

Cambridge University Press  
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Liz Kilbey , With Philip Wood , Vicki Anderson , Clare Kennedy  
Frontmatter  
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**Student Book  
& Workbook**

**B1  
B1+**

**Liz Kilbey and Philip Wood**  
with Vicki Anderson and Clare Kennedy

# **BOTH SIDES**

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- C Clothes; Past simple: *be*; Past simple: regular and irregular verbs
- D Feelings; Comparative and Superlative adjectives; (In)equality: (*not*) *as* + adjective + *as*
- E Jobs; Present continuous for the future; *be going to*; *will*; **Goal 6:** Clean water and sanitation

FOCUS ON LISTENING	FOCUS ON CULTURE	FOCUS ON WRITING	EDUCAZIONE CIVICA AND WELL-BEING
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# DON'T CHOOSE SIDES: GET THE BEST OF BOTH SIDES!

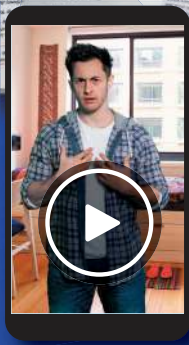


I box **Both Sides** offrono stimolanti temi di discussione legati all'argomento dell'unità per favorire occasioni di dibattito.

What is he studying now?

**BOTH SIDES**

**DEBATE** In pairs or groups, debate the statement:  
 Online learning is better than learning in a classroom.



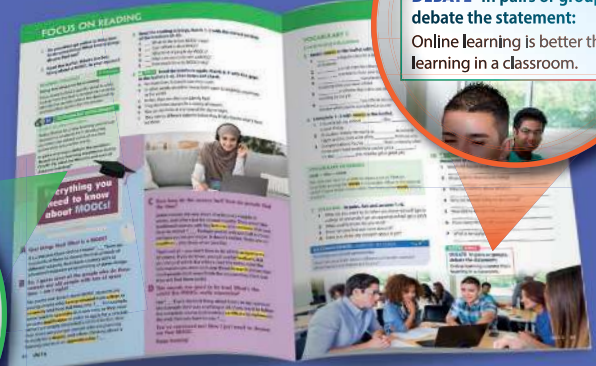
La sezione **Focus on Oracy** e i **video in stile vlog** incoraggiano a esercitare e migliorare le abilità di **presentazione**.

...something? What kind of...  
 ...to find out?

2. Read the leaflet. What's the best thing about a MOOC, in your opinion?

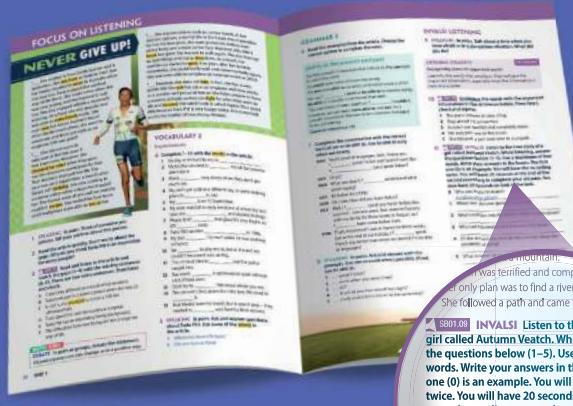
**READING STRATEGY** B1 Preliminary  
 Using text structure for scanning  
 If you want to find a specific detail in a text, look at how the text is divided into sections. Identify the section where the detail will be and read that section for the answer.

**EC SUSTAINABLE DEVELOPMENT**  
 Goal 4: Quality education  
 Today, thanks to online learning and virtual classrooms, students from developing countries can attend some of the best courses in the world.



I box **Skills Strategy** aiutano nella preparazione dell'esame **Cambridge B1 Preliminary for Schools**.

Le attività **Focus on Listening** sviluppano la capacità di ascolto e rendono più sicuri in vista dei **test INVALSI**.



I **role play funzionali** della sezione **Focus on Interaction** aiutano a rendere più fluida l'interazione orale attraverso **schemi guidati**.

...back on Tuesday. Go online to find information you need. Use the Interaction strategy and follow the instructions below.

A Look at the information online and suggest a departure time.

B Ask ticket price.

A Give price.

B Accept. Suggest departure time for return based in information online.

A Disagree. Make a question.

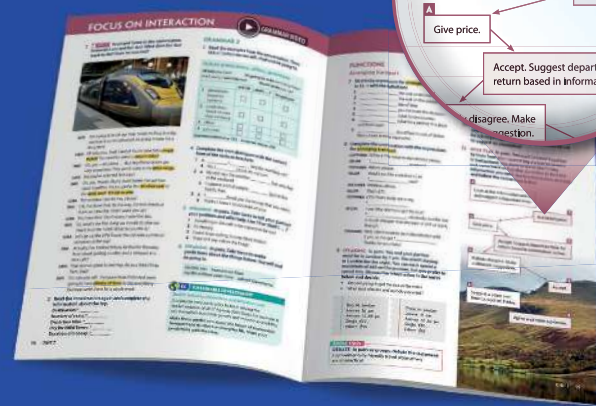
...I was terrified and completely alone. My only plan was to find a river. She followed a path and came to a car park.

