

#ENGLISH

Jenny Dooley
STUDENT'S BOOK

4



OMG..



Express Publishing

CONTENTS

#WELCOME

(pp. 4-8)

VOCABULARY: Appearance & Personality | Clothes & Patterns | Weather

GRAMMAR: Present simple | Adverbs of frequency | Adjectives/Adverbs | Countable – Uncountable nouns & Quantifiers | Indefinite pronouns | Reflexive pronouns | *the/-*

SPEAKING: describe family | talk about clothes | everyday English

#1 MODULE

Units 1-6
(pp. 9-26)

Life Goals

VOCABULARY: Schools, School subjects & Education | Jobs & Qualities | Work & Payment | Working life | Character adjectives | Words often confused | Phrasal verbs | Prepositions | Word formation

READING & LISTENING: Degrees with a Difference | CLIL: Top Skills for the 21st Century | Any Advice? | Teen Jobs | Making it Happen | Part-time Jobs |  a voicemail | dialogues | a recorded message

GRAMMAR: Present simple/Present continuous/Stative verbs | Comparisons | Relative clauses

SPEAKING: talk about your school | ask for/give advice | talk about jobs | Mediation: tell your friend about a teen job that is suitable for them | describe a photo | Pronunciation in diphthongs /aɪ/, /eɪ/, /aʊ/

WRITING: an email giving advice | an email applying for a post

Values: learning

Culture: special type of school in the UK & Australia

Project: design your own company

Public Speaking: present your dream job


#2 MODULE

Units 6-12
(pp. 27-44)

Fun Time

VOCABULARY: Hobbies | Music & Festivals |

Types of entertainment | Feelings | Descriptions | Words often confused | Phrasal verbs | Prepositions | Word formation

READING & LISTENING: What's the Perfect Hobby for You? | CLIL: The Sound of Doctor Who | A Folk Culture Festival | Follow the Clues | What's So Funny? | The Office Party |  a podcast | dialogues | monologues

GRAMMAR: Past simple – Past continuous – *used to/would* | Present perfect – Present perfect continuous | Past perfect – Past perfect continuous

SPEAKING: discuss hobbies | ask about/describe an event | talk about your favourite type of entertainment | present your own escape room | talk about types of films and performances | Intonation: interjections expressing emotions

WRITING: an article describing an event | a story

Values: happiness

Culture: most popular hobbies in Australia

Project: organise a Fun Day & prepare a social media post


Public Speaking: present your favourite entertainer

#3 MODULE

Units 13-18
(pp. 45-62)

Health & Fitness

VOCABULARY: Healthy living | Sports | Healthy eating | Eating habits | Health problems | Healthy or unhealthy? | Words often confused | Phrasal verbs | Prepositions | Word formation

READING & LISTENING: Are you a Mouse Potato? | CLIL: Ask Dr Anderson | To Snack ... or Not to Snack | What's the Matter? | Dieting: pros & cons |  messages/announcements | an interview | a discussion

GRAMMAR: *will/going to* | Present continuous – Present simple (future) | Future continuous – Future perfect | Conditionals – Wishes

SPEAKING: discuss a statement | make suggestions | interview a marathon runner | debate: healthy snacks at school canteens | explain what signs mean | Pronunciation: elision

WRITING: an email making suggestions | a for-and-against essay

Values: balance

Culture: average screen time for teens in the US

Project: prepare a video about how to deal with exam stress

Public Speaking: present the importance of everyday health habits for teens


#4 MODULE

Units 19-24
(pp. 65-82)

Our Earth, Our Home

VOCABULARY: Travel & Accommodation | Places in a city |

Natural disasters | Environmental threats | Think green | Environmental problems & solutions | Words often confused | Phrasal verbs | Prepositions | Word formation

READING & LISTENING: The Holiday of a Lifetime! | CLIL: Tropical Rainforests | Special Places | Environmental Problems | You Can Make a Difference! | How Can We Save Endangered Species? |  a podcast | an interview

GRAMMAR: (to-) infinitive/-ing form | Modals | Exclamations | Modals of deduction | Question tags

SPEAKING: talk about where you would like to spend your next holiday | ask for/give information | Mediation: describe a storm for your friend's project | make deductions about environmental groups | suggest solutions to environmental problems | Intonation: Exclamations

WRITING: an email giving information | an essay providing solutions to a problem

Values: travelling
Culture: popular destinations for Brits
Project: design the logo and slogan for an environmental group
Public Speaking: persuade people to join an environmental club


#5 MODULE

Units 25-30
(pp. 81-98)

Light Years Ahead

VOCABULARY: Technology | Space exploration |

Amazing apps | AR in cities | Cybersecurity | Technological achievements | Words often confused | Phrasal verbs | Prepositions | Word formation

READING & LISTENING: AI Parrot Offers Help to People in Need | CLIL: The Boolean Search | James Webb: the Leader of America's Space Agency | The Best of Both Worlds | Real Dangers in an Online World | Robot Helpers |  a podcast | a presentation

GRAMMAR: The passive | Determiners | The causative

SPEAKING: act out an interview | explain how to use Boolean expressions | explain a process | talk about ways to make your city/town smart(er) with the use of AR | compare two planets | discuss the progress of a poster | Pronunciation: linking vowel to vowel

WRITING: an article about a person you admire | a letter to the editor expressing an opinion

Values: being included
Culture: the number of people with disabilities in the UK
Project: a SMART poster for online safety
Public Speaking: present your favourite mobile app

#6 MODULE

Units 31-36
(pp. 99-116)

Express yourself

VOCABULARY: The 7 types of art & their materials/

elements | Other art forms | Special days & Celebrations | Ways to communicate | Language & Communication | Body language | Media | Words often confused | Phrasal Verbs | Prepositions | Word Formation

READING & LISTENING: Weird Art | CLIL: The Seven Elements of Art | Let's Celebrate the End of the School Year | Gen Z Communication Style | Can you Read Body Language? | My Favourite Streaming Platform |  a monologue | sentences (notions & functions)

GRAMMAR: Reported speech | Reported Speech: special introductory verbs | Clauses of concession/purpose/reason/result

SPEAKING: present a weird piece of art | present a painter/one work of art/the formal elements used | invite sb/accept/decline | explain a graph | make a decision | Intonation: indirect questions

WRITING: an email inviting sb to an event | a review

Values: creativity
Culture: the biggest art school in the US
Project: present body language people use in various countries
Public Speaking: present an award

Skills Practice

Life Skills

Grammar Bank

Wordlist

Pronunciation

American English - British English Guide

Irregular Verbs

36 units in 6 themed modules

- Development of 21st century skills (critical thinking, cooperation, collaboration, creativity)
- Mediation tasks to help learners explain concepts and messages in order to facilitate understanding and transmit information
- Topic-related & text-based videos
- Grammar & Writing videos
- Engaging characters to promote inclusiveness
- ICT tasks to encourage research
- Public speaking skills development tasks
- Culture snippets & CLIL units
- Projects, values & creative tasks
- Fun elements (memes, riddles & brainteasers, quizzes and more)
- Effective combination of print and digital resources allowing for flexible teaching in class, blended or flipped learning
- Skills practice section to help students develop the necessary skills to succeed in various exams at B1 level.
- Life skills section to motivate learners, promote active learning and help students develop their competences
- Review & Competences sections

Interactive
Whiteboard
Software

Express
DigiBooks



WHAT'S IN THIS MODULE?

