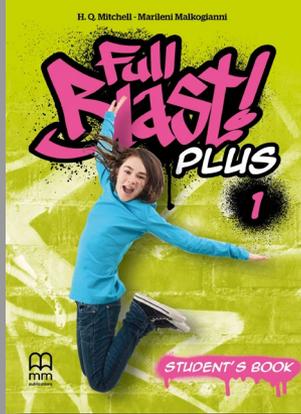




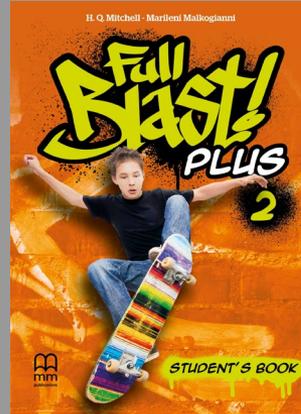
# Smooth transition from level to level

## Correlation with CEFR levels

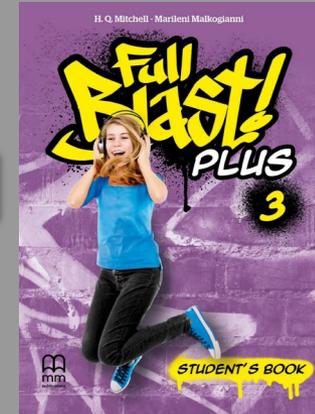
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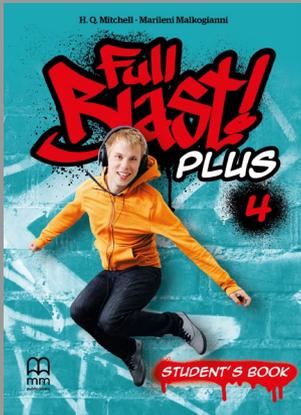
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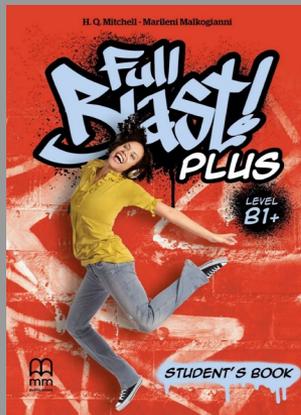
A2.2



B1



B1+



B2



H. Q. Mitchell - Marileni Malkogianni

# Full Blast!

## PLUS

1



STUDENT'S BOOK

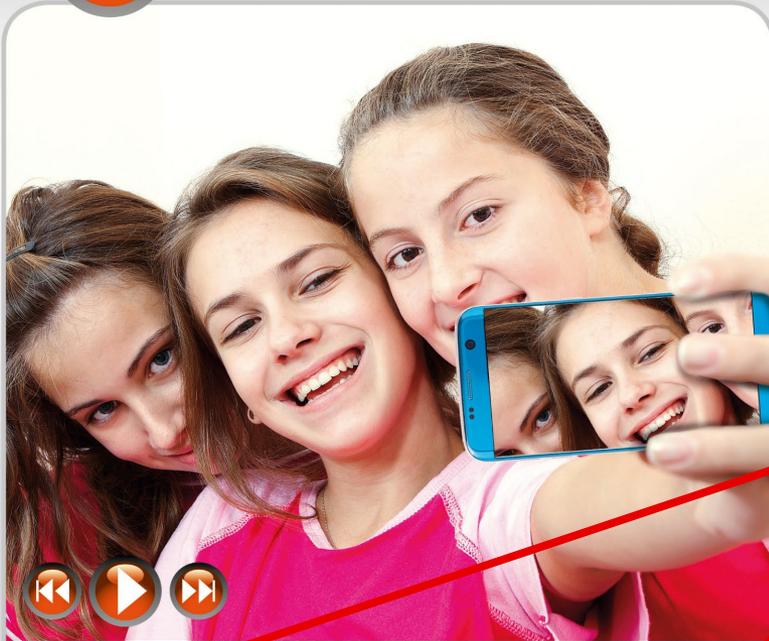
# Full Blast

## PLUS 1



# 3

## It's my life!



### Discuss:

- ▶ What's your daily routine like?  
How busy are you?
- ▶ What do you do in your free time?
- ▶ Do you help out at home?

### In this module you will learn...

- ▶ to talk and write about your daily routine
- ▶ to talk about your free-time activities
- ▶ to give an opinion about sports
- ▶ to say how often you do household chores
- ▶ to write about your favourite day of the week

### Where can you find the following in this module? Go through the module and find the pictures.



# Full Blast PLUS 1

## Module 3

Introduction to the topic of the module through various activities

Objectives of module clearly presented

Vocabulary presented through visual prompts

Grammar box focusing on key grammatical structures

**III 3a Day in day out**

**1 Vocabulary**  
Listen and repeat.

get dressed, go to school, have breakfast, lunch, dinner, get home, do homework, go to bed, get up, have a shower, brush my teeth

**2 Read**  
A. Look at the pictures and the title of the text. What do you think the text is about? Listen, read and check your answers.

**3 Grammar**  
Present Simple (affirmative)

I	paint	He	paints
You	watch	She	watches
We	do	It	does
They	study		studies

**BUT**

We use the Present Simple for habits or actions that happen regularly.

**Prepositions of time**

at	ten o'clock, half past one, etc. the weekend noon/midday/night/midnight
in	the morning, the afternoon, the evening
on	Monday, Tuesday, etc. Sunday morning/afternoon/evening/night weekdays

**Complete with the Present Simple of the verbs in brackets.**

- Fred and Liz \_\_\_\_\_ (brush) their teeth every morning and evening.
- My mum \_\_\_\_\_ (get up) at 7 o'clock every day.
- Alan \_\_\_\_\_ (do) his homework in the afternoons.
- I \_\_\_\_\_ (play) computer games at the weekend.
- My best friend \_\_\_\_\_ (watch) TV after dinner and \_\_\_\_\_ (go) to bed at midnight.

**TAMMY TURNER**  
A young Picasso

Tammy Turner isn't a normal school girl. She loves Art and she's a very good artist. On weekdays, she gets up at 6 o'clock and paints pictures. At 7:30 she has a shower and has her breakfast. Then she goes to school. Art is her favourite subject, of course. She gets home at 4:30 and does her homework. In the evenings after dinner, she paints again!

At the weekend it's different. 'Every Saturday, I visit galleries and on Sundays, I watch TV or make pictures and designs on my computer.' Her Art teacher says: 'She's amazing! She's even got paintings in the local art gallery.'

**B. Read again and write T for True or F for False.**

- Tammy gets up at 7:30 on Mondays.
- Tammy's favourite subject is Art.
- Tammy paints in the morning and in the evening.
- Tammy goes to galleries on weekdays.
- Tammy's teacher likes her paintings.

**4 Pronunciation**

A. Listen and repeat. What's the difference between a, b and c?

a. gets b. plays c. brushes

B. Listen and tick (✓) the sound you hear.

	gets /s/	plays /z/	brushes /ʒ/
paints			
does			
dances			
has			
goes			
watches			
visits			
makes			

Pronunciation activity

**5 Speak**  
Talk in pairs about your daily routine.  
I get up at 7:30. What about you?  
I get up at...

**6 Write**  
Write a few sentences about your daily routine and about a friend's daily routine.

I get up at 7:30. I have...  
John gets up at 8:00. He has...

Various types of texts

# Vocabulary presented through visual prompts

# Grammar practised in context

### 3b Do you like sports?

**1 Vocabulary**  
Match the sports with the pictures 1-8. Then listen and check your answers.

**Tip!** Learn whole phrases (e.g. verb + noun), not just isolated words.

play table tennis ○  
do athletics ○  
do gymnastics ○  
play football ○  
go swimming ○  
play tennis ○  
play volleyball ○  
play basketball ○

### 3 Grammar

Present Simple (negative - questions)

NEGATIVE	QUESTIONS	SHORT ANSWERS	
I don't (=do not) play	Do I play?	Yes, I do.	No, I don't.
You don't (=do not) play	Do you play?	Yes, you do.	No, you don't.
He doesn't (=does not) play	Does he play?	Yes, he does.	No, he doesn't.
She doesn't (=does not) play	Does she play?	Yes, she does.	No, she doesn't.
It doesn't (=does not) play	Does it play?	Yes, it does.	No, it doesn't.
We don't (=do not) play	Do we play?	Yes, we do.	No, we don't.
You don't (=do not) play	Do you play?	Yes, you do.	No, you don't.
They don't (=do not) play	Do they play?	Yes, they do.	No, they don't.

**Complete the sentences with do, does, don't or doesn't.**

1. B: No, we \_\_\_\_\_. We play on Mondays, Wednesdays and Fridays after school.  
A: \_\_\_\_\_ you like football?  
B: Yes, I \_\_\_\_\_. I think it's a great sport.  
A: \_\_\_\_\_ your brother like football, too?  
B: No, he \_\_\_\_\_. He \_\_\_\_\_ like football at all. He likes athletics.  
A: \_\_\_\_\_ you and your friends play volleyball every day?  
B: I \_\_\_\_\_ like swimming.

### 2 Read

A. Listen to the dialogue. Then read it out in groups.

Liv I'm bored.  
Stu I've got an idea. Let's play basketball.  
Liv Oh, no, not basketball!  
Bill What's wrong, Liv?  
Amy Liv doesn't like basketball at all.  
Stu Really? Do you like volleyball or other team sports?  
Liv No, I don't. I don't like sports very much. I think they're boring.  
Bill I think sports are fun and exciting!  
Stu Yeah! I love sports, too. What about you, Amy?  
Amy I like tennis and I'm a great player.  
Bill Tennis is OK but table tennis is great fun! Come on, let's play.  
Liv No way! I hate table tennis.  
Amy Come on, Liv, please!

An hour later...  
Stu Let's stop! I'm tired.  
Bill Me too.  
Liv What? Don't be silly! This is great fun!  
Stu Oh, be quiet, Liv!  
Amy Ha, ha, ha!



B. Read again and circle the correct words.

- Liv likes / hates basketball.
- Bill thinks sports are exciting / boring.
- Amy's favourite sport is tennis / table tennis.
- Stu and Bill / Stu and Liv are tired.
- Liv likes / doesn't like table tennis in the end.

### 4 Listen

Listen to three short dialogues and circle the correct words.

