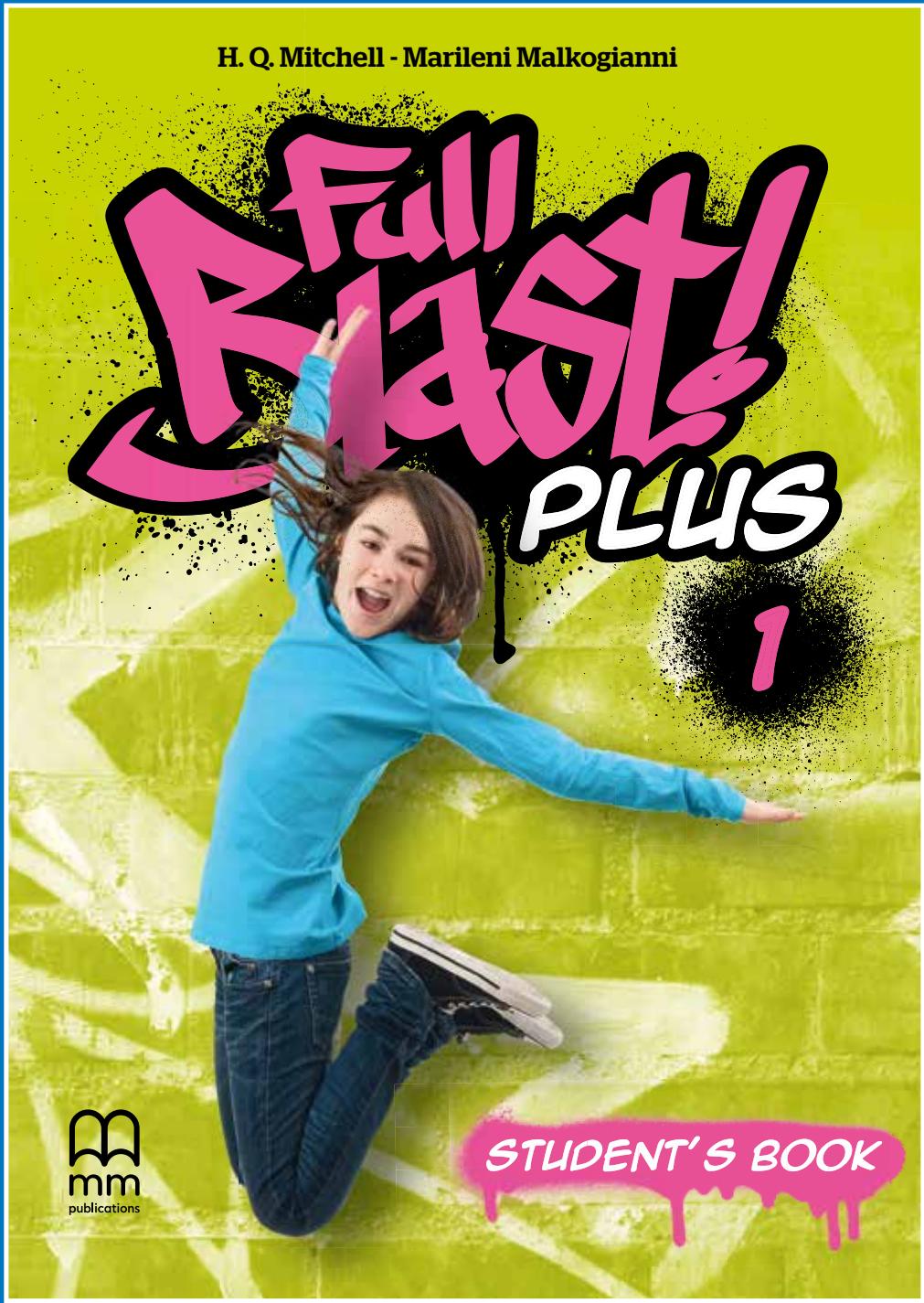
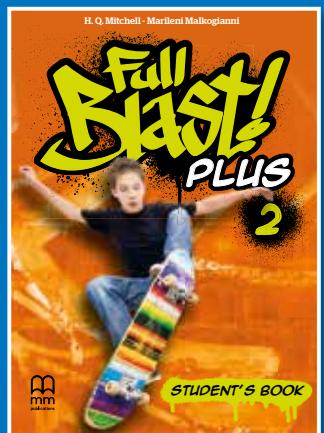


