

**RICHMOND**

# NOW YOU!




























**Dear Student,**

- Do not write in this book. Do all the exercises in a separate notebook.
- No escribas en este libro. Realiza todos los ejercicios en un cuaderno aparte.
- No has d'escriure en aquest llibre. Fes totes les activitats en una llibreta a part.
- Ez idatzi liburu honetan. Egin ariketa guztiak zure koadernoan.
- Non escribas neste libro. Realiza todos os exercicios nun caderno á parte.

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Unit	Grammar	Vocabulary	Speaking	Listening
<b>1</b> <b>A HEAD FOR BUSINESS</b>  page 10	<b>Verb tense review:</b> present simple, past simple and present perfect <b>Verb tense review:</b> questions 	Skills and strengths Business Jobs	Discussing types of intelligence  <b>Pronunciation</b> /əʊ/	Information about types of intelligence
<b>2</b> <b>THE BIG TIME</b>  page 18	<b>Past perfect:</b> affirmative <b>Past simple and past perfect</b> 	The entertainment industry Inventions Success and failure	Talking about different types of success  <b>Pronunciation</b> /ɒ/	Biographical information
<b>3</b> <b>MYTHS AND LEGENDS</b>  page 28	<b>Past simple and past continuous</b> <b>Direct speech and reported speech</b> 	Storytelling The natural world Myths	Talking about and telling stories  <b>Pronunciation</b> /k/ and /ks/	Myths and legends
<b>4</b> <b>OUR UNIVERSE</b>  page 36	<b>Past perfect:</b> negative and questions <b>Zero, first and second conditional</b> 	The Earth The Universe Space exploration	Talking about the Universe  <b>Pronunciation</b> /u:/ and /ʊ/	Information about space and the planets
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<b>7</b> <b>DIGITAL COMMUNICATION</b>  page 64	<b>The passive voice</b> <b>Modal verbs with the passive voice</b> 	Communication I The internet Academic honesty	Discussing forms of telecommunication  <b>Pronunciation</b> /eɪ/	Information about modern technology
<b>8</b> <b>TECHNOLOGY VS. SOCIETY</b>  page 72	<b>Relative clauses:</b> defining <b>Relative clauses:</b> non-defining 	Communication II Publicity Technological advances	Giving and agreeing or disagreeing with opinions  <b>Pronunciation</b> /ɔ:/ and /ɔɪ/	Facts about issues with modern technology
<b>9</b> <b>CHANGING TIMES</b>  page 82	<b>So and such</b> <b>So with quantifiers</b> <b>So and neither</b> 	Human achievements The 20 <sup>th</sup> century The environment	Talking about historical events  <b>Pronunciation</b> /ɜ:/	Facts about important historical changes

- *Wish* and *If only* with past perfect
- Indirect questions
- Verb patterns

Reading	Writing	Culture and communication	Project
Language in context: Brain power <b>Core values</b> Learner autonomy	An article 📍 <b>Focus on</b> tenses	🎬 Prepare for landing Idioms and expressions for making decisions 👥 <b>Pairwork</b> Discussing images	👤 <b>Entrepreneurs</b> pages 26 - 27 <b>21<sup>st</sup> century skills</b> Leadership <b>Go beyond</b> Business for the future
Language in context: Secrets to success <b>Core values</b> Perseverance	An email 📍 <b>Focus on</b> vocabulary for success	🎬 A winning story Idioms and expressions for success 👥 <b>Pairwork</b> Exchanging information	
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Language in context: Why explore space? <b>Core values</b> Humility	An essay I 📍 <b>Focus on</b> noun phrases	🎬 The pale blue dot Idioms and expressions with planets and stars 👥 <b>Pairwork</b> Completing information	
Language in context: Crop circles <b>Core values</b> Critical awareness	A review 📍 <b>Focus on</b> vocabulary for mystery	🎬 Dragon fire Idioms and expressions about secrets 👥 <b>Pairwork</b> Refuting a story	👤 <b>A mystery</b> pages 62 - 63 <b>21<sup>st</sup> century skills</b> Critical thinking <b>Go beyond</b> Presentation skills
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Language in context: The information and communication revolution <b>Core values</b> Socialising	A list of tips 📍 <b>Focus on</b> language of cause and effect	🎬 Light years ahead Idioms and expressions with technology 👥 <b>Pairwork</b> Discovering information	
Language in context: The price of progress <b>Core values</b> Thinking globally	An essay II 📍 <b>Focus on</b> essay structure	🎬 The greatest generation Idioms and expressions about change 👥 <b>Pairwork</b> Defending ideas	<b>Review</b> <b>Quiz</b>

# WELCOME TO NOW YOU!

Richmond NOW YOU! provides you with all the **tools and support** you need to **take control of your English language learning**. This course will take you from **A1 to B1+** of the Common European Framework of Reference for Languages (CEFR).

## Lessons 1 and 2 • Grammar, vocabulary and listening

- Unit menu** lists what you're going to learn in each unit.
- Lesson focus** on language and skills.
- Vlogs** provide the context for the unit. The optional **Flipped Learning** tasks encourage you to take control of your learning.
- Exercises and activities** give you a variety of ways to practise what you are learning.
- Lesson objectives** tell you the language goal of each lesson.
- NOW YOU!** exercises challenge you to put your knowledge to practical use.

**1 A HEAD FOR BUSINESS**

**1.1 Listening and vocabulary**

**1** Listen and write what your choice in exercise 5 was about.

**2** Copy the table. Listen and complete.

**3** Choose the questions.

**4** Match the departments of a company with the skills you need to work there.

**5** Complete with the verbs in the correct form. Choose the sentence which best applies to you.

**6** NOW YOU! Talk in pairs about a job that would be good for you.

**MY TASKS & ACTIVITIES**

**PROJECT TASK 1** Empowerment

**1.2 Grammar and Listening**

**7** Listen and write notes about why you are famous. Compare your answers in pairs.

**8** Complete the sentences with the correct form of the verbs.

**9** Listen and take notes. Answer the questions. Compare your answers in pairs.

**10** LISTENING TOOLS Use the information on this page to help predict what you are about to hear.

**11** Listen and repeat.

**12** PROJECT TASK 2 Empowerment

- Grammar tables** show the structures with clear examples. The **Grammar reference** at the back of the Student's Book takes a detailed look at form and use.
- Grammar animations** show you how the grammar works in an appealing and visual way.
- Fast finishers** ensure you make the most of your time in class.
- Learning to learn tools** provide you with tips and tricks for more effective learning.
- Pronunciation** exercises help to perfect your spoken English.
- Project tasks** develop and build towards a final presentation over two units.

## Lesson 3 • Reading

- Exercises and activities** provide guidance and focus before reading, while reading and after reading.
- Reading texts** expose you to a variety of styles and genres and show the vocabulary and grammar in context.
- Core values** help you to develop skills for understanding and respecting the people around you.

**1.3 Reading**

**1** REPEAT XQOME

**2** BRAIN POWER

**3** Find the work in the article and write their meanings.

## Learning to learn tools

- 4 Listening tools Speaking tools Reading tools Writing tools Vocabulary tools

# Lesson 4 • Writing

- 1 Focus on** takes a closer look at key language items from the reading and writing texts.
- 2 Model texts** provide you with a framework to use as a reference.
- 3 Did you notice?** highlights useful language you can include in your writing.
- 4 NOW YOU!** Plan, write, check guides you through the process of producing your own text.