**Dialogue 1**  
Pam thinks tennis is fun / boring.

**Dialogue 2**  
Daniel does gymnastics on weekdays / at the weekend.

**Dialogue 3**  
Ken and Scott like / don't like football.

### 5 Speak

A. Do you like these sports? How much? Draw a face next to each one.

😊 Yes, very much! 😐 It's OK. 😞 No!

gymnastics 😐 football 😐  
athletics 😐 tennis 😐  
basketball 😐 table tennis 😐  
volleyball 😐 swimming 😐

B. Now talk in pairs.  
Do you like...?  
Yes, I do. I think it's fun. /  
No, I don't. I think it's boring. What about you?  
I like... very much. / It's OK. / I don't like... at all.

# Realistic dialogues featuring the characters

# Communicative activities

# Various types of texts

## 3c Time out

### 1 Vocabulary

Listen and repeat.



talk on the phone surf the Net



hang out with friends



read magazines go shopping



watch DVDs



listen to music go to the cinema



play chess

### 2 Read

A. Jay has taken part in a survey about free time. Look at his answers and complete the paragraph.

## SURVEY: Free Time

NAME: Jay Tasker 14

**1. What time do you get home from school?**  
After 3 o'clock  After 5 o'clock

**2. Have you got a lot of free time?**  
Yes  No

**3. When do you hang out with your friends?**  
On weekdays  At the weekend

**4. What do you do with your friends in your free time?**  
At home:  
play board games  watch DVDs  listen to music   
play computer games  surf the Net   
OTHER: do homework

Outdoors:  
play sports  go shopping  go to the cinema   
hang out at the park   
OTHER: go skateboarding

**5. What time do you go to bed?**  
On weekdays:  
Before 10 o'clock  After 10 o'clock   
On Saturdays:  
Before 10 o'clock  After 10 o'clock

Jay Tasker is (1) \_\_\_\_\_ years old. He gets home (2) \_\_\_\_\_ o'clock on weekdays, so he's got a lot of (3) \_\_\_\_\_. He hangs out with (4) \_\_\_\_\_ both on weekdays and at the weekend. When they're at home, they watch (5) \_\_\_\_\_ or they do their (6) \_\_\_\_\_ together. They also play (7) \_\_\_\_\_ and (8) \_\_\_\_\_ the Net. When they go out, they hang out at the (9) \_\_\_\_\_, play sports or go (10) \_\_\_\_\_. Jay goes to bed early (11) \_\_\_\_\_, before 10 o'clock, but at the weekend, he goes to bed late, (12) \_\_\_\_\_.

B. Use the questions in the survey to interview your partner.

### 3 Grammar

Present Simple with Wh-questions

- A: What time do you have dinner?  
B: At 6pm.  
A: When do you go to the cinema?  
B: At the weekend.

- Circle the correct words.
- A: When / What do you do in your free time?  
B: I read magazines.
  - A: When / What time does Brenda listen to music?  
B: In the evenings.
  - A: What time you get / do you get up in the morning?  
B: At 8 o'clock.
  - A: What sports Ben plays / does Ben play?  
B: Volleyball and tennis.

### 4 Speak

A. Talk in pairs.

Student A: Complete the weekly schedule with your personal information. Write what free-time activities you do every day. Then answer Student B's questions.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Student B: Ask Student A questions about different free-time activities, as in the example.

Do you read magazines in your free time?  
Yes, I do. / No, I don't.  
When do you read magazines?  
On Saturdays and Sundays.

**TIP!** When you speak, try to use vocabulary you've learnt in the module.

B. Report your partner's answers to the class.  
Tanya reads magazines in her free time.  
She reads magazines on Saturdays and Sundays.

### 5 Write

Write sentences about what you do/don't do in your free time.

## Short writing activity

Special emphasis on vocabulary building (lexical sets)

Simple listening activity

**3d Around the house**

**1 Vocabulary**  
Match the pictures with the household chores. Then listen and check your answers.

do the washing  clean the windows  tidy my room  take the dog for a walk   
wash the car  Hoover  do the washing-up  take out the rubbish

**2 Read**  
A. Look at the pictures. Who do you think helps out at home? Listen, read and check your answers.

**HOUSEWORK CRAZY**

Angelo Gibson always helps out at home. He helps with the washing, takes out the rubbish and tidies his room every day. And guess what! He likes it! 'I don't mind housework. It's great fun! My favourite chore is the windows. I clean the windows in our flat every week,' he says. His friends think he's crazy but his mum doesn't, 'Angelo is a real angel,' she says.

Megan Roberts plays computer games, reads magazines, watches TV and does her homework every day. But she doesn't want to do housework. 'My room is often a mess but I like it like that. Anyway, I'm usually very busy. I haven't got time for chores,' she says. But her mum doesn't believe her. 'She's just lazy. You see, we live in a big house and we've got a lot of housework,' Megan's mum says. They argue about housework every day and in the end, they always do it together.

**OR JUST LAZY?**

B. Read again and answer the questions.

- Who thinks housework is fun?
- What does Angelo do every day?
- What does Megan do every day?
- What do Angelo's friends think of Angelo?
- What does Megan's mum think of Megan?
- Who lives in a flat?
- What is Megan's room usually like?
- Who doesn't do housework alone?

**3 Grammar**  
Adverbs of frequency

0% 100%

always  usually  often  sometimes  never

**Adverbs of frequency**

- go before the main verb.  
Kevin **never** does the washing-up.  
I **don't usually** take the dog for a walk.
- Do you **often** clean the windows?
- go after the verb **be**.  
Jason is **often** late for school.

Write the sentences using the adverbs of frequency in brackets.

- Jane helps her mum with the housework. (sometimes)
- Greg doesn't go to bed late. (often)
- Do you get up at six o'clock? (always)
- My sister has a shower in the mornings. (never)
- I'm tired after school. (usually)

**4 Listen**  
Listen to three people talking and tick (✓) the chores they do.

	do the washing-up	tidy the house	hoover	cook	clean the windows	take the dog for a walk
Mark						
Julie						
Kelly						

**5 Speak**  
Talk in pairs about the chores you do at home.

Do you usually do the washing-up at home?  
No, I don't. But I sometimes clean the windows. What about you?

**6 Write**  
Write sentences about what you always, usually, often, sometimes, never do at home.

I usually tidy my room. I never...

Group work  
Speaking activities

Variety of activities practising listening, speaking and writing skills

Sample text to be used as model

**3e My favourite day**

**1 Vocabulary**  
Listen and repeat. Have you got any hobbies?

rollerblading  
fishing  
make  
paper flowers  
jewellery  
model planes  
collect  
comics  
stamps  
coins  
do  
arts and crafts  
ballet

**2 Listen**  
Listen to two friends talking about their hobbies and write T for True or F for False.

1. Harry collects coins.
2. Karen makes paper flowers.
3. Karen and her grandmother play chess together.
4. Harry's favourite hobby is rollerblading.
5. Karen thinks rollerblading is fun.

**3 Speak & Write**  
A. Read about Emma's favourite day of the week and complete the table below.

*My favourite day of the week is Saturday. In the morning, I get up early, at about 8:00 and have my breakfast. Then I go to the shops and buy comics. You see, I collect comics and I've got about 200! In the afternoon, I usually play computer games with my friends and then I sometimes go rollerblading with my cousins. In the evening, my family and I often go to the cinema or we stay at home and watch a DVD. Saturdays are great!*

C. Read and make sentences by putting the words in the correct order.

**Word order**  
In English, we always put the subject of a sentence before the verb.  
**subject + verb**  
I collect stamps.  
Ray doesn't play football.

1. goes / Saturdays / Ruth / on / rollerblading  
2. don't / I / make / planes / model  
3. does / Sheila / crafts / arts / and  
4. sister / play / games / doesn't / my / computer  
5. mum / gets / my / 4:30 / home / at

D. Write a paragraph about your favourite day of the week. Use the information from activity B.

*My favourite day of the week is ...  
In the morning, ...  
In the afternoon, ...  
In the evening, ...*

**Tip:** Remember to check the word order in your writing (subject + verb, adverbs of frequency).

Writing activity for further practice

Tip providing useful advice for the completion of the writing task

## Vocabulary

### A. Match.

1. do
  2. surf
  3. get
  4. talk
  5. have
  6. collect
  7. hang
  8. visit
  9. play
  10. take
- a. chess
  - b. the washing-up
  - c. lunch
  - d. the Net
  - e. dressed
  - f. an art gallery
  - g. out with friends
  - h. on the phone
  - i. comics
  - j. out the rubbish

Score: / 10

### B. Circle the correct words.

1. My brother **goes / takes** the dog for a walk every day.
2. Lucy doesn't help at home. She's **lazy / late**.
3. I've got an ideal. Let's **go / do** fishing.
4. Simon never **washes / brushes** his teeth after lunch.
5. Jamie loves sports. On Mondays and Wednesdays he **does / plays** football and at the weekend he goes **swimming / gymnastics**.
6. This book is **boring / exciting**. I don't like it.

Score: / 7

## Grammar

### C. Complete the sentences with *in*, *on* or *at*.

1. Liz gets up \_\_\_\_\_ six o'clock every day.
2. Alice often goes out \_\_\_\_\_ the evenings.
3. I never read books \_\_\_\_\_ my free time.
4. My mother usually goes shopping \_\_\_\_\_ Saturday mornings.
5. We always tidy our room \_\_\_\_\_ the weekend.
6. Jack sometimes goes to the cinema \_\_\_\_\_ Sundays.

Score: / 6

### D. Complete with the Present Simple of the verbs in brackets.

1. My sister usually \_\_\_\_\_ (study) after dinner.
2. Every afternoon Ted \_\_\_\_\_ (go) rollerblading.
3. My friends \_\_\_\_\_ (listen) to hip hop.
4. I often \_\_\_\_\_ (get) up late on Saturdays.
5. Tina \_\_\_\_\_ (stay) at home on Fridays and \_\_\_\_\_ (watch) TV.

Score: / 6

### E. Circle the correct words.

1. **A: Do you / You do** want to play tennis?  
**B:** Sorry. I **doesn't / don't** like sports.
2. **A: What time / When** do you wash the car?  
**B:** At the weekend.
3. **A: Does / Do** your brother help with the housework?  
**B:** Yes, he **does / doesn't**. But he **often / never** tidies his room. It's a mess.
4. **A: What time** do you have lunch?  
**B:** I **always have / have always** lunch at 12:30.
5. **A: Does Fred ride / ride** his bike in the afternoons?  
**B:** Yes, sometimes.

Score: / 8

## Communication

### F. Complete the dialogue with the sentences a-d.

- a. What's wrong?
- b. Me too.
- c. Well, guess what!
- d. Don't be silly.