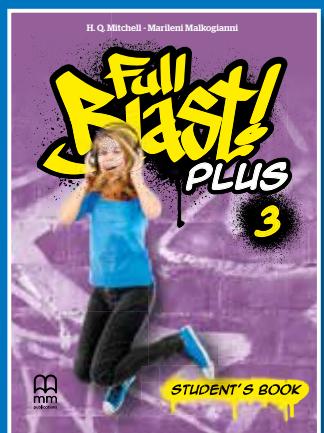
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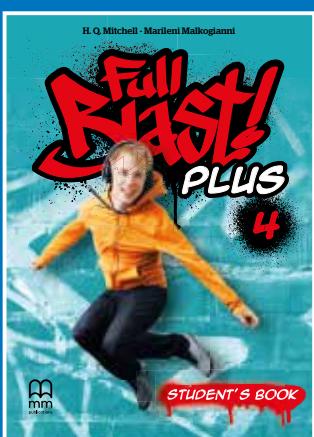
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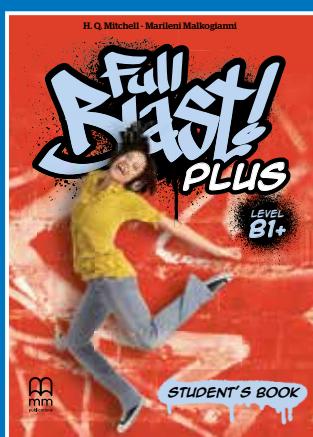
A2



B1



B1+



B2



**sample
pages
catalogue**





is an exciting course, taking learners from **Beginner** to **B2** level.
It prepares students for all exams.

builds 21st century competencies

6 LEVELS



Beginner to Upper-Intermediate

A1, A2, B1, B1+, B2

IT FOLLOWS:

- the requirements of the **Common European Framework of Reference**.
- the **modular approach**, which enables students to deal with topics in depth.

Course Features:

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting functional language in real-life situations
- An integrated approach to the development of the four skills
- Systematic development of reading and listening skills and subskills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Step-by-step approach to writing
- Activities designed to develop 21st century competencies
- Activities encouraging critical thinking and personal response
- Practical tips helping students to become autonomous learners
- A round-up section in each module providing regular revision and consolidation
- Culture and CLIL pages including projects
- Songs
- A grammar reference section
- A project skills section
- Videos

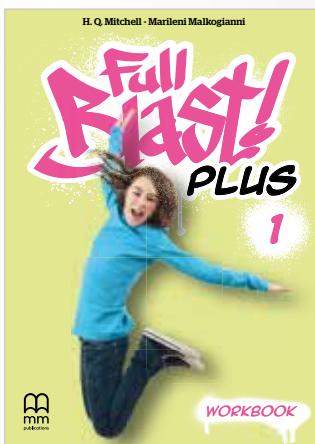
and much, much more!

In Full Blast PLUS Level B1+ and in Full Blast PLUS Level B2 both British and American English have been used in different written and spoken texts, thus preparing students for various examinations. British English spelling conventions are used throughout these books.

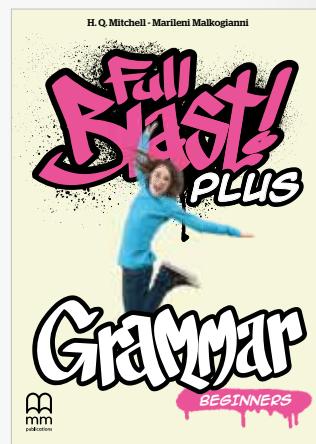
III COMPONENTS FOR STUDENTS



Student's Book



Full-colour Workbook



Grammar book



Student's CD-ROM (also including games and vocabulary list)