VOCABULARY

schools, school subjects & education | jobs & qualities
work & payment | working life

GRAMMAR

present simple | present continuous | stative verbs
comparisons | relative clauses

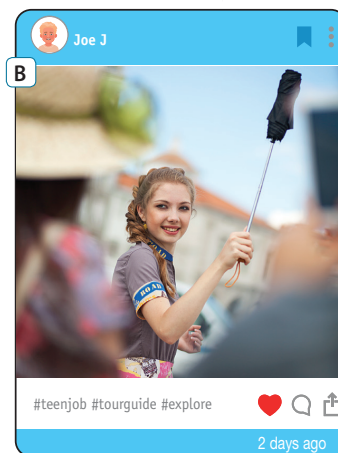
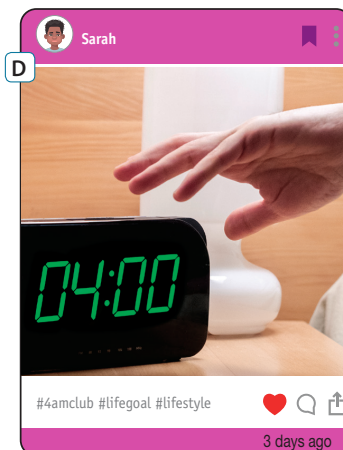
Contents of module

Module opener – questions to familiarise students with content of module

1 Match the questions to the pictures.

- 1 What is the 4 am club?
- 2 Which job involves helping kids with their homework?
- 3 Who would like to work at Inglenook Tours Limited?
- 4 What can you study if you're interested in green eating?
- 5 Why are Forest Schools special?

Go through the units (1-5).
Answer the questions.



What is more important to you:
a job that makes you happy or a job that pays well?

MODULE 1

9

Development of critical thinking skills – evaluation

#1

EDUCATION

Topic-related videos introducing the theme of the text for flipped lesson use



Watch the video. Which school is best for someone who: *wants a job that involves a lot of travelling? prefers learning through experience? wants to study for exams in another country?*

#READING

- 1 Work in groups of 3. Each student reads the introduction and one of the paragraphs. Talk together. What is the blog entry about? Who is it for? Read and listen to check.

Variety of reading genres (blogs, emails, adverts, articles etc)

Home | About | **BLOG** | Contact

DEGREES WITH A DIFFERENCE

Do you dream of becoming a doctor or an architect? Then you need to go to university and get a degree. For other jobs, like a game tester or a personal trainer, a degree isn't necessary. Or are you perhaps looking for a degree that can help you develop unusual skills that very few people have? If you want a career that is out of the ordinary, check out these options at British and American universities.

A Computer hacking is a crime, and you can go to prison for it. It's a difficult crime to deal with because, with the Internet, anyone can hack a computer from anywhere. There's only one way to protect computer systems from cyberattacks, and that's to make sure hackers can't get in. So who checks the systems are strong enough? Ethical hackers! They need all the same skills as criminal hackers, but they're the good guys! You can join them with an Ethical Hacking degree from Abertay University, Scotland.

B Can we live in space? Be the first to find out with a degree in Astrobiology at Florida Tech in the USA! On this course, students study life in space, how space travel affects the human body, and how we can build cities on the Moon. With advanced equipment and access to NASA's Space Life Sciences Laboratory at the Kennedy Space Centre, you don't only learn from books, but by doing your own research.

C Are you interested in cooking? There are lots of courses that can teach you how to become a chef. But if you're worried about how the food industry affects the environment, and how the environment affects our food, sign up for a course in EcoGastronomy at the University of New Hampshire, USA. You can learn about growing and cooking healthy food, and running restaurants that don't harm our planet. Then, you can use your knowledge to make the future of eating out greener – and tastier!

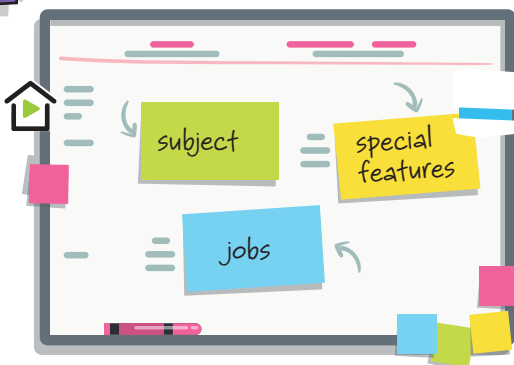
• require • out of the ordinary • prison • deal with
• criminal • cyberattack • advanced • laboratory
• industry • sign up • run • harm

2 Read the article again. For each question (1-6), choose the correct answer (A, B or C).

- 1 The writer says that
 - A everyone should go to university.
 - B people with degrees are better at their jobs.
 - C some universities offer unusual degrees.
- 2 Computer hacking is hard to prevent because
 - A hackers can work from anywhere.
 - B there are no laws against it.
 - C nobody checks the computer systems.
- 3 Ethical hackers are different from criminal hackers because they
 - A don't need a degree.
 - B stop cyberattacks.
 - C have different skills.
- 4 Students on the Astrobiology course have the chance to
 - A experience space travel.
 - B take part in missions to the Moon.
 - C use equipment at a real space centre.
- 5 The EcoGastronomy course is suitable for people who
 - A feel anxious about the food industry.
 - B already have a qualification in cooking.
 - C wish to eat a healthy diet.
- 6 The writer's general purpose in this article is to
 - A entertain.
 - B inform.
 - C criticise.

3 Work in groups. Imagine you are a university curriculum designer. Design another unusual university degree. Think about: *its subject – special features – the job(s) people can do with it, etc.* Present it to the class.

Tasks developing critical thinking skills



VALUES!

"If knowledge is power, then learning is a superpower."
Jim Kwik
Discuss.

Values sections to develop students' social and interpersonal skills

#VOCABULARY

Schools, School Subjects & Education

4 Match the name of the UK school to its description.

- 1 nursery school
- 2 primary school
- 3 secondary school
- 4 university
- 5 state school
- 6 boarding school

- A My school is free to attend.
- B I live at my school during the school year.
- C My school is for 5- to 11-year-olds.
- D I study to get my degree there.
- E My school is for students between the ages of 11 and 18.
- F My brother goes to a school for young pupils under the age of 5.

