

STARTER

What do you know?

What's on?

Vocabulary: entertainment

1 **1** Read and listen to the article. Match headings a–c with paragraphs 1–3.

- a Start watching a TV series
- b Read more
- c Enjoy music outside



How often do you make a promise to yourself (or others) at the start of a school year, only to break it? Follow our suggestions below to help you keep your promises.

1 (...)

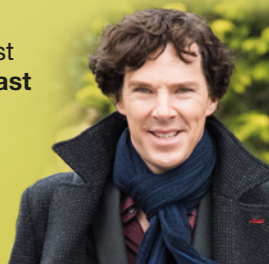
If you find most **bestsellers** hard work and you actually prefer pictures to words, why not start with a **graphic novel**? Manga Shakespeare has **released** a series of books which combine a simple version of Shakespeare's plays with manga illustrations.

2 (...)

Are you getting bored of school concerts or **gigs** in dark **venues**? How about going to an outdoor music festival? Larmer Tree Festival is a festival for all ages where you can see your favourite **artists** on stage, enjoy street theatre and learn new skills at a range of workshops.

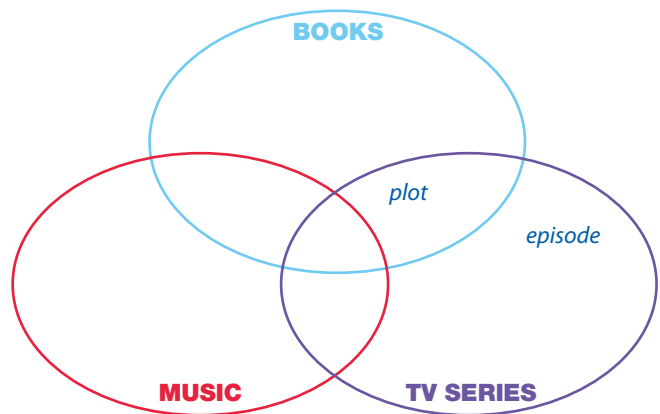
3 (...)

We suggest you try *Sherlock*. With its exceptional **cast**, you'll be hooked from the first **episode**. It was first **broadcast** in 2010 and every **season** is entertaining. *Sherlock* is **set** in 21st century London and appeals to **audiences** all over the world.



2 Copy and complete the diagram with the words in **bold** in the article in exercise 1. Then add the words in the box.

chapter critic plot review script



3 What is the difference in meaning between each pair of words?

- 1 a chapter/an episode
- 2 a critic/a review
- 3 a bestseller/a graphic novel
- 4 a venue/a gig
- 5 a plot/a script

Grammar: present simple and present continuous

4 Read the examples and complete the rules with *present simple* or *present continuous*.

How often **do** you **make** a promise to yourself?
 This series **combines** a simple version of a story with manga illustrations.
 I **promise** to read more this year.
 I'm **reading** a great bestseller at the moment.
 Are you **getting** bored of gigs in small venues?

We use the **1** (...) for actions in progress or a developing situation.

We use the **2** (...) for facts, habits and routines.

We don't use the **3** (...) with state verbs like *believe*, *promise* and *understand*.



5 Complete the text with the present simple or present continuous form of the verbs in brackets.

Log in

What **1** (...) you (...) **(read)** right now?

We **2** (...) **(have)** to read *Lord of the Flies* for school, so I **3** (...) **(read)** that at the moment. I **4** (...) **(enjoy)** it so far. It **5** (...) **(be)** about a group of boys who end up alone on a desert island. I **6** (...) **(not want)** to spoil the ending for you, but this book **7** (...) **(say)** a lot about human nature.

Ned Jones

We **8** (...) **(need)** to read *The Curious Incident of the Dog in the Night-Time* for school, so I **9** (...) **(not read)** anything else. It **10** (...) **(tell)** the story of a boy with autism who **11** (...) **(want)** to solve the murder of a dog. It **12** (...) **(not be)** a typical book, though. It **13** (...) **(begin)** with Chapter 2 and the chapter numbers **14** (...) **(not follow)** a logical order.

Ester Cuesta

6 Read the information and look at the pairs of sentences. What is the difference in meaning between a and b?

Verb meaning in present simple and present continuous

Some verbs have a different meaning in the present simple and present continuous. For example:

*This book **smells** of an old book shop.* (It has a particular smell.)

*Why **are** you **smelling** that book?* (Put your nose close to something to sniff it.)

- 1 a** My friend's dad **has** a pizza restaurant in town.
b We're **having** dinner there right now.
- 2 a** I **think** Billie Eilish is an amazing singer.
b I'm **thinking** of getting a ticket for her concert.
- 3 a** My cousin's usually a little unfriendly.
b He **isn't being** unfriendly today because he's in a good mood.
- 4 a** That **looks** really difficult. Is it?
b I'm **looking** at instructions right now.
- 5 a** I **see** what you mean!
b I'm **seeing** the hockey coach at break today.

Grammar: past simple and present perfect

7 Read the examples and choose the correct option to complete the rules.

The BBC first **released** *Sherlock* in 2010. Benedict Cumberbatch **has played** Sherlock Holmes ever since then.

- 1** We use the **past simple/present perfect** to talk about completed actions in the past with expressions which specify the time they happened.
- 2** We use the **past simple/present perfect** to talk about actions in the past without specifying when they happened.

8 Copy and complete the table with the time expressions in the box. What is the difference between *for* and *since*?

ever/never for six months in July last week
lately recently since 2019 three years ago
when I was younger yesterday

Past simple	Present perfect
<i>when I was younger</i>	<i>for six months</i>

9 Complete the dialogue with the correct past simple or present perfect form of the verbs in brackets.

Natalie: **1** (...) you (...) **(see)** anything good lately?

Chris: Yeah! We **2** (...) **(go)** to the theatre to see *Hamilton* on Saturday.

Natalie: Cool! I **3** (...) **(not see)** that musical. What **4** (...) **(be)** it like?

Chris: I **5** (...) **(think)** it **6** (...) **(be)** amazing. What about you? **7** (...) you (...) **(go)** to see anything recently?

Natalie: I **8** (...) **(not do)** anything very exciting since we last **9** (...) **(speak)**, but yesterday I **10** (...) **(finish)** the book you **11** (...) **(give)** me for my birthday.