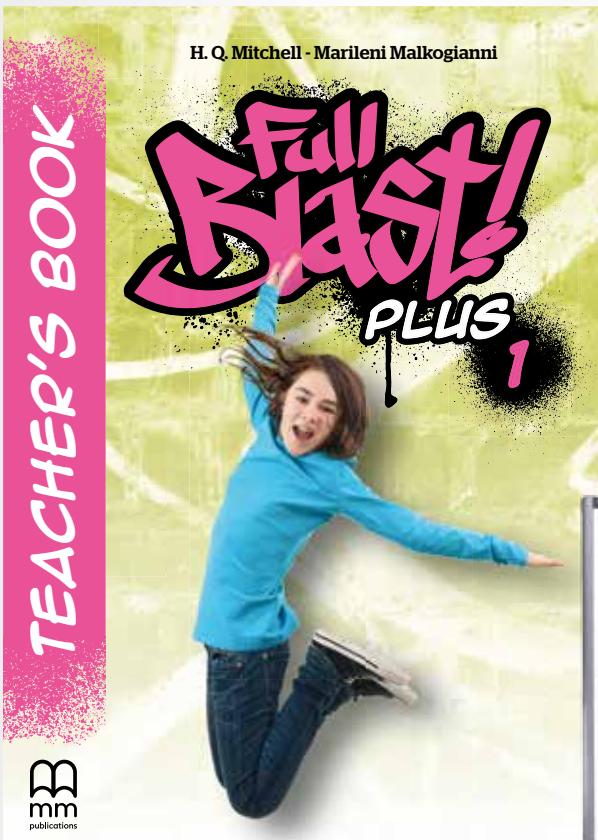


Online multimedia resources for students at
www.mmpublications.com

- Practice (extra activities)
- Tests
- Vocabulary List



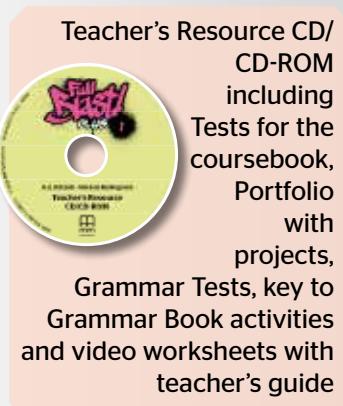
III COMPONENTS FOR TEACHERS



Interleaved Teacher's Book



Class CDs



Teacher's Resource CD/CD-ROM including Tests for the coursebook, Portfolio with projects, Grammar Tests, key to Grammar Book activities and video worksheets with teacher's guide



Interactive Whiteboard material (also including videos, games and vocabulary list)

CONTENTS

Full Blast PLUS 1

Modules	Structures
Hello	<ul style="list-style-type: none"> • What's your name? • How do you spell...? • What's your phone number? • How old are you? • Plurals (regular -s) • a/an • this/that • Imperative • What colour is this?
1 Who are you?	<ul style="list-style-type: none"> • Where... from? • The verb <i>be</i> • Possessive adjectives • What...? / Who...?
2 All about me	<ul style="list-style-type: none"> • The verb <i>have got</i> • these/those • Plurals (regular/irregular) • Possessive case • Whose...? • The verb <i>can</i>
3 It's my life!	<ul style="list-style-type: none"> • Present Simple • Prepositions of time • What time...? • When...? • Adverbs of frequency
4 Where I live	<ul style="list-style-type: none"> • There is / There are • Prepositions of place • a/an, the • Object personal pronouns • Can (permission-requests) • The verb <i>must</i>
5 Nice and tasty	<ul style="list-style-type: none"> • Countable and uncountable nouns • a(n)/some • some/any • would like + noun • How much?/How many?
6 Events	<ul style="list-style-type: none"> • like/love/enjoy/hate +ing form • Present Progressive • Present Simple vs Present Progressive • Why? / Because...
7 What an experience!	<ul style="list-style-type: none"> • Past Simple of the verb <i>be</i> • Past Simple (regular/irregular verbs) • Time expressions • Past Simple vs Present Simple
8 See the world	<ul style="list-style-type: none"> • Future be going to • Present Progressive with future meaning • Future will • Comparative forms • Superlative forms

Full Blast PLUS 2

Modules	Structures
Hello	<ul style="list-style-type: none"> • Revision of basic vocabulary, grammatical structures and functions
1 That's me!	<ul style="list-style-type: none"> • Present Simple • Prepositions of time • Adverbs of frequency • How often? • Present Progressive • Present Simple vs Present Progressive • Stative verbs • like/love/enjoy/hate/can't stand + -ing form • would like/want + to
2 Exploring	<ul style="list-style-type: none"> • Past Simple • Time expressions • The verb <i>could</i> • Adverbs • The verb <i>used to</i> • Object pronouns
3 Adventure	<ul style="list-style-type: none"> • Past Progressive • Past Simple - Past Progressive • Time clauses (when-while) • some-any-no • Compounds of some-any-no-every
4 Places	<ul style="list-style-type: none"> • Can-Could-May-Might • Prepositions of place and movement • Comparative forms • (not) as + adjective + as • Superlative forms • Which?
5 Today and tomorrow	<ul style="list-style-type: none"> • Future <i>be going to</i> • Time expressions • Present Progressive (future meaning) • Future <i>will</i> • must - have to • Conditional Sentences Type 1
6 Team spirit	<ul style="list-style-type: none"> • Present Perfect Simple • Time expressions • Present Perfect vs Past Simple • have been - have gone • How long?, for, since • Question tags
7 Teen life	<ul style="list-style-type: none"> • The verb <i>should</i> • too - enough • one - ones • much / many / a lot of / lots of / a few / a little • Possessive pronouns • Possessive case • Whose...?
8 Fame	<ul style="list-style-type: none"> • Relative pronouns: who, which, that • So / Neither • Present Simple Passive • Past Simple Passive

