

GOLD

experience

STUDENT'S BOOK

2ND EDITION

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B2

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GOLD experience

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STUDENT'S BOOK

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Listening	Use of English	Speaking	Writing	Switch on
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The only
source of
knowledge
is **experience**.

Everything else
is just information.

Albert Einstein



“ I love the buzz of doing something for the first time! ”

Look at the photo and discuss the questions.

- 1 What kinds of activities give you a buzz? Why?
- 2 Do you think it's important to try new things? Why / Why not?

Wake up your senses!

READING

topic: trying new things
skill: referencing clues
task: gapped text

GRAMMAR

present tenses
comparative forms: adjectives
and adverbs

VOCABULARY

describing experiences and
feelings; phrasal verbs
suffixes, introduction to
collocations

LISTENING

topic: synaesthesia
skill: listening for specific
information
task: sentence completion

USE OF ENGLISH

word formation

SPEAKING

topic: comparison of
experiences
skill: comparing
photos
task: long turn

WRITING

topic: activities for teens
skill: opinions and
recommendation
task: review

SWITCH ON ►

video: chef tests
project: presentation on food
in world festivals

1 Wake up your senses!

READING

Power up

1 Look at the photo and discuss the questions.

- 1 How do you think the person feels?
- 2 Would you enjoy the experience?
- 3 What would the challenges be?

Read on

2 Read the title of the blog post. What do you think 'The 7 Day Challenge' is? Read the blog post and check your answer.

3 Read the exam tip and complete the task.

exam tip: gapped text

Look at the words before and after the gap. The sentence you choose will need to make sense with the information that follows it, as well as what comes before. Look for referencing clues in the text which will help you match the sentence with the correct paragraph, for example, time words, pronouns, names, etc.

Read the second paragraph of the blog again and find the sentence from A–G in Ex 4 which fits in gap 1. What referencing clues are there to show the sentence fits in this gap?

4 **e** Read the blog post again and choose which sentence (A–G) fits each gap (2–6). You do not need one of the sentences.

- A Once there, I kind of relax into it and my initial reservations start to disappear.
- B Rob doesn't actually get a part, but at least he's brave enough to go through with it!
- C OK, I know it's early days, but so far I've found our challenge fun and actually a bit of an eye-opener.
- D It definitely hasn't turned out how I expected and I feel a bit annoyed with Rob and Sophia.
- E She had a point as we never sign up for anything new.
- F For someone who loves his creature comforts, it's not an idea with huge appeal!
- G It hasn't actually been that difficult as, despite being close friends, we have very different interests!

The 7 Day Challenge

Summer's over and you've slipped back into your cosy, comfortable routine. Well, not for me and my friends, Rob and Sophia. This year we've decided to take on 'The 7 Day Challenge' and step out of our comfort zones. Not sure what I mean? Read on ...

E F S W

5 Find the words or phrases in the blog post that mean the following.

- 1 warm and comfortable (*adj*) (para 1)
- 2 boring (*adj*) (para 2)
- 3 stressful or terrifying (*adj*) (para 4)
- 4 affecting you very strongly, and you don't know how to deal with it (*adj*) (para 4)
- 5 ready (*adj*) (para 5)
- 6 not really wanting to do something (*adv*) (para 6)
- 7 quite or very (*adv*) (para 7)
- 8 useful or important enough to spend time on (*adj*) (para 7)
- 9 to have an idea of what type someone or something is (*v*) (para 7)
- 10 reject (*v*) (para 7)

Sum up

6 Why do you think Tom describes his experience as an 'eye opener'?

Speak up

7 Work in groups and discuss the questions.

- 1 Do you like to set yourself challenges? Why / Why not?
- 2 What kind of activities would require you to step out of your comfort zone?
- 3 Have you ever tried something new and been surprised by how you felt about the experience?

It all started with me, Rob and Sophia chatting one evening in my room. We're always complaining about being bored but that evening Sophia interrupted our whingeing and said, 'Instead of just moaning about our life being dull, let's do something about it!' ¹ After a few searches on the internet, we came across this '7 Day Challenge'.

The idea of 'The 7 Day Challenge' is to encourage your friends, over the course of a week, to do activities they normally shy away from. We each come up with an activity we enjoy, but that the other two friends haven't tried before. ² We've been doing the challenge for a few days and let's say it's had its ups and downs!

OK rewind to day one – audition for something! Clearly not one of my suggestions as the mere idea of performing in front of people sends me into a cold sweat! It's Sophia's turn and she's challenged Rob and me to audition for a play at her local theatre group. So we're standing in the dark, looking at a lit stage and it's nerve-racking. The director calls my name first and suddenly it's too overwhelming. I leg it. My first challenge and I've fallen at the first hurdle. ³

'... the mere idea of performing in front of people sends me into a cold sweat!'

Not wanting to lose face I agree to carry on with the challenge. It's Rob's turn and he's invited us to go 'wild camping'. My first question is 'What is wild camping?' To be honest I'm a bit put off by the word 'wild'. Basically, it means not pitching your tent anywhere near a toilet or hot shower. ⁴ But it's **only** for one night so I'm willing to give it a go.

So how does challenge two compare with my first disaster? Well, I reluctantly turn up at our local woods with a huge rucksack on my back. My gut feeling is that this is not **my thing** at all. After a few wrong turns (it seems Rob doesn't have a great sense of direction!) we arrive at this stunning lake and pitch our tents. ⁵ We cook our food on an open fire and chat into the **night** and I must admit, I love the sense of freedom of being away from everything.

It's my turn now and I've chosen baking. I love it and I'm pretty good at it. Sophia and Rob, however, are not exactly looking forward to it, but you know what? They might just surprise themselves! So is 'The 7 Day Challenge' a worthwhile experience? Definitely. ⁶ My advice is next time you say to yourself, 'no thanks, it's not really me,' stop and give it a chance. It's **often** too easy to pigeonhole yourself and dismiss things **without** even trying them.



1 Wake up your senses!

GRAMMAR

1 Read the sentences below. Read the grammar box and match the sentences to the rules. What is the difference in meaning?

- 1 This year we've **decided** to take on 'The 7 Day Challenge'.
- 2 We've **been doing** the challenge for a few days.

2 Complete the rules E and F with the correct form of the verbs in brackets.

explore grammar

→ p142

present tenses

present simple and present continuous


- A for present habits, facts and repeated actions
Laura **takes** lots of photographs.
- B for actions happening now and changing situations
They're **watching** TV at the moment.
- C with *always* for something that happens often and is usually annoying
Dan's **always forgetting** his homework.
- D to add dramatic interest when telling a story
Imagine this, they **give** me the award and I'm **feeling** so shocked, I **don't** even **say** thank you!

present perfect simple

- E for states that started in the past and continue now, recently finished actions or past actions with a present result. The focus is on the result.
I ¹ (see) this film before, it's really good.

present perfect continuous

- F for an action that started in the past and is still continuing
Mr Lee ² (teach) us tennis this term.

3  1.1 Watch or listen to four people talking about experiences and routines. Match the speakers with the questions.

- A Do you prefer trying new activities alone or with friends? Why?
- B In general, do you think people are creatures of habit?
- C Do you do any dangerous activities?
- D Do you consider yourself an adventurous person?

4  1.2 Watch or listen again and complete the sentences. Then ask and answer in pairs.

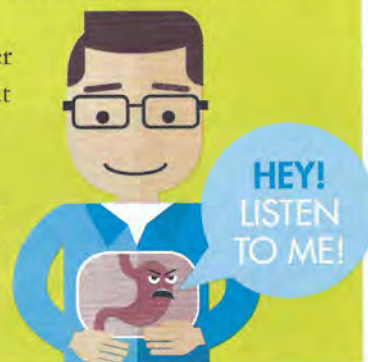
- 1 We everything and we around the world.
- 2 So we on a photography adventure and journey.
- 3 You what? Life is too short!
- 4 I think it on the person, you?
- 5 I anything crazy.

5 Read the text. Use the correct present form of these verbs to complete the gaps.

be call find have (x2) not feel not spend say send try

WHAT IS A 'GUT FEELING'?

¹ you ever that sense that something is wrong without knowing why? Sometimes it ² a funny feeling in your stomach or a little voice in your head that ³ you a warning or telling you that something ⁴ right. Gut feelings can also direct us to the help of others. For example, ⁵ a friend ever they're 'fine' but your gut feeling tells you they're not? In most cases our gut feelings are right. Some ⁶ it the body's second brain and throughout history people have been fascinated by this special sense that humans ⁷ For many years scientists ⁸ to discover why we get this feeling or sixth sense but so far there has been no single answer. Interestingly, research ⁹ that people who usually follow their gut feelings, and ¹⁰ a long time making decisions, are generally more content.



Speak up

6 Work in pairs and discuss in what situations you think it is important to follow your gut feeling and why. Compare your opinions with other pairs.


game on

Write two true and one false statement about yourself. The statements should be about something:

- 1 you have tried for the first time this year.
 - 2 you have been wanting to do for ages, but are not brave enough to do.
- In groups, guess which statements are true and which are false.

VOCABULARY

describing experiences and feelings

- 1  1.3 Listen to six people talking about feelings and experiences. Choose the word which best describes how each person (1–6) is feeling. There are two words you do not need.

determined moved offended petrified relieved
sympathetic tense thrilled

- 2 Complete each gap below with a word from Ex 1.

- I'm to finish this work today. I'm not going out until I do.
- I always feel when I'm watching my football team take a penalty.
- My cousin was during the storm. She's really scared of lightning.
- David's He's just won a national prize for his photography.
- I'm sorry for crying, but I just feel so by everyone's kind words.
- My brother's never very when I get upset and he definitely never gives me a hug!
- I'm so that I don't have to make a speech, I hate public speaking.
- She's by his nasty comments about her new haircut.

- 3 Match six of the words used in Ex 2 with these synonyms.

anxious delighted insulted strong-willed
terrified understanding

- 4 Ask and answer questions using words from Ex 3.

Would you describe yourself as strong-willed?

- 5 Read the vocabulary box. Can you think of any more examples?

explore vocabulary

phrasal verbs (1)

A phrasal verb is a verb followed by prepositions or adverbs. Different prepositions or adverbs change the meaning. For example, 'give up' = quit/stop. However, 'give away' = tell people a secret by accident. I've **given up** the violin because I don't have enough time to practise. The holiday was meant to be a surprise for the children, but Daniel **gave it away**.

- 6 Read the article. What are multisensory exhibitions and where did the idea come from?

- 7 Replace the highlighted words in the article with the correct form of these phrasal verbs.

add to get across miss out put off take off try out

Please do ~~not~~ touch the art!



Many young people ¹are discouraged from going to art galleries because of the formal atmosphere. Art galleries have traditionally been very visual, which means our other four senses ²have been deprived of the same experience. But how about a more playful approach where you can touch, smell, taste and hear the art? In recent years, art museums and galleries ³have been testing the effectiveness of some creative ideas to stimulate all five senses of their art-lovers.

In most cases, this has meant using technology to trigger the senses in order to ⁴increase the quality of our experience of pieces of art. For example, to ⁵make people understand the message or emotion of a piece of art, a gallery may play music, release smells, offer food to taste and even stimulate their sense of touch through ultrasound vibrations. The public reaction to these 'multi-sensory' exhibitions has been extremely positive and clearly the idea ⁶is becoming popular.

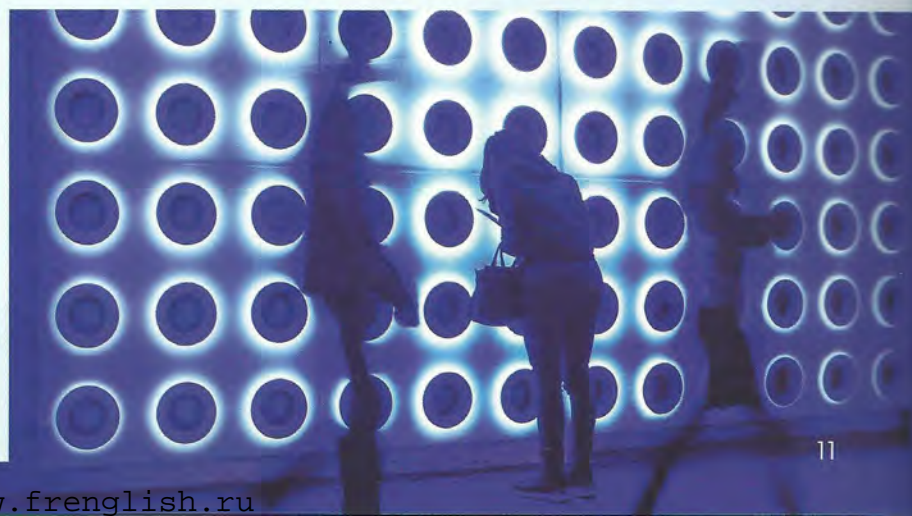
- 8 Complete each question with the correct form of a phrasal verb from Ex 7. Then work in pairs and discuss. Extend your answers.

- What kinds of things can the experience of a meal?
- Is there anything you on this year because you were ill? For example, a party, a trip, etc.
- Do online reviews ever you going somewhere?
- Can you think of any fashion trends that really at the moment?
- Apart from your choice of words, how can you your message clearly when talking to other people?

Speak up

- 9 Work in pairs and discuss the questions.

- What do you usually do when you're feeling tense?
- Do you consider yourself a sympathetic person? In which situations do you not feel very sympathetic towards other people?



1 Wake up your senses!

LISTENING


Power up

- 1 Work in groups. Which of your five senses (touch, sight, smell, taste and hearing) do you experience when doing these activities? Which is the strongest sense in each case?

learning to windsurf talking to a friend
playing the guitar going shopping

- 2 Look at the image on the page representing synaesthesia. What do you think synaesthesia is?

Listen up


- 3  1.4 Listen to a girl talking about her experience of having synaesthesia. What is synaesthesia? Were your guesses in Ex 2 correct?

- 4 Read the exam tip. Look at the other gaps in the task. What part of speech do you think is missing?

exam tip: sentence completion

Before you listen, read the sentences carefully. Decide what kind of information you need to listen out for. For example, a noun, adjective + noun, adjective, noun phrase. Wait until you hear all the information for each part before completing the gap.

Look at gap 1 in Ex 5. What part of speech do you think is missing – a noun, verb or adjective?

- 5  1.5 Listen again and complete the sentences with a word or short phrase.

Synaesthesia

Rachel is disappointed that she only discovered the ¹ of her condition recently.

Rachel was delighted with a ² which gave her useful information about her condition.

Rachel says that ³ music makes her see dark colours.

Rachel likes the idea of experiencing different ⁴ when hearing different sounds, which she doesn't do.

Rachel used to amuse ⁵ by telling them what colour their name was.

Experts say that synaesthesia first develops in a person during ⁶

Rachel agrees with the idea that people with synaesthesia are generally better at ⁷ subjects.

Rachel was surprised at how many ⁸ painters and composers have the condition.

The strength of Rachel's synaesthesia is increased when she feels ⁹

Rachel gives the example of ¹⁰ as a noise that can affect her concentration.

- 6 Read the sentences. What do the highlighted words or phrases mean? Can you think of other sentences using these words?

- 1 I even went to **seminars** on the subject.
- 2 I'm not sure my parents always **approved** when I'd tell someone their name was a yucky brown!
- 3 They **have concluded** that women are more likely to have it than men.
- 4 **Apparently**, people with synaesthesia are often not as good as our peers at subjects such as maths or science.
- 5 You see my synaesthesia **is affected by** my mood or emotions.
- 6 All in all though, I do feel it's a **gift** and I can't imagine life without my synaesthesia.

Speak up

- 7 Work in pairs and discuss the questions.

- 1 Which is your most and least important sense?
- 2 If you were able to strengthen one of your senses, which would it be and why?

USE OF ENGLISH 1

1 Read the grammar box. Complete the questions using the correct form of the word in brackets.

- Do you speak English (good) than your parents?
- What time of the day do you study (efficiently)?
- If your homework is (difficult), who do you talk to?
- Can you run (fast) as your friends?
- If you're stressed, what can help you feel (relaxed)?
- Who tells (funny) jokes in your class?

explore grammar

→ p142

comparative forms: adjectives and adverbs

- A** adjectives/adverbs with one or two syllables
Women are **more likely** to have the condition **than** men.
- B** adjectives/adverbs with more than two syllables
Some people experience music **more emotionally** because of the colours it produces.
- C** irregular adjectives/adverbs
Our sense of direction is often **worse**.
- D** comparing one item in a group with other items in the same group
I have **the most common** form of the condition.
- E** adjectives/adverbs that show when something is more than necessary (*too*) or not sufficient (*not enough*)
Suddenly the background sounds can become **too loud**.
- F** comparing two equal things (*as ... as*) or two different things (*not as ... as*)
They perform **as well as** others in most subjects.
We often **don't do as well as** our peers at maths.
- G** double comparatives for emphasis and to show continual change
The older I get, **the keener** I am to keep it to myself.
- H** adverbs of degree
If I feel very stressed, the colours feel **much stronger**.

2 Work in pairs and discuss the questions in Ex 1.

3 Read the article and complete it with these words or phrases.

as well as better finer more accurately more upset
not as good as the most debated too

Science of senses

A stinky gym bag in your kitchen? Who will be ¹ by the smell – the men or the women in your family? Some scientists suggest that women not only smell, but feel, taste, and hear ² than men.

Take colours, for example. One study suggests that men are ³ women at distinguishing between shades of colour, although they focus well on rapidly changing images. As for touch, small fingers have a ⁴ sense of touch, whether male or female.

Hearing is possibly one of ⁵ areas, when talking about the senses. Evidence shows that boys hear ⁶ girls at birth, but with age, a man's hearing may soon deteriorate. However, environmental factors could play a role in this. Women may also be ⁷ at identifying different flavours, as studies have shown that they have more taste buds on their tongue.

Going back to the smelly gym bag – yes, it's likely that Mum will be the most freaked out by it. But is that because women's brains have more 'smell cells' or because you were ⁸ lazy to move it?

4 e Rewrite the sentences using the word given. Use between two and five words, including the word given.

- 1** I couldn't hear her because she spoke too quietly.

LOUDLY

She didn't speak hear her.

- 2** The coffee was weaker than I liked.

AS

The coffee I liked.

- 3** Sam is a deeper thinker than Ben.

THINKS

Sam Ben.

- 4** The experience was too boring to repeat.

INTERESTING

The experience was to repeat.

- 5** She's the best cook in her class.

CAN

She else in her class.

- 6** I've never had such a strange feeling.

EVER

That's the had.

Speak up

5 Work in pairs. Talk about the things you have tasted, smelled, seen and heard over the last 24 hours.

1 Wake up your senses!

USE OF ENGLISH 2

1 1.6 Listen to three people talking about dancing. Which speaker thinks they can dance well?

2 Read vocabulary box 1. Add the correct suffix to make nouns or adjectives.

- | | |
|------------------------------|------------------------------|
| 1 achieve (v)
..... (n) | 4 lazy (adj)
..... (n) |
| 2 athlete (n)
..... (adj) | 5 comfort (n)
..... (adj) |
| 3 pain (n)
..... (adj) | 6 excite (v)
..... (n) |

explore vocabulary 1

word formation – suffixes

Adding a suffix at the end of a word changes the meaning.

Noun suffixes: *-ence, -ment, -ness, -ity, -y*

Adjective suffixes: *-able, -ful, -ible, -ic, -ish, -ive, -less*

verb → noun differ → difference

adjective → noun tired → tiredness

verb → adjective access → accessible

noun → adjective fool → foolish

Note: Sometimes the spelling changes

happy → happiness, energy → energetic

Scientists discover why you can't dance

Have you ever found yourself leaping around to music with the ¹..... of a young puppy and suddenly realised that you've emptied the dance floor? Maybe your skills are ²..... to you but others are wondering why you have absolutely no sense of rhythm. Now scientists may have the answer.

Apparently there is a condition called beat ³....., which means you can't coordinate your movements with the rhythm in the music. Although you have the ⁴..... to produce repeated beats by tapping your feet or clapping, once music is added you can get into ⁵..... So, at least now you can offer a ⁶..... reason for some of your awkward moves. In the meantime, why not forget about appearing ⁷..... and enjoy the exercise? Who knows, your unique style of dancing might soon become a ⁸..... alternative on the dance floor.

ENTHUSIASTIC

IMPRESS

DEAF

ABLE

DIFFICULT
SCIENCE

FOOL

FASHION

3 1.7 Listen again. Tick the words the speakers use.

childish comfortable competitive confidence confident
difference dreadful fitness hopeless movement painful
painless visible

4 Read the article. Who do you think is a good dancer? How would you rate your dancing?

5 Read the exam tip, then complete the article with the correct form of the words in capitals.

exam tip: word formation

Read the words around the gap and decide what type of word you need for the space.

Read the words before and after gap 1 in Ex 5. What type of word is needed between the and the preposition of – noun, adjective or verb?

6 Read vocabulary box 2. Which of these 'senses' is most important to you and why?

explore vocabulary 2

introduction to collocations

It's useful to remember words that go together.

a sense of ...

achievement adventure direction fun
freedom humour rhythm

Speak up

7 Work in pairs and discuss the questions.

- 1 What type of activities are suitable for a person with a sense of adventure?
- 2 Who do you know with a good sense of humour?
- 3 When do you feel a sense of achievement?
- 4 How would you describe your sense of direction?



SPEAKING

Power up

- 1 What do you and your friends do when you want to have a good time or celebrate? Where do you go?
- 2 Look at photos A and B. What are the friends enjoying about being together?
- 3 Read the exam tip and complete the task.

exam tip: long turn

↪ p163

In part two of the exam you are given two photos. Avoid talking about each photo separately. Instead compare the two photos **before** you answer the question.

How many similarities and differences can you find between photos A and B?

Similar

Different

- 4 1.8 Read the useful language and listen to a student talking about the photos. Which phrases are used?

useful language: comparing photos

In both photos, ...

Both photos show ...

The photos are similar because ...

One/Another similarity is that ...

One of the main differences is that ...

In the first photo ..., whereas in the second one ...

One photo is brighter/darker/more atmospheric, etc. than the other one.

- 5 1.9 Listen again. Where does the student think the two photos were taken? Do you agree? Why / Why not?



Speak up

- 6 Work in pairs.



Student A: Compare these two photos. What are the friends enjoying about spending time outdoors?

Student B: How many of the phrases in the useful language box did your partner use?

Now turn to the photos on page 171, then answer the questions.

Speaking extra

- 7 Work in pairs or small groups. Choose one of the photos and imagine a conversation that is taking place. Act out your conversation to the rest of the class.

1 Wake up your senses!

WRITING

Power up

- 1 Work in pairs. Have you been doing anything unusual in the last few months? Have you tried any new activities?
- 2 What activities can people of your age do where you live? Does it change according to the season?

Plan on

- 3 Read the task and underline the key parts that you need to include in your review.

You recently saw this notice on a tourist website for your area.

Reviews wanted

What's on in your area?

We're looking for reviews of leisure activities that young visitors can do in your area. Tell us about an activity you have tried yourself. In your review describe your experience, positive or negative, of trying the activity, and say whether or not you would recommend it to other people your age who are visiting your area.

Write your answer in **140–190** words in an appropriate style.

- 4 Work in pairs and answer the questions.

- 1 Who is the target reader?
- 2 What is the purpose of the review?
- 3 What is an appropriate style for the review?
- 4 What kind of layout do you need to use?
- 5 What kind of information would you expect in a review?
- 6 What information do you think you need to include in your conclusion?

- 5 Read the review of a ceramics workshop and answer the questions in pairs.

- 1 Is the style of review appropriate? Why / Why not?
- 2 How does the writer get the reader's attention?
- 3 Does the writer use a variety of vocabulary? If so, can you find examples?



Have a go at ceramics!

If you're looking for something new to try then how about a ceramics workshop? And if you believe ceramics is for middle-aged people and old-fashioned, then think again! Bridge Art Centre offers one-day workshops for 14- to 18-year olds and they're really worth checking out!

The first thing you notice when you arrive at the workshop is the laid-back atmosphere. It's held in a brightly-lit room with really cool art on the walls. The workshops are suitable for all levels and abilities and you can choose to make all sorts of things from mugs and bowls to jewellery.

The instructor, Pete, is a 26-year-old, well-known local artist who's extremely patient and really encourages you to experiment and be creative. The workshop is very informal and there are plenty of laughs, especially when things go wrong! In fact it's useful to have a sense of humour!

Doing a ceramics workshop is a fantastic and memorable experience and I would highly recommend it to other people my age. Don't be put off because you think you're not 'artistic' enough. That's what I thought but I loved it!

- 6 Read the vocabulary box. How many compound adjectives can you find in the review?

explore vocabulary

In a review you need to use language of description, opinion and recommendation. Make sure you use varied vocabulary and try to avoid repeating adjectives.

Using compound adjectives can make your descriptive vocabulary more varied. Below are some of the different types.

number + noun = a **ten-year-old boy** (Note: year is always singular when part of a compound adjective)

adjective + noun = **high quality** noun + adjective = **child-friendly**

adjective/adverb + past/present participle = **well-known**

verb + preposition/adverb = **laid-back** self + verb/adjective/noun = **self-confident**

- 7 Complete the sentences expressing recommendation with these words and phrases.

not really worth perfect thoroughly won't regret
worth trying wouldn't recommend

- 1 It's well street dance.
- 2 I it to anyone who doesn't like heights.
- 3 I recommend hiking.
- 4 In my opinion, it's the money.
- 5 Kite-surfing is for anyone who has a sense of adventure.
- 6 If you get a chance to try this, you it.

Write on

- 8 Read the task in Ex 3 again and decide which activity for young people in your area you're going to write about.

exam tip: review

→ p168

Make sure it is clear in the final paragraph of the review what your overall opinion is and whether or not you would recommend the experience/film/product to someone else.

Make a note of the words in the review that show the writer's opinion and recommendation.

- 9 Read the exam tip. Plan your review. Use the following tips to help you.

- 1 Think of an interesting title for your review.
- 2 In the first paragraph, say what you are reviewing. Questions can be a good way of getting your reader interested.
- 3 In the next two paragraphs, give your opinion of the activity. Remember your review can include negative points. Make sure you use a good range of descriptive language.
- 4 In the final paragraph, summarise your opinion and give a recommendation.

- 10 e Write your review in 140–190 words.

Improve it

- 11 It's a good idea to read your review once you've finished and check the following:

Have you included all the content points?

Have you organised your ideas clearly into paragraphs?

Do you make a recommendation in your review?

- 12 Read your review again and correct any grammar or vocabulary mistakes.





INDEPENDENT LEARNING

Self-assessment

- 1 Work in pairs and read the three possible definitions of **self-assessment**. Which one is correct?

Self-assessment is:

- A a way of assessing how well students can work by themselves.
- B the process of students evaluating their own progress and performance.
- C a formal way of testing a student's ability in a subject.

- 2 How do you think peer assessment is different from self-assessment? Discuss in pairs.
- 3 Complete the list of benefits of self- and peer assessment with the words and phrases.

critical each others' feedback
independent learners learn more reflect
responsible strengths and weaknesses

Self-assessment:

- 1 helps students become
- 2 encourages students to on their learning progress and performance.
- 3 encourages students to be more for their own learning.
- 4 helps students develop their skills.
- 5 helps students be more aware of their

Peer assessment:

- 6 encourages students to critically reflect on work.
- 7 offers students additional
- 8 helps students from each others' work.

- 4 Now look at one of the lessons from this unit and identify two things you have done well and two things you need to focus on more.

Things I have done well are:

- 1
- 2

Things I should focus on are:

- 1
- 2

SWITCH ON



EFSW

Chef tests

- 1 Work in pairs. Think about foods you have eaten recently that you enjoyed and didn't enjoy.
 - 1 Describe the experience of eating these foods to your partner (without naming the foods).
 - 2 Guess each other's foods.
 - 3 Discuss which senses we use when we eat.
- 2 Watch the clip. Gordon Ramsay speaks about the use of the five senses in cooking. Which sense does he think is the most important?
- 3 Watch again. Discuss in pairs.
 - 1 Cyndi is one of the contestants who takes part in the touch test. Which adjectives does she NOT use to describe how the eggs feel?
gross wet cold slimy shiny
 - 2 In the 'taste test', Mary identifies turkey as egg yolk. What does Cyndi say is an obvious difference between the two?
- 4 Discuss in pairs.
None of the contestants achieved a perfect score in the 'blind taste test'. Does this surprise you? Why/why not?

Project

- 5 Work in groups to prepare a presentation on food in world festivals.
 - 1 Research festivals around the world that involve preparing and eating particular foods.
 - 2 Choose one festival and create a class presentation.
 - 3 Present your work to the class.
 - 4 Discuss as a class which festivals you would like to go to.

UNIT CHECK

Wordlist

Experiences and feelings

anxious (*adj*)
delighted (*adj*)
determined (*adj*)
insulted (*adj*)
moved (*adj*)
offended (*adj*)
petrified (*adj*)
relieved (*adj*)
strong-willed (*adj*)
sympathetic (*adj*)
tense (*adj*)
terrified (*adj*)
thrilled (*adj*)
understanding (*adj*)

Phrasal verbs

add to
get sth across
give sth away
give sth up
miss out on sth
put sb off doing sth
take off
try sth out

Collocations

feel a sense of achievement
have a sense of adventure
have a sense of direction
have a sense of fun
have a sense of freedom
have a sense of humour
have a sense of rhythm

Suffixes

Noun endings

achievement
confidence
deafness
difference
excitement
fitness
happiness
laziness
tiredness

Adjective endings

accessible
achievable
childish
comfortable
competitive
dreadful
energetic
excitable
fashionable
foolish
hopeful
hopeless
painless
painful
repetitive
scientific
visible

Other

affect (*v*)
apparently (*adv*)
approve (*v*)
conclude (*v*)
cosy (*adj*)
dismiss (*v*)
dull (*adj*)
gift (*n*)
nerve-racking (*adj*)
overwhelming (*adj*)
pigeonhole (*v*) (*n*)
pretty (*adv*)
reluctantly (*adv*)
seminar (*n*)
willing (*adj*)
worthwhile (*adj*)

Phrases for recommendations

not really worth it
perfect
thoroughly
won't regret
worth trying
wouldn't recommend

Practice

1 Complete each sentence with a word or phrase from the wordlist.

- 1 Karen never tries anything new, she's got no
adventure!
- 2 Don't be by how the food looks, it's actually
really tasty.
- 3 The weather on the camping trip was
It rained continuously for four days!
- 4 My cousin is so – he's always doing some
kind of sport, he never stops!
- 5 I'm very – once I get an idea in my head,
I'm determined to do it whatever the cost.
- 6 The house was barely in the thick fog.
- 7 Lara used to be very shy, but now she has lots of
.....
- 8 The school is easily by bus or train.

2 1.10 Listen and write the missing word. Use words from the Other section of the wordlist.

- 1
- 2
- 3
- 4
- 5
- 6

3 1.11 Listen and check your answers.

4 Work in pairs. Describe three words from Ex 2 and see if your partner can guess which words they are.

UNIT CHECK

Review

1 Complete the sentences with the correct form of these verbs.

burn go persuade plan see think

- Tim to drama club every week.
- anyone ever you to try something new?
- I've asked Jake to go camping with me. He about it and will let me know tomorrow.
- We this trip for weeks, I really hope it goes well.
- Mark just that new art exhibition and he said it's really worth going to.
- What's that dreadful smell? something?

2 Match the first half of the sentences (1–6) with the second half (A–F).

- | | |
|--|--|
| 1 My cooking skills are definitely worse | A quiet, I can't hear what they're saying. |
| 2 I'm probably the most | B toughest challenge I've ever faced. |
| 3 Can you turn the TV up? It's too | C than my brother's – he makes the most delicious meals! |
| 4 Mark's as tall | D as his sister – in fact they're exactly the same height. |
| 5 Thanks for helping me move this table, it's much | E adventurous person in my family. |
| 6 This is definitely the | F easier with two people. |

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between two and five words, including the word given.

- It's been ages since I last saw Sam.
SEEN
I ages.
- They didn't see the fireworks because they arrived too late.
EARLY
They didn't arrive the fireworks.
- The tickets were more expensive than we'd expected.
AS
The tickets we'd expected.
- Tom began playing the drums five years ago.
BEEN
Tom the drums for five years.
- The film wasn't half as bad as the review suggested.
MUCH
The film was the review suggested.
- Maria performs more confidently than Kate.
PERFORMER
Maria is Kate.

4 Complete each gap with one word.

Have you got a good sense of direction?



Who's ¹ best map reader in your family? Is it your mum or dad giving directions? It has ² a long-held stereotype that men have a better sense of direction ³ women, but is it really true? Research conducted in a Norwegian university ⁴ suggested that it is true. Scientists at the Norwegian University of Science and Technology set 18 men and 18 women the challenge of locating various objects in a virtual maze. Not only were the men able to solve 50% ⁵ of the tasks than the women, but they were also faster. Scientists suspect that this is due to how our brains have evolved ⁶ ancient times, when men were hunters and women were gatherers. The researchers ⁷ also concluded, however, that while men may have a better sense of direction, they are ⁸ worse than women at finding objects locally, e.g. things in a house.

5 1.12 Listen to two friends talking. What is Anna trying to do? Is she successful?

6 1.13 Listen again and complete the summary with a word or short phrase.

- Anna to dance club for two weeks.
- Joe doesn't think he a sense of rhythm.
- Anna says that Joe is at dancing than some of the people at the club.
- Joe thinks he the wrong clothes.
- Joe hopes the club is Anna says it is.

7 Write a short email to your friend persuading him or her to join you in an activity.



“Whenever I
leave, I want
to come back.”

Look at the photo and discuss the questions.

- 1 Would you like to visit this place? Why / Why not?
- 2 Is there a place that you often visit with your family or friends? How do you feel about it?
- 3 What parts of the world would you particularly like to visit? Why?

2

On the bucket list

READING

topic: inspiration for travel
skill: finding specific information
task: multiple matching

GRAMMAR

past tenses
articles

VOCABULARY

travel anecdotes and apps;
idiomatic phrases and expressions
collocations; linkers

LISTENING

topic: travel-writing
skill: listening for specific information and opinion
task: multiple choice

USE OF ENGLISH

multiple-choice cloze
open cloze

SPEAKING

topic: summer holidays,
photo-bombing
skill: giving concise answers
task: interview

WRITING

topic: best and worst holiday experiences
skill: describing, narrating and expressing contrast
task: article

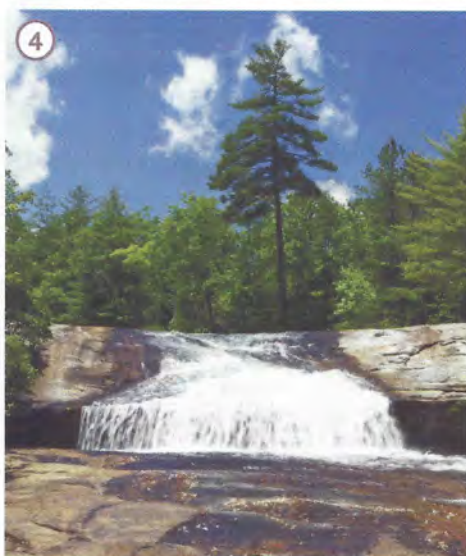
SWITCH ON

video: Sidi Driss
project: film location map

READING

Power up

1 Describe the places in the photos. Which ones do you like the most? Why?



3 e Read the exam tip and complete the task. Read the texts again more carefully. Match the questions (1–10) with the people (A–D).

Which person

- 1 mentions an unexpected change in travel plans?
- 2 compared the scenery they saw to a film location?
- 3 refers to a significant increase in tourism to a particular area?
- 4 says that a certain type of scenery isn't always popular?
- 5 mentions an educational reason that influenced the decision to travel?
- 6 had been unaware of filming taking place locally?
- 7 contrasts what they saw with their more usual surroundings?
- 8 is determined to continue with something they have already started?
- 9 mentions celebrating a special event?
- 10 had previous knowledge about specific film locations?

4 Find the words or phrases in the texts that mean the following.

- 1 relating to the Middle Ages (text A)
- 2 a period of sudden growth (text A)
- 3 was as good as you had hoped (text B)
- 4 interest or attract sb (text B)
- 5 unusual and exciting (text C)
- 6 have the opportunity to use sth (text C)
- 7 extremely big (text C)
- 8 fantastic, amazing (x3) (text D)
- 9 was included (in a film) as an important part (text D)
- 10 becoming very emotional about sth (text D)

Sum up

5 Which of the four young people do you identify with the most? Why?

Speak up

6 Work in pairs and discuss the questions.

- 1 Have you ever wanted to travel to a particular place you've seen in a film or read about in a book? Where was it?
- 2 Would you like a film to be shot in or near your home town? Why / Why not?

Read on

2 Read the texts about places to visit quickly and match the photos (1–4) with the posts (A–D). What inspired each person to travel to these places?

exam tip: multiple matching

It is a good idea to read the questions before you read the texts. This will help to focus your reading of the texts and remind you of what you are looking for. Remember you don't have to understand every detail of each text.

Read question 1 in Ex 3. The most important words here are: unexpected, change, travel plans. Quickly scan the texts to find the one you think might include all three ideas.

Have you ever
been **inspired**
to travel by a
book
or a
film?

A I'm not normally one of those people who visits film locations, but last summer, that's what I did. To explain: I live in Northern Ireland, where several scenes from the *Game of Thrones* TV series were filmed. I hadn't realised that until my friend Anna and I binge-watched the series over the summer holidays and I recognised certain places. We organised a trip to see one of them, Strangford Lough, as soon as possible – and we weren't disappointed. What made our day there special was when we saw groups of 'Thronies' dressed up in medieval cloaks and helmets and carrying plastic swords. They were really getting into the spirit of things!

Apparently, the recent boom in visitors to parts of Ireland is mainly due to the popularity of 'Game of Thrones' locations, which is good news for the economy!



Trish

B A while back, I was getting ready to go out when I overheard my parents discussing plans for a winter holiday. Mum wanted to go somewhere different for her birthday and I heard the word 'Iceland'. WOW! I thought, what a fantastic trip! My mind immediately jumped to dramatic landscapes of ice and volcanoes in *The Land of the Midnight Sun*. We had been watching a documentary about volcanoes the previous week (I was always thinking up good excuses for not getting on with my homework!) so that's presumably what gave them the idea of Iceland. Anyway, it certainly lived up to all our expectations. The volcanic landscape doesn't appeal to everyone, of course, but the amazing skies (Aurora Borealis at night!) and the hot geysers springing up from the earth were just out of this world.



Rich

C I'm half Russian, but the word 'Russia' still conjures up the idea of somewhere exotic. When I was a child, we used to stay with my Russian grandmother a lot, so I have had more access to the language than most people. Even so, Russian is really difficult to learn. I was going to give it up but then I thought, No, I can do this! This year, since I am studying Tolstoy's *Anna Karenina* at school, my mother decided the time was right to go back. So last month, we were in Russia and I was blown away by it all! The historical buildings are amazing and the countryside is so vast. The highlight was Tolstoy's country house at Yasnaya Polyana, but I also fell in love with Moscow and its colourful domes, and the Peterhof Palace in St Petersburg with its fountains and statues. It was just like being on a movie set!