Chris: What **12** (...) you (...) **(think)** of it?

Natalie: I **13** (...) **(love)** it. What an original plot!

10 **Work in pairs. Ask and answer the questions.**

- 1** Do you prefer to watch films at home or at the cinema? Why?
- 2** Which TV series are you watching at the moment?
- 3** Have you read a good book lately? What was it about?



My house

Vocabulary: house and home

1 2 Read and listen to the text. Do British prime ministers still live in this house?

OPEN HOUSE

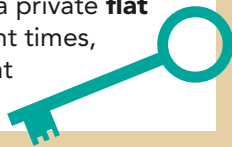
If you could look inside someone's house, whose would you choose? Once a year, for a weekend, many cities around the world open up iconic houses and buildings to everyone for free.

Here's one of our favourites:

10 DOWNING STREET, LONDON, UK

The British prime minister's London **terraced** house is easily recognisable with its hanging **lamp** outside and shiny black **front door** with a lion-shaped **doorknocker**. Before you go inside, take another look at the door. The **doorbell** doesn't actually work and forget about using a key – there isn't a **keyhole** anywhere! Don't worry though, there's always somebody waiting inside in the **entrance hall** to let visitors in.

The **ground floor** rooms are mainly used for government business and entertaining, and the kitchen is in the **basement**. All the way up the impressive **staircase** and along each **landing**, you'll find black and white **portraits** of past prime ministers hung in order. The prime minister used to have a private **flat** on the **top floor**, but in recent times, they have used the bigger flat next door in Number 11.



2 Check the meaning of the words in bold in the text in exercise 1. Copy and complete the table. Add the words in the box.

attic/loft corridor cottage detached fireplace semi-detached

Type of house	Place in the house	Features of a house
<i>terraced</i>	<i>entrance hall</i>	<i>lamp</i>

3 3 Listen to Andrea talking to Rob. Answer the questions.

- Whose house did Rob visit?
- What did he think of it?
- What was his favourite room? Why?

Grammar: past simple and past continuous

4 Read the examples and answer the questions.

He **recorded** tracks for his last two albums there. While we **were visiting** my cousins in Memphis, we **went** to Graceland Mansion.

- Which tense do we use for completed actions in the past?
- Which tense do we use for an activity in progress in the past?
- How do we form the negative and question of each tense?

5 Correct one mistake in each sentence.

- My dad didn't lived here when he was younger.
- While I was cleaning the basement, I come across an old clock.
- Was you having dinner when I called?
- She couldn't hear you because she was listen to loud music.
- Did you went out for lunch at the weekend?

6 Complete the sentences with the correct past simple or past continuous form of the verbs in the box.

appear break clean out come down fall find hurt leave not play not recognise ring

- We (...) the attic when we (...) an old box of photos.
- Someone (...) their keys in the keyhole, so I (...) the doorbell.
- While my sister (...) the stairs with the suitcase, she (...) and (...) herself.
- My friends (...) football when the window (...).
- I (...) your brother when he (...) on the landing.

7 Work in pairs. Complete the questions with your own ideas in the past simple or past continuous. Ask and answer the questions.

- Where did you live when (...)?
- When you were at primary school, did (...)?
- What (...) at 7:30 pm yesterday evening?
- When the teacher started the class, were (...)?



Grammar: *some-/any-/no-/every-* compounds

8 Read the examples and choose the correct option to complete the rules.

Many cities around the world open up iconic houses and buildings to **everyone** for free.

No-one has a key for 10 Downing Street.

Don't worry, there's always **somebody** waiting inside.

There isn't **anybody** living on the ground floor.

- body* and *-one* have **the same/a different** meaning.
- We generally use ***some-/any-*** compounds in positive sentences and ***some-/any-*** compounds in negative sentences.
- In most questions, we use ***some-/any-*** compounds, but for offers, we use ***some-/any-*** compounds.
- We don't use *no* or *not* with ***no-/any-*** compounds.

9 Complete the sentences with the correct ***some-/any-/no-*** or ***every-*** compound.

- I need (...) colourful for my room. It's looking a bit plain.
- She's looked (...) for her old white trainers, but she can't find them (...).
- My aunt was walking (...) near the coast when she found this wonderful shell.
- I don't need (...) else for my room. I like empty shelves.
- Please don't tell (...) about the party. It's a surprise.
- When the teacher asked the class, there was silence. (...) knew the answer.

10 Work in pairs. Ask and answer the questions.

- Does everyone in your class live in a flat?
- Has anybody in your family ever played a gig?
- If you could live anywhere in the world, where would you live?
- At the end of a busy week, do you prefer doing nothing or doing something active?

Vocabulary: adjective order

11 Read the tip box at the bottom of the page. Then complete the sentences with the adjectives in the correct order.

- There used to be a(n) (...) portrait above the fireplace. (**beautiful / old / big**)
- I got this (...) bag for my birthday. (**brown / leather / small**)
- I was looking for some trainers when I bought these (...) boots. (**black / rubber / trendy**)
- My sister's just bought some (...) glasses. (**Italian / metal / round**)
- My cousins have lived in a(n) (...) loft since they moved to New York. (**amazing / brand new / large**)
- I saw an advertisement online for a (...) racing bike. (**aluminium / cool / second-hand**)

12 Write a description of your dream room. What is it like? Why do you like it so much?

Adjective order

When two or more adjectives come before a noun, they usually follow this order.

	Opinion	Size	Age	Shape	Colour	Origin	Material	Noun
a	beautiful	large	old	square	red	Italian	plastic	box

Remember, we rarely use more than two or three adjectives before a noun and we never use adjectives in the plural: we say *plastic boxes* and not *plastics boxes*.



Take it up!

Vocabulary: sports

1 Which of these sports are used with *do*, *go* and *play*? Have you tried any of them?

athletics climbing cycling
gymnastics hockey skateboarding
tennis volleyball yoga

I sometimes go skateboarding, but I've never done yoga or been climbing.