- A:** Hey, Freddie. You like computer games, right?  
**B:** Yeah.  
**A:** (1) \_\_\_\_\_  
**B:** What? Have you got a new game console?  
**A:** (2) \_\_\_\_\_  
**B:** What then?  
**A:** I've got a new basketball game. Do you want to play later?  
**B:** No thanks.  
**A:** What? (3) \_\_\_\_\_  
**B:** I don't like basketball very much.  
**A:** I've got a great football game, too.  
**B:** Oh, I love football.  
**A:** (4) \_\_\_\_\_

Score: / 8

TOTAL SCORE: / 45

### Now I can...

- talk about free-time activities / chores / daily routines
- say how often I do things
- say what sports I like/dislike
- use the Present Simple
- use prepositions of time
- talk and write about my favourite day of the week

Vocabulary, grammar and communication revision activities

Self evaluation section

A. Look at the pictures. What can you guess about Emma's life? Listen, read and check your answers.

## Culture page 2 |||

# Emma Lewis

## The life of a typical British teenager



### On weekdays...

I go to school from nine till three, and in the evenings, I hang out with friends or watch telly.



### Dinner

is usually at seven, and we eat a lot of different kinds of food like Indian, Chinese, Italian. I like fish and chips, too, but we don't often have that.

### At the weekend...

On Saturdays, I go shopping with my mates or I go to a football match with my brother. He's a big Chelsea fan.



### On Saturday nights,

I usually go to a friend's house or my mates and I sometimes go to a concert. Coldplay are my favourite band at the moment, but I like the Arctic Monkeys, too.



### On Sundays,

I usually stay at home. My nan usually visits, and we have Sunday dinner together as a family. On Sunday evening, I do my homework and get ready for school on Monday.

### Glossary

telly = TV  
Eastenders = popular TV soap opera  
mate = friend  
nan = grandmother  
Sunday dinner = lunch on Sunday

### Project

#### Write a blog!

Write a short blog about what life is like for teenagers in your country. Talk about what they do during the week and what they do at weekends.

### B. Read again and answer the questions.

1. What time does Emma go to school?
2. What does Emma watch on the telly?
3. Where does Emma go with her brother?
4. What is Emma's favourite band?
5. Who usually has lunch with Emma's family on Sundays?
6. What does Emma do on Sunday evenings?

Texts giving cultural information

# Bar Graphs

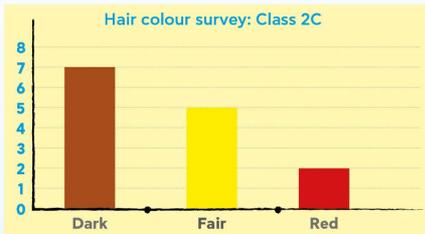
A. Look at the picture of class 2C below and imagine that they are doing a survey on hair colour. Write the results of the survey in the table.



HAIR COLOUR	NUMBER OF STUDENTS
Dark	
Fair	
Red	

Texts giving cross-curricular information linking English with other school subjects

B. Look at the bar graph below. It shows the results of the survey above. Answer the questions 1-3. Choose a or b.

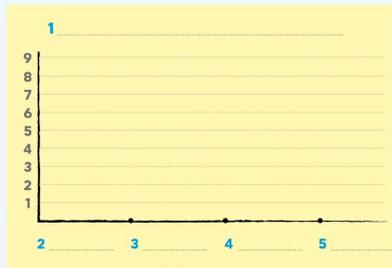


- What do the numbers in blue in the bar graph show?
  - number
  - number of different hair colours
- How many students are there in the class?
  - seven
  - fourteen
- What is the most common hair colour in the class?
  - dark
  - red

C. Look at the table below. It shows the results of class 2C's survey on eye colour. Answer the questions 1-4 and make a bar graph with the information.

EYE COLOUR	NUMBER OF STUDENTS
Brown	8
Blue	3
Grey	2
Green	1

- What information does the table give us?
- How many students have got grey eyes?
- How many bars will the bar graph have?
- What information do you need to complete the gaps 1-5? Complete the gaps. Then draw the bars.



### Project

#### Do a class survey!

Do a survey on eye colour in your class. Be sure to follow the three stages in the TIP below.

EYE COLOUR	NUMBER OF STUDENTS
Brown	
Blue	
Grey	
Green	

**TIP!** Stage 1: Collect the data.  
 Stage 2: Organise the data.  
 Stage 3: Use the data to create a bar graph.

Project work

# SONG 2

Read the song and circle the correct words.  
Then listen and check your answers. 

## My space

Yeah, yeah, yeah,  
It's my space  
Yeah, yeah, yeah,  
It's my place

My place, my space  
I surf the Net and read (1) **magazines / books**  
My place, my space  
It's my space, do you know what I mean?

My place, my space  
OK, there's (2) **always / usually** a big mess  
My place, my space  
But I (3) **love / hate** it that way, oh yes!

My place, my space  
(4) **Hip hop / Pop star** posters all over the wall  
My place, my space  
Clothes on the (5) **bed / floor** but that's not all

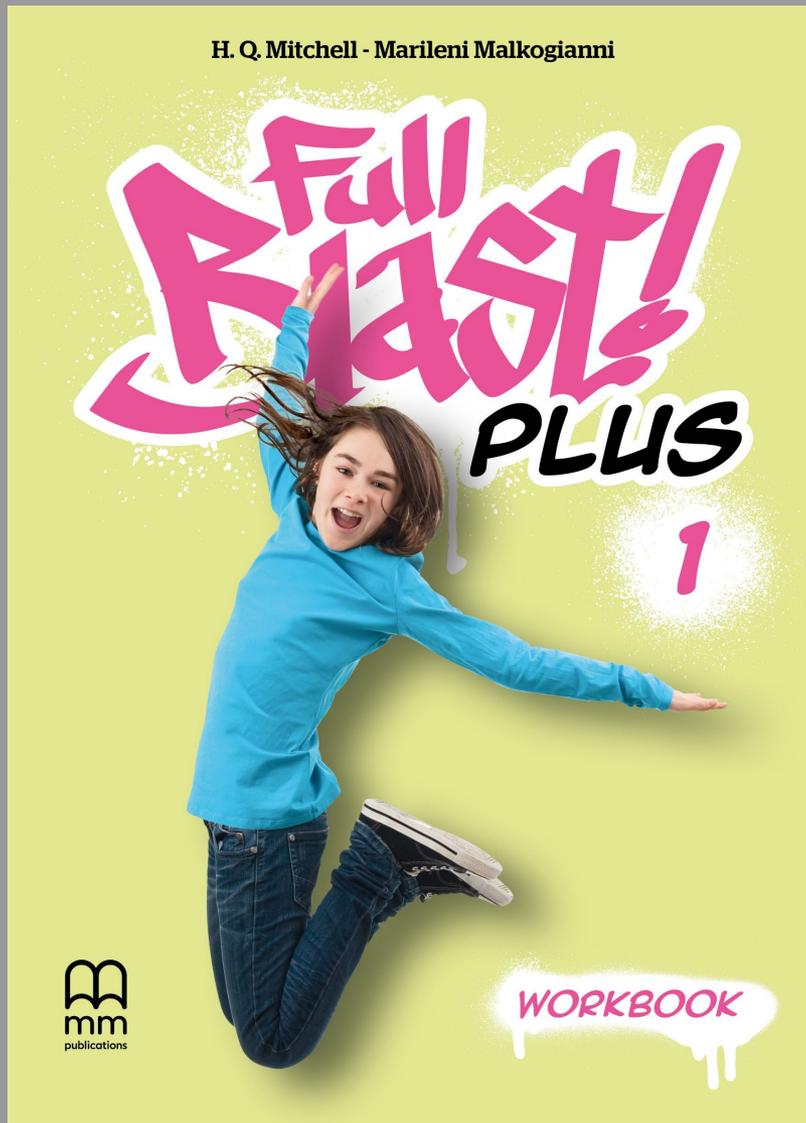
My place, my space  
You can find it (6) **upstairs / downstairs**  
My place, my space  
My friends and I (7) **go / hang** out there

Yeah, yeah, yeah,  
It's my space  
Yeah, yeah, yeah,  
It's my place

# Song 2

## My Space

# Workbook



# Student's CD-ROM



# Workbook

## Graded activities

### 1a Where are you from?

A. Look and complete with the countries and nationalities.

1. Mexico: I'm Mexican  
I'm from Mexico

2. Hungary: I'm from Hungary  
I'm Hungarian

3. Brazil: I'm from Brazil  
I'm Brazilian

4. France: I'm French  
I'm from France

5. Spain: I'm from Spain  
I'm Spanish

6. China: I'm from China  
I'm Chinese

7. Peru: I'm Peruvian  
I'm from Peru

B. Complete with the words in the box.

Hello. My name is Kostas. I'm from (1) Greece  
but I (2) live in London. I'm 14 years old  
and I'm a (3) new student here!

Greece from Polish live new but

Hi. I'm Jozefina and  
I'm (4) Polish.  
I'm (5) from  
Warsaw (6) but  
I live in London. Kostas and I  
are classmates.

C. Complete the dialogues with the correct form of the verb be.

- John: Hi. Are you Australian?  
John: No, we aren't. We are Canadian.  
Angie: I am Australian.
- Susan: Are you James?  
Tom: No, I 'm not. I am Tom. This is James.  
Susan: Oh, Hello James.
- Gerard: Are you and Lisa classmates?  
Oliver: No, we aren't classmates,  
but we are friends.

D. Complete with *my, your* or *our*.

- Diana and I are sisters. Our surname is Smith.
- A: I'm Samantha. What's your name?  
B: My name is Chris.
- I'm Frank and this is my brother, Bill.
- A: Is that your sister?  
B: No, Kathy and I are friends.
- This isn't your pencil. It's my pencil.

