

# 1 PERSONALITY

Wanting to be someone else is a waste of the person you are.

KURT COBAIN (1967–1994),  
AN AMERICAN MUSICIAN

## UNIT LANGUAGE AND SKILLS

### Vocabulary:

- Show what you know – personality adjectives
- adjective antonyms
- negative prefixes: *un-, in-, ir-, dis-*
- adjective + preposition
- word families

### Grammar:

- present tenses – question forms
- subject and object questions
- *wh-* questions ending with prepositions
- verb + *-ing* or verb + *to*-infinitive

### Listening:

- an interview and a conversation about voluntary work

### Reading:

- a text on teenage stereotypes

### Speaking:

- showing interest

### Writing:

- a personal email/letter

## FOCUS EXTRA

- Grammar Focus page 112
- WORD STORE booklet pages 2–3
- Workbook pages 8–19 or MyEnglishLab
- MP3s – [www.english.com/focus](http://www.english.com/focus)

12

## 1.1 Vocabulary

Personality adjectives • Adjective + preposition

*I can describe people and talk about personal qualities.*

### SHOW WHAT YOU KNOW

1 Match adjectives 1–5 with their opposites a–e.

- |               |                            |            |
|---------------|----------------------------|------------|
| 1 clever      | <input type="checkbox"/> d | a boring   |
| 2 funny       | <input type="checkbox"/> c | b negative |
| 3 interesting | <input type="checkbox"/> a | c serious  |
| 4 kind        | <input type="checkbox"/> e | d stupid   |
| 5 positive    | <input type="checkbox"/> b | e unkind   |

2 In pairs, look at the photos and choose an adjective from Exercise 1 to describe each person.

3 **CD•1.12 MP3•12** Listen to Rani and check your answers to Exercise 2.  
*Sara: funny, positive    David: serious, interesting, clever    Rani: serious, happy*

4 **CD•1.13 MP3•13** What do Sara, David and Rani want to be? Listen and complete the interview with the jobs they want to do.

## TEENAGE DREAMS AND AMBITIONS

THEY'RE YOUNG, AMBITIOUS AND OPTIMISTIC. WE MEET THREE TEENAGERS AND ASK THEM ABOUT THEIR DREAMS AND AMBITIONS.

**Interviewer:** So Sara, what do you want to be?

**Sara:** I want to be a <sup>1</sup> journalist.

**Interviewer:** Are your parents involved in journalism?

**Sara:** No, not at all. In fact, journalists are pretty unpopular in my house. My father's interested in the news, but he isn't very keen on journalists. He thinks most of them are **arrogant**, dishonest and irresponsible.

**Interviewer:** David, why do you want to be a <sup>2</sup> politician?

**David:** I'm really disappointed with our government. Young people have a lot to say, but politicians don't listen to them. They just think teenagers are lazy and **miserable**.

**Interviewer:** Why do you think you could be a politician?

**David:** I'm passionate about my country. I also have the right character: I'm not at all shy! In fact, I'm very **outgoing** and I'm good at public speaking. I'm only sixteen now, so I'm very inexperienced, but I'm serious about politics.

**Interviewer:** Rani, why do you want to be a <sup>3</sup> surgeon?

**Rani:** Well, most surgeons in the UK are men and I think that's unfair and wrong in the twenty-first century. I think my generation is responsible for getting more women into important jobs.

**Interviewer:** What special qualities do you think you need to be a surgeon?

**Rani:** I think I need to be **caring, sensible** and very **hard-working**.

## REFERENCES

AUDIO SCRIPT >>> p. 141

## EXTRA ACTIVITIES

- Photocopiable resource 1 (personality adjectives – 10 mins) p. 165, 176
- Photocopiable resource 2 (question words and prepositions – 10 mins) p. 165, 177

- Photocopiable resource 41 (Test yourself pairwork activities), p. 175, 222
- Students write more gap fill sentences like the ones in Ex. 10 for the Word store vocabulary. They exchange and complete sentences.

**5 Replace the adjectives in brackets with the adjectives in red in the interview.**

- 1 Surgeons are (not selfish). They are kind and helpful.  
*Surgeons are caring. They are kind and helpful.*
- 2 Teenagers are (not cheerful). They are always in a bad mood. *miserable*
- 3 Business people are (not lazy). They put a lot of effort into their work. *hard-working*
- 4 Journalists are (not modest). They think they are better than other people. *arrogant*
- 5 Politicians are (not shy). They are confident and sociable. *outgoing*
- 6 Farmers are (not crazy). They don't make silly decisions. *sensible*

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

- 1 Do you know anybody like Rani, Sara or David?
- 2 Which teenager is the most like/unlike you?
- 3 What are your dreams and ambitions?



David

Sara

Rani

Real World • 7 April

**WORKBOOK**

p. 8–9

**NEXT CLASS**

Ask students to do Show what you know 1.2 in the WB, p. 10.

**WORD STORE 1A**

**7** **CD•1.14 MP3•14** Complete WORD STORE 1A with adjectives from Exercise 5. Then listen, check and repeat.

**WORD STORE 1B**

**8** **CD•1.15 MP3•15** Complete WORD STORE 1B. Write the opposites of the adjectives. You can find them in the interview. Then listen, check and repeat.