2 What are the differences in meaning between each set of words?

- 1 **hold**, **break** and **set** a record
- 2 **train**, **practise** and **compete**
- 3 **lose**, **beat**, **draw** and **win**
- 4 a **game**, a **match** and a **tournament**
- 5 an **athlete**, a **coach** and a **referee**

3 Read the text about breaking. What do the words in bold have in common?



Breaking, which originally **comes from** New York City, is a competitive dance form. B-girls and B-boys **compete in** 'dance battles' which **consist of** high-energy steps **set to** hip hop music. A panel of judges **award** points **for** things like creativity, personality and technique. Some people say 'break' **refers to** how the DJ **changes from** one track **to** another. So why does the International Olympic Committee plan to **include it in** the Olympics? They hope to **connect with** more young athletes by **moving** sports **out of** stadiums and **into** the city.

Collocations

When you make a note of a new vocabulary item, make sure you write down and learn any words that go with it, e.g. (play) football, (do) breaking, (do) yoga, compete (in), consist (of), etc.

Grammar: future tense review

4 Read the examples and look at the verbs in bold. What are some of the different forms we can use to talk about the future?

- a We're **competing** in a tennis tournament in June.
- b Rita's beating him 7-0 – she's **going to win**!
- c I'm bored. I know, I'll **ring** Kevin to see if he fancies going skateboarding.
- d The match **starts** at 10:00 am tomorrow – don't be late!
- e I think sport **will be** very different in the future.
- f My team's **going to train** at the sports stadium this season.

5 Look at the examples in exercise 4 again. Match uses 1-6 with examples a-f.

- 1 a decision made at the moment
- 2 a future arrangement with a fixed date
- 3 a prediction with little evidence now
- 4 a timetabled event
- 5 a prediction with evidence now
- 6 a plan or decision made before

6 Complete the sentences with the words and phrases in the box.

'm changing 'm going to take up
's going to rain starts will beat

- 1 Training (...) next week.
- 2 I (...) from tennis to volleyball from Monday.
- 3 I (...) yoga this term.
- 4 I think our team (...) an important rival later this month.
- 5 It (...) all afternoon – look at those clouds!

7 Write a question for each of the sentences in exercise 6.

- 1 *When does training start?*

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

When does training start?

Hockey training starts next week, but swimming doesn't start until the end of September.



What's in this book?

1 Look through your book. Who, what or where are these?



2 Look more closely at Unit 1. Match features 1–8 with a–h.

1 **WDYT?**

2 **VIDEO SKILLS**

3 **CRITICAL THINKING**

4 **BRAIN TEASER**

5 **GRAMMAR ROUND-UP**

6 **Research**

7 **QUICK REVIEW**

8 **FINAL REFLECTION**

a a fun grammar exercise

b an exercise where you reflect on the process of doing the project

c an exercise where you practise all the grammar you've learnt so far

d a question that comes at the beginning of every unit, to get you thinking about the topic

e an exercise that helps you to explore the ideas in the reading text more deeply

f a section of the unit that summarises all the new grammar and vocabulary

g an activity where you have to find out more about something online

h a section where you watch and think about different kinds of video clips

3 Now explore the rest of the book and answer the questions. Can you answer them all in two minutes?



- 1 How many units are there in the book?
- 2 How many pages are there in each main unit?
- 3 What do you always learn first in each unit?
- 4 Where can you check irregular verbs?
- 5 How many pages of Phrasebook are there at the end of the book?
- 6 What can you find on pp4–5?
- 7 In which unit will you review everything you have learnt?
- 8 What can you find on pp118–121?

THE CLASSROOM CHALLENGE

4 Match topics A–H with Units 1–8 in this book. Can you be the first to finish?

- A the key to happiness
- B some misunderstandings
- C personality quizzes
- D the UN Sustainable Development Goals
- E a review of a technological device
- F finding your way without a phone
- G do you need a rival to be successful?
- H nominating a Natural Wonder of the World



1

All about me

WDYT?
(What do you think?)

What makes you the person you are?

Vocabulary: personal qualities; describing personal characteristics; phrasal verbs; three-part verbs

Grammar: past tenses; present perfect simple and continuous; past perfect simple and past simple; past perfect simple and continuous

Reading: a magazine article about clothes and identity

Listening: short interviews about personality quizzes

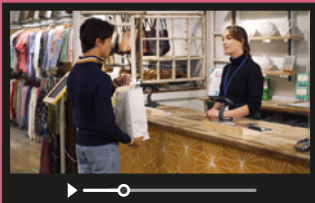
Speaking: solving shopping issues

Writing: a description of a person

Project: create a poster about personal identity



Video skills p13



Real-world speaking p19



Project pp22-23



Personal qualities

1 Look at the adjectives in the box. Can you add any more personality adjectives?

confident creative enthusiastic generous hard-working
patient polite reliable sensible sociable

2 Work in pairs. Use the adjectives in exercise 1 to describe your friends and family.

I think my mum is generous and sociable.

My best friend is confident and hard-working.

3 Which adjectives form an opposite with negative prefixes *un-* or *im-*?
reliable – *unreliable*

SHAPE AND IDENTITY

When we look at characters from video games and comics, their shape can tell us a lot about their identity.


1 This shape is solid, like a mountain, and shows many characteristics. Characters with this shape are often strong and confident, but they can also be big and scary or kind and **clumsy**. They're often **determined** like typical superheroes. They can be a little **stubborn**.

2 This is the most dynamic shape and it is often used to show danger and villains. Sharp lines and angles can make characters appear **aggressive** or **arrogant** and **selfish**, and suggest they might be **cruel**, **grumpy** and **competitive**.

3 This shape is used for strong **likeable** characters who can be **thoughtful** and **sensitive**. They're usually **modest** and **supportive** of others.

4 When we think of this shape, soft and safe images appear. This shape shows friendly characters who are optimistic. These are happy characters who are sociable, **chatty** and **outgoing**. Many famous cartoon and comic book characters are designed around this shape.

Describing personal characteristics

- Look at characters A–D. Which adjectives would you use to describe them? Why?
-  Check the meaning of the words in bold in the text. Read the descriptions 1–4 and match pictures A–D with the descriptions.
- Which characters have mainly positive adjectives? Which have mainly negative ones? Are there any adjectives that could be positive or negative?


7 Match the definitions with the words in bold in the text. Then think of a character from a film, book or video game for each adjective.

