on many issues.
- 6 It’s a great job, you should apply _____ it.
- 7 Have you prepared _____ the test?
- 8 They still haven’t decided _____ the baby’s name.
- 9 They asked _____ five more minutes to finish the test.
- ____ / 9 points

- 4 Complete these dialogues with verbs in reported speech.
- 1 A Have you spoken to Chris?
B Yes, he said he _____ (be) too busy to join us.
A But he told me he _____ (finish) his project.
B Yes, but he said he _____ (can’t) find a nice title!
- 2 A Liv said she _____ (want) to change her job, because her salary _____ (be) too low and she _____ (can not) afford to stay in her flat.
B Why didn’t she move to a cheaper place?
A She said she _____ (always / want) to live there and _____ (not intend) to move out.
- 3 A Have you shown your design to Mr Jones?
B Yes, he said he _____ (never / see) anything like it. He also said he never thought someone so young _____ (can) be so talented.
- ____ / 10 points

- 5 Complete the text with the correct option.
- If you still haven’t (1) _____ on a career and you’re afraid of changing too many jobs, you should talk to my granddad, who has had quite a few. The first paid job he got was as a (2) _____ worker, but his boss was awful. Once he (3) _____ with him in public and he was fired. He then found work in a (4) _____ that manufactured parts of weapons. He said that he (5) _____ very uncomfortable in that job, and that he had to leave it after his girlfriend – who later became his wife – (6) _____ about it. She was working in a clothes shop at the time and (7) _____ him to the shop (8) _____. My granddad had never worked in sales (9) _____ but his girlfriend was so persuasive that he got the job. And that’s when he discovered his talent for selling. His new boss said he (10) _____ so much and it was all thanks to my granddad. Some time later, they became business partners, opened a chain of shops and my granddad was (11) _____ executive. But he said he (12) _____ something was missing from his life. So, he went back to college and, at the age of 65, he (13) _____ from university! He says if he (14) _____ do it, then everybody can, and that your life (15) _____ entirely on what you want it to be like.
- | | | |
|---------------------|-----------------|------------------|
| 1 A decided | B chosen | C picked |
| 2 A build | B construct | C construction |
| 3 A discussed | B argue | C disagreed |
| 4 A industry | B farm | C factory |
| 5 A felt | B had felt | C has felt |
| 6 A finds out | B has found out | C had found out |
| 7 A presented | B introduced | C showed |
| 8 A chief | B manager | C leader |
| 9 A before | B then | C after |
| 10 A had never sold | B never sells | C has never sold |
| 11 A leader | B boss | C chief |
| 12 A has felt | B felt | C had felt |
| 13 A degreed | B graduated | C graded |
| 14 A can | B could | C would |
| 15 A prepares | B depends | C disagrees |
- ____ / 15 points
- Total ____ / 50 points

TEST UNIT 9 – Fila B

All in a day's work

Name: _____

Class: _____ Date: _____

1 Join the two sentences by using the words in brackets.
Use the **Past Perfect**.

- 1 He got a teaching job. He never had any work experience.
(Before)

- 2 Susan was a teenager. She decided to become a lawyer. (By the time)

- 3 We washed all the dishes. We went to sleep. (Before)

- 4 I read all questions. I wrote the answers. (After)

- 5 He made up his mind. They spoke to him. (Before)

- 6 I got home. It started to rain. (By the time)

___ / 6 points

2 Complete the text with the correct option.

Do you think it's better to do a course of study that you really like or one that (1) _____ a career? And is it better to do the same job for all your life or to try out different professions? My parents think that you should (2) _____ a career as soon as you (3) _____ university and pursue it for the rest of your life. My dad says that by the time he finished school he (4) _____ he wanted to become a (5) _____ for one of the biggest national newspapers, and so he did. My mum also thinks that changing jobs is a waste of time. I tend to (6) _____ with them, because I think that when you're very young you are not fully aware of your talents (and your limits!). Take my granddad. Once he (7) _____ that he became a firefighter only (8) _____ he had tried out many different jobs. He started as a shop (9) _____, but he didn't have a talent for selling. Then he became an (10) _____ worker, but he hated sitting behind a desk all day. He was even a (11) _____ – he taught P.E. – but he left after a student (12) _____ himself badly during a football match. He realised he wanted some excitement, and that's when he (13) _____ for a job as a firefighter. (14) _____ then, his family had grown – he had got married and had two children, but he didn't (15) _____ to his wife who said it was too dangerous. He had finally found his dream job!

- | | | |
|----------------------|--------------------|-------------------|
| 1 A prepares you for | B prepares for you | C prepares to you |
| 2 A decide on | B choose for | C pick out |
| 3 A degree at | B graduate from | C grade in |
| 4 A decides | B has decided | C had decided |
| 5 A reporter | B writer | C news reader |
| 6 A agree | B discuss | C disagree |
| 7 A told to me | B told me | C said me |
| 8 A before | B after | C by the time |
| 9 A assistant | B manager | C customer |
| 10 A office | B factory | C construction |
| 11 A coach | B trainer | C school teacher |
| 12 A has hurt | B hurt | C had hurt |
| 13 A applied | B asked | C resigned |
| 14 A Before | B By | C After |
| 15 A look | B listen | C talk |

___ / 15 points

3 Rewrite this dialogue in reported form.

- Anna 'Hello, I (1) **'m** your new neighbour. I (2) **don't think** we (3) **have met** yet.'
- Barbara 'Hello. I (4) **assume** you (5) **have just moved in**.'
- Anna 'Yes, that's right. I (6) **arrived** at 7 from France.'
- Barbara 'I (7) **lived** in Paris before I moved here.'
- Anna 'So you (8) **can** speak French.'
- Barbara 'Yes, but I (9) **haven't practised** it for a long time.'
- Anna 'I (10) **can** help you to remember it!'

___ / 10 points

4 Complete the sentences with the prepositions in the box.

from with for (x3) about on (x2) to

- 1 Have you prepared _____ the test?
- 2 I disagree _____ him on many issues.
- 3 It's a great job, you should apply _____ it.
- 4 The baby will be born soon, but they still haven't decided _____ a name.
- 5 Josh asked _____ five more minutes to finish the test.
- 6 Whether or not I'll take the job will depend _____ the salary they offer.
- 7 Which university did you graduate _____?
- 8 Will you introduce me _____ this lady?
- 9 You shouldn't worry _____ the exam – you'll pass it.

___ / 9 points

5 Who could resolve each of the problems (1-10)? Choose from the jobs in the box.

software developer paramedic plumber surgeon
accountant cleaner chef beautician town councillor
lawyer

- 1 She's fallen down the stairs at home and can't move.

- 2 Our school football team needs a website to stay in touch with its fans. _____
- 3 The shower doesn't work and is leaking water.

- 4 My flat is in a mess after last night's party.

- 5 In my neighbourhood we need new green spaces and children playgrounds. _____
- 6 I'm throwing a party for fifty people, but I can't cook!

- 7 My friends and I want to take part in a beauty contest.

- 8 They are getting divorced but neither of them wants to leave the house. _____
- 9 I have a bad leg and can't walk very well.

- 10 My dad's firm needs to manage payments and check its balance sheets. _____

___ / 10 points

Total ___ / 50 points

TEST UNIT 10 – Fila A

Remote control

Name: _____

Class: _____ Date: _____

1 Complete the sentences with the words in the box.

development digital equipment invention
process research technology tool

- 1 What do you think is the greatest _____ of the century?
- 2 My dad is a photographer, but he never uses _____ cameras. He prefers traditional ones.
- 3 Learning a language is a slow and gradual _____.
- 4 'Have you seen my hammer?' 'It's in the _____ box.'
- 5 We need special electronic _____ to switch the lights back on.
- 6 Modern _____ has changed our lives completely.
- 7 Scientific _____ has been very fast in the last century.
- 8 _____ shows that lots of teens still watch TV.

____ / 8 points

2 Complete the sentences with the passive form of the verbs. Use the *Present simple* or *Past simple*.

- 1 In how many countries _____ (English / speak) as a first language today?
- 2 There's no Internet because the PC _____ (not connect) to the server.
- 3 The alarm system _____ (install) after they had been robbed for the second time.
- 4 He thanked all his colleagues, but your names _____ (not mention).
- 5 My grandmother's house _____ (sell) after she died.
- 6 The company's new advertisements _____ (see) everywhere you go.
- 7 The Statue of Liberty _____ (donate) to the US by the French government.
- 8 Today Christmas _____ (celebrate) even in non-Christian countries.
- 9 Those houses _____ (design) in the 1920s.
- 10 Last year our classrooms _____ (clean) regularly every week.

____ / 10 points

3 Choose the correct option.

- 1 We must stop being so reliant **in / on** fossil fuels.
- 2 She's totally incapable **of / to** singing.
- 3 Is there anything in particular you are interested **about / in**?
- 4 I've never been very good **in / at** languages.
- 5 This film is not suitable **to / for** a young audience.
- 6 Mrs Todds is responsible **of / for** the school gym.
- 7 I'm bored **from / with** my daily routine: I need a change.
- 8 Don't be anxious **about / of** changing jobs?
- 9 You should not be angry **by / with** me – I didn't break your tablet.
- 10 Don't be rude **of / about** your colleagues!

____ / 10 points

4 Rewrite the sentences in the passive form. Add the agent only when necessary.

- 1 They publish my articles in the school magazine.
- 2 Mr Jones corrected my test.
- 3 Someone left a message for the principal in his office.
- 4 They manufacture these jeans in India.
- 5 The Spanish introduced tomatoes into Europe in the 16th century.
- 6 I don't change my passwords every day.
- 7 Millions of viewers watched the World Cup.

____ / 7 points

5 Complete the text with the correct option.

We never know where technological (1) _____ will take us in the future. It might even help us make friends with aliens outside the solar system. That could happen if aliens (2) _____ something called 'the Voyager Golden Record'. This is a record attached to two spacecrafts that (3) _____ in 1977. It (4) _____ sounds and images that (5) _____ to represent the diversity of life and culture on Earth. The contents of the record were selected for NASA (6) _____ a committee whose president was Dr. Carl Sagan. He, his wife and colleagues were very (7) _____ about the project and, in less than six months, collected 115 images and many natural sounds, like wind, and thunder, music from different cultures and eras. Greetings to the aliens (8) _____ into 55 languages! At the time, one scientist from the committee (9) _____, 'This record (10) _____ for any intelligent extra-terrestrial life form that may find it.' However, (11) _____ shows that it will take at least 40,000 years before the Golden Record (12) _____. If an alien species finds it, they probably won't be aware (13) _____ its content, so the record (14) _____ more as a symbolic time capsule than a serious attempt to communicate with the aliens. In any case, I think it's a great story, even though some people believe that, in the unlikely event of an alien finding the record and trying to get in touch, we might then have to worry (15) _____ an alien invasion!

- | | | |
|-------------------|----------------|-------------------|
| 1 A process | B progress | C advance |
| 2 A was found | B has found | C found |
| 3 A were launched | B are launched | C launched |
| 4 A was contained | B contains | C is contained |
| 5 A was meant | B is meant | C were meant |
| 6 A for | B from | C by |
| 7 A excited | B proud | C interested |
| 8 A translate | B translated | C were translated |
| 9 A says | B tells | C said |
| 10 A was intended | B is intended | C intends |
| 11 A development | B progress | C research |
| 12 A finds | B found | C is found |
| 13 A of | B about | C in |
| 14 A sees | B is seen | C has seen |
| 15 A of | B about | C at |

____ / 15 points

Total ____ / 50 points

TEST UNIT 10 – Fila B

Remote control

Name: _____

Class: _____ Date: _____

1 Complete the sentences with the passive form of the verbs. Use the *Present simple* or *Past simple*.

- 1 This building _____ (donate) to the local library by a rich businessman.
- 2 Last year our classrooms _____ (clean) regularly every week.
- 3 Today English _____ (speak) as a first language in many countries.
- 4 Ted's historic car _____ (sell) after he died.
- 5 In this shop the alarm system _____ (install) only last month.
- 6 Her graduation _____ (celebrate) with a huge party.
- 7 Sorry sirs, but your names _____ (not mention) in the guests list.
- 8 The company's new advertisements _____ (see) everywhere you go.
- 9 We can't use the PC because it _____ (not connect) to the server.
- 10 Those shoes _____ (design) in the 1920s.

___ / 10 points

2 Choose the correct option.

- 1 He got bored **of** / **about** his old job and quit.
- 2 He's a good student but is always anxious **about** / **of** tests.
- 3 I'm not responsible **of** / **for** my classmates' behaviour.
- 4 I've always been very bad **in** / **at** P.E.
- 5 Is there anything in particular you are interested **about** / **in**?
- 6 She doesn't speak much because she's afraid **of** / **to** making mistakes.
- 7 She's very rude **of** / **about** people who cannot speak her language.
- 8 That dress is not suitable **to** / **for** a young girl – it's too serious.
- 9 There's nothing to be ashamed **of** / **at**.
- 10 You should be proud **of** / **about** your achievements – well done!

___ / 10 points

3 Complete the sentences with the words in the box.

process development technology equipment
digital invention tool research

- 1 _____ is a big part of medical advancement.
- 2 I think the internet is one of the most important _____ ever.
- 3 Learning a language is a slow and gradual _____.
- 4 For my birthday I got the latest model of _____ camera.
- 5 Modern _____ has given us a lot of free time.
- 6 Who knows what amazing things scientific _____ will bring us.
- 7 'Have you seen my hammer?' 'It's in the _____ box.'
- 8 You don't need any special electronic _____ to repair this switch.

___ / 8 points

4 Complete the text with the correct option.

We never know where technological (1) _____ will take us in the future. It might even help us make friends with aliens. That could happen if aliens (2) _____ something called 'the Voyager Golden Record'. This is a record that (3) _____ to the two spacecrafts launched in 1977. It (4) _____ lots of sounds and images that were meant to represent the diversity of life and culture on Earth. The contents of the record (5) _____ very carefully (6) _____ Carl Sagan and some other university professors in the USA who were (7) _____ on NASA for funding. Timothy Ferris, a science writer who collaborated on the project, (8) _____ *The New Yorker* that they were all very (9) _____ about it and that, in less than six months, they had collected 115 images and many natural sounds, like wind, and thunder, music from different cultures and eras. Greetings to the aliens in 55 different languages (10) _____ as well! Ferris said that the record (11) _____ for any intelligent extra-terrestrial life form that could find it. However, they were all (12) _____ of the fact that it will take at least 40,000 years before the Golden Record (13) _____. Plus, if an alien species finds it, they will probably be incapable (14) _____ its content, so the record (15) _____ more as a symbolic time capsule than a serious attempt to communicate with aliens. In any case, I think it's a great story, even though some people believe that, in the unlikely event of an alien finding the record and trying to get in touch, we might have to worry about an alien invasion!

- | | | |
|-----------------------|--------------------|-----------------|
| 1 A process | B development | C advance |
| 2 A was played | B have played | C played |
| 3 A was attached | B is attached | C attached |
| 4 A collected | B is collected | C has collected |
| 5 A was selected | B were selected | C are selected |
| 6 A for | B from | C by |
| 7 A reliant | B paid | C interested |
| 8 A said | B says | C told |
| 9 A excited | B interested | C angry |
| 10 A were added | B added | C have added |
| 11 A means | B meant | C was meant |
| 12 A anxious | B proud | C aware |
| 13 A is found | B was found | C finds |
| 14 A to understanding | B of understanding | C to understand |
| 15 A considered | B is considered | C considers |

___ / 15 points

5 Rewrite the sentences in the passive form. Add the agent only when necessary.

- 1 Someone left a parcel for you in the kitchen.
- 2 We don't clean the windows every day.
- 3 They produce these tablets in India.
- 4 Millions of viewers watched the tennis final last Sunday.
- 5 Mrs Smith corrected my chemistry paper.
- 6 They publish his cartoons in the school magazine.
- 7 The Spanish introduced tomatoes into Europe in the 16th century.

___ / 7 points

Total ___ / 50 points

Summative Test – Fila A

Units 1-2

Name: _____

Class: _____ Date: _____

1 Choose the correct option.

- 1 Annie is really _____. She makes friends very easily.
A outgoing B ambitious C moody
- 2 Dan is really _____. He always wants us to do what he says.
A easy-going B bossy C outgoing
- 3 My dad is so _____ – he never loses his temper.
A calm B unreliable C lazy
- 4 He's a bit _____ about doing oral tests. He prefers doing written ones.
A irritable B nervous C moody
- 5 Don't _____ angry! I didn't mean to break it!
A be B sound C seem
- 6 Is it good news? You _____ really happy!
A get B feel C look
- 7 _____ districts are where most people live in big cities.
A Residential B Business C Urban
- 8 Unfortunately many _____ buildings were destroyed in the 1660 fire.
A old-fashioned B historic C modern
- 9 I love Edinburgh – it's big, but all the best sights are at a _____ distance.
A walkable B near C far
- 10 I loved the house, but its _____ was very inconvenient.
A accommodation B transportation C location

____ / 10 points

2 Complete the dialogue with the correct *Present simple*, *Present continuous*, *Past simple* or *Past continuous* form of the verbs in brackets.

- A Why (1) _____ (not come) to the drama club last week?
- B I had an accident. I (2) _____ (cross) the street right opposite the school when a car (3) _____ (hit) me.
- A Oh, poor thing! (4) _____ (you / be) hurt?
- B Well, only a few cuts, but nothing serious.
- A Let me see... Oh, they (5) _____ (not look) so bad...
- B Yes, but you (6) _____ (know) me. I (7) _____ (get) scared very easily. While I (8) _____ (wait) for the ambulance I thought I (9) _____ (die)...
- A Oh come on! But is that why you (10) _____ (miss) the drama session?
- B Well, not really. I have lots of school work these days. Plus, I (11) _____ (study) with Louise for the French exam and...
- A ... and you (12) _____ (go out) with her! Ha!

____ / 12 points

3 Choose the correct option: the infinitive with *to* or the *-ing* form of the verb.

- 1 The doctor suggested **to stop / stopping** eating meat.
- 2 Where did you learn **to play / playing** tennis so well?
- 3 Do you mind **to lend / lending** me your notes?
- 4 We didn't manage **to visit / visiting** the Parthenon when we were in Athens.
- 5 You need **to ask / asking** for a visa to visit China.
- 6 They all agreed **to collect / collecting** money for the charity.
- 7 She promised never **to be/ being** late again.
- 8 I couldn't avoid **to listen / listening** to them.

____ / 8 points

4 Correct the mistake in each sentence.

- 1 We don't have the time to cook – we use to order food from the takeaway nearby.

- 2 I'm very busy at the moment. I work on the science presentation.

- 3 Francesca suggested to reserve a table for tonight.

- 4 I missed the bus because I texted my friend.

- 5 They never wanted selling the family house.

____ / 5 points

5 Complete the text with the correct option.

(1) _____ Vicki met her husband, she (2) _____ in a tiny studio in the outskirts of Paris – (3) _____ was so expensive in the city centre. She (4) _____ a car, but she didn't mind (5) _____ by bus or by train. It was a long way to the university (6) _____, but she (7) _____ the time on the metro reading.

One day, a young man sitting next to her asked her, 'Do you mind if I look at your book?' Vicki (8) _____ a bit surprised, but said, 'Sure.' The stranger's voice was quite (9) _____, and his accent (10) _____ familiar. She couldn't help (11) _____, 'Are you British?' He answered, 'Yes, I am. I (12) _____ from Liverpool!' 'Me too!' she answered. 'Why are you in Paris?' 'I (13) _____ to learn the language, but my British accent is hard to hide...'

After that, they started to see each other and fell in love. Today, they live in a large flat in a quiet (14) _____ area in Paris. They still take the train to go into town, and sometimes they (15) _____ back to that day on the metro...

- | | | |
|-------------------|-----------------|-----------------|
| 1 A While | B When | C As |
| 2 A lived | B was living | C either A or B |
| 3 A residence | B habitation | C accommodation |
| 4 A hadn't | B didn't have | C either A or B |
| 5 A travelling | B travel | C to travel |
| 6 A area | B zone | C district |
| 7 A used to spend | B was spending | C either A or B |
| 8 A was | B looked | C either A or B |
| 9 A calm | B pleasant | C nasty |
| 10 A looked | B sounded | C either A or B |
| 11 A ask | B to ask | C asking |
| 12 A come | B am coming | C came |
| 13 A try | B'm trying | C tried |
| 14 A rural | B residential | C traditional |
| 15 A are thinking | B were thinking | C think |

____ / 15 points

Total ____ / 50 points

Summative Test – Fila B

Units 1-2

Name: _____

Class: _____ Date: _____

1 Choose the correct option.

- 1 Don't disturb Tamsin: she's a bit _____ about her exams.
A irritable B nervous C moody
- 2 Tom is really _____. He makes friends very easily.
A outgoing B ambitious C moody
- 3 _____ districts are where most people live in big cities.
A Residential B Business C Urban
- 4 Unfortunately many _____ buildings were destroyed by the earthquake.
A old-fashioned B historic C modern
- 5 Don't _____ angry! I didn't know it was the last ice cream left!
A be B sound C seem
- 6 Is it good news? You _____ really happy!
A get B feel C look
- 7 I hate that city: it's too big, and there isn't a shop at a _____ distance.
A walkable B near C far
- 8 I loved the house, but its _____ was very inconvenient.
A accommodation B transportation C location
- 9 My youngest brother is really _____. He always wants us to do what he says.
A easy-going B bossy C outgoing
- 10 Miss Meyer is so _____ – she never loses her temper.
A calm B unreliable C lazy

___ / 10 points

2 Complete the dialogue with the correct *Present simple*, *Present continuous*, *Past simple* or *Past continuous* form of the verbs in brackets.

- A Why (1) _____ (not go) to the drama club last week?
B I wasn't feeling well. I (2) _____ (walk) to the school when a little boy (3) _____ (run) in front of me and I fell over.
A Oh, poor thing! (4) _____ (you / get) hurt?
B Well, only a few cuts, but nothing serious.
A Let me see... Oh, they (5) _____ (not seem) so bad...
B Yes, but you (6) _____ (not know) me.
I (7) _____ (be) easily scared. While the doctor (8) _____ (check) me I (9) _____ (think) that both legs were broken!
A Oh come on! But is that why you (10) _____ (not come) to the drama session?
B Well, not really. I have lots of school work these days. Plus, I (11) _____ (work) on a project with Tara...
A ... and you (12) _____ (like) her! Gotcha!