CONTENTS

Full Blast PLUS 3

Modules	Structures
1 Teen trends	<ul style="list-style-type: none"> Present Simple vs Present Progressive Stative verbs Comparison of adjectives and adverbs Some / Any / No / Every and their compounds Past Simple The verb <i>used to</i>
2 Standing out	<ul style="list-style-type: none"> Relative pronouns: who / which / that / whose Relative adverb: where Conditional Sentences Type 1 Time Clauses (Present-Future) All / Both / Neither / None / Either Clauses of result
3 Broaden your mind	<ul style="list-style-type: none"> Present Perfect Simple Present Perfect Simple vs Past Simple Present Perfect Progressive Present Perfect Simple - Present Perfect Progressive for-since
4 The power of nature	<ul style="list-style-type: none"> Prepositions of time - place - movement Question tags Past Simple - Past Progressive Time clauses (when / while / as / as soon as) Past Perfect Simple
5 Nowadays	<ul style="list-style-type: none"> can / could / may / will / would must / have to / need (to) / can't can / could / be able to could / may / might must / can't Passive Voice (Present Simple - Past Simple - Present Perfect Simple - Future 'will' - Future 'going to' - modal verbs)
6 Night	<ul style="list-style-type: none"> The article 'the' so / neither / too / either Full and Bare Infinitive -ing form
7 Challenge	<ul style="list-style-type: none"> Subject - Object Questions Negative Questions Reflexive Pronouns Conditional Sentences Type 2 Wishes
8 Have a nice trip!	<ul style="list-style-type: none"> Reported Speech (Statements, Commands, Requests, Questions)

Full Blast PLUS 4

Modules	Structures
1 Let's chat	<ul style="list-style-type: none"> Present Simple vs Present Progressive Stative verbs Comparisons Past Simple <i>Used to</i> <i>be/get used to</i>
2 Ready for anything	<ul style="list-style-type: none"> Countable and uncountable nouns Quantifiers Defining Relative Clauses Non-Defining Relative Clauses Past Simple - Past Progressive
3 Buy it!	<ul style="list-style-type: none"> <i>may / might / could</i> <i>must / can't</i> <i>must / have to / need (to) / can't</i> <i>would rather / had better / should / ought to</i> Present Perfect Simple vs Past Simple Present Perfect Simple - Present Perfect Progressive
4 Being a teen	<ul style="list-style-type: none"> Future will Future be going to Future Perfect Simple All / Both / Neither / None / Either Both... and / Either... or / Neither... nor Conditional Sentences Types 0, 1 and 2
5 Globetrotting	<ul style="list-style-type: none"> Past Perfect Simple - Past Perfect Progressive Reported Speech (Statements, Questions, Commands, Requests) Reporting verbs
6 Time out	<ul style="list-style-type: none"> Passive Voice Verbs with two objects Clauses of result, concession, purpose
7 Mother nature	<ul style="list-style-type: none"> Full / Bare Infinitive -ing form Exclamatory sentences Modal verbs + have + past participle
8 Image	<ul style="list-style-type: none"> Causative Form Conditional Sentences Type 3 Wish / If only

CONTENTS

Full Blast PLUS Level B1+

Modules	Structures
1 The bonds between us	<ul style="list-style-type: none"> • Present Simple • Present Progressive • Stative verbs • be used to + -ing
2 Home & away	<ul style="list-style-type: none"> • Past Simple • Past Progressive • Used to • would • was going to
3 All work & no play...	<ul style="list-style-type: none"> • Present Perfect Simple • Present Perfect Progressive • Past Perfect Simple • Past Perfect Progressive
4 Talk to me!	<ul style="list-style-type: none"> • Future Progressive • Future Simple • Future Perfect • Present Progressive (with future meaning) • Present Simple (with future meaning) • be going to • Time clauses • Comparative / Superlative form of adjectives / adverbs
5 An apple a day...	<ul style="list-style-type: none"> • Defining and non-defining relative clauses • Countable and uncountable nouns • Quantifiers
6 Aiming high	<ul style="list-style-type: none"> • Reported Speech (Statements, Questions, Commands, Requests) • Reporting verbs
7 Live it up!	<ul style="list-style-type: none"> • Modal verbs I must - can't may - might - could • Clauses of concession
8 Earthly matters	<ul style="list-style-type: none"> • Infinitive and -ing forms • modal verbs II must - have to - need
9 Cashing in	<ul style="list-style-type: none"> • Conditional Sentences Types 0, 1 and 2 • should - ought to - had better
10 Easy on the eye	<ul style="list-style-type: none"> • Clauses of purpose and result • Question Tags
11 Eureka!	<ul style="list-style-type: none"> • Passive Voice I (all tenses) • Passive Voice II (verbs with two objects) (embedding verbs: know, believe, say, think)
12 The price of crime	<ul style="list-style-type: none"> • Conditional Sentences Type 3 • Unreal Past (wish, if only, as if, would rather, it's time) • Causative form