Alexandra

D I recently won a trip to the USA through a travel app on my mobile phone. I'd answered some questions about US locations for *The Hunger Games* films, which I was a fan of, but I certainly didn't expect to win first prize. I was due to go off on holiday to Greece just then, but I ended up going to the US instead! Once there, my fellow prize-winners and I were taken to North Carolina, an area I recognised from pictures. I couldn't believe I was actually there! My favourite location was DuPont State Recreational Forest with its superb scenery of trees, rocks, waterfalls, ponds, lakes and streams. I recognised the Triple Falls and Bridal Veil Falls that had featured in the first film – but as a city boy not used to such awe-inspiring nature, I was freaking out! What an incredible experience!



Sam



GRAMMAR

- 1 Read the grammar box. Match the examples (1–6) with the tense uses (A–G).

explore grammar

→ p144

past tenses

past simple

- A for finished events in the past
It certainly **lived** up to all our expectations.

past continuous

- B for an interrupted action in the past
I **was getting** ready to go out when I overheard my parents.
- C + *always* for expressing irritation OR for describing past activities in a negative way
I **was always thinking up** good excuses for not getting on with my homework.
- D for failed plans or unfulfilled expectations. We can also use *was going to* or *was due to*.
I **was going to give** it up but then I thought, No, I can do this!
I **was due to go** off on holiday to Greece.

past perfect

- E for actions, events and situations that happened before another past action
I **hadn't realised** that until my friend Anna and I binge-watched the series.

past perfect continuous

- F for describing an action that was happening over a period of time before another action in the past
We **had been watching** a documentary about volcanoes ... what gave them the idea of Iceland.

Watch out!

- G We use *used to/would* for past habits or activities but only *used to* for past situations.
We **used to stay** with my Russian grandmother a lot.

- 1 I'd been waiting for half an hour before I realised the buses were on strike.
- 2 Actually, I was hoping to leave early but I didn't manage it in the end.
- 3 Paul was always leaving his shoes in the middle of the floor.
- 4 Every birthday, I used to make a list of places I wanted to visit.
- 5 One evening, while I was looking on the internet, I got inspired by photos of the Scottish Highlands!
- 6 We were going to visit friends in France but my sister was sick so we had to cancel.

- 2 2.1 Listen to an account of an incident in a holiday village. What had happened to make people stop and look?

- 3 2.2 Write the correct past tenses in the sentences. Listen again and check.

- 1 I (walk) along the main street of the village ... when I (see) a group of people.
- 2 I (meet) my friend at the beach ... but I (stop) to find out what (go) on.
- 3 Apparently, some workmen (dig) to get at a damaged pipe but (finish) work for the day and (go) home.
- 4 It seemed that a curious dog (fall) into the hole!
- 5 Someone (call) the fire brigade, who (come) along with a ladder.

- 4 Read the customer complaint to a tourist office. How does the customer feel? Why? Choose the correct verb form.

Customer: I'm phoning to make a complaint about the summer holiday I ¹'ve booked / booked with you to Majorca last July. You see, this is what ²has happened / happened. I ³'d arrived / was arriving late at the hotel, I ⁴am / had been travelling for hours and I ⁵used to be / was very tired. I ⁶'d given / gave the taxi driver the directions to the hotel from your website but it seems they were wrong and we ⁷got / have got totally lost. I was furious by the time we ⁸had been arriving / arrived at the hotel. Then there was no hot food available, only a stale sandwich. I ⁹'m not used / didn't use to being treated in this way and I'm very disappointed. What's more, the following day, I ¹⁰got / have got badly sunburnt while I ¹¹had sat / was sitting by your pool and no one ¹²managed / has managed to find any cream I could put on afterwards. I demand my money back!!

- 5 Complete these sentences in your own words, using a variety of past tenses.

- 1 I was going to do my homework last night but ...
- 2 The bus finally arrived after I ...
- 3 My friend skyped me while I ...

Speak up

- 6 Work in pairs. Think about one of the following ideas and write down a few notes. Then tell your partner what happened.

- 1 something that happened to you that you would like to complain about
- 2 something strange or funny that happened to you recently



VOCABULARY

travel anecdotes and apps

1 Complete the sentences with these phrasal verbs in the correct form.

conjure up dress up end up give up live up to think up

- On holiday, we saw some amazing dances where the dancers were in traditional costumes.
- The horse-riding and surfing holiday in the South of France all my expectations. I want to go back again next year!
- Our friends, Max and Emma, had bought a boat and they asked us to a name for it. We suggested 'Sea for Two'!
- When I was imagining my ideal holiday, I images of a beautiful island with palm trees swaying in the breeze!
- We were hoping to bathe in the waterfall but it was too cold, so we taking selfies instead!
- As soon as the group of tourists heard about the floods, they the idea of travelling to the lakes.

2 Read vocabulary box 1. Complete the blog with suitable phrases.

explore vocabulary 1

idiomatic phrases and expressions

English has many useful idiomatic phrases and expressions. Make a note of them as you find them and try to use them in your speaking and writing.
blown away (by something) → I was blown away by it all.

down in the dumps (about something), high on the/my list, over the moon (about something), fall in love (with), get into the swing/spirit (of things)



Maria's blog

Well, I'm just back from an 'interesting' school trip to Granada, near the Sierra Nevada mountains in Spain. Although climbing is not ¹ of priorities, I was ² by the scenery so I decided to ³ and climb the lower slopes with the rest of the group. Unfortunately, my friend Oliver kicked his football into the river and lost it! He was really ⁴ about that, but later that evening, a climber turned up at the hostel with the ball! He had found it a few kilometres downstream. Needless to say, Oliver was ⁵ and it made a happy ending to our holiday.

3 2.3 Read vocabulary box 2. Read the notes about travel apps and choose the correct words. Listen and check your answers.

explore vocabulary 2

collocations (1)

Collocations are very important so keep a list of these and learn them as you come across them in your studies. There are many different types of collocation, for example:

noun (+ preposition) + noun = package tour, day excursion

verb + noun = have fun, make a reservation

adjective + noun = cheap travel, user-friendly website

verb + adverb = travel light, tan easily

adverb + adjective = extremely helpful, generally reliable

Great travel apps!

Travel apps can improve your travel ¹habits/experience!

- Language problems? Solution: an app that provides an instant translation of ²everyday/daily words.
- Problems with the sun? Solution: an app that calculates how long you can spend in the sun. You just have to ³fill/enter your details, such as skin type and a couple of other facts.
- Want to have some fun? Solution: you need an app that will tell you ⁴what's on and where. You can also ⁴order/book tickets and restaurants.
- Want to have some good memories? Solution: an app that uses an ⁵interactive map to keep a ⁵proof/record of where you go. Add video to create a cool multimedia travel diary.
- Finally, ⁶make/keep sure you don't ⁷save/take such a long time packing your 'digital suitcase' that you forget your beach clothes!

Speak up

4 What do you think 'digital suitcase' means? What would yours include?

2 On the bucket list

LISTENING

Power up


- 1 Work in pairs and talk about places you have visited. Which of these words or phrases would you use to describe that place? Why?

alone awestruck deserted easily accessible impressive remote
stunning uncontrolled unspoilt wild

- 2 You're going to hear a podcast interview with a young travel writer. Before you listen, think about the following questions.

- 1 What do you think the job of a travel writer would involve?
- 2 What might be the attractions and difficulties of the job?


Listen up

- 3  2.4 Listen to the interview. What different jobs has he had?

exam tip: multiple choice: longer text

Before you listen, read the questions and the options carefully and underline the key words. As you listen, focus on these. Don't get distracted by other information you hear which is not relevant to the particular question.

Read question 1 in Ex 4 and underline the key words in the question and options. Listen to the first section of the interview and choose your answer.

- 4  2.5 Read the exam tip and complete the task. Listen again and choose the correct answer A, B or C. Compare your answers with a partner.

- 1 Jason says the first articles he wrote were
 - A inspired by history lessons at school.
 - B based on a combination of travel and research.
 - C published almost immediately.
- 2 How did Jason feel when he got his first break?
 - A relieved because he'd been trying many different ideas
 - B disappointed that it had taken him so long
 - C surprised because he hadn't expected to be published
- 3 Why did Jason start the job in the travel agency?
 - A He wanted to learn how to deal with demanding clients.
 - B He felt it would be a way to meet more travel writers.
 - C He wanted to work with other people.
- 4 What worried Jason about becoming a full-time travel writer?
 - A He felt his lack of formal training could be a problem.
 - B He found certain kinds of writing more difficult than others.
 - C He thought he might spend too much time on social media.

- 5 How does Jason decide about the subject of his articles?
 - A He takes on any writing job that will pay well.
 - B He concentrates on particular destinations that interest him.
 - C He works with his colleagues to find really exotic places.
- 6 What does Jason say about the subject of his award-winning article?
 - A He was frustrated by the difficulties of reaching the location.
 - B He was reluctant to write about a place he wanted to keep secret.
 - C He was irritated by the attitude of the publisher who commissioned it.
- 7 According to Jason, what is the most important quality for travel writers to have?
 - A a love for what they do
 - B a desire to be the best
 - C a belief in themselves

- 5 Work in pairs. Discuss the meaning of the highlighted words.

- 1 I wrote up my **impressions**.
- 2 I missed having others to **bounce ideas off**.
- 3 It's a good idea to become an expert in a certain **'niche'** area.
- 4 All travel writers need to **be flexible** and write about different topics.
- 5 I thought the **ultimate** place for me to write about would be hidden beaches.
- 6 Not a place for the **faint-hearted**!

Speak up

- 6 Work in pairs. Choose a place and give some convincing reasons why your partner should visit that place.

- 1 Research the place briefly online.
- 2 Write down a few good reasons to visit it.
- 3 Tell your partner why you think they should visit that place.



USE OF ENGLISH 1

- 1 Read the grammar box. Can you think of some more examples of your own for each type of article?

explore grammar

→ p144

articles

- A We can use *the* + adjective in a limited number of cases, to mean a particular group of people.
the rich (and famous), **the** poor, **the** young, **the** faint-hearted, **the** British, **the** French, etc.
- B Zero article is normally used in front of uncountable nouns or plural nouns, unless we are referring to a specific case.
The ultimate place ... would be **hidden beaches**.
The beach I chose is in a fantastic cove ...
You need to have **passion** for the craft of writing.
You must work on **the quality of your writing**.
- C *a/an* and *the* are often used in set phrases or expressions. These need to be learnt individually.
be over the moon, go on a couple of trips, it's a good idea to become an expert in a certain area, visiting new places gave me a buzz

- 2 What is your ideal kind of holiday? Why?

- 3 **e** Read the magazine article and choose the word that best fits each gap. Choose from 'a', 'an' or 'the' or zero article (-).

Why do people travel?

If you talk to ¹..... your friends or listen to ²..... other people planning trips, you'll soon realise that everyone has very different motives for ³..... travel. Some people like to choose places where they might bump into ⁴..... rich and famous on the beach, Mykonos in Greece, for example. Others want to drown themselves in ⁵..... art and ⁶..... history, as well as ⁷..... beauty of historical architecture such as you find in ⁸..... places like Rome and Venice. Or they might prefer ⁹..... 21st-century craziness and vibe of New York or Tokyo!

People who are into physical activities often choose ¹⁰..... particular destination because they want ¹¹..... challenge. They want to ride a motorbike across ¹²..... empty desert somewhere or cut their way through dangerous jungle undergrowth. The reasons for ¹³..... travel are endless. However, one thing is sure, in my opinion: you simply can't beat ¹⁴..... day on ¹⁵..... beach!



- 4 Complete the quiz by filling the gaps (1–10) with 'a', 'an' or 'the' or zero article (-) and writing your own D options. Then ask and answer your quiz questions in pairs and try to guess each other's perfect destination.

Quiz-time!

Where's your perfect destination?
Think about a place you would really like to travel to and answer the questions.

- 1 Why do you want to go there?
A to meet ¹..... people there
B to see ²..... country
C to learn ³..... language
D ?
- 2 What is special about it?
A It has ⁴..... fantastic food.
B I have ⁵..... relatives there.
C It's easy to get to.
D ?
- 3 What can you NOT say about it?
A It has a lot of ⁶..... culture.
B It's ⁷..... real shopping experience.
C There are loads of activities.
D ?
- 4 Which is true for you?
A I love ⁸..... hot places.
B I can't stand ⁹..... heat.
C ¹⁰..... beach parties are cool!
D ?

Speak up

- 5 What does your country have to offer visitors? Is it more a winter or a summer destination – or both? Discuss.

2 On the bucket list

USE OF ENGLISH 2

1 Quickly read the newspaper article about Everest.

- Why did Alyssa fail twice to climb Everest?
- What is the effect of mass tourism on the region?

2 Read the vocabulary box. Choose the correct collocations each time in the newspaper article.

explore vocabulary

collocations (2)

Collocations can also be topic-related and this is another good way to learn them. Here are a few examples.

global warming, natural disaster, take risks, run into problems, foreign visitors, huge impact, local environment, bring in money, provide jobs, do a lot of harm

Facing Everest

In May 2016 at the age of 19, Alyssa Azar became the youngest Australian to climb Mount Everest. She had ¹run over / run into various problems before, caused by a series of ²natural / normal disasters, but she finally achieved her ³goal / hope on her third ⁴trial / attempt. She was always very careful and she knew that it was no ⁵worth / use taking ⁶risks / measures. She and her party were always prepared to turn back at the first ⁷opportunity / sign of any problem.

Many other people share Alyssa's desire to conquer Everest. However, ⁸major / mass tourism is now ⁹bringing / having a huge impact on the region and this may eventually ¹⁰create / cause severe damage to the ecology of the mountain. The area simply can't ¹¹cope / handle with 100,000 walkers and climbers every year. Perhaps people will have to think ¹²twice / before about following that ambition to climb the world's highest mountain?

3 Quickly read the text about Venice. What is the main problem that Venice is facing as a city?

exam tip: multiple-choice cloze

Read the text quickly first to get the general idea before you try to answer the questions. This will help you to 'get a feel' of the text and to choose the correct answers. Then check for possible collocations.

Read question 2 in Ex 4. Which verb collocates with the word 'with'? Try each of the alternatives to find the correct answer.

4 e Read the exam tip and answer the question. Then read the text again and choose the best answer, A, B, C or D.

- | | | | |
|--------------|---------------|--------------|--------------|
| 1 A time | B season | C group | D attraction |
| 2 A cope | B handle | C manage | D accept |
| 3 A Enormous | B Huge | C Large | D Mass |
| 4 A win | B make | C take | D work |
| 5 A result | B consequence | C impact | D conclusion |
| 6 A quality | B value | C importance | D worth |
| 7 A give | B produce | C prevent | D cause |
| 8 A fail | B destroy | C collapse | D finish |

Crisis in Venice!

Venice, as most people would agree, is one of the most romantic and attractive cities in the world. And it is still possible to have a lovely holiday there, preferably outside the main tourist ¹.....! However, residents are finding it increasingly difficult to ²..... with the 22 million visitors that invade their city every year. ³..... tourism has become a serious problem.

While it is true that many local inhabitants actually ⁴..... a living from tourism, it cannot be denied that the number of visitors is having a negative ⁵..... on the city. Both the ⁶..... of life of the residents and the buildings themselves are suffering. The giant cruise ships entering the lagoon make the water rush through the canals and ⁷..... damage to the buildings. If this continues, there is a real danger that Venice at some point will ⁸..... into the sea! This must not be allowed to happen, at all costs!



SPEAKING

Power up

- 1 What kind of holiday does the photo show? Do you like this kind of holiday? Why / Why not?
- 2 2.6 Listen to three students answering questions about their holidays. For each student, note down the question and some key words from the answer.
- 3 2.7 Read the useful language and listen again. Which of the phrases do they use?

useful language:

When answering short interview questions about yourself, give concise replies that include a brief explanation of your answer.

explaining/giving reasons:

I like going to a campsite. **Because** it is by the sea, I can swim every day.

I like spending my holidays with my cousins. They're very sporty **so** we do lots of sports together.

We don't always go away but I don't mind that **as** there are lots of things to do in the town where I live.

giving examples:

I enjoy doing creative activities **such as** painting and drawing.

I went to a summer school. It was great because you could learn things **like** horse-riding.

There are lots of things to do around here. **For example**, there's an open-air swimming pool down the road and a huge park as well.

Speak up

exam tip: interview

→ p162

In Part 1 of the exam, you have to answer some questions about yourself. The three golden rules are:

Say something!

Be interesting!

Give a reason or an example!

Think of ways to expand this student's answer to the question:

What do you enjoy doing at weekends? → I like going out with my friends.

- 4 Read the exam tip. Work in pairs and ask each other the questions in the questionnaire. Expand your answers to include a specific example or explanation each time.

Questionnaire

- 1 How did you spend last summer?
- 2 Who were you with (on holiday)?
- 3 Did you share your summer experiences on social media?
- 4 Did you read any books during the summer holidays?
- 5 Did you take any selfies?
- 6 What was your soundtrack to last summer?
- 7 If you had one top travel tip, what would it be?
- 8 What's the best/worst souvenir you have ever given or received?

Speaking extra

- 5 Tell the story behind the photo as if you were the person with the sandwich. Then compare it with other members of the class. Use the words below to help you.

dive sandwich seagull



2 On the bucket list

WRITING

Power up

- 1 Are you interested in water sports? What type of activity would you like to learn when you are on holiday?
- 2 Brainstorm what can make a holiday good or bad. Think of three main ideas and discuss.

Plan on

- 3 Read the task and the article written by a student. Have you experienced anything similar?

You see this request for articles in an English-language online magazine.

What are the best and worst things that happened to you when you were on a trip away from home?

This can be a holiday or simply a day trip somewhere. We want to know! Send us your articles and the best one might win the trip of your dreams!

Good times and bad times

Trips away are always memorable, usually for the right reasons. But sometimes, things go wrong.

My most enjoyable holiday experience was when I had water-skiing lessons. We were on holiday in the UK, and even though the water was cold, I went out every day. Of course I fell into the water loads of times while we were going around the bay, but I didn't give up. By the end of the holiday, I had gained a lot of confidence. I can't wait to go again – but next time, in the Med!

It was on a weekend trip to Edinburgh castle that it all went wrong for me. We were leaning over the castle wall taking photos of the view when suddenly, my mobile slipped out of my hand and crashed onto the rocks below! I was horrified because I hadn't had the phone long. I'm afraid that spoilt the day for me, although my friends tried to make me feel better. It didn't work, though.

Luckily, I haven't had too many disasters like that. Anyway, I think it's better to remember the good times.

- 4 Read the article again. Underline any phrases that you think are useful for this type of writing.



- 5 Read another article. What is wrong with this one? Can you improve it?

Last year we stayed in the UK and my parents had booked a week in Devon. I had really been looking forward to this after working hard for my exams. But it was a disaster! It rained steadily for six days. I couldn't believe it. My best trip away was on a day trip to Paris. Although I'm a bit scared of heights, we went up the Eiffel Tower! Then we had a boat trip down the Seine through the centre of Paris. In Devon, my only views of the sea were through the car windows. I also actually felt sorry for my parents since they had paid to hire a cottage and we didn't see much of Devon at all. However, I beat them all at Scrabble! When I was in Paris, I even managed to practise my French on some French students. It was really an experience I'll never forget!

- 6 Find these phrases in the articles. Think up your own situations to use them in context. Compare in class.

can't wait feel sorry for gain confidence go wrong
can't believe it look forward to make sb feel better
be scared of heights spoil the day

- 7 Read the language box and use a suitable linker to make logical sentences.

explore language

linkers

You can use linkers of concession and contrast and linkers of cause and result, to join two sections (or more) of a sentence or to connect two different sentences.

concession and contrast: although, but, even though, however, though

cause and result: because, since, so

- 1 we arrived late in the evening, the castle was already lit up and it looked fantastic.
- 2 I was tired and hungry, I was so happy to see my friends again after so long.
- 3 We were exhausted after walking around all the Oxford colleges! It was worth it, !
- 4 I want to see a lot of different places. , there isn't time to go everywhere!
- 5 By the time we arrived, the restaurant was closed we had a sandwich in our rooms.

Write on

- 8 Read the exam tip. Plan your own article in response to the task in Ex 3. Brainstorm your ideas about both points with a partner and make a note of them.

exam tip: article

→ p169

You can make your article interesting by including your personal feelings and opinions (e.g. *The show was really interesting and I had a great time.*)

Find at least three phrases in the article in Ex 3 that show the writer's feelings and opinion.

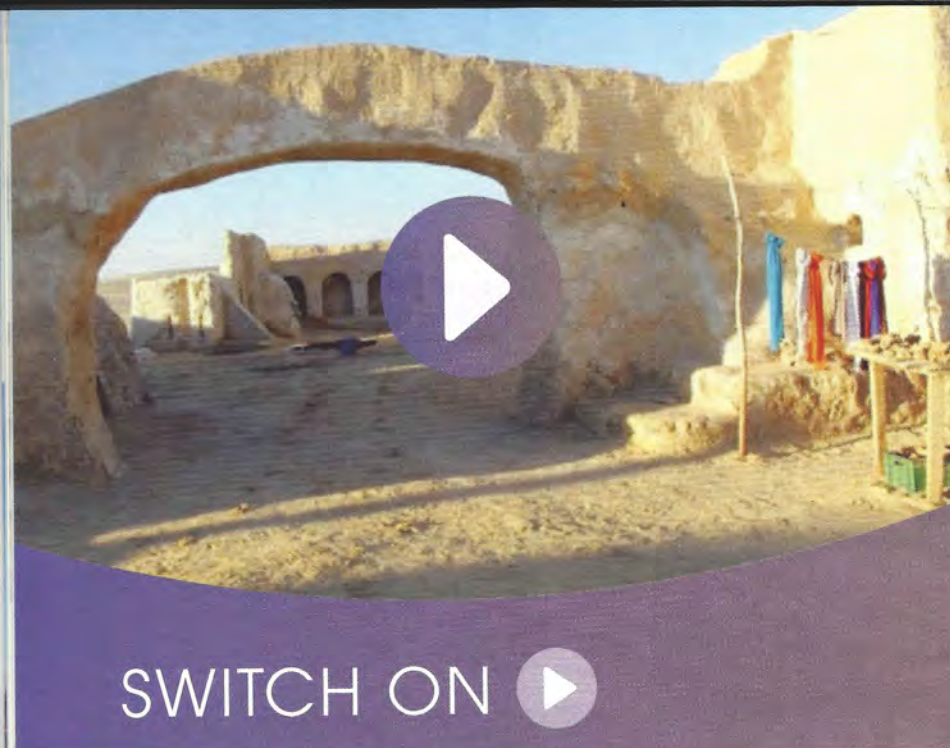
- 9 As you plan and write your article, use this checklist to make sure you haven't forgotten the basics!

- ✓ Check you have answered the question and you support your points with examples and personal opinions.
- ✓ Check your organisation: is it clearly organised into paragraphs?
- ✓ Check your tenses: remember what you have learnt!
- ✓ Check your language: have you made your article interesting by including a variety of language, e.g. adjectives, adverbs, linkers, collocations, phrasal verbs, idiomatic expressions, and so on?
- ✓ Check your style: is it neutral and not too formal?
- ✓ Check your word count: don't go over or under the limit.
- ✓ Check your spelling: don't make any silly mistakes.
- ✓ Check your punctuation: full stops, commas, capital letters.

- 10 **e** Write your article in 140–190 words.

Improve it

- 11 Write the first draft of your article and check it against the checklist in Ex 9. Then swap with a partner and do the same thing with theirs.
- 12 Discuss any areas of improvement with each other and make any necessary corrections to your article.
- 13 Read your work through one final time before you hand it in for marking.



INDEPENDENT LEARNING

Feedback

- 1 Tick the points that you agree with. Then discuss in pairs.

When I give feedback to a fellow student, I should:

- mention all the things they did wrong. ☐
- point out the positive aspects of their work first. ☐
- avoid using words such as 'no good', 'very bad' and other negative words. ☐
- try to help them understand the reasons why they made mistakes. ☐
- give encouragement so that the learning process can continue. ☐
- show them that my opinion of their work is not very high. ☐

When I receive feedback, I should:

- see all the negative points and get upset. ☐
- look carefully at my mistakes in order to understand why I made them. ☐
- ignore the mistakes I made and hope I get 100% in the next test. ☐

- 2 Work in pairs and look back at the articles you wrote.

- 1 Find three things that are good about it and three mistakes that you will try not to make in the future.
- 2 Give some feedback to each other.

When giving feedback:

- Say positive things about the other person's work too.
- Use some of the phrases below as ways of expressing feedback.

I think your ideas are really interesting. Perhaps you need to check your tenses. Are there any that you find particularly difficult?
I enjoyed reading your essay. Maybe you could make it more interesting by using lots of different adjectives?

- 3 Now that you have received feedback, write down two things you will try to do better next time you write an article.

1
2

Sidi Driss

- 1 Work in pairs.
 - 1 In one minute, draw a real or fictional location that you know well.
 - 2 Take turns to describe the place to your partner: the physical characteristics, the smells, the sounds, the temperature, etc.
- 2 Watch the clip. Why do you think Sidi Driss in Tunisia attracts so many tourists?
- 3 Watch again. How do different visitors react to the location? Give three examples.
- 4 One visitor has made the trip without having seen any of the films made at the location. Why might she have visited Sidi Driss?
- 5 Why do you think visiting Sidi Driss means so much to the fans?

Project

- 6 Work as a class to create a film location map of the world.
 - 1 Work as a class to draw a poster sized map of the world.
 - 2 Write a card about different film locations you have learnt about in this unit and place them on the map. Include: the title of the film, the location, the lead actors and if possible a still from the film.
 - 3 In pairs, research your favourite films and find out about any interesting locations used for filming. Add details to new 'cards'.
 - 4 Present your findings to the class and add your cards to the film location map.
 - 5 Discuss as a class which locations are the most interesting.

UNIT CHECK

Wordlist

Phrasal verbs

conjure up (a picture of)
dress up (as sb/sth)
end up (doing sth)
give up (doing sth)
have an impact on
live up to (sb's expectations)
look forward to (sth)
make sb feel better
think up (an idea/plan)

Idiomatic phrases and expressions

be blown away by
be high on my list
be over the moon about
fall in love with
get into the spirit/swing of things
be down in the dumps about

Collocations

achieve a goal
at the first sign of (a problem)
book tickets
bring in money
cause (severe) damage to
cheap travel
cope with (a problem)
day excursion
enter details
everyday words
extremely helpful
foreign visitors
generally reliable
global warming
have fun
huge impact
keep a record
local environment
make a living
make a reservation
make sure

mass tourism
natural disaster
on her third attempt
provide jobs
package tour
quality of life
reach the summit
run into problems
severe damage
spend time
take a long time
take risks
think twice
travel light
user friendly

Landscape and natural world

scenery (n)
slope (n)
stream (n)
volcano (n)
waterfall (n)

Other

alone (adj)
appeal to (phr)
awestruck
be scared of heights (phr)
can't believe it (phr)
can't wait (phr)
deserted (adj)
easily accessible (phr)
exotic (adj)
gain confidence (phr)
have access to (phr)
impressive (adj)
incredible (adj)
medieval (adj)
remote
spoil the day (phr)
stunning (adj)
superb (adj)
unspoilt (adj)
vast (adj)
wild (adj)

Practice

1 Complete the dialogue with idiomatic expressions from the wordlist in the correct form.

Felipe: So, welcome back from your travels in Ireland! Did you have a good time?

Maria: It was amazing. I ¹ by the scenery – it was like something out of a film.

Felipe: How adventurous were you? Did you swim in the cold Atlantic Sea? Ha ha!


Maria: I can't say that ² of things to do! No, but I really ³ with the world heritage site, the Giant's Causeway. I ⁴ when our tour guide told us we were going there. That experience really made the whole trip special for me.

Felipe: Did you join in the Irish dancing in the evening? I really love their dances, you know, *Riverdance* and all that?

Maria: Oh yes, we all ⁵ and had a great time!

Felipe: Cool.

2 Work in pairs. Describe a place you have been to in the countryside or by the sea. Say what there was in the area and what you particularly liked about it. See if your partner can guess where it was. Use words from the wordlist to describe the landscape. Then swap roles.

3  **2.8** Complete the travel blog post with collocations and phrases from the wordlist. Listen and check your answers.

Well, we've just reached the ¹ of Snowdon, the highest mountain in Wales and England! I really ² it when I managed to get up here this afternoon. I'm not a climber in any sense of the word, but my father said that I couldn't do it – and I had to show him that I could! Although I'm a bit ³ generally, I must admit the view from up here is amazing. Funnily enough, just getting up here and ⁴ has made me ⁵ in myself. I now feel ready to conquer the world! Now I ⁶ to tell my mum that I did it – and I ⁷ to a nice celebratory meal and a long hot bath! Not even the thought of the long walk back down the mountain can ⁸ for me now.

UNIT CHECK

Review

1 Choose the correct verb form.

- By the time they finally **arrived** / **had been arriving** at the port, they **were** / **had been** on the ferry for twelve hours.
- I **have texted** / **texted** you three times so far this morning with no reply. Are you OK?
- All the staff were exhausted at the end of the summer season since they **used to work** / **had been working** so hard.
- We **were going** / **had gone** on a trip to the sea on Saturday but we can't now that Cathy is ill.
- I was late getting to the party and by the time I arrived, everyone **had eaten** / **ate** all the food!
- Paolo **ran** / **was running** down the mountain when suddenly he **was tripping** / **tripped** over a small rock.
- The village **used to** / **would be** a small fishing village but now it's a popular holiday resort.

2 2.9 Listen to a girl talking about a trip to Spain. Complete the sentences with the correct form of the verb.

- Molly (plan) to visit Juan for a long time.
- They finally (organise) the trip for August.
- Molly (feel) especially excited about visiting a place connected with the *Game of Thrones*.
- Not many tourists (normally / visit) that place since it was a desert area.
- However, there (be) a big increase in visitors since the films.
- Molly was happy to see the sun after all the rain they (have) back at home.

3 Complete the dialogue with **a, an, the** or **-**.

- Amy:** I visited ¹ amazing underground cave ² last weekend, Ben!
- Ben:** Cool. Did you go inside?
- Amy:** Well, yes! There was ³ lake inside ⁴ cave so we went in by ⁵ boat. It was fantastic! ⁶ water was a really bright green colour.
- Ben:** Well, we went on ⁷ visit to ⁸ Tower of London. It was ⁹ fantastic place and I loved ¹⁰ sense of ¹¹ history! Of course, ¹² London was full of ¹³ tourists and there were ¹⁴ queues everywhere.

4 Complete the text with one word in each gap.

The advantages of train travel

In my opinion, the ¹ thing about going away is the travelling, especially by train. You can just watch the world go by. It's a great time for day-dreaming and letting your mind relax. Last weekend, I went by train to stay with a friend. I ² been studying hard at school and I ³ feeling really tired after my exams, ⁴ I just sat and stared out of the window. However, my mind kept working and ⁵ the time I arrived in Brighton, I'd just about sorted out my life – well at least my plans for the next year or two. Train journeys are great for forward planning, ⁶ I haven't quite decided what I ⁷ giving my friend for her birthday on Saturday! Oh dear, more decisions – but then short-term decisions are sometimes ⁸ difficult to make than long-term plans, I find.

5 Rewrite the sentences using the word given. Use between two and five words, including the word given.

- Marcus started to travel abroad three years ago.
BEEN
Marcus three years.
- My father often told us fascinating stories about his travel adventures.
USED
The travel adventures my father stories about were fascinating.
- The storm suddenly started during our breakfast.
WERE
While breakfast, the storm suddenly started.
- I might possibly take part in an international summer camp next year.
THINKING
I part in an international summer camp next year.
- I got this tablet when I was twelve.
HAVE
I I was twelve years old.

6 Write your own personal travel blog about a recent trip or holiday. Include some anecdotes and a variety of past tenses.



Practice makes perfect

Look at the photo and discuss the questions.

- 1 What type of school activities can you do with a friend?
- 2 How often do you work with a friend after school? Is it a good idea? Why / Why not?
- 3 What helps you concentrate when you're studying?

3

All in a day's work

READING

topic: virtual school

skill: understanding detail and opinion

task: multiple choice

GRAMMAR

future forms

determiners with countable/uncountable nouns

VOCABULARY

education and work; phrasal verbs

verbs + prepositions

LISTENING

topic: job shadowing

skill: understanding different speakers

task: multiple matching

USE OF ENGLISH

multiple-choice cloze

SPEAKING

topic: part-time jobs

skill: justifying an opinion

task: collaborative task

WRITING

topic: intergenerational schools

skill: including your own idea

task: essay

SWITCH ON ▶

video: 16-year-old boss

project: research a business

3 All in a day's work

READING

Power up

- 1 Look at the sign. Why is the school closed?
For what other reasons might a school close for the day?



School
Closed

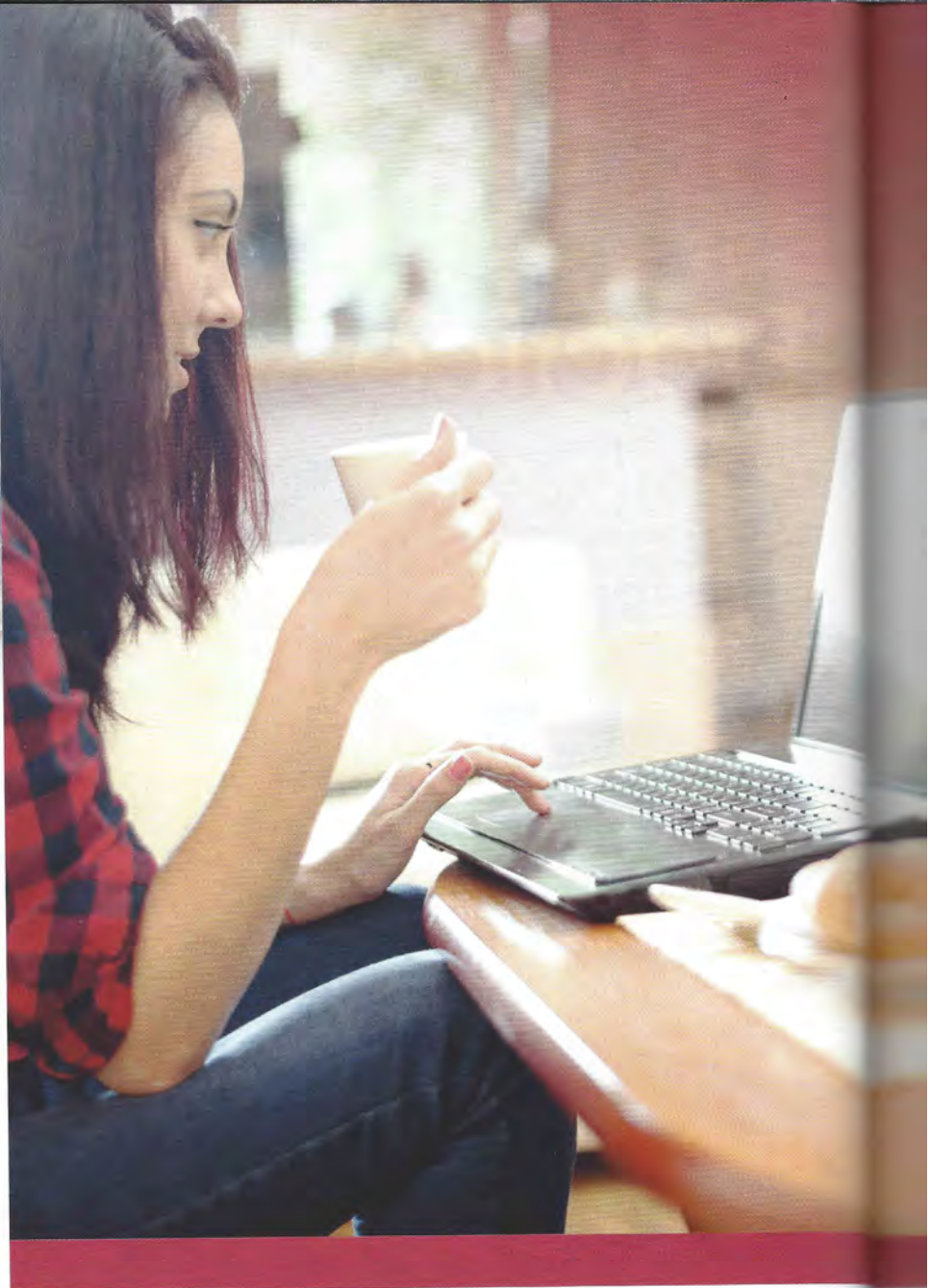
Read on

- 2 Read the title of the article. What do you think 'cyber school days' are?
- 3 Read the article quickly. Were you right?
- 4 Read the exam tip and complete the task.

exam tip: multiple choice

Read the text first and **then** the question. For some questions you need to think about the **writer's purpose**. Ask yourself if the text is descriptive or factual or how the writer presents the information.

Read the opening paragraph carefully. Then answer question 1 in Ex 5.



- 5 e Read the rest of the text. Choose the correct answer, A, B, C or D.

- 1 In the opening paragraph, what is the writer trying to do?
- A give details of virtual schooling
 - B explain that Anna's about to try something new
 - C give information about Anna's school
 - D describe how Anna gets ready for school
- 2 Why is the choice of lessons important for Anna?
- A Without the teachers present, she can study anything.
 - B She can decide for herself which subjects she does when.
 - C She can just do the subjects she likes.
 - D The right choice leaves her free to do other things.
- 3 The results of a one-day trial of cyber school
- A were unexpectedly good.
 - B paved the way for full-time virtual school.
 - C proved unsuccessful.
 - D showed that teachers found it stressful.
- 4 What was the main reason that head teachers liked the idea of virtual school days?
- A Students would work better from home.
 - B It would make students and teachers want to achieve more.
 - C Teachers would be able to show their creativity.
 - D Everybody would get more holiday time.
- 5 Why do virtual school days cause concern for some teachers?
- A They don't like giving feedback online.
 - B They don't think the idea helps students get better grades.
 - C They don't want to have an increased workload.
 - D They aren't sure students really benefit from them.
- 6 What may be the main problem for Anna of studying at home?
- A not being able to do sport
 - B not being in class with her friends
 - C having to help out with her siblings
 - D being distracted while she's working



Is it **hands up** for more 'cyber' school days?



6.50 p.m.: Anna has set the alarm for tomorrow morning and is gearing up for school as usual. No need to pack her bag tonight though because this time tomorrow Anna will have had her first of four virtual school days planned for this school year.