___ / 12 points

3 Choose the correct option: the infinitive with *to* or the *-ing* form of the verb.

- 1 When we visited Rome, we managed **to visit / visiting** the Colosseum.
- 2 We all agreed **to collect / collecting** money for the charity.
- 3 The doctor suggested **to stop / stopping** drinking sodas.
- 4 Do you mind **to lend / lending** me your tablet?
- 5 Where did she learn **to play / playing** the drums so well?
- 6 Andie promised never **to be / being** late again.
- 7 I couldn't avoid **to listen / listening** to the news.
- 8 You need **to apply / applying** for a visa to go to China.

___ / 8 points

4 Correct the mistake in each sentence.

- 1 She's very busy at the moment. She learns on her drama class play.

- 2 We missed the goal because we chatted online.

- 3 We don't have the time to cook – we use to order food from the takeaway nearby.

- 4 I never wanted selling my old motorbike.

- 5 Francesca suggested to reserve a table for tonight.

___ / 5 points

5 Complete the text with the correct option.

When Harry (1) _____ his wife in Helsinki, he (2) _____ a tiny studio with his brother. The area was not central, but it was very convenient for (3) _____. He didn't drive, but he didn't mind (4) _____ the bus or the train. It was a long way to the IT (5) _____ where he was working, and he (6) _____ at 5.30 to catch the earliest metro. One day, a young woman sitting next to him asked him in English, 'Do I know you?' At first Harry (7) _____ a bit annoyed, but then he thought that the stranger (8) _____ familiar. 'We obviously (9) _____ from the same country. I'm from Liverpool,' said Harry, 'I'm from Leicester,' said the girl. 'And I (10) _____ anyone in Liverpool ... But I can't help (11) _____ we've met before.' They went on chatting, but never (12) _____ when or if they had met before. However, after that time, they started to see each other and fell in love. Today, they (13) _____ a large flat in the city. They still (14) _____ the train to go into town, and sometimes they (15) _____ that day on the metro...

- | | | |
|----------------------|--------------------|------------------|
| 1 A used to meet | B met | C either A or B |
| 2 A shared | B was sharing | C either A or B |
| 3 A travel | B transfer | C transportation |
| 4 A taking | B take | C to take |
| 5 A area | B zone | C district |
| 6 A used to wake up | B was waking up | C either A or B |
| 7 A was | B felt | C either A or B |
| 8 A looked | B sounded | C either A or B |
| 9 A are coming | B come | C were coming |
| 10 A don't know | B am not knowing | C know |
| 11 A think | B to think | C thinking |
| 12 A find out | B were finding out | C found out |
| 13 A are having | B have | C had |
| 14 A take | B are taking | C use to take |
| 15 A are remembering | B were remembering | C remember |

___ / 15 points

Total ___ / 50 points

Summative Test – Fila A

Units 3-4

Name: _____

Class: _____ Date: _____

- 1 Complete the sentences with the words in the box.
- attended calm knee neck private secondary
sore virus
- 1 I can't remember his age – 15 or 16 – but he's in _____ school.
- 2 The giraffe is an animal with a very long _____.
- 3 He suffered a serious _____ injury and had problems walking.
- 4 Is the cold caused by bacteria or a _____?
- 5 My feet are _____ from too much walking.
- 6 My grandmother _____ the best law school in the country.
- 7 How much do you pay for your son's _____ school?
- 8 He was a very _____ child who never cried even when he was unwell.
- ____ / 8 points

- 2 Replace the words in *italics> with a phrasal verb.*
- 1 The school principal *postponed* the end of year show to early July. _____
- 2 I *do physical exercise* twice a week. _____
- 3 She *stopped* smoking when she started to have breathing problems. _____
- 4 I was born in Italy but *raised* in France. _____
- 5 I love *spending time* with my family. _____
- 6 Julia *decided to learn* martial arts after she was attacked. _____
- 7 I don't know how *to solve* this situation – can you help me? _____
- 8 It's cold outside, don't forget *to wear* a scarf. _____
- 9 When the teacher *discovered* Sam had cheated in the test, he was furious. _____
- 10 Remember you promised *to feed* my cat when I'm away. _____
- ____ / 10 points

- 3 Complete the sentences with the correct form of the word in capitals.
- 1 Are there many _____ people in your city? HOME
- 2 She was _____ with my computer and broke it! CARE
- 3 Debate is an important _____ skill. COMMUNICATE
- 4 He didn't say anything, but gave me a _____ look. MEANING
- 5 When the speaker finished her _____ speech, everybody stood up and applauded. POWER
- 6 The audience was silent: it was the _____ comedy ever. JOY
- 7 I've just downloaded the most _____ app ever: I couldn't do without it! USE
- 8 Having my blood tested is always _____: I'm scared of needles! STRESS
- 9 When the surgeon removed the stitches, I was surprised: it was totally _____. PAIN
- ____ / 9 points

- 4 Complete the second sentence so it has the same meaning as the first. Use a maximum of three words.
- 1 Your grades are still too low to pass the exam.
Your grades _____ to pass the exam.
- 2 Food education is not less important than traditional subjects.
Food education is _____ as traditional subjects.
- 3 I didn't feel any pain when the doctor gave me an injection.
The injection was _____.
- 4 We had such a big lunch that we skipped supper.
Our lunch was _____ that we skipped supper.
- 5 Hand in your paper only after checking it carefully.
Hand in your work to the teacher only after you have _____.
- 6 I didn't have sufficient strength to do the exercise.
I'm not _____ to do this exercise.
- 7 I was not in school because of illness.
I was not in school because I _____.
- 8 You don't have enough patience.
You aren't _____ as needed.
- ____ / 8 points

- 5 Complete the text with the correct option.
- In the UK school meals have improved (1) _____ since a famous chef in 2005 made a documentary to promote child (2) _____ in the classroom. But, there's still (3) _____ work to do, and the new (4) _____ programme 'Chefs in School' has taken on the challenge. As the title suggests, the initiative involves professional chefs, some of (5) _____ famous in the country, teaching food education in state (6) _____ schools (to children aged 7 plus). They do cooking classes in the kitchen, showing how to cook (7) _____, talk about nutrition, or even help kids to draw vegetables in the art classes. The initiative has been (8) _____ successful that many professional (9) _____ have contacted the local schools when they (10) _____ about this programme. They insist that (11) _____ education must start at a very early age, because that is when we learn things (12) _____. Adults find it (13) _____ to change their eating habits, although a five-star chef might make them change their mind very (14) _____. Remember: a healthy (15) _____ leads to a happy life!
- | | | |
|--------------------|----------------|--------------------|
| 1 A incredible | B incredibly | C more incredibly |
| 2 A health | B diet | C fitness |
| 3 A a few | B many | C a lot of |
| 4 A nationally | B nation | C national |
| 5 A most | B the most | C the more |
| 6 A secondary | B primary | C private |
| 7 A more healthily | B more healthy | C most health |
| 8 A such | B so | C too |
| 9 A chefs | B cooks | C cookers |
| 10 A worked out | B realized | C found out |
| 11 A diet | B eat | C alimentary |
| 12 A more quick | B the quickest | C the most quickly |
| 13 A hardest | B harder | C the hardest |
| 14 A easy | B easier | C easily |
| 15 A food | B diet | C life |
- ____ / 15 points
- ____ / 50 points

Summative Test – Fila B

Units 3-4

Name: _____

Class: _____ Date: _____

1 Complete the sentences with the correct form of the word in capitals.

- It was a very emotional moment when the winner gave a _____ speech. MEANING
- The hurricane left many _____ people. HOME
- I can't help you, I am totally _____ in this case. POWER
- I've just downloaded the most _____ app ever. It's total rubbish! USE
- A birthday party at my grandparents' is always a _____ family gathering. JOY
- When the surgeon removed the stitches, I was surprised: it was totally _____. PAIN
- Having my blood tested is never _____. I'm scared of needles! STRESS
- I was _____ with my bike, and someone stole it! CARE
- Debating is an important _____ skill. COMMUNICATE

___ / 9 points

2 Replace the words in *italics* with a phrasal verb.

- We *do physical exercise* in the school gym. _____
- Can you help me *do something about* this problem? _____
- At weekends we *spend time* in the game arcade. _____
- I need someone *to feed* my goldfish for the weekend. _____
- It's cold! Don't forget *to wear* a warmer coat. _____
- Freddie Mercury was born in Zanzibar, but *was raised* in England. _____
- I *stopped* eating chocolate when I realised I was allergic. _____
- We had to *postpone* the meeting because lots of people were ill. _____
- I decided to *learn to play* tennis after the doctor told me to do some exercise. _____
- When did you *understand* that you wanted to become a teacher? _____

___ / 10 points

3 Complete the sentences with the words in the box.

attended calm knee neck private secondary
sore virus

- Every year, a new flu _____ spreads in many countries.
- During last marathon I hurt my _____ badly, so I didn't win.
- Last year my brother and I _____ an amazing cooking course at school.
- The teacher told us to keep _____ and breathe deeply while doing the final exam.
- He's too young, he can't go to _____ school yet.
- Now, turn your _____ slowly, and then bend your head down.
- The concert was terrific: my throat is still _____ from too much shouting.
- I can't go to _____ school: it's too expensive.

___ / 8 points

4 Complete the second sentence so it has the same meaning as the first. Use a maximum of three words.

- I had such a big breakfast that I skipped lunch.
My breakfast was _____ that I skipped lunch.
- You don't have enough experience for this job.
You aren't _____ for this job.
- The new teacher was not in school because of illness.
The new teacher was not in school because she _____.
- I didn't feel any pain when the doctor gave me an injection.
The injection was _____.
- The weight lifter didn't have sufficient strength to lift 200 kilos.
The weight lifter wasn't _____ to lift 200 kilos.
- Hand in your paper only after carefully checking it.
Hand in your paper only after you have _____.
- The teacher said my grades are still too low to pass the exam.
The teacher said my grades are _____ to pass the exam.
- Physical education is not less important than other subjects.
Physical education is _____ as other subjects.

___ / 8 points

5 Complete the text with the correct option.

In 2005 a documentary showed that the standards of school food in the UK were (1) _____ low that everybody expected a revolution in the school kitchens. Unfortunately, not (2) _____ things have changed since then. Today in the UK the (3) _____ rate for children doubles during (4) _____ school years and then increases again between the age of 14-15. Teenagers eat (5) _____ amount of sugars compared to other age groups. They don't eat (6) _____ fruit and vegetables, because they do not consider them (7) _____ pizza or muffins. These eating (8) _____ are very bad for both their (9) _____ and their mental (10) _____. Research shows that for adults it is much (11) _____ to change their diet, which makes the teenage years the right time to start forming (12) _____ eating habits. However, adults must help teenagers to eat more (13) _____. One thing teachers must do is talk to them to help them make decisions about (14) _____ food education in school. Of course parents can also help (15) _____ to support healthy eating, encouraging their children to consume vegetables instead of snacks.

- | | | |
|---------------------|---------------|----------------|
| 1 A such | B so | C too |
| 2 A many | B lots | C a few |
| 3 A obesity | B unhealthy | C illness |
| 4 A secondary | B primary | C state |
| 5 A the higher | B the highest | C higher |
| 6 A much | B many | C a lot of |
| 7 A as cool as | B cool enough | C cooler than |
| 8 A ways | B meals | C habits |
| 9 A physic | B physically | C physical |
| 10 A healthy | B health | C healthily |
| 11 A hard | B harder | C hardest |
| 12 A healthy | B health | C healthily |
| 13 A responsibility | B responsible | C responsibly |
| 14 A good | B best | C better |
| 15 A great | B greatly | C the greatest |

___ / 15 points

Total ___ / 50 points

Summative Test – Fila A

Units 5-6

Name: _____

Class: _____ Date: _____

- 1 Complete the sentences with the correct form of the words in capitals.
- 1 Do you get on with your teacher and _____? MATE
- 2 Don't worry, we all have some _____. PERFECT
- 3 He tried really hard, but was _____. SUCCESS
- 4 The country is in a very poor _____ state. ECONOMY
- 5 We must respect _____ differences. CULTURE
- 6 When I realised my mistake, I wanted to _____. APPEAR
- 7 We must all learn from our _____. FAIL
- 8 I get very _____ at weddings. EMOTION
- 9 The students stood up and sang the _____ anthem. NATION
- ____ / 9 points

- 2 Complete the second sentence so it has the same meaning as the first. Use a maximum of three words.
- 1 They won't charge us to watch the film premiere. Shall we go?
We _____ pay to watch the film premiere. Shall we go?
- 2 When my parents were at school, uniforms were mandatory. When my parents were at school, they _____ uniforms.
- 3 I don't think it's a good idea to spend so much money on clothes. You _____ spend so much money on clothes.
- 4 Ben started playing the guitar when he was 10. Ben _____ the guitar since he was 10.
- 5 We bought this car then years ago. We have had the same car _____.
- 6 He can't speak any language other than English. He is _____ any language other than English.
- 7 Nobody has permission to address the Queen directly. Nobody _____ address the Queen directly.
- 8 I still haven't had the time to phone Louise. I haven't _____.
- ____ / 16 points

- 3 Complete the text with the correct option.
- My best friend is Vicki. I (1) **have known / knew** her since we were really young. We (2) **haven't gone / didn't go** to the same primary school, because our families (3) **have lived / lived** in different areas of town. But then they moved close to us, and (4) **since / from** then we have seen each other every day. We tell each other our secrets and we both know we (5) **don't have to / mustn't** share them with anyone! We are quite different. Vicki is a sporty girl – she (6) **has won / wins** several cups with her volleyball team, but I've (7) **never/always** liked sport. I love shopping and I'm obsessed with shoes. Vicki has had the same trainers (8) **since / for** years and says I (9) **don't have to / shouldn't** be a slave to fashion. I know she's right, but I can't help it. What about you? Who's your best friend? How (10) **long / much** have you known each other?
- ____ / 10 points

- 4 Complete the text with the correct option.
- Cheek kissing (1) _____ a very common (2) _____ tradition for ages, just like other forms of greeting. It seems that the way people (3) _____ hands or wave to (4) _____ hello or goodbye is the same all over the world. However, the tradition of cheek kissing changes from country to country, and we (5) _____ be aware of (6) _____ differences, or it (7) _____ get really embarrassing. For example in my country we (8) _____ kiss twice on the cheek, but in other countries people kiss only once, and in others still they kiss three times! I (9) _____ somewhere that in some parts of Afghanistan it's customary to kiss up to eight times! In most cultures, you start by turning your cheek to the left, but Italy is an exception, because you (10) _____ to turn your cheek first to the right and then to the left. Apparently, cheek kissing (11) _____ in Christian Rome, where it was a (12) _____ part of Catholic ceremony, but then it (13) _____ all over the world. Kiss greetings between two men are quite (14) _____ worldwide – not so in some countries in Latin America, where it's normal to greet someone you've (15) _____ met with a kiss— man or woman.

- | | | |
|------------------|------------------|----------------|
| 1 A was | B is | C has been |
| 2 A cultural | B national | C social |
| 3 A shake | B hug | C touch |
| 4 A tell | B talk | C say |
| 5 A should | B ought | C have |
| 6 A possible | B impossible | C possibly |
| 7 A can | B must | C should |
| 8 A sometimes | B typically | C usual |
| 9 A read just | B have just read | C already read |
| 10 A must | B should | C have |
| 11 A has started | B starts | C started |
| 12 A historical | B ceremonial | C central |
| 13 A spread | B should spread | C has spread |
| 14 A usual | B usually | C unusual |
| 15 A just | B yet | C ever |

____ / 15 points

Total ____ / 50 points

Summative Test – Fila B

Units 5-6

Name: _____

Class: _____ Date: _____

1 Complete the second sentence so it has the same meaning as the first. Use a maximum of three words.

___ / 9 points

- I have had the same computer for 5 years.
I bought this computer_____.
- Nobody has permission to address the Queen directly.
Nobody _____ address the Queen directly.
- They won't charge you to watch the last series on Netflix.
You _____ pay to watch the last series on Netflix.
- Tamsin started playing the violin when she was 10.
Tamsin _____ the violin since she was 10.
- I don't think it's a good idea to spend so much money on clothes.
You _____ spend so much money on clothes.
- I still haven't had the time to call Granny.
I haven't _____.
- When Sean worked in the workshop, protective gear was mandatory.
When Sean worked in the workshop, he
_____ protective gear.
- My grandparents can't speak any language other than Italian.
My grandparents are _____ any language other than Italian.

___ / 16 points

2 Complete the sentences with the correct form of the words in capitals.

- Granny tends to get very _____ at weddings. EMOTION
- The country has just emerged from a serious _____ crisis. ECONOMY
- My coach and _____ came to the hospital to cheer me up after my accident. MATE
- I was so relieved: everything was done to _____. PERFECT
- We tried really hard, and in the end we were _____. SUCCESS
- All the footballers sang the _____ anthem before the match. NATION
- Because of the bad weather, the show was a total _____. FAIL
- This monument has just been declared as _____ heritage. CULTURE
- We all were worried about the _____ of our dog. APPEAR

3 Complete the text with the correct option.

My best friend is Vicki. We (1) **are / have been** best friends since we were really young. We (2) **weren't / haven't gone** in the same primary school, because our families lived in different areas of town. But then they (3) **have moved / moved** close to us, and since then we (4) **see / have seen** each other every day. We tell each other our secrets and we both know they (5) **must / should** stay in the room! We are quite different. I am quite sporty – I (6) **won / have won** several cups with my volleyball team, but Vicki is quite lazy. I tell her she (7) **ought / should** to do some exercise, but she won't listen. She loves shopping and is obsessed with shoes. She knows she (8) **mustn't / doesn't have to** look like a top model all the time, but she can't help it. I (9) **have had / am having** the same boots for years and I feel very comfortable. We're so different in that respect. However, she's still my best friend. What about you? Who's your best friend? When (10) **did you meet / have you met**?

___ / 10 points

4 Complete the text with the correct option.

Cheek kissing is a very common social (1) _____, just like other forms of (2) _____. It seems that the way people shake (3) _____ or wave to say hello or goodbye is the same all over the world. On the contrary, the practice of cheek kissing changes from country to country, and we (4) _____ be aware of different habits if we (5) _____ to avoid feeling (6) _____ or being (7) _____. For example in my country it's (8) _____ to kiss twice on the cheek, but in other countries people kiss only once, and in others still they kiss three times! Someone once (9) _____ me that in some parts of Afghanistan it's customary to kiss up to eight times! In most cultures, you start by kissing the left cheek, but Italy is an exception: you (10) _____ to kiss the right cheek first. Kiss greetings between two men are quite (11) _____ worldwide, but in some countries in Latin America, it's normal to greet someone you (12) _____ before with a kiss. Apparently, cheek kissing (13) _____ in Christian Rome, where it was a (14) _____ part of Catholic rite, but then it (15) _____ widespread all over the world.

- | | | |
|-------------------|------------------|-----------------|
| 1 A tradition | B traditional | C traditionally |
| 2 A hello | B salute | C greeting |
| 3 A heads | B hands | C thumbs |
| 4 A should | B ought | C must |
| 5 A wanted | B'd want | C want |
| 6 A comfort | B comfortable | C uncomfortable |
| 7 A disrespectful | B unrespectful | C disrespectful |
| 8 A typical | B use | C habitual |
| 9 A tell | B has told | C told |
| 10 A must | B should | C have |
| 11 A unusual | B usually | C usual |
| 12 A ever met | B have never met | C have ever met |
| 13 A has begun | B begins | C began |
| 14 A historical | B ceremonial | C central |
| 15 A became | B becomes | C should become |

___ / 15 points

Total ___ / 50 points

Summative Test – Fila A

Units 7-8

Name: _____

Class: _____ Date: _____

1 Complete the dialogues with the correct option.

- 1 A Would you like lemon or **milk** / **yoghurt** in your tea?
B Neither, thanks. But I'll have some **spice** / **honey**.
- 2 A Are you a vegetarian?
B Yes, I don't eat **meat** / **vegetables**, but occasionally I eat **fish** / **fruit**.
- 3 A This strawberry **drink** / **tart** is delicious.
B I love it. It is my favourite **dessert** / **plate**.
- 4 A Who's going to do the **design** / **manufacture** for the new school?
B I don't know, but they said they'll only use environmentally-friendly **design** / **materials**.
- 5 A Water **dirt** / **pollution** is a huge problem in the Mediterranean.
B I know. It affects the coasts and the **sea** / **material** life.

___ / 10 points

2 Correct the mistakes in the sentences.

- 1 I'm 100% sure I might get an A in the science test.
_____.
- 2 In the future, we are going to drive flying cars: who knows?
_____.
- 3 If you will drive me to the airport, I'll have enough time to check in.
_____.
- 4 This cake is delicious. I going to have a second helping.
_____.
- 5 He has flu, so he's going clubbing tonight.
_____.
- 6 We still haven't decided what to do at the weekend – we will go to the new exhibition in town.
_____.
- 7 If you stop eating so much junk food, you're losing weight.
_____.
- 8 Scientists say there are nearly 10 billion people in 2030.
_____.
- 9 (At the restaurant) I have soup of the day and salad.
_____.
- 10 Don't worry if you don't have money. I buy you the coffee.
_____.

___ / 10 points

3 Complete the sentences with the correct form of the word in capitals.

- 1 She has a strong personality and is a great _____.
SPEAK
- 2 Not many young people want to be _____ these days.
FARM
- 3 The new president made her first _____ in parliament.
APPEAR
- 4 How many _____ are there in a volleyball team?
PLAY
- 5 His _____ in that movie won him an Oscar.
PERFORM
- 6 We all get on with our _____ – he's a good boss.
EMPLOY

___ / 6 points

4 Complete the second sentence so it has the same meaning as the first. Use a maximum of three words.

- 1 I can't make a pie because I don't have the ingredients.
If I _____, I could make a pie.
- 2 She was watching the last episode of the series.
The episode _____ was the last of the series.
- 3 I'm not sure you'll like my new boyfriend.
You _____ my new boyfriend.
- 4 I intend to work on my pronunciation.
I am _____ work on my pronunciation.
- 5 Sarah is the fastest swimmer in her team.
Sarah is the girl _____ the fastest in her team.
- 6 With some encouragement from the teachers, students start to read for pleasure.
If the teachers _____, students will start to read for pleasure.
- 7 It's amazing to see how much you have achieved this year.
Your _____ have been amazing.