Full Blast PLUS Level B2

Modules	Structures
1 Going places	<ul style="list-style-type: none"> • Present Simple • Present Progressive • Stative verbs • Comparisons
2 Let's dress up!	<ul style="list-style-type: none"> • Past Simple • Past Progressive • Used to - Would • Articles
3 Something in the air	<ul style="list-style-type: none"> • Present Perfect Simple • Present Perfect Progressive • Questions and question words
4 Beyond belief	<ul style="list-style-type: none"> • Past Perfect Simple • Past Perfect Progressive • Would - Was/Were going to • Nouns • Quantifiers
5 Life at the top	<ul style="list-style-type: none"> • Future forms • Time clauses • Modal verbs I (will, can, may, might, could, must, can't)
6 And the verdict is...	<ul style="list-style-type: none"> • Conditional Sentences (Type 0, 1, 2) • Modal verbs II (may, can, must, need to, have to, should, ought to, had better)
7 Encore!	<ul style="list-style-type: none"> • Defining and Non-Defining Relative Clauses • Participle Clauses
8 As fit as a fiddle	<ul style="list-style-type: none"> • Infinitives and -ing forms • Modal verbs + have + past participle
9 Far frontiers	<ul style="list-style-type: none"> • Passive Voice
10 Learn your lesson	<ul style="list-style-type: none"> • Reported Speech (statements, questions, commands and requests)
11 What a laugh!	<ul style="list-style-type: none"> • Clauses of concession, result and purpose • Inversion
12 High tech	<ul style="list-style-type: none"> • Conditional Sentences Type 3 • Unreal Past (wish, if only, as if, would rather, it's time) • Causative Form



3

It's my life!



introduction to the topic
of the module through
various activities



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.



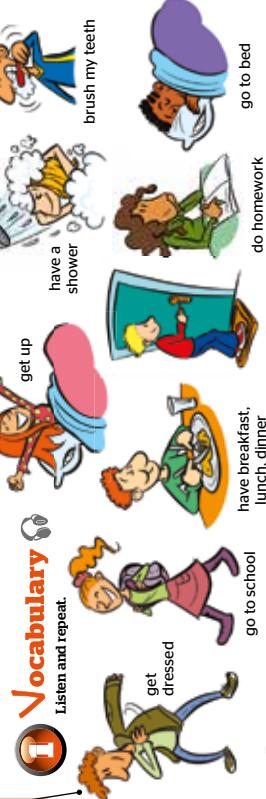
35 ►

objectives of module clearly presented

SAMPLE PAGES FROM FULL BLAST PLUS 1 - STUDENT'S BOOK

vocabulary presented through visual prompts

3a Day in day out



Vocabulary

Listen and repeat.

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.

activities focusing on reading for gist

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.

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

Speaking activity

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

Speaking activity

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...*

Write

37 |p|

Write

short writing activity

grammar explanations & grammar reference section at the back of the book

Grammar

Present Simple (affirmative)



I paint
You watch
We do
They study

BUT

He watches
She studies

It paints

watches
does
studies

paints

watches

studies

studies

paints

watches

studies

paints

practical tips helping students to develop skills and become autonomous learners

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.

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

- 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.

- B: No, we _____. We play on Mondays, Wednesdays and Fridays after school.
- A: What about at the weekend?
B: We _____ play volleyball at the weekend.
My friends go swimming.
- A: What about you?
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!

realistic dialogues featuring the characters

grammar presented and practised in context

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! ☺ **No!** ☹

athletics
basketball
football
table tennis
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!



SAMPLE PAGES FROM FULL BLAST PLUS 1 - STUDENT'S BOOK

emphasis on vocabulary presented through visual prompts

3C Time out

1 Vocabulary

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: **homework**

Outdoors:

play sports go shopping go to the cinema
hang out at the park

OTHER: **Skateboarding**

5. What time do you go to bed?

Before 10 o'clock After 10 o'clock

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.

play chess

surf the Net

go shopping

hang out with friends

read magazines

listen to music

watch DVDs

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3d Around the house

1 Vocabulary

3 Grammar

2 Read

4 Listen

5 Speak

6 Write

7 Various types of texts

Match the pictures with the household chores. Then listen and check your answers.A Look at the pictures. Who do you think helps out at home? Listen, read and check your answers.

Adverbs of frequency

0%	100%

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.

1. Jane helps her mum with the housework. (sometimes)

2. Greg doesn't go to bed late. (often)

3. Do you get up at six o'clock? (always)

4. My sister has a shower in the mornings. (never)

5. I'm tired after school. (usually)

Listen

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

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

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

No, I don't. But I sometimes clean the windows. What about you?

I usually tidy my room. I never...

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

Read again and answer the questions.

1. Who thinks housework is fun?

2. What does Angelo do every day?

3. What does Megan do every day?

4. What do Angelo's friends think of Angelo?

5. What does Megan's mum think of Megan?

6. Who lives in a flat?

7. What is Megan's room usually like?

8. Who doesn't do housework alone?

Housework CRAZY OR JUST LAZY?

