

Welcome
A That's entertainment!

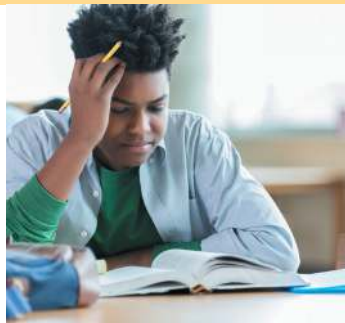
WELCOME

A THAT'S ENTERTAINMENT!
let and allow

1 **W.01** Complete the conversation with the words. Then listen and check.

allowed | angry | feel | get
guitar | let | look | looking
makes | songs | sound | talent show

Sara Hey, Karl, what are you **looking** at?
Karl My history book. Can't you see I'm busy?
Sara I'm just asking. Sorry.
Karl No, I'm sorry. I don't **feel** great today.
Sara You don't **look** very happy. What's the matter?
Karl My dad **let** me so **angry**.
Sara That doesn't **sound** so good. Why?
Karl He says I'm not **allowed** to be in the band.
Sara What? So he won't allow you to play in the **band** on the weekend?
Karl No. He says no music until after my exams.
Sara But that's four weeks from now!
Karl I know. He wants me to study and forget about writing **music**. He won't even **allow** me to practice the **guitar**.
Sara But you need some time to relax.
Karl I know. I **feel** so angry when I think about it. It just isn't fair.



Verbs of perception

5 Complete the sentences from the conversation with the correct forms of (not) look. Then match them with the rules.

- You **look** very happy.
- Hey, Karl, what **are you looking** at?

RULE: We use verbs of perception (look, smell, feel, taste) ...
• in the present continuous to talk about actions.
• in the simple present to talk about states.

6 Complete the mini-dialogues with the correct forms of the verbs.

- taste
A What are you doing?
B I **am tasting** the soup ... It **is** great.
- smell
A My socks **are** really bad!
B Then why **are you looking** them?
- feel
A Why **do you feel** that sweater?
B Because it's so soft. I like the way it **feels**.

7 **W.02** Work in pairs. Karl tries to persuade his dad to let him play in the talent show. Write a conversation of eight lines. Then read it out loud.

2 **W.02** Listen again. Answer the questions.

- Why is Karl angry?
- How long is it until the exams finish?
- What does Sara think about the situation?
- Who do you agree with: Karl or his dad? Why?

Music

4 Sort the words into two groups. Label the groups. Then think of four more items for each one.

classical | drums | guitar | jazz
piano | pop | rap | violin

The big screen

8 **W.03** Work in pairs. For each movie genre, think of an example that you have both seen.

action | animated | comedy
drama | horror | romantic comedy
science fiction | thriller

9 Read the article. What movie genres does it mention?

10 Read the article again and answer the questions.

- When did Columbus start making movies?
- Who are his movies especially popular with?
- Where did he learn about filmmaking?
- What does he do apart from direct movies?
- Who started a company with him?

11 **W.04** Work in pairs. Think of your favorite movie director and discuss these questions.

- What movies has this director made?
- What do you like about his/her movies?

Present perfect tenses

12 Complete the sentences. Use the present perfect simple or continuous form of the verbs and choose the correct words.

- They **have been playing** (play) for / since 87 minutes and neither side has scored yet.
- I **yet / still** (not see) the finale, so please don't tell me which singer won.
- Are you** (see) last night's show **still / yet**? Bradley Cooper and Lady Gaga were guests.
- The children **are sitting** (sit) in front of the TV watching *SpongeBob* for / since seven o'clock this morning.
- It's the funniest show on TV. I **haven't missed** (not miss) an episode **still / yet**.
- The President **has said** (say) the same thing for / since weeks now. No one believes her.

BEHIND THE CAMERA



CHRIS COLUMBUS

A 12-year-old who gets left behind when his family goes on vacation, a teenage magician fighting to save his world, and the troubled son of a Greek god living in modern-day America: these are just three of the characters brought to life on the big screen by director Chris Columbus. With movies like *Home Alone*, *Harry Potter and the Chamber of Secrets*, and *Percy Jackson: Sea of Monsters*, Columbus has certainly shown that he knows how to get teenagers into movie theaters.

Columbus, who studied film at New York University, has been making movies for more than 30 years and has become one of the most successful movie directors of all time. Since he directed his first movie, *Adventures in Babysitting* in 1987, Columbus has been involved in some of the biggest movies as both a director and a producer.

But Columbus doesn't only make action movies for the teenage market. He's also made a number of successful movies for adults. Comedies such as *Mrs. Doubtfire*, dramas such as *The Help*, and science fiction movies such as *Bicentennial Man* have all helped make Columbus one of Hollywood's most popular filmmakers. And in 2014, he formed a production company with his daughter Eleanor.

TV shows

13 **W.05** Work in pairs. Look at the sentences in the previous exercise. Match them with the types of TV show.

cartoon | talk show | sitcom
sports show | talent show | the news

14 Choose a type of TV show from the list below. Write a sentence about it using the present perfect simple and/or continuous. Don't include the type of TV show in your sentence!

drama series | game show
reality TV show | soap (opera)

I've been watching it for weeks, but no one has won the million-dollar prize yet.

15 **W.06** Read out your sentence. Can the rest of the class guess the type of TV show?

1 **W.01**
1 feel 2 look 3 makes 4 angry 5 sound 6 allowed
7 talent show 8 songs 9 let 10 guitar 11 get

2 **W.02**
1 His dad says no music until after exams.
2 Four weeks from now.
3 She disagrees with Karl's dad because Karl needs to relax.
4 Students' own answers

3 Students' own answers

4 Instruments: drums, guitar, piano, violin
Types of music: classical, jazz, pop, rap
Students' own answers

5 1 don't look 2 are you looking RULE: 2, 1

6 1 'm tasting; tastes 2 smell; are, smelling
3 are, feeling; feels

7 Students' own answers

8 Students' own answers

9 Action, comedy, drama, science fiction movies: *Home Alone*, *Harry Potter and the Chamber of Secrets*, *Percy Jackson: Sea of Monsters*, *Adventures in Babysitting*, *Mrs. Doubtfire*, *The Help*, *Bicentennial Man*

10 Check/clarify: *magician*.
1 1987 2 teenagers 3 New York University
4 He produces. 5 His daughter, Eleanor

11 Students' own answers

12 1 have been playing; for 2 still; haven't seen
3 Have, seen; yet 4 have been sitting; since
5 haven't missed; yet 6 has been saying; for

13 1 sports show 2 talent show 3 talk show 4 cartoon
5 sitcom 6 the news

14 Students' own answers

15 Students' own answers

THINK more

Workbook

A That's entertainment! pp4–5, Ex. 1–9

Culture notes

Chris Columbus is an American film director, producer, and writer who is best known for his family and sentimental movies. His greatest commercial successes have been *Harry Potter and the Sorcerer's Stone* and its sequel *Harry Potter and the Chamber of Secrets*.