E. Match.

- |                               |   |                            |
|-------------------------------|---|----------------------------|
| 1. Where are you from?        | f | a. Wilkinson.              |
| 2. This is Stella.            | e | b. I'm fine, thanks.       |
| 3. How are you?               | b | c. I'm fourteen years old. |
| 4. How old are you?           | c | d. I live in Dublin.       |
| 5. What's your surname?       | a | e. Nice to meet you.       |
| 6. I live in London. And you? | d | f. I'm from Italy.         |

F. Complete the form with your personal information and attach a photo of yourself.

No. \_\_\_\_\_

Name: \_\_\_\_\_

Surname: \_\_\_\_\_

Age: \_\_\_\_\_ years old

Nationality: \_\_\_\_\_

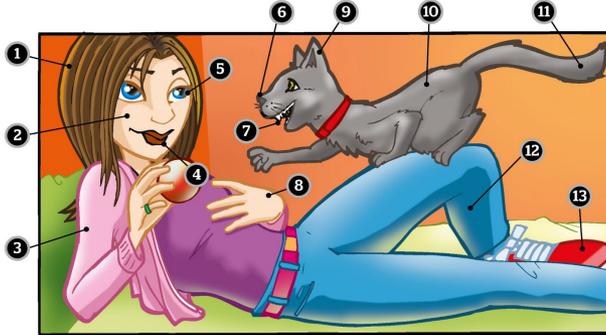
Live in: \_\_\_\_\_

Phone number: \_\_\_\_\_

# Workbook

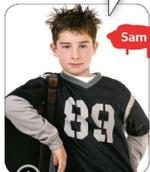
## III 2c My pet

A. Look at the picture below and write 1-13 next to the words.



- |      |    |       |    |      |    |       |   |      |    |
|------|----|-------|----|------|----|-------|---|------|----|
| hand | 8  | leg   | 12 | face | 2  | ear   | 9 | nose | 6  |
| foot | 13 | mouth | 4  | body | 10 | teeth | 7 | tail | 11 |
| head | 1  | eye   | 5  | arm  | 3  |       |   |      |    |

B. Match the children with their pets. Then complete the sentences.

<p>My pet has got four legs. It's got a white body and a black tail.</p>  <p>1</p>	<p>My pet is very cool. His name is Archie. He's black and orange and he's got eight legs.</p>  <p>2</p>	<p>My pet is beautiful. It's got two legs and a colourful body. Its wings are green.</p>  <p>3</p>	<p>My pet's name is Rico. He hasn't got legs or wings. He's orange and white.</p>  <p>4</p>
--	--	--	---

 2	 3	 4	 1
Sam has got a _____ <u>dog</u>	Eva has got a _____ <u>spider</u>	Mike has got a _____ <u>parrot</u>	Ruthie has got a _____ <u>snake</u>

C. Choose a or b.

- My \_\_\_\_\_ favourite subject is Maths. He's very good at it.  
a. brother's      b. brothers'
- \_\_\_\_\_ cat is this? Is it Ryan's?  
a. Who's      b. Whose
- My \_\_\_\_\_ names are Christina and Joanna.  
a. sister's      b. sisters'
- This is my \_\_\_\_\_ pet.  
a. grandparents      b. grandparents'
- \_\_\_\_\_ that woman?  
a. Who's      b. Whose
- That big house is \_\_\_\_\_.  
a. Natalie      b. Natalie's

D. Look and answer.

- Whose cap is that?  
It's Nathan's (cap).
- Whose pencil case is that?  
It's Paula's (pencil case).
- Whose book is that?  
It's Andy's (book).
- Whose sharpener is that?  
It's Bill's (sharpener).
- Whose MP4 player is that?  
It's Julie's (MP4 player).



E. Complete with the sentences in the boxes.



a. Who's Karen?    b. Well, whose is it?    c. Nice cat.

- Tina Hello, Mark.  
Mark Hi, Tina. (1) c. Is it your cat?  
Tina No, it isn't.  
Mark (2) b.  
Tina It's Karen's.  
Mark (3) a.  
Tina She's my new classmate.

a. That's all right.    b. This is for you.  
c. Come on!    d. Of course not.

- Fay Hey, Jane. (1) b.  
Jane Oh, thank you very much.  
Fay (2) a.  
Jane It's a Taylor Swift CD! Thanks.  
Fay Have you got this CD?  
Jane No. (3) d. It's new.  
Fay Let's listen to it at my house.  
Jane Sure!  
Fay (4) c. Let's go!



A. Match.



- |          |                 |
|----------|-----------------|
| 1. use   | a. pictures     |
| 2. play  | b. English      |
| 3. speak | c. a computer   |
| 4. ride  | d. the keyboard |
| 5. take  | e. a horse      |

B. Look at the chart and write sentences about what Betty and Frank can and can't do, as in the example.

	Betty	Frank
dance	✓	X
draw well	X	✓
cook	✓	X
play the piano	X	✓
skateboard	✓	X

- Betty can dance, but Frank can't.
- Betty can't draw well, but Frank can.
- Betty can cook, but Frank can't.
- Betty can't play the piano, but Frank can.
- Betty can skateboard, but Frank can't.

C. Write questions using the prompts given. Then look at the pictures and answer the questions.

1. Sally / ride a horse?  
 Can Sally ride a horse?  
 No, she can't.



4. Alex and Rose / cook?  
 Can Alex and Rose cook?  
 No, they can't.



2. Brad / understand Spanish?  
 Can Brad understand Spanish?  
 Yes, he can.



5. Susan / sing?  
 Can Susan sing?  
 Yes, she can.



3. John / swim?  
 Can John swim?  
 No, he can't.



6. Max and Lisa / dance?  
 Can Max and Lisa dance?  
 Yes, they can.



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TEACHER'S BOOK

# Full Blast!

## PLUS 1



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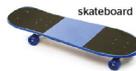
# Teacher's Book

Tables of functions structures and vocabulary introduced in each lesson

## 2a My things

### 1 Vocabulary

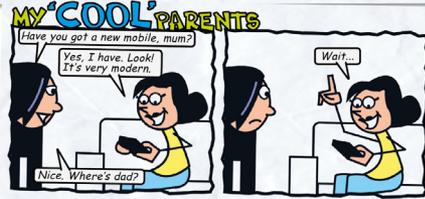
Listen and repeat.

 watch  
 mobile phone  
 CD  
 camera  
 sunglasses  
 skateboard  
 game console  
 MP4 player  
 rollerblades  
 cap  
 bike

### 2 Read

A. Listen to the comic strips. Then read them out in groups.

**TIP** Before you read the text, look at the pictures. They will help you understand the text.


**B. Read again and write T for True or F for False.**

- Mrs Cringe has got rollerblades.
- Mr and Mrs Cringe have got a game console.
- Mr Cringe has got a new mobile phone.
- Mr Cringe hasn't got black sunglasses.
- Mr and Mrs Cringe are at the party.

**FUNCTIONS**  
Talking about personal items

**STRUCTURES**  
The verb have got

**VOCABULARY**

**Words**  
bike camera cap CD computer game cool game console mobile phone modern MP4 player nice party rollerblades skateboard sunglasses thing watch (n)

**Phrases**  
Are you sure? Look! Wait!

**Warm-up**  
**Aim:** to introduce the topic of the lesson.  

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about (*the things someone owns/has*). If necessary, translate the title into Ss' L1.
- Ask Ss what their favourite things are.
- Elicit answers and make a list of them on the board.

**1 Vocabulary ▶▶30**  
**Aim:** to introduce vocabulary related to personal objects  

- Ask Ss to look at the objects and see if any of them are included in the list on the board.
- Ask Ss to read through the words and guess what they mean. Help them when necessary.
- Play the CD and have Ss repeat the words they hear.
- If necessary, play the CD again until Ss feel more confident with the pronunciation of the words.

**2 Read ▶▶31**  
**A. Aim:** to present vocabulary, structures and functions in the context of three comic strips  

- Draw Ss' attention to the comic strips and ask them where they may be found (*in a newspaper or magazine*).
- Have Ss read the title of the comic strips. Explain to Ss that the adjective cool (= trendy, modern, relaxed, easy-going) can be used to describe a person's attitude/lifestyle.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to look at the pictures and try to guess what the comic strips are about.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Draw Ss' attention to Jake's facial expression throughout the story. Ask them if they think he is happy with the fact that his parents are so cool (*he is not and he is probably embarrassed by them*).
- Draw Ss' attention to the relation between the surname Cringe and the verb cringe (= feel very embarrassed). Explain that it is used humorously to show that Mr and Mrs Cringe's behaviour makes Jake feel embarrassed.
- Ask Ss some comprehension questions.

*Has Jake's dad got a skateboard? No (he hasn't).*  
*Has Jake's mum got rollerblades? No (she hasn't).*  
*What are Jake's parents crazy about? Computer games. Is his mum's mobile old? No, it isn't. It's new and modern.*  
*Has Jake's mum got a cap? Yes (she has).*  
*Has Jake's dad got black sunglasses? Yes (he has).*

- Explain any unknown words.
- Choose Ss to act out the dialogue.

**2a**

**B. Aim:** to give Ss practice in identifying specific information in the comic strips

- Have Ss do the activity.
- Check the answers with the class.

**KEY**  
1.F 2.T 3.F 4.F 5.T

142
TB 22

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**Grammar**

BEGINNERS



Grammar

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STUDENT'S BOOK



## Full Blast PLUS Level B1+



# Introduction to the topic of the module through visual prompts and brief discussion

The image displays a grid of 12 visual prompts for a module, arranged in three rows and four columns. The first prompt, 'The bonds between us', is highlighted with a large red arrow pointing to a detailed view on the right. The detailed view shows a close-up of hands being clasped together, with a 'Discuss' box containing questions about relationships and a 'In this module you will...' box listing learning objectives. The grid of prompts includes:

- 1 The bonds between us
- 2 Home & away
- 3 All work & no play...
- 4 Talk to me!
- 5 An apple a day
- 6 Aiming high!
- 7 Live it up!
- 8 Earthly matters
- 9 Cashing in
- 10 Easy on the eye
- 11 Eureka!
- 12 The price of crime

Objectives of module clearly presented

## Warm-up activities introducing the topic

# Reading

## 1 The bonds between us

### Read

#### A. Discuss.

- Which famous people do you follow in the media?
- Is there anything special about them? What?
- Are they the most important people in your life? Why / Why not?

#### B. Read the text quickly. Which sentence best summarises the text? Choose 1, 2, 3 or 4.

1. People who follow celebrities' lives are not reliable.
2. The real stars are the people who are changing the world.
3. The people who are important to us are those that care about us.
4. People who are famous today may not be famous tomorrow.



- Read the text, questions and options carefully.
- Choose the option which answers the question or completes the sentence correctly according to what is mentioned in the text.
- Be careful! The meaning of the correct option should be reflected in the text, but NOT necessarily with the same words or phrasing.

## People who matter



Lionel Messi

Every day we see and hear all around us the names of important people. These people are the success stories of the moment. The media keep telling us about them. Everybody seems to be talking about them. We sing along to tunes by popular artists, we read books by bestselling authors and talk about the latest TV series with our friends. We watch films with Academy Award-winning actors and we cheer champion athletes.

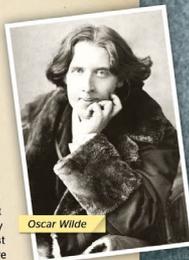
'How come you don't know Lionel Messi?' we ask, shocked that some people have no idea what's going on around them. 'Which planet are you from?' we ask, making fun of them.

Some of us admire celebrities so much that we hang their posters on our walls. Sometimes the posters change as quickly as the latest fashions in clothes. Our favourite magazines feature pictures of new stars as the older ones on our walls fade away. We lose interest in yesterday's big names because we are more excited by what is new. We always seem to think that *new* means *better*.