Megan 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 my flat every week,' he says. His friends think he's crazy but his mum doesn't. 'Angelo is a real angel,' she says.

Angelo 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.

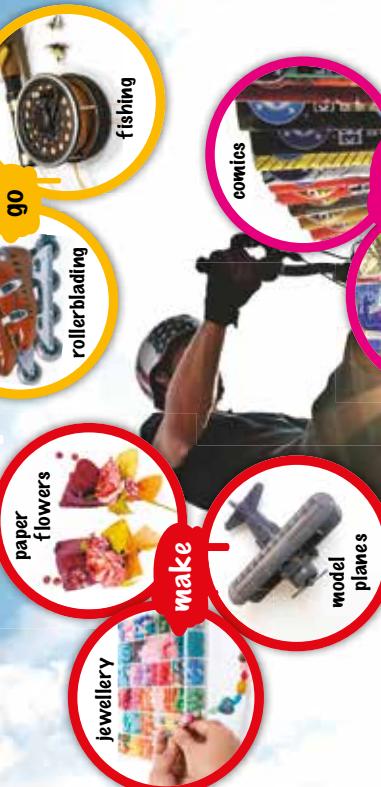
activities focusing on reading for detail
43

a great variety of listening,
communicative and writing activities

3e My favourite day

1 Vocabulary

Listen and repeat. Have you got any hobbies?



collect

make

do

paper flowers

go

fishing

jewellery

arts and crafts

model planes

coins

stamps

comics

rollerblading

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!

When? What? Who with?

in the afternoon	buy comics and or	with her with her with her

B. Complete the table below about your favourite day of the week. Then talk in pairs.

When? What? Who with?

4. sister / play / games / doesn't / my / computer
5. mum / gets / my / 4:30 / home / at

What's your favourite day of the week?

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.

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 / / make / planes / model

3. does / Sheila / crafts / arts / and

4. sister / play / games / doesn't / my /

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).

SAMPLE PAGES FROM FULL BLAST PLUS 1 - STUDENT'S BOOK

vocabulary, grammar and communication revision activities

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

3 Round-up

Vocabulary

A. Match.

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

Score: / 10

B. Circle the correct words.

- Do you / You do want to play tennis?
- Sorry, I doesn't / don't like sports.
- What time / When do you wash the car?
- At the weekend.
- Does / Do your brother help with the housework?
- Yes, he does / doesn't. But he often / never tidies his room. It's a mess.
- What time do you have lunch?
- I always have / have always lunch at 12.30.
- Does Fred ride / ride his bike in the afternoons?
- Yes, sometimes.

Score: / 8

Communication

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

- What's wrong?
- Me too.
- Well, guess what!
- 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

Bar Graphs

CLIL / Maths 1

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	

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

Hair Colour	Number of Students
Dark	7
Fair	4
Red	1

1. What do the numbers in blue in the bar graph show?
 a. number b. number of different hair colours

2. How many students are there in the class?
 a. seven b. fourteen

3. What is the most common hair colour in the class?
 a. dark b. 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

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

D. 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	

Stage 1: Collect the data.
 Stage 2: Make a bar graph.
 Stage 3: Use the data to create a bar graph.

a self-evaluation section
promoting learner autonomy

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

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*.

Eastenders
is a famous TV programme. I don't like it very much, but my *mates* talk about it all the time at school, so I must watch it.

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.

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.

- What time does Emma go to school?
- What does Emma watch on the telly?
- Where does Emma go with her brother?
- What is Emma's favourite band?
- Who usually has lunch with Emma's family on Sundays?
- What does Emma do on Sunday evenings?

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texts giving cultural information

Culture page 2

SONGZ

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

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

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SAMPLE PAGES FROM FULL BLAST PLUS 1 - WORKBOOK

III 1a Where are you from?

A. Look and complete with the countries and nationalities.

B. Complete with the words in the box.

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

Greece from Polish new
from live but

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

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C. Circle the correct words.

1. Rita That's we / our teacher. 2. Are they your classmates? 3. Kyle Is that your / our brother?
Sam Is she / her new? Fay No, they're / their my sisters. Jack No, that's your / my cousin.
Rita Yes. His / Her name is Jenny. Liz What are her / their names? Kyle How old is he?
Williams. Fay Eve and Zoe. Jake His / He's 20 years old.

D. Use the prompts to make questions. Then look at the pictures and answer the questions, as in the example.

1. Harvey / delivery person? Is Harvey a delivery person?
No, he isn't. He's a shop assistant.

2. Tanya and Donna / teachers? _____

3. Jodie / nurse? _____

4. Brad and Max / police officers? _____

E. Write the negative form of the sentences.

1. This is our restaurant. 4. You're an actor.
2. They are my cousins. 5. He's twelve years old.
3. She's my mother. 6. We're from Ireland.

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III 2d You're a star!