# Lesson 5 • Culture and communication

- 1 Culture videos** give you a window on the world from a cultural perspective.
- 2 Idioms and expressions** highlight natural, everyday language and phrases.
- 3 Pairwork** provides communicative tasks to practise the target language in line with CEFR mediation descriptors.
- 4 Unit reviews** help you to revise the language from the unit and practise for external exams.
- 5 Wordlists** help you to revise the main vocabulary from the unit.

# Project

- 1 Recap** looks back at the project tasks you have completed throughout the two units.
- 2 Final task** brings all the project tasks together in a final presentation.
- 3 Useful expressions** provide a list of useful phrases to incorporate into your final presentation.
- 4 21st century skills** shows you how the skills you are developing can be used outside of the classroom.
- 5 Evaluation** helps you to evaluate individual and team performance.
- 6 Go beyond** takes a closer look at an aspect of the project theme.

# Workbook

In **full colour** with extra practice, expanded grammar reference and wordlists. Access to extra **interactive practice** based on real-world situations available with the Workbook.

# 1

# A HEAD FOR BUSINESS

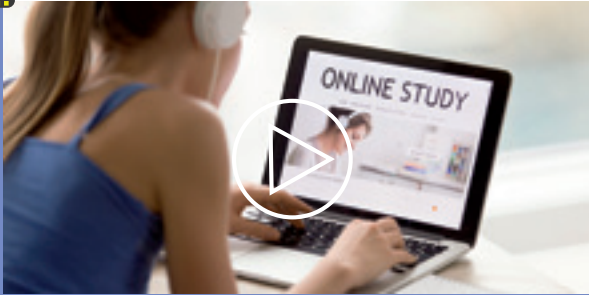
## In unit 1 you will:

- talk about different types of intelligence.
- review the present, past and present perfect tenses.
- review question forms.
- write an article.

## 1.1 Listening and vocabulary



### EMMA'S VLOG: Top tutors



#### Discuss the questions.

- Do you know anyone who has their own business?
- Would you like to be the manager of a company?
- What is the easiest product to sell? Why?

Flipped Learning

### 1 Match the departments of a company with the skills you need to work there.

- Art
  - Finance
  - Human Resources
  - Information Technology
  - Sales and Marketing
- a numeracy and analytical skills  
b communication and negotiation skills  
c empathy and teamwork  
d creativity and passion  
e coding and problem solving

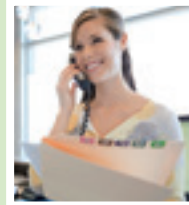
### 2 Decide which company department you would most and least like to work in. Discuss your answers in pairs.

I'd like to work in the Art Department because I'm a creative person. How about you?

I wouldn't like to work in the Finance Department because I don't like maths.

### 3 Copy the table. Listen and complete.

#### Nominations for Employee of the Year



Name	Jana Fisher
Occupation	1...
Two important achievements this year	Resolved a difficult conflict. 2...



Name	Sam Vitelli
Occupation	Accountant
Two important achievements this year	3... 4...



Name	5...
Occupation	6...
Two important achievements this year	7... Increased hits on homepage by 50%.

#### VOCABULARY TOOLS

When you write new words in your notebook, try using diagrams or lists to categorise the words.

### 4 In pairs, decide what the words mean. Say which words you think describe you.

- active creative enthusiastic meticulous  
resourceful sociable systematic  
talkative thoughtful

**FAST FINISHERS** Choose an employee of the year and write why they deserve to win.

VERB TENSE REVIEW

Present simple	Past simple	Present perfect
Use it to express permanent situations, routines and facts. <i>She always seems to be available.</i> Use it with time expressions such as <i>usually, sometimes, always, every day.</i>	Use it to express actions that started and ended in the past. <i>He started working here last year.</i> Use it with time expressions such as <i>yesterday, some time ago, last week, before, in the past.</i>	Use it to express actions that occurred at an unspecified point of time in the past or situations that continue to the present. <i>She has won two awards.</i> <i>They have all been at the company for over a year.</i> Use it with time expressions such as <i>for a year, since 1997, already, yet, always, never.</i>

Grammar reference page 107

5 Complete with the verbs in the correct tense. Choose the sentence which best applies to you.

design draw go make organise  
paint persuade plan prefer solve  
think write

MY TASKS & ACTIVITIES

- Yesterday,
  - I ... my activities for the week.
  - I ... an entry in my diary.
  - I ... calculations on how to spend my money.
  - I ... something in vivid colours.
- Usually when I study,
  - I ... being on my own to being with others.
  - I ... over the notes I took in class.
  - I ... information in charts or mind maps.
  - I ... pictures and doodles to decorate my notebooks.
- This month,
  - I ... about things that I need to improve.
  - I ... someone to do something I wanted.
  - I ... some crosswords and puzzles.
  - I ... something original on the computer.

6 Listen and write what your choices in exercise 5 say about you.

SPEAKING TOOLS

Use new vocabulary in simple, familiar structures, so you feel confident and sound more natural when you speak.

7 NOW YOU! Talk in pairs about a job that would be good for you.

Well, I could be a designer. I mean, I'm imaginative and creative.

I think I could be a manager. I guess I'm pretty sociable and I think strategically.



PROJECT TASK 1 Entrepreneurs

- Get into groups of four. You are going to create a company and offer a product or service to your class.
- Choose a role for each person. Who is going to be the manager? Is there going to be a designer? What about an accountant?
- Each person should write two lists: 1) the qualities and skills they can bring to their role, and 2) their responsibilities.

→ Workbook page 20

## 1.2 Grammar and listening

- 1 Listen and make notes about why the people are famous. Compare your answers in pairs.



Bill Gates



COCO CHANEL



DAN WIEDEN

- 2 Complete the questions with the verb in the correct tense. Listen again and check. Then answer the questions.

- 1 What ... Bill Gates ... **(do)** now?
- 2 How long ... he ... **(have)** the charity?
- 3 How ... Chanel's designs ... **(change)** fashion?
- 4 What ... the Nike slogan ... **(represent)**?
- 5 ... Wieden ... **(create)** any other famous slogans?

### VERB TENSE REVIEW: QUESTIONS

	Present simple	Past simple	Present perfect
Yes/No questions	Does Gates own a company?	Did Chanel create the logo?	Have Wieden and his team <b>written</b> any other famous slogans?
Wh-questions	What <b>do</b> graphic designers do?	When <b>did</b> Chanel launch her company?	What <b>has</b> Gates <b>done</b> through his charity?

Grammar reference page 107

- 3 Complete the text with the correct form of the verbs.

be come earn get grow love  
make need realise see start  
work (x2) write



**Adam:** This week on *Bright Ideas* we're talking to Serena Tisdale. Serena's blog <sup>1</sup>... her a millionaire at the age of 20. Serena, what's your secret?

**Serena:** Well, I <sup>2</sup>... writing since I <sup>3</sup>... a teenager. At school, I <sup>4</sup>... for the school newsletter and then I <sup>5</sup>... a job at a local newspaper. I think you <sup>6</sup>... to be passionate about what you do.

**Adam:** And how did you <sup>7</sup>... up with the idea of a blog?

**Serena:** I <sup>8</sup>... that fewer and fewer people were reading printed newspapers, so I <sup>9</sup>... a market for quality online news. When I <sup>10</sup>... the blog, it was just me. Since then, the company <sup>11</sup>... to over 30 employees.