5 What types of schools are there in your country? Discuss with a partner.

6 Fill in: *cheat, do, fail, get, hand, make, pay.*

- 1 We need to attention in chemistry class. It's a difficult subject.
- 2 I think it's wrong to in tests.
- 3 We have to in our projects for music class on time.
- 4 Some students detention when they behave badly in class.
- 5 We all study hard so we don't our biology test.
- 6 I have lots of maths homework to
- 7 We all mistakes when we're not careful.

Vocabulary practice tasks

#SPEAKING

7 Work in pairs. Ask and answer questions about your school: *type of school – school hours – school subjects – what you like about your school – what you'd like to change.*

Vocabulary activation tasks



CULTURE



In the USA, the UK and Australia there are Forest Schools for kids aged 3-11 years old. All the lessons take place outside to develop students' love for nature. Are there any outdoor schools in your country?

Culture snippets familiarising students with the culture of the target language

CLIL units to help students explore the language through other subject areas (PSHE, Geography, Biology, etc)

#2

SOFT SKILLS



Watch the video. Which 21st-century skills are mentioned?

#READING



1 Read the infographic quickly and label the paragraphs: *creativity, organisation, communication, flexibility.*

TOP SKILLS FOR THE 21ST CENTURY

Are you ready to take your first 1) into the world of work? Hard skills – your education and qualifications – are important but it's your soft skills that make you **stand out from the crowd**. Here we 2) a look at four soft skills you need in the 21st century.



A

You can be busy all day, but if you don't organise your tasks carefully, how much work do you actually do? Planning increases productivity, so you can produce a lot of high-quality work!

There are a lot of free planner apps for students. Are you using one?



B

3) companies value creativity and they're always looking for ways to develop and improve, so they need people who can **think outside the box** and come up with original ideas.

"An essential aspect of creativity is not being afraid to fail." – Edwin Land



C

Can you easily work from home or in an office, alone or as 4) of a team? Then you've got just what companies are looking for: flexibility! Change doesn't worry or upset you – you can **go with the flow** and still do great work.

Based on research, the best team size is between 4 and 9 members.



D

There are lots of different ways to communicate in today's world: face-to-face meetings, presentations, emails, social media, video calls – the list 5) on and on! But communication isn't just about talking – it's about knowing your 6) and understanding what they want too.

77% of employers believe that communication skills are essential.

- hard skills • soft skills • increase • high-quality
- value • develop • come up with • original

WOW!

Many CEOs, athletes and artists belong to the 4 am club. They wake up at 4 am to do a workout and plan their day ahead!



2 Read the infographic again. For each question (1-6), choose the correct answer (A, B, C or D). Listen and check. Then explain the phrases in bold.

- | | | | |
|--------------|--------------|------------|-------------|
| 1 A stages | B steps | C actions | D movements |
| 2 A take | B give | C bring | D have |
| 3 A Current | B Present | C Recent | D Modern |
| 4 A bit | B section | C part | D piece |
| 5 A goes | B does | C runs | D lasts |
| 6 A watchers | B spectators | C audience | D viewers |

3



Imagine you are working part-time at a café. Give examples of thinking outside the box to attract more customers.



Grammar videos presenting the structures

#GRAMMAR

Present simple/continuous/Stative verbs

Present simple

He **does** his homework every afternoon. (habit/routine)

Doctors **study** for many years. (fact)

The workshop **finishes** at 9:15. (future timetable)

Present continuous

Ken **is taking** a break now. (action happening now)

He **is looking** for a job. (temporary action/situation)

We're **attending** a seminar tomorrow. (fixed arrangement in the near future)

Stative verbs

› Stative verbs describe a state and don't have continuous forms. **I don't understand this.** (NOT: ~~I'm not understanding...~~)

› Some stative verbs can be used in continuous tenses but there is a difference in meaning.

I think this is a suitable job for me. (= believe)

I'm thinking of changing jobs. (= considering)

*Find examples in the text on p. 12.

GR p. ??

4 Put the verbs in brackets into the *present simple* or the *present continuous*. Which are stative verbs? Give reasons.

1 Sophia (plan) her week every Sunday evening.

2 (you/work) on the project right now?

3 We (not/attend) the seminar tomorrow.

4 (this laptop/belong) to you?

5 The meeting (begin) at 9. Don't be late.

6 Tim (love) his new job.

5 Complete the sentences with: *think, have, look, appear, taste* in the *present simple* or the *present continuous*. Give reasons.

1 I of attending a workshop about 21st-century skills. (you) it's a good idea?

2 Our new manager on TV tonight. It he's famous.

3 I an interview later today. I the hard skills for the job, but I'm not sure about my soft skills.

4 A: Ellie upset. What's wrong?
B: She for a new job but she can't find one.

5 I the young chef's soup but I'm afraid it very salty.

#LISTENING

6 a) You are going to listen to a voicemail. Look at the notes below. What is the voicemail about? Listen and find out.

- The project is for class.
- One of Anna's soft skills is that she is
- Anna is researching productivity, teamwork and
- She wants to meet Becky on
- The girls can work on their project at
- Anna says they can use her new laptop to make a(n)

b) Listen again and complete the notes with information from it.

#EVERYDAY ENGLISH

Asking for/giving advice

7 Listen to and read the dialogue. Which skill does Helen need to develop?



Notions & functions for everyday communication

Helen: Excuse me, Mr Harris. I need your advice. I have a problem organising my homework; it's just too much. What do you suggest?

Teacher: Have you thought about breaking it down into smaller tasks? This way, your homework doesn't seem so difficult to deal with.

Helen: That's a good idea. Do you have any other advice?

Teacher: Yes. You should write a to-do list when you get home from school every day. Write your tasks in order and tick off each one when you complete it.

Helen: That's great! Thanks, Mr Harris!

#SPEAKING

8 Your friend isn't doing very well in his/her Art class and wants your advice about how to be more creative. Act out a dialogue similar to the one in Ex. 7. Use the prompts and the phrases below.

- visit art galleries
- look at famous works of art online

• What's your advice?
• What (else) do you advise me to do?
• Any (other) ideas on how to ...?

• Why don't you ...?
• It might be a good idea to ...
• You'd better/ought to ...

Pairwork – Communicative tasks activating new language

Grammar tasks allowing students to practise the new structures

#3

ANY ADVICE?