**SB11.08 INVALSI** Listen to the true story of a girl called Autumn Veatch. While listening, answer the questions below (1–5). Use a maximum of four words. Write your answers in the boxes. The first one (0) is an example. You will hear the recording twice. You will have 20 seconds at the end of the second recording to complete your answers. You now have 20 seconds to look at the task.

0 Who was Autumn Veatch?  
 @ sixteen-year-old girl

1 Where was Autumn going in the plane?  
 ...

2 What condition was the plane in when it came down?  
 ... information about Autumn's...



Le pagine **Focus on Culture** sono fonte d'ispirazione per riflettere sul mondo, con **video documentari** che rendono ancor più vividi gli argomenti trattati.

Le attività passo passo delle pagine **Focus on Writing** favoriscono l'esercizio e il perfezionamento della **produzione scritta**.

I box dedicati alle **Competenze Chiave dell'UE** contribuiscono alla formazione permanente e a prepararsi ad affrontare le sfide future.

**EU COMPETENCES: CULTURAL KNOWLEDGE** ★★

Learning before you go  
 What do you need to know about a place before you go to stay there? What additional information is important if you are travelling abroad?

9 You want further information about a university or training course. Write to the admissions office with three or four questions. Use the Writing Strategy, the Writing tips and David's email as a model. Write 100 words.



## SVILUPPO DI CINQUE ABILITÀ



Lo Speaking è diviso in **Oracy** e **Interaction** per favorire l'apprendimento di **strategie utili** sia per la presentazione orale sia per l'interazione con gli altri. >

< **Video coinvolgenti** per la fascia d'età degli adolescenti:

- **Real English videos** (interviste che presentano gli idiomi e l'inglese parlato nel mondo reale)

- **READING**
  - **WRITING**
  - **LISTENING**
  - **ORACY**
  - **INTERACTION**
- **SPEAKING**

E inoltre: **Vlogs** • **Grammar Animations** • **Documentaries**



**EC CONSTITUTION**

**Fighting discrimination**

All citizens have equal social dignity and are equal before the law, without distinction of sex, race, language, religion, political opinion, personal and social conditions. (Italian Constitution, Art. 3)

Why is it important to avoid discrimination?

**EC SUSTAINABLE DEVELOPMENT**

**Goal 16: Peace, justice and strong institutions**

Now that we are globally connected, social media can help us share values and principles.

How do you think social media can contribute to peace, justice and building strong institutions?

< I box di **Educazione Civica** coprono tutti i **17 Goal** dell'**Agenda 2030**.

**EC DIGITAL CITIZENSHIP**

**Personal Data**

When you send an email or upload a public video, remember not to share too much personal information online.

Watch the video and read the email in Ex. 8. Make a list of information that isn't safe to share online.

**WELL-BEING**

**Sound sleep health**

Everybody's sleep habits are different, but it's important to get the right amount of sleep. Doctors say that teens need 8.5-9 hours of sleep, but 50% of American teenagers sleep only 7 hours or less a night.

How much sleep do you get? What should you change to have healthier sleep habits?

< I box di **Well-being** offrono un approccio olistico alla persona per aiutare a riflettere sul proprio benessere fisico ed emotivo.



Preparazione all'esame **Cambridge B1 Preliminary for Schools** con suggerimenti nei box Exam Guide.

Inoltre, **Test & Train** su Cambridge One (class-based version):

- **materiale ufficiale** per ogni parte dell'esame
- monitoraggio dei **progressi dei singoli studenti e della performance di classe**
- **feedback immediati e automatici** per gli studenti
- con incluso un **Practice Test completo** con Reading and Listening totalmente online

### UN PACCHETTO DIGITALE COMPLETO

- Student Book e Workbook + eBook
- Teacher's Book and Tests + eBook
- WebApp con tutti gli audio e i video
- Test & Train per prepararsi online a sostenere gli esami per le certificazioni Cambridge Assessment English

### UN APPROCCIO INCLUSIVO

- Design e font inclusivi
- Esercizi in formato inclusivo
- Grammar Mind maps
- Inclusive Workbook con **testo 'liquido' personalizzabile**
- Inclusive Test con formato dei task inclusivo

# STARTER A

## GRAMMAR

- Present simple
- Adverbs of frequency

## VOCABULARY

- Verbs of routine



**1 SPEAKING** In pairs. Describe your daily routine to your partner.

**2** **Read and listen to the text. Then answer the questions.**

- 1 Why is Sofia in England?
- 2 Where does Sofia sleep?
- 3 When does Emily have a shower?
- 4 Why does Sofia usually have a shower in the evening in Spain?
- 5 Why does Emily feel jealous of Sofia?
- 6 How does Emily travel to school?
- 7 Why do you think Emily's mum is worried?