Welcome
B Time to act

B TIME TO ACT
Our endangered planet

1 **▶ SPEAKING** Work in pairs. Describe the photos. What problems do they show?



2 **▶ W.02** Listen to three conversations. Match them with the photos.

3 **▶ W.02** Listen again. In which conversation do you hear these words? Write the number.

- | | | | |
|------------------|--------------------------|------------|--------------------------|
| a trash | <input type="checkbox"/> | e fumes | <input type="checkbox"/> |
| b climate change | <input type="checkbox"/> | f smog | <input type="checkbox"/> |
| c litter | <input type="checkbox"/> | g flooding | <input type="checkbox"/> |
| d pollution | <input type="checkbox"/> | | |

Question tags

4 Complete these sentences from the recording with the question tags.

are they? | aren't they? | does it? | did they?
is it? | isn't it? | weren't they? | doesn't it?

- I guess they're just lazy, _____.
- But it only takes a few people to spoil everything, _____.
- Yes, it's all those fumes from the factory, _____.
- They didn't ask us if we wanted it here, _____.
- Even if they do, it doesn't make our lives any better, _____.
- Hundreds of homes were damaged, _____.
- And the politicians aren't really doing anything to help, _____.
- It isn't the sort of thing you'd expect to see here, _____.

5 Complete the sentences with question tags.

- You haven't told Ron, _____?
- You're going to do something about it, _____?
- It sounds pretty dangerous, _____?
- It didn't work, _____?
- It won't be easy, _____?
- She wrote to her local politician, _____?

So do I / Neither do I

6 Look at the questions and complete the answers with **so** or **neither**.

- A I don't really believe in all that.
B _____ do I.
- A I think we should do something.
B _____ do I.

7 **▶ SPEAKING** Complete the sentences so that they are true for you and read them out. Agree (or disagree!) with your partner's sentences.

- I really like _____.
- I don't like _____.
- I believe _____.
- I don't believe _____.

Accepting and refusing invitations

8 **▶ W.03** Put the sentences in order to make a conversation. Then listen and check.

- 1 Mandy Marco and I want to do something to help the flood victims.
- 2 Mandy Yes – 20 km! Want to join us?
- 3 Mandy That's a shame. But you will sponsor us, won't you?
- 4 Mandy We're going to do a sponsored walk next Sunday.
- 5 Jamal Of course I will.
- 6 Jamal Are you going to walk a long way?
- 7 Jamal What are you going to do?
- 8 Jamal I'd love to, but I can't. I'm busy.

9 **▶ SPEAKING** Work in pairs. Write a conversation using the **underlined** phrases from Exercise 8.

You and your friend are tired of all the trash in the street and have decided to do something about it. What are you going to do? Invite another friend to join you.

Party time

10 Work in pairs. Imagine you're organizing a party. Make a list of important things to do.

11 Read the article. Does it mention the things on your list?



HOW TO PLAN A PARTY

The first question to ask is, "Why am I having a party?" (It's someone's birthday; it's the end of term; your team won a big championship; just to have fun with friends.)

A really good party has a theme. What's going to be the theme for yours? Beach party? 1970s disco? Something else? Then you have to find _____ to have your party. Whenever you decide to have it, it's always a good idea to _____ permission from your parents first.

Now, it's time to _____ the guest list. Are you going to invite _____ you know, or just some of your friends? It's important to think hard about how many people you can afford to invite. Once your list is ready, you can _____ the invitations. A good time is about two weeks before the party. Any sooner, and people might forget about it; any later, and some of the people on your list might already have other plans.

OK, so now you have two weeks to get everything ready. Don't panic – it's plenty of time: just don't leave _____ until the last minute. If you want to _____ a DJ, start looking now. Remember that they might ask you to _____ a deposit, so make sure you have money for that. Then you need to _____ the food and _____ the room, although these things can be left until the day before. Last but not least, keep cool, get some sleep, and in the afternoon before the party, just check it's all ready. Then – have fun!

12 Read the article again and complete it with the missing words.

- decorate | draw up | everyone
everything | get | hire | organize
pay | send out | somewhere

Indefinite pronouns

13 **▶ W.04** Complete the conversation with suitable indefinite pronouns (*everyone, somewhere, nothing, etc.*). Then listen and check.

- David Do you have 1 _____ ready for the party?
- Joanna No, 2 _____ is ready. We haven't found 3 _____ to have it, for a start. We've looked 4 _____.
- David Have you invited 5 _____ yet?
- Joanna Yes, we've invited 50 people and 6 _____ is coming!
- David So you have 50 people coming, but 7 _____ for them to come to?
- Joanna That's right.
- David Well, we have to do 8 _____.
- How about using my house?
- Joanna What about your parents?
- David They won't mind. They're going 9 _____ for the weekend.
- I'll make sure 10 _____ is nice and clean when they get home.

14 Read the next part of the story and continue the conversation. Write four more lines. Use at least one indefinite pronoun.

It's the day after the party. David's mom and dad arrive home and open the door ...

Mom What's happened? Look at our house!

Dad David! DAVID!

David Oh, hi, Mom. Hi, Dad. You're home early. Did you have a good time?

Arranging a party

15 **▶ SPEAKING** Work in pairs to organize a party. Be creative! Think about:

- what it's for
- where it will be
- the theme
- food and drink
- who to invite
- music

1 Students' own answers

2 **▶ W.02**
A 3 B 2 C 1

3 **▶ W.02**
a 1 b 3 c 1 d 2 e 2 f 2 g 3

4 1 aren't they? 2 doesn't it? 3 isn't it? 4 did they?
5 does it? 6 weren't they? 7 are they? 8 is it?