___ / 14 points

5 Complete the text with the correct option.

I'm sure you know that people consume far too much sugar. But you (1) _____ be surprised to learn that even very little children have the same problem. All the most popular foods and drinks contain lots of *added* sugars, that is sugars (2) _____ not found in nature. They are in yogurt, (3) _____, milk and fruit juice. Another problem is that (4) _____ are sometimes confusing. You buy a carton of fruit juice (5) _____ shows apples or oranges on the outside, but very often there is no fruit inside, but mostly sugar. If a child eats too much sugar, he'll (6) _____ have some health problems as an adult – asthma, diabetes or obesity. Sugar is also addictive, so (7) _____ a child gets used to it, it'll be very hard to give it up. So it's parents (8) _____ must check their children's diet and limit the amount of sugar (9) _____ they consume. If we all (10) _____ to read food labels and avoid sugary foods, children would become healthier adults.

- | | | |
|--------------------|--------------|---------------|
| 1 A probably | B might | C are going |
| 2 A only Ø | B only that | C Ø or that |
| 3 A meat | B snacks | C spices |
| 4 A advertisements | B advertises | C advertisers |
| 5 A Ø | B who | C that |
| 6 A probably | B might | C will |
| 7 A when | B if | C whether |
| 8 A who | B Ø | C who or Ø |
| 9 A only Ø | B only that | C that or Ø |
| 10 A would learn | B learnt | C will learn |

___ / 10 points

Total ___ / 50 points

Summative Test – Fila B

Units 7-8

Name: _____

Class: _____ Date: _____

1 Complete the second sentence so it has the same meaning as the first. Use a maximum of three words.

- 1 She was watching the last episode of the series.
The episode _____ was the last of the series.
- 2 I intend to work on my pronunciation.
I am _____ work on my pronunciation.
- 3 I can't make the apple pie because I don't have the ingredients.
If I _____, I could make the apple pie.
- 4 It's amazing to see how much you have achieved this year.
Your _____ have been amazing.
- 5 I'm not sure you'll like my new boyfriend.
You _____ my new boyfriend.
- 6 Sarah is the fastest swimmer in her team.
Sarah is the girl _____ the fastest in her team.
- 7 With some encouragement from the teachers, students start to read for pleasure.
If the teachers _____, students will start to read for pleasure.

___ / 14 points

2 Complete the dialogues with the correct option.

- 1 A This soup doesn't have much **sweet / flavour**.
B Add some **chilli powder / dessert** if you like.
- 2 A How do I make **sour / bitter** cream?
B Just add some lemon to the **yoghurt / coffee**.
- 3 A Would you like some **sugar / drink** in your coffee?
B No, thanks. I like it **spicy / bitter**.
- 4 A Are you going to order a **coffee / dessert**?
B No, I don't like ending a **meal / meat** with sweet things.
- 5 A He works in a company that **fabricates / manufactures** clothes.
B Does he also **design / draw** them?

___ / 10 points

3 Complete the sentences with the correct form of the word in capitals.

- 1 His _____ in that movie won him an Oscar.
PERFORM
- 2 How many _____ are there in a volleyball team?
PLAY
- 3 Not many young people want to be _____ these days.
FARM
- 4 She has a strong personality and is a great _____.
SPEAK
- 5 The new president made her first _____ in parliament.
APPEAR
- 6 We all get on with our _____ – he's a good boss.
EMPLOY

___ / 6 points

4 Correct the mistakes in each sentence.

- 1 (At the restaurant) I have soup of the day and salad.
_____.
- 2 Don't worry if you don't have money. I buy you the coffee.
_____.
- 3 He has flu, so he's going clubbing tonight.
_____.
- 4 I'm 100% sure I might get an A in the science test.
_____.
- 5 If you stop eating so much junk food, you're losing weight.
_____.
- 6 If you will drive me to the airport, I'll have enough time to check in.
_____.
- 7 In the future, we are going to drive flying cars: who knows?
_____.
- 8 This cake is delicious. I going to have a second helping.
_____.
- 9 Scientists say there are nearly 10 billion people in 2030.
_____.
- 10 We still haven't decided what to do at the weekend – we will go to the new exhibition in town.
_____.

___ / 10 points

5 Complete the text with the correct option.

Over the last few years, the number of people (1) _____ say they have a food allergy has grown dramatically. The causes are not clear, but environmental (2) _____ is among them. In fact, in most cases it would be more appropriate to talk about intolerance, because an allergy is something very serious (3) _____ can even cause death. Most people have problems digesting certain foods, especially (4) _____ them in big amounts, but their health (5) _____ never really in danger. For example, if you are intolerant to (6) _____ or other dairy products like cheese or yoghurt, you (7) _____ still be able to drink some without any problems. In any case, a doctor is the only person (8) _____ can tell you if you have an allergy or a simple intolerance. In case you have an allergy, you (9) _____ to be very careful. But if you are intolerant to certain foods, there's no need to ban them from your diet, thinking that you (10) _____ if you just smelled them.

- | | | |
|------------------|---------------|-----------------------|
| 1 A which | B who | C Ø |
| 2 A Ø | B pollution | C who |
| 3 A who | B that | C whose |
| 4 A if they eat | B if they ate | C when they would eat |
| 5 A was | B would be | C is |
| 6 A milk | B coffee | C juice |
| 7 A are going to | B will | C should |
| 8 A who | B might | C whose |
| 9 A had | B would have | C have |
| 10 A died | B would die | C will die |

___ / 10 points

Total ___ / 50 points

Summative Test – Fila A

Units 9-10

Name: _____

Class: _____ Date: _____

1 Complete the text with the words in the box.

afraid anxious applied ask bored depending
responsible suitable

My cousin is in her last year at university. She's always been a very good student, but at some point she said she was (1) _____ of her studies and wanted to do something more practical. Plus, she said she didn't like the idea of (2) _____ on her parents for the money. So she (3) _____ for a job as a school teacher – she was (4) _____ for a group of 10 year olds. After a while, however, she realized she wasn't really (5) _____ for the job. Children didn't always listen to her and she was constantly (6) _____ of what they were doing. Plus, she was starting to get (7) _____ about her thesis – her teaching job didn't leave her much time. So she made a decision. She sold her car, so she didn't need to (8) _____ her parents for money. Now she walks everywhere, but she's much happier.

___ / 8 points

2 Complete the second sentence so it has the same meaning as the first. Use a maximum of three words.

- 1 It was Michelangelo who painted the Sistine Chapel.
The Sistine Chapel _____ Michelangelo.
- 2 'This is my sister,' Mary said to me.
Mary _____ to her sister.
- 3 We still don't know which course we want to attend.
We still _____ on a course.
- 4 He plays tennis very well.
He is very _____ tennis.
- 5 First she worked as a shop assistant, then she became a manager.
Before she became a manager, _____ as a shop assistant.
- 6 'My dad plays football every weekend,' he said.
He said _____ football every weekend.
- 7 The amount of money he spends on clothes is shocking.
I was _____ the amount of money he spends on clothes.
- 8 Everyone sees the use of smartphones in class as normal today.
The use of smartphones in class _____ normal today.

___ / 16 points

3 Complete the sentences with one of the verbs in the box in the passive form.

award develop do feed write

- 1 They are a great band. They _____ the Best Song of the Year in 2016.
- 2 I never do any housework. It _____ once a week by a cleaning lady.
- 3 'Who _____ the novel Sense and Sensibility _____ by?' Jane Austen.'
- 4 The software _____ specially _____ for disabled people.
- 5 Animals _____ every day in the zoo.

___ / 5 points

4 Put the verbs in brackets into the correct form of the Past simple or Past perfect.

- 1 When we returned, we _____ (realise) that somebody _____ (be) in the house while we were out.
- 2 I _____ (not / finish) dinner when my parents _____ (come) to visit.
- 3 They _____ (leave) the cinema before the film _____ (end).

___ / 6 points

5 Complete the text with the correct option.

The World Wide Web is now thirty years old. It (1) _____ by Sir Tim Berners-Lee, who (2) _____ about his (3) _____, saying that he was worried (4) _____ how people are using the Internet. Thirty years ago, he (5) _____, he believed that the Web (6) _____ a force for good and (7) _____ empower billions of people. But now he has many concerns. The first is the quantity of (8) _____ crimes (or cybercrimes) that (9) _____ daily on the internet. A second thing that worries Berners-Lee is how social media (10) _____ by some political parties to spread misinformation. An example is how people (11) _____ during the 2016 US presidential election and the UK Brexit vote. Finally, Berners-Lee mentioned the problem of privacy. With more and more people reliant (12) _____ the Web, governments as well as companies and individuals must cooperate to make the Web a safe place. For this reason, Berners-Lee's Foundation (13) _____ a contract with nine principles to safeguard the Web. Lots of organizations have (14) _____ to sign the contract, including Facebook and Google, which have been accused of endangering human rights. What we need is probably a global movement for the Web like we now have for the environment, so that the whole society becomes more (15) _____ of the dangers of the internet.

- | | | |
|------------------------|-----------------------|-------------------|
| 1 A was created | B has created | C created |
| 2 A is recently spoken | B has recently spoken | C recently speaks |
| 3 A discovery | B invention | C progress |
| 4 A of | B at | C about |
| 5 A told | B says | C said |
| 6 A had been | B is | C was |
| 7 A can | B can have | C could |
| 8 A computer | B smart | C digital |
| 9 A commit | B were committed | C are committed |
| 10 A is used | B uses | C has used |
| 11 A have been tricked | B were tricked | C tricked |
| 12 A from | B of | C on |
| 13 A was published | B is published | C has published |
| 14 A discussed | B agreed | C disagreed |
| 15 A proud | B worried | C aware |

___ / 15 points

Total ___ / 50 points

Summative Test – Fila B

Units 9-10

Name: _____

Class: _____ Date: _____

1 Complete the text with the correct prepositions.

My cousin is in her last year at university. She's always been a very good student, but at some point she said she was bored (1) _____ her studies and wanted to do something more practical. Plus, she said she didn't like the idea of depending (2) _____ her parents for the money. So she applied (3) _____ a job as a school teacher – she was responsible (4) _____ a group of 10 year olds. After a while, however, she realized she wasn't really suitable (5) _____ the job. Children didn't always listen to her and she was constantly afraid (6) _____ what they were doing. Plus, she was starting to get anxious (7) _____ her thesis – her teaching job didn't leave her much time. So she made a decision. She sold her car, so she didn't need to ask her parents (8) _____ money. Now she walks everywhere, but she's much happier.

___ / 16 points

2 Complete the sentences with one of the verbs in the box in the passive form.

award develop do feed write

- 'Who _____ the novel *Sense and Sensibility* _____ by?' Jane Austen.'
- Animals _____ every day in the zoo.
- I never do any housework. It _____ once a week by a cleaning lady.
- They are a great band. They _____ the Best Song of the Year in 2016.
- The software _____ specially _____ for disabled people.

___ / 5 points

3 Complete the second sentence so it has the same meaning as the first. Use a maximum of three words.

- The amount of money he spends on clothes is shocking.
I was _____ the amount of money he spends on clothes.
- 'This is my sister,' Mary said to me.
Mary _____ to her sister.
- Everyone sees the use of smartphones in class as normal today.
The use of smartphones in class _____ normal today.
- First she worked as a shop assistant, then she became a manager.
Before she became a manager, _____ as a shop assistant.
- He plays tennis very well.
He is very _____ tennis.
- We still don't know which course we want to attend.
We still _____ on a course.
- 'My dad plays football every weekend,' he said.
He said _____ football every weekend.
- It was Michelangelo who painted the Sistine Chapel.
The Sistine Chapel _____ Michelangelo.

___ / 8 points

4 Put the verbs in brackets into the correct form of the Past simple or Past perfect.

- She _____ (be) sad because she _____ (lose) the game.
- I _____ (try on) many types of shoes before I _____ (buy) these ones.
- By the time we _____ (arrive) at the stadium, the match _____ (already / start).

___ / 6 points

5 Complete the text with the correct option.

The World Wide Web is now 30 years old. Its inventor, Tim Berners-Lee, never thought that the project he (1) _____ for years would become such a powerful (2) _____. Today, more than half of the global population is online – although there's a dominance of rich white males. Women and minority races (3) _____. The Web has accelerated countries' economic (4) _____ and changed our politics, our communication, and many other aspects of our life. But it has become much more complex than the system of websites connected by links that Berners-Lee (5) _____ in 1989. In a recent interview, he said that he is very (6) _____ how people are using it. Thirty years ago, he (7) _____ *The Guardian*, he believed that the Web was a force for good for billions of people. But now he has many concerns. One is (8) _____ privacy – once our data circulate on the Web, we no longer have total (9) _____ over it. Another thing that worries Berners-Lee is how some political parties (10) _____ social media to spread misinformation. An example is how people (11) _____ during the 2016 US presidential election. With more and more people who are (12) _____ on the Web, governments as well as companies and individuals must cooperate to make the Web a safe place. For this reason, in March 2019 a contract (13) _____ by Berners-Lee's Foundation with 9 points to safeguard the Web. Lots of organizations have (14) _____ to sign it, including Facebook and Google, which have been accused of endangering human rights. We need a global movement for the Web like we now have for the environment, so that the whole society becomes more (15) _____ the dangers of the internet.

- | | | |
|-----------------------------|------------------------|----------------------------|
| 1 A had worked on | B has worked on | C was worked on |
| 2 A invention | B technology | C progress |
| 3 A aren't well represented | B don't well represent | C haven't well represented |
| 4 A advance | B development | C evolution |
| 5 A is imagined | B had imagined | C has imagined |
| 6 A proud of | B interested in | C worried about |
| 7 A said | B says | C told |
| 8 A computer | B internet | C digital |
| 9 A control | B command | C power |
| 10 A are used | B use | C have used |
| 11 A have been cheated | B were cheated | C cheated |
| 12 A reliant | B depend | C based |
| 13 A has published | B is published | C was published |
| 14 A accept | B agreed | C approved |
| 15 A proud of | B anxious about | C aware of |

___ / 15 points

Total ___ / 50 points

Skills Test – Fila A

Units 1-2

Name: _____

Class: _____ Date: _____

READING

1 Read the text and answer the questions below.

Everybody knows what it's like when you have to patiently wait to order food and drink in a crowded café. There's normally a sort of unwritten rule based on the 'first come first served' principle, but research has recently proved that customers have other ways of getting the waiter's attention and get their order served first although they were not the first ones there. After carefully observing how people behave in fast-food restaurants and cafeterias, a team of psychologists have identified the most effective gestures to get a waiter to serve you before other people.

The most successful way to be served a drink, for example, appears to be standing in front of the bartender and looking at him while he walks around behind the bar; by contrast, people standing behind other customers are the ones that typically have to wait longer than necessary. The researchers also point out that your chances of being served soon decrease if you talk to friends and look at the menu while sitting down. Surprisingly, waving your hand or nodding at the waiter isn't as successful as you may think, while you will probably be noticed a bit more quickly if you hold your wallet or cash in your hand.

In order to collect this information, the scientists carried out a survey based on 200 customers trying to order food and drink at four different popular places where they carefully analysed the behaviour of customers during the few minutes before getting served over a two-month period. What they eventually found out is that there are no more than two gestures that effectively convey a person's intentions of getting served: the first one is standing right in front the bartender and leaning on the bar, and the second one is to look the waiter or waitress in the eye as he or she moves around the place.

The research proves that very few customers get served quickly when they take some time checking out the list of foods and drinks on offer, while those looking at money are slightly more successful because what they do suggests they are probably going to leave. However, nothing is said about how many customers use ineffective techniques.

The study of customers' behaviour at bars and cafés was originally aimed at developing the design of a robot-waiter: the psychologists focused on understanding how the customers first used their body language, because they needed to 'teach' the robots how to properly recognise the signals that a customer is ready to order. The survey results have been employed to update the robot-waiter's programming so as to make it respond to customers as soon as they display the proper body language. The table-waiting android, called Jeeves 2.0, has been trained to interpret the social behaviour of human beings. The next step will be to programme it to interact with customers and sound as kind and efficient as the best waiter would be.

1 According to the article, which customers succeed in getting served first in a café or restaurant as a rule?

2 How did the team of psychologists find out what customers do to manage to get served before others?

3 What behaviour is less effective at a restaurant or cafeteria table?

4 Which gestures aren't as effective as expected?

5 How long did it take for the researchers to spot the best way to signal that you want to get served?

6 How can you be the first to get a drink while you are standing at the bar in a pub?

7 What could a waiter understand when a customer sitting at a table looks at money?

8 What was the original purpose of the research study?

9 What is Jeeves 2.0?

10 What do the researchers in the study aim to achieve in the future?

____/10 points

Skills Test – Fila A

Units 1-2

Name: _____

Class: _____ Date: _____

WRITING

2 Write a short description of what you enjoy doing in your free time (80-100 words). You should include:

- which hobbies or sports you do or play
- when you like doing or playing them
- who you like doing or playing them with
- how often you manage to do them

____ /20 points

LISTENING

3  1 Listen to the description of an Irish music school and fill in the blanks with the missing information.

Courses on less common instruments

(1) _____ and accordion
the history of (2) _____

Rock and Pop

Agnes Bright's (3) _____ lessons
venue rental for band concerts: (4) _____ €
studio available from Monday to (5) _____

____ /10 points

SPEAKING

4 Look at the two pictures and ask and answer questions about what you prefer doing with your friends.

A



B



____ /10 points

Total ____ /50 points

Skills Test – Fila B

Units 1-2

Name: _____

Class: _____ Date: _____

READING

1 Read the text and answer the questions below.

Everybody knows what it's like when you have to patiently wait to order food and drink in a crowded café. There's normally a sort of unwritten rule based on the 'first come first served' principle, but research has recently proved that customers have other ways of getting the waiter's attention and get their order served first although they were not the first ones there. After carefully observing how people behave in fast-food restaurants and cafeterias, a team of psychologists have identified the most effective gestures to get a waiter to serve you before other people.

The most successful way to be served a drink, for example, appears to be standing in front of the bartender and looking at him while he walks around behind the bar; by contrast, people standing behind other customers are the ones that typically have to wait longer than necessary. The researchers also point out that your chances of being served soon decrease if you talk to friends and look at the menu while sitting down. Surprisingly, waving your hand or nodding at the waiter isn't as successful as you may think, while you will probably be noticed a bit more quickly if you hold your wallet or cash in your hand.

In order to collect this information, the scientists carried out a survey based on 200 customers trying to order food and drink at four different popular places where they carefully analysed the behaviour of customers during the few minutes before getting served over a two-month period. What they eventually found out is that there are no more than two gestures that effectively convey a person's intentions of getting served: the first one is standing right in front the bartender and leaning on the bar, and the second one is to look the waiter or waitress in the eye as he or she moves around the place.

The research proves that very few customers get served quickly when they take some time checking out the list of foods and drinks on offer, while those looking at money are slightly more successful because what they do suggests they are probably going to leave. However, nothing is said about what how many customers use ineffective techniques.

The study of customers' behaviour at bars and cafés was originally aimed at developing the design of a robot-waiter: the psychologists focused on understanding how the customers first used their body language, because they needed to 'teach' the robots how to properly recognise the signals that a customer is ready to order. The survey results have been employed to update the robot-waiter's programming so as to make it respond to customers as soon as they display the proper body language. The table-waiting android, called Jeeves 2.0, has been trained to interpret the social behaviour of human beings. The next step will be to programme it to interact with customers and sound as kind and efficient as the best waiter would be.

1 Which customers are wrongly believed to be the only ones that can get served before others?

2 What behaviour is more effective to get served quickly at a pub?

3 Where was the research carried out?

4 Which are the most effective gestures to catch somebody's attention according to the researchers?

5 What should you do to get served by a waiter that is walking around a room?

6 How do waiters usually react if you sit at a restaurant table and look at the menu?

7 What does the research tell us about the percentage of people who fail to get served quickly?

8 What was the psychologists' final goal when studying customers' body language?

9 How have the results of the research contributed to the development of robot-waiters?

10 What can Jeeves 2.0 do?

____ /10 points

Skills Test – Fila B

Units 1-2

Name: _____

Class: _____ Date: _____

WRITING

2 Write a short description of what you enjoy doing in your free time (80-100 words). You should include:

- which hobbies or sports you do or play
- when you like doing or playing them
- who you like doing or playing them with
- how often you manage to do them

____ /20 points

LISTENING

3  1 Listen to the description of an Irish music school and fill in the blanks with the missing information.

Most popular courses

keyboard, bass guitar and (1) _____
lessons with Agnes Bright, a talented (2) _____
player and the lead singer of an (3) _____ band

Facilities for rent

venues for band performances: for up to (4) _____
people
recording studio: (5) _____ €

____ /10 points

SPEAKING

4 Look at the two pictures and ask and answer questions about what you prefer doing with your friends.

A



B



____ /10 points

Total ____ /50 points

Skills Test – Fila A

Units 3-4

Name: _____

Class: _____ Date: _____

READING

1 Read the text and answer the questions below.

It's been eight years since Tanya Roberts began growing vegetables in her backyard; now she's planting several types of flowers as well. Her 5-year-old daughter often plays around her, picking berries, making flower crowns or looking for snails in the grass. 'When you spend all the time in front of a computer, using your hands to dig in the dirt feels wonderful: it gives you the impression that you are creating something special', says Tanya, 42, who is a lawyer in San Diego. Tanya isn't the only one who feels this way. Many amateur gardeners see this leisure activity as the perfect way to cope with stress in the modern world and to rediscover pleasures we've forgotten in our busy, spotlessly clean lives.

Planting a vegetable garden offers other important advantages as well; it is not only a source of fresh, healthy food, but it can keep you fit and boost your mood. A group of researchers from Denmark have found out that gardening helps you to fight stress even more effectively than other relaxing hobbies. After completing a stressful task, two groups of people were asked to choose between reading a book indoors or gardening for an hour. The group that decided to do some gardening proved to be in a better mood than the reading group, and the researchers also detected lower levels of the stress hormone cortisol in their blood.

Gardening may even be useful when treating depression. In a study conducted in Japan, people who had been diagnosed with a nervous breakdown spent 30 minutes a day growing flowers and vegetables. After 12 weeks, half of the patients claimed that they were feeling better. Surprisingly, their depression symptoms continued to be lower than before the experiment even after the end of the gardening programme.

Weeding, planting seeds and other gardening activities in which you use physical strength are also great forms of low-impact exercise, especially for those who have difficulty doing sports, such as middle-aged people or anyone suffering from chronic pain and disabilities. As a pleasurable and goal-oriented outdoor hobby, gardening has another positive aspect over other activities: people are more likely to keep doing it and do it often because it is not only something they do to keep fit, but it also has a goal to reach, which improves the use of one's hands. This means you are motivated: you're not just holding a ball; you want to dig a hole or pick some tomatoes or water the lettuce.