Anna's day will begin as usual as she joins her slightly irritating younger siblings for breakfast, then she'll retreat to her room, possibly in her pyjamas, where she'll log on, check her timetable and get going on the day's lessons. Maybe she'll start with maths. Who knows? For one day, the choice will be hers. What is more, she'll be able to enjoy this new-found sense of freedom from the comfort of her own home – knowing that school will remain open for teachers to be on hand for online support.

So, is this paving the way for full-time cyber school? Not at all! This pilot scheme starts at 9 a.m. tomorrow. However, it will only offer students a small number of planned virtual study days during the academic year. The idea is becoming a hot topic amongst teachers and students following the success of a trial at a neighbouring school. A bout of extremely bad weather resulted in some schools closing for several days, or 'snow days' as they are known. Poor attendance on snow days means that teachers often have to adapt the syllabus, so that students can catch up on missed lessons – all very stressful when exams loom. When one neighbouring school offered its students the chance to study at home the results were surprising, with a 90% online attendance.

The results caught the attention of other head teachers on the look-out for suggestions on how to motivate teachers and students alike and, ultimately, improve grades. They believe that a few days of virtual school is going to offer

an exciting change to the usual routine – and who doesn't want some time off? More progressive teachers, keen to make the most of this scheme, say they will be able to be more creative in their planning. As well as that, they insist, the online collaboration between students and teachers is preparing them for the future. By the time they get to university, they'll have been collaborating online for a few years. It's a win-win situation.

However, not everyone is sold on the idea. Far from it being an easy option for teachers who won't have to be in class, some teachers worry that the scheme is likely to put them under increasing pressure to plan even more than they already do. They'll also have the added responsibility of being on call for feedback at any time during the school day.

Opinions are also divided as to how it will work for Anna's favourite subjects, science and sport. Her science teacher says she'll have access to the best science experiments online. Think of it as a front row view with no distractions! As for sport, however, the school won't be including it for the time being although Anna and her friends have already decided that they could take selfies at basketball training and send them into school.

Possibly the biggest drawback for students like Anna is that her younger brothers will probably be a bit of a pain when she's trying to concentrate, but it will only be for a few odd days each year. And anyway, what are headphones for? For the time being, she's glad she's going to have more control over her time and be her own boss for the day. Will she miss being in class with her friends? 'Yeah, kind of, but we'll be doing stuff online together so I think it'll be OK.'

6 Find words or phrases in the text that mean the following.

- 1 getting ready (para 1)
- 2 brothers and sisters (para 2)
- 3 encouragement and help (para 2)
- 4 a short test or study to see if an idea works (para 3)
- 5 a solution that is good for everyone (para 4)
- 6 when you work together with another person or group (para 4)
- 7 things that stop you from paying attention to what you're doing (para 6)
- 8 a disadvantage (para 7)

Sum up

- 7 According to the article, what are the advantages and disadvantages of having a few virtual school days each year? Which argument do you think is the most convincing?

Speak up

- 8 Work in groups and discuss the questions.

- 1 What subjects do you think you would enjoy learning online?
- 2 Do you think you would be more or less motivated by a virtual school day? What things might distract you?
- 3 How would you organise your day if you could study classes online? Think of what you might do first/last.

GRAMMAR

1 Underline the future forms in the sentences below. What time expressions are used?

- 1 This time tomorrow Anna will have had her first of four virtual school days planned for this school year.
- 2 By the time they get to university, they'll have been collaborating online for a few years.
- 3 The scheme is likely to put them under increasing pressure.
- 4 As for sport, however, the school won't be including it for the time being.

2 Read the grammar box. Complete the examples with the verbs.

'll have been studying 'll have finished will be revising to be

explore grammar

→ p146

future forms

- A present continuous** for planned future events
The students **are having** their first online class tomorrow.
- B will** for predictions and decisions made at the time of speaking
In five years' time you'll **probably be** at university.
- C present simple** for timetables
The school bus **leaves** at 7.30 a.m.
- D be going to** for intentions and predictions based on current knowledge
The school **is going to offer** more classes after school.
- E future continuous** for actions that will be in progress in the future
Most students ¹..... for exams next week.
- F future perfect** for actions completed before a particular time in the future
I ²..... this exercise by the time the bell goes.
- G future perfect continuous** for actions happening during a period up to a specified time in the future
By next year, I ³..... English for ten years.
- H phrases for talking about the future** be (just) about to ... / be due to ... / be likely/unlikely to ...
The idea **is unlikely** ⁴..... popular with students.
- I future time clauses** after when, while, as soon as, after, until, once, by the time
When he comes, I'll talk to him.
By the time he has finished, he'll have written ten pages.

3 3.1 Watch or listen to six people. Which of these topics do they mention?

career plans hobbies socialising travelling university studies

4 3.2 Watch or listen again and complete the sentences with the correct form of the verb in brackets.

- 1 I'm an illustrations student so I probably (graduate) by then.
- 2 In five years' time I (be able to) really see what I'm after.
- 3 Tomorrow, I (hang around) with my friend and watching the football and on Sunday I (travel) back home.
- 4 I (wake up) in the morning, have a look out over the sea and go OK, we (go) kayaking.
- 5 This time tomorrow, I (pack) for my trip.
- 6 My life really (change) that much because I'm studying architecture.

5 Read the blog. What does Ed do?

6 Complete the blog with the correct form of these words and phrases.

about to is due to is providing not going to
to be will won't (x2)

CAMERA, ACTION ... SCHOOL!

So, the good news is I'm ¹..... star in a new film. I've just landed a brilliant role in a new film that I'm ²..... turn down. The bad news is, filming ³..... start next week ... eek! So, how ⁴..... that work, you might well ask? It ⁵..... be easy. Fortunately, the film company ⁶..... 15 hours of classes each week. We probably ⁷..... get a real classroom ... if we're on location it's more likely ⁸..... a tent!

Speak up

7 Work in pairs. Talk about your plans for the future. Are they similar to the ideas in Ex3? Why/Why not?

game on

Play in pairs. Write three sentences about your partner's future. Try to make them fun! Take it in turns to read them out. Do you agree with the predictions?



VOCABULARY

education and work

- 1 3.3 Listen to two students talking about school. Number the topics below (1–7) in the order they are mentioned. There is one extra topic.

attendance detention discipline experiment grade(s) handout
syllabus timetable

- 2 3.4 Listen again and complete the sentences with words from Ex 1.

- 1 The school has a strict policy when it comes to
- 2 Dan's managed to improve his in the recent maths test.
- 3 This term, the includes an extra hour of maths on Thursday.
- 4 Eva's pleased with the topics on the history this year.
- 5 Dan watched a geography about cloud formation.
- 6 Dan's teacher prepared a with a history task for homework.
- 7 The teachers would like a high for the school concert.

- 3 Match the words *be*, *have* and *work* with these words and phrases.

as a team ~~a good salary~~ time off part/full-time
control over your own time creative independently responsible
self-employed shifts a lot of pressure your own boss

be: creative, / /
have: a good salary, / /
work: independently, / /

- 4 Read the article. Complete the gaps with the correct words or phrases from Ex 3.

Back to Unschool!

For some school students the new school year never begins ...

Far from having timetabled lessons, 'unschooled' students have 1 over their own time. They don't go to school or follow a syllabus or do homework. They can be 2 and choose what they do and when. Meanwhile parents are 3 for ensuring a safe, creative learning space to grow in. In fact, some parents believe that their children will gain valuable experience and be more able to work 4 in the future. Others are convinced that families in general have 5 in their daily lives, especially when parents work 6 In an unschooling system everybody gets a chance to have some 7 from the normal routine.

- 5 Read the vocabulary box and Luke and Megan's story. Match the highlighted phrases with the definitions.

- A not have enough of something
- B make a situation better or replace something
- C manage to do as much or as well as other people
- D do something you haven't been able to do until now
- E have a good relationship
- F think of an idea or answer

explore vocabulary

phrasal verbs (2)

Some phrasal verbs take two particles and are followed by a direct object. The particles can't be separated from the verb.

catch up on emails/sleep
come up with an idea/a plan
get on with people/friends
keep up with an activity/a hobby
make up for missed lessons/lost time
run out of ideas/energy

6 Hi, we're Luke and Megan and we're both unschooled! Our mum 'came up with the plan when she got a new job abroad. She wanted us to 'keep up with some sort of learning. We decided that the experience of unschooling would 'make up for the classes we missed because we would be learning in the real world. We can choose what we do every day. Sounds cool? Sure, but it doesn't suit everybody. Mum persuaded us to use the time away to 'catch up on stuff we really enjoy. As I'm fascinated by bees and into photography, I decided to write my own blog and Megan's learning Chinese. We never 'run out of ideas for what we're going to do next. Luckily we 'get on with each other. If we didn't it would be awful.

Speak up

- 6 Work in pairs and discuss the questions.

- 1 Look back at the topics in Ex 1. How do they fit into the life of an unschooler?
- 2 How do you feel about unschooling?
- 3 What skills can you learn as an unschooler that you can't learn at school?



3 All in a day's work

LISTENING

Power up

- 1 3.5 Listen to people in three different workplaces. Work in pairs and answer the questions.

- 1 What type of workplace is it?
- 2 Who might work in this type of working environment?
- 3 What skills do you need to work there?

- 2 Look at the 3 photos of students who are 'job shadowing'. What do you think it means?

- 3 Work in pairs and decide if you think the sentences (1–6) are true (T) or false (F). Explain your answers.

A person who is job shadowing:

- 1 is usually the boss.
- 2 often works as part of a team.
- 3 earns a lot of money.
- 4 learns and works at the same time.
- 5 watches what another person is doing.
- 6 doesn't have much responsibility.



Listen up

- 4 3.6 Listen to five students talking about their job shadowing experiences. Match the speakers (1–5) with the professions they talk about (A–E).

A builder	Speaker 1
B farmer	Speaker 2
C TV presenter	Speaker 3
D architect	Speaker 4
E chef	Speaker 5

exam tip: multiple matching

Take time to read through the options so you have a good idea of what you're listening for.

Look at the options A–H in Ex 5. Can you think of any other words or phrases that you might hear the speaker say to express the same ideas?

- 5 3.7 Read the exam tip and answer the question. Listen to speaker 1 again and choose (A–H) what the speaker enjoyed most about the experience.

- A getting good feedback
 - B responding to a physical challenge
 - C realising what job he/she really wants
 - D dealing with a wide range of clients
 - E being given responsibility
 - F discovering an unusual area of interest
 - G having good career prospects
 - H doing a job that made him/her fit
- Speaker 1

- 6 3.8 Listen to the other speakers (2–5) and match them with options (A–H) in Ex 5. There are three extra options.

Speaker 2	Speaker 4
Speaker 3	Speaker 5

Speak up

- 7 Work in two groups and read the statement. The first group argues for and the second group against the statement. Who will win?

Students should be paid to study.



USE OF ENGLISH 1

1 Read the grammar box. Work in pairs. Match these words with the types of nouns (A-C).

advice boss colleagues courses information
people role stuff task

- A single countable nouns
- B uncountable nouns
- C plural countable nouns

explore grammar

→ p146

determiners with countable/ uncountable nouns

- A With single countable nouns we use *each, every*
I didn't realise it was such a responsibility
making sure **each customer** is satisfied.
- B With uncountable nouns we use *a great deal of, a large amount of, a bit of, a little, little, (not) much*
You have to be on hand 24/7 when you work
with animals so you have **very little time** for
yourself.
- C With plural countable nouns we use *all, most, several, (a great) many, a number of, a few (of), few*
I know the early starts are a problem but I could
maybe do it for **a few years**.
- D With plural countable nouns and uncountable
nouns we use *some, a lot/lots of, plenty of, no*
Some people I worked with were doing courses
at college one day a week.

2 Complete the sentences with these words.

a few a large amount of less many much several

- 1 I didn't realise an architect had so responsibility.
- 2 We spent time out of the office
visiting clients who she was designing houses for.
- 3 I got to meet so interesting
people.
- 4 Of course, it gets harder as you get older as you
might have energy.
- 5 Getting up early in the middle of winter for
..... mornings in a row isn't much fun.
- 6 I only did it for days and it was ...
well, let's say challenging.

3 Read the title of the article. What do you think it is about?

4 Read the article and choose the correct answers.

The value of 'non-glam' jobs

Many teenagers will be looking for part-time jobs this year. For most, it's about earning 'a bit of / little pocket money, but it's also a chance to gain 'many / some useful experience. So does it really matter what kind of job you get? Undoubtedly, the most popular jobs are those with good street cred, such as life-guard at the local pool or sales assistant at a fashionable clothes shop. However, in reality 'little / few jobs like this are available to most teenagers. More likely, it will be a non-glam job such as cleaning tables at a fast food restaurant, delivering newspapers or washing cars. The good news is that there are 'several / plenty benefits to having a less glamorous job. OK, you may not earn 'a great many / a great deal of money, but the life lessons are considerable. For example, in these 'non-glam' jobs you'll appreciate how hard some people work for sometimes 'few / little financial reward. It may also involve working with people from very different backgrounds, requiring you to interact in different ways and step out of your comfort zone.



5 e Complete the second sentence so it has a similar meaning to the first sentence, using the word given. You must use between two and five words, including the word given.

- 1 There aren't many teenagers in my class who have a part-time job.

ONLY

There are in my class who have a part-time job.

- 2 Most students don't earn a lot of money from their part-time job.

LITTLE

Most students money from their part-time jobs.

- 3 Generally, not many teenagers will get their dream job.

FEW

On the whole will get their dream job.

- 4 A lot has changed since I started working here.

PLENTY

There since I started working here.

- 5 Jack respects his boss a lot.

DEAL

Jack has respect for his boss.

- 6 A lot of experience is unnecessary for this job.

MUCH

You experience for this job.

Speak up

6 Work in pairs. Think of five adults you know (not your teachers!) who have different jobs, e.g. bus driver, shop assistant, waiter, etc. Discuss the questions.

- 1 What kind of satisfaction do you think their jobs provide?
- 2 What are the difficulties or challenges of these jobs?
- 3 Regardless of money, would the jobs suit you? Why / Why not?

3 All in a day's work

USE OF ENGLISH 2

1 Work in pairs. What is 'coding'?

2 3.9 Listen to the start of a radio programme on coding and check your answer in Ex 1.

explore vocabulary

verbs + prepositions

Lots of verbs are followed by a particular preposition. They can be followed by a noun or a verb + -ing.

agree with, apologise for, choose between, insist on, lead to, rely on, result in

3 3.10 Read the vocabulary box. Listen and complete each sentence with a verb and preposition.

- 1 Every smartphone app, computer game and website code in order to function.
- 2 So it's perhaps not surprising that coders are sometimes as the architects and builders of the digital age.
- 3 The only way we'll be able to this demand for coding skills is to start educating young people now.
- 4 It's also a huge opportunity for young people who could this gap in the market.

4 Read the article about code. Work in pairs and decide if the statements are true (T) or false (F) according to the article.

- 1 Coding is a subject only for those studying computer science.
- 2 Entertainers are unlikely to need coding skills in the future.
- 3 In the future, potential employers may want to look at your personal website.
- 4 People's attitude to coding needs to change in order to increase the number of coders.

exam tip: multiple-choice cloze

Look for prepositions in the text that may combine with the missing words.

Read the options in question 2 in Ex 5. What preposition is after 2 in the article? Which option does it go with?

5 e Read the exam tip. Then read the article again and choose the best answer, A, B, C or D.

Why we should all be learning to 'speak code'

We all rely heavily ¹..... technology in our everyday lives, but how much do we really understand what we use? Most technology experts ²..... in the need for a greater focus on coding in schools and universities. In the past coding was considered a subject only for students specialising ³..... computer science, but the reality is that most of us will ⁴..... from being able to code in our future jobs and lives. From vets to entertainers, those with basic coding skills will be more likely to succeed ⁵..... their chosen fields. For example, it may be possible that in another ten years everyone will need to create their own website in order to sell their skills when ⁶..... for jobs. And what if you have a great business idea for an app? Why depend ⁷..... other programmers to bring your idea to life if you can learn to do it yourself? The real challenge now is to make coding a language that ⁸..... to all of us, not just computer geeks.

- | | | | |
|--------------|------------|-------------|-----------|
| 1 A in | B on | C to | D for |
| 2 A consider | B regard | C believe | D accept |
| 3 A with | B of | C at | D in |
| 4 A benefit | B achieve | C win | D assist |
| 5 A in | B to | C on | D by |
| 6 A emailing | B applying | C accepting | D writing |
| 7 A by | B in | C on | D for |
| 8 A attracts | B draws | C interests | D appeals |

Speak up

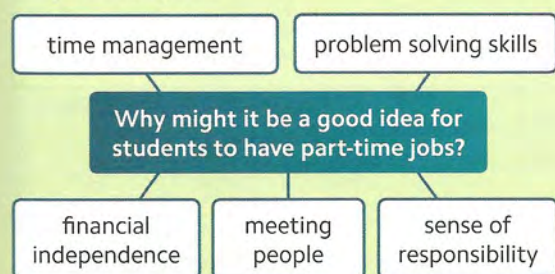
6 Work in pairs and discuss the questions.

- 1 Do you agree with the idea that we should all be learning to 'speak code'?
- 2 How do you think your school could encourage more people to become interested in coding?
- 3 If your school offered coding lessons, what would you like most to learn: how to create your own website, an app, a computer game, or animation?

SPEAKING

Power up

- 1 Work in pairs. Look at the photos and answer the questions.
 - 1 What part-time jobs are these people doing?
 - 2 What skills do you think they need to do them?
 - 3 Which job would you prefer to do and why?
- 2 Work in pairs. Read the task about the benefits of students having part-time jobs. Make notes about why it might be a good idea for students to have part-time jobs.



- 3 Read the task again. Which of these phrases could you use for each point? The phrases could be used to discuss more than one point.

learn the value of money cope with pressure
 learn teamwork become more independent
 take decisions become more self-confident
 improve communication skills be punctual
 organise your time make judgements about situations
 find solutions earn trust

exam tip: collaborative task → p164

The collaborative task is about exchanging ideas and discussing opinions, and it tests your ability to interact with your partner. It's important that you respond to what your partner says by agreeing, disagreeing and asking them questions, rather than just saying what you think.

How could you respond to: 'I'm not sure if having a job can help to improve time management skills.'

- 4 3.11 Listen to two students talking to each other about part-time jobs. Answer the questions.

- 1 Which benefits do they talk about?
- 2 Which phrases from Ex 2 do they use?

- 5 3.12 Listen again. Complete the sentences with phrases the students use to ask questions.

- A 1 this one?
- B OK. So 2 having a part-time job helps your time-management skills?
- A Well, if you have a job it's important to be punctual and you have to organise your time so that you complete your work – or you won't get paid! 3 ?
- B I agree. I mean you also have to plan when to do your school work if you have a job so yes, it makes you have good time-management skills. 4 financial independence? I'm not sure most part-time student jobs give you financial independence.
- A You're right, but I do think earning your own money teaches you the value of money. 5 ?
- B True. You're going to think more carefully about how you spend the money you've earned through working than some money your parents have given you. OK 6 this one?

Speak up

- 6 Read the exam tip and answer the question. Work in pairs and do the task in Ex 2. Remember to speak for about two minutes.
- 7 Now discuss which benefit of having a part-time job is most important. Give reasons for your choice.
- 8 e Work with a partner. Turn to page 171 and follow the instructions.

Speaking extra

- 9 Work in pairs and discuss the questions.
 - 1 Do you know what kind of work you would like to do in the future?
 - 2 Do you think it's important to have a clear idea of what job you want when you're a teenager? Why / Why not?
 - 3 Do you think it's better to follow one profession in life or to try lots of different types of jobs? Why?



WRITING

Power up

- 1 Look at the photo. How are the people helping each other?
- 2 Work with a partner. Read a section of a news article about pupils and pensioners. Then answer the questions.

Pupils and pensioners go back to school close

A local school is inviting a handful of pensioners from the community to act as mentors to several young students. Head Teacher, Mark Bailey, insists that his pupils will benefit from the contact with elderly people and believes that the pensioners themselves will also enjoy the chance to meet young people ...

- 1 What do you think the role of a mentor is?
- 2 What sort of pensioners will this scheme appeal to?
- 3 How can teenagers help pensioners?
- 4 Do you think the scheme is a good idea? Why / Why not?

- 3 Read the language box. Then read the comments (1–5) about the scheme. Choose the correct option to complete the sentences.

explore language

→ p146

possession: 's / s'

- A for singular nouns, names and irregular plurals: the boy's books, Ben's phone, the women's clothes
for plural nouns, the apostrophe goes *after* the -s: the teachers' notes

both ... and ... / neither ... nor ...

- B Both Sam and Nick were at school today.
Neither Amy nor Karen were there.

either ... or

- C You can do your homework in either the classroom or the library.

- 1 Pensioners' / Pensioner's advice will be useful for students.
- 2 Neither / Both the mentor and the student will be able to share their problems.
- 3 A person's / persons' confidence can grow with the help of a mentor.
- 4 Neither / Either pensioners nor students get the chance to discuss the problems.
- 5 Either the scheme will work well and / or it will be a disaster.



- 4 Read the essay title and the notes. Work in pairs and add ideas for the third note.

Teens and pensioners can learn from each other. Do you agree?

Notes

Write about:

- 1 teens and parents having similar problems
- 2 pensioners helping teens
- 3 (your own idea)

- 5 Read the essay. Answer the questions.

- 1 Are the ideas in the notes 1 and 2 covered in the essay? Give examples.
- 2 What is the writer's own idea? Is this similar to yours?

Despite the age gap, some people argue that teenagers and pensioners can learn a lot if they spend enough time with each other. As a teenager, I know I value time spent with my grandparents.

It is often said that teens and pensioners experience similar challenges. A young person might struggle to make friends at school. Likewise, pensioners sometimes find it hard to socialise and rely on their families. By spending time together, teens and pensioners can help each other deal with loneliness and low self-confidence.

Another important point is that pensioners can help teens because they have more time to spend with us. Their patience and understanding is helpful, especially when we have a lot of pressure with school and exams.

From my own experience, I also believe that teens motivate older people. A younger person's passion for technology or sport might encourage an older person to try new experiences.

To sum up, I agree that teens and pensioners have a lot to learn from each other. Moreover, a successful learning experience will give them both a better quality of life at school or in the community.

- 6 Read two different endings. How do they differ from the one in Ex 5? Could they work with this essay? Why / Why not?

- A In my opinion, teens and pensioners can teach each other plenty of new skills but it will only work if both the teen and the pensioner are prepared to make an effort.
- B Although the idea of teens and pensioners learning from each other is good, in reality, I think there is too big an age difference for it to really work. For that reason I can't agree with the statement.

Plan on

- 7 Study the paragraphs in the essay. Match them to their functions (A–E).

- A explains a second idea from the notes
- B gives a general statement about the topic of the essay
- C concludes with an opinion and a further comment
- D introduces the first idea and gives examples
- E adds the writer's own idea

- 8 Look at the highlighted words and phrases in the essay. Why are they important in an essay? What do they do?

Write on

- 9 Read the essay title. Work in pairs and decide if you agree and what topic you can add.

Schools are not teaching students the skills they need for their future. Do you agree?

Notes

Write about:

- 1 academic knowledge
- 2 money management
- 3 ... (your own idea)

exam tip: essay

→ p165

As you plan each paragraph, focus on the topic and follow your notes. Your essay must include three points – the two notes given and an idea of your own.

Make a plan for your essay, including what points you want to make about each note.

- 10 e Read the exam tip. Write your essay in 140–190 words.

Improve it

- 11 When you've written your essay, read it carefully and check that you have:

- 1 included all the points in your notes.
- 2 answered the question in the title.
- 3 written well structured paragraphs with clear ideas.



SWITCH ON 

16-year-old boss

1 Work in pairs and talk about:

- a skill that comes naturally to you.
- a skill that you would really like to learn.
- a skill you know you will never learn.

Talk about your reasons for each choice.

2 Watch the clip. Sixteen-year-old Philip and his mother have agreed to change their farming business. What is Philip's plan for the farm?

3 Work in pairs. Watch again. Philip demonstrates many skills in carrying out his vision for the family business. Name the skills and give examples.

4 How does Philip's mother react to his plans?

Project

5 Work in groups to research successful businesses that began as hobbies.

- 1 Research online, read news articles and/or talk to local business people. Note these things:
 - what the hobby was
 - how it developed into a business
 - any advice they might give to someone else wanting to start a business
 - anything you have learned from their story
- 2 Write up your findings and present them to the class.
- 3 Vote on which group has found the most original or inspiring story.

INDEPENDENT LEARNING

Skill assessment

1 Answer the following questions about this unit.

- 1 Think of the tasks you've done in this unit. Which did you find particularly difficult and why?
- 2 What have you learnt that will help you with similar tasks in the following units?

Reading

Listening

Grammar

Vocabulary

Speaking

Writing

2 Work in pairs. Compare the essays that you both wrote. Are they similar or different? Why? What tips would you give each other for the next essay that you write?

3 What do you think is the most important area to focus on in the next unit? What will help you improve in this area? Write down three specific things you will work on.

1
2
3

UNIT CHECK

Wordlist

Education and work

attendance (*n*)
detention (*n*)
discipline (*n*)
experiment (*n*)
grade(s) (*n*)
handout (*n*)
syllabus (*n*)
timetable (*n*)

Collocations

be:
creative, self-employed, your
own boss, responsible
have:
a good salary, control over
your own time, a lot of
pressure, time off
work:
independently, shifts, part/
full-time, as a team

Phrasal verbs

catch up on emails
catch up on sleep
come up with an idea
come up with a plan
get on with people
get on with friends
keep up with an activity
keep up with a hobby
make up for missed lessons
make up for lost time
run out of ideas
run out of energy

Verbs + prepositions

agree with
apologise for
appeal to
apply for
believe in
benefit from

choose between
cope with
depend on
insist on
lead to
refer to
rely on
result in
specialise in
succeed in

Phrases

be punctual
become more independent
become more self-confident
cope with pressure
earn trust
find solutions
improve communication skills
learn teamwork
learn the value of money

make judgements about
situations
organise your time
take decisions

Noun collocations

business idea (*n + n*)
coding skills (*n + n*)
financial reward (*adj + n*)
learning space (*n + n*)
life lessons (*n + n*)
pocket money (*n + n*)
win-win situation (*adj + n*)

Other

collaborate (*v*)
distraction(s) (*n*)
drawback (*n*)
gear up (*phr v*)
pilot scheme (*n*)
sibling(s) (*n*)
support (*n v*)

Practice

1 Choose the correct option.

- Her **grades / detention** improved when she moved school. Now she's top of the class.
- The workers have **got time off / a lot of pressure** because the factory needs to produce goods quickly.
- Ben works well in a team because he **keeps up with / gets on with** everybody.
- The only **drawback / distraction** of the new timetable is that we have two hours of maths today.
- I can always **insist on / rely on** my brother to help me with my homework.
- When the teacher gave us **detention / the grades** we knew he was annoyed with us.

2 3.13 Listen and choose a word or phrase from the wordlist that describes what each speaker is talking about. There is one answer from each section in the wordlist.

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

3 Complete the sentence with the correct word or phrase from the wordlist. You may need to change the form of the verb.

- As I do a lot of after-school clubs, I have to well so that I can fit my homework in.
- Alice studied photography for years and now she portraits.
- There wasn't much at my school but most of the students behaved quite well.
- Nathan taking my bag home **with him**. He thought it was his.
- A lot of employees were off sick, which other staff members having to do their jobs.
- Ben is always tired because he **shifts in a** café and doesn't get home until 2 a.m.
- The teacher was talking so fast, I couldn't his lesson.
- The problem with is that if I don't work, I don't get paid!

UNIT CHECK

Review

1 Match the first half of the sentences (1–8) with the second (A–H).

- 1 By the time new school term starts,
 - 2 This time tomorrow, you
 - 3 Unfortunately, the new timetable
 - 4 The local tourist attraction will
 - 5 Working full-time again
 - 6 The training programme for school leavers
 - 7 After finishing school,
 - 8 A lot of people have applied for the job and
- A is unlikely to include your favourite subjects.
 - B starts at 9 a.m. on Monday.
 - C will come as a big shock after her long holiday.
 - D the teachers will have already been working for a week.
 - E we are arranging interviews for next week.
 - F I'm going to look for a job in the fashion industry.
 - G be offering some work experience for students next year.
 - H will have finished your last exam.

2 3.14 Complete the blog post with these words. Listen and check.

every few little lot most number plenty some

Not sure what to do in the summer?

Check out opportunities in your local area.

I live in a seaside town so there's a large ¹ of tourists who come here in summer. That means there are ² of jobs for my friends and me if we want to earn some extra pocket money. ³ cafés, for example, take on extra people and there are always a ⁴ jobs selling ice-creams on the beach. It's always a lot of fun for us because we get to meet new people ⁵ day. This year, I'm going to help in my uncle's shop so I'll be speaking a ⁶ of English. He's given me a ⁷ advice about how to deal with customers but I think the first few days are going to be quite scary. I could do with ⁸ tips if you know of any.

3 3.15 Listen to two people talking about their summer plans. Complete the sentences using the correct form of these phrasal verbs.

catch up on come up with get on with
keep up with make up for run out of

- 1 Max's dad the idea of working on a farm.
- 2 The farmer can't all the different jobs he has.
- 3 Max his dad's friend really well.
- 4 Anna plans to her studies this summer.
- 5 The party is a chance for Anna to having to study during the summer.
- 6 Max says he will never reasons to have a party.

4 Complete the article with one word in each gap.

Meditation NOT detention – will it work for your school?

From next week my school will ¹ trying out a new scheme instead of detention. The Head has come ² with the idea of meditation classes. Now, you probably think that a ³ hours of detention can't do any harm, but many teachers aren't convinced it's a useful punishment. Research shows that ⁴ of students behave badly because they can't concentrate or deal with their emotions. However, this scheme ⁵ going to offer trained instructors who will ⁶ learnt about any individual problems before the meditation begins. The classes are ⁷ to produce immediate results but the idea is being welcomed by teachers and parents who feel that ⁸ advice from the trainers will be a huge benefit to all.

5 Read the email that you have just received. Write an email to your friend telling them your news.

Hi

Thanks for offering to help at our local food festival next week. We always need extra pairs of hands to help with ticket sales and clearing up. We're expecting a lot of people but if you like working as part of a team and can cope with a bit of pressure, you'll love it.

Thanks again

Festival organiser



“I love
going out
after dark.”

Look at the photo and discuss the questions.

- 1 How does the place you live change from day to night?
- 2 When do you like it most? Why?
- 3 Do you prefer spending time in the city or the countryside? Give reasons.

4

The heart of the city

READING

topic: real or fake cities
skill: scanning a text to find information
task: multiple matching

GRAMMAR

conditionals
alternative conditional forms

VOCABULARY

town and country;
compound nouns
as or like; prepositional phrases

LISTENING

topic: public spaces for teens
skill: recognising distractors
task: multiple choice

USE OF ENGLISH

open cloze
multiple-choice cloze

SPEAKING

topic: visiting cities
skill: giving an opinion
task: discussion

WRITING

topic: a day in the city
skill: giving the right information
task: informal letter or email

SWITCH ON ▶

video: design gone wrong
project: analyse a building

4 The heart of the city

READING

Power up

1 Which of these words describe city life for you? Why?

CROWDED

PICTURESQUE

INTERNATIONAL

PEACEFUL

HEALTHY

LIVELY

BUSY

STRESSFUL

Read on

2 Work in pairs. Look at the title, introduction and headings A–D in the article. Which of the 4 cities do you think exist?

3 Read the article quickly. Were you right?

4 Read the exam tip and complete the task.

exam tip: multiple matching

Look for words or phrases in each text that give you extra information or explain something in a different way about a person, a place or a thing.

Read question 1 in Ex 5. Look through all the texts to find sentences that mention **flooding** or the idea of flooding. Read the words around it to find your answer – is there a word or phrase that means **deliberate**?

5 e Read the article again. Match the questions (2–10) with the paragraphs (A–D). Each paragraph may be chosen more than once.

In which paragraph does the writer say that

- 1 deliberate flooding has made the city what it is?
- 2 the advantages of successful cities didn't influence how towns were planned?
- 3 people have been responsible for mishaps in transport trials?
- 4 the effort to control an energy supply redefined the landscape?
- 5 expanding cities have left fewer areas for new buildings?
- 6 some doubt the ability of new ideas to solve housing and environmental problems?
- 7 beneath the surface this shopping street has nothing to offer?
- 8 residents were moved away from homes that had been owned by their families?
- 9 attempts have been made to avoid tall buildings?
- 10 greater consideration of past concerns might have avoided the town having problems now?

cityscAPes

OR city fakes?

Finding new places to live and work in an increasingly crowded world has never been easy. We take a look at some inspiring cities from the past, the present and possibly the future.

6 Find words in the text that mean the following.

- 1 not real (text A)
- 2 damaged on the surface (text A)
- 3 large and impressive (text B)
- 4 belonging to a family member who lived a long time ago (text B)
- 5 useful features in a building or a place (text C)
- 6 problems (text C)
- 7 more and more (text D)
- 8 protected from cold, etc. (text D)

Sum up

7 Work in pairs and discuss the questions.

- 1 What have you learnt about the different cities in the texts?
- 2 Which city do you find most interesting? Why?

Speak up

8 Work in groups and discuss the questions.

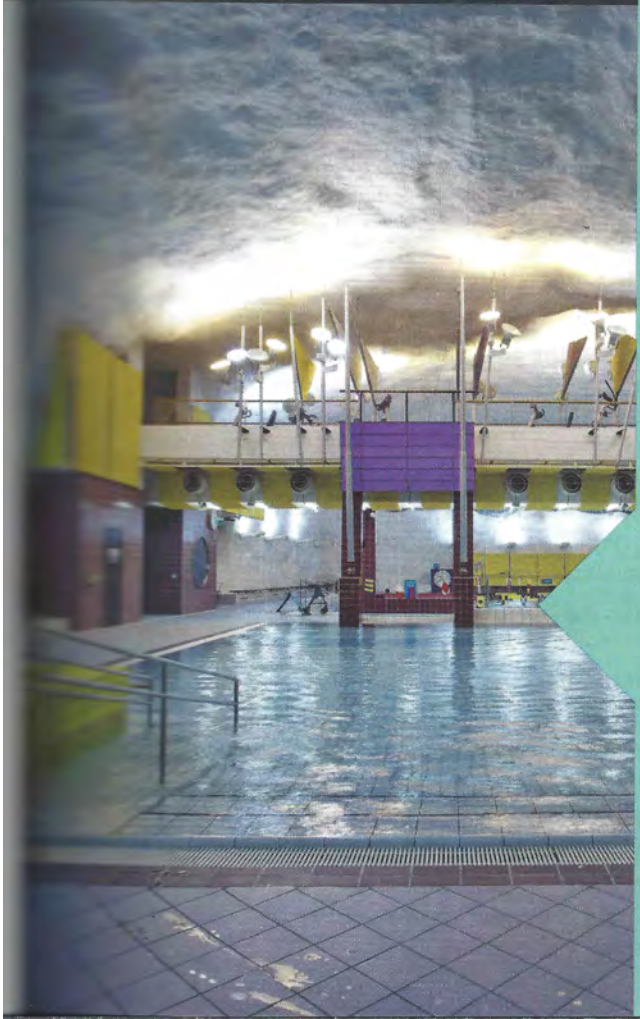
- 1 Do you think there's really a need for a new type of city? Why / Why not?
- 2 Which cities have you visited that could be improved? Give reasons.



A Simulated city If you went window shopping in Mcity, you would probably be very disappointed. Take a closer look and you'll see that behind the shop fronts there's nothing on sale at all. Although it appears to be a real city it is in fact a 32-acre simulated urban environment that includes a network of roads, pavements and even authentic traffic signs defaced by graffiti and faded road markings. The idea behind Mcity was to create a safe and controlled environment to test driverless cars after it was discovered that many accidents in previous tests involved pedestrians. If the roads are empty, testing is safer. Without such sites, experts believe it would take a lot longer to establish the efficiency and safety of new technology. Further tests are also being carried out in a snowy Mcity as driverless cars have to react to deteriorating weather conditions. 'It's exciting to take these first steps toward autonomous cars that work in foul weather,' says Professor Edwin Olsen from the University of Michigan.

B Sunken city It's undeniably a city despite being hidden forty metres under water. With imposing city walls and entrance gates – this is China's real life Atlantis. Shicheng or Lion City was once an important centre in the eastern province of Zhejiang and if it hadn't been for a decision to build a new hydro-electric power station, it would have stayed that way. But in 1959 a massive dam was built, and the city was flooded on purpose. 300,000 inhabitants had to be relocated, with many of them leaving their ancestral homes. The man-made lake that covered the metropolis meant that the thriving community was forgotten for more than fifty years. However, when the government realised how incredibly well-preserved it was, it decided to open the site to divers, who have since been rediscovering and remapping the city. Many claim that it could still almost function as a city if it wasn't for the water.

C Floating city It looks like something out of a sci-fi film, doesn't it? But, if water levels continue to rise, aquatic or floating cities will be in high demand sooner than we think. Recent innovative designs have included floating platforms that incorporate agricultural fields and residential areas as well as centres for education and light industry. One design even boasts skyscrapers covered in living green plants! In short, floating cities will have all the amenities you would expect from any new urbanisation. Sceptics are bound to ask if such an innovation can solve some of the issues facing cities today, such as over-population, pollution and rising sea levels. Absolutely! In fact town planners are certain that if they had paid more attention to these concerns years ago, they might have prevented the current housing crisis and flood risks. What is more, floating communities that are powered by renewable energy will be cleaner and more efficient. Great news for anyone keen on a greener lifestyle!



D Underground city Where can you find a shopping centre or a swimming pool in a busy city? Well, in Helsinki, Finland, you'll find them underground. That's because architects are now turning their plans upside down – literally – and going subterranean. Underground communities once thrived in Poland, Australia and China amongst others. But if town planners knew about the benefits, they decided to ignore them. As a result, cities have sprawled, leaving little space for any more building. But things are changing and in order to create extra space and maintain a low rise skyline, Finnish architects have plans to keep housing on the surface but hide industry and public transport underground. In a country with increasingly severe winters there are huge benefits. Subterranean buildings are naturally insulated so residents can enjoy a warmer commute to work. If experts had had the knowledge years ago, those chilly mornings spent waiting at the bus stop could have been avoided for many.

4 The heart of the city

GRAMMAR

1 Read the grammar box. Read the sentences (1–5) and underline the conditional clauses. Match them with the explanations (A–E).

- 1 If you went shopping in Mcity, you'd be disappointed.
- 2 If the roads are empty, testing is safer.
- 3 If it hadn't been for a decision to build a new hydro-electric power station, it would have stayed that way.
- 4 If water levels continue to rise, aquatic or floating cities will be in high demand sooner than we think.
- 5 If they had paid more attention to these concerns years ago, they might have prevented the current housing crisis.

explore grammar

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conditionals

Zero conditional

- A for general truths or consequences of a situation
If a town **has** clean air, the residents **are** healthier.