5 1 have you 2 aren't you 3 doesn't it 4 did it
5 will it 6 didn't she

6 1 Neither 2 So

7 Students' own answers

8 **▶ W.03**
1, 5, 7, 3, 8, 4, 2, 6

9 Students' own answers

10 Students' own answers

11 Students' own answers

12 1 somewhere 2 get 3 draw up 4 everyone 5 send out
6 everything 7 hire 8 pay 9 organize 10 decorate

13 **▶ W.04**

1 everything 2 nothing 3 anywhere 4 everywhere
5 anyone 6 everyone 7 nowhere 8 something
9 somewhere 10 everything

14 Students' own answers

15 Students' own answers

Language notes So do I / Neither do I

Students may think that *neither* makes a verb negative and say A: *I love going to concerts.* B: *Neither do I.* (meaning *I don't*) To disagree with a statement, we repeat the auxiliary verb in the negative: A: *I love going to concerts.* B: *I don't.* or in the positive: A: *I don't like swimming.* B: *I do.*

Indefinite pronouns

Students might say sentences such as **Everybody are tired.* Indefinite pronouns are singular and are therefore followed by the singular form of a verb: *Everybody is tired.* A common mistake is the use of double negatives (**I don't know nothing.*) instead of a negative verb with an indefinite pronoun (*I don't know anything.*).

THINK more

Workbook
B Time to act pp5–6, Ex. 1–7

Welcome C In my opinion, ...

C IN MY OPINION, ... Feeling under the weather

1 **W.O.** Listen to the conversation. What's the matter with Angie?

2 Complete the conversation with the words.

appointment | better
energy | get | operation
physically | should | took

Mom You don't look well, Angie. What's up?
Angie I'm just tired all the time, Mom. You know, I don't have any ¹ _____.
Mom Are you sleeping OK?
Angie Not great, no. I often wake up in the night.
Mom Well, you know, Angie, you ² _____ get more exercise. That would help.
Angie Really?
Mom Yes, I mean, if you ³ _____ more exercise, you'd be more tired ⁴ _____ and then you'd sleep better.
Angie You're joking, right? I run, I go swimming, I go for long walks. My problem isn't exercise.
Mom Yes, you're right, of course. Well, perhaps you'd ⁵ _____ see a doctor. I can call and make an ⁶ _____ for you if you like.
Angie A doctor? I don't think so. I don't feel sick – just tired. I'm sure I'll ⁷ _____ better soon.
Mom OK, well, we can talk about it later. I'm going out to see a friend of mine who had an ⁸ _____ last week.
Angie OK, Mom. Hope your friend's all right. And don't worry about me. I'll be fine.

3 Match the verbs (1–5) with the nouns and adjectives (a–e) to make phrases. Sometimes there's more than one possible combination.

1 feel	a an appointment
2 get	b an operation
3 have	c a doctor
4 make	d better
5 see	e sick

4 Write down as many words related to health as you can think of. Then compare with a partner.

sick
nurse
hospital
...



Giving advice

5 Complete the sentences with **better, should, or ought**.

- It's late – you'd _____ go.
- If you don't feel well, you _____ to see a doctor.
- Jane's in the hospital. We _____ go and visit her.
- The doctor is very busy, so you _____ make an appointment. Don't just show up.
- Your knee hurts? Well, you'd _____ not play soccer today, then.
- If you want to get better, you _____ to rest as much as possible.

6 Match the problems (1–3) with the advice (a–c). Then write one more piece of advice for each problem. Use **had better, should, and ought to**.

- My hand really hurts.
 - I think I'm going to be late for school.
 - I can't do this homework.
- a You'd better hurry.
b Maybe you should call a friend.
c You ought to see a doctor.

7 **SPEAKING** Work in pairs. Write mini-dialogues including the problems and advice in Exercise 6. Add two or three lines to each. Then act them out.

Better or worse?

8 Read the blog entry. Mark the sentences T (true) or F (false).

- The writer likes awards ceremonies.
- A Star is Born* won Best Picture at the 2019 Oscars.
- The writer thinks the song in *A Star is Born* is the coolest he's ever heard.
- Dave thinks the writer is very intelligent.

9 **SPEAKING** Work in pairs. Discuss these questions.

- What other awards ceremonies do you know of?
- Do you like awards ceremonies? Why or why not?
- Do you think it's fair to compare different movies, actors, music, etc. and choose one as the best?

Comparisons

10 Complete the sentences with the correct form of the adjectives and adverbs. Add any other necessary words.

- The weather tomorrow won't be _____ (cold) as today.
- This is the _____ (good) pizza I've ever eaten.
- Do you think this is _____ (difficult) than the other test?
- This book's OK, but it isn't the _____ (interesting) one I've ever read.
- She learns things _____ (easy) than I do.
- I'm not very good at tennis, but I'm _____ (bad) as Janice!
- Hurry up! Can't you walk _____ (quick) than that?
- Do you speak _____ (loud) as your sister?

11 **SPEAKING** Work in pairs or small groups. Discuss these statements. Do you agree or disagree with them? Why?

- The best things in life are free.
- If something is more expensive, it's always better.
- It's more important to work hard than to play hard.
- Exercise isn't as important as good sleep.

12 Choose two things or people from one of these categories. Write a paragraph comparing them.

sports that you like | actors that you like
towns or cities that you know
school subjects | books that you have read

WHY ALL THESE awards?

I'm really tired of awards ceremonies and prizes. Why do we have to compare things? Everywhere you look, there's something going on about who or what is "the best" or "the most comfortable" or "the biggest," and so on. And sometimes the prize winners aren't the best anyway!

Here's an example: the Oscars in 2019. I saw the movie *A Star is Born* and it was the most wonderful movie I'd ever seen. But did it win the Oscar for Best Picture? No! They gave the award to *Green Book*! Can you believe it? It wasn't as good as *A Star is Born*.

OK, *A Star is Born* got lots of nominations – seven, I think – but I don't think that's enough. Lady Gaga was fantastic as Ally Maine. In my opinion, I think she's much better than Olivia Colman, who won Best Actress. But the good thing is that *A Star is Born* won Best Original Song for *Shallow* – I've never heard anything as cool. And was the acting good? It was great! No other movie had acting as good as that.

I said all these things to my friend Dave the day after the Oscars. I told him I thought the judges were the craziest people in the world. Dave asked me how many movies I'd seen in 2018. I said, "One – *A Star is Born*." Dave says he doesn't know anyone as silly as me.



1 **W.O.**

She's tired because she hasn't been sleeping well.

2 1 energy 2 should 3 took 4 physically 5 better
6 appointment 7 get 8 operation

3 1 d, e 2 a, d, e 3 a, b 4 a 5 c

4 Students' own answers

5 1 better 2 ought 3 should 4 should 5 better
6 ought

6 1 c 2 a 3 b

7 Students' own answers

8 Check/clarify: nominations.

1 F The writer's really tired of them. 2 F *Green Book* won Best Picture at the 2019 Oscars. 3 T
4 F He says he doesn't know anyone as silly as the writer.