**Adam:** It seems like you <sup>12</sup>... really hard to get where you are.

**Serena:** You won't be successful if you don't <sup>13</sup>... for it!

**Adam:** Well, you certainly <sup>14</sup>... your success!

**FAST FINISHERS** Write about what type of job you would like to do in the future.



4 Listen and take notes. Answer the questions. Compare your answers in pairs.

- 1 What makes a product successful?
- 2 What are the characteristics of a successful logo?
- 3 What is important to keep in mind when creating a slogan?

**LISTENING TOOLS**

Use the information on the page to help you predict what you are about to hear.



5 Listen and complete the tables.



Service	1...
Logo / Slogan	2...
What have they done?	<ul style="list-style-type: none"> <li>• created teams for collecting donations</li> <li>• made a proposal to the head teacher</li> </ul>

Service	3...
Logo / Slogan	Logo: a smiling computer
What have they done?	4... 5...



Service	Selling party supplies
Logo / Slogan	6...
What have they done?	7... 8...

6 In pairs, read the sentences and say if they describe a logo, a slogan or both.

- 1 It has a shape that the brain recognises easily.
- 2 It is catchy.
- 3 It is a simple and direct statement.
- 4 It should have contrasting colours.
- 5 It expresses company identity.

**Pronunciation:** /əʊ/



7 Listen and repeat.

/əʊ/ both, logo, no, only, show, slogan

8 In pairs, decide which words have the /əʊ/ sound. Listen and check.

- |         |        |         |          |
|---------|--------|---------|----------|
| 1 south | 3 open | 5 most  | 7 should |
| 2 note  | 4 wood | 6 hello | 8 also   |

9 **NOW YOU!** Copy the table and write the questions. Interview your classmates.

Find someone who...

	Question	Name	Details
1	has created a logo or slogan.	...	...
2	has come up with a creative idea recently.	...	...
3	provides a service or does charity work.	...	...
4	knows someone who runs their own business.	...	...

**PROJECT TASK 2 Entrepreneurs**

- Choose the product (e.g. food, clothing, technology) or service (e.g. teaching, designing, consulting) that your company is going to offer.
- Create a logo and a slogan for your company. Remember to think about who your target market is.

→ Workbook page 20

1 In pairs, solve the problems. Check your answers at the bottom of the next page.

1 What sentences do these represent?

**a**

**ME REPEAT**

**b**

**X QQ ME**

**c**

**STAND**

---

**I DON'T**

- 2 The day before yesterday I was 11 and next year I will be 14. How is this possible?
- 3 There are two different images inside this picture. What can you see?



**READING TOOLS**



When you read, think about how the information is relevant to you. You're more likely to keep interested and remember useful vocabulary.

2 Read the article. Write which type of intelligence each question in exercise 1 tests.

3 In pairs, compare your answers. Do you think you have the same strengths and weaknesses?

4 Read again and decide if the sentences are true or false. Correct the false ones.

- 1 Nerve connections determine the way we learn.
- 2 We strengthen nerve connections until we're adults. Then we lose the ones we don't need.
- 3 Our brains can adapt to compensate for when parts of them are damaged.
- 4 Howard Gardner has developed eight different intelligences.
- 5 Knowing the intelligences you're strong in can help you in your studies and working life.

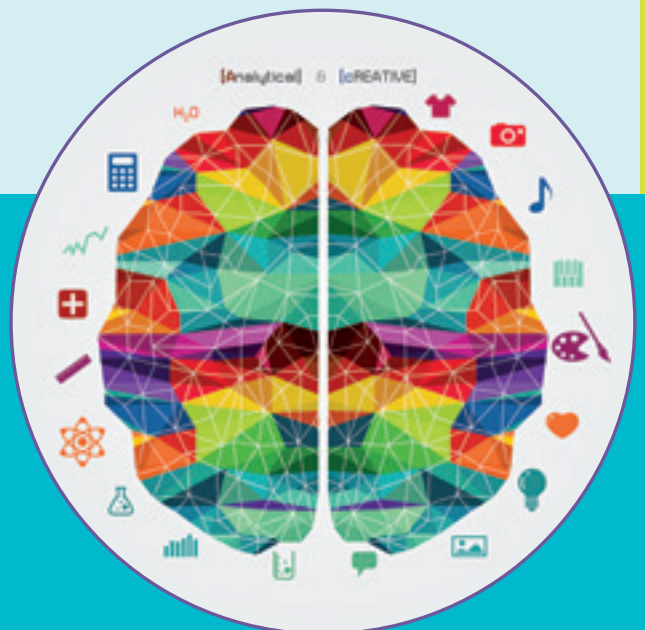
# ⚡ BRAIN POWER ⚡

Our brains are truly amazing. Although the average human brain only weighs about 1.5kg, it contains about 86 billion nerve cells called 'neurons', and each of these create trillions of connections, forming a mass that will process all of our life experiences.

From when we're born until we're in our 20s, these connections continue developing. Not only that, but each person develops unique combinations of connections. Some connections become stronger, and we abandon others. This process is essential to our ability to learn.

Our brains are very adaptable and continue adapting throughout our lives. This is called 'brain plasticity'. Plasticity makes some brain regions bigger than others, specifically the regions that control what we do most. For example, the region that controls the right leg for a right-footed football player will be larger than the region that controls his or her left leg. This plasticity can also help our brains deal with injury. If one region of the brain is damaged, another region can assume its function.

This means that all of our brains work differently, and that there are various kinds of intelligence. Psychologist Howard Gardner has identified eight intelligences the brain can develop.





**INTELLIGENCE MEANS YOU...**



**Bodily-kinaesthetic** control your body or hands well and can use movement to help memory



**Interpersonal** communicate well and empathise with other people's feelings and experiences



**Intrapersonal** understand yourself and can predict your reactions and emotions



**Verbal-linguistic** are good at reading, writing, telling stories and learning languages



**Logical-mathematical** can understand numbers and systems, and use logical reasoning



**Musical** are sensitive to patterns, rhythms or sounds and can create or compose music



**Naturalistic** understand and relate to the natural world and your surroundings



**Visual-spatial** have good spatial judgement and can visualise things in your mind

You can probably identify which intelligences you are strong in, and which you are weaker in. Knowing your strengths and weakness can help you develop personalised learning strategies, as well as identify jobs you could be good at. Recognising your own unique range of skills can help to build your self-esteem, too. Also, because of brain plasticity, you can develop the intelligences you are weaker in. That is what many successful people have done. Play to your strengths and work on your weaknesses!

**5 Find the words in the article and write their meanings.**

- 1 average
- 2 neurons
- 3 brain plasticity
- 4 region
- 5 intrapersonal intelligence

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

- 1 What do you understand by the last sentence?
- 2 Match the study techniques to the multiple intelligences. Which techniques suit you best?
  - drawing up mind maps
  - listening to music while you study
  - listening to a friend explain the topic
- 3 Which intelligences do you think you need for these jobs? Which job appeals to you most?
  - architect
  - firefighter
  - marine biologist
  - newspaper editor
  - radio DJ

**CORE VALUES Learner autonomy**

**7 In groups of three, read the tips below and add three more.**

- English language study tips
- listen to music in English
  - watch films in English
  - read in English
  - review your notes regularly

**8 In your group, say if you follow the tips from exercise 7. Which do you think is the most useful?**

- 1 a Repeat after me. b Excuse me. c I don't understand.
- 2 Your birthday is Dec 31<sup>st</sup>, today is Jan 1<sup>st</sup>, you're 12.
- 3 It's either two faces or a half-eaten apple.