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

- 1 Phil is an experienced skier. He goes to the mountains every year.
- 2 Ted's an honest guy. He never tells lies.
- 3 I never ask Sarah to look after my pet. She is so irresponsible.
- 4 Mr Morgan is very fair. He treats all his students equally.
- 5 Everybody likes Emma. She's really popular.
- 6 I'm worried about going in a car with Cara because she's an inexperienced driver. She only passed her test recently.
- 7 Paul's only sixteen, but he seems to be much older. He's so sensible and responsible.

**10 Can you change the names in Exercise 9 to describe people you know? Tell your partner.**

**WORD STORE 1C**

**11** **CD•1.16 MP3•16** Look at the underlined words in the interview. Complete WORD STORE 1C with the correct preposition after the adjectives. Then listen, check and repeat.

**12 Complete the questions with the correct prepositions.**

- 1 What sort of things are you interested in ?
- 2 What after-school activities are you involved in ?
- 3 What bands and singers are you keen on ?
- 4 What sports or games are you good at ?
- 5 What sort of things are you serious about ?
- 6 What jobs at home are you responsible for ?
- 7 Which marks in your last exams were you disappointed with ?
- 8 What are you most passionate about ?

**13 In pairs, ask and answer the questions in Exercise 12.**

# 1.2 Grammar

## Present tenses – question forms

I can ask questions using present tense forms.

1 In pairs, discuss who your role models are. Think about business people, sports stars, entertainers, and people you know.

2 **CD-1.17 MP3-17** Match questions 1–8 with answers a–h. Then listen and check.

- 1 Who inspires you?
- 2 What does he do?
- 3 Why do you admire him?
- 4 Does he give any money to charity?
- 5 Which charities does he give money to?
- 6 Have you ever met him?
- 7 What is he doing now?
- 8 Are you similar to him in any way?

- d
- f
- h
- g
- b
- a
- c
- e

- a No, never.
- b Different African charities, I think.
- c He's developing the first ever spaceport.
- d Richard Branson.
- e Yes, in some ways, I am.
- f He owns Virgin Atlantic.
- g Yes, he's very generous.
- h Because he's so energetic and successful.



Richard Branson

3 Read the GRAMMAR FOCUS. Then complete the examples. Look at the questions in blue in Exercise 2.

### GRAMMAR FOCUS

#### Present tenses – question forms

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

**Present Simple:** Why <sup>1</sup> do you admire him?

**Present Continuous:** What <sup>2</sup> is he doing now?

**Present Perfect:** <sup>3</sup> Have you ever met him?

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

*Who inspires you?* NOT *Who does inspire you?*

• Notice the position of the preposition in *wh-* questions:  
*Which charities does he give money to?*

4 **CD-1.18 MP3-18** Complete the questions for the interview about Aung San Suu Kyi. Then listen and check.

- 1 'Who inspires?' 'The person who inspires me is Aung San Suu Kyi.'
- 2 'Who is she/that?' 'She's the Burmese Nobel Peace laureate.'
- 3 'Why do you admire her?' 'I admire her because she's 100 percent loyal to the people of her country.'
- 4 'What does she believe in?' 'She believes in non-violent action.'
- 5 'Have you (ever) seen her?' 'No, I haven't seen her, but I've listened to her speaking.'
- 6 'What is she doing (now)?' 'She's working for peace, democracy and human rights.'



Aung San Suu Kyi

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

- 1 a Viv enjoys b swimming.  
a Who enjoys swimming?  
b What does Viv enjoy?
- 2 a Neil has tried b Japanese food.  
a Who has tried Japanese food? b What has Neil tried?
- 3 a Rosie can speak b three languages.  
a Who can speak three languages? b How many languages can Rosie speak?
- 4 a Dave has visited b London.  
a Who has visited London? b Which capital city has Dave visited?
- 5 a Tom is thinking about b food.  
a Who is thinking about? b What is Tom thinking about?

6 Complete the sentences to make them true for you.

- 1 I'm reading \_\_\_\_\_ at the moment.
- 2 I spend most money on \_\_\_\_\_.
- 3 It takes me \_\_\_\_\_ minutes to get to school.
- 4 I go shopping for clothes \_\_\_\_\_ a year.
- 5 I usually have lunch with \_\_\_\_\_.
- 6 \_\_\_\_\_ inspires me.

7 In pairs, ask and answer questions about the information in Exercise 6. Use different question words.

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

Grammar Focus page 112

### Exercise 7

- 2 What do you spend most money on?
- 3 How long does it take you to get to school?
- 4 How often do you go shopping for clothes?
- 5 Who do you usually have lunch with?
- 6 Who inspires you?

### REFERENCES

CULTURE NOTES >>> p. 134  
AUDIO SCRIPT >>> p. 141

### EXTRA ACTIVITIES

• Photocopiable resource 3 (questions – 15 mins) p. 165, 178

• In pairs, students interview each other about a person they admire, using the questions in Ex. 2, making any necessary changes, e.g. if it is a woman: *What does she do? Why do you admire her?*

### WORKBOOK

p. 10

### NEXT CLASS

Ask students to read Ex. 1 on p. 15 and make notes to discuss in class.