First conditional

- B for possible future situations, suggestions, advice, threats and promises
If more people **use** the new bus service, there **will be** fewer traffic jams.

Second conditional


- C for unlikely/unreal situations in the present or future
If I **lived** in a house near the sea, I'd **be** very happy.

Third conditional If + past perfect + would/wouldn't have + past participle

- D for regrets, criticisms and unreal situations in the past
If they **hadn't built** that block of flats, we **would have had** a sea view.

Third conditional with modals

- E for imagined past results of an unreal past situation
If you'd **lived** in the countryside as a child, you **might not have moved** away.

2  4.1 Listen to two people talking about a magazine article. Complete the sentences with the correct form of the verbs in brackets.

- 1 Eva upset if her parents the family to a farm. (get/move)
- 2 Liam really happy if he on the farm. (be/grow up)
- 3 Eva thinks that if a farm isolated, it lonely. (be/be)
- 4 If Eva nature every day, she it. (see/love)
- 5 Eva it if Liam (hate/leave)

3 Complete the comments on this discussion board. Use these words. There are two extra words and phrases.

could have seen might have given had been hadn't given
'd go 'll get wouldn't have gone 'd see

CULTURE BONUS – GET PAID TO HAVE FUN!

How often have you said to yourself: if I had more money, I ¹ to a concert or watch a show? Well, now you can. If you're Italian and it's your 18th birthday, you ² a €500 voucher to spend on anything cultural from books to concerts. Cool idea? Here's what our readers think.

Sam

Add message | Report

If the government had given me the voucher last summer, I ³ my favourite band perform.

Bella

Add message | Report

Fab! If my parents hadn't paid for tickets in the past, I ⁴ to the theatre. Now I'll get the tickets myself.

Ella

Add message | Report

I wouldn't have visited an amazing science exhibition if the government ⁵ me the voucher.

Max

Add message | Report

If the voucher ⁶ available before, I might have saved money because I've bought lots of music recently. 😞

4 Complete the sentences so that they are true for you.

- 1 If I hadn't come to school today, ...
- 2 If you'd called me at 9 p.m. last night, we ...
- 3 I would have invited you to my party if ...
- 4 If I'd lived somewhere else, ...

Speak up

5 Work in pairs. If the government had given you a culture voucher, what would you have done with it?

game on

Play the chain game. Work in pairs or small groups.

Student 1: I got your text this morning. If I hadn't read your text, I might not have known about the party.

Student 2: If I hadn't known about the party, I would have gone to volleyball practice.

Student 3: If I'd gone to volleyball practice ..., etc.

Continue the story. Which group makes up the funniest story?


VOCABULARY


town and country

- 1 Work in pairs. Complete the sentences with these words. Use a dictionary if necessary.

express handy inner-city overcrowded
remote secure well-connected winding

- The children didn't like the house because it was so They didn't have any neighbours at all.
- The local shop was very because it was only a short walk away.
- We go to school on the bus. It only takes twenty minutes.
- schools don't have enough space for sport activities because there isn't any spare land.
- She was cycling down a street and didn't see the car coming around the bend.
- The bus was and the driver had to ask some people to get off.
- The new flats are very You can only enter the building using a code.
- With buses every ten minutes and a train station nearby, the village is small but

- 2  4.2 Listen to two people talking about where they live. What type of places are they?

- 3  4.3 Listen again. Match the things or places that the people describe with words in Ex 1.

explore vocabulary

compound nouns

We can put two nouns together to make a compound noun. The first noun describes the second.

a traffic sign (a sign for traffic)

window shopping, power station, housing crisis, public transport

Note: 'public' can be a noun or adjective

The first noun is nearly always in singular form even if it has a plural meaning:

shop fronts (the fronts of the shops)

road markings, city walls, weather conditions, entrance gates, water levels, town planners, sea levels

Exceptions include: a clothes shop ('clothes' has no singular form) and sales department

- 4 Read the vocabulary box. Match words from A with words from B to make more compound nouns. Some words may be used more than once.

A apartment country market
play public shopping/leisure
tourist town traffic

B area block complex
cottage hall jam space
spot square

- 5 Complete the article with compound nouns. Use your words from Ex 4 and the vocabulary box.

Going underground!

New York is planning a new park - underground!

Space is limited – especially in cities like New York where an ongoing ¹ means that any spare land is quickly turned into an ² Too little attention is given to spaces where people relax away from city life and escape the fumes and noise from the ³ that block the city streets every day. But now ⁴ in New York have come up with a vision for a new ⁵ that will be underground. Natural light will be reflected down into the space but when ⁶ mean there's too much cloud on top, there's a backup LED system for down below. The park will also contain lush green plants and a ⁷ for children to enjoy the safe, clean space away from city streets. But what about the rats? Apparently, a good system of rubbish removal and cleaning will keep them away!

Speak up

- 6 Work in pairs and discuss the questions.

- Would an underground park be a good idea where you live? Why / Why not?
- Would you like to see other buildings underground, e.g. your school, sports facilities, a cinema, car parks, houses? Why / Why not?


4 The heart of the city

LISTENING


Power up

1 Work in pairs. How important are the following to you?

entertainment local facilities neighbours noise pollution
places to meet friends public transport shops traffic

2  4.4 Listen to eight people talking in different situations. Which of the topics in Ex 1 do they mention?

Listen up

3  4.5 Read the exam tip and complete the task.


exam tip: multiple choice: short texts

Underline the main words in the question and decide what you're listening for. Is it attitude, feeling, opinion, purpose, a main idea or a fact?

Read question 1 carefully. Then listen and answer.

- 1 You hear a girl talking about her family's move to the country. How does she feel about it?
- A annoyed by how remote the mountain village is
 - B surprised that it's so different, especially at night
 - C glad she's got used to the noise of local animals



4  4.6 Listen to the rest of the speakers. Choose the correct answer A, B or C for questions 2–8.

- 2 You overhear two friends talking about a new public space for teens. What do they agree about?
- A Town planners aren't interested in young people.
 - B There currently isn't a space to skateboard.
 - C Town hall meetings aren't very interesting.
- 3 You hear an advert on the radio for a competition. What is the speaker doing?
- A reminding listeners of the closing date
 - B thanking listeners for sending in their entries
 - C explaining the competition rules
- 4 You hear a woman and son talking. Why is the boy frustrated?
- A He wants to go and see a friend after basketball.
 - B He can't get a bus at the time that he needs one.
 - C He doesn't like catching the bus at night.
- 5 You hear part of an interview with a museum guide about an exhibition. What does he say about it?
- A It's the best way to learn about ancient Greece or Egypt.
 - B Not many cities have survived for over a 1,000 years.
 - C There isn't long left to see the exhibition before it moves.
- 6 You hear a news report on the radio. What does the presenter say they have received complaints about?
- A traffic jams
 - B road signs
 - C weather conditions
- 7 You hear a girl telling a friend about her aunt. What is the aunt's problem?
- A She doesn't want to move to an apartment.
 - B She can't sell her house because of its location.
 - C She doesn't get on with her neighbours.
- 8 You hear two friends talking about the local leisure centre. Why is it an important place for the boy?
- A There's more to do than in the park.
 - B It's a cheap place for him to exercise.
 - C He and his friends can meet up there.

Speak up

5 Read the comment from a town councillor. Divide the class into two groups and have a debate. Half the class represents the town council, the other half represents the local teenagers.

We try to provide young people with local amenities where they can meet friends and practise sports. Unfortunately, they often don't make the most of them.

USE OF ENGLISH 1

- 1 Read the grammar box. What tenses are used after the words in bold?

explore grammar

→ p148

alternative conditional forms

- A **unless** to mean *if ... not*

Unless it's very quiet outside, I can't sleep.

I wouldn't live there **unless** I had to.

- B **when** for repeated or predictable situations

It's especially irritating **when** the dogs start barking.

- C **in case** to talk about something that might happen

Make sure your phone's on **in case** I need to text you.

- D **provided that / as long as / on condition that** to mean *only if*

She'll only move **on condition that** she sells her house first.

I wish and If only

- E for a wish about a present situation

If only our house were bigger!

- F for a wish about a present or future ability

I wish I could speak Chinese.

- G to complain about a present situation

If only they wouldn't play such loud music.

- H to talk about past regrets

I wish we'd stayed in our old house.

- 2 Complete the sentences with the correct form of the verb.

- Joe went by bus and arrived late. If only he (take) the tube.
- I wish Anna (go) out more often. She needs to meet people.
- You wouldn't know the best places to eat unless you (come) here often.
- If only we (not choose) to eat in this grotty café. It's filthy!
- Give me your address for Jack in case he (find) time to visit you in Paris.

- 3 Work in pairs. Complete the sentences.

- I'll see you later tonight unless
- If only I at the party last week.
- I'll lend you some money in case
- We'll go shopping on Saturday provided that
- You can borrow my mobile on condition that
- If only I could

- 4 **e** Read the exam tip and answer the questions. Complete the article with one word in each gap.

exam tip: open cloze

Make sure you read the words before and after the gap. Is it a structure you know? Decide what type of word you need.

Look at gap 1. What structure is being used? What type of word is missing?

Tree houses

are for teens too!

Do you wish you ¹ hang out with your friends somewhere? Country teens and urban teens claim it's difficult to find a place to meet up ² you live near a shopping centre or leisure complex. The park is the ideal solution ³ that adults don't throw you off the swings so their toddlers can use them! Now park designers realise that teens need somewhere to meet ⁴ they're not at school and so they've invited suggestions. Along with vans that sell food, teens have asked for study spaces and WiFi in ⁵ they want to do homework. Other ideas include interactive lighting, fountains and art spaces. So, it's hands up from teens for a new kind of public space, on ⁶ that they really are welcome in it.

Billy_x I wish somebody ⁷ asked me and my friends for ideas before they designed our park. We wanted a space to practise music.

Jess If ⁸ the park designers had listened to us! Then we might have had a bigger café.



Speak up

- 5 Plan a party for your community in the local park. Present your plan to the rest of the class. Take a vote on who has the best party idea.

4 The heart of the city

USE OF ENGLISH 2

1 4.7 Listen to a conversation between two friends. What are they talking about?

2 4.8 Read vocabulary box 1. Listen again. Find five examples of 'as' and 'like'. Explain their use.

explore vocabulary 1

as or like

Use as:

- A to describe a job or role: The town square is **used as** a space for music and theatre.
- B after the **same** (age/colour/place, etc.): He lives in **the same** street **as** me.

Use like:

- C when asking someone to describe a person or thing: **What's** your new apartment **like**? It's huge.
- D to say that something or someone is OR appears similar to something/someone else: Your house is/looks **like** a palace.
- E to give an example: Cities **like** London need good public transport.

5 Read the article. What do you think of this type of bus?

6 Read the exam tip. Then read the article again and choose the best answer, A, B, C or D.

exam tip: multiple-choice cloze

Always make sure your answer fits into the whole sentence.

Read the first sentence of the article and the highlighted words. Why is 'out of' used instead of 'in'?

Waiting for a bus?



It looked out of place on roads when China did a test run of a new, futuristic 'straddling bus'. The results took many ¹ surprise. This strange looking bus is two metres high and at first ² it seems as if it's floating above the road. In ³ it runs along special tracks and has enough space for cars to pass under it. According to designers, the bus could replace at ⁴ 40 conventional buses. And if you fancy a party, the upper level is big enough to be used ⁵ a space for dancing. While traffic experts are keen to see normally static traffic on ⁶ in city centres, many are sceptical. They claim it just won't work ⁷ real, especially when there are corners and bridges to deal with. Worse still, car drivers who are under the bus could feel in ⁸ in certain situations. In fact the project has been suspended for the moment.

3 Complete the questions using *as* or *like*. Ask and answer them in pairs.

- 1 Are there shops Zara, H&M and Pull and Bear where you live? What are the shops
- 2 Would you like to work a tour guide where you live? Why / Why not?
- 3 Can you name somebody you know who looks a famous person?

4 Read vocabulary box 2. Use a dictionary to check phrases you are unsure of.

explore vocabulary 2

prepositional phrases

Some common ones include:

at: first sight, least, risk, the top of your voice

by: all means, hand, surprise, yourself

for: a start, good, one thing, real, the most part

in: control, danger, fact, flames, good time, order, person, place, reach, sight

on: fire, hold, show, the move, the whole, time, your mind

out of: breath, danger, date, order, place, sight

- | | | | |
|---------------|------------|--------------|---------------|
| 1 A for | B by | C in | D at |
| 2 A sight | B view | C look | D scene |
| 3 A fact | B order | C difficulty | D need |
| 4 A risk | B rate | C least | D first sight |
| 5 A like | B as | C for | D to |
| 6 A the whole | B show | C hold | D the move |
| 7 A in | B for | C by | D at |
| 8 A harm | B practice | C control | D danger |

Speak up

7 Your head teacher has decided to reduce the number of school buses. This leaves some students without transport. You have been asked to come up with a plan for alternative transport to school. Share your ideas and present them to the class. Who has the best solution?

SPEAKING

Power up

- 1 Work in pairs. Look at the two photos and answer the questions.
 - 1 What type of transport is it?
 - 2 Is it a good way to see a city? Why / Why not?
 - 3 What other ways are there to see a city?
- 2 Read the question. What sort of information does the teacher want to hear in the student's answer?
Do you think the best way to see a city is on foot? Why / Why not?
- 3 Work in pairs. Add your ideas.

Seeing a city on foot:

Pros ✓	Cons X
fun	tiring

- 4 4.9 Listen to three students discussing if the best way to see a city is on foot. Do they have the same ideas as you?
- 5 Read the useful language. Which phrases express a 'strong' opinion?

useful language: giving your opinion

As I see it ... / If you ask me, ...

In my opinion, ...

I'd definitely say that ...

Frankly, I think that ...

I'm pretty sure that ...

This is just my opinion but ...

I believe/imagine that ...

I haven't got much experience of this, but ...

To be honest, I don't understand (why / how) ...

I'm absolutely convinced that ...



- 6 4.10 Listen again. Complete the sentences with phrases from the useful language. Which student gives the best answer? Why? How could the other two students improve?

- A: 1 it can be boring and your legs ache.
- B: 2 walking around a city is the best way to see it because you can enjoy the atmosphere in the streets.
3 why people choose to cycle or use a Segway because you miss so much. 4 you'd spend too much time concentrating on the traffic instead of looking at what's around you.
- C: Yes, I think so. 5 it gives you more time to stop and look at things.

Speak up

- 7 e Read the exam tip. Work in pairs or groups of three. Take it in turns to read the questions and discuss them. Use as many phrases from the useful language as you can.

exam tip: discussion

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In this part of the exam, it's important to give full answers. If you start your answer with 'I don't know...', make sure you go on to express an opinion. Even if you don't know much about the topic, you can use some great expressions to give your opinion and justify it.

Read the useful language. Which of these phrases would you use to give your opinion and support your ideas when talking about the question in Ex 2?

- 1 Do you think it is important to see other cities? (Why / Why not?)
- 2 Is it better to see a city with your friends or with family?
- 3 Why do you think some people don't like visiting new cities?
- 4 What do you think tourists enjoy doing in famous cities?
- 5 Is it a good idea to prepare before you visit a new city?
- 6 How well can you get to know a city if you don't know people who live there? (Why / Why not?)

Speaking extra

- 8 Read the statement below. Divide the class into two groups and have a debate. One group must argue for school trips to cities and the other group must argue against them.

City trips are really important. Schools should plan more of them!


- 1 In your groups, plan your arguments.
- 2 Decide who will present which ideas.
- 3 Each group presents to the rest of the class.
- 4 Take a class vote.



4 The heart of the city

WRITING

Power up

- 1 Look at the photos. What do you think you might see, hear, smell and feel when you are in a new city for the first time?
- 2  4.11 Listen to four people talking about a day in the city. What do they talk about?
- 3 Read the email quickly. What information does Sophia want?

 To: Liam  From: Sophia

Hope you got back OK, Liam. It was great seeing you at the weekend. I meant to ask you if you have been on any day trips recently? I'm doing a project about different cities. Can you tell me which city is your favourite? What did you do there? Was there anything you wish you'd had more time for? Can you send me an email with your ideas? Thanks-a lot 😊

Sophia

- 4 Read Liam's reply. Answer the questions.
 - 1 How does Liam begin and end the email?
 - 2 What does the first paragraph do?
 - 3 Does Liam reply to Sophia's questions? What does he say?

 To: Sophia  From: Liam

Hi Sophia!

Thanks for your email. It was great to see you too. I hope we can meet up again soon.

I've had some great day trips to cities but my favourite was Segovia. It's an ancient city north of Madrid. We caught a high-speed train and got there in no time.

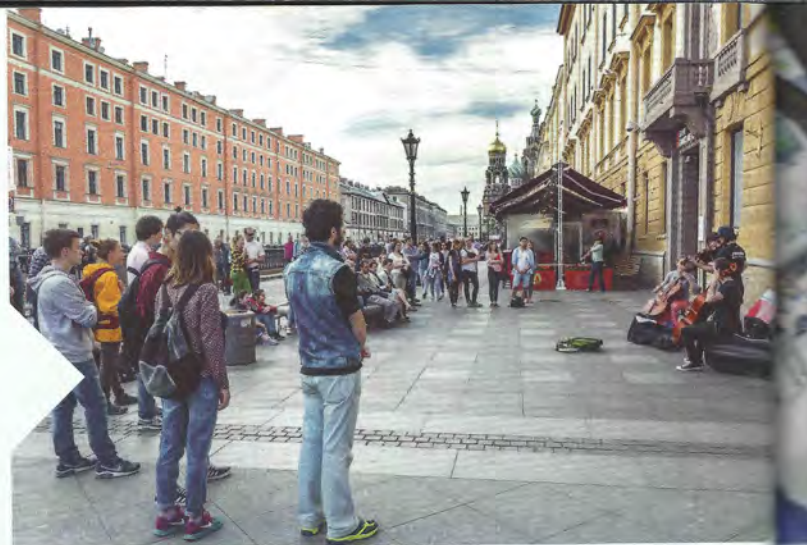
The first thing I saw when I got off the train was the Roman aqueduct that stands over the town square. It really took my breath away. We only had the day there so we decided to make the most of it and hired Segways to explore the winding streets. Eventually we reached the royal palace, which had stunning views over the countryside. The problem is we lost track of time and had to rush back to the train station!

To tell you the truth, I wish we'd stayed longer. If we had, we could have eaten there – the smell from the restaurants was amazing. In the end, we had to grab a sandwich at the train station and eat it on the journey back.

Anyway, let me know when we can get together again.

Bye for now,

Liam



- 5 Find examples of these collocations in the email in Ex 4.

catch: a cold, a train, the light

lose: interest, patience, sleep, your temper, touch, track (of time)

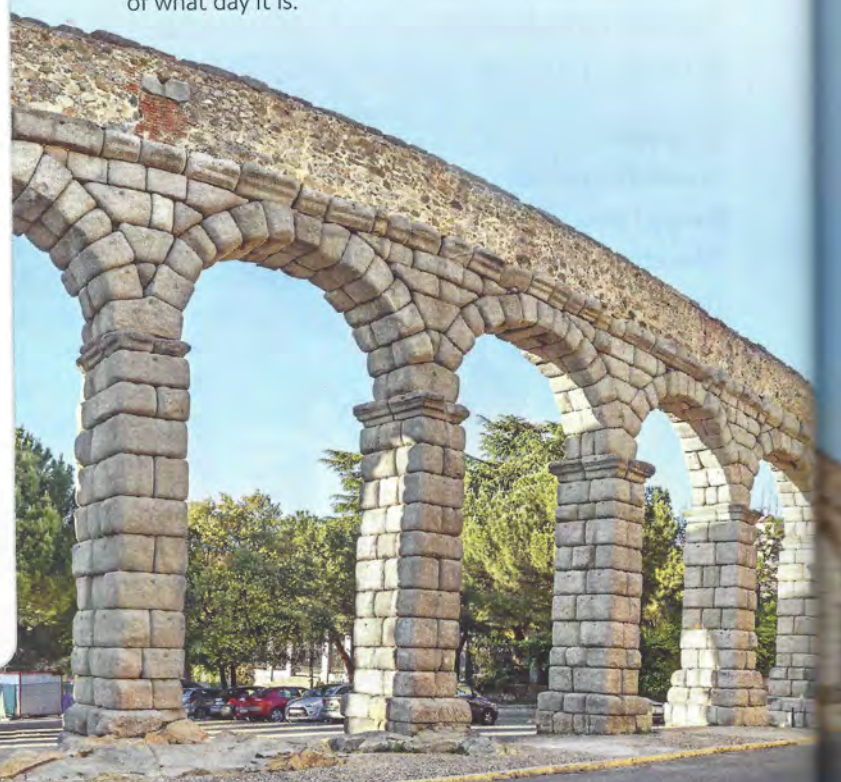
make: a/any difference, an excuse, a fuss, a mess, somebody's day, the most of it, up your mind

take: your breath away, charge, control

tell: a joke, a lie, the difference, the truth

- 6 Complete the sentences with the correct words and phrases from Ex 5.


- 1 When the glass in the skyscraper catches it looks beautiful.
- 2 It doesn't make if we go by train or bus. They both take an hour.
- 3 I've got no sense of direction so Emma took of our route around the town.
- 4 Oliver regrets losing with friends he met when he was travelling.
- 5 I'm so pleased you decided to come shopping. You've really made
- 6 We're so busy moving house that we've lost of what day it is.





Plan on

- 7** Read a letter from the editor of a school magazine. Read the exam tip and complete the task.



Hi, I'm Dan from Class 11B and I'm the editor of our school magazine *sChOOLnews*! For next month's edition we want you to tell us about cities you know. Can you write an email telling me about a city or town you've spent a day in with friends or family? Where is it? What is it like? What would you have done if you'd had more time there? We can't wait to hear from you.

exam tip: informal letter or email

→ p166

When you read the question, underline the most important words. As you plan your answer, make sure you look back to these words so that you know you're giving the right information.

Read the letter again and underline the most important words. What words have you underlined?

- 8** Work in pairs and brainstorm ideas for your email. Add your ideas to the notes.

- * A city day trip with a friend or family?
- * Where was it? A city nearby/A town in another country
- * What was it like? huge/busy/crowded/remote
- * If I'd had more time? Take more photos/buy souvenirs/go shopping

- 9** Read the language box. Which phrases will you use in your email?

explore language

an informal email

A beginning the email

Dear ... or Hi ... !

B first paragraph

Thanks for your message/email.

It was great to hear about/see you ...

I've just read about ...

C ending the email

Love ...

Thanks again.

All the best.

Hope that helps.

Take care!

Bye for now!

Write on

- 10 e** Write your email in 140–190 words.

Improve it

- 11** Make sure you take time to read your email. Then ask yourself the following questions.
- 1 Does your email begin and end in the right way?
 - 2 Have you written in a friendly, informal style?
 - 3 Have you given the correct information?
 - 4 Have you included any new language?
- 12** Work in pairs. Take it in turns to look at each other's writing and talk about how you could improve your work.

INDEPENDENT LEARNING

Reading and writing

1 Work in pairs. Look at the reading task you did on page 50. In a multiple-matching reading task you need to:

- find specific information that matches the questions.
- understand detail, attitude and opinions.
- ignore ideas that appear similar but do not answer the question.

Which of these do you think you do well?
What can you do to improve the others?

2 Work in pairs and look back at the writing task on page 59 and the exam tip.

On a scale of 1–5 (1 = not much, 5 = a lot), how useful was the tip? Why?

How does this advice compare to the exam tips for writing in Units 1–3? Is there anything else you would add?

3 Answer these questions on your own.

1 How well did you do the writing task in this unit?

2 What would you like to improve on? Why?

3 Which task did you find most difficult? Why?

4 What did you do when you didn't understand something during a writing task?

4 Complete the sentences with your own reading and writing goals.

One thing I will do to improve my reading skills is

.....

One thing I will do to improve my writing skills is

.....

.....

Design gone wrong

1 Have you ever had to fix something in a hurry? Share experiences as a class. Explain:

- what was broken
- what you did to fix it
- whether it worked or not

2 Watch the clip. What design flaw did the 'Walkie Talkie' building in London have when it was first built?

3 Watch again. Work in pairs and list the issues caused by the design fault.

4 What solutions did the solar physicist suggest? How was the design problem solved in the end?

5 What other solutions can you think of that developers could have taken to fix the problem?

Project

6 Work in small groups to prepare detailed analysis of a controversial building and have a debate.

- 1** Choose a building from your local area or from around the world that has created controversy.
- 2** Divide your group into supporters and critics of the building.
- 3** Research facts about the building and list your arguments for the debate.
- 4** Have the debate in your group.

UNIT CHECK

Wordlist

Town and country

express (*adj*)
handy (*adj*)
inner-city (*adj*)
overcrowded (*adj*)
remote (*adj*)
secure (*adj*)
well-connected (*adj*)
winding (*adj*)

Compound nouns

apartment block/apartment complex
city walls
country cottage
entrance gate
housing crisis
leisure complex
market square
noise pollution
play area
power station
public space
public transport
road markings
sea levels
shop fronts

shopping complex
tourist spot
town planners
town square
town hall
traffic jam
traffic sign
water levels
weather conditions

Prepositional phrases

at:
any rate, first sight, least, risk, the top of your voice
by:
all means, far, hand, surprise, yourself
for:
a start, good, one thing, real, the most part
in:
case, control, danger, difficulty, fact, flames, good time, order, person, place, reach, sight, tears
on:
fire, foot, hold, purpose, show, the move, the whole, time, your mind

out of:
breath, danger, date, order, place, sight

Collocations

catch:
a cold, a train, the light
lose:
interest, patience, sleep, your temper, touch, track (of time)
make:
a/any difference, an excuse, a fuss, a mess, somebody's day, the most of it, up your mind
take:
your breath away, charge, control
tell:
a joke, a lie, the difference, the truth

Other

agricultural (*adj*)
amenities (*n*)
ancestral (*adj*)
construction (*n*)
deteriorating (*adj*)
driverless (*adj*)
fake (*adj*) (*n*)

foul (*adj*)
hydro-electric (*adj*)
imposing (*adj*)
increasingly (*adv*)
inhabitant (*n*)
insulated (*adj*)
issue (*n*)
man-made (*adj*)
network (*n*)
pedestrians (*n*)
picturesque (*adj*)
province (*n*)
resident (*n*)
residential (*adj*)
simulated (*adj*)
skyline (*n*)
subterranean (*adj*)
urban (*adj*)

Practice

1 Complete the sentences with word(s) from the *Town and country* or *Compound nouns* section.

- 1 Some families in the city are living in conditions, with large families in small two-bedroom flats.
- 2 We got completely lost when we were driving through the town because the were so confusing.
- 3 When Paul saw the awful in the mountains, he decided to stay at home where it was nice and dry.
- 4 Why don't you take the bus to the airport? It'll get you there in no time.
- 5 Thanks to the new there's a lot of space for sport groups to train.
- 6 The student accommodation is very with a 24-hour alarm system.
- 7 It's a busy in summer because it attracts a lot of walkers, but in winter it's very quiet.
- 8 We live near the city centre so it's really for cafés and restaurants.

2 4.12 Listen to six people. Complete the prepositional phrases when you hear the beep.

- | | |
|----------------|------------|
| 1 out of | 4 at |
| 2 for | 5 on |
| 3 by | 6 in |

3 4.13 Listen and check your answers.

4 Write a word from the *Collocations* or *Other* sections for each definition.

- 1 suddenly become very angry:
- 2 someone who is walking, in a street or along a road:
- 3 below the ground:
- 4 invent an explanation for why you can't do something:
- 5 one of the large areas into which some countries are divided:
- 6 decide something:

UNIT CHECK

Review

1 Complete the sentences with the correct form of the verbs in brackets.

- 1 If they had known about the traffic problems, they (not go) to live there.
- 2 I wish you (stay) longer. I'd like to spend time with you.
- 3 What a shame! If I'd met you earlier, I (could/show) you around the city.
- 4 I miss her. If only she (find) a nicer place to live, she (might/not move) abroad.
- 5 I wish I (can/live) in the city because there's so much going on.
- 6 If you (see) the sunken city, you could have written an article for your magazine.


2 Complete the blog with one word in each gap.


A new local market

If my dad hadn't seen the advert for a teen market last summer, I wouldn't ¹ started making jewellery. He'd read about a local farmer who was offering some land ² a place for a teenage market. The idea is that teens can make and sell goods ³ condition that they have their parents' approval. The market is really popular and now runs every Sunday ⁴ it's pouring with rain. Most of my friends are involved now. Some sell homemade cakes or drinks and a school band plays music – it's just ⁵ a mini festival most of the time. Anybody can join in ⁶ that they can think of something to sell. Why not give it a go?

Sam, 16: Brilliant idea. If only I ⁷ heard about it before! I might have sold some of my artwork!

Ellie, 17: I ⁸ I had known about this when my friend was visiting. She loves markets.

3  **4.14** Listen to two people talking about a day at a teen market. What did they like/not like?

4  **4.15** Complete the sentences. Listen again and check.

- 1 Jess and Luke's noses wouldn't have turned red if
- 2 Jess would have bought the jacket if
- 3 Jess can borrow Luke's jacket as long as
- 4 If they'd made some cakes or biscuits,
- 5 If Luke and Jess made something unusual,
- 6 Luke's going to wear warmer clothes in case

5 Rewrite the sentences using the word given. Use between three and five words, including the word given.

- 1 If they don't arrive soon, we'll call them.

UNLESS

We'll call soon.

- 2 I regret we couldn't take the express train.

ABLE

I wish we the express train.

- 3 We'll have the party at my flat but we all have to tidy up.

EVERYBODY

We'll have the party at my flat provided up.

- 4 I am really sorry I gave you the wrong address.

ONLY

If you the wrong address.

- 5 We'll take the bus because it might rain later.

CASE

We'll take the bus later.

- 6 Can you describe it to me?

TELL

Can you like?

- 7 I won't go on the city trip if you don't go.

CONDITION

I'll go on the city trip too.

- 8 Our houses are very similar.

LIKE

Your house mine.

6 Write a short blog about an event that you went to where you live. Say who you went with and what you enjoyed about it. Is there something you wish had been different about the event?

“

It's not the
winning,
it's the
taking part.

”

Look at the photo and discuss the questions.

- 1 What kinds of sports appeal to you most?
- 2 Do you like to push yourself when you play sport or do exercise? Why / Why not?
- 3 What is your main motivation for doing sport or exercise?

5

A good sport

READING

topic: sports fans
skill: understanding attitude and opinions
task: multiple choice

GRAMMAR

infinitive and verb + -ing
verb patterns

VOCABULARY

sport; phrasal verbs
noun suffixes; prefixes

LISTENING

topic: drone racing
skill: understanding interviews
task: multiple choice: longer text

USE OF ENGLISH

word formation

SPEAKING

topic: ways to relax
skill: speculating
task: long turn

WRITING

topic: health and fitness
skill: using paragraphs
task: article

SWITCH ON

video: cycling star
project: research a sport or discipline

READING

Power up

1 Look at the photos and discuss the questions in pairs.

- 1 Which different ways of watching sport do they show?
- 2 What are the advantages and disadvantages of each way?

Read on

2 Read the article quickly. Which alternative title best suits the article?

- A What motivates sports fans
- B The psychology behind being a sports fan
- C What your behaviour says about you

3 Read the exam tip and complete the task.

exam tip: multiple choice

Be careful of 'word spotting'. For example, it is wrong to think that an option is correct just because it contains a word that's also in the text. Look for paraphrase and check that the meaning of the whole option is the same as in the text.

Read paragraph 1 of the article more carefully and choose the correct answer for question 1 in Ex 4. How did you choose the correct answer?

4 e Read the article again and choose the correct answer, A, B, C or D.

- 1 In the opening paragraph, what does the writer say about children?
 - A They are more likely to become sports fans than adults.
 - B Playing a sport is seldom the main factor in choosing a team to support.
 - C Children are too easily influenced by friends and family.
 - D A child experiences important developments at the age of eight or nine.
- 2 What does 'it' refer to in line 16?
 - A fans' use of 'us' and 'we'
 - B fans' favourite team
 - C odd behaviour among fans
 - D the sense of identity fans feel with their club

- 3 What does the writer say about true fans in paragraph 3?
 - A They are more willing to show their real feelings than less loyal fans.
 - B Their mood is more affected by the success and failures of their team.
 - C They are unlikely to change the way they report their team's results.
 - D They are critical of the way some fans only support successful teams.
- 4 What do we learn in paragraph 4 about fans' behaviour while watching sport?
 - A It's more extreme than their behaviour after victory or loss.
 - B It can change their personality for the worse.
 - C It's a good indication of their stress and general well-being.
 - D It demonstrates an untypical ability to express emotions.
- 5 What is suggested about the 'in group' and 'out group' principle in paragraph 5?
 - A Fans gain a sense of identity by being part of a recognisable social group.
 - B Fans realise there is little that separates them from the fans of other teams.
 - C It explains a kind of behaviour rarely found outside the world of sport.
 - D It often results in people seeing differences and similarities that don't exist.
- 6 What is the writer's attitude towards fans' superstitions or rituals?
 - A He recognises the benefits of fans having their own personal superstitions or rituals.
 - B He is doubtful of their positive effect but would be reluctant to share his opinion with a fan.
 - C He makes fun of the way some people let superstitions influence their decisions in life.
 - D He criticises the belief of many fans that their actions can affect the performance of their team.

5 Find words or phrases in the text that mean the following.

- 1 shouting loudly (para 1)
- 2 talking with too much pride about something (para 2)
- 3 zero (para 3)
- 4 a person or thing competing with others for the same thing (para 3)
- 5 to make an unpleasant feeling less strong (para 4)
- 6 better (para 5)
- 7 supporting (para 5)
- 8 causing a person or group bad luck (para 6)

Sum up

6 Work in pairs and discuss five key points you remember from the article. Which point did you find most interesting and why?

Speak up

7 Work in groups and discuss the questions.

- 1 Have you ever been to a live sports event? What was it like?
- 2 Do you know any passionate sports fans? How do they show their support for their team?
- 3 Do you think the sports industry takes advantage of fans? For example, with expensive tickets and sports clothes?

SPORTS FANS

Whether they're cheering in the stadium, yelling at the referee from the sofa, or singing their team's victory song, sports fans exist all over the world. The long-term attachment to a particular sport or team appears to develop around the age of eight or nine, and the sport or team a person decides to follow is largely influenced by their social circle rather than their personal participation in a sport. Research into the psychology of sports fans has revealed some common principles that apply to the behaviour of most fans.

Have you ever heard a sports fan boasting, 'We thrashed the other team today!' or 'We're top of the league at the moment'? Clearly the fan was not personally involved in achieving either success, yet they choose to use the pronoun 'we' to report their team's performance. Fans' use of 'us' and 'we' to talk about their favourite team is common behaviour. It demonstrates the strong sense of identity fans feel with their club. When their team is doing well, they feel great and enjoy experiencing the victory as if they had played a part in the success themselves.

The opposite of this often happens after a team suffers a defeat. Fans in this case may refer to the team as 'they' in order to distance themselves from their team's disappointing match result. A dissatisfied fan is more likely to say 'they played really badly' as they want no responsibility for the depressing final score. Furthermore, they will be unlikely to wear any clothing that identifies them as a supporter after losing to a rival team. However, research shows that this is not the case with fiercely loyal or 'true' fans. They will carry on wearing their team scarf even when their team performs badly and will say with genuine sadness, 'They beat us three nil.'

A dissatisfied fan is more likely to say 'they played really badly' as they want no responsibility for the depressing final score.



As well as noticing how fans behave after victory and loss, psychologists have also studied the way in which fans change while watching their chosen sport. Someone who is usually shy and quiet can be seen shouting, screaming and jumping up and down while watching their favourite team play. The effect of being in a crowd of spectators enjoying the same activity allows people to become less self-conscious and more confident. For many, a live sporting event is the only place they feel comfortable high fiving strangers and showing their feelings so openly in public. It can be a great way to relieve stress and improve personal well-being.

It's a well-known fact that people define themselves in terms of social groupings. In psychology, this is known as the 'in group' and 'out group' principle, and sports fans are no different. This principle leads members of the 'in group' (the home fans) to feel superior to those of the 'out group' (the fans of the rival team). Ironically, the two sets of fans are far from being different. They are identical in their passion, their spirit, and their devotion – the only real distinction between them is the team they're rooting for.

Finally, and perhaps most interestingly, is the way in which sports fans swear by their superstitions or lucky charms. Wearing a certain item of clothing or carrying a 'lucky' object is common practice for many. People who may not be superstitious in any other aspect of their life will claim that wearing a certain item of 'lucky' clothing will make their team play better. Equally, an action performed while the team lost will be considered bad luck and will be avoided in future for fear of jinxing the team. Of course in reality it makes no difference what kind of hat you wear or whether you have your lucky coin, but superstitions are taken very seriously by sports fans and I for one would not like to try and persuade them otherwise!

Did you know? The largest football stadium in the world is in North Korea and can hold 150,000 fans!

GRAMMAR

1 Read the sentences below. What verb patterns follow the verbs in bold?

- Attachment to a team ... **appears** to develop around the age of eight.
- People ... claim that wearing ... 'lucky' clothing will **make** their team play better.
- The effect of being in a crowd ... **allows** people to become ... more confident.
- Clearly the fan was not personally **involved** in achieving either success.

2 Read the grammar box. Complete the sentences with these words.

advise decide enjoy in order interesting

explore grammar

→ p150

infinitive and verb + -ing

We use the to infinitive

- A** after certain verbs (*agree, choose, arrange, ...*, *appear, expect, promise, etc.*)
I **agreed to come** to the match.
- B** after certain verbs + object (*tell, persuade, want, ...*, *ask, encourage, remind, etc.*)
She **reminded him to buy** the tickets.
- C** after certain phrases to show purpose (*... so as*)
We arrived early **so as to get** good seats.
- D** after adjectives (*happy, difficult, exciting, expensive, glad, sorry, easy, ...*, *etc.*)
He's **crazy to think** his team will win!

We use the infinitive without to

- E** after *let* and *make*
My parents won't **let me stay** out late.

We use the -ing form

- F** as a noun
Playing basketball is her passion.
- G** after all prepositions and phrasal verbs
Dan's team is **fed up with losing**.
- H** after certain verbs and phrases (*admit, ...*, *suggest, involve, worth, look forward to, spend time/money*)
I **recommend watching** this tennis player.

3 Watch or listen to five speakers talking about sport. Which ones think team sports are important? Why?

4 5.2 Watch or listen again and choose the correct option.

- I think **to take / taking** part in team sports is really important.
- I think it's important **to have / having** that friendship group.
- We're very sports mad in Australia and we spend too much time **to watch / watching** and **to play / playing** sport.
- I think team sports are really good, in order **making / to make** friends.
- They tend **to help / helping** people become more confident and bring themselves out.