## VOCABULARY

### Verbs of routine

**3** Look at the verbs of routine and write when you do these things.

- |                                   |                    |
|-----------------------------------|--------------------|
| 1 have breakfast / lunch / dinner | 6 brush your teeth |
| 2 get up                          | 7 go to school     |
| 3 have a shower                   | 8 come home        |
| 4 get dressed                     | 9 go to bed        |
| 5 wake up                         | 10 do homework     |

*I wake up at 7 o'clock.*

*I have breakfast at half past seven.*

**4 SPEAKING** In pairs. Imagine Emily is on an exchange in Italy. What things would be different for her?

### Present simple

We use the Present simple to talk about habits and routines.

#### Affirmative and negative

I/You/We/They **get/don't get up** late.

He/She/It **gets/doesn't get up** late.

#### Questions

**Do** I/you/we/they **get up** late?

**Does** he/she/it **get up** late?

When **do** you **get up**?

What time **does** she **get up**?

#### Short answers

Yes, I **do**./No, we **don't**.

Yes, she **does**./No, he **doesn't**.

**Grammar reference p.172**

# ABOUT US

## GRAMMAR

### 5 Complete 1–6 with the correct form of the verbs in brackets.

- 0 What time do you wake up (wake up) on schooldays?  
 1 We \_\_\_\_\_ (not / go) to school by bus; we walk.  
 2 I \_\_\_\_\_ (get dressed) in the bathroom.  
 3 My parents \_\_\_\_\_ (make) pancakes for breakfast on Sundays.  
 4 \_\_\_\_\_ you \_\_\_\_\_ (go) to bed late at the weekend?  
 5 I \_\_\_\_\_ (not / get up) early in the holidays.  
 6 We \_\_\_\_\_ (play) football on Saturdays.

### Present simple: Spelling rules

- get → gets (+ -s)
- study → studies (-y → -ies, with consonants)
- play → plays (+ -s, with vowels)
- brush → brushes
- go → goes (+ -es)
- kiss → kisses

Grammar reference p.172

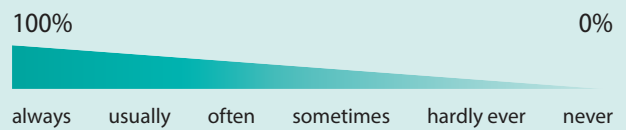
### 6 Rewrite 1–8 using *He* or *She*. Use both forms and change other pronouns where necessary.

- 0 I get dressed in the bathroom.  
*He gets dressed in the bathroom.*  
 1 You study every day after school.  
 2 We get up at 7 o'clock.  
 3 I brush my hair before bed.  
 4 They play football every evening.  
 5 We go to the cinema on Saturdays.  
 6 I watch TV after 9 o'clock.  
 7 They want to visit their mum.  
 8 You say hello to your teacher every morning.

### 7 Write questions for Emily's answers using the prompts.

- YOU Where / you live?  
*Where do you live?*  
 EMILY I live in Bristol.  
 YOU Who / you / live with?  
 1 \_\_\_\_\_  
 EMILY I live with my mum, dad and my sister Helen.  
 YOU How old / Helen?  
 2 \_\_\_\_\_  
 EMILY She's 21 years old.  
 YOU What / Helen do?  
 3 \_\_\_\_\_  
 EMILY Helen's a student at Bristol University.  
 YOU You / speak Spanish with Sofia?  
 4 \_\_\_\_\_  
 EMILY No, I don't. We always speak English.  
 YOU Sofia / like English food?  
 5 \_\_\_\_\_  
 EMILY Honestly? She loves it!

### Adverbs of frequency



- Sofia always takes the bus.
- Sofia usually has a shower in the evening.

Adverbs go before the main verb but after the verb *be*:

- She often goes to bed after midnight.
- She is often late.