Last but not least, the food you grow yourself is the freshest food you can eat. Not surprisingly, statistics show that gardeners often become vegetarian. 'When you start growing food, you naturally tend to eat healthy', says Karen. 'Schools that have after-school gardening programmes prove that kids who garden are more likely to eat fruits and vegetables', says Karen. 'And they also become keen to taste new foods. Not to mention that homegrown vegetables and fruit taste wonderful.'

- 1 When did Tanya take up vegetable gardening?

- 2 What does Tanya's child do while she's gardening?

- 3 Why does Tanya enjoy digging in the dirt so much?

- 4 What do many people like about gardening?

- 5 How can vegetable gardening improve your physical health?

- 6 Which anti-stress activities were compared in the Danish experiment?

- 7 How did gardening affect blood in the research?

- 8 How long did it take for the group in the Japanese study to improve their health?

- 9 Which two categories of people may benefit from gardening as a way to do exercise?

- 10 How do many people doing vegetable gardening change their eating habits?

____ /10 points

Skills Test – Fila A

Units 3-4

Name: _____

Class: _____ Date: _____

WRITING

- 2** Your English teacher has asked you to write a story in about 100 words. Your story must begin with:

When the new Science teacher arrived all the students looked at each other with a surprised look on their faces.

___ / 20 points

LISTENING

- 3**  **2** Listen to five short recordings and choose the correct option (A, B or C) to answer the questions.

- 1** How did the woman get to work today?

A by car
B by bus
C by scooter

- 2** Where's Sue going to spend this weekend?

A in the mountains
B at home
C at the seaside

- 3** What time will the students arrive at the concert?

A at 7.45
B at 8.15
C at 8.45

- 4** What did Fred have for lunch?

A a steak
B some soup
C a hamburger

- 5** What sport did the family do during their holiday last year?

A skiing
B horse-riding
C cycling

___ / 10 points

SPEAKING

- 4** Answer these questions.

- How often do you text your friends?
- Do you enjoy chatting online? Why? / Why not?
- How important is your best friend in your life?
- What do you enjoy doing with your family?
- Where do you prefer to spend your free time?

___ / 10 points

Total ___ / 50 points

Skills Test – Fila B

Units 3-4

Name: _____

Class: _____ Date: _____

READING

1 Read the text and answer the questions below.

It's been eight years since Tanya Roberts began growing vegetables in her backyard; now she's planting several types of flowers as well. Her 5-year-old daughter often plays around her, picking berries, making flower crowns or looking for snails in the grass. 'When you spend all the time in front of a computer, using your hands to dig in the dirt feels wonderful: it gives you the impression that you are creating something special', says Tanya, 42, who is a lawyer in San Diego. Tanya isn't the only one who feels this way. Many amateur gardeners see this leisure activity as the perfect way to cope with stress in the modern world and to rediscover pleasures we've forgotten in our busy, spotlessly clean lives.

Planting a vegetable garden offers other important advantages as well; it is not only a source of fresh, healthy food, but it can keep you fit and boost your mood. A group of researchers from Denmark have found out that gardening helps you to fight stress even more effectively than other relaxing hobbies. After completing a stressful task, two groups of people were asked to choose between reading a book indoors or gardening for an hour. The group that decided to do some gardening proved to be in a better mood than the reading group, and the researchers also detected lower levels of the stress hormone cortisol in their blood.

Gardening may even be useful when treating depression. In a study conducted in Japan, people who had been diagnosed with a nervous breakdown spent 30 minutes a day growing flowers and vegetables. After 12 weeks, half of the patients claimed that they were feeling better. Surprisingly, their depression symptoms continued to be lower than before the experiment even after the end of the gardening programme.

Weeding, planting seeds and other gardening activities in which you use physical strength are also great forms of low-impact exercise, especially for those who have difficulty doing sports, such as middle-aged people or anyone suffering from chronic pain and disabilities. As a pleasurable and goal-oriented outdoor hobby, gardening has another positive aspect over other activities: people are more likely to keep doing it and do it often because it is not only something they do to keep fit, but it also has a goal to reach, which improves the use of one's hands. This means you are motivated: you're not just holding a ball; you want to dig a hole or pick some tomatoes or water the lettuce.

Last but not least, the food you grow yourself is the freshest food you can eat. Not surprisingly, statistics show that gardeners often become vegetarian. 'When you start growing food, you naturally tend to eat healthy', says Karen. 'Schools that have after-school gardening programmes prove that kids who garden are more likely to eat fruits and vegetables', says Karen. 'And they also become keen to taste new foods. Not to mention that homegrown vegetables and fruit taste wonderful.'

- 1 What does Tanya grow in her garden now?

- 2 What does Tanya most enjoy about gardening after a day's work?

- 3 What does Tanya do for a living?

- 4 What have the team of Danish scientists discovered?

- 5 What unexpected effect did gardening have on the patients in the Japanese study?

- 6 Which gardening activities are more suitable for keeping fit?

- 7 Why do people feel more motivated when doing gardening than other hobbies?

- 8 How does gardening improve your eating habits?

- 9 What happens in schools where students do gardening in the afternoon?

- 10 In what way do children's tastes change when they do gardening?

____ / 10 points

Skills Test – Fila B

Units 3-4

Name: _____

Class: _____ Date: _____

WRITING

- 2** Your English teacher has asked you to write a story in about 100 words. Your story must begin with:

When the new Science teacher arrived all the students looked at each other with a surprised look on their faces.

____ / 20 points

LISTENING

- 3**  **2** Listen to five short recordings and choose the correct option (A, B or C) to answer the questions.

- 1** Why was the woman late today?

A She missed the train.
B Her car broke down.
C Her brother gave her a lift.

- 2** Where did Sue spent last weekend?

A in the mountains
B at home
C at the seaside

- 3** What time will the students leave?

A at 7.45
B at 8.15
C at 8.45

- 4** What is Fred's mother going to have for dinner?

A a steak
B some soup
C a hamburger

- 5** What sport are the family going to do this year?

A skiing
B horse-riding
C cycling

____ / 10 points

SPEAKING

- 4** Answer these questions.

- How often do you text your friends?
- Do you enjoy chatting online? Why? / Why not?
- How important is your best friend in your life?
- What do you enjoy doing with your family?
- Where do you prefer to spend your free time?

____ / 10 points

Total ____ / 50 points

Skills Test – Fila A

Units 5-6

Name: _____

Class: _____ Date: _____

READING

1 Read the text and decide if the statements below are true (T) or false (F).

There are several ways in which people can move around the world, but when it comes to travelling on foot many people feel a bit suspicious. In today’s world motor vehicles are everywhere and it is unusual for most of us to think of moving around without a car, train or ferry. Technological advancements changed the pace of our lives to the point that living without a means of transport may sound impossible and there’s hardly anyone that is aware of the pleasure that moving around on foot may offer to those who are looking for new forms of tourism.

Walking has more than one advantage: when you drive a car or a trailer you need to pay attention to the street or you may risk colliding with the environment; by contrast, a walking tourist can take their time exploring the same environment and with a slower pace that allows them to enjoy the scenery around; accidents which may occur when you travel on a road at high speed are also less likely. In the past most people used to walk only if they were out hiking in the country. Things started to change a few decades ago, when trekking gained popularity as a pleasant way of travelling; before long, walking in the mountains evolved as a new and exciting way of exploring nature.

If you want to try slow travel, you must first train your body. There are many simple ways in which you can achieve this goal, all of which can prepare you for long-distance walk: you could go for a run, organise hiking trips with friends at the weekend or work out at the gym. Before making plans on how to train, remember that natural walking speed is no more than 5-6 km per hour, but you don’t usually walk faster than 3 km per hour if you carry weight and travel all day. The best suggestion is to begin with 15 kilometres a day and gradually increase the distance to about 30, depending on how far you can or want to walk. Last but not least, remember to pack your rucksack sensibly when you travel on foot. What we need on a walking journey changes according to our personal habits, but also depends on the area we want to explore: if we know there is accommodation available on our way, we won’t need to bring much, but it might be necessary to carry more things if we travel in winter or if we plan to visit uninhabited areas.

The best thing about travelling on foot is that you come into contact with a lot of people living in the places you are exploring and the need to find somewhere to sleep actually offers you the chance to make new friends. I remember that during a trek through Sardinia in 2015 I followed a marked hiking trail and walked for ten days. I didn’t need a tent because I asked the local people if I could sleep at their homes in exchange for some help around the house; the new friends I made gave me a lot of interesting information about the surroundings. This experience helped me to understand that travelling on foot is a unique opportunity to meet people who are usually quite curious and willing to help you if you tell them you are exploring the area with just a rucksack on your back and a smile on your face.

	T	F
1 People are often afraid when they think about travelling around the world on foot.	<input type="checkbox"/>	<input type="checkbox"/>
2 Very few people realise that walking can be an enjoyable activity.	<input type="checkbox"/>	<input type="checkbox"/>
3 Travelling on foot will ensure that you have no serious accidents.	<input type="checkbox"/>	<input type="checkbox"/>
4 Walking in the country didn’t use to be so popular 40 years ago.	<input type="checkbox"/>	<input type="checkbox"/>
5 You shouldn’t start travelling on foot until you are fit enough.	<input type="checkbox"/>	<input type="checkbox"/>
6 You may walk faster than 3 km per hour if you don’t have any luggage.	<input type="checkbox"/>	<input type="checkbox"/>
7 You should never pack too many things when you go on a walking holiday.	<input type="checkbox"/>	<input type="checkbox"/>
8 Walking holidays that last at least 10 days will allow you to make more friends.	<input type="checkbox"/>	<input type="checkbox"/>
9 The writer was offered accommodation in return for little jobs in the homes.	<input type="checkbox"/>	<input type="checkbox"/>
10 People are more likely to help backpacker tourists who are friendly.	<input type="checkbox"/>	<input type="checkbox"/>

____ / 10 points

Skills Test – Fila A

Units 5-6

Name: _____

Class: _____ Date: _____

WRITING

- 2 You see a notice in a sports store. Write an article in about 100 words.

The importance of being fit

What do you do to keep fit?

How can sport improve your life?

Write your article answering these questions and we will publish the most interesting article in our next month issue.

___ / 20 points

LISTENING

- 3  3 Listen to a vet talking about training a puppy and choose the correct option (A, B or C).

- 1 Which pets do people usually prefer having?

A goldfish
B hamsters
C dogs

- 2 Puppies

A are easy to train if you play with them.
B may bite the owner if they don't go out often.
C are harder to take care of than people think.

- 3 You can teach your puppy to do something if you

A talk to it in a loud voice.
B punish it when it doesn't do what you want.
C show it with your hands and behaviour.

- 4 A puppy will learn more easily

A when you use a soft voice to talk to it.
B when it gets a reward when it does the right thing.
C when you show it you are stronger.

- 5 According to the vet

A a puppy will respect you if you act as a leader.
B dogs are happier if they live in a home.
C puppies need to be left alone to be reliable.

___ / 10 points

SPEAKING

- 4 Look at these activities. Which of them is more useful for learning a foreign language? Talk to your friend for about 3 minutes.

A



B



___ / 10 points

Total ___ / 50 points

READING

1 Read the text and decide if the statements below are true (T) or false (F).

There are several ways in which people can move around the world, but when it comes to travelling on foot many people feel a bit suspicious. In today’s world motor vehicles are everywhere and it is unusual for most of us to think of moving around without a car, train or ferry. Technological advancements changed the pace of our lives to the point that living without a means of transport may sound impossible and there’s hardly anyone that is aware of the pleasure that moving around on foot may offer to those who are looking for new forms of tourism.

Walking has more than one advantage: when you drive a car or a trailer you need to pay attention to the street or you may risk colliding with the environment; by contrast, a walking tourist can take their time exploring the same environment and with a slower pace that allows them to enjoy the scenery around; accidents which may occur when you travel on a road at high speed are also less likely. In the past most people used to walk only if they were out hiking in the country. Things started to change a few decades ago, when trekking gained popularity as a pleasant way of travelling; before long, walking in the mountains evolved as a new and exciting way of exploring nature.

If you want to try slow travel, you must first train your body. There are many simple ways in which you can achieve this goal, all of which can prepare you for long-distance walking: you could go for a run, organise hiking trips with friends at the weekend or work out at the gym. Before making plans on how to train, remember that natural walking speed is no more than 5-6 km per hour, but you don’t usually walk faster than 3 km per hour if you carry weight and travel all day. The best suggestion is to begin with 15 kilometres a day and gradually increase the distance to about 30, depending on how far you can or want to walk. Last but not least, remember to pack your rucksack sensibly when you travel on foot. What we need on a walking journey changes according to our personal habits, but also depends on the area we want to explore: if we know there is accommodation available on our way, we won’t need to bring much, but it might be necessary to carry more things if we travel in winter or if we plan to visit uninhabited areas.

The best thing about travelling on foot is that you come into contact with a lot of people living in the places you are exploring and the need to find somewhere to sleep actually offers you the chance to make new friends. I remember that during a trek through Sardinia in 2015 I followed a marked hiking trail and walked for ten days. I didn’t need a tent because I asked the local people if I could sleep at their homes in exchange for some help around the house; the new friends I made gave me a lot of interesting information about the surroundings. This experience helped me to understand that travelling on foot is a unique opportunity to meet people who are usually quite curious and willing to help you if you tell them you are exploring the area with just a rucksack on your back and a smile on your face.

	T	F
1 As a rule, people can't stand moving around on foot today.	<input type="checkbox"/>	<input type="checkbox"/>
2 Technology has made travel faster.	<input type="checkbox"/>	<input type="checkbox"/>
3 If you look at the scenery while driving you might have an accident.	<input type="checkbox"/>	<input type="checkbox"/>
4 People realized walking was an exciting way of travelling ten years ago.	<input type="checkbox"/>	<input type="checkbox"/>
5 You must work out at a gym for a week before going on a walking holiday.	<input type="checkbox"/>	<input type="checkbox"/>
6 You should always walk at least 30 km a day when you are fit.	<input type="checkbox"/>	<input type="checkbox"/>
7 Always pack your suitcase according to your needs.	<input type="checkbox"/>	<input type="checkbox"/>
8 There's nothing better than meeting people when you travel around a new place.	<input type="checkbox"/>	<input type="checkbox"/>
9 The writer didn't need a tent during his 10-day walking holiday.	<input type="checkbox"/>	<input type="checkbox"/>
10 The writer had to work to pay for accommodation on his trip to Sardinia.	<input type="checkbox"/>	<input type="checkbox"/>

____ / 10 points

Skills Test – Fila B

Units 5-6

Name: _____

Class: _____ Date: _____

WRITING

- 2 You see a notice in a sports store. Write an article in about 100 words.

The importance of being fit

What do you do to keep fit?

How can sport improve your life?

Write your article answering these questions and we will publish the most interesting article in our next month issue.

___ / 20 points

LISTENING

- 3  3 Listen to a vet talking about training a puppy and choose the correct option (A, B or C).

1 People today

A don't usually have pets.

B often have a pet.

C always have a pet.

2 Dogs

A are often annoying because they haven't been trained.

B bark and bite people if they are hungry.

C jump on people when the owner doesn't play with them.

3 Puppies won't understand you unless you

A shout what you want them to do.

B show them with hands and gestures.

C speak gently and softly.

4 You must

A give your puppy a reward when it behaves well.

B punish the dog when it doesn't behave well.

C leave the puppy alone when it is aggressive.

5 According to the vet, dogs

A will become the leader of the home when they live with humans.

B aren't very happy when they are inside a house.

C mustn't be left alone or they will feel sad.

___ / 10 points

SPEAKING

- 4 Look at these activities. Which of them is more useful for learning a foreign language? Talk to your friend for about 3 minutes.

A



B



___ / 10 points

Total ___ / 50 points

Skills Test – Fila A

Units 7-8

Name: _____

Class: _____ Date: _____

READING

1 Read the extract from Oscar Wilde’s ‘The Selfish Giant’ and answer the questions below.

Every afternoon the children went to play in the Giant’s garden. It was a large lovely garden, with soft green grass and 12 peach trees that were full of flowers in spring and of fruit in summer. The children loved the garden.

One day, after seven years, the Giant came back to his castle from a visit to his ogre friend in Cornwall. When he arrived, the children were playing in the garden. He was very angry and the children were all scared and ran away. ‘My own garden is my own garden,’ said the Giant; ‘I don’t want anybody in it!’ So, he built a high wall all round it. He was a very selfish Giant.

The poor children had now nowhere to play. They tried to play on the road, but it was dirty and they did not like it. They missed the beautiful garden. ‘How happy we were there,’ they said to each other. Then the spring came, with flowers and birds everywhere, but in the Giant’s garden it was still winter, because there was nobody playing in the trees. There was snow everywhere and it was windy and cold.

‘I cannot understand why the spring is so late in coming,’ said the Selfish Giant, while he was sitting at the window looking at his cold white garden; ‘I hope there will be a change in the weather.’ But the spring never came, nor the summer.

One morning the Giant was lying awake in bed when he heard some lovely music. It was only a little bird singing outside his window, but he thought it was the most beautiful music in the world. The wind stopped blowing and a delicious perfume came to him through the open window. ‘I believe the spring has come at last,’ said the Giant; and he jumped out of bed and looked out. The children were all sitting and laughing in the trees, and the trees were full of flowers again. They had found a hole in the wall and entered through it. But in one corner it was still winter: a very little boy was standing there under a tree. He was crying because he was too short to climb up. The Selfish Giant felt very sad for the poor little boy and thought: “Now I know why the spring didn’t come! I will put that child on the tree and knock down the wall: my garden will be the children’s playground for ever”.

The Giant went into the garden but when the children saw him they ran away and winter came back into the garden. The only boy that didn’t run away was the little child in the corner: he couldn’t see anything because he was crying and his eyes were full of tears. The Giant put him in the tree and suddenly it was full of flowers and singing birds. When the other children saw that the Giant was good, they came back.

‘It is your garden now, little children,’ said the Giant, and knocked down the wall.

- 1 What was there in the giant’s garden?

- 2 Where was the giant before coming back to his castle?

- 3 What did the giant do when he saw the children in his garden?

- 4 Why didn’t the children like playing on the road?

- 5 What happened in the garden the following spring?

- 6 What was the weather like after the giant heard the music from the garden?

- 7 What did the giant see in a corner of his garden?

- 8 Why did winter come back into the giant’s garden?

- 9 Why didn’t the little child see the giant?

- 10 What did the giant do to let the children get into the garden again?

____ / 10 points

Skills Test – Fila A

Units 7-8

Name: _____
Class: _____ Date: _____

WRITING

- 2 Write a story in about 100 words. Your story must begin with the following sentence.
When I opened the door to check who had rung the bell, the only thing I saw was a little red packet on the doormat.

____ / 20 points

LISTENING

- 3  4 Listen to a TV presenter advertising a show in town and fill in the missing information below with no more than three words.

Classic Car and Motorbike Show

Last year's show:

in the month of (1) _____

End of the show:

(2) _____

This year's location:

the school's (3) _____

Day 1:

cars and motorbikes from the past

Day 2:

cars of the future

Day 3:

Adam Ford will (4) _____

of his book. 'Driving in the 20th century'

Steve Hudson, motorcycle racer will take

photos with his fans

Family tickets:

(5) £ _____

____ / 10 points

SPEAKING

- 4 Answer these questions.
- Do you like reading? Why? / Why not?
 - What do you like reading the most and why?
 - How many books do you read in a year?
 - Do you think literature is something teenagers enjoy? Why? / Why not?
 - Have you ever tried to write a short story / a novel?

____ / 10 points

Total ____ / 50 points

Skills Test – Fila B

Units 7-8

Name: _____

Class: _____ Date: _____

READING

1 Read the extract from Oscar Wilde’s ‘The Selfish Giant’ and answer the questions below.

Every afternoon the children went to play in the Giant’s garden. It was a large lovely garden, with soft green grass and 12 peach trees that were full of flowers in spring and of fruit in summer. The children loved the garden.

One day, after seven years, the Giant came back to his castle from a visit to his ogre friend in Cornwall. When he arrived, the children were playing in the garden. He was very angry and the children were all scared and ran away. ‘My own garden is my own garden,’ said the Giant; ‘I don’t want anybody in it!’ So he built a high wall all round it. He was a very selfish Giant.

The poor children had now nowhere to play. They tried to play on the road, but it was dirty and they did not like it. They missed the beautiful garden. ‘How happy we were there,’ they said to each other. Then the spring came, with flowers and birds everywhere, but in the Giant’s garden it was still winter, because there was nobody playing in the trees. There was snow everywhere and it was windy and cold.

‘I cannot understand why the spring is so late in coming,’ said the Selfish Giant, while he was sitting at the window looking at his cold white garden; ‘I hope there will be a change in the weather.’ But the spring never came, nor the summer.

One morning the Giant was lying awake in bed when he heard some lovely music. It was only a little bird singing outside his window, but he thought it was the most beautiful music in the world. The wind stopped blowing and a delicious perfume came to him through the open window. ‘I believe the spring has come at last,’ said the Giant; and he jumped out of bed and looked out. The children were all sitting and laughing in the trees, and the trees were full of flowers again. They had found a hole in the wall and entered through it. But in one corner it was still winter: a very little boy was standing there under a tree. He was crying because he was too short to climb up. The Selfish Giant felt very sad for the poor little boy and thought: “Now I know why the spring didn’t come! I will put that child on the tree and knock down the wall: my garden will be the children’s playground for ever”.

The Giant went into the garden but when the children saw him they ran away and winter came back into the garden. The only boy that didn’t run away was the little child in the corner: he couldn’t see anything because he was crying and his eyes were full of tears. The Giant put him in the tree and suddenly it was full of flowers and singing birds. When the other children saw that the Giant was good, they came back.

‘It is your garden now, little children,’ said the Giant, and knocked down the wall.

- 1 How long did the giant spend visiting his friend?

- 2 How did the children feel when the giant came back?

- 3 What happened in the giant’s garden when the spring began?

- 4 Where did the giant wait for the spring to come?

- 5 Where did the music the giant heard come from?

- 6 Why did the giant think that spring had started?

- 7 How had the children managed to get into the garden?

- 8 What did the giant decide to do when he saw the little child crying?

- 9 What did the boy under the tree do when the other children ran away?