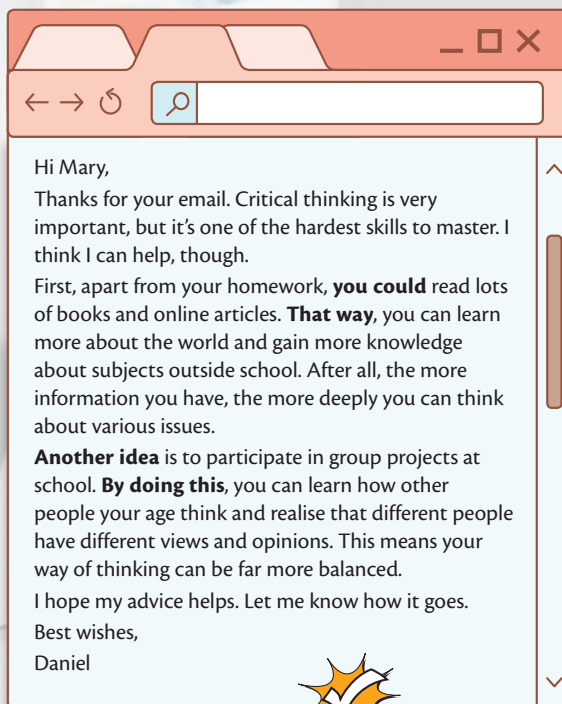


Watch the video. What skills does the careers expert give advice about?

#READING

- 1 Read the first paragraph in the email. What is Mary's problem? What advice does Daniel give her? Listen and read to find out.

Variety of reading genres (emails, articles, essays, etc) that also work as models for students' own pieces of writing



- master • issue
- view • balanced

Development of writing techniques



Giving advice
When writing an email giving advice, you need to mention **expected results** for each piece of advice.

- 2 a) Read the email again and complete the table.

ADVICE	EXPECTED RESULTS
1)	
2)	

- b) Which of the phrases in bold in the email: *give advice?* *express a result?*

- 3



Is Daniel's advice useful to Mary? Why?

#GRAMMAR

Comparisons

adjective	comparative	superlative
strong	stronger (than)	the strongest (of/in)
brave	braver (than)	the bravest (of/in)
easy	easier (than)	the easiest (of/in)
difficult	more difficult (than)	the most difficult (of/in)
adverb	comparative	superlative
hard	harder (than)	the hardest (of/in)
early	earlier (than)	the earliest (of/in)

Irregular forms: *good/well* – *better* – *the best*, *bad/badly* – *worse* – *the worst*, *much/many/a lot of* – *more* – *the most*, *little* – *less* – *the least*, *far* – *farther/further* – *the farthest/furthest*, *old* – *older/elder* – *the oldest/eldest*

Types of comparisons

- > I think that listening is **as important as** speaking.
- > I am not **so/as confident as** my sister.
- > The students are **even/much/a lot/far/a little/a bit/ slightly more focused** on their work now.
- > His leadership skills are getting **better and better**.
- > **The more** I practise public speaking, **the more** I enjoy it.
- > Flexibility is **by far the most difficult** skill to master.
- > You're **creative enough** to run a business, but you're **too disorganised**.

*Find examples in the email on p. 14.

GR p. ??

4 Put the adjectives/adverbs into the correct form.

- Colin usually finishes his work (early) than the others.
- Cora works (hard) of all the kids.
- Sam's public speaking skills are (good) than mine.
- What is (useful) skill of all?
- If you need (far) information about soft skills, let me know.

5 Choose the correct option.

- That's **by far/far/much** the best project of all.
- I'm not **a lot/so/than** creative as Tom.
- The more careful you are, the **few/fewer/fewest** mistake you make.
- My new part-time job comes with **very/lot/ even** more responsibilities than my old one.
- Olivia doesn't feel confident **too/enough/far** to give a speech.

6 Use the appropriate structures to compare the three students.

	organised	flexible	creative	communicative
Joy	✓✓	✓✓✓	✓	✓
Mike	✓	✓✓	✓✓✓	✓✓
Brad	✓✓✓	✓	✓✓	✓✓✓

Joy is more organised than Mike but Brad is by far the most organised of all.

#WRITING (an email giving advice)

7 Read the rubric and underline the key words. Then answer the questions.

Your English-speaking friend, Harry, wants to improve his leadership skills, but he isn't sure how to do it. Write an email to Harry giving him advice (100-120 words).

- What are you going to write? Who for?
- What style are you going to write it in?
- How should you start/finish your email?

8 a) Watch the video on p. 14 again and take notes under the headings: *advice* – *expected results*. Add your own ideas.

b) Use your answers from Ex. 7 and your notes from Ex. 8a to write your email to Harry. Use phrases from the Useful Language box and follow the plan below. Use the email in Ex. 1 as a model.

Plan

Hi Harry,
 Para 1: sympathise with Harry's problem & offer to help
 Para 2: give advice and say expected results
 Para 3: express hope that things will go well; closing remarks
 Write back soon,
 (your first name)

Giving advice

- Why don't you ...? • It would/could be a good idea to ...
- You should (also) ... • I (strongly) advise you to ...
- Another idea would be to ... • If I were you, I would ...

Expected results

- If you do this, you'll ... • This means that ...
- If you follow my/this advice, ...
- ... would be better because ...

Writing videos helping students understand structure of writing tasks

Rubric analysis

Simple, concise plans at a glance

Useful language to help students do their writing tasks

#4

TEEN JOBS

Mediation tasks allowing learners to explain concepts and simplify messages in order to transmit information and facilitate mutual understanding



Watch the video. Take notes and give a summary to the class.

#READING

1 Work in groups of 4. Each student reads one advert. Tell the others in your group what the advert is about.

A LIFEGUARD

Are you a good swimmer?
Can you remain calm in stressful situations?
Do you have good communication skills?
Can you work weekends?
Are you between the ages of 16 and 19?

If you answered **YES** to the above, we would like to hear from you.

- starting rate of £9.60 per hour
- free uniform
- flexible working hours
- lifeguard certificate is necessary

Extreme Water Park
Send your CV to:
careers@extremewp.com



B HOUSE SITTER Bristol City Centre

We are looking for a responsible young person to take care of our house while we are away on holiday. You will work 40 hours a week, Monday to Saturday in August. Your daily chores will include: watering plants, receiving packages and mail, feeding the goldfish and keeping the house tidy at all times.

No previous experience is necessary, but you must be at least 17 years old.

If you think you are suitable for the job, please apply NOW!
tillian@jmail.com



C INK

Writers Wanted!

Ink Youth Magazine is seeking writers for its website. Pay is based on the number of people who read your articles and you may also receive free tickets to events. A good knowledge of computers is necessary. This is a great opportunity to earn some extra cash while you are working on your PC at home. We want people who are enthusiastic, skilled writers.



Does this sound like you?
Send your CV to: info@inkyouth.com

D WORK FOR WAHOO PARTIES

Britain's number one team of kids' party entertainers, **WAHOO PARTIES** is looking for young people who like being the life of the party, and are good at organising activities for 3- to 10-year-olds.

Start your career at **WAHOO PARTIES** today.

- earn up to £40 per hour
- choose the hours you work
- free training and transport to events

Applicants must be 16 or over. Visit our offices in Leicester Square for more information and to fill in an application form (9 am to 5 pm, Monday to Friday).