5 Match the answers (1–5) in Ex 4 with the rules (A–H) in the grammar box.

6 Read the first part of an article about Olympic athletes and choose the correct options.

Are you ready to compete? ... Err, not yet!



Despite months of ¹**training / to train**, many Olympic athletes will not feel ready until they have performed a certain set of actions. Olympic cyclist, Laura Trott, is one such athlete. Since ²**to win / winning** the Junior World Championships with one wet sock, she now always has to step on a wet towel before ³**heading / head** onto the track. Jamaica's Usain Bolt likes ⁴**to point / point** to the sky before each race and Judo gold medallist Kayla Harrison insists on ⁵**wearing / to wear** the lucky socks that were a gift from her grandmother. Spanish tennis star Rafael Nadal is thought ⁶**having / to have** as many as nineteen superstitious rituals.

7 Complete the second part of the article by putting the verbs in brackets in the correct form (-ing, to infinitive or infinitive without to).

Is there any point in athletes ¹..... (have) these superstitions and rituals? Apparently, yes. These repeated actions allow athletes ²..... (focus) their mind before competing in an event. It's easy ³..... (get) very anxious in the time just before a race or other competition. There's nothing athletes can do ⁴..... (prepare) or practise during this time, so these rituals can be a welcome distraction. Rituals can also give athletes a greater feeling of control, which often makes them ⁵..... (feel) more confident. ⁶..... (gain) even a small increase in confidence is significant at an Olympic level, where a one second lead can be the difference between gold and silver medal.

Speak up

8 Work in pairs and discuss the questions.

- Is there anything you normally like to do for good luck before a sports match or taking an exam?
- Do you think it's a waste of time having superstitions and good luck rituals?

VOCABULARY

sport

1 5.3 Listen to a sports presenter. What is she talking about?

2 5.4 Listen again and complete the sentences.

- 1 Today's tournament has attracted more than 40,000
- 2 They do require excellent hand-eye and fast reflexes.
- 3 They also involve strong and years of training.
- 4 As we speak, teams of gamers are preparing for the
- 5 Each is determined to win.
- 6 Their common goal: to defeat their
- 7 They will all be fiercely competing for the world
- 8 Who will pick up the is anyone's guess.

3 Complete these verb-noun collocations with words from Ex 2.

verbs	nouns
take part in/enter/hold/ qualify for/win/ ¹	a championship/ tournament/competition
² /delight/disappoint	spectators/fans/viewers
require/ ³ /demand	⁴ /training/teamwork
⁵ /win	a title/a ⁶ / prize money/a gold medal
⁷ /beat	an opponent/the rival team

4 Look at Exs 2 and 3. How many words can you find to describe people who are involved in doing or watching sport? Write a list of these words and discuss the meaning of the words with your partner.

e.g. team, spectator

5 Read Amy's post on an online discussion thread about esports and choose the correct words.

Amy In my view, gamers are like traditional ¹**teammates** / **athletes**. In order to ²**qualify** / **require** for a competition, they have to be at the top of their game. This ³**involves** / **prepares** demanding training schedules with up to 14 hours practice a day. Like other sportspeople, they work on their technique and study their ⁴**contestant's** / **opponent's** performance. The sport demands good coordination and extremely fast physical reactions. OK, so you may not have to be the fastest or fittest person to ⁵**demand** / **win** a world title in esports, but neither do you in sports such as darts or fishing – and esports are far more exciting!

6 Read Joe's post. Match the highlighted phrasal verbs with the definitions.

- A compete or fight against someone
- B rely on
- C make people admire your abilities
- D defeat someone in a competition
- E do exercise in order to improve your fitness

Joe I'm sorry, but esports aren't real sports. It's just a group of people ¹**showing off** their computer skills. Sport is about ²**working out** and getting out of breath. I play rugby and you can't beat the feeling of ³**taking on** another team on a muddy pitch and winning. Sitting at a computer for hours just doesn't compare with the adrenaline high you get from ⁴**knocking out** a rival team in a competition. The teamwork you need in rugby is real, not virtual. My teammates really ⁵**count on** me when we're on the pitch.

7 Read the vocabulary box. Which category (A, B or C) do the phrasal verbs from Joe's post fit into? Use a dictionary to check.

explore vocabulary

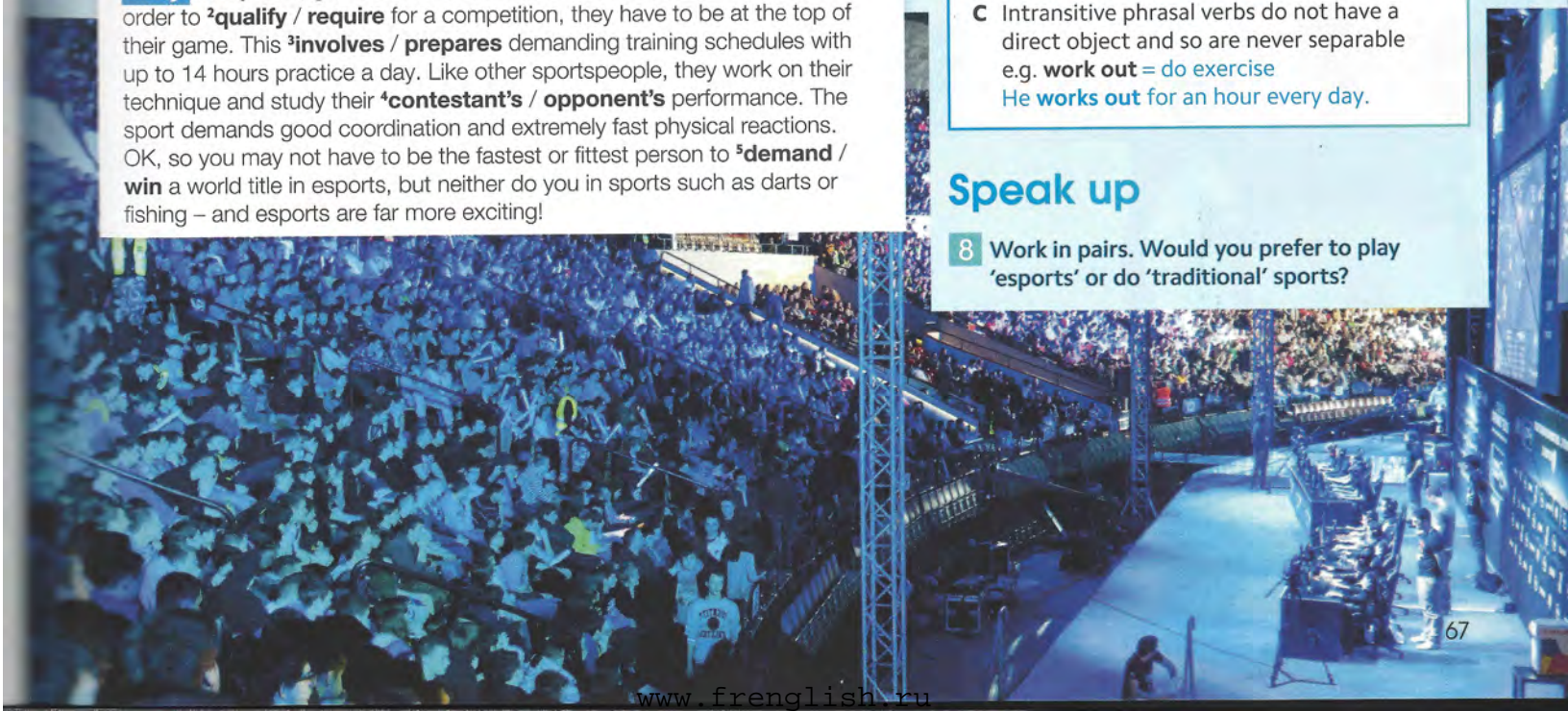
phrasal verbs (3)

Transitive phrasal verbs have a direct object.

- A Some transitive phrasal verbs are inseparable. This means the verb and preposition always stay together.
e.g. I **count on** my teammates.
NOT ~~I count my teammates on.~~
- B Other transitive phrasal verbs are separable.
e.g. He **turned down** the offer.
He **turned** the offer **down**.
- C Intransitive phrasal verbs do not have a direct object and so are never separable.
e.g. **work out** = do exercise
He **works out** for an hour every day.

Speak up

8 Work in pairs. Would you prefer to play 'esports' or do 'traditional' sports?




LISTENING


Power up

- 1 Work in pairs and look at the picture. How many different uses of drones can you think of? How do you think drone racing might work? How do these words relate to the sport?

camera goggles headset remote control track

Listen up


- 2  5.5 Listen to a radio interview with a young drone racer. What's unusual about the way he got into the sport?

- 3  5.6 Read the exam tip and complete the task.

exam tip: multiple choice: longer text

Read the question and see if you can answer it before looking at the three options. Make sure you read the question carefully.

Listen to the first part of the interview again and choose the correct answer (A, B or C) for question 1 in Ex 4.

- 4  5.7 Listen to the whole interview again. For questions 2–7, choose the correct answer, A, B or C.

- 1 How did Marc feel after he received a plane as a fourteenth birthday present?
 - A He was keen to find out more about it.
 - B He was surprised at how difficult it was to manage.
 - C He became completely fascinated by it.
- 2 Marc says racers wear goggles because
 - A they give the feeling of playing a video game.
 - B of the size and speed of the drones.
 - C they help you to imagine you're flying.
- 3 Why does Marc think that some people break the rules of drone racing?
 - A They find the guidelines annoying.
 - B They don't have anywhere to practise.
 - C They just want to show off.
- 4 What does Marc say about his feelings before a race?
 - A He has become more nervous with time.
 - B He prefers to concentrate on the upcoming race.
 - C He and his teammates use music to keep calm.
- 5 Marc says his most memorable moment was
 - A meeting someone he admires greatly.
 - B family members seeing him achieve success.
 - C coming first at a competition.
- 6 What was the lesson that Marc learned before his first race?
 - A Always ask for advice on how to practise for a race.
 - B Always check conditions before taking a drone out.
 - C Always avoid flying drones near trees.
- 7 What does Marc say to people wanting to take up drone racing?
 - A He warns them that it can be an expensive sport.
 - B He advises them to be realistic about how long it takes to learn.
 - C He suggests contacting people with similar interests.

- 5 Work in pairs. Discuss the meaning of the six phrases in bold.

- 1 When I opened the parcel **it was a bit of a let-down**.
- 2 I **was a natural** and from that point on I **was hooked**.
- 3 I guess it's because **the stakes are higher** now as I'm competing at a higher level.
- 4 Go for it! It's such a great feeling, but **it is addictive!**
- 5 The average beginner probably takes a couple of weeks **to get the hang of it**.

Speak up

- 6 Work in groups to prepare a short presentation on an unusual sport you think the rest of the class should try. In your presentation say why the sport is interesting, where you can do the sport and what you need to begin. Try and be as persuasive as you can!



USE OF ENGLISH 1

- 1 Read the grammar box. Work in pairs and discuss the change in meaning with the verb patterns that follow 'regret', 'try', 'forget' and 'go on'.

explore grammar

→ p150

verb patterns with a change in meaning:

A remember

I **remembered to do** my homework. (I didn't forget)

Lucy **remembered visiting** the city before. (She has a memory of doing it)

B stop

We **stopped to ask** for help. (stop in order to do something else)

She **stopped talking** when the teacher came in. (stop an activity)

C regret

We **regret to inform** you that the match will be cancelled.

I **regret telling** him my secret.

D try

They **tried to tell** him it was dangerous, but he wouldn't listen.

I **tried using** the key, but the door didn't open.

E forgot

I **forgot to tell** you.

They never **forgot winning** the World Cup.

F go on

The star footballer will **go on to become** a coach.

I'll **go on playing** football as long as I can.

- 2 Read the text about Liv Cooke. What sport does she do and how did she first get into it?

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

Liv Cooke

is a highly skilled football freestyler, that is to say she can do amazing tricks with a football. Liv Cooke used to be a footballer but started getting injuries and so decided it was time ¹ (find) another sport. So she stopped

² (play) football and took up freestyle. When asked when it all started, Liv says she remembers ³ (watch)

a video clip of Brazilian football icon Ronaldinho demonstrating his skills and thinking it looked like fun. I'm sure she doesn't regret

⁴ (change) sports as since then, Liv has gone on

⁵ (become) the UK's first Professional Female Football

Freestyler. She puts in hours and hours of practice, and even on holiday she'd rather ⁶ (practise) than lie on the beach. And if you think it's just about showing off with a ball, you'd better ⁷ (think) again. Football freestyle is as much an art form as a sport.



- 4 Read the language box. Which verb patterns (A–C) can you use to talk about

- 1 preferences
- 2 advice or personal obligation
- 3 something we should do

explore language

→ p150

verb patterns: *would rather / had better / it's time*

A would rather

I've definitely had some disasters I'd **rather forget!**

I'd **rather** people **didn't break** the rules as it gives the sport a bad name.

B it's time

My parents sometimes say **it's time** I **took** a break from competing, but I can't, I love it too much!

C had better

When I opened the parcel it was a bit of a let-down, but I thought I'd **better look** enthusiastic.

- 5 e Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between two and five words, including the word given.

- 1 The match starts at three so we really should leave now.

LEFT

It's as the match starts at three.

- 2 I prefer playing sports to watching them on TV.

RATHER

I watch them on TV.

- 3 You ought to wear a cycling helmet.

BETTER

You a cycling helmet.

- 4 Jack wished he hadn't missed the training session last week.

REGRETTED

Jack last week.

- 5 Sarah hasn't played for the team for weeks.

STOPPED

Sarah weeks ago.

- 6 It's necessary to bring a drink and a snack.

FORGET

You a drink and a snack.

Speak up

- 6 Work in groups and discuss the questions.

- 1 What's the first sport you remember doing?
- 2 Have you ever stopped doing a sport for a reason? Why did you stop?

USE OF ENGLISH 2

- 1 Work in pairs. Which of these things motivate you to do exercise?

working out with friends	doing an exercise class
looking at fitness magazines	using a fitness gadget
being a member of a gym	watching fitness vlogs
getting new sports clothes	feeling great afterwards

- 2 5.8 Listen to three people talking about what motivates them to do exercise. Which of the things in Ex 1 do they mention?

- 3 5.9 Read vocabulary box 1. Listen again and complete the sentences.

explore vocabulary 1

noun suffixes

To change a verb into a noun, we can add a suffix such as *-ion*, *-ment*, *-ance*, *-iour* or *-y*.

-ion: application, concentration, connection, decision, exhaustion, expectation, frustration, motivation, production, qualification

-ment: entertainment, encouragement, amusement

-ance: performance, appearance, assistance

-iour: behaviour

-y: discovery

! some verbs and nouns are exactly the same, e.g. comfort, design, question, trade

Spelling changes: Verbs that end in *-e* drop the final *e* when taking the suffixes *-ion* and *-iour*
frustration, behaviour

- 1 I've got zero on my own!
- 2 If I'm in an exercise class on the other hand, the fear of makes me carry on!
- 3 I usually use an app on my phone for
- 4 I get motivated by seeing in my fitness.
- 5 I wish I had your!
- 6 My dad says I've got a short span!

- 4 What is the suffix of each answer in Ex 3? Which verb does each noun come from?

- 5 What sound do the suffixes in vocabulary box 1 have in common? Which nouns in the box do not contain this sound?

explore vocabulary 2

prefixes: *dis-*, *il-*, *im-*, *in-*, *mis-*, *un-*, *ir-*, *non-*, *re-*

Adding a prefix at the beginning of a word changes the meaning.

disapprove, dishonest

illogical, illegally

impolite, immoral

inexpensive, invisible

misunderstand, misbehave

unfamiliar, unexpectedly

irresponsible, irrelevant

nonverbal, nonsense

Note: Not all prefixes have a negative meaning:

rearrange, repayment

- 6 Read vocabulary box 2. Then read the exam tip and answer the questions.

exam tip: word formation

After deciding what type of word you need for the space (noun, adverb, etc.) think about whether it needs a prefix. Think about the meaning of the sentence to decide if a negative prefix is needed.

Look at gap 2 in the article in Ex 7. A negative adjective is needed to fill the gap. How do we know? What clues are there in the text?

- 7 Read the article and complete it with the correct form of the word in capitals.

Need help getting off the sofa?

Everyone knows that regular exercise is important but the truth is that we all feel ¹ from time to time. If you've been disappointed by ² attempts to get fit, you may be tempted to buy a fitness gadget. There's an ³ large range of fitness gadgets on the market. These products ⁴ encourage many people and can be good fun. However, the advertising of certain gadgets can be ⁵ as the truth is they only work if you do too! Most of us are ⁶ and companies know this. For example, apps may claim they can get you fit in four weeks, but this is not only ⁷ , but it also sends the wrong message. So are fitness gadgets worth it? Well, I certainly wouldn't ⁸ anyone from using gadgets, but do so with caution.

MOTIVATE

SUCCESS

BELIEVE
DOUBT

LEAD

PATIENT

REALIST

COURAGE

A



SPEAKING

Power up

- 1 Where do you go when you want to switch off and relax?
- 2 Look at the two photos. Which of these words and phrases could you use to talk about picture A, picture B or both pictures?

physical exercise competitive sociable fresh air be indoors/outdoors
lonely energetic peaceful athletic reduce stress social skills
calm and content nice scenery friendships equipment

- 3 5.10 Listen to a teacher giving a student instructions. Which of the things (A–E) does she have to do?
A Describe each photo in detail.
B Talk about the differences and similarities between the two photos.
C Explain the advantages of doing sport in general.
D Say how the people in the photos benefit from doing their sporting activities.
E Tell the teacher which sport she enjoys and how she benefits from it.

- 4 5.11 Listen to the student talking about the photos. Which of the words or phrases in Ex 2 does she use?

- 5 5.12 Read the useful language and listen again. Complete the sentences.

useful language: speculating

maybe/perhaps ... probably ...

It seems relaxing./It looks interesting.

It may (not)/might (not) ...

It looks like a kind of racket.

It looks as though they are all enjoying themselves.

It looks like he's very tired.

- 1 ... the second photo shows a group of people playing volleyball in what a school hall.
- 2 ... the girl is doing her sport outside in the fresh air which is healthier than being indoors.
- 3 ... I think her sport is good for reducing stress as very relaxing.
- 4 She has nice scenery around her and she very calm and content.
- 5 As they're playing a game and want to win, they feel as relaxed as the girl in the first photo.
- 6 It's very sociable and improve their social skills as they need to work as part of a team.

B



- 6 Work in pairs. Read the exam tip and complete the task.

exam tip: long turn

→ p163

Remember to use sentence stress to emphasise the key words in a sentence.

As they're playing a **game** and want to **win**, they may not feel as **relaxed** as the girl in the **first** photo.

You can also use sentence stress to emphasise the fact that you're speculating. For example:

As they're playing a **game** and want to **win**, they **may** not feel as relaxed as the girl in the **first** photo.

Read the sentences in Ex 5. Find the stressed words in the sentences. Practise saying the sentences with a partner, paying attention to stress to show you are speculating.

Speak up


- 7 Work in pairs. Take it in turns to study the photos on pages 172 and 174 and answer the questions.

Speaking extra

- 8 Work in pairs. Imagine you're doing one of the activities in the photos in this unit. Talk about how you're feeling and why you chose to do this activity. Tell the rest of the class and see if they can guess which picture you're talking about.

WRITING

Power up

- 1 Work in pairs and discuss what the phrase 'health and fitness' means to you. Do you think there is a relationship between mind and body?
- 2 Look at the 4 photos. How do these things improve how you feel?
- 3  5.13 Listen to four people talking about the photos. Make a note of one benefit that each speaker mentions. Compare your answers with your partner.
- 4 Can you think of any other things that can improve your health and fitness?

Plan on

- 5 Read the task. Underline the key points that you need to include in your article.

You see this notice in an international English-language magazine for teenagers.

Articles wanted

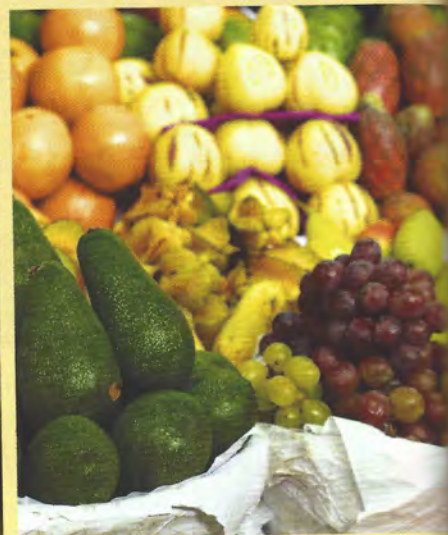
We're looking for articles about health and fitness. What kind of things do you do that make you feel fit and healthy? Write an article telling us about them, and explain why they make you feel good.

We'll publish the best articles in the magazine.

Write your article in 140–190 words in an appropriate style.

- 6 Read Tom's article. Work in pairs and answer the questions.

- 1 How does Tom start his article and why?
- 2 What is the style of Tom's article? Is it chatty and informal, neutral, or formal and polite?
- 3 Tom lost marks for not doing something. What was it?



The feel-good factor

So what does health and fitness mean to me? Well, first of all let me get something straight, I'm not one of those sporty types that's always at the gym. So for me feeling good is not about being athletic and super fit, but about a combination of things. First of all, I love being outdoors, in fact I need it. It really gets me down if I'm stuck inside all day. So fresh air makes me feel healthy and more alive. When I'm studying hard, I often need to get up and move about a bit. I love going for walks in the park near our house, it really clears my head. Another thing is meeting up with friends. I often get together with friends and we'll kick a ball around or go to the beach and have a swim. We're not into competitive sports, just having fun together. It always puts me in a good mood. All in all, I think being fit and healthy is not just about doing exercise, but also having a laugh with friends and spending time outdoors.

7 Work in pairs and decide where you would divide Tom's article up into paragraphs. What helped you decide where a new paragraph should start?

8 Read the vocabulary box. How many other *get* phrasal verbs can you find in the article?

explore vocabulary

Using phrasal verbs will help your article sound chatty and informal. In the article there are examples of phrasal verbs with 'get'. For example, *It really gets me down if I'm stuck inside all day.*

9 Work in pairs. Use a dictionary to check the meanings of these phrasal verbs and complete the sentences using them in the correct form.

get (sb) down get up get together get through
get back to get round to

- 1 I can't the morning without a good breakfast.
- 2 Sarah and her friends usually at the weekends.
- 3 Rainy weather me
I'm always in a better mood when it's sunny.
- 4 My tennis racket has been broken for ages. I never fixing it.
- 5 Jacob couldn't wait to football training after he recovered from his leg injury.
- 6 I've just run 10 km, can you make me lunch? – I can't

Write on

10 Read the exam tip. Then read the writing task on page 72 again and decide what you're going to include in your own article. Work in pairs and make notes of things that you do that make you feel fit and healthy and why they make you feel good.

exam tip: article

→ p169

Your article must be clearly organised into paragraphs. Remember to give your article an interesting title. It's a good idea to attract the reader's attention by beginning the first paragraph with a question.

What makes the title in Tom's article effective?

11 Plan your article. Use the following tips to help you.

- 1 Think of an interesting title for your article.
- 2 Use a question to start your first paragraph. Use this paragraph to introduce the topic.
- 3 In the next two paragraphs, say what you do to feel fit and healthy. Remember to explain why these things make you feel good.
- 4 Make sure you use a good range of descriptive language.
- 5 In the final paragraph, summarise your opinion.

12 e Write your article in 140–190 words.

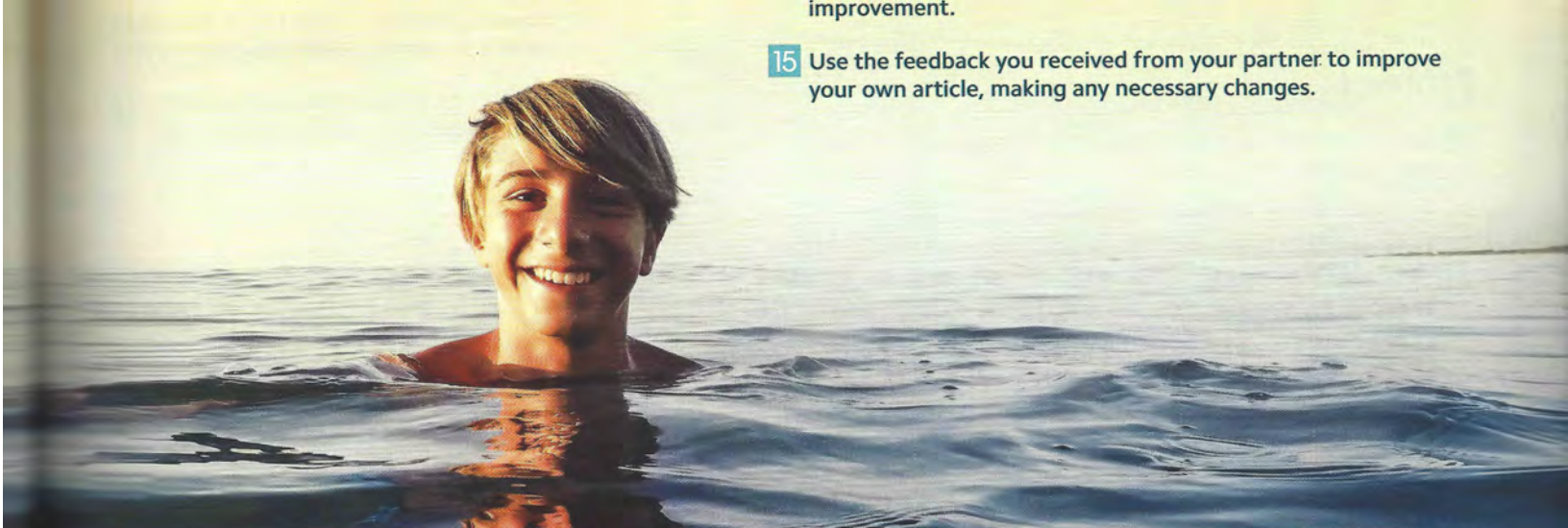
Improve it

13 Read your partner's article and answer the following questions.

- 1 Does it have a suitable title?
- 2 Does it start with a question? If not, does it have an interesting opening sentence?
- 3 Is the article organised into clear and logical paragraphs?
- 4 Is there a good range of descriptive language in the article?
- 5 Is your partner's opinion summarised in the final paragraph?

14 Report back to your partner outlining the things that were good about their article and suggesting one area for improvement.

15 Use the feedback you received from your partner to improve your own article, making any necessary changes.





Cycling star

- 1 Work in pairs. Think of the greatest physical risk you have taken. Share your anecdote with your partner. Note these things:
 - the context (where you were, who you were with, what happened)
 - the best and worst possible outcomes
 - what happened as a consequence of taking the risk
 - how you felt about it at the time and how you feel about it now
- 2 Compare your stories and decide what you would have done if you had been in your partner's position.
- 3 Watch the clip. Answer the questions in pairs.
 - 1 How is this race different from the other races Sam has competed in?
 - 2 What is Rob nervous about and why is it a problem?
- 4 How does Sam's mother, Claire, feel about him choosing to complete the race? Why do you think she feels this way?
- 5 Watch again. After finishing in second place in the junior category, how does Sam feel about the race?

Project

- 6 Work in groups to research a professional sport and the associated risks and rewards.
 - 1 Choose a sport to research in your group.
 - 2 Research the associated risks (health, injury) and rewards (salary, adrenaline, team spirit, etc.)
 - 3 Each group presents the information about their sport to the class.
 - 4 As a class, discuss and rank the sports by:
 - the most likely and least likely to cause serious injury
 - the least to most rewarding
 - 5 Convert this data into a graph and discuss the correlation between risk and reward. Why is this the case? Have these findings surprised you in any way?

INDEPENDENT LEARNING

Listening and speaking

- 1 Work in pairs and think about the ways in which you have practised your listening and speaking skills in this unit. Which skill have you found more challenging? Why?
- 2 Think back to the listening and speaking lessons in this unit. What are your strengths and weaknesses? Give yourself a mark out of 5 for each area (1 = low, 5 = high). Compare your answers with a partner.

Listening

Understanding the written questions	.....
Understanding the general idea of what you hear	.....
Understanding the detailed information you hear	.....
Understanding thoughts and attitudes people describe	.....
Finding the ABC options that match what you hear	.....

Speaking

Fluency	.....
Grammar	.....
Vocabulary	.....
Pronunciation	.....
Interaction	.....

- 3 Work in pairs. Look at the checklists in Ex 2 again and think of different ways of improving in these areas. What tips can you give each other on how to improve?

e.g. Speaking fluency: In pairs take it in turns to speak for a minute on different topics.
- 4 Make notes on some of the tips that you might find useful for improving your own skills below.



UNIT CHECK

Wordlist

Sport

athlete (*n*)
badminton (*n*)
baseball (*n*)
fan (*n*)
hockey (*n*)
hurdles (*n*)
opponent (*n*)
referee (*n*)
riding (*n*)
rowing (*n*)
spectator (*n*)
sprinting (*n*)
supporter (*n*)
surfing (*n*)
teammate (*n*)
tennis (*n*)

Verb + noun collocations

attract: spectators, fans, viewers
beat: an opponent, the rival team
compete for: a title, a trophy, prize money, a gold medal
defeat: an opponent, the rival team
delight: spectators, fans, viewers
demand: coordination, training, teamwork
disappoint: spectators, fans, viewers

enter: a championship, tournament, competition
hold: a championship, tournament, competition
involve: coordination, training, teamwork
prepare for a: championship, tournament, competition
qualify for a: championship, tournament, competition
require: coordination, training, teamwork
take part in a: championship, tournament, competition
win: a title, a trophy, prize money, a gold medal, a championship, tournament, competition

Phrasal verbs

count on (sb)
get back to (sb)
get round to doing (sth)
get (sb) down
get through (sth)
get together
get up
knock (sb) out
show off
take (sth) on
turn (sth/sb) down
work out

Noun suffixes

ion:
application, concentration, connection, decision, exhaustion, expectation, frustration, qualification, motivation, production
iour:
behaviour
y:
discovery
ment:
amusement, commitment, embarrassment, encouragement, entertainment, improvement
ance:
appearance, assistance, guidance, performance
No suffix: comfort, design, question, trade

Prefixes

dis:
disapprove (*v*), dishonest (*adj*), discourage (*v*)
ill:
illogical (*adj*), illegally (*adv*)
im:
impolite (*adj*), immoral (*adj*), impatient (*adj*)
in:
inexpensive (*adj*), invisible (*adj*)
mis:
misunderstand (*v*), misbehave (*v*), misleading (*adj*)

un:
unfamiliar (*adj*), unexpectedly (*adv*), unmotivated (*adj*), unsuccessful (*adj*), unbelievably (*adv*), undoubtedly (*adv*), unrealistic (*adj*)
ir:
irresponsible (*adj*), irrelevant (*adj*)
non:
nonverbal (*adj*), nonsense (*n*)
re:
rearrange (*v*), repayment (*n*)

Phrases

It was a bit of a let-down
I was a natural.
I was hooked.
the stakes are higher
It is addictive.
get the hang of it

Other

yell (*v*)
boast (*v*)
nil (*n*)
remote control (*n*)
rival (*n*) (*adj*)
relieve (*v*)
superior (*adj*)
root for (*phr v*)
jinx (*v*)

Practice

1 5.14 Listen to eight people. Which word from the *Prefixes* section of the wordlist best fits each person?

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

2 5.15 Listen and check your answers.

3 Complete the sentences with the correct form of a phrasal verb from the wordlist.

- I won't be able to all these exercises this afternoon on my own, you've got to help me.
- Helena still hasn't calling her friend Max. She's so busy!
- You can always Rachel. She never forgets if you ask her to do something.
- The thought of studying all weekend Jack
- Leah and her friends often on a Saturday afternoon to watch the rugby.
- Last year's winners were unexpectedly in the first round of the competition.
- All the spectators and started cheering as the winner crossed the finishing line.
- Maya hopes to swimming every morning once her school exams have finished.

UNIT CHECK

Review

1 Choose the correct alternative to complete the sentences.

- The team's trying **improving** / **to improve** its performance by having an extra training session a week.
- We stopped **playing** / **to play** as soon as we saw that Mark had fallen and hurt his leg.
- The coach told us to remember **having** / **to have** a good night's sleep before the big match.
- I regret **telling** / **to tell** Eric that I was picked for the team. He was really jealous.
- Isobel will never forget **missing** / **to miss** that final goal. She felt really bad.
- They'll go on **practising** / **to practise** their technique until they get it right.

2 5.16 Listen to two boys talking about sport. Where are they from and why is the first speaker surprised?

3 Read the sentences from the listening and decide whether an infinitive (with or without to) or -ing form is needed in each gap.

- Are you looking forward to your first baseball game?
- People in the UK are more into cricket, rugby or football.
- I'm curious what's so special about your national game.
- ... we'd better - it's a twenty-minute walk to the stadium.
- So is there anything you want about baseball before we watch the game?
- I remember that there are two teams of nine players.
- Look, it's basically about a ball, a ball and around a field. You'll pick it up!
- It would be embarrassing for the wrong side!

4 5.17 Listen again and complete the sentences.



5 Complete the article about the baseball player, Mo'ne Davis with one word in each gap.

Baseball Superstar

It's easy to see why Mo'ne Davis has risen to fame in the world of baseball. Imagine ¹ able to throw a baseball at 73 miles per hour! At the age of thirteen, Mo'ne made history ² becoming the first female pitcher to win a game in the Little League World Series. ³ baseball at such a high level has earned Mo'ne a place in the National Baseball Hall of Fame. Her achievements don't stop there though, Mo'ne has gone ⁴ to write a book about her experiences. In her book, she describes ⁵ she managed to succeed in a traditionally boy's world. She remembers how even her mum was initially reluctant to ⁶ her join an all-boys baseball team. Mo'ne hopes her story of success will encourage other young people to follow their dreams. She believes it's time we stopped ⁷ attention to male and female stereotypes. People should do the sports they enjoy, not the ones that ⁸ a boy or girl they are expected to play.

6 Complete these sentences in an appropriate way using the prompts in brackets.

- He's been playing video games for hours. It's time he (do/something else)
- Do we have to play tennis? I'd rather we (go/swimming)
- It's seven o'clock! It's time (we/tidy up)
- Do you know your sports bottle is leaking? I think it's time you (buy/a new one)
- They'll be closing the gym in five minutes. We'd better (hurry up)
- It really annoys me when you borrow my racket. I'd rather you (ask/me first)

7 Write a short advert for a sports club of your choice. In your advert:

- say why it's a sport worth trying.
- explain how playing this sport is beneficial.
- advise people what to wear/bring on their first session.

“

Sometimes
it's **the way**
you look
at things...

”



Look at the photo and discuss the questions.

- 1 Are you good at seeing things through other people's eyes? Give examples.
- 2 In what situations do you ask for other people's opinions?
- 3 How often do you and your friends disagree? What about?

6

Viewpoints

READING

topic: filming small creatures
skill: understanding text
cohesion
task: gapped text

GRAMMAR

the passive
have/get something done

VOCABULARY

time and place; prepositions
of place, time phrases
word formation: suffixes,
irregular changes

LISTENING

topic: map exhibition
skill: listening for detail
task: sentence completion

USE OF ENGLISH

key word transformations
word formation

SPEAKING

topic: useful items
skill: making a decision
task: collaborative task

WRITING

topic: differing opinions
skill: linking ideas
task: essay

SWITCH ON

video: eyeborg
project: pitch a film or
documentary idea

READING

Power up

- 1 Look at the photos. How do you think the animal in each picture sees the world around them?

Read on

- 2 Read the title and introduction to the article about a TV wildlife series. What do you think we might learn from it?
- 3 Quickly read the whole article. What was the name of the series and what was it about?
- 4 Read the exam tip and complete the task.

exam tip: gapped text

Once you have read through the text for the general meaning, check the reference and linking words and phrases before and after the gap. These can include synonymous words and phrases and words such as: *this/these, that/those, it, so, in this way, instead, on the other hand, however, first(ly) second(ly), in addition, not only that, another, etc.*

Read the first two paragraphs again and look at gap 1. Check the sentences for possible contrast, a reference pronoun and a synonymous phrase. Check also for overall meaning at sentence, paragraph and text level. Which sentence (A–G) from Ex 5 fits best?

- 5 **e** Read the rest of the article again and complete the task using the remaining sentences. As you do the task, check for reference and linking words and phrases.

Choose which sentence (A–G) fits each gap (2–6) in the article. You do not need one of the sentences.

- A So, before filming could start, a certain amount of forward thinking and planning was required.
- B It became obvious, while watching, that the lives of these tiny creatures are constantly on a knife edge, since they are either hunting or they are being hunted.
- C Not only that, but at just a few months old, it has to defend itself from predators as well as fight off other greedy animals.
- D Instead, it creates trails or pathways through the grass which become its own private race track.
- E These consisted of a series of step-by-step pictures showing a breakdown of each animal's behavioural habits.
- F By the evening, however, it is back in control.
- G Another method used was high-speed filming shown in slow motion: that is, at a slower speed than the one at which it had been filmed.

- 6 Match the words from the text with their meanings.

- | | |
|--------------------------------|--|
| 1 target (para 1) | A ways of coping with a difficult situation |
| 2 neutralising (para 2) | B a series of related things |
| 3 struggle (para 4) | C something that is aimed at in an attack |
| 4 survival strategies (para 5) | D actions that are unusual, brave or funny |
| 5 narrative (para 5) | E relating to a story or description of events |
| 6 miniature (para 6) | F something that you cannot see clearly |
| 7 sequence (para 6) | G a particular way of seeing something |
| 8 blur (para 6) | H a very difficult task that needs a lot of effort |
| 9 perspective (para 7) | I very small |
| 10 exploits (para 7) | J stopping something from having a (bad) effect |

Sum up

- 7 What methods did the film-makers use to make the programme more dramatic? What did you find interesting about their approach?

Speak up

- 8 Work in pairs or groups and discuss the questions.

- 1 Do you think humans and animals have certain characteristics in common?
- 2 From your reading of the article, what qualities would you say are important to have in life?



SMALL BUT POWERFUL!

Have you ever dreamt about being chased by something huge and more powerful than you? Or fighting someone to defend your right to what is yours? Read on and find out how some small creatures deal with these real-life experiences on a daily basis ...



It is starting to get hot in the Sonoran desert, the sun is getting high in the sky. The tiny grasshopper mouse looks around desperately. He shouldn't be there. But after being separated from his home and family by flash floods, he is out in the open, alone, confused – and a target for a pack of hunting Harris Hawks. These birds are said to have powers of vision that are eight times as good as humans.

Suddenly, one of the hawks spots its prey and starts on its downward swoop. Within seconds, the mouse is being chased by this huge monster from the sky! It desperately races for cover – and manages to get down a burrow in the nick of time. ¹ In the darkness, it howls to mark out its territory and kills deadly scorpions for food by neutralising their poison. Grasshopper mice might be small, but they've got attitude!