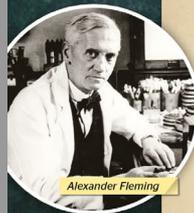
But then there are still legends (some living, some not) whose names will be around for years to come. They may not be the big story of the moment, but without a doubt history will remember them. We learn of people like physicist Stephen Hawking and others whose accomplishments are bringing about change in the world today. We appreciate the all-time classics as we get our first taste of authors like F. Scott Fitzgerald, Charles Dickens and Oscar Wilde, to name but a few. We are fascinated by the power of their writing, which has truly stood the test of time.

'Oh, so it was Alexander Fleming who discovered penicillin!' we exclaim, surprised we didn't already know this.

There really are so many distinguished people with brilliant achievements, but we soon forget who they are. Can you name the five wealthiest people of all time? Can you name ten people who have won the Nobel prize? Do you remember



Oscar Wilde



Alexander Fleming

anyone who won a gold medal in the most recent Olympic Games? How about in the ones before that?

These people may have the most money or awards, but how easily do we remember their names? Even those people who are champions in their fields are soon forgotten.

To recognise the people that truly matter, see if you can answer the following questions. How fast can you name three friends who helped you when you needed them? Can you think of any people who make you feel special when you are sad? Which teachers help you at school? Can you name five people you enjoy spending time with? Are there any heroes that inspire you? You'll soon see the names you come up with are the names of the people most familiar to you. They are the names you always remember. The people whose names you can always remember are the most important people in the world to you.

The people who **make a difference** in your life are not necessarily the ones with the most certificates and prizes. No, the people who matter the most are the ones you need most in your life. Their names may not be on everyone's lips, but they are certainly the ones that care. They are the ones that have faith in you and the people you belong with.

### So, who matters most to you?



### C. Read the text and answer the questions that follow. Choose a, b, c or d.

1. The 'success stories' mentioned in the first paragraph are
  - a. TV and radio programmes about celebrities.
  - b. people that lots of people are talking about.
  - c. books about famous people.
  - d. the people we know the most about.
2. According to the text, we lose interest in older stars when
  - a. they change the style of clothes they wear too quickly.
  - b. it becomes more difficult to see them.
  - c. new ones appear.
  - d. they've been around for years.
3. If somebody is a legend, he/she
  - a. is remembered for his/her accomplishments years later.
  - b. has the ability to attract attention.
  - c. has the talent to achieve things that others cannot.
  - d. has the strength to fight for his/her beliefs.
4. Why does the writer ask us to name people who are champions in their fields?
  - a. to test our general knowledge
  - b. to remind us who the people with brilliant achievements are
  - c. to prove that people who have achieved fame are not remembered for long
  - d. to prove that those distinguished people are not necessarily the wealthiest
5. What point is the writer trying to make in paragraph 8?
  - a. The speed at which you answer the questions is important.
  - b. In actual fact, you don't have many friends.
  - c. There are a lot of people who make you feel special.
  - d. You are not likely to forget the names of the people that count.
6. According to the writer, the people that really matter are
  - a. the wealthiest and most famous.
  - b. those that help us the most.
  - c. those that change the world with their achievements.
  - d. those that believe in us.

### D. Match the highlighted words/phrases in the text with their meanings.

1. make you want to achieve something: \_\_\_\_\_
2. very successful and respected: \_\_\_\_\_
3. shout in praise or support: \_\_\_\_\_
4. lose colour and brightness: \_\_\_\_\_
5. very interested in and excited about something: \_\_\_\_\_
6. be/do something important: \_\_\_\_\_
7. a brief experience of something: \_\_\_\_\_

### E. Discuss.

- Do you agree that the most important people in your life are the ones who care about you?
- Which people in your life matter the most to you, and why?

## Up-to-date texts and topics

# Vocabulary presented and practised in context

# Grammar practised in real life contexts

## 1 The bonds between us

### Vocabulary 1

A. Place the words in the box in the appropriate category. One word may be used more than once.

acquaintance supervisor peer  
stepfather/stepmother co-worker sibling  
headteacher relative

in-laws  
x-wife/ex-husband

mate  
pal

Family

Friends/  
Social  
contacts

At School

At Work

fellow student  
classmate

boss  
colleague

People  
we know

B. Now complete the sentences with the correct form of the words from the word web. In some cases more than one option may be appropriate.

- I barely know him. He is just a(n) \_\_\_\_\_ who I see while walking in my neighbourhood.
- My \_\_\_\_\_ and I are worried about our future because our boss is selling the company.
- Parents are often very concerned about jealousy between \_\_\_\_\_.
- Friendship is very important to teenagers and that is why they are often under pressure from their \_\_\_\_\_.
- My wife is happy that we're seeing her parents, but spending time with my \_\_\_\_\_ is not my idea of fun.

C. Read the sentences 1-6 and match the words in bold with the definitions a-f.

- |   |                       |   |
|---|-----------------------|---|
| 1. It was very <b>generous</b> of you to buy a bike for Jack.               | <input type="radio"/> | a. friendly, open and outgoing                      |
| 2. The fisherman was <b>grumpy</b> because he was tired and hungry.         | <input type="radio"/> | b. charitable and willing to share                  |
| 3. Brenda is so <b>selfish</b> . She never thinks about anyone else.        | <input type="radio"/> | c. shy, uncommunicative and unsocial                |
| 4. My son is very <b>extrovert</b> , but my daughter is very quiet and shy. | <input type="radio"/> | d. not willing to give, share or spend              |
| 5. She is a <b>reserved</b> student who doesn't open up easily in class.    | <input type="radio"/> | e. bad-tempered and moody                           |
| 6. Matthew is too <b>stingy</b> to lend you any money.                      | <input type="radio"/> | f. caring more about your needs than other people's |

## Grammar 1

### Present Simple - Present Progressive

A. Match the rules (1-5) about the uses of the Present Simple with the verb forms in bold in the sentences (a-e).

The Present Simple is used:

- for situations that are true in the present
- for repeated/habitual actions
- for general truths
- for future actions related to timetables and programmes
- in exclamatory sentences with *Off.../Here.../There...etc.*

- Gorillas **live** in social groups.*
- The plane **leaves** tomorrow at 8.00 a.m.*
- Tim **works** as a pilot for an airline.*
- Here **comes** Jenny. Don't tell her about the surprise.*
- The whole family **eats** dinner together on Sundays.*

B. Match the rules (1-4) about the uses of the Present Progressive with the verb forms in bold in the sentences (a-d).

The Present Progressive is used:

- for actions happening now
- for temporary situations
- for future arrangements
- for situations which are changing or developing around the present time

- We **are going** for a picnic on Saturday, so don't plan anything else, please.*
- Are you doing** anything right now? Can you help me lift this box?*
- House prices **are falling** at last.*
- Jamie's **living** with his cousin until he finds his own flat.*

See Grammar Reference

C. Complete the dialogue with the Present Simple or the Present Progressive of the verbs in brackets.

**Nina:** Hello, there! Nice to see you again. You're Jackie's friend, right? She tells me you (1) \_\_\_\_\_ (play) beach volleyball. So do I.

**Beth:** Yeah, I've been in a semi-professional team for two years now. What about you? (2) \_\_\_\_\_ (you / play) in a team?

**Nina:** No, I (3) \_\_\_\_\_ (not play) in a team, at least not yet, but I (4) \_\_\_\_\_ (practise) at least three hours a day.

**Beth:** Oh, so you (5) \_\_\_\_\_ (probably / get) very good, then.

**Nina:** Yep. These days I (6) \_\_\_\_\_ (work) extra hard because I (7) \_\_\_\_\_ (plan) to try out for a team next month.

**Beth:** When exactly?

**Nina:** On the third.

**Beth:** No kidding! My team (8) \_\_\_\_\_ (hold) try-outs that week.

**Nina:** Really? Where?

**Beth:** Trumington Stadium.

**Nina:** Wow! That's unbelievable. That's where I (9) \_\_\_\_\_ (go), too.

**Beth:** I'd be happy to give you a few tips. I might even be able to introduce you to a few people before you come over.

**Nina:** That would be fantastic. I'm excited already!

**Beth:** (10) \_\_\_\_\_ you \_\_\_\_\_ (go) by Jackie's place very often? Maybe we could get together and talk about it sometime.

**Nina:** Sounds great. How about tomorrow evening?

**Beth:** OK. See you tomorrow!



# Listening and Speaking

## 1 The bonds between us

### Listen

You will hear people talking in six different situations. For questions 1-6, choose the best answer, a, b or c.

- You hear a woman talking about her new job. What does she say about the people she works with?
  - She finds them strange.
  - They're not very open.
  - They want to know too much about her private life.
- You overhear a conversation between two boys. What is Steve worried about?
  - He doesn't like the food.
  - He doesn't like football.
  - He doesn't have enough money.
- You overhear a man speaking to a travel agent. How does the man feel about the woman's answer?
  - satisfied
  - angry
  - disappointed
- You hear a man talking to a colleague. Who is this person talking about?
  - his ex-wife
  - his mother-in-law
  - his daughter-in-law
- You overhear a conversation between two students. How far do they agree about Professor Lawson?
  - They completely agree.
  - They disagree.
  - They partly agree.
- You hear a man talking about a cat. Why was the man annoyed with the cat at first?
  - It ate too much.
  - It wanted food all the time.
  - It damaged the furniture.

**TIP**

- Read the questions and options carefully before you hear each extract. Pay special attention to question words (who, when, etc.)
- Listen to each extract carefully. Don't try to understand every single word or phrase, but focus on the whole message.
- Choose the option that best answers the question. Don't choose an option just because words or phrases included in the extract appear in it.
- Choose an option after you have heard the whole extract and confirm your choice when you have heard the extract for a second time.

## Vocabulary 2

A. Match the appropriate adjective relating to emotions in the box with each facial expression.

- 1) miserable 2) hopeful 3) annoyed 4) pleased 5) jealous 6) surprised



B. Now complete the sentences with the synonyms of the words in bold from the box above.

- I felt **envious** / \_\_\_\_\_ of my best friend when she was chosen for the team and I wasn't.
- Ben is such a good student. I was **astonished** / \_\_\_\_\_ that he did badly on yesterday's maths test.
- I was **depressed** / \_\_\_\_\_ when we moved here because there were no young people around.
- The teacher was **delighted** / \_\_\_\_\_ with our excellent test results.
- My mother was really **irritated** / \_\_\_\_\_ to find out that I had not done the washing-up after lunch.
- The players are in good shape and they are **optimistic** / \_\_\_\_\_ that they will win the game tomorrow.