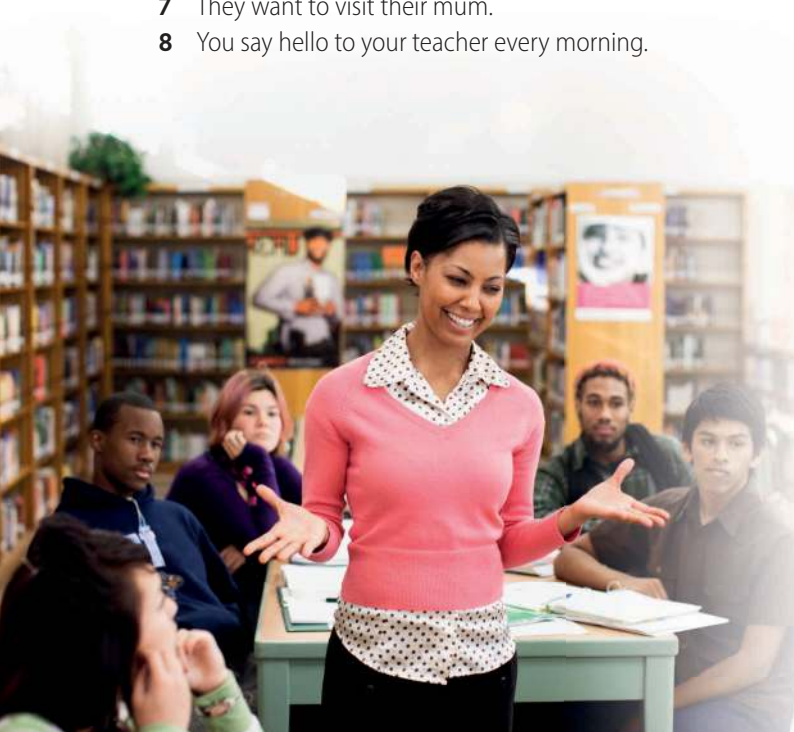
Grammar reference p.172

### 8 Rewrite 1–6 with the adverb in brackets in the correct place.

- 0 My dad works on Saturdays. (never)  
*My dad never works on Saturdays.*  
 1 Keira does her homework on the bus. (always)  
 2 I play computer games. (hardly ever)  
 3 Do you wake up at night? (often)  
 4 You help Mum and Dad in the house. (sometimes)  
 5 Matt doesn't go to school by bike. (usually)  
 6 Our English teacher is late. (always)

### 9 Complete the sentences using your own ideas.

- 0 I never eat sweets !  
 1 Italian students are always \_\_\_\_\_ .  
 2 Footballers sometimes \_\_\_\_\_ .  
 3 Politicians often \_\_\_\_\_ .  
 4 Teachers are hardly ever \_\_\_\_\_ .  
 5 Parents usually \_\_\_\_\_ .



# STARTER B

**GRAMMAR**

- *there is/are*
- *some/any; a lot of, a little, a few; too much/many, too little/few*

**VOCABULARY**

- Technology



## DECLUTTER YOUR LIFE!

You know the saying 'tidy house, tidy mind'? Well, decluttering is the first step towards a tidy mind. Decluttering means removing all the things that you don't need and creating a clean and tidy space. Here are some simple steps to help you declutter.

### 1 Keep your memories in your mind

We all collect too many objects. We buy things like souvenirs, medals, certificates, badges to help us remember special places or events in the past – but guess what? You can still remember those special moments without all these objects! You have your memories safe in your mind!

### 2 Reduce your wardrobe

Have you got too many clothes? What about all those T-shirts from past holidays and events? How often do you wear them? There's too little space in your wardrobe for things you don't wear. Take unwanted clothes to a charity shop – just keep a few favourite items.

### 3 Go digital

You don't need any CDs or DVDs now! All the music and films you want are on the internet, so download them. And is there any excuse for keeping books? Buy an e-reader and make a little space on your shelves!

**1 Think about the things in your room at home. Do you use / wear / need all of them? Write a list.**

**2** **Read and listen to the advice in the article. Choose the correct option to complete 1–4.**

- 1 You can remember events without *memorabilia* / *a good memory*.
- 2 Only keep clothes *you often wear* / *from a charity shop* in your wardrobe.
- 3 Download films and music from the internet. *Don't keep* / *Keep* DVDs and CDs.
- 4 You only need *digital* / *print* books in your home.

## VOCABULARY

### Technology

**3 What are these things for? Match (A–J) with the definitions (1–9).**

- |                  |  |
|------------------|--|
| A a joystick     | 0 <u>A</u> You use it to move around on screen in a computer game. |
| B smartphone     | 1 ___ You can hear the audio on your computer with these.          |
| C screen         | 2 ___ You use it to text people, make calls and surf the internet. |
| D e-reader       | 3 ___ You use it to switch on a television and change the channel. |
| E mouse          | 4 ___ You use it to read books and other texts.                    |
| F remote control | 5 ___ You use them to listen to music in private.                  |
| G laptop         | 6 ___ You use it to move things around on your computer screen.    |
| H speakers       | 7 ___ It's a small portable computer.                              |
| I headphones     | 8 ___ You use it to type in data on your computer.                 |
| J keyboard       | 9 ___ It's the display of your computer.                           |



### WELL-BEING

#### Clean house, clean mind

A clean and tidy bedroom is good for your mental well-being. It helps reduce stress and improves productivity, as well as helping you to eat and sleep better.

**Try to declutter your surroundings, starting with your desk. How does it make you feel?**



## GRAMMAR

**there is/there are and some/any**

## Countable nouns

- (+) *There are some books on the shelf.*  
 (-) *There aren't any books on the shelf.*  
 (?) *Are there any books on the shelf?*

## Uncountable nouns

- (+) *There is some space in the wardrobe.*  
 (-) *There isn't any space on your shelf.*  
 (?) *Is there any space in your wardrobe?*

Grammar reference p.172

**4 Decide which nouns are countable (C) or uncountable (U).**

- |                  |                   |
|------------------|-------------------|
| 0 <u>U</u> money | 13 ___ event      |
| 1 ___ time       | 14 ___ holiday    |
| 2 ___ orange     | 15 ___ book       |
| 3 ___ object     | 16 ___ CD         |
| 4 ___ souvenir   | 17 ___ DVD        |
| 5 ___ medal      | 18 ___ e-reader   |
| 6 ___ badge      | 19 ___ speaker    |
| 7 ___ memory     | 20 ___ shelf      |
| 8 ___ T-shirt    | 21 ___ wardrobe   |
| 9 ___ clothes    | 22 ___ mouse      |
| 10 ___ music     | 23 ___ smartphone |
| 11 ___ film      | 24 ___ joystick   |
| 12 ___ moment    | 25 ___ keyboard   |