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	✓	✗
draw well	✗	✓
cook	✓	✗
play the piano	✗	✓
skateboard	✓	✗

1. Betty can dance, but Frank can't.
2. _____
3. _____
4. _____
5. _____

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.

2. Brad / understand Spanish?

3. John / swim?

4. Alex and Rose / cook?

5. Susan / sing?

6. Max and Lisa / dance?

14

III 2c My pet

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

hand	leg	face	ear	nose
foot	mouth	body	teeth	tail
head	eye	arm		

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

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

Sam has got a _____
Eva has got a _____
Mike has got a _____
Ruthie has got a _____

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key for Student's Book

2a

tables of functions, structures and vocabulary introduced in each lesson

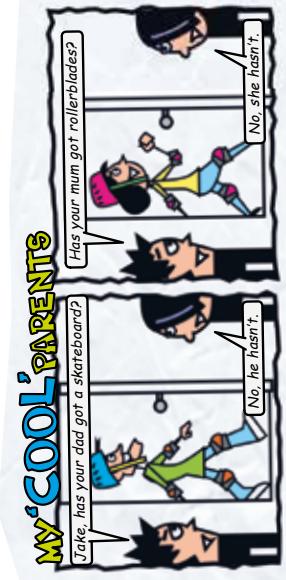
My things

2a

Vocabulary

2 Read

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



MY 'COOL' PARENTS



MY 'COOL' PARENTS



OOOOO

FUNCTIONS

Talking about personal items

STRUCTURES

The verb **have got**

VOCABULARY

Words	bike	camera	cap	CD	computer game	cool
game console	mobile phone	modem	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.

Phrases

Elicit answers and make a list of them on the board.

1 Vocabulary

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

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 title 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.



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.

People who matter

up-to-date texts and topics that students can identify with



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

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 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.

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: _____

Systematic development of reading strategies

- 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?

SAMPLE PAGES FROM FULL BLAST PLUS B1+ - STUDENT'S BOOK

language awareness activities enabling students to understand grammar

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 ex-wife/ex-husband
mate pal



boss colleague
fellow student classmate

vocabulary presented and practised in context

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:

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

a. Gorillas **live** in social groups.

b. The plane **leaves** tomorrow at 8.00 a.m.

c. Tim **works** as a pilot for an airline.

d. **Here comes** Jenny. Don't tell her about the surprise.

e. The whole family **eats** dinner together on Sundays.

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: Trumplington 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!



1. friendly, open and outgoing
2. charitable and willing to share
3. shy, uncommunicative and unsociable
4. not willing to give, share or spend
5. bad-tempered and moody
6. caring more about your needs than other people's

grammar practised in real-life contexts

1 The bonds between us

Listen

You will hear people talking in six different situations.

c.

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

• 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.

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.

1. **I think** friends are the most important people in our lives.
 2. **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*?

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

See Grammar Reference

C. Read the sentences and circle the correct options.

1. I like / am liking this film, although I don't understand / am not understanding everything.
2. Stephanie is not used to eat / eating all these different kinds of Middle Eastern food.
3. I don't own / am not owning a smart TV. They cost / are costing too much money.
4. Don't worry about Marcus. He is driving / used to driving on busy streets.
5. This afternoon, I see / am seeing my sister. Do you want / Are you wanting to come along?
6. 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.

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 good-natured reliable	bossy impatient moody nosy

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speaking activities leading to successful real-life communication and completion of examination tasks

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.

1. I felt **envious** / _____ of my best friend when she was chosen for the team and I wasn't.
2. Ben is such a good student. I was **astonished** / _____ that he did badly on yesterday's maths test.
3. I was **depressed** / _____ when we moved here because there were no young people around.
4. The teacher was **delighted** / _____ with our excellent test results.
5. My mother was really **irritated** / _____ to find out that I had not done the washing-up after lunch.
6. 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.

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



lexical sets presented with the aid of illustrations

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SAMPLE PAGES FROM FULL BLAST PLUS B1+ - STUDENT'S BOOK

thorough coverage of examination writing tasks helping students to analyse the writing task, come up with ideas and organise them to produce a coherent piece of writing

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 have you 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.

Sample texts functioning as models

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 swapping 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) | 6. supported (paragraph 2) |
| 2. exchanging one thing for another (paragraph 1) | 7. to be different from, but make a good match with (paragraph 3) |
| 3. caring and helpful (paragraph 2) | 8. outgoing (paragraph 3) |
| 4. someone you can trust (paragraph 2) | 9. someone who does things that might have unpleasant results (paragraph 3) |
| 5. someone you can depend on (paragraph 2) | 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/caveage/plump - build
facial/strong/unique - features
trendy/casual/dashy/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 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 tracksuits 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 | a. never lets you down |
| 2. helpful | b. never tells a lie |
| 3. dependable | c. always thinks of others |
| 4. thoughtful | d. always happy |
| 5. truthful | e. always sends you a hand |
| 6. cheerful | f. always stands by you |

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

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

- 1. He/She's very helpful.