- lifeguard
- remain
- stressful
- communication
- rate
- flexible
- certificate
- CV
- responsible
- suitable
- seek
- knowledge
- enthusiastic
- skilled
- the life of the party

2 Listen to and read the texts. Which job (A, B, C or D)

- 1 lasts for a short time?
- 2 requires special training?
- 3 involves working at various locations?
- 4 provides you with work clothes?
- 5 might offer you things for free?
- 6 is not suitable for 16-year-olds?
- 7 allows you to work from home?
- 8 requires you to apply in person?

3 If you could do one of the jobs in the adverts, which would you choose and why? Which would you definitely not choose? Why?

#4

Exam-based listening tasks developing students' listening skills

#VOCABULARY

Jobs & Qualities

- 4 a) Which jobs can you see in the pictures?
- | | |
|-----------------------|---------------|
| A swimming instructor | D referee |
| B social media editor | E tutor |
| C surf coach | F camp leader |



b) Fill in: *experienced, reliable, sociable, pleasant, passionate, fair*. Then match the statements 1-6 to the jobs in Ex. 4a.

- I need to be so as to make the correct decisions about the game.
- I'm in creating content and I often help my dad with posts for his company.
- Parents consider me a(n) person and they trust me to teach their kids this specific skill.
- It's important to be in this job because you meet lots of new kids every week.
- I'm very about my job and I try to pass my love for the ocean on to my students.
- To do this job, you need to have a(n) personality so as to make students feel comfortable during the lesson.

Work & Payment

- 5 Choose the correct option. Then fill in: *wage, salary, bonus, pay, pension, unemployment*.
- Jim is 66 in March, so he plans to **retire/resign** and spend his on travelling.
 - If Fred's manager **quits/fires** him, he can claim benefit while he's looking for a new job.
 - Are you sure you want to **apply/employ** for a job at that department store? The hourly is very low.
 - Joe is planning to **resign/quit** her job if she doesn't get a rise.
 - After his huge mistake, we don't believe the CEO deserves his high and we expect him to **fire/resign**.
 - Victoria helped to **hire/apply** 20 new staff and her boss is so happy she's giving her a

#LISTENING

- 6 You are going to listen to five short dialogues. Look at the questions and the options. What is each about? Listen and check.
- You hear two teenagers talking. What does Annie want to do?
 - sign up for sports
 - earn some money
 - apply for university
 - You hear two friends talking. Gary is getting a new job because he wants
 - a higher salary.
 - another pay rise.
 - to do a different type of work.
 - You hear two young people talking. Why doesn't the girl want a job?
 - She thinks other activities are more important.
 - She wants to go to university first.
 - She doesn't think she has the right skills.
 - You hear two teenagers talking. The girl wants
 - to teach at a university.
 - to run a business.
 - to work on space travel.
 - You hear two friends talking. The girl works part-time
 - at a diner.
 - as a babysitter.
 - for her family's business.
- 7 Listen again. For each question, choose the correct answer (A, B or C).

#PRONUNCIATION

in diphthongs /aɪ/, /eɪ/, /əʊ/

Pronunciation and intonation patterns

- 8 Put the words in the correct box. Listen and check, then repeat.
- day • know • fight • shape • home • life

/aɪ/	
/eɪ/	
/əʊ/	

#SPEAKING

- 9 Your best friend is looking for a part-time job that he/she can do over the summer. You have seen the job adverts on p. 16. Choose TWO of these jobs and send your friend a voicemail to describe them and say why you think they would be suitable for him/her.

#5

SUCCESS STORY



Watch the video. Why did these teenagers decide to become entrepreneurs?

An entrepreneur is someone who has an idea which they turn into a business.

#READING

1 Read the article. What makes Destiny Snow's company successful?



Destiny Snow is an American secondary school student from Atlanta, Georgia. But that's not all. She's also the CEO of a company that makes half a million dollars a year!

Destiny's company, which is called SnowGlam, sells beauty products online. With start-up costs of just \$600, Destiny's story is certainly one of success.

1) You have to work hard to **make your mark** in today's world of online shopping. Luckily, Destiny isn't a person who starts something without a plan and she's constantly studying business management.

Like most teenagers, Destiny also knows about the power of social media – and she uses it. 2) She also understands that to make money, we sometimes have to spend it. For example, there's a high price tag on paying influencer Ari Fletcher to mention one of SnowGlam's products, but it's an investment which Destiny doesn't regret. The result? 3) That's definitely worth it!

Destiny runs SnowGlam as a part-time job. After all, she's still at school! 4) This is the only career for her. She already knows a lot about starting and running a business, and she doesn't want to **keep it to herself!** She writes ebooks for other ambitious teenagers who want to **follow in her footsteps.**

So, what is Destiny's number one tip? "Believe in yourself, and don't wait for opportunities to come to you. Create them."

5) Entrepreneurs need to believe in their ideas, work hard and make things happen!

- start-up costs • success • price tag • influencer
- investment • regret • promotion



2 Read the article again. Five sentences have been removed from it. For each gap, choose the correct sentence. There are three extra sentences which you do not need to use.

- A This is what being an entrepreneur is all about – and this is why Destiny Snow is so good at it.
- B A lot of entrepreneurs start out on social media.
- C But she doesn't think of being an entrepreneur as a temporary job.
- D She runs promotions and makes money from every post.
- E It's not easy to make decisions about the future at such a young age.
- F But success doesn't just happen!
- G These days, more and more businesses are moving online.
- H \$65,000 and 3,000 new followers in one day.

Listen and check. Then explain the phrases in bold.

Would you consider setting up your own company? Why/why not?

Reflection

#VOCABULARY

Working life

3 Choose the correct word. Check in your dictionary.

Helen, you won't believe it! I just got a 1) **full-time/part-time** job at Coffee Hub as a barista for the next month (weekends only) to fill in for a colleague who is on sick 2) **leave/break**. You know I don't like sitting at a desk, so this 3) **manual/office** job is great for me. It's not very 4) **well-paid/low-paid**, but I don't work long hours and I can meet new people. Why don't you come by the café on Sunday morning?



CAMP WINDERMERE is looking for an enthusiastic young person to join their team. This is a 5) **permanent/temporary** job as a camp leader for six weeks this summer. It doesn't matter if you are 6) **qualified/unskilled** because we provide new 7) **employees/employers** with all the training they need. To apply, click [here](#) and fill out the 8) **reference/application** form.

4 Now make sentences with the words you didn't use.

#GRAMMAR

Relative clauses

We use the relative pronouns **who/that** (people), **which/that** (animals/objects/ideas), **whose** (possession) and the relative adverbs **where** (places), **when** (time) and **why** (reason) to introduce relative clauses.

- A **defining relative clause** gives necessary information and is essential to the meaning of the main sentence. We do not put the clause in commas, and it is introduced with **who, which, that, whose, where, when** and **the reason (why)**. The relative pronoun can be omitted when it is the object of the relative clause. **These are the clothes (which) I wear to work.**
- A **non-defining relative clause** gives extra information and is **not** essential to the meaning of the main sentence. The clause is put in commas, and it is introduced with **who, which, whose, where** and **when**. We cannot omit the relative pronoun or adverb. We cannot use **that** instead of **who** or **which**. **These clothes, which I wear to work, belong to the company.**

*Find examples in the article on p. 18.