- not willing to let anything prevent them from doing what they have decided to do
- not willing to change their ideas or consider anyone else's reasons or arguments
- kind, and showing that they consider that what other people want or need is important
- unhappy and dissatisfied, often for no obvious reason; often complaining
- friendly and enjoys talking to people
- helpful and sympathetic

8  Listen to a podcast extract about character design. Put pictures A–D in the order in which they are mentioned.

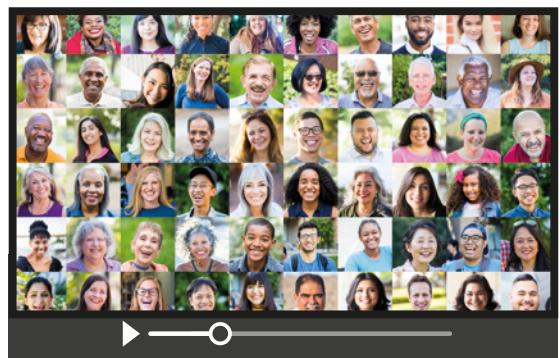
9 What do you know about the characters in the box? Listen again. Which shape is each character?



Superman Super Mario The Incredible Hulk
The Joker Wreck-It Ralph Zelda

10  Work in pairs. Complete the sentences so that they are true for you. Ask your partner about their sentences.

- I'd say my best friend/father/sister is (...), but he/she couldn't be described as (...).
- I consider myself to be (...), but not (...).

VIDEO SKILLS



-  Watch the video. Does the narrator believe personality types are fixed?
-  Work in pairs. This video uses a lot of text on-screen. Is this useful?

A magazine article

1 Look at the photos in the article and answer the questions.

- Describe the clothes and think about the colours. What kind of people might wear them?
- What do you think is unusual about the lifestyles of the people in the article?

2 5 Read and listen to the article. Check your answers to exercise 1.

3 Complete the sentences with *Ella* or *Gary*.

- (...) still only wears one colour.
- (...) chose their colour because of a family member.
- (...) started wearing their colour when they were a student.
- (...) has got furniture and a vehicle in their colour.
- (...) once received lots of gifts in their colour.

4 Are the sentences true, false or is there no information? Correct the false sentences.

- Before she got married, Ella didn't use to wear only yellow clothes.
- Ella chose yellow even though it didn't really suit her personality.
- Ella is thinking about getting other yellow items, such as makeup or a car.
- Ella often posts photos of herself on Instagram.
- Gary now loves purple, although he didn't when he was a child.
- Gary lost business because of his clothes.

5 Answer the questions in your own words. Give evidence for your answers.

- How has colour been used in advertising?
- What did Ella find hardest about dressing only in yellow?
- Why does Ella like dressing in yellow?
- How did so many people become interested in Ella?
- When did Gary start wearing only purple clothes?
- Why does Gary like the colour purple?

▶ Subskill: Keeping a record of vocabulary

When you record a word or phrase, it's a good idea to include pronunciation, part of speech (noun, verb, etc.), a definition and an example sentence. Adding related words is also useful.

6 Look at the vocabulary record and find the word in the text. Complete the sentences with the correct form of the word.

excessive (ADJECTIVE) /ɪk'sesɪv/
much more than is reasonable or necessary
The charges seemed a little excessive.

excessively (ADVERB), excess (NOUN)

- He was not (...) polite – in fact he was rather rude!
- The shop had an (...) of cakes so they gave them away.
- The amount of force used was (...). It wasn't necessary.

7 **Word work** Record the other words in bold in the article. Then complete sentences 1–6 with the correct form of the words.

- Hours later, I can still see the painting clearly in my mind; it was very (...).
- She always says 'pip pip' instead of 'goodbye'; it's her (...) phrase.
- They always wear black clothes because they're goths. It's their (...).
- Sam can't stop talking about politics – it's become a real (...) with him.
- I bought three things in the sales, but my favourite (...) was a pink jacket.
- White is often used to (...) peace.

8 Work in pairs. Discuss the questions.

- Do you think your clothes are the most important way to express yourself? Why/Why not?
- Have you ever had a particular look? What is/was it?

CRITICAL THINKING



- Understand** Outline the stages Ella and Gary went through to end up using colour to create a look.
- Analyse** Think of some people you know. Do they wear one colour more than others? Can you think of reasons for this?
- Evaluate** Which colour is the best one for you? Give reasons for your answers.

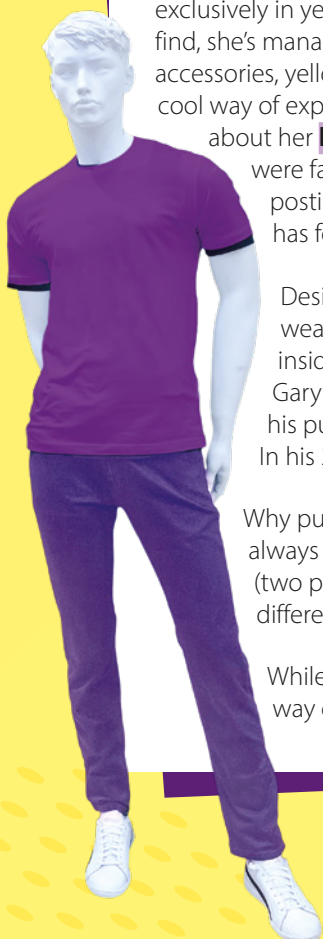


THIS IS ME

Is it **excessive** to dress only or mainly in one colour? Could you do it? People have often used colour in advertising to **represent** brands because colour can send powerful messages at an emotional level – but what about as a personal **'trademark'**?

Ella London, who is originally from the UK but lives in Los Angeles, USA, is known as 'Miss Sunshine' because she's been wearing only yellow clothes for years. Always unconventional, she was wondering what colour wedding dress to get when her husband-to-be suggested yellow. She loved the idea because yellow was her dad's favourite colour, and the perfect colour for an optimistic and outgoing person like her.

Ella wasn't originally intending to go 'all yellow'; it happened slowly. Her first **purchase** was a top from eBay, then a friend gave her a cardigan and over the next four years, her collection grew until she was able to dress exclusively in yellow. Although shoes were the trickiest items to find, she's managed to find plenty, along with yellow make-up and accessories, yellow furniture and even a yellow car. For Ella, it's a cool way of expressing herself and she loves it when people ask about her **look**. Recently, a video about her went viral: people were fascinated by 'Miss Sunshine'. Since then she's been posting a daily photo of herself on Instagram and now has followers worldwide.