C. Read the sentences and match the phrasal verbs in bold with their definitions.

- If you're in town next month, **look me up**.
- I'm **picking my dad up** from the airport at six.
- It's sad that Jan and Bob **broke up**. I thought they were a great couple.
- If your flight is cancelled, the airline has to **put you up** for the night.
- I can't meet you at six because a problem has **come up** at work.
- Slow down! You're walking too fast and I can't **keep up**.

- collect (often in a vehicle)
- provide accommodation
- happen unexpectedly
- stay at the same speed/level
- visit (after a long time)
- end a relationship

## Grammar 2

### Stative verbs

A. Read the sentence. Which tense is used and why? All parents **want** their children to succeed in life.

Now look at the two sentences below and answer the questions.

- I **think** friends are the most important people in our lives.
- I'm **thinking** about what to get my sister for her birthday. In which sentence could the verb in bold be replaced by the phrase in my opinion?

In which sentence does the verb in bold refer to someone using a mental process?

**NOTE** Certain stative verbs can be used in progressive tenses when they express actions rather than states, but with a difference in meaning.

### be used to + -ing

B. Read the sentence and answer the question.

I'm **not used to eating** with chopsticks.

The sentence means:

- I didn't eat with chopsticks in the past.
- I'm not accustomed to eating with chopsticks.

**NOTE**

**am / is / are used to + -ing** is used to show that we are familiar with / accustomed to a situation or activity.

See Grammar Reference

C. Read the sentences and circle the correct options.

- I **like / am liking** this film, although I **don't understand / am not understanding** everything.
- Stephanie is not used to **eat / eating** all these different kinds of Middle Eastern food.
- I **don't own / am not owning** a smart TV. They **cost / are costing** too much money.
- Don't worry about Marcus. He is **driving / used to driving** on busy streets.
- This afternoon, I **see / am seeing** my sister. **Do you want / Are you wanting** to come along?
- I **prefer / am preferring** not to go to that shoe shop. I **look / am looking** for boots, not trainers.

## Speak

Work in groups and discuss the following questions.

- How many best friends do you think someone can have - only one or more?
- How does someone become a close friend of yours? Is it a case of spending a lot of time with you, or something else?
- What do you have in common with your close friends?
- When was the last time you ended a friendship? Why? What qualities did that person have that made you end it? What qualities do you appreciate more in people after that?

### Phrases / Expressions

Personally, I feel that... It depends on whether you're looking for... contribute to a relationship be able to confide in share experiences get along with someone quarrel with someone be a perfect match complement each other be identical



DESIRABLE/POSITIVE TRAITS		UNDESIRABLE/NEGATIVE TRAITS	
easy-going	supportive	bossy	pessimistic
good-natured	thoughtful	immature	stubborn
reliable	trustworthy	moody	insensitive
		nosy	

Lexical sets presented with the aid of illustration

Speaking activities leading to successful real-life communication

# Tip providing useful advice for the completion of the writing task

**1 The bonds between us**

**Write A descriptive article**

**A. Discuss.**

- Why is friendship so important?
- What do you like most about your best friend?
- How do you spend your time together?

**B. Read the rubric below. What are you asked to write? Who is going to read it? You see this announcement in an international magazine.**

**My Best Friend**  
Tell us about your best friend – how long you have known him/her, what sort of person he/she is, and what makes your friendship so special. The best articles will be published in next month's issue.

**C. Now read the description below.**

**Joy in my life!**

Joy and I have been best friends since kindergarten. We got along very well when the teacher seated us next to each other. Soon, we were like two peas in a pod, sharing secrets and sharing lunch.

What I like most about Joy are her calm blue eyes, her warm and friendly smile, and her kind personality. She has always been a trustworthy and reliable friend who has stood by me no matter what.

People wonder why we are friends, but the beauty of our friendship is that we complement each other. Joy helps me see another part of life. She is shy and I am extrovert. She advises me not to be such a risk-taker and I drag her to sports games. We are good at different subjects, so we can help each other with our homework.

I don't know what I would do without Joy. She is like a sister to me. We will be best friends forever!



**D. Each of the following sentences corresponds to one of the paragraphs in the description. Write the numbers 1-4 in the boxes.**

In this paragraph the writer:

a. explains why the friendship is important and gives examples.

b. says how she feels about her friend.

c. describes her friend's appearance and character.

d. says who her friend is and gives general information.

**E. Find words or phrases in the text which mean:**

1. having similar interests (paragraph 1) \_\_\_\_\_
2. exchanging one thing for another (paragraph 1) \_\_\_\_\_
3. caring and helpful (paragraph 2) \_\_\_\_\_
4. someone you can trust (paragraph 2) \_\_\_\_\_
5. someone you can depend on (paragraph 2) \_\_\_\_\_
6. supported (paragraph 2) \_\_\_\_\_
7. to be different from, but make a good match with (paragraph 3) \_\_\_\_\_
8. outgoing (paragraph 3) \_\_\_\_\_
9. someone who does things that might have unpleasant results (paragraph 3) \_\_\_\_\_
10. make someone to go somewhere they don't want to go (paragraph 3) \_\_\_\_\_

**F. Look at the adjective/noun collocations below and complete the text.**

pale/dark/fair/freckled - complexion  
slim/athletic/average/plump - build  
facial/strong/unique - features  
trendy/casual/classy/sporty - style



The first thing you notice when you meet Shane, from Ireland, is his thick red hair and (1) \_\_\_\_\_ complexion. It is almost as if his skin is starting to go the same colour as his hair. His (2) \_\_\_\_\_ features are small and delicate and you can barely see his hazel eyes that almost close when he smiles. You also can't help but notice his (3) \_\_\_\_\_ style, which reflects his love for sports. You won't find Shane wearing anything but trackuits and trainers. His (4) \_\_\_\_\_ build is the result of all the hours he spends training. He is definitely one of the most dedicated and ambitious athletes I have ever met.

**G. Match the adjectives to the phrases.**

1. supportive <input type="checkbox"/>	a. never lets you down
2. helpful <input type="checkbox"/>	b. never tells a lie
3. dependable <input type="checkbox"/>	c. always thinks of others
4. thoughtful <input type="checkbox"/>	d. always happy
5. truthful <input type="checkbox"/>	e. always lends you a hand
6. cheerful <input type="checkbox"/>	f. always stands by you

**Now rewrite the sentences, as in the example.**

He's/She's very supportive.  
He's/She's the sort of person who will always stand by you.

1. He's/She's very helpful. \_\_\_\_\_
2. He's/She's very dependable. \_\_\_\_\_
3. He's/She's very thoughtful. \_\_\_\_\_
4. He's/She's very truthful. \_\_\_\_\_
5. He's/She's very cheerful. \_\_\_\_\_

**WRITING TASK**  
Now write an article based on the topic in activity B. Try to use a variety of vocabulary and expressions you have learnt in this module. (140-190 words)

**PLAN**

When you are writing a description of a friend, follow the plan below.

**INTRODUCTION**

- Give some general information about the person. (e.g. name, how long you have known them, when, how, where you met them)

**MAIN PART (2 paragraphs)**

- Describe the person. (e.g. appearance, personality, likes/dislikes, habits, etc.)
- Say what has made the friendship special.
- Say how you spend your time together.

**CONCLUSION**

- Make a general comment about the person and say how you feel about your friendship.

**USEFUL VOCABULARY/EXPRESSIONS**

I've known... since 2012/we were at school.  
I've known him/her for about/over six years.  
The best thing about... is... that his/her...  
The thing I like most about... is...  
My favourite thing about... is...  
However, he/she can sometimes be...  
His/Her only fault is that...

**TIP**

When writing a descriptive article, you want to catch the reader's attention and interest them. You should:

- use a catchy title.
- think about the purpose of the article and who will read it in order to write in an appropriate style (formal, semi-formal or informal).
- organise the article in paragraphs which cover different aspects of the topic, with examples where possible.
- use lively, colourful language (e.g. a variety of adjectives, phrases, expressions, direct and indirect questions).
- comment on the topic or give your opinion.

Sample texts functioning as models

Writing activity for further practice

# 1 Round-up

A. Read the text and decide which answer, a, b, c or d best fits each gap.

## Through thick and thin

We have many different kinds of relationships: at school with our teachers and classmates, at work with our (1) \_\_\_\_\_, at home with our families and socially with our friends. No two relationships are identical and some of them develop into 'love-hate relationships'. Take friendship, for example. At times we may get along very well with our friends, but at other times we (2) \_\_\_\_\_ over small and unimportant things, which sometimes leads to bigger problems. Or we might be (3) \_\_\_\_\_ of one of our classmates or a sibling, and that can poison our relationship with them. It is said that these kinds of negative (4) \_\_\_\_\_ are actually linked to self-confidence. When we are on good terms with ourselves, we feel optimistic about things, and our relationships with those around us go from strength to strength. But often, at the first sign of trouble, we get disappointed and become (5) \_\_\_\_\_. It can be difficult to stop this happening, as we often have no control over our feelings, but we must be able to (6) \_\_\_\_\_ each other through difficulties. For relationships to be successful, we need to (7) \_\_\_\_\_ each other. Trying to be positive when times are difficult is one of the best ways for a relationship to stand the (8) \_\_\_\_\_ of time. So next time you fall out with a friend, your parents or a co-worker, keep this advice in mind!



- |                    |                 |                 |                    |
|--------------------|-----------------|-----------------|--------------------|
| 1. a. neighbours   | b. colleagues   | c. headteachers | d. pals            |
| 2. a. quarrel      | b. confide      | c. contribute   | d. swap            |
| 3. a. generous     | b. miserable    | c. jealous      | d. nosy            |
| 4. a. achievements | b. emotions     | c. certificates | d. accomplishments |
| 5. a. extrovert    | b. good-natured | c. reserved     | d. delighted       |
| 6. a. swap         | b. inspire      | c. complement   | d. support         |
| 7. a. keep up      | b. get along    | c. stand by     | d. let down        |
| 8. a. test         | b. tune         | c. match        | d. taste           |

B. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- Mr Rajou supervises me at work. **supervisor**  
Mr Rajou \_\_\_\_\_ at work.
- This is her first time eating fried food and she finds it heavy. **used**  
She \_\_\_\_\_ fried food and finds it heavy.
- Slow down a bit. You're walking too quickly. **keep**  
Slow down a bit. I can't \_\_\_\_\_ you.
- Gary and Jessica's wedding is in late October. **married**  
Gary and Jessica \_\_\_\_\_ in late October.
- Although Jasmine is quite wealthy, she is not very generous with her money. **stingy**  
Jasmine \_\_\_\_\_ although she is quite wealthy.
- Make sure you aren't late because the last train is at 11 p.m. **leaves**  
The \_\_\_\_\_ at 11 p.m. so make sure you aren't late.