GR p. ??

5 Match the phrases (1-6) to the phrases (A-F) to form sentences and fill in the correct relative pronoun or adverb.

- That is the shop
- That is the boy
- This is the application form
- 2025 is the year
- Gaining experience is the reason
- Those are the girls

- I finish school.
- I want to work as an intern.
- work part-time at the restaurant.
- parents own the café.
- my sister works.
- I want to fill out.

6 Complete the sentences with the appropriate relative pronoun/adverb. Add commas where necessary. Write **D** for defining, **ND** for non-defining and if the relative can be omitted or not, as in the example.

- My mum's office, **which** is on Markham Street, is on the seventh floor. **ND – not omitted**
- Mrs Jones coaches the basketball team is my aunt.
- That's the shop I work part-time at the weekends.
- Adam parents are social media editors wants to be an influencer.
- What is the reason you want to be an entrepreneur?
- 2030 is the year I expect to graduate.

#SPEAKING

7 Describe the photo to your partner. Talk about: **the person – the place they work – the job they do**. Use relative clauses.



Exam-based speaking tasks

PROJECT

8 Design your own company. Decide on: **the product/service – your market – the name of your company – your logo – the roles of each person, etc.** Give a speech to present your company to the class. Vote for the best company idea.

Projects developing students' creative skills

#6


PART-TIME JOBS



Watch the video. What skills should tour guides have?

#READING

1 Listen to and read the email. What is it about?



New message

To: Angela.Farrier@yahoo.com
Subject: Job application

Dear Ms Farrier,

A I am writing to apply for the position of tour guide which is advertised in College News. I think I am suitable for this job.

B I am 19 years old and I am studying History, French and Spanish. I have got GCSEs in both languages. In addition, I work part-time at a café. I am good with customers because I am friendly and sociable. I work hard and I am a fast learner.

C I think I would really enjoy working at Inglenook Tours Limited. Please find attached my CV and a reference letter from my current employer. I am available for an interview any day of the week after 3:30 pm. I look forward to hearing from you.

Yours sincerely,
Amelia Richards

• suitable • reference letter



2 Read the email again and match the descriptions (1-3) to the paragraphs (A-C).

- age, studies/qualifications/work experience/personal characteristics
- CV attached/when available for interview/closing remarks
- reason for writing

3 Is Amelia the right person for the job? Why (not)?

4 Find examples of formal style in the email in Ex. 3.

5 Replace the informal phrases in bold in the sentences with formal ones from the list.

- I look forward to hearing
- Please find attached
- I am interested in doing
- I am fluent in
- I am writing with the regards to the advertisement

- 1 **This is about the advert** for part-time waiters on your website.
- 2 **I want to do** this job.
- 3 **I can speak** French, German and Spanish **very well**.
- 4 **I'm sending you** a copy of my CV.
- 5 **Can't wait to get a reply** from you.



Formal style

- full verb forms
- formal vocabulary and expressions
- formal linking words and phrases
- formal greeting/sign off
- polite, impersonal language

#6

#VOCABULARY

Character adjectives

- 6 a) Fill in: *ambitious, punctual, outgoing, responsible, curious*.
- I'm by nature and I love learning about new things.
 - I consider myself to be and I try hard to become successful.
 - I'm a(n) person and I can make decisions on my own.
 - Being is very important for me; I am never late for work.
 - I have a(n) personality and I enjoy meeting new people.

Group work

- b) Which of these qualities have you/ your friends got?

#LISTENING

- 7 Listen to the recorded message from Jennifer applying for a job and complete her CV with a word, number or short phrase.



CV

Name: Jennifer
1)

Age:
2)

Contact details:
jen_m 3)@mail.com

Education:
10 GCSEs from Middletown Secondary School
Currently studying 4) at Middletown College

Skills and achievements:
Advanced ICT skills, good 5) skills,
excellent knowledge of sign language

Work experience:
Help at a(n) 6) for children with disabilities

Personal characteristics:
7), kind, sociable and fun

Interests:
doing extreme sports, 8) and cycling

References:
available upon request

#WRITING (an email applying for a post)

- 8 Read the rubric and underline the key words. Then answer the questions.

You have seen this online job advert and would like to apply.

WANTED: Camp leader

(part-time summer job for teens)

Must be sociable and fun

Experience working with children an advantage

Apply by email to Greenvale Camp

Write an email applying for the post (100-120 words).

- Who is going to read your email?
- What style are you going to write it in?
- What information are you going to include in each paragraph?
- How should you begin/end the email?
 - Dear Sir/Madam,/Yours faithfully, (full name)
 - Dear Greenvale Camp,/Yours sincerely, (full name)

- 9 Use your answers from Exs 7 and 8 as well as your own ideas and suitable phrases from the Useful Language box to write your email. Follow the plan. Use the email in Ex. 1 as a model.

Plan

Dear ...

Para 1: reason for writing

Para 2: age, studies/qualifications, work experience, personal characteristics

Para 3: CV attached/when available for interview/closing remarks

Yours sincerely + (full name)

Opening remarks
<ul style="list-style-type: none"> • I am writing with regards to the advertisement for ... I would like to apply ... • With reference to your advertisement in the ... on the ..., I am interested in applying for the position of ... I think I am a good candidate for this job.
Qualifications/Skills/Work experience/Personal characteristics
<ul style="list-style-type: none"> • I am ... years old and I am currently studying for ... • I am taking a degree in ... • I work as a (part-time) ... • I consider myself to be (hardworking, etc).
Closing remarks
<ul style="list-style-type: none"> • Please find attached a copy of my CV/a letter from my previous employer. • I am available for an interview on weekday afternoons. • I look forward to your reply.

#1 Cracking the Language Code

#WORDS OFTEN CONFUSED



1 Complete the *Did you know?* box with the correct word. Check in your dictionary.

DID YOU KNOW



• job • work

- 1 During their life, the average person spends about 90,000 hours at
- 2 Over 40% of workers believe that to do a good, they need to have an organised desk.

• wage • salary

- 3 In Ghana, the average daily of a 14-year-old child who works on a cocoa farm is less than \$1 – not enough to buy a bar of chocolate.
- 4 The word comes from the Latin word for salt (sal), because in ancient Rome, soldiers received salt as part of their pay.

• win • earn

- 5 Ryan Kaji and his twin sisters have a popular YouTube channel for kids' toys, with 33.8 million subscribers. Together, they about \$27 million a year.
- 6 Anna Paquin is one of the youngest actresses to an Oscar at the age of 11.