**5 Choose the correct option to complete the conversation.**

- MUM** OK, Tanya, there <sup>0</sup>is / are a lot of things in your wardrobe. Let's take <sup>1</sup>some / any to the charity shop.
- TANYA** OK, but I've got <sup>2</sup>some / any questions first.
- MUM** OK. What?
- TANYA** Can I keep <sup>3</sup>any / a T-shirts?
- MUM** Well, there <sup>4</sup>is / are over 20 in the drawer. Keep <sup>5</sup>some / any that you really love.
- TANYA** What about my CDs?
- MUM** There <sup>6</sup>is / are hundreds here! I can't believe you listen to them!
- TANYA** You're right. I can download them. There <sup>7</sup>is / are <sup>8</sup>some / any space on my laptop.
- MUM** Good, and these books? There <sup>9</sup>isn't / aren't <sup>10</sup>some / any space on your shelves!
- TANYA** Oh yeah, they can go. I've got them on my e-reader!

**a lot of, a little, a few**

## Countable nouns

- *There are a lot of souvenirs.* (big quantity)
- *There are a few souvenirs.* (small quantity)

## Uncountable nouns

- *There is a lot of space.* (big quantity)
- *There is a little space.* (small quantity)

Grammar reference p.172

**6 Complete 1–4 with a lot of, a little or a few.**

- 0 You've got a lot of bags – can I help you?
- 1 There's \_\_\_\_\_ cola in the fridge – we've got six bottles!
- 2 'Have we got any biscuits?' 'Not many, but there are \_\_\_\_\_ in the packet.'
- 3 I've got \_\_\_\_\_ money to buy Mum a present, just £5.
- 4 We've got \_\_\_\_\_ time before the train leaves – two hours!

**too much/too many, too little/too few**

## Countable nouns

- *There are too many souvenirs.* (excess)
- *There are too few souvenirs.* (insufficient)

## Uncountable nouns

- *There is too much space.* (excess)
- *There is too little space.* (insufficient)

Grammar reference p.173

**7 Complete the text with there is/there are, some, any, too (+ quantity).**About **New posts** Archives

I love watching films, and whenever I have <sup>0</sup> some money I always buy a DVD. I really have <sup>1</sup> \_\_\_\_\_ in my room now – <sup>2</sup> \_\_\_\_\_ any space! I've got hundreds of Hollywood films in my collection and <sup>3</sup> \_\_\_\_\_ animated films, but <sup>4</sup> \_\_\_\_\_ old classic black and white films, unfortunately, – they're very difficult to find. I buy a lot of different types, but I don't buy <sup>5</sup> \_\_\_\_\_ horror films. That's the only film genre I don't like. Too scary!

4

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# STARTER C

**GRAMMAR**

- Past simple: *be*
- Past simple: regular and irregular verbs

**VOCABULARY**

- Clothes



## THEN AND NOW

**When did Highcroft first open?** It opened in 1963.

**What were the classrooms and the lessons like?**

There were around 30 students to a class, and they did not have any computers in the classrooms. Students sat at individual desks. They did not do activities in groups or have class discussions – ever! Teaching methods were very traditional – the teacher read or wrote information on the blackboard for students to copy.

**Did students get a lot of homework?**

Yes, they did! Students worked very hard. Teachers were strict and corporal punishment was common. Teachers hit the students with a cane (a kind of stick) when they got answers wrong, talked in class or did not do their homework. Writing out 'lines' (the same sentence a hundred times!) was also a common punishment.



**What did students wear?**

In the 1960s, girls wore skirts, blouses and ties, and white socks. They did not wear trousers because only boys wore trousers (not jeans or shorts), shirts and ties. Both wore jackets and often there was a school cap (for boys) or beret (for girls).

**1** **Read and listen to the text and complete the Factfile.**

**2 SPEAKING** In pairs. Answer 1 and 2.

- 1 How old is your school?
- 2 Does it have an interesting history?

### VOCABULARY

#### Clothes

**3** Write the clothes words in the correct categories in your notebook.

blouse cap jacket jumper shirt shoes shorts  
 skirt socks tie tights trousers T-shirt

head (one word): \_\_\_\_\_

upper body (six words): \_\_\_\_\_

lower body (six words): \_\_\_\_\_

**4** What do you usually wear to school? Write about your clothes.

*We don't have a uniform at my school. I wear jeans and a T-shirt and a jumper. I don't wear ...*

### HIGHCROFT SCHOOL

Opened in: \_\_\_\_\_

Class sizes: \_\_\_\_\_

Teaching methods: \_\_\_\_\_

Types of punishment: \_\_\_\_\_

School uniform

Girls: \_\_\_\_\_

Boys: \_\_\_\_\_

## SCHOOL

## GRAMMAR

Past simple: *be*

<b>Affirmative</b> I <b>was</b> strict. You <b>were</b> happy.	<b>Negative</b> He <b>wasn't</b> funny. They <b>weren't</b> sad.
<b>Questions</b> <b>Was</b> she happy? <b>Were</b> you happy?	<b>Short answers</b> Yes, she <b>was</b> ./No, she <b>wasn't</b> . Yes, we <b>were</b> ./No, we <b>weren't</b> .