**FAST FINISHERS** Write about how you can use your strengths to help you learn English.

## An article about a product

### Focus on tenses

1 Complete the sentences. In pairs, discuss what tenses are used in each.

cocoa electric cars jeans PC penicillin

- 40 years ago, hardly anyone had a ...  
Now, 3 billion people use one every day.
- Before ... was discovered, people sometimes died of very simple infections.
- Since Levi Strauss patented ... in 1873, they have become extremely popular.
- Although ... originated in the Americas, Africa has become the world's leading producer.
- Fuel cell vehicles use gas, but motors in ... have rechargeable batteries.

2 Read the text and write two interesting things you did not know before.

### Trainers

They are known as 'sneakers' in the USA and 'trainers' in Great Britain, and they have become a multibillion-dollar industry.

Trainers were first designed in the UK in the late 19<sup>th</sup> century, in response to demand for comfortable footwear for holidays. Later, people started using them for sports, which is where they got their British name, 'trainers'.

Sports endorsements have helped increase their popularity; Chuck Taylor endorsed Converse and Michael Jordan endorsed Nike. But recently, endorsements by singers and rappers have made a big difference in sales.

So, you may think you chose your trainers because they're comfortable and cool. But you might be responding to endorsements and marketing forces that you're not even aware of.

### Did you notice?

3 Match the paragraphs with their content.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

- A link to the present and the personal.
- Origin and early history.
- Introduction to product and general information.
- Recent developments.

### NOW YOU!

→ Workbook page 10

4 **PLAN** Look at the plan for an article on mobile phones. In pairs, answer the questions in brackets. Use your answers to write a more complete plan.

#### Mobile phones

##### Introduction

- revolutionised the way we communicate (how?)

##### Body paragraphs

- origins of wireless phone (when? where? who?)  
- technological changes and more varied uses (what changes? what uses?)

##### Conclusion

- more changes to come in the future, but mobile is here to stay (what changes do you think?)

### WRITING TOOLS

If you plan your paragraphs before you start, you can focus more on the language when you write.

5 **WRITE** Use your plan to write an article on mobile phones or choose another product.

6 **CHECK** Check that your article includes everything in your plan. Check for spelling and grammar mistakes.

### PROJECT TASK 3 Entrepreneurs

- You are going to write short texts to promote your product or service. You will include these in a leaflet about your company later.
- In your team, decide what you would like to write about, e.g. product description, origins of the idea, information about your team, etc.
- Use a mind map to help you.

→ Workbook page 20



**Prepare for landing**



**Discuss the questions.**

- 1 What do you think makes a person successful?
- 2 Which is more important, happiness or money? Why?
- 3 Is it easy to decide what job you would like to do?
- 4 Would you prefer to work indoors or outdoors? Why?

**1 Listen, order the pictures and make notes.**



**2 Answer the questions in pairs. Listen again and check.**

- 1 What are the two options that Sarah has?
- 2 Why is Paul's decision difficult?
- 3 Why can't Bruce decide what's best?
- 4 What is Liz's problem?

**3 In pairs, say what you think each person should do.**

I think Sarah should...

**4 Complete the sentences with the verbs in the correct form.**

be choose decide go have tell

- 1 I ... to a nature summer camp last summer.
- 2 Why is it so hard to ...?
- 3 I've ... this kind of problem before.
- 4 Why did we ... money over helping people?
- 5 It ... a boy in a different class.
- 6 Do I ... the teacher?

**Idioms and expressions**

**5 Match the expressions you heard with their meanings.**

- |                    |                   |
|--------------------|-------------------|
| 1 I'll sleep on it | 3 the jury is out |
| 2 on the fence     | 4 be in two minds |

- a When you delay making a decision so you have time to think about it.
- b When you can't decide between two options.
- c When no decision has been made yet.
- d When you have difficulty deciding what to do.

**6 NOW YOU! Discuss the questions in pairs.**

- Do you prefer to make a decision quickly, or sleep on it?
- When you watch a debate, do you pick a side or sit on the fence?
- Have you decided what you want to do after high school, or is the jury still out?
- When you're in two minds about something, what helps you make a decision?



**PAIRWORK**

Student A: go to page 99  
Student B: go to page 103

Unit 1 Review • page 90

Wordlist • pages 117–120

# 2 THE BIG TIME

## In unit 2 you will:

- talk about different types of success.
- review the past perfect tense.
- practise using the past perfect and past simple tenses.
- write an email.

## 2.1 Vocabulary and listening

### ▶ ROBERT'S VLOG: The 20-second rule



#### 🗨️ Discuss the questions.

- 1 What does success mean to you?
- 2 Do successful people waste less time than other people?
- 3 Think of someone who is very successful. What are they like?

Flipped Learning

- 1 🗨️ In pairs, say what you know about the Walt Disney Company.
- 2 🗨️ Use the words to complete the text. Listen and check.

achievements amusement bankrupt business  
empire fired imaginative successful

## DREAMS CAN COME TRUE

Walt Disney had 1... ideas from a very young age. By the time he died in 1966, he had created a multimillion-dollar business 2..., made countless films, and built the world's most 3... theme park.



Disney's success didn't come easily.

He experienced lots of failure. He was 4... from his job at a Kansas newspaper in 1919; they said that he wasn't 5... enough! In 1922, he started Laugh-O-gram Studio; it went 6... in one year.

His failures are not well known, but we all know about Walt Disney's 7... He created Mickey Mouse in 1928. Before he produced *Snow White and the Seven Dwarfs* in 1937, there had never been a full-length, hand-drawn animated feature film.

A friend remembered him standing outside an 8... park in Kansas as a child and saying, 'I'm going to have a park like this one day'. Disneyland opened in 1955 and after two months, it had already received over one million visitors! In 1971, some years after Walt died, his brother Roy opened the Magic Kingdom.

🔗 **FAST FINISHERS** Write a paragraph about your favourite Disney film or character.

## PAST PERFECT: AFFIRMATIVE

Use the **past perfect** to show that an action happened before another action in the past.

Walt Disney **had built** a multimillion-dollar business empire before his death in 1966.

- He built the empire. Then he died.

By the time he opened Disneyland, many people **had seen** his films.

- People saw the films. Then he opened Disneyland.

Use time expressions like *by then*, *by the time*, *before that*, *already*.

Grammar reference page 108



## 3 Order the events from Walt Disney's life.

- Produced *Snow White and the Seven Dwarfs*.
- Fired from Kansas newspaper.
- Died.
- Laugh-O-Gram Studio went bankrupt.
- Created Mickey Mouse.
- Opened Disneyland.

## 4 Read the text again and complete the sentences.

- By the time he opened Disneyland, ...
- Before he created Mickey Mouse, ...
- By 1966, ...
- Before he opened the Laugh-O-Gram Studio, ...

## SPEAKING TOOLS

To help memorise grammar structures, repeat the same structure with different vocabulary.

5 NOW YOU! In pairs, use the information about *The Lion King* to make sentences.

Production had begun by 1991.