Meanwhile, on the other side of the world, the elephant shrew, or 'sengi', has to survive on the African plains beneath the feet of some of the world's biggest animals. On average only about ten centimetres long, it has no burrow in which to hide. ² These need to be kept clear at all times so that the sengi can be sure of a quick getaway.

'Grasshopper mice might be small, but they've got attitude!'

So how was it possible to see all this action? The makers of a television wildlife series, *Hidden Kingdoms*, had decided to focus on the life of small creatures and their daily struggle for survival. However, they wanted to show this as far as possible through the animals' eyes, which presented quite a challenge. ³

Firstly, the behaviour and life history of each individual animal had to be researched in detail. What survival strategies did these small creatures use? And how could their hidden world be successfully shown on the screen? As this necessary background information was being gathered, the next step was to create storyboards. ⁴ The correct shots could then be filmed without a lot of time-wasting, and put together as a narrative whole.

Miniature tracking cameras were used to film the running and action sequences and special effects techniques were sometimes employed to put several layers of filming together. ⁵ This meant that an 'action scene' of a few seconds could be shown in much greater detail, whereas in real life, this would have been just a blur of movement.

The result of all this was an amazing series that gave a new visual perspective on the intense and pressured lifestyle of smaller animals. ⁶ Seeing their exploits, we are also forced to consider whether we have the guts to take on the world as they do. Definitely food for thought.

GRAMMAR

1 Read the grammar box. Complete the sentences (1–4) with the correct passive form.

- How could their hidden world (successfully / show) on the screen?
- Every detail of the creatures' lives (capture) on film.
- Squirrels (say) to be very hard-working creatures.
- Before (film), the animals' daily lives had been largely a mystery.

explore grammar

→ p152

the passive

We use the passive when we are interested in the action rather than who did it. The passive is also used in more formal texts.

A Present continuous

These creatures **are** constantly either hunting or **being hunted**.

B Past continuous

As this necessary background information **was being gathered**, the next step was ...

C -ing form

Have you ever dreamt about **being chased** by something huge and more powerful than you?

D Modal verbs with the passive

The correct shots **could be filmed** without a lot of time-wasting.


Note: We use *by* if we want to show who is doing the action. We don't need to use *by* when the person doing the action is obvious, unknown or unimportant:

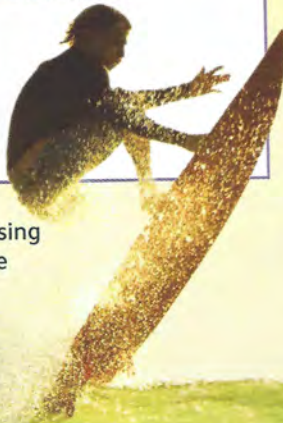
The mouse **is being chased by this monster from the sky**.


Miniature cameras **were used** to film the action sequences.

E It is said/believed/thought that ...

Hawks are **said to have** powers of vision that are eight times as good as humans.

2  6.1 Listen to two friends discussing some photos. Did the boy enjoy the activity? Why / Why not?



3  6.2 Listen again. Complete the sentences with the correct form of the verb (active or passive).

- When (they/take)?
- It was the first time I (try) water-skiing.
- I (pick) up by the boat!
- I (never/make) to look such a fool in my life!
- I had to (help) out of my wetsuit.
- I couldn't (get) it off by myself.

4 Read the text and choose the correct forms to complete it.

Getting the perfect shot



It **'has never done / has never been done** before! What? Surf photography? Well, it has – but maybe not at night! Those were Jeff Bautista's thoughts one day as he faced the ocean in Hawaii. Jeff **'had given / had been given** a GoPro camera when he was in his early teens and **'had immediately started / had immediately been started** taking photos of his friends in the surf. However, Jeff then decided to experiment with night-time surf photography. Certainly this meant that the risk factor increased quite considerably, but Jeff found that quite exciting. He put in many hours trying to get the right shot but it wasn't easy! The shot had to **'take / be taken** right at the point when you **'could see / could be seen** through 'the tube': that long hollow just as the wave was breaking. The scary thing was that the wave wasn't visible until it was almost on top of him!

E F S W

Speak up

5 Choose two or three of your favourite photos and describe them to your partner. Say when and where they were taken and why you like them.

game on

Write three statements about yourself on a piece of paper without your name on. Use different passive tenses. In groups or as a class, collect the papers and then distribute them to the class or group. Guess who wrote the statements.

VOCABULARY

time and place

- 1 Read vocabulary box 1. Complete the selfie quiz with suitable prepositions. Then add two questions of your own. Work in pairs and ask and answer the questions.

explore vocabulary 1

prepositions of place

Try to learn prepositions of place in context or combined with particular nouns.

Madison Square Garden is **on** 7th Avenue in New York.

I'll meet you at the park **opposite** the cinema, **outside** the main entrance.

Selfie quiz!

- Where is your favourite place to take selfies?
 - school
 - my room
 - the town centre
 - other
- Have you ever taken a selfie
 - the bus?
 - the airport?
 - an unusual place?
 - Other?
- What do you usually do with your selfies?
 - keep them my mobile
 - put them social media
 - delete most of them
 - other
- Where were you when you took your favourite selfie?
 - holiday
 - home
 - the sea
 - other



- 2 6.3 Listen to a conversation about a selfie time-lapse video. What did it show? How many photos did the boy take to make it?

- 3 6.4 Listen again and write words or phrases from the conversation next to the definitions.

- every day =
- continue to do sth difficult = 1) , 2)
- made faster = 1) , 2)
- sometimes but not often =
- during a whole period of time =

- 4 Would you like to make a selfie time-lapse video? Why / Why not?

- 5 Read vocabulary box 2. Work in pairs and discuss the differences between the phrases in 1-3.

explore vocabulary 2

time phrases

Try to use a range of time phrases in your speaking and writing.

at the last minute, in the middle of doing something, on the point of doing something, on time, in time (for something), be running late, by the time, every other (day/week, etc.), in good time, in no time at all, sooner or later, to begin with

- I was in the middle of / on the point of cooking a meal.
- I was on time / in time / in good time / running late.
- I always do my homework at the last minute / sooner or later / in no time at all.
- Read the different viewpoints on time-keeping from an online forum. Complete the gaps with words and phrases from vocabulary box 2.

Katie, 16 I have a horrible problem with time-keeping. When I've arranged to meet my friends, I'm hardly ever ¹ time.

Jake, 15 I set my alarm on my mobile every morning but ² time I'm ready to leave the house, I'm always ³ late. I'm so slow!

Ellie, 17 I use the calendar on my phone to organise my time in advance. I just can't do things ⁴ ! That's how I am!

Max, 14 I kept arriving late for football training and I was ⁵ being kicked off the team. Fortunately, I got myself organised and started arriving ⁶ I even got to the training ground before the coach!

Speak up

- 7 Work in pairs and discuss the questions.

- How well do you plan your time? How punctual are you?
- Do you usually turn up late or early for things?
- Do you get annoyed if other people are late or keep you waiting?



LISTENING

Power up

- 1 Do you ever use maps? When? Why?
- 2 Look at these different types of maps and discuss their uses.

atlas globe Google Earth navigational charts road/metro (underground) map
topographical map (showing features such as mountains, rivers, etc.) digital map / Google Maps

Listen up

- 3  6.5 Listen to a girl talking about a map exhibition. Which types of map listed in Ex 2 does she mention?
- 4  6.6 Read the exam tip and answer the question. Listen again. Complete the sentences with a word or short phrase.

exam tip: sentence completion

Remember that the sentences follow the order of the recording. The answer will be a word or phrase from the recording, so listen carefully. You must not make any changes at all to it.

In question 1 in Ex 4, is the answer 'border' or 'borders'?

The Art of Maps

At the exhibition, Emma was interested by an educator who showed some maps where the countries had no ¹..... The older maps were different from modern ones because of the ²..... of different things they had on them. On the mythical maps, places on the map that might be dangerous were represented by ³..... The fact that some maps showed that the Earth was ⁴..... amused Emma. Emma was surprised that a ⁵..... was being used as part of the exhibition. Emma thought seeing visual images such as the extent of the world's ⁶..... was a great method of educating people. A display of maps from literature included ones by JRR Tolkien that showed the ⁷..... he'd spent so long creating. Emma was keen to start working on a digital map of her ⁸..... Before the days of satellites, map-makers of the past relied on ⁹..... to gather the data for their maps. Emma hadn't previously considered how much ¹⁰..... a particular map can contain.

- 5 Match the words from the listening with their meanings.

- | | |
|------------------|---|
| 1 functional | A a mixture of two things together |
| 2 revolve | B increase in size or importance |
| 3 project (v) | C practical and useful rather than attractive |
| 4 combination | D move around a central point |
| 5 separate (adj) | E cause an image to appear on a screen |
| 6 expand | F existing in a different physical space |

Speak up

- 6 Work in groups. Discuss these questions.

- 1 How important do you think it is to be able to read a map?
- 2 Is there any use for paper maps anymore?
- 3 How has the use of satellite mapping and photography changed the way we look at the world?
- 4 Research some of the possibilities of Google Earth or Google Sky and report back to the class about your findings.

USE OF ENGLISH 1

explore grammar

→ p152

have/get something done

A We use *have something done* when someone else completes an action for us or that affects us.
It was a great way to learn important information rather than **have a lot of facts thrown** at you.

B Note: this form can also be used for something bad that has happened to you.

I **had my wallet stolen** on the bus.

Other related forms include the following:

C *get something done*

Our local library had made an effort to **get some rare maps included** in the exhibition.

D *have somebody do something*

I **had the guy explain** it to me in great detail.

E *get somebody to do something*

The educator tries to **get young people to think** about how they see the world.

F *something needs doing/needs to be done*

Maps can communicate a huge amount of information which otherwise would **need explaining**.

Some of my time **needed to be spent** at the techie corner.

1 Read the grammar box and decide which sentences below are passive and which use 'have/get something done'.

- 1 My photo **has been taken** by a professional. (passive)
- 2 The valuable painting was destroyed by vandals.
- 3 They have had the whole house repainted.
- 4 I got my laptop repaired last week.
- 5 The project will have to be finished by next Monday.

2 6.7 Tom is organising a concert. Read his checklist below. Listen and tick the things he has got done. Put a cross next to things that still need doing.

'To do' checklist

* Publicity:

☐ do the posters

☐ Radio station advertising

* Participants:

☐ Musicians from school

☐ Other musicians

* Organisation:

☐ Chairs, etc. in school hall

☐ Sell tickets

3 Complete the questions using forms from the grammar box. Then ask and answer in pairs.

- 1 How often do you **have your hair cut**? (cut/hair)
- 2 Do you know anyone who? (tattoos/do)
- 3 Would you ever consider? (hair/dye)
- 4 What is the most urgent thing that (need/do) in your life right now?
- 5 Have you ever (get/someone/look after) a pet for you? Was it difficult?

4 Read the exam tip and answer the question.

exam tip: key word transformations

Try to think of which structure is being tested. Make sure you make a grammatically correct sentence, but don't write more than five words, including the given word.

The books are being delivered next week.

HAVING

We next week.

What four words are missing apart from the given word?

5 e Rewrite the sentences using the word given. Use between two and five words, including the word given.

- 1 The concert really needs to be organised soon.

MUST

I really organised soon.

- 2 We should book speakers for the talks as soon as possible.

OUGHT

Speakers for the talks soon as possible.

- 3 Luckily, some local colleges were supporting us financially.

BEING

Luckily, we by some local colleges.

- 4 A friend said my parents should find out what their old vase was worth.

ADVISED

My parents their old vase valued by a friend.

- 5 The team helped me by doing all the research online.

DO

I had all the research for me online.

- 6 The entrance fee includes admission to all sections of the art gallery.

INCLUDED

Admission to all sections of the art gallery entrance fee.

USE OF ENGLISH 2

- 1 Read vocabulary box 1 and complete the text about the cat with the correct form of the words given.

explore vocabulary 1

word formation: suffixes

- A Adjective: -al/-ial, -ate, -ent/-ant, -ing, -ous, -ly
behavioural, environmental, industrial,
passionate, confident, exciting, poisonous, deadly
- B Noun: -(a)cy, -age, -al, -ant, -asm/-ism, -(i)ety,
-ist, -or, -ure
accuracy, shortage, arrival, inhabitant,
enthusiasm, variety, naturalist, educator, failure
- C Adverb: -ally, -ically, -(i)ly
occasionally, dramatically, daily

Make a note of the different suffixes you find and make lists you can learn.

The secret life
— of your cat!

Cats are creatures that like to add some
1 (vary) to their lives. And this
particular cat, Yollo, had developed some
2 (mystery) 3 (behaviour) patterns.
He started disappearing every night from his
home. That's nothing unusual but Yollo also
began to get fatter, so his owner got rather
4 (suspicion). In order to find out where
his cat was 5 (enthusiastic) rushing off
to every night, he developed a lightweight GPS
6 (track) device which was fixed to his
collar. In this way, he was able to see what
his cat was getting up to. It turned out that

Yollo was being fed
by a neighbour, who
was 7 (passion)
about cats and he
was also chasing the
8 (inhabit) of a
local chicken farm!



- 2 Complete the questions using the correct forms of these words.

accident confide drama environment passion

- How are you about speaking in public?
- What things do you feel most about?
- Which issues do you think are most important?
- What would you do if you texted the wrong person?
- Has anything changed in your life recently?

explore vocabulary 2

word formation: irregular changes

- A Verb to noun: weigh → weight
- B Adjective to noun: deep → depth, high → height, wide → width,
long → length, strong → strength, wide → width
- C Verb forms: deepen, heighten, lengthen, strengthen, widen

- 3 e Read vocabulary box 2. Read the article and complete it with the correct form of the words in capitals.

An aerial view

Albatrosses are some of the world's largest birds. But what are we doing to ensure their survival?



The albatross is a 1 bird, but one that normally lives far away from civilisation. From an impressive 2 above the sea, it can survey things from a different perspective.

In recent years, albatross numbers have started declining, but GPS tagging of albatrosses has enabled researchers to find out more about the problems the species was facing. It was discovered that longline fishing, which used lines with a 3 of 65 kilometres and 1,500 baited hooks, was 4 killing off thousands of albatrosses. An 5 group called the Albatross Task Force got involved and 6 , this has had a positive outcome. Fishing boats now use brightly-coloured ribbons that scare the albatrosses away.

Clearly, any 7 to act on information from GPS tagging could lead to the unnecessary destruction of birds such as the albatross. But if sustainable fishing methods become more widespread, we can look on the future of the albatross more 8

FASCINATE

HIGH

LONG
ACCIDENT
ENVIRONMENT
HAPPY

FAIL

OPTIMISM

Speak up

- 4 Work in groups and discuss how useful 'electronic tagging' is. What can we learn from it? Are there any disadvantages?

SPEAKING

Power up

- 1 What would you use the things in photos for? Have you ever been lost in a place you were visiting? What did you do to find your way?
- 2 Read the task and discuss the question.



- 3 6.8 Listen to two students discussing which two items are the most helpful. What do they decide?
- 4 Work in pairs and take one minute to decide which items are the most helpful.
- 5 6.9 Read the useful language and listen again. Which phrases do the students use to a) evaluate the options, and b) come to an agreement?

useful language: evaluating options

In my opinion, X is more important than Y.
 I think Y is definitely less useful than X because ...
 I wouldn't really use Z (because/when/if) ...
 I think X would be better/more useful ...
 I don't think X is so useful, do you?
 Y is more useful than Z because we can't do without ...

coming to an agreement

What do you think?
 So then, which do you think are the best?
 OK, so let's make a decision on this.
 So, let's make up our minds about this.
 Are we both in favour of X and Y?
 OK, so we'll go with X and Y.
 OK well, let's choose those two.



Speak up

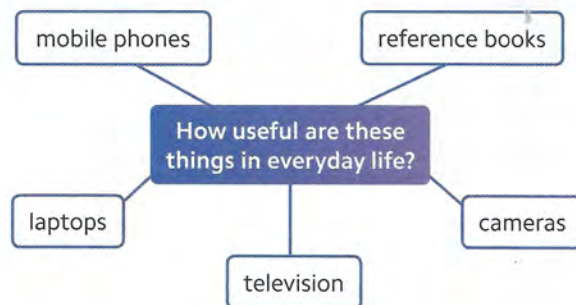
exam tip: collaborative task

→ p164

After discussing the task and the different options, you will need to evaluate the options and reach an agreement, according to the question. You will need to give brief reasons for your choices and a brief explanation why you reject the other ideas.

Time yourselves when you do the task. Two minutes for the mind map discussion and one minute to make your decision.

- 6 Read the exam tip. Work in pairs and discuss this question, using phrases from the useful language.



- 7 **e** Work in the same pairs. Decide which two items you think are the most useful.

Speaking extra

- 8 Have a debate on this topic.

Smartphones are taking over our lives.

- 1 Divide into two teams – one team will support the statement, the other team will oppose it.
- 2 Present good reasons for the opinion you are supporting.
- 3 At the end of the debate, vote on which team had the most convincing arguments.

WRITING

Power up

1 Work in pairs and discuss the questions.

- 1 Do you normally agree with other people, or do you often get into arguments?
- 2 How can the use of social media lead to misunderstandings and differences of opinion? What is the best way to deal with that?

2 Which of these comments do you like best? Why?

If you talk to teens from different parts of the world, you realise how much we all have in common.

Respecting other people's opinion doesn't always have to mean you agree with them.

Other people won't always share your opinion and you won't always be able to persuade them that they're wrong!

It's a good idea to put yourself in someone else's shoes and see things from their perspective.

4 Read the sample essay. Do you agree with the ideas expressed? Why / Why not?

Every day, we come across people we disagree with or who see things in a different way. Sometimes this annoys us, but not everyone can think like we do.

Firstly, with reference to friends, it's nice if you agree on basic issues so that trust is built up. However, you may sometimes disagree. Whatever the problem, whether it is about your attitude or your bad habits, it's a good idea to talk things through in person rather than sending a text message.

Secondly, at school, teachers and students often clash because they see the learning process from different angles. However, in my opinion, their goal is essentially the same. If they share their viewpoints and listen to each other, then the outcome will be positive.

Finally, family life can sometimes be tricky. For example, your parents might not like the way you dress. In that case, it's best to work it out together and achieve a compromise. Sometimes, they may even be right.

In conclusion, differences of opinion can be useful. They make us think more clearly about what we really believe and can also make us more open-minded.

Plan on

3 Read the essay title and the notes. Work in pairs and discuss what you might include for the third point of the notes.

In your English class, you have been talking about the importance of respecting other people's opinions. Your English teacher has asked you to write an essay.

Write your essay using all the notes and giving reasons for your point of view.

Different opinions can sometimes cause problems. What do you think?

Notes

Write about:

- 1 with friends
- 2 at school
- 3 (your own idea)

- 5 Read the language box and find linking phrases in the sample essay.

explore language

useful linking phrases for essay writing

It is essential to make it clear how the ideas in your essay are connected so that the reader can follow your argument.

- staging: Firstly/In the first place/First of all, Secondly, Finally, In conclusion
- adding points: In addition, What is more, As well as that
- expressing opinion: As far as I'm concerned, I believe/think/feel, In my opinion/In my view
- giving examples: For example/instance, such as
- giving reasons: For this reason, So, That's why
- expressing different points of view: From many points of view, Generally speaking, It is partly true that, On the one hand ... on the other hand, On the whole
- referring to sub-topics: With reference to, Regarding

- 6 Work in pairs. Analyse the essay more carefully using 1-4 to help you.

- 1 Tenses: which tense is mainly used? Any uses of the passive form?
- 2 Variety of language: phrasal verbs, collocations, etc.
- 3 Sentence structure: mainly simple or complex?
- 4 Paragraph organisation: clarity of layout

Write on

- 7 Read the task and plan your essay.

- 1 Decide on the third point you want to write about.
- 2 Make notes about your ideas and your opinions.
- 3 Organise your ideas into paragraphs.
- 4 Choose linking phrases that you would like to use.
- 5 Think of any relevant phrases and vocabulary that you could use.

In your English class, you have been talking about how the differences between people make life interesting. Now your English teacher has asked you to write an essay for homework.

Write your essay using all the notes and giving reasons for your point of view.

Do you think life would be boring/interesting if we all held the same opinions?

Notes

Write about:

- 1 fashion
- 2 music
- 3 (your own idea)

- 8 e Read the exam tip. Write your essay in 140–190 words.

exam tip: essay

↪ p165

Keep your use of language fairly formal – and don't forget the golden rule: show what you know! That is, use modal verbs, verb phrases, more difficult nouns, and so on.

Look back at the essay in Ex 4 and find examples of the language types mentioned above.

Improve it

- 9 Work in pairs and read each other's essays. Sometimes it helps to have someone else look at your work. Ask your partner to check your work for any mistakes (e.g. grammar, spelling, sentence word order, etc.).
- 10 Read your essay through again and make the necessary corrections.

INDEPENDENT LEARNING

Grammar and vocabulary

- 1 Look back at the unit you have just completed.
 - 1 Which parts of the unit did you like best?
 - 2 What other experiences or information of your own could you add to the themes of this unit?
 - 3 In what ways could you use some of the ideas you have read about in this unit?
 - 4 Is there anything you can do to improve your use of grammar, vocabulary or phrases?

- 2 Work in pairs and discuss the area where you would each like to improve your learning. Work together to make a list of unusual ways you could practise on your own. Then share with the group.

For example, possible activities could be:

Vocabulary: making a list on your mobile/in a notebook of interesting words

Grammar: choose a photograph and try to make up a story about it to practise a specific grammar point

- 3 Look back at the Independent Learning sections from the previous units and assess your progress with grammar and vocabulary. How have you improved? In which ways could you try harder? Discuss.

Decide on three action points to help you in your learning.

1

2

3

SWITCH ON

Eyeborg

- 1 Work in pairs and complete the task.
 - 1 List characters in films and literature with bionic body parts.

bi-on-ic /baɪ'ɒnɪk/ adj
bionic arms, legs etc. are electronic and therefore stronger or faster than normal limbs
 - 2 Discuss the advantages the following bionic body parts could give you:
leg ear hand eye
- 2 Watch the clip. What is Rob Spence's occupation and what special equipment does his bionic eye have?
- 3 Watch again. Work in pairs.
 - 1 What similarity does Rob share with the people he captures using the camera in his eye?
 - 2 What is so special about the perspective that Rob captures?
 - 3 What two aspects make the perspective very realistic?
- 4 Rob suggests that the upgrades available to him will put him at an advantage over the rest of us 'puny humans'. Do you agree?

Project

- 5 Work in groups to plan and pitch a film or documentary idea.
 - 1 Brainstorm ideas for a film or documentary that could take advantage of Rob's 'eyeborg' technology.
 - 2 Prepare a summary of your film or documentary idea. Include:
 - the main character(s)
 - the plot or story
 - an explanation of why the 'eyeborg' technology is central to the idea
 - 3 Pitch your idea to the class.
 - 4 Vote on the best film or documentary.

REVIEW

Wordlist

Time and place

accelerate (v)
at the last minute (*prep phr*)
begin with (*phr*)
be in the middle of doing sth (*v phr*)
be in time (for sth) (*phr v*)
be on the point of doing sth (*phr v*)
be on time (*phr v*)
be running late (*phr v*)
by the time (*prep phr*)
every other (day/week, etc.) (*phr*)
in good time (*prep phr*)
in no time (*prep phr*)
keep up the momentum (*phr v*)
on a daily basis (*prep phr*)

sooner or later (*phr*)
speed up (*phr v*)
stick at (*phr v*)
throughout (*prep*)

Word formation: suffixes

Adjectives

behavioural
environmental
exciting
confident
deadly
industrial
poisonous

Nouns

accuracy
arrival
educator
enthusiasm

failure
inhabitant
naturalist
shortage
variety

Adverbs

daily
dramatically
occasionally

Nouns with irregular changes

deep (*adj*) – depth (*n*) – deepen (*v*)
high – height – heighten
long – length – lengthen
strong – strength – strengthen
weight – weigh
wide – width – widen

Other

blur (*n*)
combination (*n*)
expand (*v*)
functional (*adj*)
miniature (*n*)
narrative (*adj, n*)
neutralise (*v*)
perspective (*n*)
predator (*n*)
prey (*n*)
project (*v, n*)
revolve (*v*)
separate (*adj*)
sequence (*n*)
struggle (*n*)
survival strategies (*n phr*)
target (*n*)
territory (*n*)

Practice

1 Complete the sentences with a word or phrase from the wordlist.

- 1 Be careful! There are some snakes in the forest and their bite can be deadly.
- 2 Most animals develop that help them to overcome all the difficulties of living in a hostile environment.
- 3 Clever filming techniques meant that we could see more than just a when animals moved fast.
- 4 The of images was very cleverly put together to show the passing of time.
- 5 Learning more about the world helps you to your own understanding and knowledge about things.
- 6 His photography stands out because it's a of clever angles and a concern for wildlife.

2 Complete the text with a suitable time phrase from the wordlist.

No time to waste!

I'd been meaning to get to this fantastic space exhibition for weeks. I'd get a reminder on my phone about it ¹ but I was always ² going out somewhere else. ³ , however, I'd have to get there – it was just a matter of organising myself. Finally, the day came when I arranged with a friend to go together. I was ⁴ my breakfast when the phone rang. She was cancelling ⁵ ! I wasn't happy about that but I decided to go anyway. I wanted to be there by 11 a.m. when it opened but I was ⁶ as usual. Anyway, I ran all the way to the bus stop, hopped on the bus and ⁷ I was at the exhibition. What amazing images of space! Definitely worth all the effort!

3 Complete the questions with the correct form of the words given. Then in pairs ask and answer.

- 1 How do you think it is possible to (strong) a friendship? What strategies would you use?
- 2 Would you say that you check social media on a (day) basis? If not, how often?
- 3 What are the best ways to increase a person's (confident)?
- 4 Which (environment) issues are most important in your country?
- 5 In your opinion, what are the three most important qualities an (educate) needs to have to do a good job?
- 6 Do you know your (high) in metres and in feet?

UNIT CHECK

Review

1 Choose the correct verb form to complete the sentences.

- 1 Wild boar haven't been seen / seen for many years in the local forests.
- 2 The production of the film ought to be taken / have taken less time than it did.
- 3 Eagles are said / have said to represent power and freedom.
- 4 The photography competition will be held / will hold at the end of the summer term.
- 5 Unfortunately, it hadn't been told / we hadn't been told about his latest exhibition.
- 6 While the children should be warned / were being warned about the dangers of the sea, the surfers were riding the huge waves!

2 Complete the text with the correct passive form of the verbs in brackets. Sometimes an alternative answer might be possible.

Tips for making very short

wildlife films

If you have any doubts whether a one-minute film can ¹..... (make) successfully, just have a look at some TV adverts. A lot ²..... (show) in a short space of time! So, what tips can I give you?

- Firstly, you should grab your viewers' attention from the start. They need ³..... (hook) by a beautiful scene or a dramatic event.
- If small animals ⁴..... (film), you will need to get down to their level. And also, you might find it better to film them at night-time – if you're in your garden, that is.
- Since I started out, I ⁵..... (often / help) by reading what experts say about my subjects before starting to film. It's important to know as much as possible about them.
- Finally, keep your distance. Once a hedgehog family ⁶..... (approach) by a friend of mine with his camera, when he got too close, and his finger ⁷..... (bite) by a very protective mother hedgehog! Not badly, but still, remember that small animals ⁸..... (say) to be very curious!

3 Complete the sentences with these words.

get got had having need needs

- 1 What still doing to get the house ready?
- 2 Unfortunately, I my new camera stolen.
- 3 The teacher the student to explain his viewpoint more clearly to the class.
- 4 My friends didn't to be asked – they all helped me voluntarily.
- 5 Stella is her room painted red and black!
- 6 I'm going to this project done today.

4 6.10 Listen to a girl talking about planning a party. Then complete the sentences with the correct form of 'have/get something done' or 'need doing'.

- 1 Alice has got Bruno
- 2 Alice has had Katy
- 3 Alice is having some party hats
- 4 The presents don't
- 5 Alice hasn't
- 6 Nothing else

5 Complete the text with one word in each gap.


The importance of visual images

I'm interested in the influence of visual images on our lives. I've ¹..... doing some research into that area as part of my studies and I'm hoping that you ²..... be able to help through your feedback.

First, think about the different ways we ³..... affected by what we see around us. Advertising plays a huge part in the way we shop. Large companies pay a lot of money to ⁴..... their products advertised but I wonder how effective that is.

Have you ever had to follow instructions as they were ⁵..... given to you by another person? How easy was it? Would it have helped ⁶..... that person had given you some diagrams to follow? I've always thought that visual instructions through images are far ⁷..... successful than spoken or written instructions. Now, I'm going to get you ⁸..... try these theories out as an experiment.

6 Write a blog post about a time when something you saw or read about made you change your opinions.



“The best stories are told at night.”

Look at the photo and discuss the questions.

- 1 In what situations do you enjoy telling stories?
- 2 Are some people more natural storytellers than others? Why?
- 3 Has new technology helped or discouraged storytelling? Give examples.

7

The full story

READING

topic: storytelling
skill: paraphrasing
task: multiple matching

GRAMMAR

reported speech
reporting verbs

VOCABULARY

storytelling in literature, film and TV; phrasal verbs
prepositional phrases;
adjectives + prepositions

LISTENING

topic: film and cinema
skill: recognising speaker's point of view
task: multiple choice: short texts

USE OF ENGLISH

open cloze
multiple-choice cloze

SPEAKING

topic: social media
skill: agreeing and disagreeing
task: discussion

WRITING

topic: creative writing
skill: sequencing events
task: story

SWITCH ON

video: museum mystery
project: create a fictional news report

7 The full story

READING

Power up

- 1** Look at the photo. What type of story does it illustrate? What other types of stories do you like/not like? Why?

action and adventure cartoon fantasy historical
horror love sci-fi spy thriller

- 2** Work in pairs. What makes a good story for you? Add your ideas.

believable characters interesting location a good beginning

Read on

- 3** Read the article quickly. Match the people with the texts.

- 1 Oliver – The science fan
- 2 Ms Saxon – The drama teacher
- 3 Dr Benson – The researcher
- 4 Naomi – The recreational reader

- 4 e** Read the exam tip and answer the questions. Then read the article again. Match the questions (1–10) with the people (A–D).

exam tip: multiple matching

The questions in the task will paraphrase information from the text. They won't use the same words.

Read question 1. Who might 'relatives' be? What is another way of saying 'experiences'?

Which person:

- 1 mentions relatives' experiences that have become stories?
- 2 says that stories provide a way to relate our life experiences to others?
- 3 appreciates the entertainment value of stories?
- 4 explains that stories offer a reason why somebody acts in a certain way?
- 5 chooses to read more about facts than fiction?
- 6 isn't sure that all stories need to have an underlying meaning?
- 7 believes that we engage with facts more easily when they have a story element?
- 8 examines a natural ability to invent stories?
- 9 chooses to read stories instead of spending time online?
- 10 feels books can appear attractive but is unwilling to read them?

Is fiction out of fashion?

Love them or hate them, stories have been around for a long time, even before we started to write them down. In this month's edition of *Daily Tales* we asked four very different people whether they thought stories were still important today.

- 5** Find words in the texts that mean the following.

- | | |
|------------------------------------|------------------------|
| 1 scary (text A) | 5 attraction (text C) |
| 2 not real (text A) | 6 imagine (text C) |
| 3 presented (text B) | 7 being aware (text D) |
| 4 likely to be remembered (text B) | 8 honestly (text D) |

Sum up

- 6** Work in pairs and choose a text each. Explain the person's opinion. Do you agree with them? Why / Why not?

Speak up

- 7** Work in groups and discuss the questions.

- 1 Does spending time online stop you reading books? Why / Why not?
- 2 What was the last story that you read? What was it about?
- 3 When you watch or listen to other people at school or in a café, do you ever invent stories about what might be happening to them? Why / Why not?

A A few years ago I started getting into horror stories. Yes, the H word! My parents can't understand why I love all those spooky tales of haunted houses and zombies. They recently asked me why I wanted to read them. You see, I was terrified of the dark when I was younger. But for me, horror stories are not only fun, they're also the best way to switch off from my social media posts and what's going on at school – they're pure escapism! I get such an adrenaline rush from the suspense. It's scary and exciting at the same time. I know they're only make-believe so I'm never really freaked out. Sometimes they don't even make sense but they don't have to – they're just a way to wind down, so yes, stories are definitely important. And if I'm reading a story and it all gets a bit too much ... well I can just close the book, can't I?

B Absolutely! Stories are even more important today and there's a reason for it – information overload. Never heard of it? Well, read on. It seems that every minute of the day, an average of 60 hours of YouTube videos are uploaded, 168 million emails are sent and 70,000 internet searches are made. On top of that, there are also posts on social media and texts. Faced with so much information we are overwhelmed – it's too much information for our brain to process. However, if that information is delivered in the form of a story with memorable facts or interesting characters, the brain can deal with it. In my field of research, I've studied how people cope with so much information. Most people told me that something might catch their attention and draw them in – just like the beginning of a story. Even in this digital age, stories are the best way to communicate with others.

C Well, it depends what you mean by stories. I love hearing stories at home about what life was like in the past for my grandparents but I'm not into reading stories. I just don't get what the appeal is when there are so many real life stories about. My mum asked me the other day if I had read the books she'd bought me for my birthday. I couldn't tell her that I'd completely forgotten about them! I know the covers looked good but somehow, I couldn't be bothered. It's not that I don't read, I just have a different choice of reading material. Instead of a novel, I would always choose books about planets or space. Mind you, when I'm reading all those amazing facts about other planets, I often daydream about what it would be like to live somewhere else in the universe. So, maybe stories are important but you don't always have to read them to appreciate them.

D I'm always telling students that we need stories – it's how we share events in our lives with those around us. In my drama classes, I try to show them that we often create stories without realising we're doing it. Once I asked the students if they could remember a time when a friend had stopped talking to them. Most of them agreed they could identify with this experience. They told me that they had imagined all sorts of reasons for their friend's behaviour. These ranged from their friend being unhappy to maybe blaming themselves for something they had said. I explained that their brain is inventing stories to try and make sense of a situation. It's trying to understand it. That's why I genuinely believe that stories are important. Having said that, on other occasions I've tried to get them to tell a story and they say their minds have gone blank!



GRAMMAR

1 Read the grammar box and answer the questions.

- What are the original statements for the examples in A–C?
- What generally happens to the original verb in reported speech? Name *one* exception.
- What else changes in reported speech? Give an example.
- For what type of questions do you use *if/whether*?

explore grammar

→ p154

reported speech

- A** After a past tense reporting verb (*told, said, explained*), the original verb used by the speaker usually moves back one tense into the past and pronouns and time and place words change.

They told **me** that **they** had **imagined** all sorts of reasons for **their** friend's behaviour.

- B** For statements with the past perfect, *would, could, might*, there is no change.

Most people told me that something **might** catch their attention.

- C** For facts that are generally true, there is no change.

I explained that their brain **is inventing** stories to try and make sense of a situation.

reporting questions

- D** For *yes/no* questions, use *ask + if/whether*.

'Have you read the books I bought you for your birthday?'
She asked me **if** I had read the books she'd bought me.

- E** For *wh-* questions, use *ask + wh-* word.

'Why do you want to read them?'
They recently asked me **why** I wanted to read them.

Note: In reported speech, you don't have to change the tense of the verbs if the situation in the original statement is still true.

'I love horror stories.' She said that she **loves** horror stories.

- 4** A student reporter is talking to a writer about his book. Rewrite the questions in reported speech.

- 'When did you write your first story?'
I asked
- 'Was the book difficult to write?'
I wanted to know
- 'Why do you like writing?'
I asked
- 'Are you going to write another bestseller?'
I wanted to know
- 'Do you think anybody can write a good story?'
I asked
- 'Will you recommend my book to your friends?'
Then he asked

- 5** Complete the blog with one word in each gap.

Adult authors are driving us mad!

When our teacher asked ¹ what books we had read in the ² year, he didn't get a huge response. He said he ³ found some young adult books in the library and suggested that we go and choose one and bring it to the class on the ⁴ day. He said they dealt with issues that ⁵ important to teens. But, as a keen reader, I'd say young adult books are definitely not cool. I told my teacher I had ⁶ disappointed by most of them. Why? Because they're written by adults. When I asked my teacher ⁷ adult authors used slang such as LOL, he said ⁸ wanted to sound like a 'real' teen. But they don't! I ⁹ him I hated characters who fell in love at first sight. He laughed when I said ¹⁰ I had thrown a book across the floor once when I discovered the main character had fallen in love in the first chapter.

Speak up

- 6** Work in groups and discuss the questions. Take it in turns to tell the rest of the class what others in your group said.

- Do you think that adults can write for teenagers? Why / Why not?
- Can you name a few books that you and your friends have enjoyed? What did you like about them?

- 2** 7.1 Listen to two people discussing an incident in their town. What was it and where?

- 3** 7.2 Listen again. Complete the sentences.

- Emily told John that the incident building.
- John's neighbour said the flames huge.
- John asked the owner help in the shop after school.
- Emily wanted to know morning.
- John said that he the shop and black inside.
- John told Emily that the owner a crime story and that it *Playing with Fire*.



VOCABULARY

storytelling in literature, film and TV

1 Complete the sentences with these words.

e-book ending illustrations novel paperback
passage print (v) publisher series

- There are lots of eye-catching in the book, so children will love it.
- It's a great book but I'll wait until it's out as a because it's cheaper.
- Did you read the near the end where he surprises her at home?
- The has arranged for the author to sign her books at our school.
- They should read the book more carefully before they it.
- A Suitable Boy* is a 1,349-page by Vikram Seth.
- Shh, don't tell me what happens. You'll ruin the for me.
- The Maze Runner* by James Dashner is a of books.
- The screen is well lit, so you can even read your when you're sunbathing.

2 Work in pairs. Take it in turns to ask and answer the questions.

- Would you prefer a paperback or an e-book? Why?
- When did you last read a book series or watch a TV series? Tell your partner about it.

3 7.3 Look at the photo. What do you think it is? Listen and check.

4 7.4 Listen again. Is it a good idea? Why / Why not?

5 Read the phrases for describing stories. Use a dictionary if necessary. Work in pairs and take it in turns to explain them to each other. Give examples where possible.

complicated plot final scene happy ending
main character rave reviews special effects
unexpected twist weak storyline



6 Complete the sentences with your own ideas. Then work in pairs and compare your ideas.

- If you ask me, a happy ending
- The main character should be
- I think special effects are sometimes
- I love an unexpected twist because

7 Read the vocabulary box. Match the phrasal verbs with the definitions below.

explore vocabulary

phrasal verbs (4)

It's often easier to remember phrasal verbs if we put them in pairs or groups according to the preposition.

cheer up take in fall for figure out
look up give in go for leave out

- understand something after thinking about it
- become happier or make someone happier
- not include
- choose
- be tricked into believing something is true
- finally agree to something
- get better
- understand and remember

8 Complete the text with a phrasal verb from Ex 7.

Are we obsessed with a Hollywood Happy Ending?