Designer Gary Card fell in love with the colour purple when he was five, although he didn't start wearing it until he was at secondary school. Initially, he changed his school jacket so that the inside of it was purple and wore purple socks. Although other students used to bully him for it, Gary was determined not to stop. After he'd qualified as a designer, he became well known for his purple outfits and having a **memorable** look was often an advantage in the design world. In his 20s, he used to only wear purple, though nowadays he mixes it with other colours.

Why purple? For Gary, it's a fascinating and mysterious colour because it's both warm and cool, and it's always in fashion. As well as clothes, he's bought purple furniture and his most expensive possessions (two portfolios for carrying artwork) are purple. He's also had some fantastic presents including 30 different purple toothbrushes from his mother.

While some people might argue that dressing in a single colour is an **obsession**, for others it's a way of life that makes them feel good. Perhaps the most important thing is to be true to yourself.

Past tenses


- 1 Read examples a–d and match them with the tenses/structures in the box. Then answer questions 1–4.

past continuous past perfect simple
past simple used to

- a At secondary school, he **changed** his school jacket so that the inside of it was purple.
b She **was wondering** what colour to use in the colour theme of her wedding.
c He **used to** only **wear** purple, though nowadays he mixes it with other colours.
d After he'd **qualified**, he became known for his purple outfits.

Which tense/structure do we use for ... ?

- finished past actions, states and habits, often with a past time expression
- past habits or repeated actions and states that are no longer true
- an action that happened before another action in the past
- actions that were in progress at a certain time in the past, actions that continued for some time and descriptions of background events

- 2  Work in pairs. Choose the correct option. Say if the sentences are true for you.



- By the time I got to school this morning, I **made/had made** over ten phone calls.
- I **wore/was wearing** a school uniform at 7:00 pm yesterday.
- When I was a child, I **had got/used to get** obsessed with particular outfits. Once, I even **wore/used to wear** a favourite outfit to bed!
- My best friend **bought/used to buy** some red jeans recently.
- I **wasn't liking/didn't like** black clothes when I was younger, but now I do.

Present perfect simple and present perfect continuous

- 3 Read the examples and complete the rules with the correct tense.

He's **also had** some fantastic presents.
Ella's **been wearing** only yellow clothes for years.
I've always **worn** a lot of bright colours, but recently I've **been wearing** more dark clothes.

- We use the (...) when the action is unfinished and the focus is on the action or process.
- We use the (...) to show the present result of a finished action when the focus is on the result.
- We use the (...) to emphasise duration.

- 4 Complete the sentences with the correct present perfect simple or continuous form of the verbs in brackets.

- I (...) **(do)** my homework all morning. I (...) **(finish)** my maths, but I (...) **(not do)** my history yet.
- How long (...) **(you / know)** Sara?
- Max (...) **(always like)** red, but recently he (...) **(wear)** more pink clothes.
- My mum is really good at designing clothes. She (...) **(do)** it for years.

- 5 Complete the text with the correct form of the verbs in brackets.

ZACK PINSENT

1 (...) you ever (...) **(wear)** any historical clothes? Zack Pinsent has. In fact, he 2 (...) **(wear)** clothes that were in fashion in the early 19th century for over ten years! When he was younger, Zack 3 (...) **(dress)** in modern clothes, but he 4 (...) **(stop)** wearing them, except for his school uniform, when he was 14 years old. Why? One day, after his family 5 (...) **(move)** home, he 6 (...) **(find)** his great-grandfather's old suits. After he 7 (...) **(try)** them on, he 8 (...) **(realise)** they suited him. Now Zack only wears historical clothes. He 9 (...) **(design)** his outfits for years now and doesn't plan to stop.

- 6 Answer the questions to solve the Brain teaser.



TEASER

- Jack researched personality for five years.
- Dominic has been researching since 2014.
- Mark used to research personality.
- Lucia has spent some time researching, but not recently.

Who is still doing research? How do you know?

Phrasal verbs: three-part verbs

- 1 Read the magazine article. Who are you most/least like? Why?

TEENS TALK:

What do you think of personality quizzes?

We asked your opinions and this is what you said.

- A** I love them – I learn a lot about myself! I always **look out for** interesting ones to do. I'm amazed the writers haven't **run out of** ideas yet! I don't always **get round to** doing all the ones I see, though.
SONIA, 16
- B** Most of them are silly. I don't know how people **come up with** the ideas or how they **get away with** convincing people that the quizzes are accurate.
MARIO, 15
- C** They're just a bit of fun, aren't they? Should you **do away with** them? No, they're a laugh! I only ever believe the good bits, though. The last one I did said I **get on with** people – it's true, I'm really outgoing!
SAM, 18
- D** I don't really **go in for** them – they're a waste of time. I don't know why people **go on about** them and say they're great. They never **live up to** your expectations.
NEETA, 16


- 2 Match definitions 1–6 with six of the phrasal verbs in bold in exercise 1.

- 1 manage to do something without any bad results
- 2 remove something
- 3 be as good as what was expected or promised
- 4 try to find or see a particular person or thing
- 5 enjoy a particular thing or activity
- 6 do something after you have intended to do it for a long time

- 3 Choose the correct option. Do you agree or disagree with the sentences? Why?

- 1 It's easy to **come up with/get away with** original ideas.
- 2 I'm very organised and I never **run out of/go in for** time for things.
- 3 The last film I saw didn't **get round to/live up to** my expectations. It was disappointing!
- 4 It's important to **get on with/go on about** everyone. It isn't good to argue.
- 5 Schools should **look out for/do away with** homework. We need to have more free time.

Short interviews

- 4  Listen to three people giving their opinions. Which three people from exercise 1 do you hear? In what order?



Subskill: Dealing with homophones


A homophone is a word that sounds the same as another word, but has a different spelling and meaning, e.g. *where/wear, know/no, whole/hole*.

- 5 Choose the correct option. Then write sentences with the incorrect words.

- 1 I'm always looking for good personality quiz **sites/sights**.
- 2 For me, **they're/their** like horoscopes – you believe the good bits.
- 3 I was surprised to **here/hear** that some universities use them.
- 4 Nobody takes personality quizzes seriously, **write/right**?
- 5 Personality tests shouldn't be **allowed/aloud** in job interviews.
- 6 When people confirm your personality, **it's/its** very powerful.
- 7 I can't **wait/weight** to do another personality quiz.
- 8 I'm really **board/bored** by personality tests.