Grammar reference p.173

5 Complete 1–6 with the correct form of *was* or *were*.

- 0 My mum was at the same school as me but in the 1980s!
- 1 Our school uniform at my last school \_\_\_\_\_ blue.
- 2 I \_\_\_\_\_ at this school last year. I was at a school in Rome.
- 3 Your exam results \_\_\_\_\_ great, Rita – well done!
- 4 \_\_\_\_\_ you in the scouts when you were young?
- 5 \_\_\_\_\_ Frank in your Maths class last term?
- 6 My friends \_\_\_\_\_ at the party, so it was a bit boring.

## Past simple

We use the Past simple for completed past actions.

<b>Affirmative and negative</b> Students <b>worked</b> very hard. They <b>didn't have</b> any computers.
<b>Questions</b> <b>Did</b> students <b>get</b> a lot of homework?
<b>Short answers.</b> Yes, they <b>did</b> ./No, they <b>didn't</b> .

## Spelling rules

- *open* → *opened* (+ -ed)
- *study* → *studied* (+ -ied)
- *live* → *lived* (+ -d)
- *stop* → *stopped* (double consonant + -ed)
- *do* → *did*, *make* → *made*, *have* → *had*

Grammar reference p.173

## 6 Rewrite 1–8 in the Past simple.

- 0 I finish school at 4 o'clock.  
*I finished school at 4 o'clock.*
- 1 The headteacher talks for hours.
- 2 The shops open at 9.30.
- 3 They study every day.
- 4 You like all my friends.
- 5 The film starts at 8 o'clock.
- 6 I try to understand him.
- 7 They stop serving pizza in the evening.
- 8 I hug my dog every evening.

## 7 Find the Past simple forms of these irregular verbs on the website page.

- 0 have had
- 1 sit \_\_\_\_\_
- 2 read \_\_\_\_\_
- 3 write \_\_\_\_\_
- 4 wear \_\_\_\_\_
- 5 hit \_\_\_\_\_
- 6 get \_\_\_\_\_

## 8 Complete the conversation with the correct Past simple form of the verbs in brackets.

- ANNE Where <sup>0</sup> did you go (go) to school, Grandad?
- GRANDAD I <sup>1</sup> \_\_\_\_\_ (be) at a school in Yorkshire in the north of England, a boarding school called Granchester Towers.
- ANNE A boarding school? <sup>2</sup> \_\_\_\_\_ (be) you there all the time? <sup>3</sup> \_\_\_\_\_ you \_\_\_\_\_ (sleep) there too?
- GRANDAD Yes, I <sup>4</sup> \_\_\_\_\_ (study) there, but I also <sup>5</sup> \_\_\_\_\_ (live) there. I <sup>6</sup> \_\_\_\_\_ (have) all my meals there, and I <sup>7</sup> \_\_\_\_\_ (sleep) in a dormitory with five other boys.
- ANNE Weird! <sup>8</sup> \_\_\_\_\_ you \_\_\_\_\_ (like) the school?
- GRANDAD Well, I <sup>9</sup> \_\_\_\_\_ (not / like) it at first, but then I <sup>10</sup> \_\_\_\_\_ (make) some friends, and after that I was happy there.

## 9 SPEAKING In pairs. Ask and answer about schools you went to in the past and what they were like.

- A *Where did you go to middle school?*  
 B *I went to the Istituto B. Lorenzi.*  
 A *Did you like it?*



# STARTER D

## GRAMMAR

- Comparative and Superlative adjectives; (not) as ... as

## VOCABULARY

- Feelings



## Teen Line

Sign in



Home

About

News

Ask TeenLine

Events

Community



Princess Pearl

My problem is with my best friend, Amy. I love Amy, we get on really well and we do a lot of things together, but when other people are there, especially boys, I feel jealous. The thing is, Amy is better than me in every way. She's cleverer than me, she's funnier, she's taller, she's the prettiest girl in our class, and she's also the most athletic! She's good at everything, and she's not as shy as me – she's more sociable – so people always talk to her and I just ... disappear! I know I'm not boring and I'm not stupid, but I'm worried because I'm not as popular as Amy, and I'm less confident. I feel nervous now when I meet new people, and I'm embarrassed because I'm not clever like her, and I haven't got a lot of friends. I don't want to stop being Amy's friend, but I don't want to be invisible! What can I do?



T.L.

*Remember, Princess Pearl, that you have got your own qualities and talents – you aren't less talented than Amy, or the least interesting girl in your class, you're just different! Try to focus on your positive qualities and spend some time with other friends, not just Amy.*



**1** **Read and listen to the text. Why is Princess Pearl posting on the TeenLine blog?**

**2** Choose the correct option to complete 1–5.

- 1 Princess Pearl spends *a lot of / a little* time with Amy.
- 2 Princess Pearl thinks a lot of people *like / don't like* Amy.
- 3 Amy is *shy / sociable*.
- 4 Princess Pearl thinks she *is / isn't* boring and stupid.
- 5 Princess Pearl is *good / not good* at making new friends.