# 1.3 Listening

## Gap-fill

I can identify specific detail in a monologue.

- 1 In pairs, look at some of the places where people do voluntary work. Discuss why you would or wouldn't like to volunteer in each place.

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

- 2 **CD-1.19 MP3-19** Listen to two volunteers, Karen and Martin. Where do they do their voluntary work?



- 3 Read questions 1–8 in Exercise 4. Match the underlined words and phrases with these words and phrases from the interview.

confident **7** elderly **1** impresses people **8**  
in a team **6** more likely to do something **5**  
pigs and chickens **2** Saturday and Sunday **4**  
two or three **3**

- 4 **CD-1.19 MP3-19** Listen again and answer the questions. Write K (Karen) or M (Martin).

Who:

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

- 5 Imagine you could volunteer anywhere in the world. Which country would you choose? Why? Discuss in pairs.
- 6 **CD-1.20 MP3-20** Listen to Becky talking about international volunteering. Answer the questions.
- 1 Who do you think Becky is talking to? *school students*  
2 Did Becky enjoy her volunteering work? *yes*  
3 What does she think are the benefits of volunteering?  
*learn about different cultures, learn new skills*

## EXAM FOCUS Gap-fill

- 7 **CD-1.20 MP3-20** Listen again and complete the sentences with a word or short phrase.

- 1 Becky did volunteering work in <sup>1</sup> Africa last year.  
2 She was there for <sup>2</sup> six months.  
3 Becky's job was to care for <sup>3</sup> young elephants that had no parents.  
4 Becky says that life can be very different in other countries and gives <sup>4</sup> the weather as an example.  
5 She thinks that volunteers need to:  
• be fit and <sup>5</sup> healthy.  
• have good <sup>6</sup> communication skills.  
• be responsible.  
6 Becky recommends a volunteering agency which is called <sup>7</sup> Volunteer Today.  
7 Their phone number is <sup>8</sup> 07923341565.



- 8 Are you a good candidate for international volunteer work? Why?/Why not? Discuss in pairs.

## PRONUNCIATION FOCUS

- 9 **CD-1.21 MP3-21** Listen and put the adjectives the correct group depending on the stress.

ambitious disappointed interested  
optimistic outgoing passionate  
responsible unpopular

A ■■■	B ■■■	C ■■■	D ■■■
<u>interested</u>	<u>ambitious</u>	<u>responsible</u>	<u>disappointed</u>
<u>passionate</u>	<u>outgoing</u>	<u>unpopular</u>	<u>optimistic</u>

- 10 **CD-1.22 MP3-22** Listen, check and repeat.

## WORD STORE 1D

- 11 **CD-1.23 MP3-23** Complete WORD STORE 1D. Write the adjectives to make pairs of opposites. Then listen, check and repeat.

### REFERENCES

AUDIO SCRIPT >>> p. 142

### EXTRA ACTIVITIES

Students add any words from p. 12–13 that they can to the four groups in the Pronunciation focus.

### WORKBOOK

p. 11

### NEXT CLASS

Ask students to write 2–3 sentences to answer the question *What are teenagers in your country like?*

# 1.4 Reading

ALL

VIDEO

FRIENDS

APPLICATIONS

## Gapped text

*I can understand the structure of a text.*

### Exercise 1

Parents say teenagers are:

bad-tempered, lazy, obsessed with their phones, selfish, uncommunicative, unhelpful

Teenagers say they are:

able to get up early, generous, hard-working, loyal to their friends, passionate about music, interested in the world

- 1 In pairs, look at the phrases in the box and decide whether they are things parents say about teenagers or things teenagers say about themselves.

able to get up early    bad-tempered  
generous    hard-working  
interested in the world    lazy  
loyal to their friends  
obsessed with their phones  
passionate about music    selfish  
uncommunicative    unhelpful

Parents say teenagers are ...

Teenagers say they are ...

- 2 Read the survey report and comments. Compare your ideas in Exercise 1 with the information you read.

- 3 Read the comments again. Choose from sentences A–F the one which fits each gap (1–5). There is one extra sentence.

- A Teenagers are definitely not lazy.  
B We don't have time to tidy our rooms.  
C Why are people so negative about teenagers?  
D I don't think I'm selfish.  
E I hate stereotypes.  
F The most important thing in my life is not my phone.

- 4 Read the comments again and write the names.

Who thinks that:

- 1 teenagers work really hard? Sarah, Andrew  
2 teenagers have lots of positive personal qualities? Sarah  
3 teenagers are interested in other people and cultures? Mel  
4 teenagers are all different people? Ryan  
5 friends are very important for teenagers? Janet



Andrew, 17

Mel, 18

Ryan, 16

## What are teenagers

CD 1.24 MP3 24

A recent survey shows that there are reasons why teenagers behave badly. The study suggests that teenagers need to sleep more and that is why sixty-five percent of parents say their teenagers are bad-tempered, uncommunicative and lazy.