9 Students' own answers

10 1 as cold 2 best 3 more difficult 4 most interesting
5 more easily 6 not as bad 7 more quickly 8 as loudly

11 Students' own answers

12 Students' own answers

Culture notes

The Oscars is the popular name for the Academy Awards, an American annual movie awards ceremony, which has taken place in Hollywood every year since 1929.

A Star is Born is a 2018 American romantic musical drama and is the third remake of a movie from 1937. It features Bradley Cooper and Lady Gaga. It was nominated for eight Oscars, but only won one for Best Original Song.

Green Book is a 2018 American biographical comedy drama. Set in 1962, the movie is based on a true story of a jazz pianist and his driver. It stars Mahershala Ali and Viggo Mortensen. *Green Book* won three Oscars in 2019.

Stefani Germanotta, known professionally as Lady Gaga, is a singer/songwriter and actress from New York. Her debut album, *The Fame*, was released in 2008.

Sarah Caroline Olivia Sinclair, known as Olivia Colman, is a British actress. In 2019, she won an Oscar for her leading role as Queen Anne in *The Favourite*.

THINK more

Workbook

C In my opinion, ... pp7–8, Ex. 1–7

Welcome D Help!

WELCOME

D HELP!

Reported speech

1 Read the story and answer the questions.

- 1 What had happened to the caller's computer screen?
- 2 What three things did Vicky ask the caller to do?
- 3 Why couldn't the caller turn on the lights?
- 4 What did Vicky finally say to the caller?
- 5 What happened to Vicky in the end?

We asked readers to tell us about a time when they tried to help someone. Here's one from Vicky Hastings.

I used to work in IT for a big company, but I was fired because I got angry with a manager. Here's what happened.

I answered the phone one day and said, "Hi. Can I help you?" A voice said, "Hi. I'm a manager in the Sales Department and I have an IT problem. I need your help." "What's the problem?" I asked and he told me his computer screen had suddenly gone black.

"I _____, I couldn't think why it had happened. I asked him to check that the screen was still connected. He said it was. I _____, I asked him if he'd pressed any buttons by mistake. He said, "No, I was downloading a program when, suddenly, it went 'poo!'"

"_____ a few seconds, I said, "OK, please check that your computer is still plugged in at the wall. Sometimes it gets disconnected accidentally." The manager asked me to wait a bit. Then he came



back and said, "I can't see behind my desk where the plug is. It's very dark." So I told him to turn the light on. Do you know what he said? "Oh, I can't do that, the electricity went off five minutes ago."

I tried to keep quiet. But "_____ I had to say something. I warned him never to waste my time again, ever. He complained to my boss and I got fired. How fair is that, do you think?"

2 Rewrite the sentences in reported speech.

- 0 "I need your help."
He said that he needed my help.
- 1 "What's the problem?"
I asked him _____.
- 2 "I can't see here because it's very dark."
He said that _____.
- 3 "Please check that your computer is still plugged in."
I asked him to _____.
- 4 "I can't turn the light on because the electricity went off five minutes ago."
He said that _____.

Sequencing words

3 Match these words with spaces 1-4 in the story.

- | | | | |
|---------|--------------------------|------------|--------------------------|
| a After | <input type="checkbox"/> | c finally | <input type="checkbox"/> |
| b Then | <input type="checkbox"/> | d At first | <input type="checkbox"/> |

Asking for and offering help

4 Put the words in order to make questions.

- 1 I / you / Can / help / ?
- 2 help / something / you / me / Could / with / ?
- 3 me / you / Can / a / lend / hand / ?
- 4 you / Do / help / any / need / ?
- 5 you / minutes / have / a / Do / few / ?

5 Look at the sentences in Exercise 4 again. Mark them A (asking for help) or O (offering help).

- 6 **SPEAKING** Work in pairs. Choose a situation and write a conversation in which A asks B for help. Use expressions from Exercise 4. Then act it out.
- A has a problem with some homework.
 - A isn't feeling well.
 - A's computer isn't working.
 - A wants to have a party, but doesn't know where to hold it.

IT problems

7 **SPEAKING** Work in pairs. What do the pictures show?



A



B



C

8 **W.06** Listen to three conversations. Match them with the pictures in Exercise 7.

- 9 **W.06** Listen again. In which conversation do you hear these words? Write the number.
- | | | | |
|--------------|--------------------------|-----------|--------------------------|
| a attachment | <input type="checkbox"/> | e install | <input type="checkbox"/> |
| b coverage | <input type="checkbox"/> | f online | <input type="checkbox"/> |
| c downloaded | <input type="checkbox"/> | g program | <input type="checkbox"/> |
| d file | <input type="checkbox"/> | h upload | <input type="checkbox"/> |

IT vocabulary

10 Choose the correct words.

- | | |
|----------------------------------|----------------------------------|
| 1 go / have online | 8 key / delete a message |
| 2 post / file a comment | 9 open / install an attachment |
| 3 install / key in your password | 10 post / buy an app |
| 4 install / go a program | 11 upload / activate flight mode |
| 5 attach / activate a file | 12 have / go cell phone service |
| 6 go / download a file | |
| 7 upload / key a photo | |

11 Match the verbs with the nouns. Make as many combinations as you can.

a message | a photo | flight mode | a password
an attachment | a program | a file | an app

- 0 install install a program / an app
- 1 attach _____
 - 2 download _____
 - 3 upload _____
 - 4 open _____
 - 5 post _____
 - 6 delete _____
 - 7 activate _____
 - 8 key in _____

Passive tenses

12 Complete the sentences from the conversations with the verb forms.

is being repaired | was taken | is installed

- 1 The photo _____ on a safari trip.
- 2 Just click on it and the program _____ automatically.
- 3 The network _____ out here.

13 Rewrite the sentences in the passive.

- 0 Someone posted a message.
A message was posted.
- 1 Someone is downloading a program.

- 2 Someone has installed a new program.

- 3 Someone has entered the password.

- 4 Someone is repairing the anti-virus software.

- 5 Someone deleted the message.

14 Describe one of these processes using the passive.

- downloading an app to your cell phone
- uploading a photo to a social networking site
- installing a program on your computer

1 Check/clarify: disconnected, to get fired.

- 1 The caller's screen had suddenly gone black.
- 2 Vicky asked the caller to check that the screen was still connected, to check that the computer was still plugged in at the wall, and to turn the light on.
- 3 He couldn't turn the light on because the electricity had gone off five minutes before.
- 4 She told him to never waste her time again.
- 5 She got fired.