We've all been there – reaching for the tissues as we try to ¹ how it all went so disastrously wrong for the main character. But not everybody likes sad endings. They can easily put off an audience who are hoping for something a bit more light-hearted. In fact, some film makers and writers ² the nasty stuff deliberately in order to provide a happy ending that will ³ their audience. But maybe things have now gone too far – especially in Hollywood? Too often the film industry provides us with complicated plots that are hard to ⁴ and unrealistically happy endings that leave us somehow dissatisfied. Let's face it, we aren't going to ⁵ the Hollywood view that life is amazing just because we watch or read stories with happy endings. What I think we need is a mix. It's time for film makers to ⁶ and offer a balance of stories with both happy and sad endings.

Speak up

9 Work in pairs and discuss the questions.

- If you could watch a love story or a thriller, which would you go for? Why?
- Who do you talk to in class if you can't figure out the answer to a question?
- Do you sometimes give in to your friends when you don't want to? Give examples.

VOCABULARY

storytelling in literature, film and TV


1 Complete the sentences with these words.


e-book ending illustrations novel paperback
passage print (v) publisher series

- There are lots of eye-catching in the book, so children will love it.
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- Did you read the near the end where he surprises her at home?
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USE OF ENGLISH 1

- 1 Read the grammar box. Work in pairs and decide which structure (A–E) follows these reporting verbs. More than one structure may be possible for some verbs.

e.g. *suggest* + *-ing*, and *suggest* + *that* + phrase

admit agree boast about congratulate someone on
deny encourage insist on invite persuade
promise recommend refuse remind threaten

explore grammar

→ p154

reporting verbs

- A Verb + *that* + clause (most verbs can take this pattern)
Many people **complained that** the 3D glasses **were** uncomfortable to wear.
- B Verb + *to* infinitive
My agent, Matt, then **offered to go** through the reviews for me.
- C Verb + person + (*not*) *to* infinitive
My drama teacher **advised me to delay** my acting career until after university.
- D Verb + *-ing*
Jake **suggested watching** an action film instead.
- E Verb + (object) + preposition + *-ing*
Well, my parents **warned me against going** into an acting career.

- 2 Complete the sentences with the correct form of the verbs in brackets.

- He promised (not tell) her the ending of the film.
- Sam boasted about (see) lots of celebrities at the film premiere.
- Everyone was reminded (switch off) their mobile phones in the cinema.
- They recommend (book) tickets for the new Bond film as it's so popular.
- We all agreed (meet) outside the cinema at 7 p.m.
- My parents really encouraged me (take up) acting.

- 3 Make three true sentences about yourself using different reporting verb patterns.

I've persuaded my friend to go to a concert with me at the weekend.

- 4 Work in pairs. Read the title of the article. What do you think the text is about? Read and check.

- 5 Read the exam tip. Complete the article with one word in each gap.

exam tip: open cloze

Remember you can only use one word for each gap. You should never use abbreviations, and remember contractions (e.g. *you're*, *I'm*, *it's*) count as two words.

Teen's work to hit the big screen!

Last Tuesday seemed like any other day to 16-year-old Marley Roach. He didn't even get suspicious when his mother suggested ¹..... he swapped his ripped jeans for something smarter. Months ago, Marley's teacher had persuaded ²..... to enter a scriptwriting competition. Having forgotten ³..... it, he was really surprised when he arrived at school to find a crowd of friends, family and teachers waiting to congratulate him ⁴..... winning the competition.

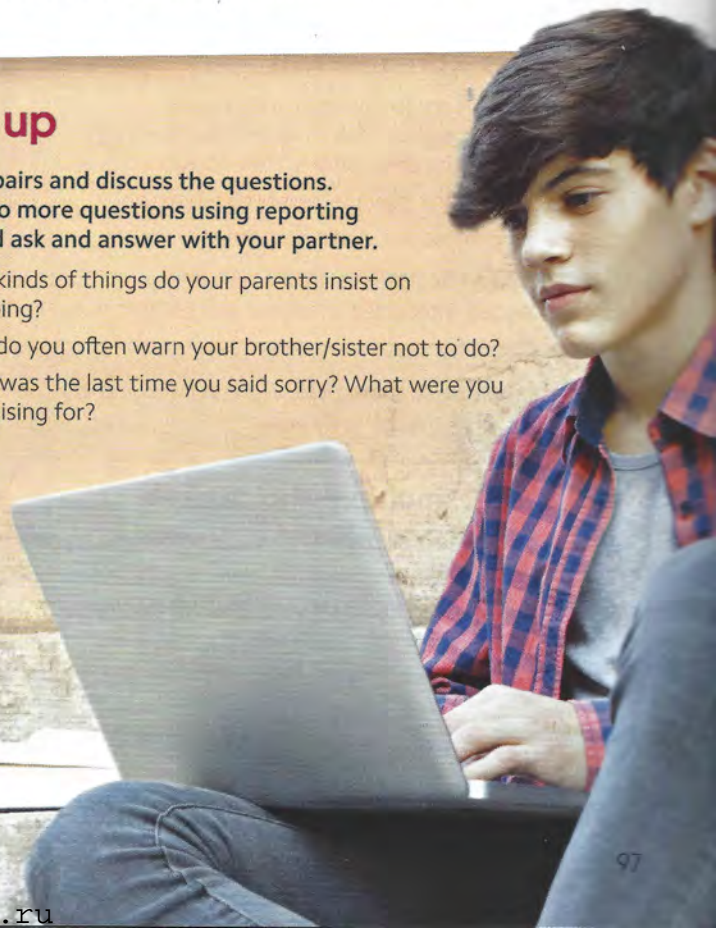
The competition is run by an organisation called Teen Connections, which encourages teenage writers and experienced directors ⁵..... work together. The films they produce are thought to ⁶..... seen by approximately 15 to 20 million people either in the classroom, online or at festivals.

Marley's winning script will be turned ⁷..... a short film and he will be invited to help in every aspect of making his film, including finding locations and casting actors. He can't believe ⁸..... luck!

Speak up

- 6 Work in pairs and discuss the questions. Write two more questions using reporting verbs and ask and answer with your partner.

- What kinds of things do your parents insist on you doing?
- What do you often warn your brother/sister not to do?
- When was the last time you said sorry? What were you apologising for?



7 The full story

USE OF ENGLISH 2

- 1 Read these text messages. What do you think the story is behind them? Who sent them and why?

OMG!! I've just had the best news!

Where are you??? Do you know it's 5 p.m.!

- 2 7.7 Listen to a conversation between two friends and see if your guesses were right.
- 3 7.8 Read vocabulary box 1. Listen again and find the prepositional phrases you hear.

explore vocabulary 1

more prepositional phrases

at: a guess, ease, first, length, short notice, times

by: choice, day/night, email, rights, rail/sea/air

for: a reason, instance, short, sure

in: conclusion, general, particular, progress, theory

on: demand, loan, screen, second thoughts, my/your/our way

- 4 Read vocabulary box 2. Use a dictionary to check adjectives you are unsure of.

explore vocabulary 2

adjectives + prepositions

Many adjectives are followed by a particular preposition. It's a good idea to record and learn new adjectives with the prepositions they go with.

of: ashamed, aware, capable, respectful, typical

to: according, attached, dedicated, limited, similar

at: clever, brilliant, horrified, slow, surprised

in: experienced, interested, involved, successful

- 5 Look at the title of the article. Work in pairs and discuss what you think the article is about.

exam tip: multiple-choice cloze

Always read the text all the way through before you try to fill in any gaps.

Read the article and decide if your ideas in Ex 5 were correct.

- 6 Read the exam tip. Read the article again and choose the best answer, A, B, C or D.

Would you let a stranger read your text messages?

If someone asked if they could broadcast your text messages on TV, would you say yes? Documentary makers who are ¹..... to showing real life stories of teens are starting to realise there's another 'digital' side to the story. They're aware ²..... the fact that online conversations between teens are often more interesting than face to face ones. To capture their online activity, the teens who are ³..... in such documentaries use phones with special software. It's not ⁴..... to texts. Every picture, video, tweet, status update and emoticon can appear ⁵..... screen during the documentary. It's hoped that this will offer a more honest story of teen life as teens often express online what they're reluctant to say in ⁶..... . Obviously, TV companies have to be ⁷..... of people's privacy, so nothing is shown without permission. You may be horrified ⁸..... the idea of this twist on the traditional reality TV format. However, I bet you'll get ⁹..... to it!

- | | | | |
|---------------|-------------|-------------|----------------|
| 1 A focused | B dedicated | C concerned | D enthusiastic |
| 2 A of | B to | C in | D at |
| 3 A committed | B involved | C chosen | D picked |
| 4 A reserved | B defined | C fixed | D limited |
| 5 A on | B in | C at | D to |
| 6 A body | B real | C person | D face |
| 7 A polite | B loyal | C kind | D respectful |
| 8 A to | B at | C in | D of |
| 9 A obsessed | B hooked | C addicted | D gripped |

Speak up

- 7 Work in pairs. Discuss if you would ever be interested in taking part in a similar documentary? Why / Why not?



SPEAKING

Power up

- 1 Look at the photos and answer the questions.
 - 1 Where would you find these kinds of photos?
 - 2 What's the difference between the two comments on each picture? Which one would you normally see?
- 2 7.9 Listen to two students talking about this question. Who gives the best answer? Why?
What are the advantages of sharing stories and information on social media?
- 3 7.10 Listen to another version of the conversation in Ex 2. How has it been improved?

- 4 7.11 Read the useful language. Listen again and complete the conversation with the correct phrases.

B: I ¹ that it's good for keeping in touch with people, but ² we learn what's happening in people's lives by looking at their posts online? ³ what people put on their social media pages is not a true reflection of reality?

A: Mmm, OK. I ⁴ People do generally show a very positive picture of their lives on social media. But you can still find out about what they've been doing and who they've been seeing.

useful language:

agreeing

I think so, too. I couldn't agree more.

Yes, you're absolutely right.

I have to admit, you have a point.

I completely agree. I know what you mean.

disagreeing/persuading someone of your opinion

Perhaps, but what about ...

But don't you think that ...

I'm not sure I agree ...

Maybe, but isn't it true that ...

I agree with you up to a point, but ...

Yes, but wouldn't you agree that ...

But do you really think ...



Speak up

exam tip: discussion

→ p164

You may be asked to give your own opinion or to discuss the questions in pairs. You don't have to agree with the other student; it's the language of the discussion that's important.

Look at the gaps in Ex 4 again. Which phrases could you replace with another phrase from the useful language?

- 5 e Read the exam tip. Work in pairs or groups of three and discuss these questions. Use as many phrases from the useful language as you can to agree and disagree.
 - 1 Are people your age posting on social media more or less than a year or two ago?
 - 2 At what age do you think it's appropriate for children to start using social media? Why?
 - 3 Do you think it's a good idea for people to limit the amount of time they spend on social media sites? Why / Why not?
 - 4 Do you think it matters that we sometimes don't get the full picture from social media?
 - 5 What are the most popular ways for teenagers to experience a story? For example: book, movie, TV show, spoken, radio, podcast, video game.
 - 6 What can people learn from hearing stories from members of their family, old and young?

Speaking extra

- 6 Work in groups of three and discuss this question.

Do you think there are too many stories about celebrities in the media?

- 1 The class is divided into three groups:
Group A: celebrities
Group B: journalists for a celebrity magazine and website
Group C: members of the public
- 2 Before the discussion, each group should prepare their ideas and arguments relating to the question.
- 3 Form groups of three. Each group should have one celebrity, one journalist and one member of the public.
- 4 Discuss the question in your group.
- 5 Take a vote on whose argument was strongest in each group.

7 The full story

WRITING

Power up

1 Work in pairs. Look at the photo and answer the questions.

- 1 What is the person in the picture doing?
- 2 What do you think has happened?
- 3 How do you think he is feeling?

Plan on

2 Read the advert in a magazine. Work in pairs and discuss possible storylines.

Calling all teen writers!

Write a short story for this month's competition. Your story must begin with this sentence:

That was the moment Nick asked me if I had sent the text.

Your story must include:

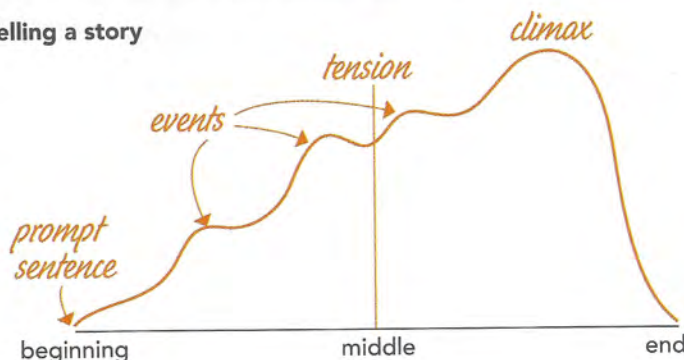
- a text message • a surprise



4 Read the story again and study the diagram. Work in pairs and discuss the following.

- 1 What is the prompt sentence for this story? What should a good prompt do?
- 2 Why is it important to have tension in the middle of the story?
- 3 What is a climax and where does it come in the story?

Telling a story



5 Work in pairs. Make notes of the main events in this story. Without looking at your notes, take it in turns to tell the story to each other.

6 Read the exam tip and answer the questions.

exam tip: story

→ p170

Remember, the best stories have a clear sequence of events and demonstrate an effective use of narrative tenses. This makes it interesting.

What do you notice about the information in the second paragraph? What tense is used and why?

3 Read the story. Who are the main characters? What do we know about them?

A momentous message!

That was the moment Nick asked me if I had sent the text. We'd been sitting in the garden because it was incredibly hot. Behind us we could hear the neighbours' crazy old dog barking at people passing by. He turned to me and looked me straight in the eye. 'I know you're hiding something,' he said.

I hadn't wanted to make him angry. It was a stupid idea that had gone horribly wrong. Nick had been my closest friend since we started secondary school. He was always the cool, good-looking guy people liked. At parties, he attracted people because he was fun and his friends became my friends.

Then Ellie arrived at the school. She and Nick got on straight away. They had the same taste in music and liked the same bands. One day, Nick and I were hanging out when he went off to get something to eat. He left his phone on the table. There was a text from Ellie: 'Call me. I've got two tickets for the concert... xx'.

I knew it was wrong but I typed, 'Can't make it Ellie, but ask Charlie. He'd love it, N'.

- 7 Stories use a range of tenses and grammar. Find examples of this language in the story and explain their use.

the past continuous the past perfect the past perfect continuous
reported speech direct speech the past simple

- 8 Read the language box. Describe the nouns below using a range of adjectives and adverbs.

day house idea journey letter stranger

explore language

order of adjectives

opinion – size – shape – age – colour – origin – material

a crazy old dog a black cotton jacket

adverbs + adjectives: *really, completely, absolutely, totally*

incredibly hot horribly wrong

Write on

- 9 Read the task. Use the diagram in Ex 4 to plan the events in your story.

Stories wanted for online magazine!

Your story must begin with this sentence:

He had warned me that it would be dangerous but I didn't believe him.

Your story must include:

★ a request ★ a storm



- 10 Make notes on your plan of the adjectives and adverbs you can use.

- 11 **e** Write your story in 140–190 words in an appropriate style.

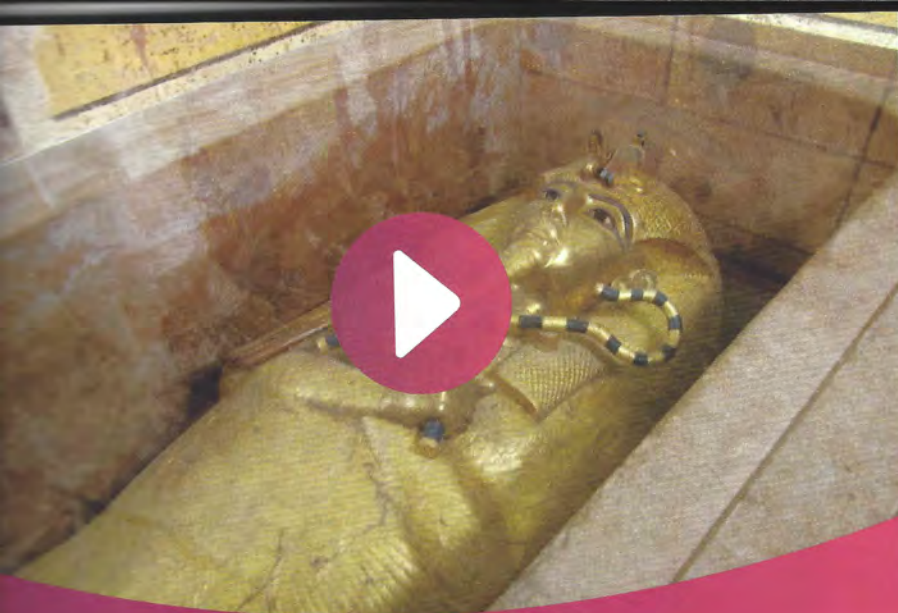
Improve it

- 12 Make sure you read your story more than once. Have you:

- 1 written in clear paragraphs?
- 2 included several events to add interest?
- 3 chosen interesting characters?
- 4 used a good range of tenses?
- 5 shown a good variety of adjectives and adverbs?



- 13 Work in pairs. Take it in turns to read each other's stories. What do you think is the best thing about each story?





SWITCH ON

Museum mystery

- 1 Work in groups. Discuss a well-known object or place that is associated with a mystery.
- 2  Watch the clip. What piece of equipment was used to record the ancient Egyptian object that was rotating in the museum?
- 3  Watch again. Work in pairs to answer the questions.
 - 1 What stories did people create to explain the revolving statue?
 - 2 What was the scientific explanation for the moving statue?
- 4 What happened when the tomb of King Tutankhamun was discovered? How does this discovery link to the turning statue?

Project

- 5 Work in groups to research and compile a fictional news report.
 - 1 Choose a well-known ancient object or unexplained event for your news report.
 - 2 Divide your group into 'witnesses', 'experts' and a reporter.
 - 3 The reporter:
 - interviews the witnesses to find out what they saw and heard
 - interviews the experts to find out what scientific evidence they have
 - 4 As a group, write your news report and act it out in front of the class.

INDEPENDENT LEARNING

Reading and writing

- 1 Work in pairs and look back at the reading task (Ex 4, page 92) and writing task (Ex 11, page 101). Ask each other if you did the following. What did you find difficult? Share your ideas.

Reading

Did you:

- read the title to get an idea of the topic? ☐
- read the questions and underline key words? ☐
- look for words or phrases that were similar to the ideas in the questions? ☐
- identify the information in the text that gave you the right answer? ☐

Writing

Did you:

- begin with the sentence you were given? ☐
- plan your ideas before you started writing? ☐
- use a range of tenses? ☐
- link your ideas? ☐

- 2 Answer these questions for yourself.

- 1 Did the exam tip for the reading task change how you do this type of task? Why / Why not?

- 2 Would you normally do this task differently? If so, how?

- 3 How well do you think you did the writing task? What have you learnt from it?

- 4 Which reading and writing strategies are most important for you to remember for future reading and writing tasks?

- 3 To improve my reading skills I will make sure that I

.....

To improve my writing skills I will make sure that I

.....

UNIT CHECK

Wordlist

Storytelling in literature, film and TV

ebook (n)
ending (n)
illustrations (n)
novel (n)
paperback (n)
passage (n)
print (v)
publisher (n)
series (n)

Describing stories

complicated plot (phr)
final scene (phr)
happy ending (phr)
main character (phr)
rave reviews (phr)
special effects (phr)
unexpected twist (phr)
weak storyline (phr)

Phrasal verbs

figure (sth or sb) out
cheer (sb) up
leave out (sth)
take in (sth)
go for (sth)
fall for (sth)
give in
look up

Prepositional phrases

at:
a guess, ease, first, length, short notice, times
by:
choice, day/night, email, rights, rail/sea/air, etc.
for:
a reason, instance, short, sure
in:
conclusion, general, particular, progress, theory
on:
demand, loan, screen, second thoughts, my/your/our way

Adjectives + prepositions

of:
ashamed, aware, capable, respectful, typical
to:
according, attached, dedicated, limited, similar
at:
clever, brilliant, horrified, slow, surprised
in:
experienced, interested, involved, successful

Other

A-list (n)
appeal (n)
be absorbed in (phr)
boast about (phr)
cast (v)
congratulate on (phr)
daydream (v)
deny (v)
deliver (v)
escapism (n)

eye-catching (adj)
film adaptation (n + n)
film maker (n)
genuinely (adv)
genre (n)
go blank (phr)
insist on (phr)
laugh out loud (phr)
let-down (n)
make-believe (adj)
mind goes blank (phr)
memorable (adj)
persuade (v)
predictable (adj)
realise (v)
refuse (v)
ripped (adj)
script (n)
scriptwriting (n)
special effects (n)
spooky (adj)
threaten (v)
universe (n)


Practice

1 Read the definitions and write the correct word(s) from the sections: *Storytelling in literature, film and TV* and *Describing stories*.


- The person with the biggest role or part in a play, book or film.
- A set of books or TV/radio programmes with same characters or on the same subject.
- A sequence of events that is difficult to understand or follow.
- A person or company who arranges the writing, production and sale of books and magazines.
- A short part of a book or poem.
- A sudden or surprising change in a situation or series of events.

2 Complete the sentences with the correct words from the *Phrasal verbs*, *Prepositional phrases* and *Adjectives + prepositions* sections of the wordlist.

- I'm not sure but at I'd say we're nearly there.
- Charlie has left his book at home again. That's so of him!
- Guess what? My book's going to be printed. Things are finally beginning to up for me!
- The book was very confusing. Half the time I couldn't out what was happening.
- I'm sorry to ask this at but could you spare five minutes to read my story. It's urgent.
- She's very at reading because of a problem with her eyesight.

3  **7.12** Listen to six people talking. When you hear a beep, write word(s) from the *Other* section of the wordlist. You may have to change the form.

- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

4  **7.13** Listen and check your answers.

UNIT CHECK

Review

1 Complete the reported statements and questions.

- 'Are you going to watch the film next week?'
Will asked me week.
- 'I've written my first short story.'
Emma said first short story.
- 'Send me a text with the title of the book.'
She told them a text with the title of the book.
- 'Can I see you this evening?'
He asked her evening.
- 'She didn't enjoy writing her first novel.'
She said her first novel.
- 'You'll love the new TV series.'
They told him the new TV series.

2 7.14 Listen to two people talking about a book. What types of literature do they mention?

graphic novels historical stories horror stories
love stories sci-fi stories

3 7.15 Listen again and put the words in the correct order to form sentences.

- Matt book what his was about Kate asked
.....
- it Matt's suggested teacher reading
.....
- wanted to book know if a comic the Kate was like
.....
- Matt that helped the pictures had him explained
.....
- denied story that the was Matt scary
.....
- Kate Matt that a insisted graphic story try
.....

4 Rewrite the sentences using the word given. Use between two and five words, including the word given.

- 'I'm sorry we missed the film,' Lucy said.
APOLOGISED
Lucy the film.
- 'Don't forget to take your cinema tickets,' Joe's mum said to him.
REMINDED
Joe's mum the cinema tickets.
- 'I didn't tell Becky the ending to the film,' Sam said.
DENIED
Sam the ending to the film.
- 'I'll stop the film if you're not quiet!' said their dad.
THREATENED
Their dad if they weren't quiet.

5 Complete the article with the correct reporting verbs.

admitted advised agreed denied insisted invited
persuaded recommended warned



When a friend recently ¹..... me to watch a film at her house, I was really pleased. I ²..... to go as we both needed a break from revision. However, when she ³..... watching a sad film, I was shocked. I ⁴..... her that it was a bad idea especially in the middle of exams when we needed something 'light'. But she ⁵..... that a sad film would make us feel good. As I didn't believe her, she ⁶..... me to do some research. And the results were surprising. In a recent study, people who watched sad films ⁷..... that the films had made them ask questions about their own life. The majority of them ⁸..... feeling sadder. In fact, the films had made them appreciate what was good about their lives and friendships. The study ⁹..... me that I should watch sad films ... even in the middle of exams!

6 Write about a conversation that you have heard today. What was it about? Who said what?



“My friends
know me
better than
I know
myself.”

Look at the photo and discuss the questions.

- 1 Think of the different circles of people in your life. Which of these people know you best? In what ways?
- 2 How do your family and friends support you in your life?

8

In it together

READING

topic: life as a spy
skill: understanding attitudes
task: multiple choice

GRAMMAR

modal verbs
linking phrases
such a / so

VOCABULARY

personality; phrases with *have* and *keep*
phrasal verbs; collocations

LISTENING

topic: playing music
skill: identifying opinions
task: multiple matching

USE OF ENGLISH

key word transformations

SPEAKING

topic: inspirational speakers
skill: taking turns
task: collaborative task

WRITING

topic: extra-curricular activities
skill: making suggestions
task: email

SWITCH ON

video: recycle rush
project: design a robot

READING

Power up

- 1 Would you fancy life as a spy? Brainstorm the advantages and disadvantages of living as a spy.

Read on

- 2 Scan the extract from a spy novel quickly to find the acronyms MI6 and SAS.

- Do you know what MI6 and SAS stand for? Can you guess their meaning from the context?
- Why would someone have to sign the Official Secrets Act, do you think?

- 3 Read the extract again. What can you find out about Alex Rider's family background? Why had Alex missed two weeks of school recently?

- 4 Read the exam tip. Answer the questions and complete the task.

exam tip: multiple choice

You often need to look for clues in the text that will help you to find the correct answer to the questions.

For Question 2 in Ex 5, look carefully at the relevant section of the text. Why was Alex doing extra homework? What EXACTLY is said about the teachers and their attitude towards Alex? Take a few minutes to read the section carefully, underline the clues/evidence you find and eliminate question options one by one.

- 5 **e** Read the text again and choose the correct answer, A, B, C or D.

- From the first paragraph, we understand that Alex
 - was looking forward to relaxing at home after school.
 - felt cut off from what was going on at school.
 - couldn't stand the way his daily routine never changed.
 - had a large number of friends at school.
- What does the writer suggest about Alex's teachers?
 - They realised he might need more time off school.
 - They didn't care about his personal circumstances.
 - They gave him extra homework as a punishment.
 - They hid their true opinions about him.
- In line 28, the phrase 'what had happened' refers to the fact that Alex
 - was upset about his uncle's death.
 - had been absent from school for so long.
 - now felt different from before.
 - felt his friends were ignoring him.

- What was Alex's attitude towards having to sign the Official Secrets Act?
 - He thought it was an unusual thing to ask him to do.
 - He was amused because it was unnecessary.
 - He felt that nothing he had done should be a secret.
 - He wasn't in favour of it because he had risked his life.
- What annoyed Alex most about his present situation was that
 - he had found it necessary to tell lies to his friends.
 - he had to hide at home for long periods of time.
 - he didn't know what information MI6 had about him.
 - he couldn't impress his friends with his experiences.
- What does Alex realise in the last paragraph?
 - He was relieved to be back at school.
 - He no longer felt safe at school.
 - He wished things could go back to normal.
 - Despite everything, he missed the excitement.

- 6 Find words or phrases in the extract that mean the following.

- going (in a particular direction) (para 1)
- think about somebody's situation or characteristics and not judge them too severely (para 2)
- moving in a large group in one direction (para 3)
- moving a ball along the ground with repeated small kicks (para 3)
- a course that teaches you a lot of basic facts in a short time (para 4)
- mad, crazy in a dangerous way (para 4)
- moving around a place in a bored way (para 5)
- spoke in a low voice (para 6)

Sum up

- 7 Work in pairs. Summarise the main points of what happened to Alex and how it affected him.

Speak up

- 8 Work in pairs and discuss the questions.

- What would be the most difficult thing for you about leading a double life like Alex Rider?
- How much do we hide from other people in our everyday lives? Is that a good or a bad thing?
- Would a life of action suit you or do you prefer a less active lifestyle?



MI6 hadn't just put him in danger. They'd locked his whole life in a filing cabinet and thrown away the key.

Living Life as a spy

An extract from *Stormbreaker*, by Anthony Horowitz

The worst time to feel alone is when you're in a crowd. Alex Rider was walking across the playground, surrounded by hundreds of boys and girls of about his own age. They were all heading in the same direction, all wearing the same blue and grey uniform, all of them thinking much the same thoughts. The last lesson of the day had just ended. Homework, tea and television would fill the remaining hours until bed. Another school day. So why did he feel so out of it, as if he were watching the last weeks of the term from the other side of a giant glass screen?

Alex jerked his backpack over one shoulder and continued towards the bike shed. The bag was heavy. As usual, it contained double homework ... French and history. He had missed two weeks of school and he was having to work hard to catch up. His teachers had not been sympathetic. Nobody had said as much, but when he had finally returned with a doctor's letter (... a bad dose of flu with complications ...) they had nodded and smiled and secretly thought him a little bit pampered and spoiled. On the other hand, they had to make allowances. They all knew that Alex had no parents, that he had been living with an uncle who had died in some sort of car accident. But even so. Two weeks in bed! Even his closest friends had to admit that was a bit much.

Alex looked around him, at the children streaming through the school gates, some dribbling footballs, some on their mobile phones. He looked at the teachers, curling themselves into their second-hand cars. At first, he had thought that the whole school had somehow changed while he was away. But he knew now that what had happened was worse. Everything was the same. It was he who had changed.

Alex was fourteen years old, an ordinary schoolboy in an ordinary west London comprehensive. Or he had been. Only a few weeks ago, he had discovered that his uncle had been a secret agent, working for MI6. The uncle – Ian Rider – had been murdered and MI6 had forced Alex to take his place. They had given him a crash course in SAS survival techniques and sent him on a lunatic mission on the south coast. He had been chased, shot at and almost killed. And at the end of it he had been packed off and sent back to school as if nothing had happened. But first they had made him sign the Official Secrets Act. Alex smiled at the memory of it. He didn't need to sign anything. Who would have believed him anyway?

But it was the secrecy that was getting to him now. Whenever anyone asked him what he had been doing in the weeks he'd been away, he'd been forced to tell them that he'd been in bed, reading, slouching around the house, whatever. Alex didn't want to boast about what he'd done, but he hated having to deceive his friends. It made him angry. MI6 hadn't just put him in danger. They'd locked his whole life in a filing cabinet and thrown away the key.

He had reached the bike shed. Somebody muttered a 'goodbye' in his direction and he nodded, then reached up to brush away the single strand of fair hair that had fallen over his eye. Sometimes he wished that the whole business with MI6 had never happened. But at the same time – he had to admit it – part of him wanted it all to happen again. Sometimes he felt that he no longer belonged in the safe, comfortable world of Brookland School. Too much had changed. And at the end of the day, anything was better than double homework.

GRAMMAR

- 1 Read the grammar box. Which modal structures refer to past situations that definitely didn't happen?

explore **grammar**

→ p156

modal verbs

modal verb + **have** + past participle to express different attitudes to the past

A Deduction / Speculation:

Julie **might have forgotten** our meeting.

You **could have had** a nasty accident.

The oral interview in French **must have been** difficult / **can't have been** easy.

B Criticism / Regret:

You **should have explained** why you weren't there on time.

I **ought to have been** more understanding.

C Necessity / Lack of necessity:

I **needn't have worried** about the test – I got 100%!


Fortunately, we **didn't have to stay** late.

modal verb + passive**D** (present/future) modal verb + **be** + past participle


They **must be stopped** as soon as possible.

E (past) modal verb + **have + been** + past participle

He **should have been told** the truth.

- 2  8.1 Watch or listen to six people answering questions about past experiences. What did each speaker do or not do?

- 1 Think about your friends and family. Can you tell me one thing you should or shouldn't have (said or) done this year?
- 2 Can you tell me one thing you needn't have worried about this year?

- 3  8.2 Watch or listen again and complete the sentences.

Speaker 1: I my mum that I got into drama school straight away.

Speaker 2: I about my assignments or my exams this year.

Speaker 4: I about work so much.

Speaker 5: I definitely my mum a little bit more. I probably should have sent some more postcards.

- 4 Read the problems on an online advice page. Complete the problems with one or two words.

A *My parents want me to be perfect...*

I haven't been to school for two days. I just ¹ cope with all the stress and my parents wouldn't listen to me. They keep pressuring me into getting perfect marks and it's making me miserable. Can you advise, please?

B *My friend isn't happy for me...*

I got top marks in my piano exam last week and I was over the moon about it – but my friend didn't seem to be happy for me at all! I think she ² congratulated me but she just went off after school without waiting for me. Now I feel like not speaking to her ever again!

- 5 Now read the replies and match them with the problems in Ex 4. Complete the gaps with a modal verb and the verb given in a suitable form.

Caroline Says...

- 1 I know that it ¹ (be) easy but I think this ² (handle) differently. If your parents didn't understand where you were coming from, then you ³ (approach) a member of staff at your school. Not going to school isn't a solution, as I'm sure you realise. Please go in tomorrow and talk to your teacher. I'm sure you ⁴ (work) things out – and with your parents as well.
- 2 I think that your friend ⁵ (feel) a bit jealous of your success, for some reason. Perhaps she thought she wasn't very good at anything, and you always do well. I think you will ⁶ (encourage) her to take up a new hobby, something she likes, and then she ⁷ (be able to) have something of her own to enjoy. Give it a try, anyway!

- 6 Work in pairs. Write your own problem and reply for the advice page, using suitable modal verbs where necessary.

Speak up

- 7 Work in pairs and discuss the questions.

- 1 Look back at the problems in Ex 4. What comments would you personally have made in reply? Would they have been very different?
- 2 Is it helpful to read about other teenagers' problems? In what way? Or why not?

VOCABULARY

personality

- 1** Read vocabulary box 1. Write either 'adj' (adjective) or 'n' (noun) next to each word. Also draw an emoticon to show if they are positive 😊, negative 😞 or neutral 😐. Use a dictionary to check the meaning of any unknown words, then compare and discuss your answers with a partner.

explore vocabulary 1

adjectives and nouns describing personality or mood

admiration	courteous	flexibility	stubborn
anti-social	defensive	honesty	sympathy
arrogant	demanding	immature	talkative
cheerful	discipline	irresponsible	thoughtful
cooperative	eccentric	loyalty	willingness
courageous	flamboyant	possessive	

- 2** Match the descriptions of people's behaviour with adjectives from vocabulary box 1.

- 1** If you ask William to do anything, he's always willing to help.
- 2** I wouldn't really leave Cathy in charge of small children – she'd probably be on her phone the whole time while they were running wild!
- 3** James always remembers his mum's birthday and even buys her flowers. I think that's really nice.
- 4** I have never seen Luke being rude to anyone. I respect him for that.

- 3** Work in pairs. Choose three other words from vocabulary box 1 and describe behaviour that illustrates those characteristics.



explore vocabulary 2

phrases with have

have nothing to do with have a chat
have a word with somebody

phrases with keep

keep something tidy keep somebody waiting
keep something in mind

- 4** Read vocabulary box 2 and the text about friendship. Find the phrases with 'have' and 'keep' in the text and add them to the box.

A friend for life

What qualities do you look for in a friend? A survey of teenagers from different countries gave us these interesting results. Do you agree?

Two of the most important qualities in a friend – whether they're your best friend or not – are honesty and loyalty. You know they're going to tell you if they think you're doing something wrong, and you can trust them to keep a secret. If they can't keep their mouth shut when it's important, then you might have serious doubts about them.

Flexibility is another quality that we admire in friends. In other words, if we change our mind a lot, they're not going to have any difficulty with that – they'll just go with the flow. Friends, everyone agrees, are always there when you need them. They are generally cheerful and never possessive.

Nearly everyone says that it's important to have a lot in common with your friends. You also need to keep in touch with them on a regular basis. Above all, if you have a bad day, your friend will be there to lend an ear and give buckets of sympathy.

What more could you want from a friend?

- 5** Work in pairs and complete the questions with suitable words. Then ask and answer.

- 1** Is it important to have a lot in with your friends? Why / Why not?
- 2** How easy is it to keep in with friends when they move away?
- 3** How good are you at keeping your room ? Do you ever get into trouble about that?
- 4** Have you ever had with keeping a ? Why?

Speak up

- 6** Work in pairs and discuss.

- 1** What adjectives would you use to describe your personality? See if your partner agrees with you!
- 2** Are you an easy or difficult person to get on with? Why?

LISTENING

Power up

- 1 How much do you know about music? Work in pairs and talk about these words. Do any of these things interest you more than others?

accompaniment choir chords drummer gig
lyrics percussion rap youth orchestra

- 2 Does music play an important part in your life? How does it influence you?

Listen up

- 3 8.3 Listen to five people talking about playing music. What musical activity did each person get involved in?

exam tip: multiple matching

On the first listening in the exam, mark any answers you are sure are right. Leave a question mark for the others, and complete them on the second listening.

Which answers do you think might be correct for Speaker 1 in Ex 4? Choose two possible answers then check again on the next listening.

- 4 8.4 Read the exam tip. Listen again. Match the speakers (1–5) with what they say about playing music (A–H). There are three extra letters which you do not need to use.

- A A basic knowledge of music was enough for me.
B Sports didn't attract me so music was the next best option.
C I discovered a sense of belonging through my music.
D My family encouraged me to take up music.
E I dislike being the centre of attention when performing.
F Music has taught me a lot about other people.
G I wanted my music to reach as many people as possible.
H I found music was good for relieving my stress.
- Speaker 1
Speaker 2
Speaker 3
Speaker 4
Speaker 5

- 5 Discuss the meaning of the words or phrases in bold.

- 1 The choir **had belief in me** as a singer.
2 I think drum lessons should be **compulsory**.
3 Bashing away at a drum **gets rid of** all your worries.
4 We play at lots of **venues** at weekends.
5 It's **exhilarating** playing in the drum circle.
6 Having friends from different cultures makes you **appreciate** different lifestyles.
7 My friend suggested that we performed as a **duo**.

Speak up

- 6 Work in pairs and discuss the questions.

- 1 Which person's story did you find most interesting? Why?
2 Do you think taking part in activities with other people can help you to develop as a person? Why / Why not?
3 Do you also think it's important to spend some time on your own? Why?



USE OF ENGLISH 1

- 1 Look at the photo of an Escape room, a popular team building activity. What do you think you have to do in one of these rooms?



- 2 Read the text quickly to find out if you were right about Escape rooms.
- 3 Read the grammar box. Read the text again and choose the correct words or phrases.

explore grammar

→ p156

linking phrases: *despite / in spite of*

We use *despite / in spite of* to express concession or contrast:

A + -ing

In spite of not speaking any other common language ...

Despite Mark being inexperienced, he still played very well in the concert.