- 10 What happened to the tree when the giant put the child on it?

____ / 10 points

Skills Test – Fila B

Units 7-8

Name: _____
Class: _____ Date: _____

WRITING

- 2 Write a story in about 100 words. Your story must begin with the following sentence.
When I opened the door to check who had rung the bell, the only thing I saw was a little red packet on the doormat.

____ / 20 points

LISTENING

- 3  4 Listen to a TV presenter advertising a show in town and fill in the missing information below with no more than three words.

Classic Car and Motorbike Show

This year’s show:

from the (1) _____

Last year’s location:

the school’s (2) _____

Day 1:

cars and motorbikes from
(3) _____

Day 2:

cars of the future

Day 3:

Adam Ford and Steve Hudson as
special guests

Cost for children:

(4) £ _____

Tickets online at www. (5) _____

.co.uk

____ / 10 points

SPEAKING

- 4 Answer these questions.
- Do you like reading? Why? / Why not?
 - What do you like reading the most and why?
 - How many books do you read in a year?
 - Do you think literature is something teenager enjoy? Why? / Why not?
 - Have you ever tried to write a short story / a novel?

____ / 10 points

Total ____ / 50 points

Skills Test – Fila A

Units 9-10

Name: _____

Class: _____ Date: _____

READING

1 Read the text and choose the correct sentence (A–H) to complete each space. There are three extra sentences.

You know what it feels like: your luggage has been ready and packed for a week; it's the third time you've checked your plane ticket and passport. (1) ____ In a couple of days you'll start a new life in a new country for the first time. You could not be more excited.

Well, enjoy the thrill as much as you can, because moving to a foreign country is a big step, especially when it means crossing the ocean and heading for a new continent. You may be looking for a new job, or taking a gap year to improve your language and life skills. Or perhaps you would like to volunteer and help people abroad. (2) ____

First of all, you'll need to find a place where you can live. Local hostels or the friend who can put you up for a week will only help you at the beginning of your adventure. After the first few days you'll have to look for a more permanent way to settle in. You probably think it won't be hard to find an affordable flat in the centre of the city you have chosen for your new life, well, think again! Flats in town are typically expensive, so you may have to find a less convenient place to live which matches your budget. The best move is to select a local estate agent or talk to other expat friends who might help you to find accommodation. (3) ____

Once you find your nice little flat, it's time to make some new friends too. In high school and college, meeting new people was relatively easy as you grew up in the same place. But now you're in a foreign country and making friends could be more difficult than you think. If you're attending a school or working for a company, then your friends are likely to be your new classmates or co-workers. If not, the 'friend issue' could be a bit of a problem. (4) ____ You could look for a local online community of expats or find someone who wants to learn your language and, in return, teach you their mother tongue. You could also join a course in something you are fond of, like cooking or photography, to meet locals that share your hobbies.

Now that you have figured out the basics, all you need to do is learn how to live in the new country. (5) ____ For example, it might take you a while to get used to the local transportation system, or to understand how to change money into a foreign currency, or to understand the local people's pronunciation which could first sound like indistinct babble, and, last but not least, learn about the local rules of etiquette. When you are adjusting to a different culture, you have to begin by understanding what might offend the locals so that you can avoid being rude. For this reason, you have to learn about greetings and the local customs during meals. Finally, however disgusting a gift of food or drink may look, remember you shouldn't show disgust or refuse what people offer you.

- A** Whatever your goal is, you'll have to bear in mind a few important things.
- B** However, you need to improve your language skills first.
- C** Indeed, some countries are more popular with tourists than others.
- D** This is when you realise what patience is.
- E** Anyway, when searching for a new home make sure you have enough savings for the rent and the bills.
- F** Of course, you know you will check everything again before leaving.
- G** Remember you will never find a flat if you don't ask a local agent.
- H** Don't worry, though, as there is a solution to it.

____ / 10 points

Skills Test – Fila A

Units 9-10

Name: _____

Class: _____ Date: _____

WRITING

2 Write a short description of your shopping habits (80-100 words). You should include:

- when and where you like shopping
- who you like shopping with
- what you usually buy when you go shopping
- if you enjoy shopping online

____ / 20 points

LISTENING

3  **5** Listen to the interview and choose the correct answer (A, B or C).

- | | |
|--|--|
| 1 Benjamin first became interested in make-up watching
A his mother get ready for work.
B an opera singer who was putting make-up on.
C a TV programme. | 4 The most exciting thing about Benjamin's job is that
A he has a very good salary.
B he's met many famous people.
C he now has a lot more new friends than before. |
| 2 Benjamin started practising his make-up skills on
A his sister.
B his aunt.
C his mother. | 5 Benjamin failed to set up his dream business because
A it was too complicated.
B he couldn't afford it.
C he needed to move abroad. |
| 3 Benjamin didn't think he'd win the competition because
A he was the only boy.
B he wasn't good enough.
C he was too young. | |

___ / 10 points

SPEAKING

4 Look at the pictures: what do you think is the best way to relax before an exam? Talk to your friend for about 3 minutes.

A



B



____ / 10 points

Total ____ / 50 points

Skills Test – Fila B

Units 9-10

Name: _____

Class: _____ Date: _____

READING

1 Read the text and choose the correct sentence (A–H) to complete each space. There are three extra sentences.

You know what it feels like: your luggage has been ready and packed for a week; it's the third time you've checked your plane ticket and passport. Of course, you know you will check everything again before leaving. In a couple of days, you'll start a new life in a new country for the first time. (1) ____

Well, enjoy the thrill as much as you can, because moving to a foreign country is a big step, especially when it means crossing the ocean and heading for a new continent. You may be looking for a new job, or taking a gap year to improve your language and life skills. (2) ____ . But whatever your goal is, you'll have to bear in mind a few important things.

First of all, you'll need to find a place where you can live. Local hostels or the friend who can put you up for a week will only help you at the beginning of your adventure. (3) ____ You probably think it won't be hard to find an affordable flat in the centre of the city you have chosen for your new life, well, think again! Flats in town are typically expensive, so you may have to find a less convenient place to match your budget. The best move is to select a local estate agent or talk to other expat friends who might help you to find accommodation. Anyway, when searching for a new home make sure you have enough savings for the rent and the bills.

Once you find your nice little flat, it's time to make some new friends too. In high school and college, meeting new people was relatively easy as you grew up in the same place. (4) ____ . If you're attending a school or working for a company, then your friends are likely to be your new classmates or co-workers. If not, the 'friend issue' could be a bit of a problem. Don't worry, though, as there is a solution to it. You could look for a local online community of expats or find someone who wants to learn your language and, in return, teach you their mother tongue. You could also join a course in something you are fond of, like cooking or photography, to meet locals that share your hobbies.

Now that you have figured out the basics, all you need to do is learn how to live in the new country. This is when you realise what patience is. For example, it might take you a while to get used to the local transportation system, or to understand how to change money into a foreign currency, or to understand the local people's pronunciation which could first sound like indistinct babble, and, last but not least, learn about the local rules of etiquette. When you are adjusting to a different culture, you have to begin by understanding what might offend the locals so that you can avoid being rude. (5) ____ . Finally, however disgusting a gift of food or drink may look, remember you shouldn't show disgust or refuse what people offer you.

- A** Don't forget that it will take some time to get used to the local foreign currency.
- B** But now you're in a foreign country, and making friends could be more difficult than you think.
- C** For this reason, you must learn about greetings and the local customs during meals.
- D** You will probably miss your close friends when you move to a different country.
- E** So you don't need to worry about accommodation.
- F** After the first few days you'll have to look for a more permanent way to settle.
- G** You could not be more excited.
- H** Or perhaps you would like to volunteer and help people abroad.

___ / 10 points

Skills Test – Fila B

Units 9-10

Name: _____

Class: _____ Date: _____

WRITING

2 Write a short description of your shopping habits (80-100 words). You should include:

- when and where you like shopping
- who you like shopping with
- what you usually buy when you go shopping
- if you enjoy shopping online

____ / 20 points

LISTENING

3  **5** Listen to the interview and choose the correct answer (A, B or C).

1 When he watched his mother putting make-up on Benjamin

- A** thought it wasn't easy to decide how to match colours.
B decided he would become a make-up artist.
C wondered if it was as easy as it looked.

2 Which of Benjamin's relatives was as keen on make-up as him?

- A** his sister
B his aunt
C his mother

3 Benjamin was surprised when he won the competition because

- A** he was the only boy among a lot of women.
B he wasn't as good as the other competitors.
C he was very young.

4 Benjamin thinks that this job

- A** is very well-paid.
B is interesting as it always changes.
C will make him famous as he now knows a lot of singers and actors.

5 Benjamin would like to

- A** set up his own make-up school.
B work in a European country.
C find a job in Montreal.

____ / 10 points

SPEAKING

4 Look at the pictures: what do you think is the best way to relax before an exam? Talk to your friend for about 3 minutes.

A



B



____ / 10 points

Total ____ / 50 points

Test A – Fila A

Mixed Tenses: Present simple & continuous

Name: _____

Class: _____ Date: _____

1 Choose the correct option.

- 1 You **look** / **are looking** sad: what's wrong?
- 2 I **don't listen** / **am not listening** to the radio: you can turn it off.
- 3 'What **are you doing** / **do you do**?' 'I'm a doctor.'
- 4 Grandma's in the living room: she **sits** / **is sitting** in her armchair.
- 5 Where **does your brother have** / **is your brother having** lunch today?
- 6 Lucy **doesn't work** / **isn't working** on Saturdays.
- 7 How many CDs **do you have** / **are you having**?
- 8 **Does it rain** / **Is it raining** in November?

____/8 points

2 Put the verb in brackets in the correct present tense.

- 1 Anita and her husband _____ (wait) for you: hurry up!
- 2 Mr Ericson _____ (play) tennis twice a week.
- 3 What _____ (Larry / do) this weekend?
- 4 ' _____ (you / enjoy) yourself?' 'No, I'm bored!'
- 5 _____ (Naomi / know) your sister?
- 6 Tom and Jennifer are on the slopes: they _____ (ski).
- 7 We _____ (have) a party next Saturday.
- 8 Jill _____ (not / want) to go out this evening.

____/8 points

3 Complete the sentences with the correct present tense of the verbs in the box.

go hate have (x2) like look need think
travel work

- 1 Jake hardly ever (1) _____ abroad, but he (2) _____ in New York this week.
- 2 'What (3) _____ (Karen) having for breakfast?' 'She (4) _____ milk and cereals.'
- 3 Fiona (5) _____ (not) to the swimming pool this afternoon because she (6) _____ (not) time.
- 4 I (7) _____ of changing my job because I really (8) _____ it.
- 5 Good morning. I (9) _____ for a pair of trousers and I (10) _____ your advice.

____/10 points

4 Make questions and short positive (✓) or negative (X) answers with the **Present simple** or the **Present continuous**.

- 1 it / often / snow / in winter? (✓)

- 2 you / see / Lucy / this evening? (X)

- 3 the Louvre / have / many famous paintings? (✓)

- 4 Tom / usually / read / on the train? (X)

- 5 your parents / drive / to work / today? (✓)

- 6 Harry / want / to leave / now? (X)

- 7 Mrs Winters / stay / at the Hilton / until Tuesday? (✓)

- 8 you and your brother / remember / this man? (X)

____/16 points

5 Complete the dialogue.

- Laura** Hi, Sam. (1) _____ (you / go) to basketball practice?
- Sam** Hi Laura. No, today I (2) _____ (have) to finish a Science project so I (3) _____ (stay) at home until dinner. How about you?
- Laura** Steve and I (4) _____ (do) our homework now. (5) _____ (you / want) to join us for dinner?
- Sam** Who's Steve? I (6) _____ (not / think) I know him.
- Laura** Yes, you do! He's Ed's brother, (7) _____ (you / not / remember)?
- Sam** Oh, you're right. He (8) _____ (play) on the school's volleyball team! Ok, see you later then.

____/8 points

Total ____/50 points

Test A – Fila B

Mixed Tenses: Present simple & continuous

Name: _____

Class: _____ Date: _____

1 Choose the correct option.

- 1 Chris **doesn't work / isn't working** on Sundays.
- 2 **Does it snow / Is it snowing** in December?
- 3 I **don't watch / am not watching** the TV: you can turn it off.
- 4 How many DVDs **do you have / are you having**?
- 5 'What **are you doing / do you do**?' 'I'm a nurse.'
- 6 She **looks / is looking** sad: what's wrong?
- 7 Where **does your mum have / is your mum having** lunch today?
- 8 Grandma's in the living room: she **sits / is sitting** in her armchair.

____/8 points

2 Put the verb in brackets in the correct present tense.

- 1 _____ (Chloe / know) your sister?
- 2 Mr Carter _____ (play) tennis twice a week.
- 3 Julia _____ (not / want) to go out this evening.
- 4 They _____ (have) a party next Friday.
- 5 What _____ (Harry / do) this weekend?
- 6 Kate and her husband _____ (wait) for you: hurry up!
- 7 Jane and Thomas are on the slopes: they _____ (ski).
- 8 '_____ (you / enjoy) yourself?' 'No, I'm bored!'

____/8 points

3 Complete the sentences with the correct present tense of the verbs in the box.

go hate have (x2) like look need think
travel work

- 1 Lucy (1) _____ (not) to the drama course this evening because she (2) _____ (not) time.
- 2 Good morning. I (3) _____ for a pair of trainers and I (4) _____ your advice.
- 3 'What (5) _____ (Matt) having for breakfast?' 'He (6) _____ juice and biscuits.'
- 4 William hardly ever (7) _____ abroad, but he (8) _____ in Berlin this week.
- 5 I (9) _____ of changing my job because I really (10) _____ it.

____/ 10 points

4 Make questions and short positive (✓) or negative (X) answers with the *Present simple* or the *Present continuous*.

- 1 Dany / want / to leave / now? (X)

- 2 Tom / usually / read / on the bus? (✓)

- 3 it / often / snow / in winter? (X)

- 4 you / see / Annabelle / this evening? (✓)

- 5 you and your sister / remember / this place? (X)

- 6 your parents / drive / to work / today? (✓)

- 7 Mr Moore / stay / at the Ritz / until Tuesday? (X)

- 8 the Tate Gallery / have / many famous portraits? (✓)

____/16 points

5 Complete the dialogue.

Mr Higgs Hi, Vanessa. (1) _____ (this scarf / belong) to you?

Vanessa Good morning, Mr Higgs. No, I (2) _____ (think) it's my brother's. He always (3) _____ (wear) one when it's cold, but today it's warm and the sun (4) _____ (shine).

Mr Higgs Oh, (5) _____ (he / come) to school today?

Vanessa No, he (6) _____ (have) piano lessons on Thursday afternoons. Anyway, I (7) _____ (go) home now. (8) _____ (you / want) me to take him the scarf?

Mr Higgs That would be great. Thanks, Vanessa. See you tomorrow.

____/8 points

Total ____/50 points

Test B – Fila A

Mixed Tenses: Past simple & continuous

Name: _____

Class: _____ Date: _____

1 Choose the correct option.

- 1 It **used to snow** / **was snowing** more often when I was a child.
- 2 Did your smartphone break down when you **were using** / **used** it?
- 3 When the teacher came in everybody **stood** / **were standing** up.
- 4 What **did you do** / **were you doing** at 11.15 last night?
- 5 We **didn't like** / **use to like** the play so we left the theatre before the end.
- 6 **Did Ms Jeffery use to travel** / **Was Ms Jeffery travelling** every month before she retired?
- 7 Tom got dressed and **made** / **was making** some coffee.
- 8 I didn't recognise him because he **wasn't wearing** / **didn't wear** his usual clothes.

____/8 points

2 Complete the second sentence so that it has the same meaning as the first. Use a maximum of three words.

- 1 I found a wallet on the way here.
I found a wallet while _____ here.
- 2 Jill has more free time than last year.
Last year Jill didn't _____ so free as she is now.
- 3 Our train has just left.
Our train _____ a minute ago.
- 4 Jane and I are no longer friends.
Jane _____ my friend.

____/8 points

3 Complete the sentences with the verbs in the box using the **Past simple** or **Past continuous**.

break get have listen look make meet
see tell watch

- 1 (1) _____ (Robert) a film when the TV
(2) _____?
- 2 Hugh (3) _____ (not) many mistakes in the test so he (4) _____ a good mark.
- 3 My parents first (5) _____ while they
(6) _____ a holiday in the same French city.
- 4 The room was full of students: Dr Lewis
(7) _____ them a story and everybody
(8) _____ to him, so nobody noticed me.
- 5 I (9) _____ (not) the road sign because I
(10) _____ at the landscape, so I got lost.

____/ 10 points

4 Complete the text with the verbs in brackets. Use the **Past simple**, **Past continuous** or **used to**.

I want to tell you about what (1) _____
(happen) to me last Sunday. It (2) _____ (be)
really hot and the sun (3) _____ (shine).
I (4) _____ (lie) by the pool in my garden with
my eyes closed while my sister (5) _____
(revise) because she (6) _____ (have) a test the
next day. I suddenly (7) _____ (hear) a voice
from the house across the street: it (8) _____
(sound) like the voice of a boy called Jeff, who
(9) _____ (live) there when I was a child. We
(10) _____ (play) together every day, but then
he (11) _____ (move) to a different town and I
never (12) _____ (see) him again.
I (13) _____ (turn) around to check: Jeff
(14) _____ (stand) in front of me.
He (15) _____ (smile) and
(16) _____ (say): 'Hi, Emma, do you remember
me?'

____/16 points

5 Make questions with the suitable past tense (**Past simple**, **Past continuous**, **used to**) and write answers that are true for you.

- 1 it / rain / at 8 / yesterday morning?

- 2 how / you / go / to school / as a child?

- 3 where / you / have lunch / last Sunday?

- 4 how old / your mother / when you / born?

____/8 points

Total ____/50 points

Test B – Fila B

Mixed Tenses: Past simple & continuous

Name: _____
Class: _____ Date: _____

- 1 Choose the correct option.
- 1 **Did Mr Godfrey use to travel / Was Mr Godfrey travelling** every month before he retired?
 - 2 What **did you do / were you doing** at 9.30 yesterday morning?
 - 3 It **used to snow / was snowing** more often when I was a child.
 - 4 Kim got dressed and **made / was making** some tea.
 - 5 When the headmaster came in everybody **stood / were standing** up.
 - 6 We **didn't like / use to like** the film so we left the cinema before the end.
 - 7 I didn't recognise her because she **wasn't wearing / didn't wear** her usual uniform.
 - 8 Did your computer break down when you **were using / used** it?
- _____/8 points

- 2 Complete the second sentence so that it has the same meaning as the first. Use a maximum of three words.
- 1 Your bus has just left.
Your bus _____ a minute ago.
 - 2 I met an old friend on the way here.
I met an old friend while _____ here.
 - 3 Andrew and I are no longer friends.
Andrew _____ my friend.
 - 4 I have more free time than last year.
Last year I didn't _____ so free as I am now.
- _____/8 points

- 3 Complete the sentences with the verbs in the box using the *Past simple* or *Past continuous*.
- break get have listen look make meet
see tell watch
- 1 My parents first (1) _____ while they (2) _____ a holiday in the same Italian city.
 - 2 I (3) _____ (not) the road sign because I (4) _____ at the landscape, so I got lost.
 - 3 (5) _____ (Molly) a film when the TV (6) _____?
 - 4 Tara (7) _____ (not) many mistakes in the test so she (8) _____ a good mark.
 - 5 The room was full of students: Dr Holbroke (9) _____ them a story and everybody (10) _____ to him, so nobody noticed me.
- _____/ 10 points

- 4 Complete the text with the verbs in brackets. Use the *Past simple, Past continuous* or *used to*.
- Yesterday my parents and I (1) _____ (go) to the little country house where we (2) _____ (live) when I (3) _____ (be) a child. When we (4) _____ (get) there we (5) _____ (see) a woman in the front garden: she (6) _____ (water) the flower pots so she (7) _____ (not / see) us. She (8) _____ (look) familiar and after a while I (9) _____ (remember) her name was Ms Andrews: when I was in primary school she (10) _____ (be) my teacher. Ms Andrews now lived in our house. She (11) _____ (look) older but I (12) _____ (notice) she (13) _____ (wear) the same purple dress she (14) _____ (wear) at school. When I (15) _____ (call) her name, she (16) _____ (turn) around and said: 'Hello, Beth, how are you, dear?'
- _____/16 points

- 5 Make questions with the suitable past tense (*Past simple, Past continuous, used to*) and write answers that are true for you.
- 1 how old / your mother / when you / born?

 - 2 where / you / have lunch / last Sunday?

 - 3 how / you / go / to school / as a child?

 - 4 it / raining / at 8 / yesterday morning?

- _____/8 points

Total ____/50 points

Test C – Fila A

Mixed Tenses: *will & be going to*

Name: _____

Class: _____ Date: _____

1 Choose the correct option to complete the sentences.

- 1 Fasten your seatbelt: we ____ off.
A are going to take B take C will take
- 2 What time ____ tomorrow?
A does our train leave B is our train leaving C is our train going to leave
- 3 I ____ Emma at 3. Do you want to join us?
A see B will see C am seeing
- 4 Oh no, it's already 9.30. We ____ the 9.35 bus.
A will miss B are missing C are going to miss
- 5 I don't think it ____ tomorrow: it's still too warm.
A is snowing B will snow C snows
- 6 Look, we're out of sugar. I ____ some later.
A buy B am buying C will buy
- 7 My son often says he ____ a doctor.
A will be B is being C is going to be
- 8 Where ____ dinner this evening?
A are you having B do you have C have you

____/8 points

2 Put the verb in brackets in the correct future tense.

- 1 How old _____ (you / be) in 2030?
- 2 What _____ (Sara / do) next weekend?
- 3 Tracy got a low mark in her test: her parents _____ (be) angry.
- 4 What time _____ (they / leave) next Sunday?
- 5 What _____ (the weather / be) like tomorrow?
- 6 Let's get on the bus: it _____ (leave).
- 7 Jenny has been training all week: she _____ (win) the tennis match.
- 8 The French class _____ (finish) at 12 tomorrow.

____/8 points

3 Complete the sentences with the verbs in the box using a suitable future tense.

go have meet pass see start throw visit

- 1 (1) I _____ Jane at the theatre at ten to seven: the play (2) _____ at 7 o'clock.
- 2 I'm sure Sally (3) _____ the exam, so I (4) _____ a big surprise party for her.
- 3 We (5) _____ to France next month: we (6) _____ a lot of beautiful towns.
- 4 '(7) _____ (you) Lucy this afternoon?' 'Yes, I think we (8) _____ a walk in the park.'