• teach • learn

- 7 Soborno Isaac Bari, born in 2012, is the youngest professor in the world. He is qualified to college students maths and science.
- 8 The University of Wisconsin-Madison offers courses on Elvish to those who want to how to speak the languages created by J.R.R. Tolkien.

#PHRASAL VERBS



2 a) Study the phrasal verbs and use them to complete the questions in the quiz.

- carry out: do/complete a task/job
- get along (with): be friendly to others
- keep up with: learn about the latest news, trends, etc
- put off: decide to do something at a later time/date
- set up: create or start (a business)
- write down: make a note on a piece of paper

b) Do the quiz to find out which type of job is best for you!

LOOKING FOR A JOB

- | | YES | NO |
|---|--------------------------|--------------------------|
| 1 Do you like to on paper what you need to do each day? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Do you try to new technologies? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Can you difficult tasks on your own? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Do you often decisions until the last moment? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Do you well most of your classmates? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Would you like to your own business one day? | <input type="checkbox"/> | <input type="checkbox"/> |

SCORE

Mostly YES: You have a good mind for business and technology. You would do well as a manager, website designer or computer engineer.

Mostly NO: You're active and adventurous. You could become a pilot, tour guide, coach or photographer.



Why does the IT department want to employ several spiders?

Hint: What do spiders do?



Research tasks

#PREPOSITIONS



- 3 **ICT** Fill in the correct preposition. Check in your dictionary. Then say whether the statements are *T* (true) or *F* (false). Check online.

- 1 According research, students in Greece get the most homework in the world.
- 2 In Central Africa, least one-third of 12-to 14-year-olds do not attend school.
- 3 average, 35% of US teens with a part-time summer job work in the food industry.
- 4 Shishi High School in China is the world's oldest school. It's 1,150 years old, but its equipment and teaching methods are to date.
- 5 Students in Chile are summer holidays from June until September.

#WORD FORMATION



Nouns referring to people/jobs

- 4 a) Match the words in column A to the suffixes in column B to create nouns referring to jobs.

A	<ol style="list-style-type: none"> 1 <input type="checkbox"/> act 2 <input type="checkbox"/> assist 3 <input type="checkbox"/> design 4 <input type="checkbox"/> music 5 <input type="checkbox"/> journal 	<table border="0"> <tr> <td style="padding-right: 10px;">A</td> <td>-er</td> </tr> <tr> <td>B</td> <td>-or</td> </tr> <tr> <td>C</td> <td>-ant</td> </tr> <tr> <td>D</td> <td>-ian</td> </tr> <tr> <td>E</td> <td>-ist</td> </tr> </table>	A	-er	B	-or	C	-ant	D	-ian	E	-ist	B
A	-er												
B	-or												
C	-ant												
D	-ian												
E	-ist												

- b) What is each person's job?

- 1 I work in a shop and help people choose what to buy.
- 2 I'm a member of an orchestra; I play the piano.
- 3 I write articles for newspapers, television or online news sites.
- 4 I make drawings of clothes and furniture.
- 5 I perform in plays, films and on television.



#GRAMMAR REVIEW

Exam-based tasks allowing students to revise and consolidate grammar structures of the module

- 5 Choose the correct option.
- 1 The young man who is waiting for the interview ... to be very nervous.
A appear C appears
B appearing D is appearing
 - 2 Ken is ... as Thomas.
A as friendly C friendliest
B friendlier D friendly
 - 3 My boss, ... office is next to mine, works late every evening.
A who C whose
B who's D which
 - 4 The flight from Brussels ... at 10:35 am.
A arrives C arriving
B is arriving D arrive
 - 5 ... about accepting their job offer?
A You think C You are thinking
B Do you think D Are you thinking
 - 6 The harder he works, ... successful he becomes.
A the most C most
B the more D more

- 6 Complete the second sentence so that it means the same as the first. Use two to five words including the word in bold.

- 1 Steve is considering finding a part-time job for the summer. **OF**
Steve
finding a part-time job for the summer.
- 2 Mr Collins doesn't often arrive late at work. **RARELY**
Mr Collins at work.
- 3 Greg is a medical student. His dream is to become a doctor. **DREAM**
Greg is a medical student
..... to become a doctor.
- 4 No other student is as smart as Paula. **FAR**
Paula is student of all.
- 5 My sister works in this café. **WORKS**
This is the café

REAL ENGLISH

What does it mean?

Two heads are better than one.



Theme-related idioms to help students gain a deeper understanding of the English language

Steps helping students prepare and give their presentations

#1

PUBLIC SPEAKING

YOUR TURN!

#PRESENT YOUR DREAM JOB

Beginning

Tips for effective presentations

You can start your presentation with a funny or interesting personal story to make the audience more interested in listening to you.

- Which beginning uses a personal anecdote?
 - A I follow famous people online and I look at their jobs – actors, influencers and models – and wonder if I want to be famous too. Well, not really! Fame brings a lot of pressure. My dream job is to make a difference without being the centre of attention.
 - B “What do you want to be when you grow up?” We hear this question a lot as kids, but as a teenager, how often do you think about the answer? There’s a lot of pressure on teens to choose a career, but that doesn’t mean you have to forget your dreams. I want to make my dream job my real job.

Organising ideas

- Put the notes under the correct heading.

Responsibilities	Pros	Cons
I want to do this job because ...		
<ul style="list-style-type: none"> • dangerous job • save lives • teach children and adults fire safety • make the world a better place • have a steady job 	<ul style="list-style-type: none"> • respond to emergency calls • stay fit and healthy 	<ul style="list-style-type: none"> • work long hours

Ending

You can end your presentation with a quotation from a well-known person. Make sure the quotation is short and relevant to the point you are making.

- Which quotation is appropriate for the topic?
 - A “Create the highest, grandest vision possible for your life, because you become what you believe.”
Oprah Winfrey
 - B “If you can’t fly, run. If you can’t run, walk. If you can’t walk, crawl. But by all means, keep moving.”
Martin Luther King, Jr.

- Listen to Eric’s presentation. How does he begin and end his presentation?

Model presentation

1 Think of your dream job. What is it?

2 Now give more information about your dream job.

What does this job involve/What responsibilities do you have in your dream job?
What are the pros of this job?
What about cons?
Why do you want to do this job?

3 Practise in front of a mirror.

4 Use your notes to prepare your presentation.

5 Present your dream job to the class.

Which of your classmates’ presentations did you like best? What are its/their strongest points?

Peer evaluation



#VOGABULARY

1 Fill in: *university, state, secondary, primary, nursery*.

The **UK** school system

- Kids aged 3-5 can attend 1) school.
- At the age of 5, children start 2) school. They attend for free if it is a 3) school.
- When kids turn 11, they go to a 4) school.
- Students who want to continue their education can go to a 5) or college.