- 5 The report also shows that most teenagers are obsessed with their phones. They spend more time chatting online or playing computer games than doing homework. Most parents also say that their teenage children are selfish and unhelpful. Only a few of them help with housework at home.

### Your comments



Sarah

- 1 C Most of us are adorable, cheerful, very hard-working, interesting, brave, generous, loyal, helpful and very good cooks. Oh, and very modest!

5.54 p.m. 3 May



Janet

- 2 F It's my friends. We love each other. We don't argue or fight. We go to the park after school and we sit under a tree, eat ice cream and talk about guys. We like cooking and camping, not just texting and computer games. I don't have time to read much, but I play the guitar and sing. I'm not a bad-tempered monster – I (usually) apologise when I'm wrong and I like spending time with my grandparents.

7.18 p.m. 3 May

### EXTRA ACTIVITIES

- Students share the sentences that they prepared for this class about teenagers in their country and compare their ideas to the ideas in the text.
- Students work in pairs. Each student chooses five adjectives from the lesson

they find most difficult to remember and writes anagrams for their partner, e.g. SREONGUE (generous), ETOSDM (modest), RPMUYG (grumpy). They can tell their partner if the adjective is positive or negative.

- Students work in pairs. They take turns to say a word from the text for their partner to translate into their own language. Then they take turns saying words in their own language for their partner to translate into English.



Sarah, 16

Janet, 17

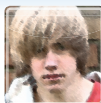
## really like?



**Andrew**

<sup>3</sup> A I get up at 6.30 a.m. every school day and I work hard all day. I never make plans to meet friends in the evening – that's when I do my homework. I think I need about nine and a half hours sleep a night, but I usually get only seven hours. So I'm sometimes a bit grumpy like my parents! 😞

10.13 a.m. 4 May



**Ryan**

<sup>4</sup> E Not all teenagers are the same. Some of us are lazy, some of us aren't. Some of us like chatting online or playing computer games, but some of us prefer to play football or go for a run. OK, some of the things people say about teenagers are true. For example, music is really, really important to us, but we like different kinds of music. We are INDIVIDUALS!

3.22 p.m. 5 May



**Mel**

<sup>5</sup> D I care about other people. I'm interested in the world. I want to travel and learn about other cultures. Then I want to get a job in a developing country. Most of my friends are like me! Where did you find your information? It's wrong!

6.20 p.m. 5 May

### WORKBOOK

p. 12–13

### NEXT CLASS

Ask students to do Show what you know 1.5 in the WB, p. 14.

### 5 Match 1–5 with a–e to make questions. Then answer the questions.

- |                                  |                            |
|----------------------------------|----------------------------|
| 1 Who likes spending             | <input type="checkbox"/> c |
| 2 Who wants to get               | <input type="checkbox"/> d |
| 3 Who doesn't have               | <input type="checkbox"/> e |
| 4 Who does                       | <input type="checkbox"/> a |
| 5 Who thinks some teenagers play | <input type="checkbox"/> b |

- a his homework in the evening? *Andrew*  
 b football? *Ryan*  
 c time with her grandparents? *Janet*  
 d a job in a developing country? *Mel*  
 e time to read much? *Janet*

### 6 Find the opposites of these adjectives in Sarah's comment. Use a dictionary if necessary.

- 1 arrogant ≠ modest  
 2 cowardly ≠ brave  
 3 disloyal ≠ loyal  
 4 dull ≠ interesting  
 5 grumpy ≠ cheerful  
 6 mean ≠ generous

### 7 Complete the sentences with adjectives from Exercise 6.

- 1 Teenagers are arrogant. They think they know everything.  
 2 Teenagers are grumpy. They never get enough sleep and are always in a bad mood.  
 3 Teenagers are loyal to their friends. They are always there for their friends.  
 4 Teenagers are mean. They never give money to charity and always buy cheap presents.  
 5 Teenagers are interesting. They have lots of things to talk about.  
 6 Teenagers are cowardly. They avoid dangerous situations and don't take risks.

### 8 In pairs, discuss the sentences in Exercise 7. Which ones do you agree/disagree with? Why?

### WORD STORE 1E

- 9 **CD•1.25 MP3•25** Complete WORD STORE 1E. Add adjectives to the table. Mark the stress. Then listen, check and repeat.

# 1.5 Grammar

## Verb + -ing form or verb + to-infinitive

I can use different verb patterns.

- 1 In pairs, match the words in the box with the clothes (a–f) in the pictures. Which of the clothes do you own?

hoodie **a** jacket **b** suit **e**  
sweatpants **c** tie **d** uniform **f**

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

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

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

### GRAMMAR FOCUS

#### Verb + -ing form or verb + to-infinitive

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

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

I **enjoy** <sup>1</sup> wearing comfortable things.

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

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

I **want** <sup>2</sup> to look good at all times.