____/ 8 points

4 Complete the message with the correct future tense.

to: Frida

from: Claire

Hi Frida,
what (1) **are you doing / will you do** this afternoon?
(2) **I'm going / I go** shopping with my friend Anna: she
(3) **is being / will be** in London until Sunday. Our favourite sports store (4) **is going to open / opens** at 4 so we
(5) **will probably have / are probably having** a coffee at Gino's first. Why (6) **don't you join / won't you join** us?
If you decide to come, remember the weather forecast said it (7) **is raining / will rain** in the afternoon so you
(8) **will have to / are going to have to** bring your umbrella.
Text me if you decide to join us!
Claire

____/8 points

5 Make sentences with the prompts using the correct future tense.

- 1 it's almost 0° C / it / snow

- 2 how old / Tom / be / in 2055 / ?

- 3 you / have dinner / with us / tomorrow / ?

- 4 I'm sure / there / be / fewer cars / in the future

- 5 maybe / there / not / be / elephants left / in 50 years' time

- 6 everybody thinks / they / get married / next year

- 7 this shirt / be / too expensive: / I / leave / it

- 8 Peter / meet / his girlfriend / in Paris / on Monday

- 9 which towns / you / visit / during your holiday in England / ?

____/18 points

Total ____/50 points

Test C – Fila B

Mixed Tenses: *will* & *be going to*

Name: _____
Class: _____ Date: _____

1 Choose the correct option to complete the sentences.

- 1 Look, we're out of coffee. I ____ some later.
A buy B am buying C will buy
- 2 Oh no, it's already 9.30. We ____ the 9.35 bus.
A will miss B are missing C are going to miss
- 3 Fasten your seatbelt: we ____ off.
A are going to take B take C will take
- 4 My son often says he ____ a doctor.
A will be B is being C is going to be
- 5 What time ____ tomorrow?
A does our train B is our train C is our train
leave leaving going to leave
- 6 Where ____ dinner this evening?
A are you having B have you C do you have
- 7 I ____ Emma at 3. Do you want to join us?
A see B will see C am seeing
- 8 I don't think it ____ tomorrow: it's still too warm.
A is snowing B will snow C snows

____/8 points

2 Put the verb in brackets in the correct future tense.

- 1 What time _____ (they / leave) next Sunday?
- 2 The German class _____ (finish) at 11 tomorrow.
- 3 How old _____ (you / be) in 2040?
- 4 Eddie has been training all week: he _____ (win) the tennis match.
- 5 Let's get on the bus: it _____ (leave).
- 6 What _____ (Jim / do) next weekend?
- 7 Kevin got a low mark in his test: his parents _____ (be) angry.
- 8 What _____ (the weather / be) like tomorrow?

____/8 points

3 Complete the sentences with the verbs in the box using a suitable future tense.

- go have meet pass see start throw visit
- 1 '(1) _____ (you) Ellie this afternoon?' 'Yes, I think we (2) _____ a walk in the park.'
- 2 We (3) _____ to France next month: we (4) _____ a lot of beautiful towns.
- 3 (5) I _____ John at the cinema at ten to nine: the film (6) _____ at 9 o'clock.
- 4 I'm sure Chris (7) _____ the exam, so I (8) _____ a big surprise party for him.

____/ 8 points

4 Complete the message with the correct future tense.

to: Rita

from: Cindy

Dear Rita,

I'm so excited that I (1) **am going to visit / visit** Italy at last! I've always wanted to see your country and I can hardly believe I (2) **leave / am leaving** tomorrow.

My plane (3) **takes off / is going to take off** at 7.30 so I (4) **will have / am having** to set out really early, but fortunately Dad (5) **takes / is going to take** me to JFK Airport.

I have one more thing to ask you before I leave: (6) **are you going to / do you** pick me up from the airport in Rome? Don't worry if you can't: I (7) **am getting / will get** a cab to your home.

Ok, I hope you (8) **will write / are writing** back to me before tomorrow. I can't wait to see you again!

Lots of love,
Cindy

____/8 points

5 Make sentences with the prompts using the correct future tense.

- 1 Vince / meet / his girlfriend / in Paris / on Monday

- 2 you / have dinner / with us / tomorrow / ?

- 3 everybody thinks / they / get married / next year

- 4 how old / Karen / be / in 2055 / ?

- 5 which towns / you / visit / during your holiday in Spain / ?

- 6 maybe / there / not / be / rhinos left / in 50 years' time

- 7 it's almost 0° C / it / snow

- 8 those shoes / be / too expensive: / I / leave / them

- 9 I'm sure / there / be / fewer cars / in the future

____/18 points

Total ____/50 points

Test D – Fila A

Mixed Forms: Modal verbs & *have to*

Name: _____

Class: _____ Date: _____

1 Choose the correct option.

- 1 Mary **mustn't** / **doesn't have to** work: she's rich.
- 2 Emma **shouldn't** / **can't** drive a car, but she wants to learn.
- 3 It **might** / **can** rain in the afternoon, so take an umbrella.
- 4 **Does your father have to** / **Must your father** work on Saturdays?
- 5 You **mustn't** / **don't have to** eat sweets if you want to slim down.
- 6 We **don't have to** / **mustn't** take a taxi: we can walk there.
- 7 Where **should** / **might** I put this box? Here?
- 8 I think he **ought** / **should** to study harder.

____/8 points

2 Complete the second sentence using a modal verb or *have to* so that it has the same meaning as the first.

- 1 Nobody is allowed to park here.
You _____ park here.
- 2 Give me your phone number, please.
_____ I have your phone number?
- 3 Show your ticket before getting on the bus.
Everybody _____ show their ticket before getting on the bus.
- 4 Perhaps it won't be so hot tomorrow.
It _____ be so hot tomorrow.
- 5 You look tired: why don't you have a rest?
You look tired: you _____ have a rest.
- 6 You can visit the museum for free.
You _____ pay to visit the museum.
- 7 I don't think it's safe to use the pool at night.
You _____ use the pool at night.

____/14 points

3 Complete the sentences with *can, could, might, must, should* in the affirmative or negative form.

- 1 You _____ have a visa to fly to Russia.
- 2 Children _____ sleep at least 9 hours a night, but they often don't.
- 3 Students _____ use smartphones during tests.
- 4 What _____ I wear to Sam and Nora's wedding?
- 5 I want to pass the exam so I _____ study hard.
- 6 Don't call Emma now: she _____ be at home yet.
- 7 _____ you repeat that, Mr Thompson?
- 8 No-one _____ take photos inside the gallery.
- 9 Don't worry: if you _____ sing I'll teach you.
- 10 Sorry I _____ come to your party last Saturday: I was really sick.

____/10 points

4 Correct the mistakes in each sentence.

- 1 Must Dave get up early in the morning?

- 2 It's really late: we could not get there in time.

- 3 They oughtn't eat so many chocolates.

- 4 Students haven't to wear uniforms here.

- 5 You don't have to tell anyone. It's a secret.

- 6 Should you work on Saturdays last year?

- 7 This skirt mustn't be mine: it's too big for me.

- 8 Annie can draw very well as a child.

- 9 It can be cold tomorrow: take a scarf with you.

- 10 Nobody can't use the photocopier today.

____/ 10 points

5 Complete the email message with the modal verbs in the box.

can't couldn't had have might mustn't
ought should

My grandma often tells me that when she was a little child
(1) _____ to go to bed right after dinner. They
(2) _____ watch TV while having breakfast
because there were no programmes on at that time. She also
complains that today's parents (3) _____ to be
stricter and teach their children that they
(4) _____ do what they want all the time.
I think grandma is right about some things: children
(5) _____ spend less time on cellphones or
playing computer games, because in the future they
(6) _____ have problems concentrating at
school or at work. However, I also understand that today most
parents (7) _____ to work all day so they
(8) _____ be with their children as long as in
the past.

____/8 points

Total ____/50 points

Test D – Fila B

Mixed Forms: Modal verbs & *have to*

Name: _____

Class: _____ Date: _____

1 Correct the mistakes in each sentence.

- 1 Students haven't to wear uniforms here.

- 2 This skirt mustn't be mine: it's too big for me.

- 3 It can be cold tomorrow: take a scarf with you.

- 4 Should you work on Saturdays last year?

- 5 It's really late: we could not get there in time.

- 6 Must Dave get up early in the morning?

- 7 You don't have to tell anyone. It's a secret.

- 8 Annie can draw very well as a child.

- 9 Nobody can't use the photocopier today.

- 10 They oughtn't eat so many chocolates.

____/ 10 points

2 Complete the sentences with *can, could, might, must, should* in the affirmative or negative form.

- 1 _____ you repeat that, Mr Thompson?
- 2 What _____ I wear to Sam and Nora's wedding?
- 3 Don't worry: if you _____ sing I'll teach you.
- 4 Children _____ sleep at least 9 hours a night, but they often don't.
- 5 Don't call Emma now: she _____ be at home yet.
- 6 Students _____ use smartphones during tests.
- 7 I want to pass the exam so I _____ study hard.
- 8 Sorry I _____ come to your party last Saturday: I was really sick.
- 9 You _____ have a visa to fly to Russia.
- 10 No-one _____ take photos inside the gallery.

____/10 points

3 Choose the correct option.

- 1 You **mustn't / don't have to** eat sweets if you want to slim down.
- 2 I think he **ought / should** to study harder.
- 3 Emma **shouldn't / can't** drive a car, but she wants to learn.
- 4 Where **should / might** I put this box? Here?
- 5 It **might / can** rain in the afternoon, so take an umbrella.
- 6 Mary **mustn't / doesn't have to** work: she's rich.
- 7 **Does your father have to / Must your father** work on Saturdays?
- 8 We **don't have to / mustn't** take a taxi: we can walk there.

____/ 8 points

4 Complete the email message with the modal verbs in the box.

can couldn't don't have to had have to might
ought shouldn't

School has just finished, so now I (1) _____ go out with my classmates after dinner, because we (2) _____ get up early in the morning. We are planning to have a holiday together in July. We still (3) _____ decide what to do, though: we (4) _____ go camping for a week, but we don't know yet. Fortunately, we are 16 years old now, so it (5) _____ be a problem: I think our parents will let us do what we want. Last year it was different: I was still too young so I (6) _____ to go on holiday with my family and I (7) _____ go out with my friends at night. I think parents (8) _____ to be more understanding: teenagers need more freedom!

____/ 8 points

5 Complete the second sentence using a modal verb or *have to* so that it has the same meaning as the first.

- 1 You can visit the museum for free.
You _____ pay to visit the museum.
- 2 You look tired: why don't you have a rest?
You look tired: you _____ have a rest.
- 3 Nobody is allowed to park here.
You _____ park here.
- 4 I don't think it's safe to use the pool at night.
You _____ use the pool at night.
- 5 Perhaps it won't be so hot tomorrow.
It _____ be so hot tomorrow.
- 6 Show your ticket before getting on the bus.
Everybody _____ show their ticket before getting on the bus.
- 7 Give me your phone number, please.
_____ I have your phone number?

____/14 points

Total ____/50 points

Test E – Fila A

Mixed Forms: Conditional sentences

Name: _____

Class: _____ Date: _____

1 Choose the correct option.

- 1 If I **had** / **have** more time I could go to the gym.
- 2 I **give** / **will give** you a lift if I go there by car.
- 3 It **would** / **will** be easier to find a job if I had a degree.
- 4 I'd **have** / **have** a coffee if I feel sleepy in the morning.
- 5 What **would** / **will** you do if you were from another country?
- 6 I would need to find another job if they **fire** / **fired** me.
- 7 If I **could** / **can**, I'll buy something to eat on the way home.
- 8 There **won't** / **wouldn't** be enough food if we keep polluting the environment.

____ / 8 points

2 Read the situations and complete the **if** clauses.

- 1 Unfortunately the water's too cold so we can't swim in the lake.
If the water _____ swim in the lake.
- 2 I can't help you until you tell me what's wrong.
I _____ if you tell me what's wrong.
- 3 I might have lunch with a friend but I don't know if she's working tomorrow.
If my friend _____ have lunch with her.
- 4 I can't speak French well because I hardly ever practice.
I _____ more often.
- 5 You're always tired because you go to bed so late.
You wouldn't _____ to bed so late.

____/10 points

3 Make **if** clauses using the words below.

- 1 if / Sam / be / late / he / usually / take a taxi / to work.

- 2 I / not / feel so sad / if my friend / be here / now.

- 3 you / give / money to a friend / if / he / ask / you?

- 4 what / Susie / do / if / she / win tomorrow's race?

- 5 there / not / be / so many environmental issues / if we / not / pollute the world so much.

- 6 what / happen / if / you press / this button?

____ / 12 points

4 Complete the sentences (1-5) with the expressions (A-E) using the correct conditional form.

- 1 If I _____ I could drive Dad's car.
- 2 Sam _____ if he didn't work in August.
- 3 How would his life change for him if he _____?
- 4 I'd have more money if I _____.
- 5 She _____ if she has time in the afternoon.

- A fall in love
B spend so much on travel
C go on holiday
D be older
E often watch TV

____/ 10 points

5 Complete the dialogue with a modal verb and the verbs in brackets.

- Maria** You look upset. What's wrong?
Lisa Well, I have a problem...
Maria If you (1) _____ (tell) me, I
(2) _____ (try) my best to help you.
Lisa I'd like to, but if I (3) _____ (tell) you
(4) _____ (probably / think) I'm stupid,
so I'm not going to tell you!
Maria You (5) _____ (never / know) if you
(6) _____ (not / try).
Lisa But I (7) _____ (not / usually / ask) for
anyone to help me if I (8) _____ (have)
a problem.
Maria You sound really funny! You (9) _____
(not / be) speaking to me about your problem if you
(10) _____ (not/ want) me to help you.

____/10 points

Total ____/50 points

Test E – Fila B

Mixed Forms: Conditional sentences

Name: _____

Class: _____ Date: _____

1 Complete the sentences (1-5) with the expressions (A-E) using the correct conditional form.

- 1 She _____ if she has time in the afternoon.
- 2 How would his life change for him if he _____?
- 3 I'd have more money if I _____.
- 4 If I _____ I could drive Dad's car.
- 5 Sam _____ if he didn't work in August.

A go on holiday
B often watch TV
C spend so much on travel
D be older
E fall in love

_____/ 10 points

2 Complete the dialogue with a modal verb and the verbs in brackets.

Mark Is your sister going to Pete's party this Saturday?

Toby She told me she (1) _____ (go) if she (2) _____ (finish) the report she is writing.

Mark How about you? What are you doing?

Toby You know that if I (3) _____ (work) on Sundays I (4) _____ (normally / stay) at home on Saturday. I (5) _____ (feel) too tired if I (6) _____ (go) out with my friends the night before.

Mark You're right. Anyway, we (7) _____ (go) to the beach on Saturday afternoon if it (8) _____ (not / rain). Are you coming too?

Toby Well, if I (9) _____ (not / have) to help Mum, I (10) _____ (definitely / join) you there. Let's decide tomorrow, shall we?

_____/10 points

3 Read the situations and complete the *if*-clauses.

- 1 I might have lunch with a friend but I don't know if she's working tomorrow.
If my friend _____ have lunch with her.
- 2 Unfortunately the water's too cold so we can't swim in the lake.
If the water _____ swim in the lake.
- 3 You're always tired because you go to bed so late.
You wouldn't _____ to bed so late.
- 4 I can't help you until you tell me what's wrong.
I _____ if you tell me what's wrong.
- 5 I can't speak French well because I hardly ever practise.
I _____ more often.

_____/10 points

4 Make *if* clauses using the words below.

- 1 what / happen / if / you press / this button?

- 2 what / Susie / do / if / she / win tomorrow's race?

- 3 I / not / feel so sad / if my friend / be here / now.

- 4 if / Sam / be / late / he / usually / take a taxi / to work.

- 5 you / give / money to a friend / if / he / ask / you?

- 6 there / not / be / so many issues / if we / not / pollute the world so much.

_____/12 points

5 Choose the correct option.

- 1 If I **could / can** I'll buy something to eat on the way home.
- 2 It **would / will** be easier to find a job if I had a degree.
- 3 If I **had / have** more time I could go to the gym.
- 4 I would need to find another job if they **fire / fired** me.
- 5 I'd **have / have** a coffee if I feel sleepy in the morning.
- 6 There **won't / wouldn't** be enough food if we keep polluting the environment.
- 7 I **give / will give** you a lift if I go there by car.
- 8 What **would / will** you do if you were from another country?

_____/8 points

Total ____/50 points

Tests answer key & audioscripts

Unit Tests

Unit Test 1 Fila A

- 1**
1 generous 2 unreliable 3 quiet 4 talented 5 confident
6 outgoing 7 moody 8 pleasant 9 miserable
- 2**
1 seem 2 excited 3 becomes 4 bored 5 looks 6 look
- 3**
1 is standing 2 don't look 3 Do they also have 4 loves
5 is speaking 6 think 7 is going 8 are you smiling
9 Do I know 10're sitting
- 4**
1 to speak 2 to discuss 3 daydreaming 4 asking 5 sharing
6 to make 7 to pay 8 mentioning 9 to drive 10 to change
- 5**
1 A 2 B 3 B 4 B 5 C 6 C 7 B 8 A 9 B 10 B 11 B
12 A 13 B 14 B 15 C

Unit Test 1 Fila B

- 1**
1 ambitious 2 lazy 3 bossy 4 moody 5 nervous
6 easygoing 7 nasty 8 helpful 9 irritable
- 2**
1 working 2 going 3 turning 4 to share 5 to give
6 checking 7 to walk 8 to take 9 to pick 10 to catch
- 3**
1 is chatting 2 don't seem 3 Do they get on 4 hates
5 is sitting 6 know 7 is hanging out 8 are you texting
9 Do you really want 10 is answering
- 4**
1 annoyed 2 become 3 excited 4 seem 5 bored 6 seem
- 5**
1 A 2 B 3 B 4 B 5 C 6 C 7 B 8 A 9 C 10 B 11 B
12 A 13 B 14 B 15 C

Unit Test 2 Fila A

- 1**
1 lively 2 rural 3 old-fashioned 4 walkable 5 historic
6 residential 7 suburban 8 traditional
- 2**
1 came 2 moved 3 Did he work 4 started 5 didn't have
6 became 7 bought 8 didn't like 9 decided 10 kept
11 Did you meet 12 died
- 3**
1 location 2 imagination 3 accommodation
4 transportation / transport 5 exploration

- 4**
1 took, was giving 2 were you reading, missed 3 were looking, saw
4 was living, was 5 was crossing, hit

- 5**
1 B 2 C 3 B 4 C 5 A 6 C 7 C 8 C 9 A 10 B
11 A 12 C 13 A 14 B 15 C

Unit Test 2 Fila B

- 1**
1 C 2 C 3 B 4 C 5 A 6 C 7 A 8 C 9 A 10 C
11 B 12 C 13 C 14 A 15 B
- 2**
1 suburban 2 traditional 3 old-fashioned 4 rural 5 historic
6 lively 7 residential 8 walkable
- 3**
1 were you reading, missed 2 were looking, saw
3 took, was giving 4 was crossing, hit 5 was living, was
- 4**
1 exploration 2 location 3 imagination 4 accommodation
5 transportation / transport
- 5**
1 was 2 went 3 Did he start 4 did he begin 5 didn't make
6 got 7 opened 8 didn't like 9 sold 10 bought 11 Did you
have 12 passed

Unit Test 3 Fila A

- 1**
1 flu 2 backache 3 virus 4 pain 5 chest 6 injuries
7 broken leg 8 headache
- 2**
1 well 2 hard 3 carefully 4 regularly 5 late 6 seriously
7 responsibly 8 definitely
- 3**
1 hands in 2 turn them off 3 works out 4 gave up
5 hang out 6 grew up 7 Put on 8 take up 9 put off 10 Turn on
- 4**
1 much 2 a little 3 some 4 a lot of 5 lots of 6 many
7 a few 8 much
- 5**
1 A 2 B 3 C 4 A 5 C 6 C 7 C 8 A 9 C 10 A
11 C 12 B 13 C 14 B 15 A 16 B

Unit Test 3 Fila B

- 1**
1 medicine 2 pain 3 backache 4 virus 5 injuries 6 seasickness
7 flu 8 broken leg

2

1 definitely 2 hard 3 carefully 4 generously 5 responsibly
6 regularly 7 seriously 8 well

3

1 give up 2 hang out 3 hands in 4 turn it off 5 put off
6 grew up 7 Turn on 8 gave up 9 work out 10 Put on

4

1 many 2 much 3 some 4 lots of 5 a little 6 much
7 a lot of 8 any

5

1 C 2 B 3 C 4 C 5 A 6 C 7 A 8 C 9 A 10 B
11 C 12 C 13 A 14 C 15 B 16 A

Unit Test 4 Fila A

1

1 Education 2 state 3 develop 4 Secondary 5 grades
6 attend 7 lazy 8 take

2

1 more interesting 2 the most meaningful 3 the most difficult
4 quicker 5 The worst 6 the best

3

1 B 2 B 3 A 4 C 5 C 6 A 7 C 8 A 9 C 10 B
11 A 12 B

4

1 the most sensible 2 better 3 more carefully 4 easily
5 more quickly 6 the most slowly 7 regularly 8 the most clearly
9 worst 10 well

5

1 careful 2 stressful 3 useless 4 powerful 5 painless
6 meaningless 7 joyful 8 fearless

6

1 the same 2 such a brilliant 3 experienced enough 4 worse
5 long enough 6 faster than

Unit Test 4 Fila B

1

1 take 2 attend 3 grades 4 develop 5 Education 6 state
7 Primary 8 lazy

2

1 worst 2 the most difficult 3 the best 4 more interesting
5 the most meaningful 6 quicker

3

1 A 2 A 3 C 4 B 5 A 6 B 7 B 8 C 9 C 10 B
11 B 12 C

4

1 the best / the most organised 2 more easily 3 slowly
4 faster 5 occasionally 6 the most effective / the best
7 the most difficult 8 worse 9 more clearly 10 worst

5

1 useless 2 meaningless 3 painful 4 joyful 5 careful
6 powerful 7 fearful 8 stress-free

6

1 experienced enough 2 fitter than 3 worse 4 such a brilliant
5 the same 6 long enough