- 2 1 what the problem was. 2 he couldn't see (there) because it was very dark. 3 check that his computer was still plugged in. 4 he couldn't turn on the light on because the electricity had gone out five minutes before.

- 3 1 d 2 b 3 a 4 c

- 4 1 Can I help you? 2 Could you help me with something?
3 Can you lend me a hand? 4 Do you need any help?
5 Do you have a few minutes?

- 5 1 0 2 A 3 A 4 0 5 A

- 6 Students' own answers

- 7 Students' own answers

8 W.06

- A 3 B 1 C 2

9 W.06

- a 2 b 1 c 3 d 3 e 3 f 2 g 3 h 2

- 10 1 go 2 post 3 key in 4 install 5 attach 6 download
7 upload 8 delete 9 open 10 buy 11 activate 12 have

- 11 1 a photo; a file
2 a photo; an attachment; a program; a file; an app
3 a photo; a file
4 a message; an attachment; a program; a file; an app
5 a message; a photo
6 a message; a photo; an attachment; a program; a file; an app
7 flight mode
8 a password

- 12 1 was taken 2 is installed 3 is being repaired

- 13 1 A program is being downloaded.
2 A new program has been installed.
3 The password has been entered.
4 The antivirus software is being repaired.
5 The message was deleted.

- 14 Students' own answers

THINK more

Workbook

D Help! pp8-9, Ex. 1-8

Unit 1
Big decisions

Reading

Warmer

Write on the board: *play, eat, read, text, talk, watch, drink*. In pairs, students use the verbs to discuss what they do in their free time. They should find three things they have in common with their partners. Monitor and encourage them to use the simple present to describe their habits and routines. Nominate one or two pairs to share what they have in common with the class.

▶ 01 Get TH!NKing

Play the video and discuss the question with your class.

- 1 You may like to give an example from your own experience to get students started on this exercise.
Possible answers: A backpacking B studying C driving D doing yoga E working
- 2 Ask students to rank this list in order of things they'd like to do, from most to least. At the end of the exercise, listen to some of the students' ideas and encourage open class discussion.
- 3 If space allows, encourage students to walk around the classroom to find someone who would like to do the same things. Ask students to report their findings back to the class and encourage them to use the phrase *So does he/she*.
- 4 Give students two minutes to scan the blog post quickly. Encourage them not to focus on every word for now, but just to match the people with the photos.
Amy C Mark D Pauline E

1 BIG DECISIONS

Get TH!NKing
 Watch the video and think: are you good at making decisions?

OBJECTIVES

FUNCTIONS: talking about the future, complaining

GRAMMAR: present tenses (review); future tenses (review)

VOCABULARY: making changes; life plans; phrases with *up*



READING

- 1 What are the people doing in the photos? Are these things you do or would like to do? Why?
- 2 Check (✓) the things you would like to do when you finish school. Then add two more ideas of your own.
 - travel to other countries
 - go to college
 - go into business
 - get any job you can find
 - do any job you can and spend time on your hobbies
 - find work that provides training on the job
 - do volunteer work

3 **SPEAKING** Work in pairs. Compare your ideas from Exercise 2. Give reasons for your choices.

4 Read John's blog post on the next page and the replies to it quickly. Which three photos show activities that these people do now?

Amy Mark Pauline

5 **1.01** Read the article again and listen. Mark the sentences T (true) or F (false).

- 1 John is unsure what to do when he leaves school.
- 2 John is worried about his exam results.
- 3 Amy went to Thailand to learn the language.
- 4 Amy has plans for when she leaves Thailand.
- 5 Mark's advice is to do a course.
- 6 Pauline got a job before she finished her university course.

5 **1.01 Check/clarify: volunteer, resolution, habit.**
 During feedback, ask students to say why the false statements are incorrect.
 1T 2F 3F 4T 5F 6T

Objectives

- Functions and speaking** Talking about the future; complaining
- Grammar** Present tenses (review); future tenses (review)
- Vocabulary** Making changes; life plans; **WordWise:** Phrases with *up*
- Life Competencies** Managing stress
- Train to TH!NK** Reading between the lines

Resources for this unit

All available online

Videos

- Get TH!NKing: Are you good at making decisions?
- Grammar rap!: Future tenses (review)
- Vlog: Managing stress

Tests

- Unit, extension, and skills test 1

Worksheets

- Grammar and vocabulary: Basic, Standard, and Extension Worksheets
- Project: My bucket list
- Communication worksheets: Life plans
- Get TH!NKing, Grammar rap!, and Life Lessons video Worksheets

Unit 1
Big decisions

Reading; Train to THINK; Speaking

- 6** Encourage students to underline key information in the article that supports their answers. Remind them that the answer is not written directly in the text, but needs to be inferred. Encourage them to challenge each other and voice different answers, as this will help develop their critical thinking skills.
- 1 Yes, it's led to a decision to study medicine and become a doctor or nurse.
- 2 Yes, he isn't as lazy as when he was in school and is working hard in his yoga course.
- 3 Yes, she says it was a lack of courage that stopped her from traveling and "I just went to college" implies that this was a less interesting option.

- 7** Allow students time for pairs to discuss. At the end of the exercise, listen to some of the students' ideas and write them on the board. Ask students to put the items in order of how effective they are likely to be. Hold a class vote to decide which they feel are the most and the least effective ways to change your life for the better.

Homework

Ask students to interview members of their family, friends, or neighbors using the questions in Exercise 7 and to write a short text. As a follow-up, students can present any good ideas for how to change your life for the better in class.

What next?

BIG DECISIONS UNIT 1

John *posted 2 hours ago*

My time at school is almost up and of course I'm thinking about the big question: what next? Maybe I've waited too long to start thinking about it, but that's how I am. I think I'll do well in my exams, so maybe I'll go to college and get more qualifications – but I've been asking myself if it's better to just find a job and start a career that way. On the other hand, if I do go on to study further, should I do it right away or maybe take a year off – a "gap year"? Helpful comments and ideas, please! Thanks.

Like Share Reply

Amy *posted 5 minutes ago*

Hi, John. I'm doing a gap year right now. I saved up some money and went to Thailand, but after two months of vacation, I got bored and the money was running out. Then I learned about a volunteer medical organization working in poor parts of the country and they let me join as a driver. Now I'm working, struggling with the Thai language (I spend up to an hour a day practicing with friends), and learning lots about myself. I've made a resolution, too – when I go home, I'm going to study medicine to be a doctor or a nurse. So my advice? Do a gap year, but don't just travel around – do some volunteer work somewhere. For me, it's been life-changing.