- 6 Listen again. Are the sentences true or false? Correct the false sentences.

- 1 Sam agreed completely with the results of the quiz he did yesterday.
- 2 He says personality tests can help you find out whether you see yourself as others see you.
- 3 Sonia became interested in personality tests after doing a project.
- 4 She was disappointed with the results of the 'Big Five' personality test.
- 5 Neeta thinks most online quizzes are very useful.
- 6 She was surprised that some companies use personality tests in interviews.

- 7  Work in pairs. Which opinions in exercise 5 do you agree with? Why?

Past perfect simple and past simple

1 Choose the correct option to complete the rules.

I **found out** that online quizzes **had** recently **become** really popular.

After I **'d read** the results, I **laughed**.

I **read/had read** the quiz a day before I completed it.

- 1 We use the past perfect simple to talk about an action that happened **after/before** another action in the past.
- 2 In sentences with *before* or *after*, if the past perfect action happened at a **specific/general** time in the past, we can use the past perfect or past simple as the order of events is clear.

2 Complete the sentences with the correct past simple or past perfect simple form of the verbs in brackets.

- 1 When my alarm (...) (**go off**) this morning, I (...) (**already get up**).
- 2 I (...) (**start**) learning English when I (...) (**be**) five years old.
- 3 This morning, after I (...) (**have**) breakfast, I (...) (**phone**) my friend.
- 4 My best friend and I (...) (**never hear**) of people wearing only one colour before we (...) (**read**) about them.
- 5 I (...) (**miss**) the bus to school because it (...) (**leave**) by the time I got to the bus stop.

3 Work in pairs. Are the sentences in exercise 2 true or false for your partner?

Past perfect simple and past perfect continuous

4 Read the examples and complete the rules with *duration, cause or past*.

After I **'d written** the questions, I interviewed some people.

I was curious because more people **had been doing** online tests.

I **had been doing** research for a project, but I **hadn't found** anything interesting.

- 1 We use the past perfect continuous to talk about an action that started in the (...) and continued up to another time in the past.
- 2 With the past perfect continuous, the emphasis is on the (...) of the action and we often use it to show (...) and effect.

5 Complete the sentences with the correct past perfect simple or past perfect continuous form of the verbs in brackets.

- 1 John was grumpy because he (...) (**work**) hard all morning and he (...) (**not have**) breakfast.
- 2 Sam (...) (**study**) a lot before he did his exams and he passed them all.
- 3 I was happy when I found my glasses – I (...) (**look**) for them for ages.
- 4 Before Lucy and I were neighbours, we (...) (**know**) each other since we were four.
- 5 It (...) (**snow**) for hours. By the time we went inside, we (...) (**build**) a huge snowman.

6 Complete the text with the correct past simple, past perfect simple or past perfect continuous form of the verbs in brackets.

The first watch that could download information from computers **1** (...) (**appear**) in 1994, but scientists **2** (...) (**try**) to improve watch technology since the first digital watch **3** (...) (**become**) available in 1972. Years later, a company called Pebble **4** (...) (**change**) everything. They **5** (...) (**work**) on a new smartwatch that could make phone calls, use apps and listen to music for some time, and they **6** (...) (**use**) crowdfunding to produce it. Their watch, the Pebble, **7** (...) (**come**) out in 2013. Before that, there **8** (...) (**be**) many attempts to create a truly 'smart' watch. Steve Mann **9** (...) (**design**) an early form in 1998, but it **10** (...) (**not have**) many of the features today's smartwatches have.

7 Complete the text with the correct form of the verbs in brackets.

GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

Imagine you **1** (...) (**meet**) someone at a party last week. You might forget their name, but you'd probably remember their face. Although it is a complex thing to do, humans **2** (...) (**always be able**) to recognise other people's faces. Scientists first **3** (...) (**start**) developing computer programs to identify human faces in the 1960s and they **4** (...) (**work**) on these programs ever since, though they **5** (...) (**not succeed**) in developing a 100% accurate program yet. A few years ago, officials in Boston Airport **6** (...) (**stop**) using facial recognition technology after they **7** (...) (**use**) it for about three months, as it only had a 61.4% success rate. Recently, new 3D technology **8** (...) (**have**) better results and it is now being used in cities across the world.



Solving shopping issues

- 1 Watch the video. What solution do they find for the problem?
- 2 Watch again. Complete gaps 1–4 in the dialogue.
- 3 Watch again. Which Key phrases do you hear?

Shop assistant

Good morning. Can I help you?

Owen

Yes, I'd like to **1** (...) this jacket. I bought it here two days ago.

Shop assistant

Of course. Can I ask why you're returning it?

Owen

It's really badly made! When I tried it on at home, the sleeve almost came off.

Shop assistant

I see. Have you got the receipt?

Owen

I'm afraid I've lost the receipt.

Shop assistant

I'm sorry, but I can't give you a **2** (...) without a receipt. I can **3** (...) the jacket in the same size or in a different size if you prefer.

Owen

No, definitely not.

Shop assistant

In that case, you can exchange it for something else. Would you like to choose something now?

Owen

I haven't really got time now.

Shop assistant

No problem. I can give you a **4** (...) and you can use it any time in the next six months.

Owen

OK, thanks.



- 4 Create your own dialogue. Follow the steps in the Skills boost.

SKILLS BOOST

THINK

You need to return an item to a shop. Make notes about your reasons.

PREPARE

Prepare a dialogue. Remember to use the Key phrases for solving shopping issues.

PRACTISE

Practise your dialogue.

PERFORM

Act out your dialogue for the class or record it and play it to the class.

- 5 **Peer review** Listen to your classmates and answer the questions.

- 1 Were they successful in resolving the issue?
- 2 Which Key phrases did they use?

Key phrases

Asking about the issue

Can I ask why you are returning it?

Have you got the receipt?

Issues

I'd like to return ... / I'm afraid there's a problem with ...

(It) broke/shrank/came off ... / (It)'s badly made.

(It) doesn't fit properly / (It) isn't right.

I can't give you a refund without a receipt.

I'm afraid I've lost the receipt.

Solutions

I can give you a refund or replace it for you.

You can exchange it for something else.