- 2. He/She's very dependable.

- 3. He/She's very thoughtful.

- 4. He/She's very truthful.

- 5. He/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. (40-190 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 now you spend your time together.

CONCLUSION

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

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.

practical tips helping students to cope with examination tasks

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. Not 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. For relationships to be successful, we need to (7) _____ each other. Trying to be positive when the (8) _____ of time. So next time you fall out with a friend, your parents or a co-worker, keep this advice in mind!



2 Home & away

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

1. I _____ a barbecue on Saturday.
Why don't you come?
a. have
b. to have
c. am having
d. having
2. Perhaps we should invite Toby.
What _____?
a. you thinking
b. you think
c. are you thinking
d. do you think
3. How _____ about your new job?
a. do you feel
b. are you feeling
c. you are feeling
d. you are used to feeling
4. 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
5. 'Why don't you jog any more?'
'I _____ time.'
a. am not having
b. have
c. am having
d. don't have
6. 'Can you please fix the computer?'
'_____ at right now.'
a. I look
b. I am looking
c. Am I looking
d. I am not looking
7. Jody _____ by boat. He gets really sick!
a. not used to travelling
b. isn't travelling
c. isn't used to travelling
d. travels

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.

1. Mr Rajou supervises me at work.
Mr Rajou _____ at work.
used
2. This is her first time eating fried food and she finds it heavy.
She _____ fried food and finds it heavy.
keep
3. Slow down a bit. I can't _____.
Slow down a bit. I can't _____.
4. Gary and Jessica's wedding is in late October.
Gary and Jessica _____ in late October.
stingy
5. Although Jasmine is quite wealthy, she is not very generous with her money.
Jasmine _____ although she is quite wealthy.
leaves
6. Make sure you aren't late because the last train is at 11 p.m.
The _____ at 11 p.m. so make sure you aren't late.
Now I can...

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Now I can...

2 Home & away

2

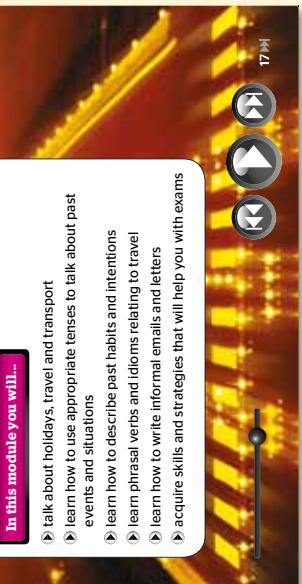
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7. Jody _____ by boat. He gets really sick!
a. not used to travelling
b. isn't travelling
c. isn't used to travelling
d. travels



Discuss:

- ▷ How do people benefit from going on holiday?
- ▷ Do you link holidays with travel? Why / Why not?



In this module you will...

- ▷ talk about holidays, travel and transport events and situations
- ▷ learn how to use appropriate tenses to talk about past events and situations
- ▷ learn how to describe past habits and intentions
- ▷ learn phrasal verbs and idioms relating to travel
- ▷ learn how to write informal emails and letters
- ▷ acquire skills and strategies that will help you with exams

2 Home & away

Read

No vacation?

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.

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?

- to criticise a type of holiday
- to offer advice on a holiday abroad
- to show what effects holidays can have on our health
- to contrast one type of holiday with another

Try a Staycation!

2

VOCABULARY

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

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
put up set off sleep in split up take off
turn into

KEY

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.

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.

What do you like to do when on holiday?

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 sea. 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.

suggested answers to all activities
where oral production is required

SAMPLE PAGES FROM FULL BLAST PLUS B2 - STUDENT'S BOOK

familiarisation of students 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

up-to-date texts
and topics



warm-up activities introducing the topic



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 negative event?
2
- enjoy(s) the natural beauty of their home country
3
- didn't stay in the country as an extension to their holiday?
4
- talk(s) about returning to their home country?
5
- set up a business in the country they moved to?
6
- had a different job back home?
7
- spent(s) less money than they would in their home country?
8
- doesn't/don't have to work?
9
- experienced a radical change in their attitude?
10



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 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 40th 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 **enchanted** 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.'

- 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?

9

8

C. 
Fifth 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 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.'

systematic development of reading strategies

- 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 extrameanings which you will not use.**
1. skip a. busy
 2. currently b. at present
 3. enchanted c. miss out
 4. enticing d. unwillingly
 5. on the go e. attractive
 6. issue f. give something officially
 7. **skip** g. cancel
 8. **currently** 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?

9

activities encouraging critical thinking and personal response

8

A1.1



A2



B1+



A1.2



B1



B2



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