## PROJECT TASK 4 Entrepreneurs

- Together, decide on your company values, goals and vision for the future.
- Think about existing companies that are similar to yours. Research their mission statements and write one for your own company. You will include this in your leaflet later.

→ Workbook page 21

## 2.2 Listening and grammar

### LISTENING TOOLS



When you are listening for specific information, think about the key words you can expect to hear for that topic.

#### 1 Listen and choose the correct option. Compare your answers in pairs.

- Jennifer Lopez started companies that sell
  - clothes and perfumes.
  - clothes, perfumes and foundation.
- In 2001, Jennifer Lopez became the first person to
  - have a leading role and release an album in the same week.
  - have a number one album and film in the same week.
- J.R.R. Tolkien was
  - a soldier in the First World War.
  - a code breaker in the First World War.
- J.R.R. Tolkien finished his book *The Hobbit*
  - in 1930.
  - in 1932.
- ESPN named Michael Jordan
  - one of the top 50 North American athletes of the 20<sup>th</sup> century.
  - the number one North American athlete of the 20<sup>th</sup> century.
- The Blue House was Frida Kahlo's home in
  - the USA.
  - Mexico.

#### 2 In groups of three, decide if the sentences are true or false. Listen again and check.

- Jennifer Lopez was named the richest celebrity in the world in 2012.
- J.R.R. Tolkien wrote poetry as well as *The Lord of the Rings*.
- Michael Jordan is 2.5 metres tall.
- Frida Kahlo's most famous paintings are self-portraits.

### Pronunciation: /ɒ/

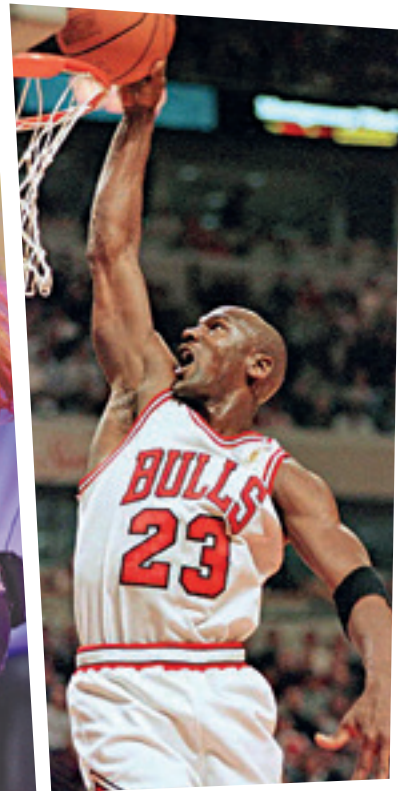


#### 3 Listen and repeat.

/ɒ/ from, hobbit, restaurant, stop, want, watch

#### 4 In pairs, decide which words have the /ɒ/ sound. Listen and check.

- |         |        |        |           |
|---------|--------|--------|-----------|
| 1 found | 3 what | 5 on   | 7 focus   |
| 2 out   | 4 job  | 6 book | 8 problem |



#### 5 NOW YOU! In pairs, say which of the people on this page you admire the most and why.

**FAST FINISHERS** Write about the achievements of someone else you admire.



## PAST SIMPLE AND PAST PERFECT

Use the **past simple** to talk about an event or a chain of events that finished in the past.

Bubble wrap **didn't become** successful until IBM **used** it to package a computer.

Use the **past perfect** with the **past simple** to show that an action happened before another action in the past.

Manuel Jalón Corominas **had already** invented the mop but Joy Mangano **improved** the design.

Grammar reference page 108

6  Read and choose the correct option. Listen and check.

Marc Chavannes and Al Fielding <sup>1</sup> **created** / **had created** bubble wrap in 1957. They <sup>2</sup> **designed** / **had designed** it as a new style of textured wallpaper, but it was a complete commercial disaster. Following that, they <sup>3</sup> **tried** / **had tried** to sell the bubble wrap as insulation for homes. But that was as unpopular as the wallpaper idea <sup>4</sup> **was** / **had been**. In 1960, IBM <sup>5</sup> **decided** / **had decided** to use it to package their new computers for transport. Finally, after three years and several business failures, bubble wrap <sup>6</sup> **became** / **had become** a hit!



7 Read and connect the sentences with the words in brackets. Use the past simple and the past perfect.



*Dragon's Den* is a reality TV programme in which people present business ideas to successful entrepreneurs and ask them to invest money. In 2006, Rob Law presented a product he had designed: a suitcase that small children can sit on called the 'Trunki'. The entrepreneurs told him that his idea wasn't good – but they had made a huge mistake! By 2016, Law's company had sold millions of pounds' worth of Trunkis. Recently, however, he discovered that a copycat company had made a very similar product to his.

- 1 He presented the product on TV. He designed the product. (before)  
*He had designed the product before he presented it on TV.*
- 2 He became successful.  
The investors made a mistake. (so it was clear)
- 3 By 2016 he was rich.  
He sold a lot of Trunkis. (because)
- 4 He found out.  
A company copied his idea. (that)



8  **NOW YOU!** In pairs, say which of the two stories on this page interested you the most and why.

PROJECT TASK 5 Entrepreneurs

- Research a business that inspires you. Find information about the people who run the company and work there.
- Write about the people who run the business and why it inspires you. You will include this information in the leaflet about your company later.

→ Workbook page 21

## 2.3 Reading

- 1  Choose one of the people in this unit and, in pairs, write a list of the characteristics you think make them successful.
- 2  Read the article. Does it mention the same characteristics that you wrote?

### READING TOOLS



Inventing paragraph headings gives you a better understanding of the overall text and helps you to focus on details.

- 3 Match the headings with the paragraphs.

Failure and perseverance


Successful people set goals

The self-help generation

Stay focused

- 4 Read the text again and answer the questions.

- 1 What subjects do books on success usually focus on?
- 2 What does the study mentioned in paragraph 2 show?
- 3 Why do some people fail to achieve their goals?
- 4 What is 'grit'?
- 5 What sentences in paragraph 4 answer the question at the end of paragraph 3?

- 5  Copy and complete the table with key words from the text. Listen and repeat.

Verb	Noun	Adjective(s)
...	achievement	achievable
distract	distraction	...
fail	...	failed, failing
...	focus	focused
	...	intelligent
motivate	motivation	...
	passion	...
persevere	...	persevering
...	success	...

# Secrets to SUCCESS

1...

Every year, hundreds of books are published on the subject of success and self-help. Most of these books focus on money, but some also discuss how to be good at school, sports, relationships, happiness and life in general. And regardless of what you want to succeed in, the characteristics and tools you will need are often the same. So, what are the secrets to success?

2...

Success means something different to everyone. It's not enough to say you want to be richer or happier; you need to set specific goals. A study at Harvard Business School asked graduates of the class of 1979 how many had written out goals for their future and outlined a plan to achieve them. They found that only 13% had written down their goals and only 3% had a specific plan. Ten years later, the 13% were earning twice as much money as those who had no written goals, and the 3% were earning ten times as much!





3...

Once you know your goals and have a plan to achieve them, you have to carry out the plan. This is the hard part. Many people start out with the best intentions, but get distracted or lose heart. Setting realistic goals and choosing something you are passionate about helps. But even then, there will be times when you will fail or where it all starts to seem too much. Psychologist Angela Duckworth has identified a common factor in successful people. She calls it 'grit'. She defines grit as 'perseverance and passion for long-term goals'. Her findings suggest that this is more important for success than intelligence. Some people, it seems, are born with it, but what should the rest of us do?