I can give you a credit note.

Real-world grammar

I **bought** it here two days ago.

I'm afraid I've **lost** the receipt.



SOMEONE I KNOW ...

- ① Sara might not be somebody you notice immediately, but she's definitely someone you want to know better. We met one evening, when it was absolutely freezing and completely dark – I'd missed my usual bus home and was waiting nervously at the bus stop. Sara was there too, so we started chatting. That was two years ago and we've been friends since then.
- ② Sara's short and slim with brown eyes. She's chatty and likeable, and gets on well with everyone, although she is a little shy. Once you get to know her, you realise she's extremely supportive of all her friends and she's really thoughtful. She's always ready to help and listen to your problems. She can be slightly grumpy if she's hungry or tired, but she's usually enthusiastic and funny.
- ③ One incident with Sara stands out in my memory. A group of us had been playing beach volleyball all afternoon, so we were really exhausted. Suddenly, I realised I'd lost my favourite necklace. We searched everywhere. Finally, the others left, except Sara. She was determined to find it, although I'd given up hope. An hour later, while I was complaining, she laughed and held up my necklace! I'll never forget that.
- ④ I am delighted that I met Sara and proud that she's my friend. She's one of the kindest and most optimistic people I've ever met – and definitely an interesting character!

Marina Moss

A description of a person

- 1 Read the description. How long has the writer known Sara?
- 2 Read the description again and match paragraphs 1–4 with descriptions a–d.
 - a a detailed description of the person, including a short physical description
 - b a short introduction, including how you know the person and a general description of the person
 - c a brief conclusion
 - d an anecdote that tells you more about the person

► Subskill: Gradable and non-gradable adjectives + adverbs

Before gradable adjectives, use: *a little, extremely, fairly, rather, slightly, really, quite, very.*

Before extreme or absolute adjectives, use: *absolutely, completely, really, totally.*

- 3 Read the description again and find:
 - 1 four examples of adverbs + gradable adjectives
 - 2 three examples of adverbs + extreme or absolute adjectives
 - 3 an adverb that can go with any type of adjective

4 Choose the correct option and then complete the sentences with your own ideas.

- 1 David is **extremely/absolutely** hilarious; he often (...).
- 2 He's **quite/completely** tall and he's got **totally/very** short (...).
- 3 He's a **really/very** wonderful friend because (...).
- 4 He can occasionally be **a little/totally** stubborn and **completely/slightly** pessimistic, but (...).
- 5 Although he's **really/fairly** terrible at sports, he (...).
- 6 I think that David is **a quite/an absolutely** fantastic person and I (...).

5 Complete the anecdote with suitable words from exercise 4.

I remember one time we went camping with my friends. When we arrived, it was raining heavily and we got **1** (...) soaked putting our **2** (...) old tent up. Then we discovered we'd left most of our food behind. I was **3** (...) furious, but Serena just laughed. She's **4** (...) creative with food and **5** (...) sensible, and she was determined to have fun. She quickly cooked something with the ingredients we had – it was a/an **6** (...) interesting meal and **7** (...) delicious! It was a/an **8** (...) unforgettable experience.

- 6 Find all the adjectives in the text in exercise 1. Write your own sentences about people you know with the adjectives and with the adverbs in the box.

absolutely extremely quite rather very

*My best friend is **very** supportive and **extremely** thoughtful.*

- 7 Write a description of an interesting person. Follow the steps in the Skills boost.

THINK

Choose a person to write about. It can be someone you know well, an acquaintance or an imaginary person.

Make notes about the person. Include how you met them, details of their appearance and character, and an anecdote about them.

Note down any useful vocabulary from the model text or unit.

PREPARE

Look at the paragraph plan in exercise 2 and organise your notes into four paragraphs.

Look at the adverbs in the Subskill and decide which to use and where to use them.

WRITE

Write your description. Use the model to help you.

CHECK

Read your description and answer the questions.

- 1 Have you used a variety of the tenses covered in the unit?
- 2 Have you used personality adjectives and adjectives describing characteristics?
- 3 Did you make and follow a paragraph plan?
- 4 Have you used adverbs with gradable, extreme and absolute adjectives?

- 8 **Peer review** Exchange your description with another student. Answer the questions.

- 1 Was the description clear and well organised?
- 2 Has your partner included all the things in the checklist?
- 3 Did it make you want to meet this person? Why/Why not?

SKILLS BOOST

Grammar

Past tenses

We use the past simple to talk about finished actions or states in the past.

*He **started** wearing only purple clothes.*

We use the past continuous to talk about actions in progress at a time in the past and to set the scene for descriptions.

*While I **was waiting** for the bus, my friend arrived.*

*The sun **was shining** and everyone **was feeling** happy.*

We use *used to* to talk about past habits or states that are no longer true.

*I **used to be** very stubborn, but I'm more flexible these days.*

*They **used to wear** lots of different colours, but now they only wear blue.*

Present perfect simple and present perfect continuous

We use the present perfect simple to talk about actions or states that started in the past and continue in the present. We use the present perfect continuous to emphasise duration and for repeated actions when the focus is on the action or process.

*I've **lived** here for ten years.*

*He's **been making** a video. He's **filmed** it, but he **hasn't edited** it yet.*

*We've **been going** on holiday to Spain for years.*

Past perfect simple and past simple

We use the past perfect simple to talk about an event that had happened before another event in the past. We use the past simple for a more recent event.

*The film **had already started** when we **arrived** at the cinema.*

Past perfect continuous

We use the past perfect continuous to talk about an action that started in the past and continued up to another time in the past, to emphasise the duration of an action before another action in the past and to talk about cause and effect.

*We **had been walking** for hours before we **reached** the lake.*

*My face was red because I **had been running**.*

Vocabulary

7 **Personal qualities**

confident, creative, enthusiastic, generous, hard-working, patient, polite, reliable, sensible, sociable

8 **Describing personal characteristics**

aggressive, arrogant, chatty, clumsy, competitive, cruel, determined, grumpy, likeable, modest, outgoing, selfish, sensitive, stubborn, supportive, thoughtful

9 **Phrasal verbs: three-part verbs**

come up with, do away with, get away with, get on with, get round to, go in for, go on about, live up to, look out for, run out of

1

Project

WDYT?
(What do you think?)

What makes you the person you are?