## VOCABULARY

### Feelings

**3** Match the adjectives (A–H) with the situations (1–7).

- |               |   |   |
|---------------|---|---|
| A embarrassed | 0 | <u>G</u> You watch a horror film.                               |
| B angry       | 1 | ___ You get very good grades in your exams.                     |
| C surprised   | 2 | ___ You have an exam tomorrow morning.                          |
| D jealous     | 3 | ___ A classmate gives you a fantastic birthday present.         |
| E worried     | 4 | ___ You love a classmate's bag. You want one, too.              |
| F happy       | 5 | ___ A classmate takes your calculator without asking.           |
| G scared      | 6 | ___ You hug your friend, but then realise it isn't your friend. |
| H calm        | 7 | ___ You drink camomile tea before sleeping.                     |

# FRIENDS

## GRAMMAR

### Comparative and superlative adjectives

regular	comparative	superlative
tall	taller than	<b>the tallest</b>
wide	wider than	<b>the widest</b>
big	bigger than	<b>the biggest</b>
happy	happier than	<b>the happiest</b>
interesting	<b>more</b> interesting than	<b>the most</b> interesting
irregular	comparative	superlative
good	<b>better</b> than	<b>the best</b>
bad	<b>worse</b> than	<b>the worst</b>
far	<b>further</b> / <b>farther</b> than	<b>the furthest</b> / <b>the farthest</b>

Look! talented → **less** talented than → **the least** talented

Grammar reference p.174

#### 4 Complete 1–7 with the comparative form of the adjective in brackets. Use *less* in two of the sentences.

- My dog is happier (happy) now we live in the country.
- This exercise is \_\_\_\_\_ (short) than the other one.
- Your essay is \_\_\_\_\_ (good) than my essay.
- Mum was \_\_\_\_\_ (scared) than the children when she saw the film!
- These jeans are tight. They're \_\_\_\_\_ (comfortable) than my other pair.
- Are you \_\_\_\_\_ (sociable) than your brother?
- Italy is \_\_\_\_\_ (hot) than the UK in summer.
- Today's test was easy! It was \_\_\_\_\_ (difficult) than last week's test.

#### 5 Complete the conversation with the words below.

at **cleverest** highest in  
intelligent more most the

- NICK** Who's the <sup>0</sup> cleverest student in your class, Mark?
- MARK** Not me! I think Simon is <sup>1</sup> \_\_\_\_\_ best at Maths, but Jane gets the <sup>2</sup> \_\_\_\_\_ marks <sup>3</sup> \_\_\_\_\_ the class in other subjects.
- NICK** What subjects are you good at?
- MARK** I like English, and I'm probably the <sup>4</sup> \_\_\_\_\_ creative at writing, but I'm definitely the worst <sup>5</sup> \_\_\_\_\_ Science! What about you?
- NICK** I'm <sup>6</sup> \_\_\_\_\_ athletic, than many other students but not more <sup>7</sup> \_\_\_\_\_ than lots of students in my class!

#### 6 Complete the text with the adjectives below. Use the comparative form.

athletic bad fast good strong tall young

My brother Ralph is <sup>0</sup> younger than me (he's 12 and I'm 16), but he's already <sup>1</sup> \_\_\_\_\_ than I am by about 3 cm. He plays basketball for our school team, and he's already <sup>2</sup> \_\_\_\_\_ than a lot of other players. He scored seven baskets in the last game! He's <sup>3</sup> \_\_\_\_\_ and <sup>4</sup> \_\_\_\_\_ than the other boys in the team too – the coach says he's a natural athlete. Ralph is definitely <sup>5</sup> \_\_\_\_\_ than I am, but I'm not jealous. I'm <sup>6</sup> \_\_\_\_\_ at sport than my brother, but I'm good at other things.

#### (In)equality (*not*) *as* + adjective + *as*

- He is **as tall as** his brother.
- She's **not as shy as** me.

Grammar reference p.174

#### 7 Rewrite 1–6 using *not as ... as* and the opposite adjective.

- My brother is shorter than me.  
*My brother isn't as tall as me.*
- Your bike is slower than my bike.
- A smartphone is smaller than a tablet.
- Sam's dog is bigger than Jack's dog.
- Maths is more difficult than Geography.
- Athens is hotter than Venice.
- Winter nights are longer than summer nights.



# STARTER E

## GRAMMAR

- Present continuous for the future
- *be going to*
- *will*

## VOCABULARY

- Jobs



# PROJECT TRUST

since 1967



Sarah,  
Liberia,  
Project Trust  
2020.

## WHY VOLUNTEER?

I'm Polly. I applied for a 12-month teaching job with Project Trust after I finish school. I did the training course in August, and I'm leaving for Ghana in Africa in October. I'm really excited about the project because I think that it will challenge me. I'm going to work as a teacher and sports instructor in a primary school. I'm going to teach the children English and help them develop their reading and writing skills. I don't speak their language, Akan, but I'm going to start a language course when I arrive – I'm going to practise every day until I'm fluent! The other volunteer and I are going to live with a family at first. Later, I think I'll look for an apartment near the school.