4...

The key seems to be to develop good habits. Remind yourself of your goals regularly and stay focused. When you fail or encounter an obstacle, think about what you can learn from the situation. Don't let problems or comparing yourself with others demotivate you. And remember to appreciate how much progress you've already made. It can be hard to stay motivated, but it's very important. As Confucius once said, 'It does not matter how slowly you go, as long as you do not stop.'

## CORE VALUES Perseverance

- 6  In pairs, decide whether these goals are specific or not.
- make a million euros by the time I'm 30
  - buy a really nice house
  - get better at maths
  - improve my marks in English by 10%
  - form a rock band
- 7 Think of a personal goal that motivates you and write a plan to achieve it in four or five steps.
- 8  In pairs, look at each other's plans. Can you think of ways to improve them?



 **FAST FINISHERS** Write definitions for three words from exercise 5.

## An email to a career counsellor

## 📍 Focus on vocabulary for success

## 1 Complete the quotes.

achieve    effective    failure    focused    goals  
improvement    plan

- 1 Stay ..., go after your dreams and keep moving toward your ... *LL Cool J*
- 2 With hard work and effort, you can ... anything. *Antoine Griezmann*
- 3 Just because you make a good ..., doesn't mean that's what's going to happen. *Taylor Swift*
- 4 The most ... way to do it is to do it. *Amelia Earhart*
- 5 ... is only a stepping stone to ... *Tony Jaa*

## 2 🗉 Read the emails. In pairs, decide what the purpose of each email is.

To: all students      From: Mr Harrison

Dear students,  
I'd like you all to write me an email outlining what your main goals are for this year, and setting out a brief plan for how you intend to achieve them. Below is an example of something a student sent me last year.  
Regards,  
Mr Harrison

---

Dear Mr Harrison,  
Here are my goals and my plan, as you requested.  
My goal is to become a better reader. I like reading, but I know I read more slowly than my classmates. I've counted how fast I read, and it's about 150 to 200 words a minute. I'd like to increase that to 250 words a minute by the end of the year.  
My plan involves two strategies. The first is to read a book every two weeks and an online article every day. For some of my friends that's not much, but it's more than I read now. The second is to spend ten minutes a week on a speed-reading app that counts your words and helps you improve.  
So that's my plan. I look forward to hearing your feedback.  
Thanks again,  
Sarah

## 🔍 Did you notice?

3 Write the purpose of each of the three paragraphs in the second email.

4 Look at the emails again and find formal ways of expressing the following sentences.

- 1 Bye!
- 2 Hi Mr Harrison
- 3 like you asked
- 4 Can't wait to hear what you've got to say.



## ✍️ NOW YOU!

→ Workbook page 18

5 **PLAN** Plan an email to Mr Harrison. Write what you are going to include in each paragraph.

Ideas

- Introduction: ...
- My plan: ...
- My goal: ...
- Sign off: ...

**WRITING TOOLS**

There are many common set expressions we use in emails. Keep a list of them to use when you need.

6 **WRITE** Use your plan to write your email. Remember to copy useful phrases from the model.

7 **CHECK** Read your email and check that it follows your plan. Check you have copied the useful phrases correctly.

**PROJECT TASK 6** Entrepreneurs

- Create a leaflet about your company and product/service. Include the information that you have created in **tasks 1–5**.
- Include a drawing of the product/service and the price.
- Add pictures of the people in the team and write their responsibilities and skills.
- Next, do the final task on page 26.

→ Workbook page 21



A winning story



Discuss the questions.

- 1 Are some people born to be successful?
- 2 Have you got a talent you would like to develop?
- 3 Do people usually fail before they become successful?
- 4 Can people become successful without hard work?

1 Listen and take notes. Then complete the sentences.



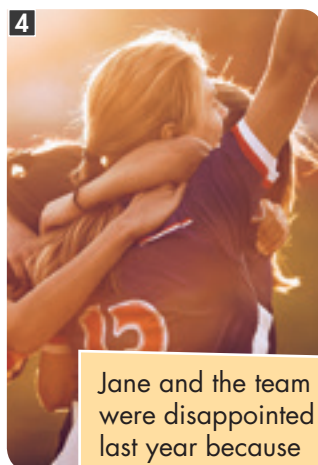
Before the audition, Oliver had ...



Laura felt good about her results; she had ...



As soon as Terry took the photo, he knew he had ...



Jane and the team were disappointed last year because their team had ...

2 Read and choose the correct option. Listen again and check.

- 1 Oliver
  - a rehearsed for 3 hours before the audition.
  - b rehearsed a lot until the day of the audition.
  - c felt sick before he walked onto the stage.
- 2 Laura
  - a worked hard and finally passed.
  - b passed her previous exams.
  - c had always been good at computers.
- 3 Terry
  - a didn't like taking photos.
  - b had taken an award-winning photo before.
  - c knew he had won the competition.
- 4 Jane
  - a didn't play in the semi-final.
  - b has lost a lot of matches.
  - c had always been the best player in the team.

Idioms and expressions

3 Match the expressions you heard with their meanings.

- 1 be in the bag
  - 2 pass with flying colours
  - 3 go to the dogs
  - 4 fall at the first hurdle
- a be less successful than in the past.
  - b fail at the beginning of a task.
  - c succeed easily in an exam.
  - d be almost certain to achieve something.

4 NOW YOU! Discuss the questions in pairs.

- Is it easy to complete a task after you have fallen at the first hurdle?
- Have you ever been a fan of a team that went to the dogs?
- When you take exams, do you usually pass with flying colours?
- Have you been sure that something was in the bag, and then failed?



PAIRWORK

- Student A: go to page 99
- Student B: go to page 103

Unit 2 Review • page 91

Wordlist • pages 117–120



# PROJECT: Entrepreneurs

## RECAP

- In this project, you have created a company and identified a product or a service you would like to offer. You also produced a leaflet to tell others about what your company does.
- In **units 1 and 2**, you talked about different definitions of intelligence and success. You reviewed the use of different verb tenses and learnt about slogans and logos. You also wrote an article about a product and learnt about success and failure.
- Now you are ready to present your business idea!

### TASK 1

Identify your roles and responsibilities.

### TASK 2

Decide on your product or service and create a logo and slogan.

### TASK 3

Write texts to include in a leaflet about your company.

### TASK 4

Identify your values, goals and vision for the future, then write a mission statement.

### TASK 5

Write about a company, the people who run it and why it inspires you.

### TASK 6

Create a leaflet to tell others about your company.

## FINAL TASK: Present your business

- You are going to participate in an entrepreneurship fair and present your company and your product or service to the class.
- Decide which parts of the leaflet each person in the team will present.
- Prepare and practise your presentation; it should be a maximum of five minutes long.
- After your presentation, the students in your class will ask you questions. Decide who will answer the questions.
- When everyone in the class has presented their company, share your opinions. Vote to decide together which business is the most likely to succeed, the most interesting, and the most unusual.

### USEFUL EXPRESSIONS

- Our business is about...
- The best thing about our product/service is...
- Our goal is to...
- We aim to...
- Our five-year plan is...



### 21<sup>ST</sup> CENTURY SKILLS

#### Leadership

Today, being a good leader is all about people skills. In the past, knowledge was more important.