Like Share Reply

Mark *posted 28 minutes ago*

Hey! I finished high school three months ago and I didn't want to go to college or travel. So I'm doing a course. I'm studying to become a yoga teacher. I took up yoga a couple of years ago and I've loved it ever since. I was very lazy at school, but I've changed my ways and now I study really hard. The class starts every day at 7:00, so I've had to get into the habit of waking up early. But that's fine – I love what I'm doing. That's the important thing – do what you love, if you can.

Like Share Reply

Pauline *posted 1 hour ago*

Hi there! Here's my advice. Do what feels right for you now, but keep an open mind and be prepared to change. Some of my friends went traveling after school, but I didn't have the courage; I just went to college. It was OK and I was having a good time. Then one day, an old friend from school called me and said he was going to start an online company and asked me to join him. So, I quit college and went to work with him. It was the best thing I've ever done. I wasn't planning on dropping out of college, but I took the chance to try something different and I don't regret it.

Like Share Reply

Train to THINK

Reading between the lines

Sometimes a writer doesn't tell us everything directly: we need to draw conclusions from the information the writer gives. We call this "reading between the lines."

6 Answer the questions and give reasons for your answers.

0 Is John worried about his abilities as a student?
No, he says he'll do well on his exams and he's thinking about university.

1 Has Amy been enjoying her work with a medical organization?

2 Is Mark different now than when he was at school?

3 Did Pauline want to travel after leaving school?

7 SPEAKING

7 Work in pairs. Discuss these questions.

1 What resolutions are you going to make for this school year?

2 What do you think is the secret of changing your life for the better?

Plan carefully. Do work first, play later.
 Listen to your parents.

13

Activity idea Fast finishers

To give students extended speaking practice on the themes in the reading text, write these questions on the board:

In what ways are you good/bad at planning your time? When was the last time you left homework until the last minute? What are your bad habits? Do they make life difficult for you? What was the last good habit that you formed?

Give students two minutes to think about their answers and make notes. Divide the class into small groups for students to compare answers and decide who is the most organized. Monitor but, as the focus is on fluency, avoid correcting errors.

THINK more

Worksheets

- Project My bucket list
- Communication Life plans
- Get **THINKing** Are you good at making decisions?

Critical THINKing
 Competency: Evaluating ideas, arguments, and options
 Identifies assumptions and inferences in an argument.

Unit 1
Big decisions

Grammar; Vocabulary

Warmer

Challenge the students to try to make you say *Yes, I do*. Tell them to ask you *Do you ...?* questions. They get one point for each positive answer, but no points for *No, I don't*. After demonstrating a few examples, students can play the game in pairs.

- Write sentences 1–4 on the board. Nominate a student to underline all the verbs in the sentences in red. Give students one minute to work with a partner and name the four tenses.
 1 c 2 a 3 b 4 d
 RULE: 5 simple present 6 present continuous 7 present perfect 8 present perfect continuous

- Before students complete the text, ask them to read it quickly and find out why the writer is having trouble sleeping (they're worrying about exams and the future).
 1 am ('m) lying
 2 am ('m) trying / have ('ve) tried / have ('ve) been trying
 3 have ('ve) been having
 4 have ('ve) tried / have ('ve) been trying
 5 has worked / works / is working
 6 doesn't want
 7 is happening
 8 have ('ve) been studying / am ('m) studying
 9 have ('ve) been thinking
 10 want

- Encourage students to think about possible solutions, too. Monitor students' use of present tenses and make a note of common errors. Write these on the board, ensuring anonymity, and ask students to correct them as part of whole-class feedback.

Workbook p10

THINK more

- Workbook**
 Grammar p10, Ex.1–5
 Vocabulary p12, Ex.1–2
 Vocabulary Extra p13, Ex.1–3
- Worksheets**
 Grammar Worksheets 1
 Vocabulary Worksheets 1

GRAMMAR
 Present tenses (review)

- Match sentences (1–4) with the tenses (a–d) and then complete the rule with the names of the tenses.
 1 I'm thinking about the big question: what next?
 2 I've been asking myself if it's perhaps better to just find a job.
 3 I spend up to an hour a day practicing with friends.
 4 I've made a resolution.
 a present perfect continuous
 b simple present
 c present continuous
 d present perfect

RULE:
 We use the ¹ _____ to talk about something that happens regularly.
 We use the ² _____ to talk about what's happening at or around the time of speaking.
 We use the ³ _____ to talk about past actions without saying when they happened.
 We use the ⁴ _____ to talk about actions that started in the past and are still happening.

Look
 We can use the present continuous with *always* to complain about behavior that we don't like and find annoying.
My dad's always telling me what to do.

- Complete the text with the correct present tense forms of the verbs. Sometimes more than one tense is possible.

It's 2 a.m. and I ¹ _____ (lie) in bed. I ² _____ (try) to get to sleep, but I can't. I ³ _____ (have) trouble sleeping for about a month now. I ⁴ _____ (try) different things to help me sleep, but nothing ⁵ _____ (work). My mind ⁶ _____ (not want) to stop. A lot ⁷ _____ (happen) in my life right now. It's exam season, so I ⁸ _____ (study) a lot. There's also the question of next year. I ⁹ _____ (think) about it for ages. Mom and Dad ¹⁰ _____ (want) me to go to college, but I'm just not sure what to do.

- SPEAKING** Work in pairs. Think about a problem you've been having and tell your partner.

I've been fighting a lot with my little brother recently. I've tried to ignore him, but it's impossible.

→ workbook page 10

14

VOCABULARY
 Making changes

- Match the phrases with the definitions.
 0 make a resolution
 1 give something up
 2 do well
 3 struggle with something
 4 take something up
 5 take the chance (to do something)
 6 get into the habit (of doing something)
 7 make some changes
 a stop doing something
 b start doing something regularly
 c use an opportunity
 d find something difficult
 e start a new hobby or interest
 f decide to make a positive change
 g do things differently (usually for the better)
 h be successful

- Complete the email with the missing verbs.

Sam
 Sam@thinkmail.com

New Year's resolutions?