C. Choose the word or phrase that produces a grammatically correct sentence.

- I \_\_\_\_\_ a barbecue on Saturday. Why don't you come?  
a. have  
b. to have  
c. am having  
d. having
- Perhaps we should invite Toby. What \_\_\_\_\_?  
a. you are thinking  
b. you think  
c. are you thinking  
d. do you think
- How \_\_\_\_\_ about your new job?  
a. do you feel  
b. are you feeling  
c. you are feeling  
d. you are used to feeling
- I usually eat with my whole family, so I \_\_\_\_\_ by myself.  
a. not eat  
b. am used to eating  
c. am not used to eating  
d. often eat
- 'Why don't you jog any more?'  
'I \_\_\_\_\_ time.'  
a. am not having  
b. have  
c. am having  
d. don't have
- 'Can you please fix the computer?'  
'\_\_\_\_\_ at it right now.'  
a. I look  
b. I am looking  
c. Am I looking  
d. I am not looking
- Joe \_\_\_\_\_ by boat. He gets really sick!  
a. not used to travelling  
b. isn't travelling  
c. isn't used to travelling  
d. travels
- Hi, Tina. \_\_\_\_\_ a good time at the hotel pool?  
a. Are you having  
b. You are having  
c. You have  
d. Have you

### Now I can...

Turn back to the cover page of the module. Read through the **in this module you will...** section again. How confident are you about each point? Tick the ones you feel you have mastered. For the points you are unsure about, refer to the relevant section in the module.

Exam type revision activities

H. Q. Mitchell - Marileni Malkogianni

# Full Blast!

PLUS

LEVEL B1+



TEACHER'S BOOK

mm  
publications

Full Blast PLUS  
Level B1+  
Teacher's Book

2

## Home & away

### Read

**A. Discuss.**

- Where do you usually spend your holidays?
- What do you like to do when on holiday?
- What is there for tourists to see and do in the area where you live?

**B. Read the text quickly without paying attention to the missing sentences. What is the purpose of this article?**

1. to criticise a type of holiday
2. to offer advice on a holiday abroad
3. to show what effects holidays can have on our health
4. to contrast one type of holiday with another

## No vacation?

# Try a staycation!

Remember last year's holiday? The whole family was in a last-minute panic. 'Where are the tickets? Where are the passports?' screams Mum. 'You can't take that on the plane with you, Jody!' shouts Dad. 'Jody, did you pack your sunscreen?' 'Hurry up, Jody! The taxi's here!' Then came the stressful ride to the airport ('We're late! We'll miss the flight!'), where you heard your flight was delayed. You then spent hours on end waiting in the departure lounge before you finally got on the plane and took off.

**1**  When you finally got to your destination, the hotel wasn't anything like in the brochure - the rooms didn't have a sea view, the beach was a two-mile walk away and there was nothing to do for anyone under the age of twenty-five. *Boring.* The whole thing drove you up the wall. You're probably thinking it will be the same again this year. Well, it doesn't have to be.

Send Mum and Dad off by themselves (*Home Alone?* Yes!) and try a *staycation*. What, I hear you ask, is a staycation? It's a made-up word that comes from **combining** two distinct words, stay and vacation. **2**  For many people, especially those affected by the **credit crunch**, it's a cheap - and relaxing - alternative to a holiday abroad.

There is a whole range of things you can do locally which can fill your day and keep you entertained. **3**  There are both fun and interesting things to do outside the house - the *What's on in town* section of the newspaper has a full listing of fun events - and things you can do at home: listen to music, sleep in, or even just grab the remote control and turn into a **couch potato**.

When I had to spend last summer in the city, I split up my 'holiday' time into three different categories, and assigned each category with a few activities. First of all, I was determined to relax and, for me, that means anything to do with water. So, I organised an all-day picnic and

**172**

When you are presented with a text from which sentences have been removed:

- first read the whole text in order to get an overall idea.
- read the sentences before and after the gap and the sentences that have been removed from the text, looking for clues in both the text and the sentences. The correct option must logically complete the writer's meaning and grammatically fit the gap.
- pay attention to sentence linkers (*Moreover, on the other hand, as a result, after, etc.*) as well as reference items (*he, it, this, there, etc.*) and identify what they refer to. This will help you understand the text.

### VOCABULARY

aquarium alternative category combine considerably conversation credit crunch departure lounge determined distinct falling star locally outskirts range scream (v) surround territory vacation (AmE) wish (n)

**Expressions / Phrases:** all-day couch potato drive one up the wall hours on end on your own doorstep to do with two-mile walk

**Phrasal verbs:** come up with head for liveen up put up set off sleep in split up take off turn into

### Read

#### A. Aim: to prepare Ss for the reading activity

- Ask Ss to read the questions and initiate a short discussion.

### KEY

*Suggested answers*

#### Where do you usually spend your holidays?

I go camping with my family every year. We go to a beautiful campsite in a large olive grove, right near a huge sandy beach. The site has lots of facilities and a restaurant, so we don't have to cook. I love taking my sleeping bag onto the beach at night and watching the stars.

or:

We always go abroad. Sometimes we go to Germany to visit my cousins and sometimes we make a reservation at a hotel for a week in another country. This year we are planning to go to Italy to visit Florence, Venice and Rome. I can't wait.

#### What do you like to do when on holiday?

I like to get up whenever I want, have a late breakfast and then go to the beach. I take a nap in the afternoon and then go out for a meal. I also love going to museums and seeing the sights. What is more, I enjoy shopping for souvenirs.

#### What is there for tourists to see and do in the area where you live?

There are tons of things for tourists to do where I live. There are ancient sites for anybody interested in archaeology or history. We have great beaches in the area, and also beautiful mountains if you get tired of the city. There are some really picturesque villages nearby as well as souvenir shops.

#### B. Aim: to give Ss practice in reading for gist

- Draw Ss' attention to the pictures and ask them what they can see (a tent in the mountains, two boys, someone with a backpack sitting and looking at an aeroplane, a man reading, people at the zoo, an aquarium, a picnic).
- Draw Ss' attention to the title of the text and have them relate it to the content of the pictures.
- Ask Ss to tell you what they think the text will be about, but don't reveal the answer (Staycation: a vacation (AmE) during which one stays at home and which might involve short trips to local places of interest).
- Ask Ss to read the options carefully. Explain any unknown words.

2

- Ask Ss to read the text quickly and choose the most appropriate answer. Point out that they should not worry about the gaps in the text at this point.
- Check the answer with the class. Ask Ss to provide justifications for their answer. Explain why the other options are wrong.

### KEY

The answer is 4 because the text compares a holiday abroad (first two paragraphs) with a holiday in and around your hometown that doesn't involve travelling.

1. Although the first two paragraphs concentrate on the disadvantages typical of a holiday abroad, this is not the purpose of the whole text.
2. The text offers advice on a staycation, not a holiday abroad.
3. Apart from stress, health is not mentioned.

Suggested answers to all activities where oral production is required

H. Q. Mitchell - Marileni Malkogianni

# Full Blast! PLUS

LEVEL  
B2



STUDENT'S BOOK



# Full Blast PLUS

## Level B2

# Full Blast PLUS Level B2

Familiarisation with all exam-type tasks

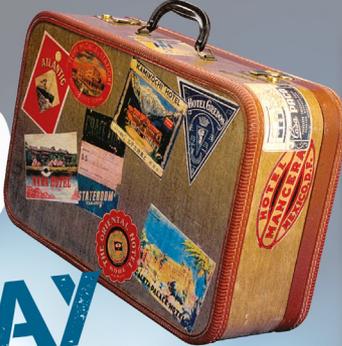
**1** Going places

**Read**

**A. Discuss.**

- Which place or country of those you have visited do you like the best?
- Have you ever wished you could go there again and stay longer or even forever?
- Why were you attracted to that place?

**B. Quickly read through the texts A-D. What do these people have in common? How is that related to the title below?**



## ONE-WAY TICKET

**A** Jane Markham used to work for the Department for Education in England, tracking down truants, children who **skip** school on a regular basis, and trying to convince them to go back. 'There came a point in my life when I really needed a change.' So, she packed her bags, grabbed her friend Pauline and headed for Spain. 'The two of us had been there the previous summer and we really liked the sunny warmth. Plus, we knew it would be extremely easy to get a job: English teachers were in demand. We planned on staying for a couple of years, just to experience something different.' Jane and Pauline then rented a flat and got a job at an English language school. Meeting someone was not a long way away. Jane married Pablo, a restaurant owner, and they now have four kids. 'I've been living here for 25 years and Spain is my home now. The only thing I miss is the scenery, the English countryside, how you can just walk out your front door and in less than 15 minutes be in a park or green field. But life here is good. I love it.'



**B** Neil Bremer and his wife, Barbara, are a retired couple **currently** living in Morocco. Their experience proves it's never too late to go after the things that make you happy in life. 'Our kids paid for us to have a holiday in North Africa on the occasion of our 40<sup>th</sup> wedding anniversary. It was the first time we had left the country. We travelled from Morocco to Algeria, Tunisia, and Egypt and we were absolutely amazed. The sights, the smells, the scenery, it was all new and exciting, a completely different world.' The couple were so **blissed out** that they kept putting off the date of their departure back home, until a year passed without them noticing. It became apparent they weren't going to leave anytime soon. They have now settled in happily in their new house in Morocco, where their kids visit them every summer. 'Our pension money lasts so much longer here; we live very comfortably. And we love the people here. We have made many new friends.'




**C** Jason Firth had just finished university when he went on a working holiday in Dubai, at an architectural company. 'The city is full of construction activities; they are building new luxury flats, hotels and company headquarters on every corner.' The firm needed architects for that summer to carry out the work. Jason found the opportunity highly **enticing**, although it was so far away from his home in Wales. The company found him to be hard-working, imaginative and practical, and so when his term was coming to an end, they offered him a permanent position. 'Saying yes was the best thing I could have done. The amount of work needed to be done always keeps you **on the go**, always trying to do better, and I love the feeling of accomplishment. Plus, the money is great. If I ever decide to go back, I know I will have secured my economic future.'