TASK: Create a poster about your personal identity including a self-portrait and a description of yourself.

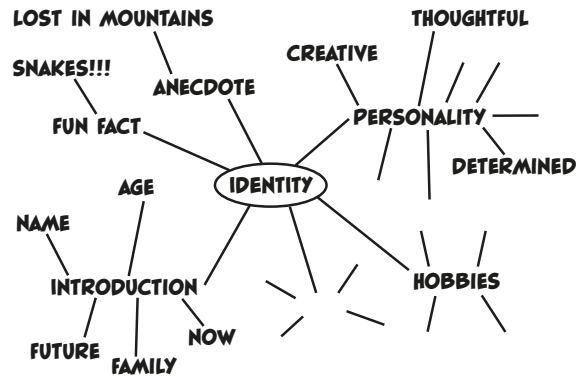
Learning outcomes

- 1 I can make a poster about personal identity.
- 2 I can use appropriate grammar and vocabulary from the unit.
- 3 I can use visuals to communicate my ideas.

Graphic organiser → Project planner p118

STEP 2: PLAN

- 4 Look at the start of Jake's mind map and the Model project. What information is missing?



- 5 Read the *How to ...* tips on p118 and create a mind map for your poster.

STEP 3: CREATE

- 6 Work in pairs. Read the tips in the Super skills box and practise saying the Key phrases with a partner.

- 1 Watch a video of a student presenting his poster about personal identity. What fun fact about himself does he include?



STEP 1: THINK

- 2 In what order do you think a–e should appear in a description of personal identity?
 - a a fun fact
 - b a description of your appearance and personality
 - c a brief introduction about yourself
 - d a personal anecdote
 - e your hobbies and interests
- 3 Read the Model project and check your guesses.

COMMUNICATION



Using visuals to communicate your ideas

Tips

Decide what you want to communicate. Choose or create visuals that best represent your ideas in an attractive and interesting way.

Key phrases

- I used (images/drawings) to represent ...*
- I put (the personality adjectives) here because I wanted to suggest that ...*
- I wanted to show that (my interests are things I think about), so I ...*
- I used (these pictures) because I thought they were (clear and attractive).*
- I thought that (using colours) like this was a powerful way to (show my personality).*
- This represents/gives the message ...*

Model project

1

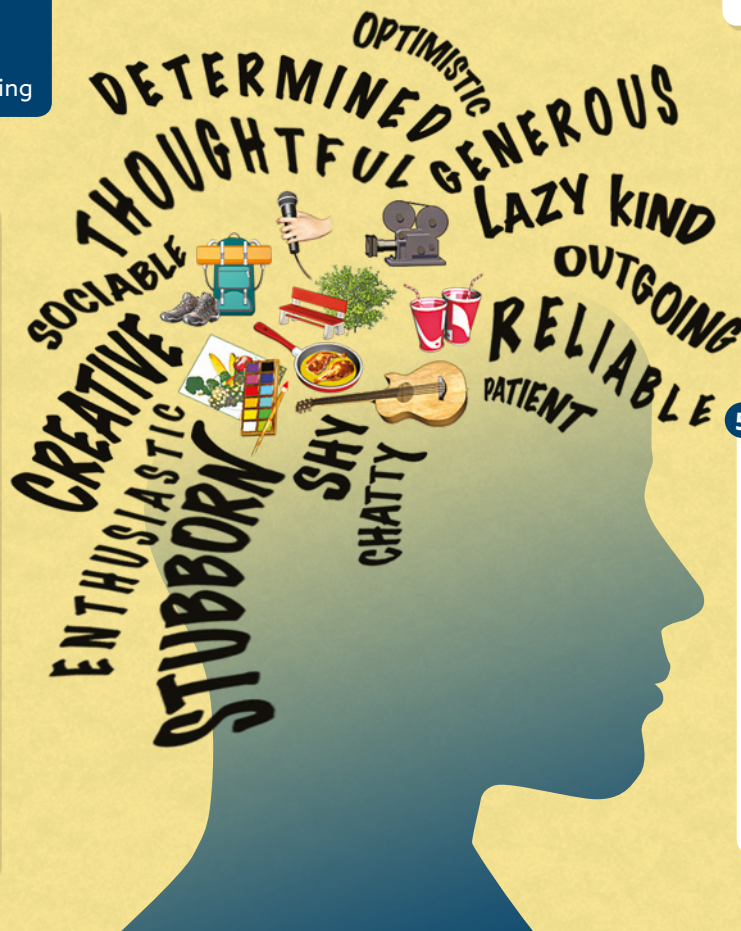
Fact file

Age: 16
 From: Newcastle, England
 Family: mother, father, two sisters
 Occupation: student
 Career aspiration: advertising

2

I'm quite tall and I've got fairly long dark brown hair, which is a little wavy. My eyes are brown. I'm really creative and my friends say I'm always coming up with rather interesting ideas - I haven't run out of them yet! I'm very sociable and I get on with most people, although I can be quite shy with new people. I'd say I'm determined, reliable and thoughtful, too. I can be a little lazy and I don't always get round to finishing things I've started. People have said I can be a bit stubborn sometimes!

WHO AM I?



3

My passions are art and music, and I can sing and play the guitar. I also love drawing and painting. I enjoy going to the cinema or hanging out with friends.

4

I don't really go in for sports, but I love being outside - as long as there are no snakes. They absolutely terrify me!

5

Once, I got lost on a mountain when I was younger. I'd been walking there with my family and I went down to the river to get more water. When I returned, I took the wrong path. Luckily, my phone was still working, so I phoned my dad and we managed to meet up - two hours later!

7 Create your poster.

8 Prepare and practise your presentation. Refer to the visuals, and use the tips and Key phrases in the Super skills box.

STEP 4: PRESENT

9 Give your presentation to the class and answer any questions.

10 **Peer review** Listen to the other presentations and answer the questions.

- Which poster(s) do you think explain the person's identity best? Why?
- Which poster(s) do you think have the most creative artwork? Give your reasons.



FINAL REFLECTION

1 The task

Were your mind map and poster well organised and complete?



2 Super skill

Did you use visuals to communicate your ideas in an interesting and attractive way?



3 Language

Did you use new language from this unit? Give examples.



Beyond the task

Is it important to know your own strengths and weaknesses? When is this useful?