An effective leader knows how to communicate ideas and motivate people. They are also good at listening and they understand their team's strengths and weaknesses.

Successful leaders also know how and when to delegate. They don't try to do everything themselves.

## GO BEYOND

## BUSINESS FOR THE FUTURE



It doesn't take more than a few minutes on the internet to find a growing number of companies, websites and podcasts aimed at 'Teenpreneurs'. More and more teenagers are interested in business, humanitarian work, environmental protection and social justice. They have a lot to offer the world of business, with their positive view of the future, open minds and awareness of the needs of the next generation.


SAGE (Students for the Advancement of Global Entrepreneurship) is an organisation that aims at empowering youngsters to create civic-minded companies, clubs or businesses. As one of its activities, SAGE promotes National Entrepreneurship Tournaments where students compete to represent their country at the annual SAGE World Cup.

In this competition, judges evaluate aspects such as students' entrepreneurship, community outreach, social responsibility and environmental sustainability. After a presentation, the students have an interview with the judges.

By learning how to plan and manage a business, students learn real-world skills, take responsibility for their futures and develop potential for the business world.



**EVALUATION**

 Answer the questions in your team.

- 1 What have been the positive and negative aspects of creating the business?
- 2 How could you have prevented the negative aspects?
- 3 What have you learnt from the experience?
- 4 Could you make your project a reality?

 Answer the questions in pairs.

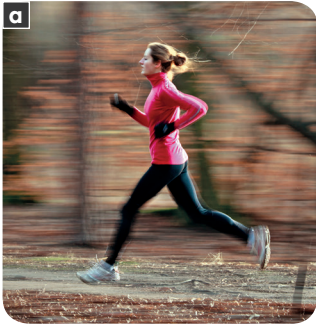
- 1 Would you like to take part in the SAGE World Cup?
- 2 How can creating a business help you to grow as an individual?
- 3 What companies do you admire? Say why.
- 4 Do you think that teenpreneurs can change the world?



## Unit 1 • Student A

- 1 You and your partner work for a shoe company called Lee Davis and you have asked an advertising company to come up with a poster to sell a new pair of trainers called 'Sprintz'. You have told them the trainers are inexpensive and that you want to brand them as sporty, cool and mainly for the 15–25 age bracket.

The company has sent you these photos as ideas for the poster. Take it in turns to describe them and guess which one each of you is describing. Then decide on which one you like best for your poster and think of a slogan to put on it.

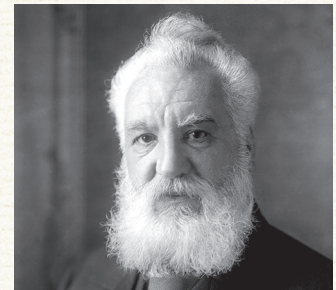


## Unit 2 • Student A

- 1 Read the paragraph about Alexander Graham Bell and try to figure out the meaning of any vocabulary you do not understand. Then ask your partner questions to find out the missing information.
- 2 Read the paragraph about Albert Einstein. Answer your partner's questions about the information they are missing.
- 3 Together, discuss the vocabulary you did not understand and help each other with any remaining doubts.

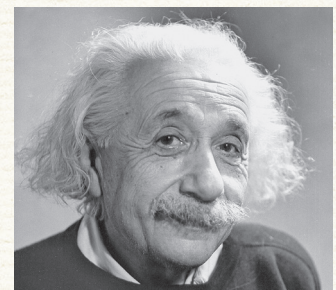
### Alexander Graham Bell's successful and failed inventions

Alexander Graham Bell was a famous scientist and inventor. He wanted to improve the telegraph, and as a result he came up with <sup>1...</sup>, which revolutionised the world of telecommunications. Another well-received invention was the <sup>2...</sup>, a boat that sits on stilts above the surface of the water. Versions of it are still popular today. But not all of his inventions were so successful. His efforts to develop a <sup>3...</sup> were fruitless. He was very interested in <sup>4...</sup>, but his ideas for building them never quite took off.



### Einstein's successes and failures

Albert Einstein is probably the best-known physicist of all time. Although he is considered a genius, he also tasted failure. When he was a child, his parents thought he wasn't very clever. Einstein gave no indication that he would turn out to be one of the most brilliant scientists in the world. He even failed his entrance exam for the Zurich Polytechnic School. Years later, while working in a patent office, he published *Annus Mirabilis*, which set the foundations of modern physics. He went on to propose the theory of relativity and changed our understanding of the world around us forever.





## Unit 1 • Student B

1 You and your partner work for a shoe company called Lee Davis and you have asked an advertising company to come up with a poster to sell a new pair of trainers called 'Sprintz'. You have told them the trainers are inexpensive and that you want to brand them as sporty, cool and mainly for the 15–25 age bracket.

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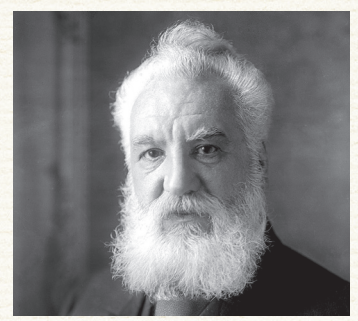


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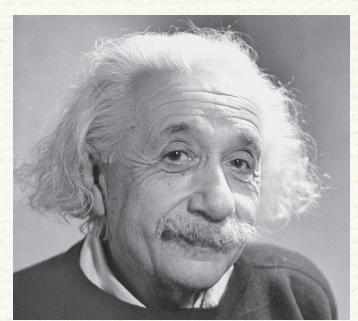
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Do all exercises in your notebook

## Verb tense review



## PRESENT SIMPLE

Use it to express permanent situations, routines and facts.  
*She always **seems** to be available.*  
 Use it with time expressions such as *usually, sometimes, always, every day.*

## PAST SIMPLE

Use it to express actions that started and ended in the past.  
*He **started** working here last year.*  
 Use it with time expressions such as *yesterday, some time ago, last week, before, in the past.*

## PRESENT PERFECT

Use it to express actions that occurred at an unspecified point of time in the past or situations that continue to the present.  
*She **has won** two awards.*  
*They **have all been** at the company for over a year.*  
 Use it with time expressions such as *for a year, since 1997, already, yet, always, never.*

Remember that we always add an **-s** to regular verbs expressed in the third person singular in the present simple.

I **like** spending time with my friends.

You **like** watching movies in the evening.

BUT She **likes** going to bed late on Fridays.

Remember that we use the past simple, not the present perfect, when we talk about events that have already finished, even if we are talking about very recent events. For example:

**Did you enjoy** the yoga class this morning?

Yes, I **loved** it!

NOT Yes, I **have loved** it!

## Verb tense review: questions



## PRESENT SIMPLE QUESTIONS

Yes/No questions

**Does** Gates own a company?

Wh- questions

What **do** graphic designers do?

**Do/Does + subject + infinitive**

**Do you have** a minute to talk?

**Does London sound** like a nice place to live?

**Wh- question word + do/does + subject + infinitive**

**Why do dogs bark?**

We can use the auxiliary verbs **have** and **be** in the same way as **do**. Present simple questions with **be** do not need a main verb.

**Where are you?**

## PAST SIMPLE QUESTIONS

Yes/No questions

**Did** Chanel create the logo?

Wh- questions

When **did** Chanel launch her company?