- 4 Complete the questionnaire with the correct form of the verbs in brackets.
- 5 Do the questionnaire. Then compare your answers with a partner.
- 6 Complete the sentences with **to wear** or **wearing**. Then tick the sentences that are true for you.
- 1 I can't stand wearing formal clothes like suits.   
2 I don't mind wearing sweatpants at home.   
3 I refuse to wear skinny jeans. They're too uncomfortable.   
4 I hate wearing heavy winter coats.   
5 I can't afford to wear designer clothes. They're too expensive.   
6 I avoid wearing anything yellow or pink.
- 7 Complete the sentences with information about you. Write five true sentences and one false one.
- 1 I love ... + *-ing form*    4 I spend a lot of time ... + *-ing form*  
2 I need ... + *infinitive*    5 I sometimes pretend ... + *infinitive*  
3 I've decided + *infinitive*    6 I hope ... + *infinitive*
- 8 In pairs, take turns to read your sentences from Exercise 7. Guess which of your partner's sentences is false.

Grammar Focus page 112

18

### EXTRA ACTIVITIES

- Photocopiable resource 41 (Test yourself pairwork activities), p. 175, 223
- Students complete sentences about themselves using the same sentence beginnings as in Ex. 6 (I can't stand ..., I don't mind ..., I refuse ..., etc).

Do feedback with the class, checking the verb forms.

### WORKBOOK

p. 14

## WHAT IS YOUR ATTITUDE TO CLOTHES?

### 1 (SPEND)

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

### 2 (GO)

- A I enjoy <sup>3</sup> going shopping for clothes.  
B I don't mind <sup>4</sup> going shopping for clothes.  
C I refuse <sup>5</sup> to go shopping for clothes.

### 3 (BUY)

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

### 4 (WEAR)

- A I refuse <sup>8</sup> to wear sweatpants.  
B I love <sup>9</sup> wearing sweatpants at home for comfort.  
C I wear sweatpants all the time.

### 5 (GET)

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

### 6 (THINK)

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

## WHAT DOES IT MEAN?

### Mainly As I LOVE THEM

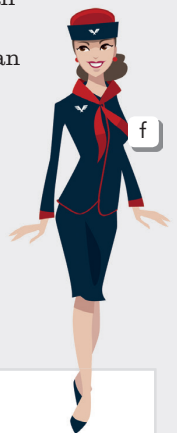
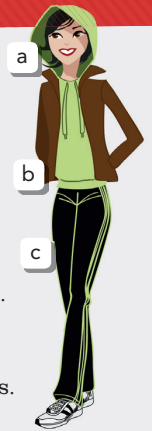
You enjoy <sup>15</sup> thinking (think) about clothes (perhaps a bit too much). The way you look is important for your personal identity.

### Mainly Bs I NEED THEM

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

### Mainly Cs I HATE THEM

You hate <sup>18</sup> thinking (think) about clothes! You choose <sup>19</sup> to spend (spend) your time and money on other things. But don't forget: clothes can be fun.



# 1.6 Speaking

## Showing interest

I can show interest in what somebody is saying and say whether we are similar.

1 In pairs, look at the activities in the box and discuss the questions.

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

being online    doing sport    eating and drinking  
listening to music    shopping    socialising  
travelling    watching TV

2 **CD•1.26 MP3•26** Listen to two conversations and answer the questions.



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

3 **CD•1.26 MP3•26** Listen again and complete the SPEAKING FOCUS with responses a–e.

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

### SPEAKING FOCUS

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

4 **CD•1.27 MP3•27** Cross out the incorrect options. Then listen, check and repeat.

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

5 **CD•1.28 MP3•28** Listen to six conversations and decide if the two speakers are similar or different. Write S or D.

- |            |            |            |
|------------|------------|------------|
| 1 <u>X</u> | 3 <u>✓</u> | 5 <u>✓</u> |
| 2 <u>✓</u> | 4 <u>X</u> | 6 <u>X</u> |

6 Complete the table.

Statement	Say you are similar	Say you are different
a I'm worried about the world.	Me too.	Are you? <u>1 I'm not.</u>
b I'm not worried about the world.	<u>2 Me neither.</u>	Aren't you? I am.
c I love reading poetry.	<u>3 Me too.</u>	<u>4 Do you</u> ? I don't.
d I don't like reading poetry.	Me neither.	Don't you? <u>5 I do</u> .
e I've got lots of cousins.	<u>6 Me too.</u>	<u>7 Have you</u> ? I haven't.
f I haven't got any cousins.	Me neither.	Haven't you? <u>8 I have</u> .

7 Complete the sentences to make them true for you.

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

8 In pairs, follow the instructions.

**Student A:** Choose one of your sentences from Exercise 7. Say it to Student B.

**Student B:** Say if you are similar or different. Use the SPEAKING FOCUS to help you.

### Exercise 2

1 Both love travelling and meeting new people, they don't like rock or heavy metal and they have sisters.  
2 Rachel and Kate have different tastes in drink, sport, music and shopping, but they both play a musical instrument (Rachel plays drums and Kate the violin).

### REFERENCES

AUDIO SCRIPT >>> p. 142

### EXTRA ACTIVITIES

Copy the audio script for the conversations from Ex. 2 and take out Ed and Rachel's parts. Students try to complete the conversations. Then they listen again and check their answers.