Last year, I ¹ _____ a lot of resolutions and decided to ² _____ some changes. I tried to ³ _____ the habit of getting up early. For two months, I got up at 8 a.m., and I even ⁴ _____ running before going to school. But I started falling asleep in the afternoon, so I soon ⁵ _____ that idea! Then I stopped eating meat. I was ⁶ _____ well until Mom made roast beef. I just had to eat it. I also ⁷ _____ the chance to start learning the piano when my school offered extra classes. But I ⁸ _____ with finding time to practice, so I stopped. This year I've only made one resolution: not to make any resolutions!

- SPEAKING** Work in pairs. Discuss these questions.
 1 What subjects are you doing well in at school?
 2 What subjects do you struggle with?
 3 What was the last thing you gave up doing? Why?

→ workbook page 12

Workbook p12

Get it Right!
 Simple present vs. present continuous

Student's Book p122

- Ask students to try to match the definitions from memory before referring back to the text to check. Encourage them to underline the phrases in the reading text.
 1 a 2 h 3 d 4 e 5 c 6 b 7 g
- Point out that students need to put the verbs in the correct tense.
 1 made 2 make 3 get into 4 took up 5 gave up 6 doing 7 took 8 struggled
- Invite students to share their answers with the rest of the class during feedback.

Unit 1 Big decisions

Listening; Grammar

- 7 Invite students to share their ideas with the rest of the class, but do not give the answers yet.
- 8 **1.02** Tell students to check their answers to Exercise 7 and not to worry about understanding every word. If students struggle with the spelling of the names, write them on the board.
 A *Vincent van Gogh* B *Carey Mulligan*
 C *Walt Disney*
- 9 **1.02** Ask students to answer the questions from memory before listening again to check.
 1 *He's worried because he really wants to be an actor, but is finding it very difficult to get into a drama school.*
 2 *Because she was also rejected by drama schools, but she's now a big star.*
 3 *His first businesses failed.*
 4 *The fact that he was poor and unhappy.*
 5 *He compares the encouragement he is getting from Becky to the encouragement that Van Gogh got from his friends.*
- 10 Invite students to share their answers with the rest of the class.

▶ 02 Grammar rap! Future tenses (review)

- 11 1 *'re having* 2 *going to apply*
 3 *will say* RULE: 4 *present continuous* 5 *will* 6 *going to*
- 12 1 *We're going* 2 *I'll finish*
 3 *I'm not going* 4 *I'm seeing*
 5 *She's going to be* 6 *going to eat*
 7 *will win* 8 *We're flying*
- 13 If space allows, encourage students to walk around the classroom to find someone who has the same arrangements, intentions, and predictions. Ask students to make notes and report their findings back to the class. Encourage them to use the phrase *So does he/she*.

Workbook p11

🏠 Homework

Ask students to use the notes they made in Exercise 13 to write ten sentences describing similarities between themselves and their friends' arrangements, intentions, and predictions using *So do I* and *Neither do I*.

🎧 LISTENING

- 7 **SPEAKING** Work in pairs. Discuss these questions.
 1 What do you know about these people?
 2 Can you match the information with each person?
 A _____ was a famous painter.
 B _____ is an actress.
 C _____ started a movie studio.
- 8 **1.02** Listen and check.
- 9 **1.02** Read the questions carefully. Listen again and make notes.
 1 What is Alan worried about?
 2 Why does Becky tell Alan about Carey Mulligan?
 3 Why was Walt Disney unsuccessful at first?
 4 What does Alan not like about the example of Van Gogh?
 5 How does Alan compare himself to Van Gogh?
- 10 **SPEAKING** Work in pairs. Compare your answers to Exercise 9.



🔍 GRAMMAR Future tenses (review)

- 11 Look at the sentences from the listening. Complete them with the correct future forms of the verbs. Then complete the rule with the present continuous, going to, or will.
- 1 We _____ (have) a party at our place.
 2 Are you _____ (apply) to other drama schools?
 3 I'm sure one of them _____ (say) yes.

RULE:

- To talk about future arrangements, we often use the ⁴ _____.
- To make predictions, we often use ⁵ _____.
- To talk about intentions, we often use ⁶ _____.



- 12 Choose the best tense.
- 1 *We'll go / We're going to* the beach this Friday. Do you want to come?
 2 I don't think *I'll finish / I'm finishing* this homework.
 3 *I won't go / I'm not going to* college this year. I want to take a year off.
 4 I have an appointment with the dentist tomorrow. *I'm seeing / I'll see* her at 10 a.m.
 5 Daisy's learning to fly. *She'll be / She's going to be* a pilot.
 6 I'm not *eating / going to eat* chocolate. That's my resolution for next year.
 7 Argentina *will win / is winning* the next World Cup. That's what I think.
 8 *We're flying / We'll fly* on Friday. I'm so excited.

- 13 Write down:
 1 two arrangements you've made for this week.
 2 two intentions you have for this year.
 3 two predictions for your life.

→ workbook page 11

15

Culture notes

Carey Mulligan, born 1985, is a British actor. She is known for her role in *An Education*, for which she won a BAFTA Award for Best Actress.

Vincent van Gogh (1853–1890) was one of the greatest post-impressionist painters. His works include *Sunflowers* and self-portraits. Virtually unknown at the time of his death, his works are now among the world's most famous paintings.

Walt Disney (1901–1966) was an American entrepreneur, animator, and film producer. As a film producer, he held the record for the most Oscars.

Activity idea Extension

Divide the class into AB pairs. Students test each other on the phrases in Exercise 4. B closes their book. A says the first part of the phrase, and B tries to remember the rest of it.

THINK more

- Workbook**
 Listening p16, Ex.1–3 Grammar p11, Ex.6–10
- Worksheets**
 Grammar rap! Future tenses (review)
 Grammar Worksheets 1

Unit 1
Big decisions

Reading

Warmer

Write *Life Plans* on the board and tell the class your own plans for your life, some of which should be true; others, made up. Students decide in pairs which are false. Listen to some of their ideas before revealing which are true.

1 Check/clarify: settle down.
 Allow students time for pairs to discuss. Ask them to put the items in order of importance. As a follow-up, discuss as a class and hold a class vote to decide which they feel are the most and the least important.

2 1.03 Check/clarify: billionaire, marathon.

Encourage students to underline the parts of the text that helped them as they complete the matching task.
 1 e 2 a 3 f 4 b 5 d

3 Give students some time to discuss the questions in small groups. At the end of the exercise, listen to some of the students' ideas and encourage open class discussion. Then hold a class vote to find out which activity is the most popular.