**Did + subject + infinitive**

**Did you find** the money?

**Wh- question word + did + subject + infinitive**

**When did they buy** their tickets?

## PRESENT PERFECT QUESTIONS

Yes/No questions

**Have** Wieden and his team **written** any other famous slogans?

Wh- questions

What **has** Gates **done** through his charity?

**Have/Has + subject + past participle**

**Have you started** your homework yet?

**Has the basketball game finished?**

**Wh- question word + have/has + subject + past participle**

**Why haven't you done** the homework?

**Where has he gone?**

Past perfect: affirmative



Use the **past perfect** to show that an action happened before another action in the past.

Walt Disney **had built** a multimillion-dollar business empire before his death in 1966.

- He built the empire. Then he died.

By the time he opened Disneyland, many people **had seen** his films.

- People saw the films. Then he opened Disneyland.

Use time expressions like *by then*, *by the time*, *before that*, *already*.

We use the past perfect when we talk about two things that happened at different times in the past. We use the past perfect to make clear which action happened first.

He **went home** because **he had injured** himself.

injured himself → went home

**The school had been** open for a year when the new head teacher **arrived**.

school opened → new head teacher arrived

We use **before**, **after** and **already** with the past perfect.

I **hadn't seen** giraffes **before** I went on a safari in Africa.

**After we'd said** goodnight, I went upstairs and brushed my teeth.

**I'd already arrived** home when it started to rain.

We form the past perfect with **had + past participle**.

We use the same form, **had**, for all subjects. For irregular past participles, see the Irregular Verbs List on page 116.

Past simple and past perfect



Use the **past simple** to talk about an event or a chain of events that finished in the past.

Bubble wrap **didn't become** successful until IBM **used** it to package a computer.

Use the **past perfect** with the **past simple** to show that an action happened before another action in the past.

Manuel Jalón Corominas **had already** invented the mop but Joy Mangano **improved** the design.

We often use the past simple and the past perfect when the order of verbs in a story is not the same as the order of events.

We **arrived** in London and **realised** we **had left** our cameras at home.

left cameras → arrived → realised

We use the past perfect to add information when we talk about an event that happened in the past.

**Past simple**

Joy Mangano **improved** the design of the mop in 1990.

**Past simple & past perfect**

Manuel Jalón Corominas **had already invented** the mop but Joy Mangano **improved** the design in 1990.

My sister **moved** to England in 2014.

My sister **had never spoken** English before she **moved** to England in 2014.

The athlete **won** three races in July.

The athlete **had lost** every race that year until she **won** three in July.

## Irregular verbs

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
be	was/were	been
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt/ dreamed	dreamt/ dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
learn	learnt/learned	learnt/learned

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
leave	left	left
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

## UNIT 1

### Skills and strengths

#### Skills

analytical skills  
communication  
creativity  
empathy  
negotiation  
numeracy  
passion  
problem solving

#### Strengths

active  
creative  
enthusiastic  
imaginative  
meticulous  
resourceful  
sociable  
systematic  
talkative  
thoughtful

### Business

company  
earn  
employee  
identity  
launch  
logo  
product  
run your own business  
service  
slogan  
success  
target market

### Jobs

architect  
entrepreneur  
firefighter  
graphic designer  
marine biologist  
newspaper editor  
psychologist  
radio DJ

## UNIT 2

### The entertainment industry

feature film  
full-length  
animated  
musical  
production  
release  
remake  
sequel

### Inventions

bubble wrap  
copycat  
design  
idea  
insulation  
invest  
mop  
perfume  
suitcase  
wallpaper

### Success and failure

achievement  
fail  
focused  
grit  
habits  
lose heart  
motivated  
passionate  
perseverance  
set goals  
succeed  
successful

## UNIT 3

### Storytelling



biography	introduction
character	novel
climax	play
comic strip	plot
conflict	poem
fairy tale	resolution
fictional	setting
hero	theme

### The natural world



burn  
 harmony  
 human  
 land  
 light  
 sky  
 the Earth  
 the Universe  
 water  
 wood

### Myths



battle  
 death  
 evil  
 fight  
 giant  
 gift  
 god  
 goddess  
 Greek  
 humanity  
 king  
 knowledge  
 Norse

## UNIT 4

### The Earth



algae	life
birds	ocean
dinosaurs	oxygen
extinct	planet
fern	revolve
homo sapiens	swamp
hospitable	

### The Universe



<u>The planets</u>	<u>Celestial bodies</u>
Mercury	asteroid
Venus	comet
Earth	float
Mars	gravity
Jupiter	meteor
Saturn	meteorite
Uranus	meteoroid
Neptune	Moon
	orbit
	star
	Sun

### Space exploration



astronaut  
 discovery  
 experiment  
 ISS (International Space Station)  
 mission  
 NASA  
 remote  
 research laboratory  
 satellite  
 science  
 Space Age  
 spaceflight  
 technology  
 telescope

## UNIT 5

### Ancient monuments



archaeologist	path
build	pharaoh
circular	primitive
construction	pyramid
drawing	stone
Egypt	Stonehenge
England	structure
geometric	tomb
huge	tonnes

### UFOs and aliens



alien	fake
being	footage
clue	military
conspiracy theory	newspaper reports
controversy	spaceship
crash	truth
debris	UFO
documentary	

### Mysteries



crop circles  
evidence  
fact  
hoax  
mysterious  
pattern  
phenomenon / phenomena  
prove  
theory

## UNIT 6

### Phrasal verbs



figure out  
find out  
give up  
look for  
look into

### Detective work



alibi	private detective
clue	red herring
criminal	sleuth
deduction	steal
evidence	suspect
hunch	unsolved
illegal	witness
lawyer	

### Investigation



analyse  
check  
conclusion  
cover-up  
disappearance  
discuss  
interview  
missing  
notice  
police officer  
solve  
stick to

# UNIT 7

## Communication I

app	message
attachment	real-time
computer literate	social media
contact	vlog
email account	mobile phone
GPS	email
junk mail	

## The internet

chat room	spam
download	user-friendly
install	virus
online	webcam
platform	website
software	

## Academic honesty

assessment	get away with something
assignment	pass a test
cheating	plagiarism
e-learning	punishment
expel	

# UNIT 8

## Communication II

community	satellite
globalisation	screen
integration	social media
isolated	solitude
keep in touch	tablet
multitask	worldwide

## Publicity

advert	objective
blog	pin badge
brochure	placard
bumper sticker	poster
conference	privacy
face-to-face	promote
flyer	raise awareness
get involved	subjective
influence	subscribe

## Technological advances

chat	internet platform
conversation	keep up to date
device	landline
digital addict	library
encyclopaedias	loneliness
generation	Millennial

# UNIT 9

## Human achievements

aeroplane	milestone
AI (Artificial Intelligence)	the personal computer
boom	the Space Race
driverless cars	turning point
the internet	

## The 20<sup>th</sup> century

<u>Issues</u>	<u>Events</u>
democracy	the Cold War
empire	civil rights movements
feminist	the First World War
freedom	the Second World War
human rights	the United Nations
hunger	the Universal Declaration of Human Rights
living conditions	
manufacture	
opportunity	
oppression	
peace	
peaceful	
political ideas	
poor	
poverty	
protest	
religious groups	

## The environment

climate change	heavy industry
damage	man-made threat
deforestation	pollution
ecological	population growth
environmental disaster	recycle
fossil fuel	resources
global warming	timber
health	waste