### WORKBOOK

p. 15

### NEXT CLASS

Ask students to find examples of emoticons and what they mean, e.g. 😊 (= happy) or ☹️ (= sad).



## 1.7 Writing

### A personal email/letter

*I can write to someone and tell them about myself.*

To: Jo  
Subject: C U soon!

Hi Jo,

I hope you're well. I'm really excited about coming to stay with you. I'm writing to tell you a bit more about myself.

As you know, I'm sixteen and I live in Venice. My brother and I go to the same school. I'm not crazy about studying, but it's OK – my favourite subject is Art. What about you? What's your favourite subject?

In my free time, I'm keen on sports and I'm pretty good at volleyball. I'm also passionate about music, especially American bands. At the moment I'm listening to Black Eyed Peas all the time.

At weekends, my friends and I love going to the cinema. What do you enjoy doing at weekends? Are you involved in any groups or clubs?

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

OK, time to finish. Write soon! 😊

Bye 4 now,  
Carlo

1 In pairs, choose five qualities to describe the ideal exchange student.

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

2 Read the email from an exchange student and tick the topics in the box that he writes about.

family	<input checked="" type="checkbox"/>	food	<input type="checkbox"/>	hobbies	<input checked="" type="checkbox"/>
music	<input checked="" type="checkbox"/>	school	<input checked="" type="checkbox"/>	sport	<input checked="" type="checkbox"/>

3 Write a sentence about each topic in Exercise 2 that is NOT mentioned to add to the email.



20

#### EXTRA ACTIVITIES

Students role-play a conversation between Jo and Carlo, using the information in the email. They ask and answer, e.g. Jo: *How old are you?* Carlo: *I'm sixteen.*

#### WORKBOOK

p. 16

#### NEXT CLASS

Ask students to study the Word list on page 120.

#### WORD LIST ACTIVITIES

• Students work in pairs. They write words for their partner with missing letters and say the category for each word, e.g. *personality*: o\_ t\_ \_ \_ s\_ (optimist), *feelings and emotions*:

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

- |  |   |
|--|---|
| a basic information about yourself                     | 2 |
| b a greeting and information about why you are writing | 1 |
| c say you are looking forward to seeing him/her        | 4 |
| d finish with a friendly goodbye                       | 5 |
| e information about your likes/dislikes/hobbies, etc   | 3 |

5 Which of these phrases are used in the opening of the email and which are used in the closing part? Write O or C.

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1 Time to finish. C          | 6 Give my love/Say hello to ... C |
| 2 I hope you're well. O      | 7 I'm writing to ... O            |
| 3 Write soon. C              | 8 It was good to hear from you. O |
| 4 I can't wait to see you. C |                                   |
| 5 Bye for now. C             |                                   |

6 Complete the WRITING FOCUS with the words in purple in email.

### WRITING FOCUS

#### A personal email/letter

- Start the email/letter with a friendly greeting.  
Dear Nick/<sup>1</sup> Hi Jo.
- Don't use full forms. Use contractions.  
you're (not ~~you are~~)<sup>2</sup> I'm (not ~~I am~~).
- Use useful phrases to give information about yourself.  
I'm interested in .../I'm good at .../I'm <sup>3</sup> keen on .
- Ask questions to show you want a reply.  
What do you enjoy doing at weekends?/What <sup>4</sup> about you ?
- Finish the email/letter with a friendly goodbye.  
All the best/<sup>5</sup> Bye 4 now

7 Does the person in the email sound like your ideal exchange student? What details would you change? Discuss in pairs.

8 Which of these people do you think would be a good (G) or not so good (NG) exchange student for you? Compare your answers with a partner.

1) I'm quite cheerful, but sometimes I get in a bad mood.

2) I don't like sports very much and I'm quite unfit.

3) I love school and studying and my favourite subjects are science and maths.

4) I'm obsessed with pop music.

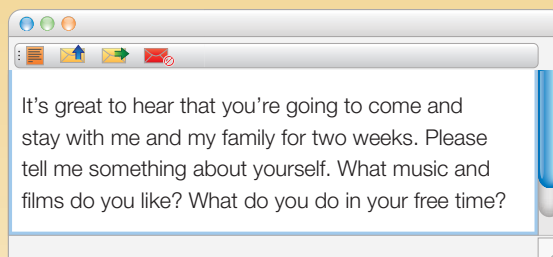
5) I watch a lot of DVDs, especially horror films.

6) I'm crazy about shopping! I spend lots of money on clothes.

7) I love animals and I'm a volunteer at an animal centre.

## Writing task

You recently received an email from Jenny, an English teenager you are going to stay with in England. Read part of her email and write your reply to Jenny.



A Write your email in about 100 words. Include these points.

- Thank Jenny for her email.
- Say how you feel about staying in England.
- Tell her about the sort of music and films you like.
- Write about some of the things you do in your free time.
- Ask about Jenny's interests.
- Say goodbye.

### Useful language

- Thanks for ...
- It was good to hear from you.
- I'm writing to tell you about/apologise for/thank you for ...
- How are you?/How are you doing?
- I must be going now.
- Looking forward to hearing from/meeting you.
- See you soon.