..... /5

2 Choose the correct option.

- 1 She's very **organised/experienced/ambitious** in teaching students of all levels.
- 2 Paul's a **reliable/communicative/curious** person – you can trust him to do a good job.
- 3 Cathy enjoys chatting with customers – she's very **suitable/sociable/responsible**.
- 4 The staff are always very friendly and **pleasant/creative/punctual** with everyone.
- 5 He is very **fair/skilled/outgoing** at web design.

..... /5

3 Fill in: *retire, quit, fire, apply, hire*. Then choose the correct option.

- 1 They plan to Adam; he is always late for **work/job**.
- 2 Tanya wants to for a new job that offers a good monthly **wage/salary**.
- 3 Julia plans to her job because of the low **pay/bonus** and long hours.
- 4 When candidates have the right **qualifications/certificates**, we them at once.
- 5 Harry hopes to when he turns 67 and live on a **promotion/pension**.

..... /10

4 Choose the correct option.

- 1 Eric doesn't get **along/up** with the new manager.
- 2 Emily is planning to set **up/on** a new company.
- 3 We need to carry **off/out** more research.
- 4 **On/At** average, she studies two hours a day.
- 5 According **for/to** research, doctors earn a lot.

..... /5

#GRAMMAR

5 Put the verbs in brackets into the *present simple* or the *present continuous*.

- 1 (we/have) a meeting later today?
- 2 My plane (leave) at 8 tonight.
- 3 I (not/believe) the perfect job exists.
- 4 My dad (not/work) in a bank.
- 5 Jobs (get) harder to find these days.

..... /10

6 Choose the correct option.

- 1 I'm always busy, but today I'm even **busier/busiest**.
- 2 Alex earns twice as much **than/as** I do.
- 3 The more you practise, the **better/best** you become.
- 4 Of all the staff, Ryan is **less/the least** experienced.
- 5 This is by far the **worse/worst** idea.

..... /5

7 Complete with the correct relative pronoun or adverb.

- 1 This is the shop in Mark works.
- 2 That's the boy works at the café.
- 3 Two o'clock is the meeting starts.
- 4 This is Eve, blog is very popular.
- 5 That's the reason he left his job.

..... /5

8 Complete the second sentence so that it means the same as the first. Use two to five words including the word in bold.

- 1 Alex is busy with his homework now. **DOING**
Alex now.
- 2 I can't afford to buy a new tablet. **NOT**
I enough money to buy a new tablet.
- 3 He works faster than everyone else. **THE**
He is all.
- 4 Liam is the kindest person I know. **AS**
No other person I know Liam.
- 5 My best friend is David. He works at the library. **NAME**
My best friend, , works at the library.

..... /10

#1 REVIEW

#EVERYDAY ENGLISH

- 9 Fill in: Do you have any other advice? – You ought to join a school sports team. – What’s the problem? – Why don’t you help me organise the clean-up in the park? – Any ideas on how I can do that?

Daniel: Hi, Jessica. Can I talk to you?
Jessica: Sure, Daniel. 1)
Daniel: Well, Mr Sparks says I need to improve my teamwork skills. 2)
Jessica: 3) You’re really good at PE. Why don’t you join the hockey team?
Daniel: That’s a good idea – I can get fit at the same time! 4)
Jessica: Yes. 5) You can improve your teamwork and organisation skills.
Daniel: OK! Thanks, Jessica! When do we start?

...../10

#LISTENING

- 10 Listen and for questions (1-3), choose the correct answer (A, B or C).

- You hear two friends talking about a university course. They think the course
 - costs too much money.
 - lasts a very long time.
 - has very few teaching hours.
- You hear two teenagers talking about part-time jobs. Why does the boy dislike his job?
 - The work is too hard.
 - His new manager is unkind.
 - The other employees are awful.
- You hear two friends talking. Why does the girl want to quit her job?
 - She can make money another way.
 - She is too busy with sports.
 - She wants to focus on her school work.

...../15

Now I can ...

Vocabulary

- ✓ talk about schools, school subjects & education
- ✓ talk about jobs & qualities
- ✓ talk about work & payment
- ✓ talk about the world of work
- ✓ talk about people’s characters

Reading

- ✓ understand an article about unusual degrees (read for detail – multiple choice – answer questions)
- ✓ understand an infographic of 21st century skills (skim – read for specific information – multiple-choice cloze)

- ✓ understand an email giving advice (read for detail – T/F statements)
- ✓ understand job adverts (read for detail – multiple matching)
- ✓ understand an article about a teen entrepreneur (read for detail – missing sentences)
- ✓ understand an email applying for a job (read for main idea – matching paragraphs to main idea)

Listening

- ✓ listen to a voicemail (listen for gist/detail – gap fill)

- ✓ listen to dialogues (listen for gist/detail – multiple choice)
- ✓ listen to a message (listen for detail – gap fill)

Speaking

- ✓ talk about my school
- ✓ ask for/give advice
- ✓ talk about part-time jobs for teens
- ✓ describe a photo
- ✓ design/present your own company
- ✓ present your dream job

Writing

- ✓ write an email giving advice
- ✓ write an email applying for a post

#READING & WRITING

- 11 a) Read the text. For each question (1-6), choose the correct answer (A, B, C or D).



AT WORK AROUND THE WORLD

Work satisfaction is very important. Studies show that happy workers actually do 1) and better work! So let’s find out what companies around the world are doing to keep their employees happy.

Workers in France have the ‘right to disconnect’. There’s actually a law from 2016 2) says no one has to reply to a work email when they’re not at 3) This is great for work-life balance!

Do you know that taking a break often 4) productivity? In Sweden, they take this information seriously! Fika is their name for a coffee break and most companies have one at 10 am and 3 pm. Everyone steps 5) from their desks to have a drink, a snack and a chat with their colleagues before getting back to work.

- A much B more C most D many
- A who B why C when D which
- A company B career C work D job
- A increases B rises C expands D grows
- A through B over C away D up

...../10

- b) Answer the questions.

- According to the text, who produces more work?
- What does the ‘right to disconnect’ mean?
- What does the ‘right to disconnect’ improve?
- What is *fika*?
- When do *fika* usually take place?

...../10

TOTAL/100

Components

- **STUDENT'S BOOK** WITH DIGI APP
- **WORKBOOK STUDENT'S** WITH DIGI APP
- **GRAMMAR BOOK STUDENT'S** WITH DIGI APP



For the Student

- **TEACHER'S BOOK** WITH DIGI APP
- **WORKBOOK TEACHER'S** WITH DIGI APP
- **GRAMMAR BOOK TEACHER'S** WITH DIGI APP
- **AUDIOS** (DOWNLOADABLE)
- **TEACHER'S RESOURCE MATERIALS** (DOWNLOADABLE)
- **IWB SOFTWARE** (DOWNLOADABLE – WINDOWS – macOS)
- **TESTS** (DOWNLOADABLE)



For the Teacher

Visit the Express Publishing website for Festivities worksheets 

teachers-corner.co.uk/free-resources Festivities Worksheets Secondary