This job at Project Trust is a fantastic opportunity. Other volunteers say it's tough. I know it's not going to be easy, but I'm going to make the most of every minute of my time in Ghana. I hope I'll learn new skills, make new friends, develop confidence and independence and, most of all, learn about a different culture.



Laura,  
South  
Africa,  
Project Trust  
2020.

- 1 **SB00.05** Read and listen to the text.  
What does Polly want to do next year?

- 2 Read the text again. Decide if 1–6 are true (T) or false (F). Correct the false ones.

- 1 \_\_\_ Polly did a course to learn how to teach.
- 2 \_\_\_ The teaching job is in India.
- 3 \_\_\_ Polly's job is with young children.
- 4 \_\_\_ She speaks the local language.
- 5 \_\_\_ The accommodation is in a hotel.
- 6 \_\_\_ Polly is worried about her year in Ghana.

## VOCABULARY

### Jobs

- 3 Complete 19–11 with the words below.

architect cook dentist doctor  
 hairdresser lawyer office worker pilot  
 police officer sports instructor teacher vet

- 0 A vet looks after sick animals.
- 1 A \_\_\_\_\_ investigates crimes.
- 2 A \_\_\_\_\_ looks after people's teeth.
- 3 An \_\_\_\_\_ designs houses and other buildings.
- 4 A \_\_\_\_\_ cuts people's hair.
- 5 A \_\_\_\_\_ teaches people how to do sports.
- 6 A \_\_\_\_\_ makes food in a restaurant.
- 7 A \_\_\_\_\_ flies an aeroplane or a helicopter.
- 8 An \_\_\_\_\_ uses a computer in an office.
- 9 A \_\_\_\_\_ helps people with legal problems.
- 10 A \_\_\_\_\_ teaches children in a school.
- 11 A \_\_\_\_\_ looks after sick people.



### Present continuous for the future

*I'm leaving for Ghana in October. (I've got my ticket.)*

We use the Present continuous when our plans for the future are certain.

Grammar reference p.174

### be going to

*I'm going to leave for Ghana in October.*

(It's my intention, but I still need to buy my ticket.)

We use **be going to** for future plans which aren't certain yet.

Grammar reference p.175

#### 4 Choose the correct options to complete the conversation, using the Present continuous or be going to.

- CRAIG** What are you doing tonight, Kevin? Do you want to come to my house?
- KEVIN** I'm sorry Craig, I can't. *(I'm going to)* / *I'm going to go* to a football match with my dad. He got the tickets last week.
- CRAIG** OK. What about Saturday? *1Are you doing / Are you going to do* anything in the morning?
- KEVIN** I'm not sure. Mike says *2he's calling / he's going to call* me. The basketball team might need a substitute for their match. But *3I'm not doing / I'm not going to do* anything on Saturday evening. Shall we go out?
- CRAIG** Yes, OK. Sally *4is having / is going to have* a party. She invited me yesterday, and she says I can bring a friend. Do you want to come?
- KEVIN** Yes, great! Thanks very much. What time *5is the party starting / is the party going to start*?
- CRAIG** Eight o'clock. Let's meet at my house about 7.45. I can call Sally and tell her *6I'm bringing / I'm going to bring* you.
- KEVIN** Cool. See you then.

### will vs be going to

We use **will** for future predictions based on our opinion.

We use it with verbs like *think, expect, believe, hope, know, suppose*.

*I think that it will challenge me.*

We also use **be going to** for future predictions based on present evidence.

e.g. *Look at those black clouds. It's going to rain.*

Grammar reference p. 175

#### 5 Decide if the future events in 1–5 refer to an opinion (O) or present evidence (E).

- 0 O I think I'll be at university when I'm 20.
- 1 \_\_\_ The baby's on the table. He's going to fall!
- 2 \_\_\_ Kevin hopes his team will win the championship this year.
- 3 \_\_\_ My dad believes we'll all drive electric cars in ten years.
- 4 \_\_\_ The sun's shining. It's going to be a beautiful day.
- 5 \_\_\_ I read your notes. Your project's going to be great!

#### 6 Read the situations, then write a prediction using be going to or will and a verb below.

come not eat pass sit win

- 0 Your glasses are on the chair.  
You are going to sit on them.
- 1 Jake did a lot of revision for his exams.  
He will pass all his exams!
- 2 Rebecca doesn't like brownies.  
She will not eat any of them.
- 3 Our team scored five goals!  
They will win the match!
- 4 It's almost midnight.  
Bella will come now.

#### 7 Use the verbs *think, believe, hope, expect, suppose* and *feel* to make predictions about your future life. *I believe I'll be rich in 50 years.*



### EC SUSTAINABLE DEVELOPMENT

#### Goal 6: Clean water and sanitation

Washing your hands is the best way to prevent infections. However, only 3/5 of the world's population have access to basic handwashing facilities with clean water and soap.

**In groups.** Research how international organisations are going to provide clean water for everyone. Present the results to the class.