B Use the ideas in the WRITING FOCUS and the model to help you.

C Check.

- ✓ Have you answered all the questions in the task?
- ✓ Have you organised your email into paragraphs?
- ✓ Have you used information and phrases from the model, WRITING FOCUS and Useful language box?
- ✓ Have you checked your spelling and punctuation?

d \_ s \_ \_ p \_ \_ \_ t \_ d w \_ \_ h (disappointed with),  
clothes: h \_ \_ d \_ \_ (hoodie). Their partner tries to complete the words.

- Divide students into teams. Call out a word for the first team. They have to say the category and explain the meaning. Continue with the other teams.

# FOCUS REVIEW 1

## VOCABULARY AND GRAMMAR

### 1 Complete the sentences with adjectives. The first letter of each adjective is given.

- Shona never smiles and is always depressed. She's a really **miserable** person.
- Tim always thinks he's right. He's so **arrogant**.
- I'm **disappointed** with my exam results. I didn't do well.
- My parents always give me and my brother the same things. They're very **fair**.
- Has Marion always been so **lazy**? She always stays in bed until midday!
- Everyone knows Katie's name and everyone likes her. She's so **popular**.

### 2 Complete the sentences with the correct form of the words in capitals.

- Tom has some health problems. He's quite **unhealthy**.  
**HEALTHY**
- He saved a boy from the river and won a prize for **bravery**.  
**BRAVE**
- Neil eats chips and hamburgers every day and never exercises. He's really **unfit**. **FIT**
- She sends money to her family. I admire her **generosity**.  
**GENEROUS**
- Jo told everyone my secrets. She's so **disloyal**. **LOYAL**
- Modesty** is not one of Zafira's qualities – she tells everybody that she's the best student in the class.  
**MODEST**

### 3 Complete the sentences with the correct form of the verbs in brackets.

- Have you ever swum** (you/ever/swim) in a river before?
- Who **enjoys** (enjoy) eating Italian food? I know a good restaurant.
- Does Eve usually go** (Eve/usually/go) to bed very late?
- What music **do your friends like** (your friends/like) listening to?
- What **are you reading** (you/read) at the moment? Is it a novel?
- Who **has taken** (take) my book? It's not on the desk!

### 4 Use the prompts to write sentences.

- I / not mind / wear / my sister's old clothes / if they suit me  
*I don't mind wearing my sister's old clothes if they suit me.*
- they / miss / live / in the city  
*They miss living in the city.*
- you / ever / refuse / help / your friends?  
*Have you ever refused to help your friends?*
- police officers / not always / need / wear a uniform  
*Police officers don't always need to wear a uniform.*
- I / always / like / dance  
*I have always liked dancing.*
- you / spend / a long time / studying / when you get home from school?  
*Do you spend a long time studying when you get home from school?*

## LANGUAGE IN USE

### 5 Choose the correct answer, A, B or C.

- Johann **isn't** art at all. He has never been to an art gallery or an exhibition.  
A isn't involved in                      C isn't responsible for  
**B** isn't keen on
- Who** with the project at the moment?  
A Who helps Mary                      **C** Who is helping Mary  
B Who has helped Mary
- A: I don't like shopping for clothes.  
B: \_\_\_\_\_  
A Me too.   **B** Me neither.   C Not me.
- Sally is a vegetarian and she \_\_\_\_\_ to wear clothes made of leather.  
A avoids   **B** refuses   C doesn't mind
- A: My older sister is a fashion designer.  
B: \_\_\_\_\_  
**A** Is she?   B Have you?   C Are there?

### 6 Read the text and choose the correct answer, A, B or C.

WOULD YOU LIKE TO LOOK MORE

STYLISH?

Most teenagers want to <sup>1</sup> \_\_\_\_\_ good, but most of us can't afford <sup>2</sup> \_\_\_\_\_ the latest fashions or designer clothes. But there is another way.

Have you ever <sup>3</sup> \_\_\_\_\_ buying clothes from a charity shop? You can find unique, stylish items at a much lower price than in high-street shops. Tasmin Childs, sixteen, is a big fan of charity shops. 'I enjoy <sup>4</sup> \_\_\_\_\_ through all the rails of clothes. I always find something interesting and I prefer <sup>5</sup> \_\_\_\_\_ unusual items that no one else has.' Tasmin doesn't mind that someone else has worn the clothes before her. 'I wash the clothes, of course. I'm passionate <sup>6</sup> \_\_\_\_\_ recycling. If you're worried about the planet and climate change, reuse old clothes and visit your local charity shop.'

- |                  |                  |                     |
|------------------|------------------|---------------------|
| 1 <b>A</b> look  | B see            | C watch             |
| 2 A buy          | <b>B</b> to buy  | C buying            |
| 3 A preferred    | B wanted         | <b>C</b> considered |
| 4 A search       | B to search      | <b>C</b> searching  |
| 5 A putting      | <b>B</b> wearing | C clothing          |
| 6 <b>A</b> about | B with           | C to                |

### EXTRA ACTIVITIES

- Photocopiable resource 4 (Speaking – 5 mins) p. 165, 179
- Photocopiable resource 5 (Writing – 13 mins) p. 166, 180

### WORKBOOK

- Word practice 1.8, p. 17;
- Self-assessment 1.9, p. 18

### NEXT CLASS

- Ask students to do Self-check 1.10, in the WB, p. 19.
- Ask students to prepare for Unit test 1 (Focus Assessment Package).