Unit Test 5 Fila A

1

1 neighbours 2 hello 3 friend 4 bowed 5 stranger
6 hugged 7 shook 8 classmate

2

1 emotional 2 typical 3 central 4 natural 5 economical
6 accidental 7 ceremonial

3

1 have always celebrated 2 had 3 ate 4 went
5 haven't decided 6 has had 7 've just found out 8 had
9 has stayed 10 celebrated 11 haven't tried 12 didn't enjoy

4

1 ever 2 since 3 just 4 yet 5 already 6 for 7 yet 8 never

5

1 A 2 C 3 A 4 A 5 B 6 C 7 A 8 B 9 B 10 B
11 C 12 B 13 A 14 A 15 C

Unit Test 5 Fila B

1

1 friend 2 stranger 3 hello 4 classmates 5 neighbours
6 shook 7 bowed 8 hugged

2

1 typical 2 natural 3 ceremonial 4 economical 5 accidental
6 emotional 7 central

3

1 have always loved 2 went 3 had 4 celebrated
5 have just opened 6 had 7 has never eaten 8 have had
9 ate 10 payed 11 was 12 didn't even have

4

1 yet 2 for 3 never 4 already 5 just 6 ever 7 since 8 yet

5

1 B 2 B 3 A 4 B 5 B 6 C 7 B 8 A 9 C 10 B 11 A
12 C 13 C 14 A 15 B

Unit Test 6 Fila A

1

1 perfect 2 fail 3 perfection 4 accept 5 successful
6 failure 7 reject 8 imperfections 9 success 10 succeed

2

1 must 2 can 3 must 4 must 5 don't have to 6 have to

3

1 dis 2 im 3 un 4 in 5 un 6 dis

4

1 shouldn't 2 ought 3 shouldn't 4 Should 5 ought 6 should
7 should

5

1 want 2 should 3 shouldn't 4 watch 5 have 6 go

6

1 C 2 A 3 B 4 B 5 A 6 C 7 A 8 C 9 C 10 A
11 C 12 A 13 C 14 A 15 A

Unit Test 6 Fila B

- 1
1 must 2 can't 3 have to 4 can 5 mustn't 6 don't have to
- 2
1 ought 2 should 3 shouldn't 4 ought 5 Should
6 should 7 shouldn't
- 3
1 get 2 talk 3 shouldn't 4 criticise 5 be 6 should
- 4
1 dis 2 im 3 un 4 in 5 un 6 dis
- 5
1 C 2 C 3 A 4 A 5 B 6 A 7 C 8 C 9 B 10 A
11 C 12 B 13 B 14 C 15 A
- 6
1 failure 2 perfections 3 reject 4 successful 5 perfect
6 success 7 fail 8 succeeded 9 imperfections 10 accept

Unit Test 7 Fila A

- 1
1 dessert 2 chilli 3 dish 4 bitter 5 beef 6 sour 7 flavour
- 2
1 performer 2 advertisements 3 driver 4 achievement
5 traveller 6 appearance 7 writer
- 3
1 am meeting / are going to make 2 'm going to attend /'m taking
3 is leaving / is going to have 4 am leaving / am not going to look for
5 're going to fly / 're packing
- 4
1 might 2 'll meet 3 is going to fall 4 is going to rain
5 won't last 6 will
- 5
1 If 2 will stay 3 Are you going to work 4 When 5 won't
- 6
1 C 2 A 3 A 4 C 5 B 6 A 7 B 8 B 9 C 10 B
11 B 12 B 13 C 14 B 15 B

Unit Test 7 Fila B

- 1
1 appearance 2 enjoyment 3 traveller 4 performance
5 advertiser 6 disturbances 7 encouragement
- 2
1 will last 2 will it 3 'll win 4 might 5 won't 6 is going to rain
- 3
1 If 2 won't 3 will stay 4 Are you going to work 5 When
- 4
1 vegetables 2 dessert 3 sour 4 dish 5 flavour 6 chilli
7 beef
- 5
1 am leaving / am not going to look for 2 'm going to attend /'m taking
3 is cooking / 're going to have 4 is leaving / is going to have
5 're going to fly / 're packing

- 6
1 B 2 A 3 A 4 C 5 B 6 C 7 B 8 B 9 B 10 A
11 B 12 C 13 B 14 B 15 B

Unit Test 8 Fila A

- 1
1 advertise 2 recycle 3 throw away 4 design 5 pick
6 manufactures 7 material 8 sell 9 grow 10 pollution
- 2
1 I would buy organic products if they were cheaper.
2 If more people recycled their waste, cities would be less dirty.
3 He would stop eating meat if he knew about intensive animal farming.
4 If I didn't need more money, I wouldn't work so hard.
5 If things weren't advertised, would you know them?
- 3
1 Ø 2 who/that 3 Ø 4 which/that 5 that/which 6 Ø
7 who/that 8 Ø 9 Ø
- 4
1 bag 2 programme 3 air 4 life 5 rain 6 organic
- 5
1 The T-shirt **which/that/Ø she was wearing** was made of recycled plastic bottles.
2 If I **wasn't/weren't allergic to wool, I would** buy that jumper.
3 The person **who wrote this book** isn't very famous.
4 Films are not something **that/which interests** me.
5 If this coat **wasn't / weren't too small for me, I wouldn't** give it away.
- 6
1 C 2 A 3 B 4 B 5 C 6 A 7 B 8 C 9 A 10 A

Unit Test 8 Fila B

- 1
1 If I didn't need to lose weight, I wouldn't work out so hard.
2 If advertisements didn't exist, would you buy things?
3 I would buy organic clothes if they weren't so expensive.
4 He would stop using his car if car sharing were available.
5 If more people recycled their waste, cities would be less dirty.
- 2
1 material 2 advertisements 3 manufacture 4 picking 5 sell
6 throw away 7 grow 8 recycled 9 pollution 10 design
- 3
1 Ø 2 who/that 3 Ø 4 which/that 5 that/which 6 Ø
7 who/that 8 Ø 9 Ø
- 4
1 If Lisa **weren't allergic to acrylic, I would** give her that shirt.
2 The person **who invented the Internet** isn't very famous.
3 The hoodie **Andy was wearing** was made of recycled plastic bottles.
4 If those shoes **weren't so small**, I wouldn't give them to my sister.
5 Sci-fi films are not something **that interest** me.
- 5
1 C 2 A 3 A 4 B 5 A 6 C 7 A 8 C 9 B 10 A

6

1 pollution 2 reusable 3 recycling 4 forest 5 sea 6 organic

Unit Test 9 Fila A

1

1 plumber 2 software developer 3 accountant 4 beautician
5 chef 6 lawyer 7 town councillor 8 surgeon 9 paramedic
10 cleaner

2

1 **By the time** I was a child, I **had decided** to become a doctor.

2 **After I had read** all questions, I wrote the answers.

3 **Before** she got a teaching job, she **had never had** any work experience.

4 He **had made up** his mind **before** she spoke to him.

5 **By the time** I checked the cake, the oven **had turned** black with smoke.

6 We **had changed** all the sheets **before** we went to sleep.

3

1 from 2 on 3 to 4 about 5 with 6 for 7 for 8 on 9 for

4

1 was, had finished, couldn't 2 wanted, was, couldn't, had always wanted, didn't intend 3 had never seen, could

5

1 A 2 C 3 C 4 C 5 B 6 C 7 B 8 B 9 A 10 A
11 C 12 C 13 B 14 B 15 B

Unit Test 9 Fila B

1

1 **Before** he got a teaching job, he **had never had** any work experience.

2 **By the time** she was a teenager, Susan **had decided** to become a lawyer.

3 We **had washed** all the dishes **before** we went to sleep.

4 **After I had read** all questions, I wrote the answers.

5 He **had made up** his mind **before** they spoke to him.

6 **By the time** I got home, it **had started** to rain.

2

1 A 2 A 3 B 4 C 5 A 6 C 7 B 8 B 9 A 10 A
11 C 12 C 13 A 14 B 15 B

3

Anna said she (1) **was** her new neighbour. She (2) **didn't think** they (3) **had met** yet.

Barbara said she (4) **assumed** she (5) **had** just **moved in**.

Anna said she (6) **had arrived** at 7 from France.

Barbara said she (7) **had lived** in Paris before she moved there.

Anna asked if she (8) **could** speak French.

Barbara said that she (9) **hadn't practised** it for a long time.

Anna said she (10) **could** help her to remember it!

4

1 for 2 with 3 for 4 on 5 for 6 on 7 from 8 to 9 about

5

1 paramedic 2 software developer 3 plumber 4 cleaner
5 town councillor 6 chef 7 beautician 8 lawyer 9 surgeon
10 accountant

Unit Test 10 Fila A

1

1 invention 2 digital 3 process 4 tool 5 equipment
6 technology 7 development 8 research

2

1 is English spoken 2 isn't connected 3 was installed

4 weren't mentioned 5 was sold 6 are seen 7 was donated

8 is celebrated 9 were designed 10 were cleaned

3

1 on 2 of 3 in 4 at 5 for 6 for 7 with 8 about

9 with 10 about

4

1 My articles are published in the school magazine.

2 My test was corrected by Mr Jones.

3 A message for the principal was left in his office.

4 These jeans are manufactured in India.

5 Tomatoes were introduced into Europe by the Spanish in the 16th century.

6 The linen is not changed every day.

7 The World Cup was watched by millions of viewers.

5

1 B 2 C 3 A 4 B 5 C 6 C 7 A 8 C 9 C 10 B

11 C 12 C 13 A 14 B 15 B

Unit Test 10 Fila B

1

1 was donated 2 were cleaned 3 is English spoken 4 was sold

5 was installed 6 is celebrated 7 weren't mentioned 8 are seen

9 isn't connected 10 were designed

2

1 of 2 about 3 for 4 at 5 in 6 of 7 about 8 for

9 of 10 of

3

1 research 2 invention 3 process 4 digital 5 technology

6 development 7 tool 8 equipment

4

1 B 2 C 3 A 4 A 5 B 6 C 7 A 8 C 9 A 10 A

11 C 12 C 13 A 14 B 15 B

5

1 A parcel for you was left in the kitchen.

2 The windows are not cleaned every day.

3 These tablets are produced in India.

4 The tennis final was watched by millions of viewers last Sunday.

5 My chemistry paper was corrected by Ms Smith.

6 His comics are published in the school magazine.

7 Tomatoes were introduced into Europe by the Spanish in the 16th century.

Summative Tests

Summative Test Units 1-2 Fila A

- 1**
1 A 2 B 3 A 4 B 5 A 6 C 7 A 8 B 9 A 10 C
- 2**
1 didn't you come 2 was crossing 3 hit 4 were you
5 don't look 6 know 7 get 8 was waiting 9 was dying
10 missed 11 'm studying 12 're going out
- 3**
1 stopping 2 to play 3 lending 4 to visit 5 to apply
6 to collect 7 to be 8 listening
- 4**
1 we usually order food 2 I'm working on 3 suggested reserving
4 I was texting 5 wanted to sell
- 5**
1 B 2 C 3 C 4 B 5 A 6 C 7 A 8 C 9 B 10 B
11 C 12 C 13 B 14 B 15 C

Summative Test Units 1-2 Fila B

- 1**
1 B 2 A 3 A 4 B 5 A 6 C 7 A 8 C 9 B 10 A
- 2**
1 didn't you go 2 was walking 3 ran 4 did you get
5 don't seem 6 don't know 7 'm 8 was checking
9 thought 10 didn't come 11 'm working 12 like
- 3**
1 to visit 2 to collect 3 stopping 4 lending 5 to play
6 to be 7 listening 8 to ask
- 4**
1 She's working on 2 we were chatting 3 we usually order food
4 wanted to sell 5 suggested reserving
- 5**
1 B 2 C 3 C 4 A 5 C 6 A 7 C 8 A 9 B 10 A
11 C 12 C 13 B 14 A 15 C

Summative Test Units 3-4 Fila A

- 1**
1 secondary 2 neck 3 knee 4 virus 5 sore 6 attended
7 private 8 calm
- 2**
1 put off 2 work out 3 gave up 4 grew up 5 hang out
6 picked up 7 deal with 8 put up 9 found out 10 look after
- 3**
1 homeless 2 careless 3 communicative 4 meaningful
5 powerful 6 joyless 7 useful 8 stressful 9 painless
- 4**
1 not high enough 2 as important 3 painless 4 so big
5 carefully checked it 6 strong enough 7 was ill 8 as patient
- 5**
1 B 2 A 3 C 4 C 5 B 6 B 7 A 8 B 9 A 10 C
11 B 12 C 13 B 14 C 15 B

Summative Test Units 3-4 Fila B

- 1**
1 meaningful 2 homeless 3 powerless 4 useless 5 joyful
6 painless 7 stressless 8 careless 9 communicative
- 2**
1 work out 2 deal with 3 hang out 4 look after 5 put up
6 grew up 7 gave up 8 put off 9 pick up 10 found out
- 3**
1 virus 2 knee 3 attended 4 calm 5 secondary 6 neck
7 sore 8 private
- 4**
1 so big 2 as patient 3 was ill 4 painless 5 strong enough
6 carefully checked it 7 not high enough 8 as important
- 5**
1 B 2 A 3 A 4 B 5 B 6 C 7 A 8 C 9 C 10 B
11 B 12 A 13 C 14 C 15 B

Summative test Units 5-6 Fila A

- 1**
1 schoolmates 2 imperfections 3 unsuccessful 4 economical
5 cultural 6 disappear 7 failures 8 emotional 9 national
- 2**
1 don't have to 2 had to wear 3 shouldn't 4 has played
5 for ten years 6 unable to speak 7 can 8 phoned Louise yet
- 3**
1 have known 2 didn't go 3 lived 4 since 5 mustn't
6 has won 7 never 8 for 9 shouldn't 10 long
- 4**
1 C 2 C 3 A 4 C 5 A 6 A 7 A 8 B 9 B 10 A
11 C 12 C 13 C 14 C 15 A

Summative Test Units 5-6 Fila B

- 1**
1 for five years 2 can 3 don't have to 4 has played
5 shouldn't 6 phoned Granny yet 7 had to wear
8 unable to speak
- 2**
1 emotional 2 economical 3 teammates 4 perfection
5 successful 6 national 7 failure 8 cultural 9 disappearance
- 3**
1 have been 2 weren't 3 moved 4 have seen 5 must
6 have won 7 ought 8 doesn't have to 9 have had
10 did you meet
- 4**
1 A 2 C 3 B 4 C 5 C 6 C 7 A 8 A 9 C 10 C
11 A 12 B 13 C 14 C 15 A

Summative Test Units 7-8 Fila A

- 1**
1 milk, honey 2 meat, fish 3 tart, dessert 4 design, materials
5 pollution, sea

2

- 1 I'm 100% sure I **will** get an A in the science test.
2 In the future, we **might** drive flying cars: who knows?
3 If you **drive** me to the airport, I'll have enough time to check-in.
4 This cake is delicious. I **am** going to have a second helping.
5 He has flu, so he's **not** going clubbing tonight.
6 We still haven't decided what to do at the weekend – we will **might** go to the new exhibition in town.
7 If you stop eating so much junk food, you **will lose** weight.
8 Scientists say there **will be** nearly 10 billion people in 2030.
9 (*At the restaurant*) I'll have soup of the day and salad.
10 Don't worry if you don't have money. I'll buy you the coffee.

3

- 1 speaker 2 farmers 3 appearance 4 players 5 performance
6 employer

4

- 1 If I **had the ingredients**, I could make the apple pie.
2 The episode **she was watching** was the last of the series.
3 You **might not like** my new boyfriend.
4 I **am going to** work on my pronunciation.
5 Sarah is the girl **who/that swims** the fastest in her team.
6 If the teachers **encourage them**, students will start to read for pleasure.
7 Your **achievements this year** have been amazing.

5

- 1 B 2 B 3 B 4 A 5 C 6 A 7 B 8 A 9 C 10 B

Summative Test Units 7-8 Fila B

1

- 1 The episode **she was watching** was the last of the series.
2 I **am going to** work on my pronunciation.
3 If I **had the ingredients**, I could make the apple pie.
4 Your **achievements this year** have been amazing.
5 You **might not like** my new boyfriend.
6 Sarah is the girl **who/that swims** the fastest in her team.
7 If the teachers **encourage them**, students will start to read for pleasure.

2

- 1 flavour, chilli powder 2 sour, yogurt 3 sugar, bitter
4 dessert, meal 5 manufactures, design

3

- 1 performer 2 player 3 farmer 4 speaker 5 appearance
6 employer

4

- 1 (*At the restaurant*) I'll have soup of the day and salad.
2 Don't worry if you don't have money. I'll buy you the coffee.
3 He has flu, so he's **not** going clubbing tonight.
4 I'm 100% sure I **will** get an A in the science test.
5 If you stop eating so much junk food, you **will lose** weight.
6 If you **drive** me to the airport, I'll have enough time to check-in.
7 In the future, we **might** drive flying cars: who knows?
8 This cake is delicious. I **am** going to have a second helping.
9 Scientists say there **will be** nearly 10 billion people in 2030.
10 We still haven't decided what to do at the weekend – we will **might** go to the new exhibition in town.

5

- 1 B 2 B 3 B 4 A 5 C 6 A 7 B 8 A 9 C 10 B

Summative Test Units 9-10 Fila A

1

- 1 bored 2 depending 3 applied 4 responsible 5 suitable
6 afraid 7 anxious 8 ask

2

- 1 The Sistine Chapel **was painted by** Michelangelo.
2 Mary **introduced me** to her sister.
3 We still **haven't decided on** a course.
4 He is very **good at (playing)** tennis.
5 Before she became a manager, **she had worked** as a shop assistant.
6 I **was shocked at** the amount of money he spends on clothes.
7 He said **his dad played** football every weekend.
8 The use of smartphones in class **is seen as** normal today.

3

- 1 were awarded 2 is done 3 was ... written
4 is / was ... developed 5 are / were fed

4

- 1 realised, had been 2 hadn't finished, came 3 had left, finished

5

- 1 A 2 B 3 B 4 C 5 C 6 C 7 C 8 C 9 C 10 A
11 B 12 C 13 C 14 B 15 C

Summative Test Units 9-10 Fila B

1

- 1 was, had lost 2 had tried on, bought
3 arrived, had already started

2

- 1 was ... written 2 are / were fed 3 is done 4 were awarded
5 is / was developed

3

- 1 I **was shocked at** the amount of money he spends on clothes.
2 Mary **introduced me to** her sister.
3 The use of smartphones in class is seen as normal today.
4 Before she became a manager, **she had worked** as a shop assistant.
5 He is very **good at** tennis.
6 We still **haven't decided on** a course.
7 He said **his dad played** football every weekend.
8 The Sistine Chapel **was painted by** Michelangelo.

4

- 1 A 2 B 3 A 4 B 5 B 6 C 7 C 8 C 9 A 10 B
11 B 12 A 13 C 14 B 15 C

5

- 1 of 2 on 3 for 4 for 5 for 6 of 7 about 8 for

Skills Tests

Skills Test 1-2 Fila A

1 Reading

- 1 Those who are the first to arrive at the café.
- 2 They observed how people behave in fast-food restaurants and cafés.
- 3 It's less likely to get served if you talk to friends or look at the menu.
- 4 Waving your hand or nodding at the waiter are not very effective.
- 5 It took them two months.
- 6 You should stand in front of the bartender and lean on the bar.
- 7 He might think they will probably leave soon.
- 8 It was aimed at developing the design of a robot-waiter.
- 9 It's a table-waiting android which can interpret human social behaviour.
- 10 It aims to enable Jeeves 2.0 to interact with customers as well as human waiters.

2 Writing

Personal answers

3 Listening 1

- 1 ukulele 2 classical music 3 singing 4 130 5 Friday

Audioscript

Welcome to the Dublin School of Music, where every music lover can learn or improve their skills. We offer a wide range of popular courses ranging from keyboard to bass guitar and drums.

We also provide courses on more unusual instruments, like the ukulele and the accordion, as well as one on how classical music developed as a form of art over the centuries. For those into rock and pop, we also provide training to prepare you for careers in singing. Agnes Bright, who is not only a talented guitarist but has been the lead singer of Irish folk band 'The Golden Clovers' for many years, will run a course on how to improve your voice and perform onstage like a great pop star.

If you already have your own band and want to perform on Saturday nights, you will also be able to rent our venue for just 130 euro: the hall can host as many as 140 viewers. There is also a studio that you can rent on weekdays and it will only cost you 80 euros. If you need more information the school is open Monday to Saturday, from 10AM to half past five; if you want to call us or write to us the phone number and email address are both at the bottom of our web page.

4 Speaking

Personal answers

Skills Test 1-2 Fila B

1 Reading

- 1 Those who are the first to arrive at the café or pub.
- 2 Standing in front of a bartender while looking at him.
- 3 In four different popular places.
- 4 There are only two gestures: standing in front of the bartender, and holding your wallet or cash in your hand.
- 5 You should look him in the eye.
- 6 They don't usually serve you soon.
- 7 It doesn't tell us anything about this percentage.
- 8 They wanted to teach waiter-robots to understand when customers want to order.
- 9 They have been used to update their programming.
- 10 It can interpret human social behaviour.

2 Writing

Personal answers

3 Listening 1

- 1 drums 2 guitar 3 Irish / Irish folk 4 140 5 80

4 Speaking

Personal answers

Skills Test 3-4 Fila A

1 Reading

- 1 She took up gardening eight years ago.
- 2 She plays in the garden near her.
- 3 Because it makes her feel like she's creating something special.
- 4 It's the best way to fight stress in the modern world.
- 5 It helps you to keep fit.
- 6 The experiment involved gardening and reading.
- 7 It decreased the level of cortisol, which is a stress hormone.
- 8 It took twelve weeks.
- 9 It could help middle-aged people or those who suffer from chronic pain or disabilities.
- 10 They often become vegetarian.

2 Writing

Personal answers

3 Listening 2

- 1 C 2 C 3 B 4 A 5 A

Audioscript

1

Tara Sorry I'm late. I missed the train. I was trying to decide whether to catch the bus, when I saw my brother on his scooter across the street. Luckily, he gave me a lift, because he works near here. I hope the mechanic will repair my car by tomorrow: it's been really hard to get to work since it broke down...

2

Tom Hi, Sue. Do you want to go trekking this weekend?
Sue Sorry, Tom: I'm going sailing. I decided to enjoy myself for a change. I spent last weekend watching TV because it was raining. We can go for a walk in the mountains next week end if you want.