**D** Leon Alvarez had no idea how his life would change as he set off for his holiday from Spain to Argentina with his two best friends. All was going well until Leon's passport and other important documents got stolen. 'It was a horrible feeling at first. This sense of helplessness makes you feel completely lost.' The authorities did the best they could to **issue** a new passport, but it took a long time and Leon was told he would have to stay in the country for a couple of months. In an unexpected gesture of self-sacrifice, his two friends offered to stay with him, instead of going back to Spain and their normal lives. 'I turned from helpless to crazily enthusiastic. We tried to make the most of this unfortunate event and decided to look for a job to help with our living costs. We were all cooks in Spain and, fortunately, a restaurant owner took all three of us on a full-time salary.' The three friends ended up enjoying learning the new cuisine and introducing elements of Spanish cooking into the menu. 'By the time my passport was ready, we agreed we liked working together and opened our own restaurant in Buenos Aires.'



**C. Read the four texts again. For questions 1-10, choose from the people (A-D). The people may be chosen more than once.**

Which person / people mention(s) that they had never travelled abroad before? **1**

Stayed in the country because of a private event? **2**

Enjoy(s) the natural beauty of their home country? **3**

Talk(s) about returning to their home country? **4**

Set up a business in the country they moved to? **5**

Had a different job back home? **6**

Didn't stay in the country as an extension to their holiday? **7**

Doesn't / don't have to work? **8**

Experienced a radical change in their attitude? **9**

Spent(s) less money than they would in their home country? **10**

**Tip!**

- When matching questions with short texts, scan each text and look for the specific information referred to in each question.
- Find the part of the text which correctly answers the question.
- Be careful! Don't choose a text just because the vocabulary or phrasing in the text is similar to that of the question.

**D. Match the words highlighted in the text with their meanings. There are two extra meanings which you will not use.**

1. skip	<input type="radio"/>	a. busy
2. currently	<input type="radio"/>	b. at present
3. enchanted	<input type="radio"/>	c. miss out
4. enticing	<input type="radio"/>	d. unwillingly
5. on the go	<input type="radio"/>	e. attractive
6. issue	<input type="radio"/>	f. give something officially
		g. cancel
		h. delighted

**E. Discuss.**

- Which of the stories you read did you find the most interesting? Why?
- If you were one of the people in the stories, would you decide to stay in your 'new country'? Why / Why not?

Activities encouraging critical thinking and personal response

# Full Blast PLUS Level B2

Practical tips  
helping students

## 1 Going places

### Write A descriptive article

#### A. Discuss.

- Have you and your family ever booked a holiday or gone on a trip because of an article you read about a specific place?
- What made you want to visit that place?

#### B. Read the rubric below and underline the key words / phrases in it. What are you asked to write? Who is going to read it?

You have seen this announcement in an international magazine.

*Been there, done that!*

*Tell us about a place you have only visited once and would like to go back to.*

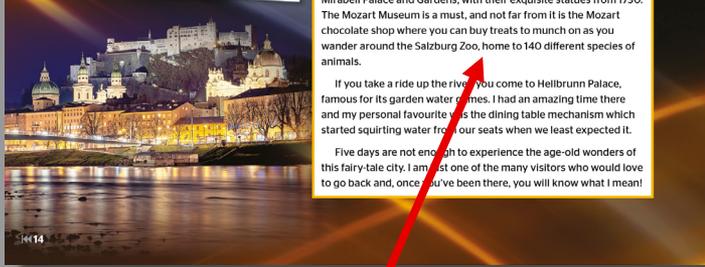
*The best article will win free tickets to visit that destination again.*

Write the article (140-190 words).

#### C. Now read the article below. What aspects of the place does the writer refer to?

## Salzburg:

the heart of Europe that captured my own



You probably associate Austria with schnitzel and skiing, but have you ever heard of Salzburg, the birthplace of Mozart and setting for the famous film *The Sound of Music*?

In my second year at university, I won a ticket for a five-day trip to Salzburg, an old picturesque city in central-west Austria. The city is built on the banks of the Salzach River and is encircled by two mountains, which act as its lungs. The architecture of the city is absolutely fascinating and invites you to imagine what living there was like a few hundred years ago.

Salzburg has one of the biggest medieval castles in Europe, the Hohensalzburg Castle, where you can still see instruments of torture used back in the Middle Ages. You definitely mustn't miss Mirabell Palace and Gardens, with their exquisite statues from 1730. The Mozart Museum is a must, and not far from it is the Mozart chocolate shop where you can buy treats to munch on as you wander around the Salzburg Zoo, home to 140 different species of animals.

If you take a ride up the river, you come to Hellbrunn Palace, famous for its garden water games. I had an amazing time there and my personal favourite was the dining table mechanism which started squirting water from our seats when we least expected it.

Five days are not enough to experience the age-old wonders of this fairy-tale city. I am just one of the many visitors who would love to go back and, once you've been there, you will know what I mean!

Successful writing means, among other things, giving all the information your readers expect. Read the rubric carefully and underline the key words / phrases so that you know what type of writing you are required to write and who is going to read it.

#### D. Each of the phrases below corresponds to the function of one of the paragraphs in the article. Write the numbers of the paragraphs (1-5) in the circles.

In this paragraph, the writer:

- explains what one can see and do in the sea.
- makes a general statement summarising his/her opinion.
- uses a rhetorical question to attract the reader's attention and introduce the topic.
- gives a description of impressive scenery.
- describes a specific occasion during his/her visit and his/her feelings.

#### E. Underline all the adjectives and adverbs in the article. Then choose an adjective or adverb from those in the box to complete the following sentences. Notice that not all the words will be used and more than one may fit each space.

When writing a descriptive article, use a variety of adjectives and adverbs to make the article vivid and interesting for the reader.

ADJECTIVES	ADVERBS
tasty	beautifully
heavy	easily
amazing	immediately
huge	instantly
breathtaking	happily
spicy	quietly
sudden	fortunately
magical	finally
thrilling	quickly
isolated	thankfully

- The \_\_\_\_\_ rain poured down on us, \_\_\_\_\_ soaking us to the bone.
- We were \_\_\_\_\_ floating on the surface of the sea when a(n) \_\_\_\_\_ wave nearly drowned us.
- The food was \_\_\_\_\_ and we \_\_\_\_\_ ate it all.
- The mountains were just \_\_\_\_\_ and, that night, after breathing in all that fresh air, we slept \_\_\_\_\_.
- We got off the aeroplane \_\_\_\_\_, still not believing we had almost crashed. It was the start of a(n) \_\_\_\_\_ holiday.

Think of more things you can see or do in the area. Write as if your reader is right in front of you. This can be done by using rhetorical questions and addressing your reader in the second person. Look at the box with useful expressions and use some of them in your own writing task.

Have you ever...?  
Can you imagine...?  
Why not consider...?  
For those who enjoy / want / like / miss... you can...  
The... is perfect / ideal / recommended.  
Take a walk / ride / bus to...  
One thing you mustn't miss is...  
Make time to visit / see / experience...

#### F. Read the rubric below and write an article (140-190 words).

You have seen this announcement on the website of a travel agency.

Tell us about the most interesting destination you've been to. Why was it exciting and how did it make you feel? The best article voted by our online readers will win two return tickets to a destination of your choice.

### PLAN

When writing a descriptive article, follow the plan below.

#### TITLE

- Think of an interesting title.

#### INTRODUCTION

- Identify the place you're going to write about, where it is and why it's special enough for you to write about it.

#### MAIN PART (2-3 paragraphs)

- Describe three things: the place (scenery), things to see (sights) and things to do (entertainment).
- Describe a funny, frightening, amazing or interesting incident and how it made you feel.

#### CONCLUSION

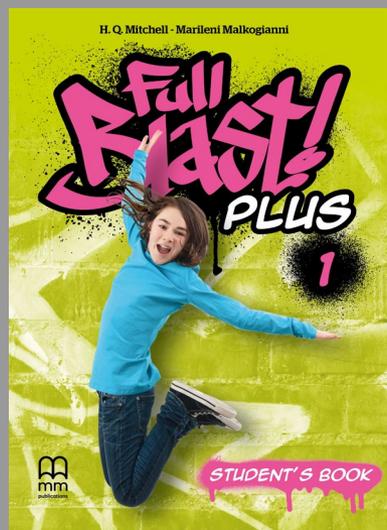
- Sum up your impression of the place by noting its most positive elements and recommend it to your readers.

When writing a descriptive article, you should:

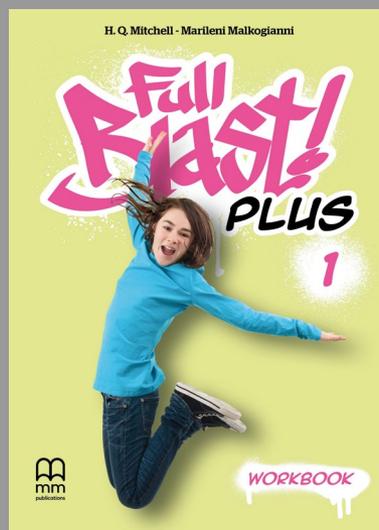
- try to attract the reader's attention and interest.
- use a catchy title.
- don't overgeneralise; give examples and describe real incidents to make the article interesting.
- use lively language (adjectives and adverbs, questions, a variety of vocabulary and syntax).

Sample texts functioning as models

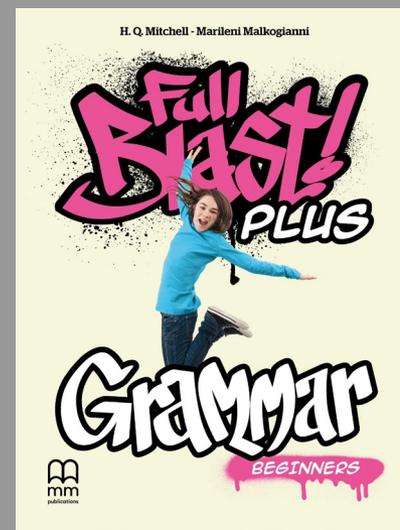
# Components for students



Student's Book



Workbook



Grammar book

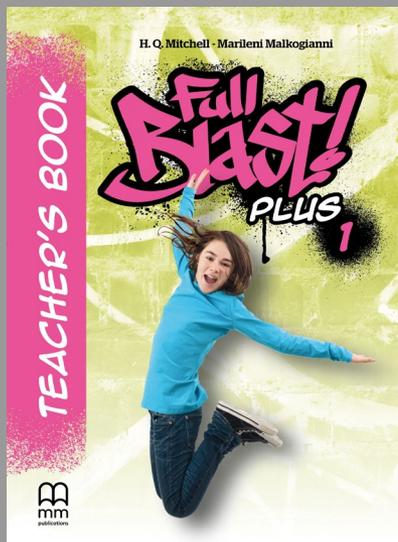


Student's CD-ROM



Online multimedia resources for students

# Components for Teachers



Teacher's Book



Interactive Whiteboard



Teacher's Resource  
CD/CD-ROM



Class CDs



**...thank you!**