## READING

### 7 Read the article. Are the statements true (T) or false (F)?

- 1 You have to pay to join some of the websites. F
- 2 There will be information about other websites in the future. T
- 3 On the *What's your hobby?* website you can learn about new and interesting sports and hobbies. F
- 4 People who have lots of personal problems can get help on the *Serious teenage* talk website. F
- 5 The *Exchange!* website is only for teenagers who want to visit other countries. F
- 6 Teenagers who want to learn a language can find information about schools near them where they can do this. F
- 7 The *Learn a language* website is looking for good teachers. F

### International Students' Magazine

**Would you like to talk to people of your age in another country? Here are just a few of the free websites we can recommend. There's something for everyone here! Go online and make some friends. We'll give you more websites in the next month.**

#### What's your hobby?

This is a website where you can meet people who have the same hobbies and interests as you. You type in the name of something you enjoy, for example, a sport, and then you can find other people in different countries who like the same thing. You can share information about things you do and give advice to each other. Who knows – one day perhaps you'll meet and do your hobby together!

#### Serious teenage talk

Perhaps you like talking about more important things like politics or education. On this site you can join in group discussions about things that are important to everyone. It's good to hear the opinions of people from different countries. We can learn a lot. So if you care about things like homeless people and human rights, come online and talk about them.

#### Exchange!

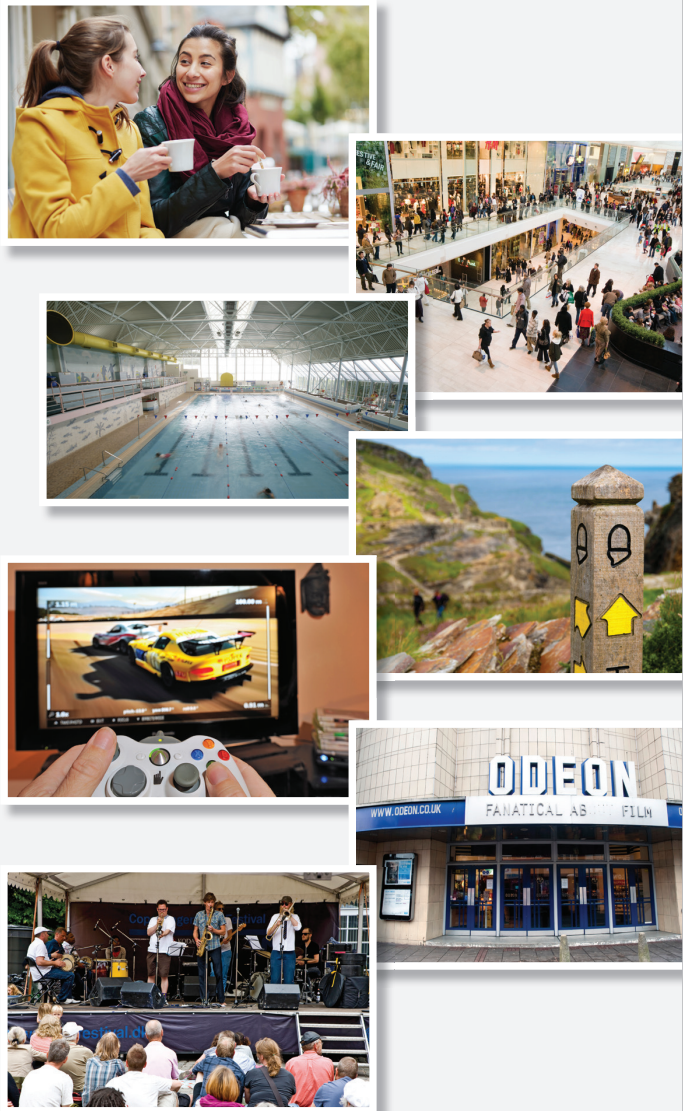
You probably think this site is about exchange visits where students go to other countries for a short time. It is, but that's not all you can do on this site. You can also exchange things with teenagers all round the world. You can exchange music or recipes, books and so on. In this way you can learn a lot about different cultures. And you can meet people and arrange visits too.

#### Learn a language

Do you want to learn another language? This website can find online language classes for nearly every major language in the world! And you can study in an international group with excellent teachers. So if you'd like to learn Mandarin Chinese or Russian or even Norwegian, go on the website and they will help you.

## SPEAKING

### 8 Work in pairs. You want to spend Saturday afternoon together. Look at the photos and talk about the different things you could do.



## WRITING

### 9 Write one sentence referring to each of the five points in the email from George, your English friend.

I'm sure you're having a fantastic time in the US. Tell me about your host family and your American friend. Do you have the same interests and hobbies? What's he like?

### 10 Write your email to George in about 100 words. Use your sentences from Exercise 9, but add some more details.