READING

1 SPEAKING Check (✓) the statements you agree with. Add one more thing you think is important. Then discuss in pairs.

- A good life means ...
- getting rich.
 - having friends who care about you.
 - settling down and having a family.
 - liking what you have and not thinking about what you don't have.
 - doing work that's important for you.

2 1.03 Listen and read the text. Put the phrases (a–f) into the correct spaces. Listen and check.

- a that's the point
- b play live
- c really-scaries-me
- d a good experience
- e is allowed
- f raise money

3 SPEAKING Work in pairs. Discuss these questions.

- 1 Which of the things on this list would be on yours, too?
- 2 What other things would be on your "before I settle down" list?

BEFORE I SETTLE DOWN—
A LIST

A British billionaire once said, "You only live once, but if you do it right, once is enough." I love that quote, but what does "doing it right" mean?

I suppose my grandparents did it right. They both finished school, went to college (where they met), and got degrees. They started careers (he was an accountant, she was a doctor), then they got married, and started a family. They got promoted at different times and then they both retired at 60. And off they went to travel the world. They've been happy, I think. However, it's just not really what I want – not yet, anyway. Before I settle down, when I'm 30 or so, I want to do all kinds of things. Here are some of them.

- 1 Do something that ⁰ c . I'm terrified of heights, so skydiving would be perfect!
- 2 Sleep on a beach under the stars. Where? Somewhere warm, of course, where sleeping on the beach ¹ _____ .
- 3 Take a really long train ride. The destination doesn't matter, it's the journey that's important. Train travel is fantastic – you can see the places you're passing through, you can meet and chat with other travelers, you can leave your seat and walk around. I love it!
- 4 Go somewhere where they don't speak English and I don't speak the language (Nepal?). It'll be hard, of course, but ² _____ !
- 5 Run a marathon. I'm not a good runner and perhaps I'm not up to a marathon, but I'd really like to try. And perhaps I can ³ _____ for my favorite charity (cancer research).
- 6 Learn how to cook at least ten things that I love to eat. Right now I can only cook two!
- 7 Have dinner with a friend in one of the world's best restaurants.
- 8 See lots – lots! – of my favorite bands ⁴ _____ .
- 9 Do some kind of volunteer work for a while. In other words, work in order to help other people, not myself (though it'll be ⁵ _____ for me, too).
- 10 Make a list of other interesting things to do before I'm 40!

OK, that's my list. It's up to me to try to do these things. What would be on your list?

THINK more

Workbook
 Reading p14, Ex.1–5

Unit 1
Big decisions

Vocabulary; WordWise; Pronunciation; Writing

BIG DECISIONS UNIT 1

4 Check/clarify: *start a career, retire, get a degree, get promoted.*
Say the phrases for students to repeat and provide a focus on pronunciation. Point out the linking of the verb and a in *start a career, get a degree*, and *start a family*; also the stress on the second syllable and /ɪd/ ending in *promoted*.
A4 B6 C2 D3 E1 F5
G7 H8

5 Ask students to read the text quickly and answer the question: *In what way has the writer's uncle always done things differently?* (He's experienced several life events at unconventional ages; for example, he went to college in his 40s.)
1 finished school 2 traveling the world 3 got a degree 4 started a career 5 got promoted 6 settle down 7 start a family 8 to retire

Workbook p12

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

7 If you're short on time, you could assign this exercise for homework.
1 up to 2 up 3 What's up
4 up to 5 up to 6 up to

Workbook p12

Pronunciation
Linking words with up

Student's Book p120

8 With weaker classes, divide the students into small groups so that they can share ideas before writing individually. Students make notes in preparation for writing their email. Encourage students to use future forms when describing their future plans.

Homework

Students could do Exercise 8 for homework. If they have access to mobile devices, you could ask them to write an email about themselves and send it to another member of the class. When students have received their email, ask them to check that all the points in the task have been covered. Finally, ask students to write a short response encouraging the sender to stick to their resolutions.

VOCABULARY
Life plans

- 4** Match the phrases with the pictures. Write 1–8 in the boxes.
- | | |
|--------------------|------------------|
| 1 retire | 5 start a family |
| 2 travel the world | 6 settle down |
| 3 start a career | 7 get promoted |
| 4 get a degree | 8 finish school |



- 5** Complete the text with phrases from Exercise 4. Use the correct forms of the verbs.

My uncle has always done things differently. He ¹ _____ when he was 18 because he wanted to see other places. He spent the next 20 years ² _____, working in restaurants and hotels in many different countries. When he was in his early forties, he decided to return to the UK. He went to college and ³ _____. He did really well, and when he finished, he ⁴ _____ as a translator. Because he was good at his job, he ⁵ _____ very quickly and he soon became Head Translator. When he was 48, he met the love of his life and they decided to ⁶ _____ and ⁷ _____. Now he's 55, with three young children. He says he wants ⁸ _____ soon. He wants to stop working and take the whole family around the world with him. I wouldn't be surprised if he does.

→ workbook page 12

WordWise:
Phrases with up

- 6** Match the phrases in bold with the definitions.
- What's **up**, Alan?
 - I spend **up to** an hour a day practicing with friends.
 - What are you **up to** tomorrow night?
 - My **time at school** is almost **up**.
 - It's **up to me** now to try to do some of the things.
 - Perhaps I'm not **up to** a marathon.
- a finished
b doing
c what's the matter?
d capable of
e as long as / to a maximum of
f my responsibility
- 7** Use words and phrases from Exercise 6 to complete the sentences.
- What have you been _____ recently?
 - The time is almost _____. Two more minutes!
 - Oh, no! You look really unhappy _____.?
 - It isn't my decision. It's _____ you to decide.
 - He's 75 now, so he isn't _____ long walks.
 - This car can carry _____ six people.

→ workbook page 12

PRONUNCIATION

Linking words with up Go to page 120.

WRITING

An email about resolutions

- 8** Write an email to an English-speaking friend in another country. Describe your resolutions for the coming school year. Write about:
- bad habits you're changing
 - new classes you're taking
 - activities you plan to take up
 - why you're doing all of this

17

Activity idea Extension

Give students three minutes to decide at what age (if any) they are planning to do the things in Exercise 4. Next, students describe their plans to a partner. Encourage them to not look at their books and to try to recall the target phrases. Monitor and prompt strong students to add as much detail as possible.

THINK more

Practice Extra
Unit 1 Practice it!

Workbook
Vocabulary p12, Ex.3–4
WordWise p12, Ex.5–6
Pronunciation p118
Developing Writing p15

Worksheets
Vocabulary Worksheets 1