3

Carla The concert starts at quarter to nine but we should get there at a quarter past eight. The coach will pick us up at a quarter to eight because the journey to get there is about thirty minutes, so we'll meet in the school playground. Don't be late, please!

4

Mother So what are you going to have for dinner? I'll have the steak with salad. Shall I order that for you too?

Fred Well, I really love meat, you know, but I already had some at school today. I'd like to have something different now. I think I'll have the soup. It looks delicious.

Mother Yes, I guess so. And much healthier than hamburger with chips, anyway.

5

Jack We'd like to try an activity holiday this year, but we all want to do different sports. My son and daughter would like somewhere they can ride their bike, but my wife enjoys horse-riding: she does that as often as she can. I really love skiing in the mountains, but that's what we did where we spent a week last year. We all want to go together so we decided to let the children choose this year, and we can choose next year.

4 Speaking
Personal answers

Skills Test 3-4 Fila B

- 1 Reading
- 1 She grows both vegetables and flower plants.
 - 2 She really loves digging in the dirt with her hands.
 - 3 She's a lawyer in San Diego.
 - 4 They found out that gardening can fight stress better than other hobbies.
 - 5 The patients in the experiment felt less depressed even after the end of the gardening programme.
 - 6 The most suitable activities are weeding, planting seeds and the ones where you must use your strength.
 - 7 Because they have a goal to reach and it's not just for keeping fit.
 - 8 When you do gardening you tend to eat more healthy foods.
 - 9 The students tend to eat more vegetables and fruit.
 - 10 They are more interested in trying new foods.

2 Writing
Personal answers

3 Listening  2
1 A 2 B 3 A 4 A 5 C

4 Speaking
Personal answers

Skills Test 5-6 Fila A

1 Reading
1 F 2 T 3 F 4 T 5 T 6 F 7 F 8 F 9 T 10 T

2 Writing
Personal answers

3 Listening  3
1 A 2 C 3 C 4 B 5 A

Audioscript

Today there is hardly anyone who doesn't have a pet: most of us enjoy the quiet company of a cat or the relaxing presence of a goldfish, but some people would rather have a dog as their furry friend. However, if you decide to get one you should first think about what it means.

First of all, dogs aren't as easy to look after as you might expect when you get your first puppy: you must feed them, walk them several times a day and play with them. Puppies must also be trained to live with people, but few owners do this, so many adult dogs end up having annoying habits like barking all the time, jumping on people, or even biting strangers.

Most owners fail to realise that dogs can't understand words as we do, as communication happens through what you do. Dogs won't stop being aggressive if you just talk to them or punish them, but you can successfully teach them to behave well if you reward them whenever they do what you want them to do.

Finally, remember dogs are animals that used to live in groups, so they can't stand being alone. Although they now live in homes they still need to be part of a family: you need to make time to go for walks and play with them, or they won't see you as a reliable group leader. If you behave like the boss, your dog will do anything to make you happy and proud.

4 Speaking
Personal answers

Skills Test 5-6 Fila B

1 Reading
1 F 2 F 3 T 4 F 5 F 6 F 7 T 8 T 9 T 10 F

2 Writing
Personal answers

3 Listening  3
1 B 2 A 3 B 4 A 5 C

4 Speaking
Personal answers

Skills Test 7-8 Fila A

- 1 Reading
- 1 There was soft green grass and twelve peach trees.
 - 2 He was in Cornwall, visiting a friend.
 - 3 He built a high wall around it so the children couldn't get in.
 - 4 Because it was dirty.
 - 5 It was still winter because no children played in it.
 - 6 The wind stopped blowing.
 - 7 He saw a little child crying under a tree.
 - 8 Because all the children ran away when they saw the giant.
 - 9 Because his eyes were full of tears.
 - 10 He knocked down the wall.

2 Writing
Personal answers

3 Listening  4
1 April 2 car park 3 21st February 4 sign 5 40

Audioscript

And now let's talk about the Classic Car and Motorbike Show that will be held in Snowville next month. If you thought last April's show was good, you're going to love the show this year because there'll be many more things to do.

The show will start on the 19th of February and it will go on for three days until the 21st. This year it won't take place on the playground at the back of the school like last year. We have decided to hold it in a larger place so the car park at the front will be used instead. Those who want to drive to the Show will have to leave the car in spaces along the street next to the school.

On the first day there'll be a display of old cars and motorbikes from the 1930s. On the 20th you will be able to see a display of Cars of the Future, so you'll have the chance to see what we could all be driving in fifty years' time when cars will be powered by the sun.

On the 21st there will be two important people from the car industry. Adam Ford, the author of 'Driving in the 20th century' will sign copies of his book and the famous motorcycle racer Steve Hudson will be there for those who want to take a photo with him and have it signed.

At this year's show there will many stalls selling accessories and sports clothes, too, and there is also the chance to win a motorcycle helmet. All you have to do is guess how much it weighs. So you can't miss that, can you?

If you want to go to the Classic Car and Motorbike Show, tickets are 19 pounds for adult visitors and 12 pounds for children, but you can get a family ticket for up to 5 people for forty pounds. We suggest you buy the tickets in advance if you don't want to queue up for them on the day. The tickets are sold both at the school reception, or online on www.carbikeshow.co.uk – that's www.C-A-R-B-I-K-E-S-H-O-W.co.uk. See you there! You won't regret it!

4 Speaking

Personal answers

Skills Test 7-8 Fila B

1 Reading

- 1 He spent 7 years there.
- 2 They were afraid of him.
- 3 It was still cold and windy and there was snow everywhere.
- 4 He waited for it sitting at the window.
- 5 It came from a bird that was singing in the garden.
- 6 Because he smelt a delicious perfume coming from outside.
- 7 They managed to get in through a hole in the wall.
- 8 He decided to put him on the tree.
- 9 He stayed where he was because he didn't see the giant.
- 10 It was suddenly full of flowers and birds.

2 Writing

Personal answers

3 Listening 4

- 1 19th of February
- 2 playground
- 3 the 1930s
- 4 12 / twelve
- 5 carbikeshow

4 Speaking

Personal answers

Skills Test 9-10 Fila A

1 Reading

- 1 F
- 2 A
- 3 E
- 4 H
- 5 D

2 Writing

Personal answers

3 Listening 5

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

Audioscript

Interviewer	And today we're going to interview one of the youngest make-up artists in Montreal, Benjamin Lee. Benjamin, what got you interested in make-up?
Benjamin	When I was little, I used to watch my mother put on blush and lipstick before going to work and I remember wondering how she could decide which colours looked good on her. One day, I was watching a documentary and there was a woman putting make-up on an opera singer, but she did it so fast and it made it look so easy. I don't know why, but after that programme I really got into it and started cutting out photos of fashion models or actresses with interesting make-up on.
Interviewer	So, who did you practise your make-up skills on first?
Benjamin	Well, my sister she wouldn't let me put make-up on her face as she really enjoyed doing it herself. My aunt Beatrice, who lives across the street, often had business dinners to go to on Fridays so we arranged to meet one Friday afternoon: she let me have a go on her and when my mother saw her she agreed that I'd done a good job. After that I practised on her every time she needed to get ready for a dinner.
Interviewer	Then you won the young make-up artist competition. How did that feel?

Benjamin

Well, I entered it by chance. My best friend Annie convinced me to take part, but I was a bit worried: the other make-up artists were all women so I thought I'd never be able to win. Anyway, when they told me I'd made it, it came as a real surprise: I couldn't believe they had chosen a 16-year-old boy to get the first prize.

Interviewer

At the moment you are working for a well-known make-up chain store...

Benjamin

Yes. I've had this job for a few months but before this I'd already collaborated with a lot of local beauty salons. The reason I love this job is that although I don't make much money yet, I get to do very different things and try new styles. I often work with singers and actors my age so I've also made a lot of new friends, which is the best thing about being a make-up artist.

Interviewer

What are your plans for the future, Benjamin?

Benjamin

Well, my intention was to set up a make-up school, but unfortunately it turned out to be too expensive. Now I'm working in the best beauty salon in Montreal but I'd really love to move somewhere abroad, so I'll probably start sending my CV to companies in Europe, where I'd love to live.

4 Speaking

Personal answers

Skills Test 9-10 Fila B

1 Reading

- 1 G
- 2 H
- 3 F
- 4 B
- 5 C

2 Writing

Personal answers

3 Listening 5

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

4 Speaking

Personal answers

Mixed Tenses & Forms tests

Test A – Fila A

- 1**
1 look 2 am not listening 3 do you do 4 is sitting
5 is your brother having 6 doesn't work 7 do you have
8 Does it rain
- 2**
1 are waiting 2 plays 3 is Larry doing 4 Are you enjoying
5 Does Naomi know 6 are skiing 7 are having 8 doesn't want
- 3**
1 travels 2 is working 3 does Karen like 4 has 5 isn't going
6 doesn't have 7 am thinking 8 hate 9 am looking 10 need
- 4**
1 'Does it often snow in winter?' 'Yes, it does.'
2 'Are you seeing Lucy this evening?' 'No, I'm not.'
3 'Does the Louvre have many famous paintings?' 'Yes, it does.'
4 'Does Tom usually read on the train?' 'No, he doesn't.'
5 'Are your parents driving to work today?' 'Yes, they are.'
6 'Does Harry want to leave now?' 'No, he doesn't.'
7 'Is Mrs Winters staying at the Hilton until Tuesday?' 'Yes, she is.'
8 'Do you and your brother remember this man?' 'No, we don't.'
- 5**
1 Are you going 2 have 3 am staying 4 are doing
5 Do you want 6 I don't think 7 don't you remember 8 plays

Test A – Fila B

- 1**
1 doesn't work 2 Does it snow 3 am not watching
4 do you have 5 do you do? 6 looks 7 is your mum having
8 is sitting
- 2**
1 Does Chloe know 2 plays 3 doesn't want 4 are having
5 is Harry doing 6 are waiting 7 are skiing 8 Are you enjoying
- 3**
1 isn't going 2 doesn't have 3 am looking 4 need
5 does Matt like 6 has 7 travels 8 is working
9 am thinking 10 hate
- 4**
1 'Does Dany want to leave now?' 'No, he doesn't.'
2 'Does Tom usually read on the bus?' 'Yes, he does.'
3 'Does it often snow in winter?' 'No, it doesn't.'
4 'Are you seeing Annabelle this evening?' 'Yes, I am.'
5 'Do you and your sister remember this place?' 'No, we don't.'
6 'Are your parents driving to work today?' 'Yes, they are.'
7 'Is Mr Moore staying at the Ritz until Tuesday?' 'No, he isn't.'
8 'Does the Tate Gallery have many famous portraits?' 'Yes, it does.'
- 5**
1 does this scarf belong 2 think 3 wears 4 is shining
5 is he coming 6 has 7 am going 8 Do you want

Test B – Fila A

- 1**
1 used to snow 2 were using 3 stood 4 were you doing
5 didn't like 6 Did Ms Jeffery use to travel 7 made
8 wasn't wearing
- 2**
1 I was coming 2 used to be 3 left 4 used to be
- 3**
1 was Robert watching 2 broke 3 didn't make 4 got 5 met
6 were having 7 was telling 8 was listening 9 didn't see
10 was looking
- 4**
1 happened 2 was 3 was shining 4 was lying 5 was revising
6 had 7 heard 8 sounded 9 used to live / lived 10 used to play
11 moved 12 saw 13 turned 14 was standing 15 was smiling
16 said
- 5**
1 Was it raining at 8 yesterday morning?
2 How did you use to go to school as a child?
3 Where did you have lunch last Sunday?
4 How old was your mother when you were born?

Test B – Fila B

- 1**
1 Did Mr Godfrey use to travel 2 were you doing 3 used to snow
4 made 5 stood 6 didn't like 7 wasn't wearing 8 were using
- 2**
1 left 2 I was coming 3 used to be 4 used to be
- 3**
1 met 2 were having 3 didn't see 4 was looking
5 was Molly watching 6 broke 7 didn't make 8 got
9 was telling 10 was listening
- 4**
1 were going 2 used to live / lived 3 was 4 got 5 saw
6 was watering 7 didn't see 8 looked 9 remembered
10 used to be 11 looked 12 noticed 13 was wearing
14 used to wear 15 called 16 turned
- 5**
1 How old was your mother when you were born?
2 Where did you have lunch last Sunday?
3 How did you use to go to school as a child?
4 Was it raining at 8 yesterday morning?

Test C – Fila A

- 1**
1 A 2 A 3 C 4 C 5 B 6 C 7 C 8 A
- 2**
1 will you be 2 is Sara doing / will Sara do / is Sara going to do
3 will be / are going to be
4 will they leave / are they leaving / are they going to leave
5 will the weather be 6 is going to leave / is leaving
7 is going to win / will win 8 finishes

3

1 am meeting 2 starts 3 will pass 4 am going to throw
5 are going 6 are going to visit 7 are you seeing
8 are going to have

4

1 are you doing 2 I'm going 3 will be 4 opens
5 will probably have 6 don't you join 7 will rain 8 will have to

5

1 It's almost 0° C: it's going to snow.
2 How old will Tom be in 2055?
3 Are you having / Will you have / Are you going to have dinner with us tomorrow?
4 I'm sure there will be fewer cars in the future.
5 Maybe / there won't be any elephants left in 50 years' time.
6 Everybody thinks they will get married next year.
7 This shirt is too expensive: I'll leave it.
8 Peter is meeting / will meet his girlfriend in Paris on Monday.
9 Which towns are you going to visit during your holiday in England?

Test C – Fila B

1

1 C 2 C 3 A 4 C 5 A 6 A 7 C 8 B

2

1 will they leave / are they leaving / are they going to leave
2 finishes 3 will you be 4 is going to win / will win
5 is going to leave 6 is Jim doing / will Jim do / is Jim going to do
7 will be / are going to be 8 will the weather be

3

1 are you seeing 2 will have 3 are going 4 are going to visit
5 am meeting / am going to meet 6 starts 7 will pass
8 am going to throw

4

1 am going to visit 2 am leaving 3 takes off 4 will have
5 is going to take 6 are you going to 7 will get 8 will write

5

1 Vince is meeting / is going to meet / will meet his girlfriend in Paris on Monday.
2 Are you having / are you going to have dinner with us tomorrow?
3 Everybody thinks they will get married next year.
4 How old will Karen be in 2055?
5 Which towns are you going to visit during your holiday in Spain?
6 Maybe / there won't be any rhinos left in 50 years' time.
7 It's almost 0° C: it is going to snow.
8 Those shoes are too expensive: I'll leave them.
9 I'm sure there will be fewer cars in the future.

Test D – Fila A

1

1 doesn't have to 2 can't 3 might 4 Does your father have to
5 mustn't 6 don't have to 7 should 8 ought

2

1 mustn't / can't / cannot 2 can 3 must 4 might not
5 ought 6 don't have to 7 shouldn't

3

1 must 2 should 3 mustn't / can't 4 should 5 must 6 might
not / can't / won't 7 Could / Can 8 can 9 can't 10 couldn't

4

1 Does Dave have to get up early in the morning?
2 It's really late: we might not / can't / won't get there in time.
3 They shouldn't / oughtn't to eat so many chocolates.
4 Students don't have to wear uniforms here.
5 You mustn't / can't tell anyone. It's a secret.
6 Did you have to work on Saturdays last year?
7 This skirt can't be mine: it's too big for me.
8 Annie could draw very well as a child.
9 It might / could be cold tomorrow: take a scarf with you.
10 Nobody can use the photocopier today.

5

1 had 2 couldn't 3 ought 4 mustn't 5 should 6 might
7 have 8 can't

Test D – Fila B

1

1 Students don't have to wear uniforms here.
2 This skirt can't be mine: it's too big for me.
3 It might / could be cold tomorrow: take a scarf with you.
4 Did you have to work on Saturdays last year?
5 It's really late: we might not / can't / won't get there in time.
6 Does Dave have to get up early in the morning?
7 You mustn't / can't tell anyone. It's a secret.
8 Annie could draw very well as a child.
9 Nobody can use the photocopier today.
10 They shouldn't / oughtn't to eat so many chocolates.

2

1 Could / Can 2 should 3 can't 4 should
5 might not / can't / won't 6 mustn't / can't 7 must
8 couldn't 9 must 10 can

3

1 mustn't 2 ought 3 can't 4 should 5 might
6 doesn't have to 7 Does your father have to 8 don't have to

4

1 can 2 don't have to 3 have to 4 might 5 shouldn't
6 had 7 couldn't 8 ought

5

1 don't have to 2 ought 3 mustn't / can't / cannot 4 shouldn't
5 might not 6 must 7 can

Test E – Fila A

1

1 had 2 will give 3 would 4 have 5 would you do 6 fired
7 can 8 won't

2

1 weren't / wasn't so cold we could 2 will help you
3 isn't working tomorrow I'll 4 would speak French well if I practised
5 always be tired if you didn't go

3

- 1 If Sam is late he usually takes a taxi to work
- 2 I wouldn't feel so sad if my friend were here now.
- 3 Would you give money to a friend if he asked you?
- 4 What will / would Susie do if she wins / won tomorrow's race?
- 5 There wouldn't be so many environmental issues if we didn't pollute the world so much.
- 6 What happens if you press this button?

4

- 1 If I **were older** I could drive dad's car.
- 2 Sam **would go** on holiday if he didn't work in August.
- 3 How would his life change for him if he **fell in love**?
- 4 I'd have more money if I **didn't spend so much on travel**.
- 5 She **often watches TV** if she has time in the afternoon.

5

- 1 tell 2 will try 3 told / tell 4 would / will probably think
- 5 will never know 6 don't try 7 don't usually 8 have
- 9 wouldn't be 10 didn't want

Test E – Fila B

1

- 1 She **often watches TV** if she has time in the afternoon.
- 2 How would his life change for him if he **fell in love**?
- 3 I'd have more money if I **didn't spend so much on travel**.
- 4 If I **were older** I could drive dad's car.
- 5 Sam **would go** on holiday if he didn't work in August.

2

- 1 will / would go 2 finishes / finished 3 work 4 normally stay
- 5 would feel / feel 6 went / go 7 will go 8 doesn't rain
- 9 don't have 10 will definitely join

3

- 1 isn't working tomorrow I'll 2 weren't so cold we could
- 3 wouldn't always be tired if you didn't go 4 will help you if you
- 5 would speak French well if I practised

4

- 1 What happens if you press this button?
- 2 What will Susie do if she wins tomorrow's race?
- 3 I wouldn't feel so sad if my friend were here now.
- 4 If Sam is late he usually takes a taxi to work
- 5 Would you give money to a friend if he asked you?
- 6 There wouldn't be so many issues if we didn't pollute the world so much.

5

- 1 can 2 would 3 had 4 fired 5 have 6 won't 7 will give
- 8 would you do

The UN 2030 Agenda

TRANSFORMING OUR WORLD: THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

Texts taken from sustainabledevelopment.un.org

Preamble

This Agenda is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom. We recognise that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development. All countries and all stakeholders, acting in collaborative partnership, will implement this plan. We are resolved to free the human race from the tyranny of poverty and want and to heal and secure our planet. We are determined to take the bold and transformative steps which are urgently needed to shift the world onto a sustainable and resilient path. As we embark on this collective journey, we pledge that no one will be left behind. The 17 Sustainable Development Goals and 169 targets which we are announcing today demonstrate the scale and ambition of this new universal Agenda. They seek to build on the

Millennium Development Goals and complete what these did not achieve. They seek to realize the human rights of all and to achieve gender equality and the empowerment of all women and girls. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental.

The Goals and targets will stimulate action over the next fifteen years in areas of critical importance for humanity and the planet:

People

We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

Planet

We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.

Prosperity

We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

Peace

We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.



Partnership

We are determined to mobilize the means required to implement this Agenda through a revitalised Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focussed in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

The interlinkages and integrated nature of the Sustainable Development Goals are of crucial importance in ensuring that the purpose of the new Agenda is realised. If we realize our ambitions across the full extent of the Agenda, the lives of all will be profoundly improved and our world will be transformed for the better.

For more information about the 2030 Agenda, visit www.sustainabledevelopment.un.org



How the 2030 UN Agenda is reflected in *Perspectives* materials:

Unit	2030 Agenda Goal	Materials
Unit 1 Who are you?	3 # Good Health and Well-being 10 # Reduced inequalities	Empower and promote inclusion. Learn to know and respect one's own and other people's personality, interests and feelings Ex. 2 p. 9, Ex. 6 p. 12, Reading p. 13, Ex. 5 p. 14
Unit 2 Where the heart is	11 # Sustainable cities and communities	Make cities and human settlements inclusive, safe, resilient and sustainable Ex. 9 p. 21, Ex. 5 p. 24, Reading p. 30, TED Talk pp. 32-33 (see also Unit 8)
Unit 3 Health and happiness	3 # Good health	Ensure healthy lives and promote well-being for all at all ages Ex. 3 p.35, Ex. 3 p. 36, Ex. 6 p. 43
Unit 4 Learning	4 # Quality Education	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all Ex. 3 p. 45, Reading pp. 48-49, Speaking p. 50, Reading p. 56, TED Talk pp. 58-59
Unit 5 Family and friends	16 # Peace and justice	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels Ex. 8 p. 63, Ex. 4 & 6 p. 64, TED Talk pp. 84-85
Unit 6 Do your best	17 # Partnership for the goals 5 # Gender equality	Strengthen the means of implementation and revitalise the global partnership for sustainable development Reading p. 75 Achieve gender equality and empower all women and girl TED Talk pp. 84-85
Unit 7 Food and flavours	2 # No hunger	End hunger, achieve food security and improved nutrition, and promote sustainable agriculture Ex. 8 p. 89, Reading p. 91, Ex. 2 & 3 p. 92
Unit 8 Buyer's choice	12 # Responsible consumption 11 # Sustainable cities and communities 14 # Life below water	Ensure sustainable consumption and production patterns Ex. 3 p. 97, Ex. 6 p.103 Make cities and human settlements inclusive, safe, resilient and sustainable Ex. 8 p. 99, TED Talk pp. 110-111 Conserve and sustainably use the oceans, seas and marine resources for sustainable development Reading p. 101
Unit 9 All in a day's work	8 # Good jobs and economic growth	Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all Reading p. 117, Ex. 5 p. 121
Unit 10 Remote control	9 # Innovation and infrastructure	Build resilient infrastructure, promote inclusive and sustainable industrialisation, and foster innovation Ex. 3 pp. 124 -125, Reading p. 127, Ex. 5 p. 129, Ex. 2 p. 130, Reading p. 134, TED Talk pp. 136-137