B + noun

In spite of the stress of performing, I really enjoyed it.

C + *the fact that* + clause

Despite the fact that I can't sing to save my life, I still enjoy writing songs.

linking phrases: *not only ... but also*

D not only ... but also requires inversion of the subject and verb in the first part of the sentence.

Not only was I playing some really nice music, **but** I was **also** supporting someone else.

Not only did I sing in a choir, **but** I **also** played in an orchestra.

- 4 Discuss the meaning of the highlighted words in the text. How do you think you would react to the pressure in an Escape room?

Escaping from ... an Escape room!

I went to Escape room adventure place with my friends last week. It was scary! Not only ¹**we were** / **were we** blindfolded but we ²**also had** / **had also** to go into a House of Horror. Eek! There was some really **creepy** music on in the background as well. Then we had to follow the clues and solve some puzzles to get into the next room. That was OK but in spite of ³**we were** / **being** in a group of six, only three or four of us really suggested any solutions. The others were too **freaked out**! We knew the guys running the place were actors but it did sort of feel real. At least we actually managed to get out within the time limit, which was a **miracle**. Funnily enough, despite the fact ⁷**of not saying** / **that he didn't say** very much normally, Jack came through with leadership qualities and really helped the group a lot. Yes, I would do it again, but I'd choose maybe the spy story, that would be good fun.

exam tip: key word transformations

To complete the gap, you will have to use one or more words from the original sentence and add whatever else is necessary. Remember to check your spelling.

Underline the parts to include in questions 1–6 below.

- 5 **e** Read the exam tip. Rewrite the sentences using the word given. Use between two and five words including the word given.

- 1 It's a pity you didn't take part in the Mud Run.

SHOULD

You part in the Mud Run.

- 2 Everyone had a great time, even though the weather was bad.

SPITE

Everyone had a great time weather.

- 3 No one had told the girls what clothes to wear for the activity.

OUGHT

The girls what clothes to wear for the activity.

- 4 Maria learnt a lot from the experience and also got more self-confident.

DID

Not a lot from the experience, but she also got more self-confident.

- 5 I'm glad it wasn't necessary to ask for help.

NEED

I'm glad we for help.

- 6 Although he didn't like group activities in general, Tom actually enjoyed the Escape room.

LIKING

Tom actually enjoyed the Escape room, in general.

USE OF ENGLISH 2

- 1 8.5 Listen to a presenter introducing his programme. What is it about?
- 2 8.6 Read vocabulary box 1. Listen again and underline the phrasal verbs that the speaker uses. Then match five of them to the meanings 1–5. Discuss the meanings of the remaining verbs in the box.

explore vocabulary 1

phrasal verbs (5)

Some phrasal verbs are two-part and some are three-part.

Louis and Kris usually **hang out** at the local park.

Emma **comes across as** a bit snobby at first, but actually she's really good fun.

two-part

carry on, clear up, come across (+ as),
fill (sb) in (+ on), get along (+ with), get over,
hang out (+ with), put (sb) off, speak up

three-part

look up to, put up with, reach out to, stand up for,
take up with

- 1 spend time with
2 accept sth not very pleasant
3 give sb extra information
4 try to communicate with sb or help them
5 say what you really feel
- 3 Discuss the questions in pairs.
- 1 When might you feel it necessary to stand up for yourself?
2 What sort of people do you get along with?
3 What sort of behaviour would you not be willing to put up with?
- 4 8.7 Read vocabulary box 2 and match 1–8 with A–H to make collocations. Then listen to the next part of the radio programme and check.
- | | |
|----------------------|------------------|
| 1 there's no point | A a goal |
| 2 have a negative | B attention to |
| 3 waste | C breath |
| 4 take a deep | D effect on |
| 5 set yourself | E in complaining |
| 6 build up | F to lose |
| 7 pay | G your strength |
| 8 have (got) nothing | H your time |

explore vocabulary 2

collocations (3)

Many collocations take the form of verb phrases, so it is useful to make lists of these to learn.

When something difficult happens, it's good to **pick yourself up off the floor** and start again.

There's something really important I'd like you to **bear in mind** when doing this project.

- 5 8.8 Listen again. What advice is given about a) complaining, b) setting goals, c) the way you use your time? Which advice do you like best?
- 6 Read the article and choose the best answer, A, B, C or D.

Think positive!



The world of psychology is full of self-help tips. Sometimes, we read so many that it is easy to stop ¹..... attention to them. However, many are based on sound psychological theory and can be very useful.

One important piece of advice is to surround yourself with positive people. You shouldn't ²..... so-called friends who have a negative ³..... on your well-being. Furthermore, there's no ⁴..... in continually comparing yourself to others – and finding yourself lacking. We are all different and we all have our own personalities and skills. ⁵..... up for who you are, even if you think you are sometimes a bit unusual!

One excellent idea is to ⁶..... yourself realistic daily goals in order to improve your situation. Also bear in ⁷..... that other people need you as much as you need them. And finally, don't ⁸..... any more time thinking about your problems. Today is the day to start concentrating on the good things in life!

- | | | | |
|-----------------|------------------|------------------|--------------|
| 1 A giving | B spending | C paying | D showing |
| 2 A put up with | B get along with | C come across as | D get out of |
| 3 A consequence | B result | C conclusion | D effect |
| 4 A point | B reason | C worth | D use |
| 5 A Keep | B Stand | C Be | D Remain |
| 6 A aim | B make | C put | D set |
| 7 A notice | B focus | C mind | D thought |
| 8 A waste | B pass | C miss | D delay |

Speak up


- 7 Work in pairs and discuss the questions.

- 1 What are some good ways of getting yourself out of a bad mood?
2 Do you think it's possible to live without bad moods?

SPEAKING

Power up

1 Work in pairs. Turn to page 171 and read about five young people who have inspired others in different ways. Who would you find most inspiring to listen to? Why?

2  8.9 Listen to two students talking about how inspiring the people in Ex 1 would be to listen to.

- 1 How do they keep the conversation going?
- 2 Read the useful language. Tick any phrases they use.

useful language:

taking turns

Shall we start with ... ?

What do you think?

What / How about (moving on to) ... ?

Let's talk about ...

creating time

It's quite difficult to decide ...

I'm not quite sure ...

changing your mind / backtracking

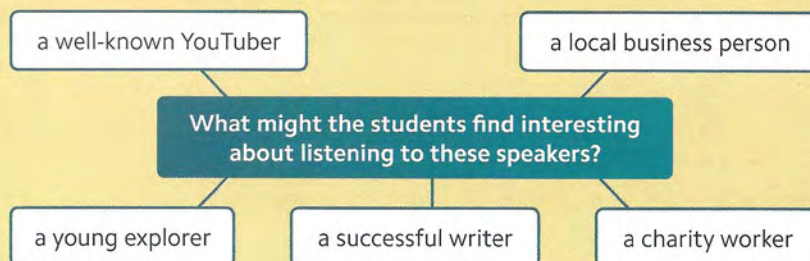
Sorry, I've changed my mind.


Yes, maybe that choice wasn't the best one.

Speak up

3 Work in pairs and do the task below. Use relevant phrases from the useful language and also make sure you take turns. Your discussion should last no longer than two minutes.

Here are some speakers who are often invited to give talks to students, and a question to discuss. Read the task, then talk to each other about what the students might find interesting about listening to these speakers.



4  Read the exam tip. Discuss the following question and come to an agreement. You should take no longer than one minute for this.

Which two speakers would be most interesting for students to listen to?

exam tip: collaborative task

→ p164

If you don't know or can't remember the word for something, find other ways to talk about it. Don't get stuck – move on, and also help each other out if necessary!

Read the useful language. Which phrases could you use to help each other if you get stuck?

Speaking extra

5 Work in groups and discuss the questions, then compare with another group.

- 1 What other inspiring speakers would you invite to your school?
- 2 Who do you and your friends look up to as role models, and why? Family? Famous people? Teachers?
- 3 What particular qualities in a person make you want to be like them?



WRITING

Power up

- 1 What extra-curricular activities are available at your school or college? Are they all optional? Do you think any of them should be made compulsory?
- 2 Work in pairs and read this list of possible activities. Choose three that you would like to do, and discuss reasons that you might give to support your choice.
 - Unusual sports, e.g. martial arts, self-defence, fencing, horse-riding
 - Techie clubs, e.g. virtual reality film club, gaming
 - Entertainment, e.g. classic film club, puppetry
 - Music, e.g. jazz/percussion band, choir, orchestra, etc.
 - Communication, e.g. school radio station
 - Food, e.g. international food club
 - Art, e.g. graphic design, jewellery making, anime/manga club
 - Academic, e.g. quiz clubs, literature/language clubs

Plan on

- 3 Read the notice that was put up by your school council, and the email reply from Kevin, a student at the school.
 - 1 What suggestions does Kevin make?
 - 2 Why would they be popular?
 - 3 What do you think of his suggestions?

- 4 Read the language box. Find examples of the phrases in Kevin's email. Also identify reasons or explanations he gives for his suggestions.

explore language

making suggestions

Make sure you have the correct verb form after the phrases.

Why don't we start a film club?

What/How about organising an English language society?

It might be an idea to create a band.

We could also get students to design the posters.

- 5 Write your own suggestions for new activities at your school. Use phrases from the language box and give reasons for your choices.

Wanted!

We need ideas for new activities that will build up and improve our community spirit. They can be fun, sporty, musical or anything else that will involve students getting together in a positive and fun environment.

Please email your suggestions and ideas by Friday to:

The president of the school council, Lisa Thomas.

Thank you!

 From: **Kevin**  To: **Lisa**

Dear Lisa,

I was really glad to read your notice. Last year's school council did their best but I think they could have made a greater effort to create more interesting societies and after-school clubs.

Since so many students are neither sporty nor musical, why don't we create a quiz club? My friends like to test their brains a bit – or at least to show they know more than other people! Quizzes are really popular.

Secondly, how about setting up a school radio station? It must be such fun to do and lots of students would have the opportunity to contribute. They could conduct interviews or organise talent shows, things like that.

Finally, manga is so popular at the moment that it might be an idea to create our own manga magazine. I think lots of students would go for that. We could also build up a manga comics library, which would be great.

The main thing is that these activities would appeal to students from different years and bring us more together as a community. I hope my ideas are useful!

All the best,

Kevin Johnson (Year 11)



- 6 Read the language box and find some examples in Kevin's email. Then complete the sentences with a suitable word or phrase.

explore language

→ p156

such a / so

Students are **so** keen on music **that** this idea is sure to be successful.

It is **such a** popular sport **that** it'll be easy to form a team.

So many / So few students play musical instruments.

Students have **such a lot of / so much** work / **so little** free time (that they won't be able to join in).

- 1 There was enthusiasm for the idea of the maths club that it was dropped.
- 2 We were really glad that there were objections to the idea of a rock concert.
- 3 At lunchtime, students came to the quiz that we couldn't all get in the classroom.
- 4 The students had of good ideas about new activities.
- 5 Everyone was positive about the film festival that we decided to go ahead with the idea.

Write on

- 7 You read this notice on your school noticeboard. Brainstorm your ideas with a partner and make a note of them.

Good ideas wanted!

The school council needs suggestions for interesting places to go on school trips. No trips abroad please, just places that can be reached within a couple of hours. We need to make a decision soon so please email me your ideas by next Monday.

Thanks!

Tom Bates, President of School Council

- 8 Complete the plan for your email.

Greeting	
Introductory paragraph	
Idea 1	
Idea 2	
Idea 3	
Concluding paragraph	
Appropriate sign-off	

- 9 As you plan your email, use this checklist and look back at the email in Ex 3 to help you.

Checklist for really good emails!

- ✓ Make sure you answer the question.
- ✓ Organise your answer in paragraphs.
- ✓ Follow up your points with examples or reasons.
- ✓ Use tenses correctly.
- ✓ Use relevant phrases, e.g. for inviting, suggesting, giving advice, etc.
- ✓ Connect your sections with appropriate linkers.
- ✓ Include a good range of vocabulary.
- ✓ Use suitable opening and closing phrases.

- 10 e Read the exam tip, then write your email in 140–190 words.

exam tip: email / letter (semi-formal)

→ p167

For this type of email or letter, you need to have a polite tone and keep your language fairly formal. You are not writing to your best friend, so avoid things like: very informal expressions, emoticons, irrelevant personal information, abbreviations (e.g. uni) and acronyms (e.g. Btw = By the way).

Write down some appropriate ways to start and finish a semi-formal email. Which phrases would NOT be appropriate for this type of email?

Improve it

- 11 Swap your email with a partner. Use the checklist in Ex 9 to see if there are any areas that could be improved.
- 12 Make final corrections to your email, taking into account any suggestions for improvement.

INDEPENDENT LEARNING

Listening and speaking

- 1 Look back at the Speaking section and the Speak up activities in this unit. How would you rate your progress? Give yourself a score out of 5 for each category (5 = high, 1 = low).

How well can you:

- express ideas effectively?
- use a range of grammatical structures?
- use a wide range of vocabulary?
- carry on a conversation or discussion without too much hesitation?
- give reasons or explanations for opinions?
- encourage others to participate in a discussion?
- pronounce words and use intonation so the other person can understand?

- 2 Compare your rating with a partner. Discuss how you could improve for each one.

- 3 Complete these sentences about your speaking skills:

- 1 I like that when I speak in an activity
- 2 Sometimes when speaking I find it challenging to
- 3 I think my speaking skills will be better if I

- 4 Think about your listening skills so far, then discuss with a partner.

- 1 Do you find it easier to understand spoken English now?
- 2 Which listening tasks do you find difficult?
 - multiple-choice short texts
 - multiple-choice long texts
 - sentence completion
 - multiple matching

- 5 Decide with your partner how you are going to improve your listening skills. Tick at least one of the following. Can you think of any more?

- listen to news items and podcasts in English ☐
- watch films in English without subtitles ☐
- listen to songs in English ☐
- chat to an English speaking friend ☐

SWITCH ON

Recycle rush

- 1 Work in groups. Think about a time you were part of a successful or unsuccessful team. Discuss:
 - what made it successful or unsuccessful
 - how you contributed to the team
- 2 Watch the clip. What did the teams of students have to create at the Recycle Rush challenge?
- 3 Watch again. Work in pairs. List the different things that the teams had to do to complete the project. Swap your list with another pair. Are they the same?
- 4 Discuss in pairs. How did the students feel about the challenge?
- 5 Work in groups. One of the team mentors said that he wanted to inspire the students to do something with their lives. How do you think this challenge would inspire people?

Project

- 6 Work in small groups to design a robot and pitch your idea to the class.
 - 1 Choose the purpose of your robot. What basic function will it perform?
 - 2 Research similar products for design and function ideas.
 - 3 Prepare the detailed sales pitch for your robot. Include:
 - the name and purpose of your robot
 - a labelled diagram of your robot, showing key functions
 - the benefits your robot will bring
 - your market (i.e. who will buy your robot)
 - 4 Present your sales pitch to the class.
 - 5 Vote on the best sales pitch and the best robot idea.

UNIT CHECK

Wordlist

Personality

admiration (n)
anti-social (adj)
arrogant (adj)
be good fun (phr)
cheerful (adj)
cooperative (adj)
courageous (adj)
courteous (adj)
defensive (adj)
demanding (adj)
discipline (n)
eccentric (adj)
flamboyant (adj)
flexibility (n)
honesty (n)
immature (adj)
irresponsible (adj)
loyalty (n)
pampered (adj)
possessive (adj)
spoiled (adj)
stubborn (adj)

sympathy (n)
talkative (adj)
thoughtful (adj)
willingness (n)

Phrases with have and keep

have a chat
have a lot in common with
have a word with (sb)
have difficulty with
have nothing to do with
have serious doubts about
keep a secret
keep in touch
keep (sb) waiting
keep (sth) in mind
keep (sth) tidy
keep your mouth shut

Phrasal verbs

carry on (doing sth)
clear (sth) up
come across (as)
fill sb in (on sth)

get along (with)
get over (sth)
hang out (with)
look up to (sb)
put sb off (doing sth)
put up with
reach out to
speak up
stand up for (sth/sb)
take up with (sb)

Collocations

bear (sth) in mind (phr)
build up your strength (phr)
have a negative effect (on) (phr)
have nothing to lose (phr)
pay attention to (phr)
pick yourself up off the floor (phr)
set yourself a goal (phr)
take a deep breath (phr)
there's no point in (doing sth) (phr)
waste time (doing sth) (phr)

Other

appreciate (v)
belief (n)
compulsory (adj)
crash course (phr)
creepy (adj)
duo (n)
exhilarating (adj)
get rid of (phr)
head (in a direction) (v)
lunatic (adj, n)
make allowances (for sb/sth) (phr)
miracle (n)
mutter (v)
slouch (v)
stream (v)
venue (n)

Practice

1 8.10 Listen to six people. Write a word from the *Personality* section when you hear the beep.

- | | | |
|---------|---------|---------|
| 1 | 3 | 5 |
| 2 | 4 | 6 |

2 8.11 Listen and check your answers to Ex 1.

3 Write the correct form of the missing verb from the *Phrasal verbs* and the *Phrases with have and keep* sections of the wordlist.

- I up to my elder sister because she's achieved a lot and works really hard.
- Jon is not afraid to open his mouth and up for himself if he feels that other people are being unfair.
- Anne and Rich a lot in common with each other, but they also enjoy their own activities as well.
- Fortunately, Karen has over the break-up with her boyfriend quite quickly.
- Now that Angie has moved to Canada, it's important that we try to in touch.

4 Look at the *Collocations* and the *Other* sections of the wordlist and choose the correct answer.

- Sometimes it's important to yourself a goal.
A aim B put C set
- Laura has been very stressed recently so we need to make for her behaviour.
A allowances B alternatives C challenges
- Why did you get of those fantastic pink suede boots? I would have worn them!
A lost B waste C rid
- Marcus found that the workouts at the gym helped him to up his strength.
A make B build C work
- You're upset. Take a deep and calm down.
A heart B courage C breath
- Hanging out with the wrong sort of person can have a negative on your well-being.
A problem B effect C strategy

UNIT CHECK

Review

1 Choose the correct options.

- 1 It **shouldn't** / **can't** have been easy to go for that job interview! How did you get on?
- 2 We **don't have to hand** / **needn't have handed** in our essays until next week but I've got mine ready – amazing or what?
- 3 The concert **shouldn't** / **mustn't** have been organised for a Sunday evening since people had to go to school and work the next day.
- 4 I think you **should** / **ought** to tell someone about what you saw.
- 5 I'm not sure why but we **can't have been** / **weren't** able to get in touch with the events manager.
- 6 You really **don't need to go** / **needn't have gone** to all that trouble – but the present was very nice, thank you.

2 8.12 Listen to twin sisters talking. Then complete the sentences.

- 1 Despite twins, Jessica and Sophie don't look alike.
- 2 Not only different interests, but very different personalities.
- 3 Jessica plays such sport that she doesn't study as much as her sister does.
- 4 In spite so little in common, they both want to go to university.

3 Rewrite the sentences so they have a similar meaning.

- 1 James was so good at chess that he beat everyone. James had chess skills that he beat everyone.
- 2 Everyone listened carefully to the interesting talk about manga. The talk about manga was that everyone listened carefully.
- 3 Alexia's costume at the Comic Con event won first prize. Alexia wore amazing costume to the Comic Con event that she won first prize.
- 4 Not enough people were interested in the trip so it was cancelled. There were people interested in the trip that it was cancelled.

4 Complete the text with one word in each gap.

Learning from mistakes

Sometimes we think that we ¹ to be perfect and never make mistakes. However, a life without any mistakes is pretty impossible! So, how do we cope with our mistakes?

Firstly, let's imagine you said something you shouldn't ² said to a friend and now you're feeling really guilty. You really ³ saying it but you can't move on. What should you do? Go and apologise but also analyse why you said what you did. ⁴ something is seriously wrong with your friendship, you should be ⁵ to work things out.

Secondly, learn to look at mistakes in a more positive light. You may be saying to yourself: 'Oh, if ⁶ I hadn't said or done that, things would be so different now ... ? OK but why don't you see what you can learn from that situation and how you ⁷ have handled things better? There are always lessons to ⁸ learnt.

5 Complete the responses to the statements or questions in a suitable way. You need to use two or three words each time.

- 1 Ayisha is really late. I wonder what has happened?
She might her train.
- 2 What shall I buy from the supermarket?
Well, you don't buy any eggs, I've got plenty. Could you get some bread and cheese, please?
- 3 We went to Los Angeles last summer to visit relatives.
Wow! That been amazing!
- 4 Why aren't the cakes ready? I wanted them by 4 o'clock.
Sorry! I know they done by now but I ran out of eggs.
- 5 Where's my tablet? I can't find it anywhere.
Well, it been stolen because you didn't leave the house yesterday. Try looking under the bed!
- 6 Did you have a good time at the family party?
Yes, in spite of the weather very good.

6 Write a short email to a friend explaining how you handled a difficult situation recently. Say what happened, why, and what you did about it.

“

Some
decisions
 can't be
 undone.

”

Look at the photo and discuss the questions.

- 1 What decisions have you had to make in the last couple of months? Were they big or small ones?
- 2 If you're making plans with friends, are you happy to let them decide what you do? Why / Why not?
- 3 Do you worry about making decisions? Why / Why not?



9

Getting it right

READING

topic: decision making
 skill: understanding text structure
 task: gapped text

GRAMMAR

relative clauses
 cleft sentences

VOCABULARY

knowing, thinking and deciding; fixed phrases
 word formation; collocations, nouns to adjectives

LISTENING

topic: when others decide for you
 skill: recognising distractors
 task: multiple choice

USE OF ENGLISH

open cloze
 word formation

SPEAKING

topic: shopping
 skill: talking about preferences
 task: long turn

WRITING

topic: influences
 skill: avoiding repetition
 task: essay

SWITCH ON

video: Does smell sell?
 project: create a social media campaign

READING

Power up

- 1 Work in pairs. Look at the photos. What sort of decisions are these people making?
- 2 Work in pairs and discuss the questions.
 - 1 Are some decisions harder to make than others. Why?
 - 2 Does it take you a long time to make decisions? Give examples.

Read on

- 3 Read the title of the article and decide what it means. Read the article quickly. Were you right? Why should we think twice before making decisions?
- 4 **e** Read the article and choose which sentence (A–G) fits each gap (1–6) in the text. You do not need one of the sentences.
 - A You've just had a text from a friend that has upset you.
 - B If that was so, learn to value your own opinion more.
 - C That's a great tip from someone who, faced with huge decisions every day, can't afford to waste time.
 - D Perhaps that explains why children need to talk things over with someone else.
 - E That could be a warning that you aren't making the correct decision.
 - F More than two hundred of those involve decisions that are about food.
 - G However, not long afterwards the doubt creeps in.
- 5 Now read the exam tip and answer the questions.

exam tip: gapped text

Always check your final answers by reading the completed text again.
Which sentence doesn't fit any of the gaps? Why?

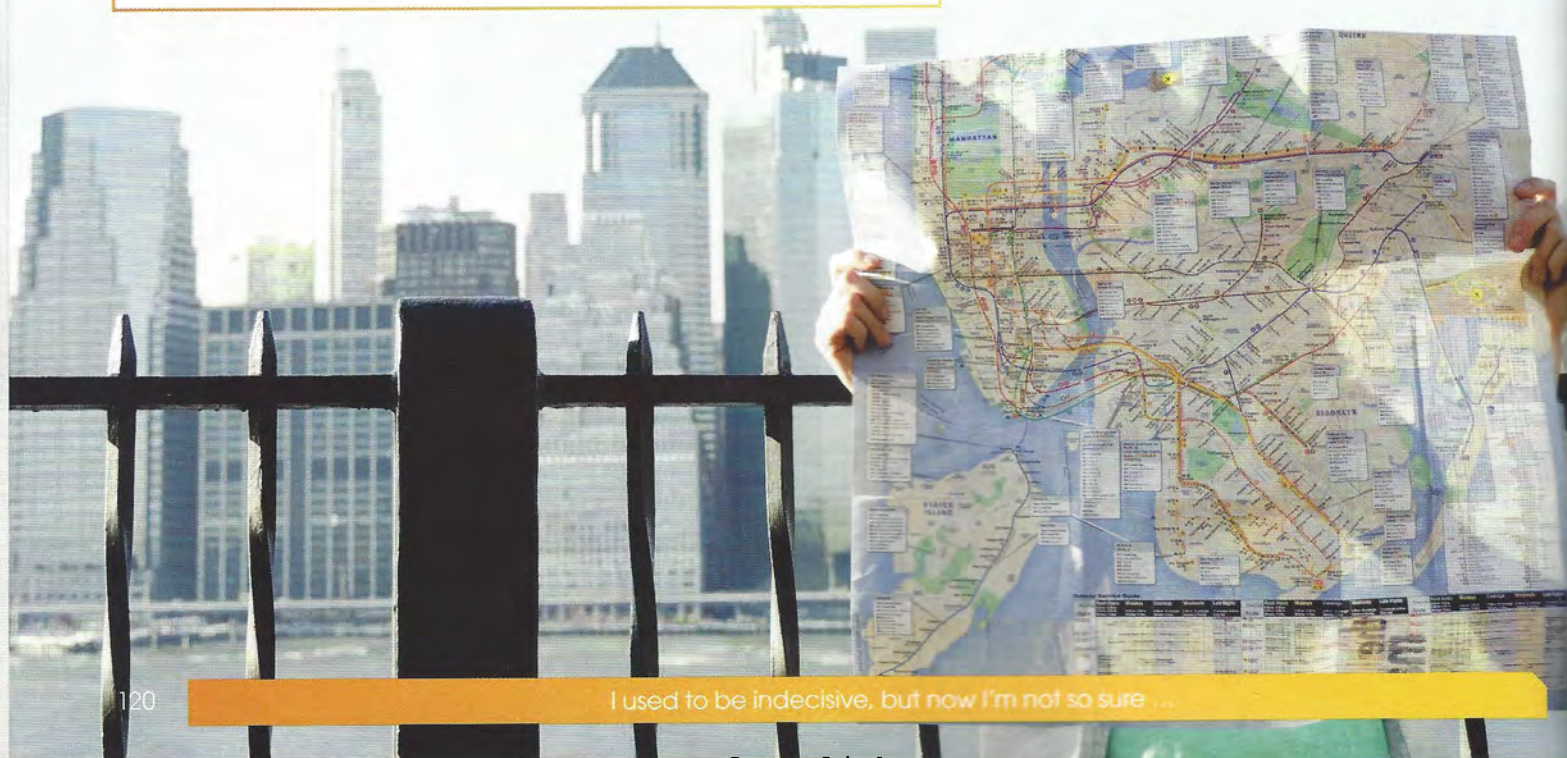
- 6 Find words in the text that mean the following.
 - 1 not do something that you normally do (para 1)
 - 2 become full of something (para 2)
 - 3 remove unnecessary information (para 3)
 - 4 someone who starts a business (para 3)
 - 5 not moving but ready to move (para 4)
 - 6 a very short time (para 4)
 - 7 not considering the possible effects of something in the future (para 5)
 - 8 be careful (para 5)

Sum up

- 7 What are the main tips in the article about making decisions? Which ones could work for you? Why?

Speak up

- 8 Work in groups.
 - 1 Think of a situation where somebody has made the wrong decision.
 - 2 Discuss what the decision is and why the person has made the decision.
 - 3 Decide what advice you can give that person.
- 9 Act out your situation to the rest of the class. Then invite the class to discuss the decision and the advice.



Think twice!



Should I skip breakfast and have ten more minutes in bed? Do I wear the new shirt that I've just bought or do I go for my old one? Decisions, decisions; they take up a lot of our thinking time.

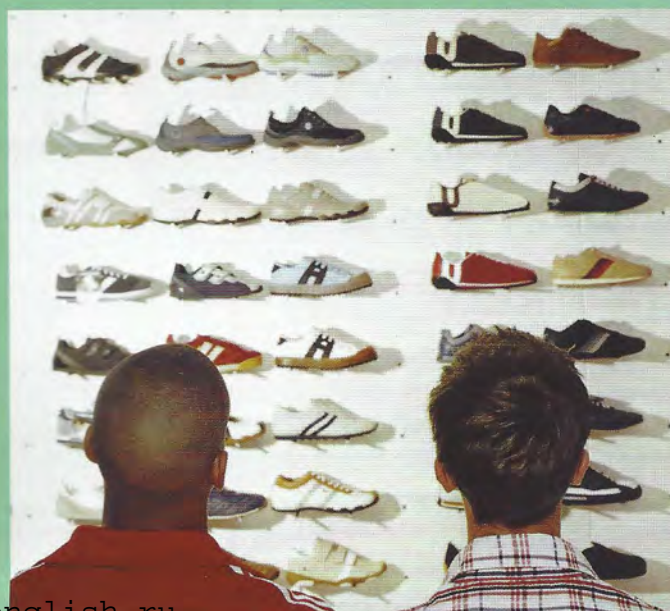
It's easy to become overwhelmed by decisions and it's hardly surprising when you look at the statistics. While a child makes around 3,000 decisions a day, as you get older, you make an estimated 35,000. ¹..... But apart from deciding what to eat, our heads get crammed with other choices about school, friends and home. At times, it seems like the easiest option is to let someone else make the decision for you whether you like it or not.

But I'm beginning to realise that you can learn how to make good decisions. There are ways to filter your decisions and focus on the important ones. Do you know that Mark Zuckerberg, who is the founder of Facebook, always wears a grey T-shirt? Why? Well, it means he can concentrate on important decisions and not spend ages deciding what to wear. ²..... Although it might be important to you to wear the right shirt, you could probably simplify your choices (and still look good) and decide what's really important.

There are times when we seem to have little control over the decisions we make. Picture this. ³..... Having thought of a reply and typed it in to your phone, you have your finger poised on the send button. You touch the screen and it's gone. You've acted without thinking it through and for a split second it feels good. ⁴..... You soon realise that you've been a bit harsh and caused more upset than you really wanted to ... for yourself and others. A person reacting emotionally often isn't in the best position to judge a situation well.

So, how can you avoid making bad decisions? Ideally, take time to 'sleep on it' and consider the consequences. Decisions made in a rush are often regretted later. Then try and work out why you made such a decision. Were you influenced by a friend whose advice was short-sighted or just wrong? ⁵..... It's also good to ask yourself how you're feeling while you're making the decision. Being aware of a sense of relief or excitement can be a good sign that you're doing the right thing. If you don't feel anything then beware! ⁶..... And my final tip; don't make a decision on an empty stomach or when you've got 'hanger'. Never heard of it? It's that angry feeling you get when you're hungry. After eating, you will be much more in control of your decision-making skills.

Despite all the advice out there, there will be times when you mess it up and make the wrong decision but that shouldn't stop you from being spontaneous and creative. The more decisions you make, the better you get at them, and fingers crossed you won't make the same mistake twice!



GRAMMAR

1 Read the grammar box and match the sentences (1–4) with the types of clause (A–D).

- My friend Clare, who lives in Scotland, has decided to study drama in London.
- Opinions held by young people are not always taken as seriously as adults' views.
- Feeling tired, we decided to have a break and get something to eat.
- Josh is the boy whose dad works as a science teacher at the high school.

explore grammar → p158

relative clauses

A Defining relative clauses give us essential information.

Do I wear the new shirt (**that**) I just bought or do I go for my old one?

B Non-defining relative clauses give us extra, non-essential information.

Mark Zuckerberg, **who's** the founder of Facebook, always wears a grey T-shirt.

Reduced relative clauses

C Instead of using a full relative clause, we can use a present or past participle after a noun.

Decisions **made in a rush** are often regretted later.

Participle clauses

D We can use participle clauses before the main clause to give more information about the subject.

After eating, you will be much more in control of your decision-making skills.

2 9.1 Listen to a conversation between two friends. Where are they and why is Lucy surprised to see Mark?

3 9.2 Complete the sentences with a relative pronoun or present/past participle. Put a dash (–) if the relative pronoun can be left out. Listen and check your answers.

- ... the place we practise was double booked
- ... so, not anything else planned, I decided to come here instead
- You mean the one to the guy with blonde hair?
- She's that friend of mine dad works for a record company in London.

4 Complete the text with these pronouns.

that which who when where

How old do you have to be?

There are certain decisions in life ¹ can only be taken when you reach a certain age. Some activities have minimum ages ² vary depending on where you are. For example, Spanish teenagers can drive a moped one year before British teenagers, ³ have to wait until they're sixteen. In many countries, ⁴ teenagers have turned sixteen, they can decide to leave school. In Argentina however, ⁵ the law is different, teenagers have to wait until they're eighteen.

5 Complete the article with appropriate relative pronouns or participles. Where is it possible to have no word?



I WANT TO HAVE MY SAY!

Why can't I vote? It's a simple question ¹ I can't find a good answer to. I'm from England, ² the minimum age to vote is eighteen. ³ only sixteen, I have no way of making my voice heard. So why do I think this law ⁴ stops me from voting is unfair? Well, I think if I'm old enough to work full-time, ⁵ means I'm old enough to pay taxes, I should be able to make decisions about how the government spends that money. Also older adults, ⁶ attitudes are often more old-fashioned, don't always understand younger people's points of view. ⁷ grown up with fast-changing technology, we view the world very differently. I also disagree with the opinion ⁸ by some adults that we lack the knowledge to make such big decisions. Thanks to social media, we're more in touch with what's going on in the world than ever before!

Speak up

6 Work in pairs and discuss the questions.

- When should a person be considered an adult? Why?
- At what age can you vote in your country? Do you think this is the right age? Why / Why not?



VOCABULARY

knowing, thinking and deciding

- 1 Read the vocabulary box. Work in pairs and ask and answer the questions. What do you learn about each other?

explore vocabulary

fixed phrases

Fixed phrases are important to know as they are very common in English. When learning new phrases, it is useful to group them according to topic:

speak out about something	have a Plan A and a Plan B
sleep on it	weigh up the pros and cons of something
be torn between two choices	to be at the centre of something
have second thoughts	carry weight

- Can you think of a situation when you **spoke out about** something?
- When making a decision, what are the benefits of **sleeping on it**?
- Can you think of a situation when you've been **torn between** two choices? What did you decide in the end?
- Do you often **have second thoughts** after you make a decision?
- Do you think it's a good idea to **have a Plan A and a Plan B**?
- Do you usually **weigh up the pros and cons** before making a decision?

- 2 9.3 Listen to four different situations concerning decisions. What are the decisions about in each case?

- 3 9.4 Listen again and complete the sentences.

- OK, Jack, so what I is that you play in the next away match and today you'll be a reserve.
- I'm sorry Jack, I've made my for today's team.
- Actually, I'm making you captain for that.
- You need to write about their life and art, but also the impact of their work on other artists.
- I'm sorry, Kate, but I've no of letting you go on holiday with your friends.
- I'm not your friends, you know I like them, I just don't think you're old enough yet.
- Remember to me before you make a final decision.

- 4 Fill in the missing words.

verb	noun
propose	1
2	selection
consider	3
4	intention
evaluate	5
judge	6
consult	7

- 5 Read these collocations. Complete the text with an appropriate word in each gap.

DECISION: make a decision, base a decision on something, come to a decision challenge a decision, involve somebody in a decision

RESEARCH: carry out research, research reveals something, according to research

MIND: encourage somebody to speak their mind, change your mind, know your own mind, make up your mind

Are you heard at home?

Have you ever heard of the saying 'Children are to be seen, not heard'? Only one or two generations ago, this was the case in the UK where parents made decisions ¹ on what suited them – without consulting their teenage children. However, new research has ² that this is no longer true of most modern British households. ³ to the research, teenagers are now often at the centre of all big family decisions. Over ninety percent of teenagers interviewed said their parents routinely ⁴ them in family decisions, such as what they eat for dinner and what they do at weekends. Most teens who took part in the survey said their parents encouraged them to ⁵ their mind and say exactly how they are feeling, whether good or bad. So it seems that today teens' voices are heard. Today's young people know what they want from an early age and are encouraged to speak out and ⁶ the decisions of others.



Speak up

- 6 Work in pairs and discuss the question.

Do you think there are some decisions that parents should make without consulting their children? Give reasons for your answers.

LISTENING


Power up

- 1 Work in pairs and talk about these experiences. Did you choose to do these things yourself or did somebody make you do them? How did you feel?

A time when you

- 1 stayed away from home for the first time.
- 2 had to speak in front of the class.


Listen up

- 2  9.5 Listen to a radio interview with a student who went to a summer camp. How did his summer go?

exam tip: multiple choice

Remember the information is in the recording. Don't be persuaded by your own opinion when you read the question.

Read questions 1–7 in Ex 3.

- 3  9.6 Read the exam tip and listen again. Choose the correct answer, A, B or C.

- 1 The aim of the youth citizen course is to
 - A offer different sports over the summer.
 - B give young people a chance to socialise.
 - C provide a varied range of activities.
- 2 When he heard about the course from his parents, Dan was
 - A concerned about leaving his friends.
 - B disappointed his friends couldn't go.
 - C worried it would be boring.
- 3 What surprised Dan in the first week of the course?
 - A how easy it was to meet people
 - B how frightened he was of rock-climbing
 - C how supportive the others in the group were
- 4 Looking back at the rest of the activities, Dan
 - A appreciates how important good leaders are.
 - B realises that he has found something he's very keen on.
 - C recognises the importance of public speaking.
- 5 Dan would advise his friends to
 - A find alternative types of camp.
 - B be aware of how hard homesickness is.
 - C consider the skills they can learn on this course.
- 6 What did Dan's family think about him when he got home?
 - A They realised he had become more decisive.
 - B They couldn't believe he was so talkative.
 - C They were surprised by his cooking ability.
- 7 As a result of the experience, Dan has
 - A changed his plans for university.
 - B realised his potential to help others.
 - C decided to travel more.

- 4 Work in pairs and answer the questions.

- 1 Did Dan's parents make the right decision for him? Why / Why not?
- 2 What 'key' moments did Dan have on the course?
- 3 Would this type of course work for you? Why / Why not?

- 5 Complete the sentences with these words from the interview.

adrenalin community convince
hidden homesick struggle

- 1 Henry was nervous at the beginning of the race but when the started flowing, he ran faster than ever.
- 2 The new leisure centre will be good for the whole
- 3 Ellie's friends tried to her to join their new drama class but she wasn't keen.
- 4 When he arrived at university, Ben was and missed his family and friends.
- 5 The teacher wanted his students to discover a talent that they didn't know they had.
- 6 Every day is a to survive when you don't have clean water or enough food.

Speak up

- 6 Work in groups and discuss the questions.

- 1 How do you react when other people make decisions for you?
- 2 In the interview, Dan says he's a doer, not a thinker. What do you think this means? How would you describe yourself? Give reasons for your answers.

USE OF ENGLISH 1

- 1 Read the grammar box. Work in pairs and find the important information in the first two examples.

explore grammar

→ p158

cleft sentences

We can emphasise information by putting it at the front or at the end of the sentence.

A It + be + important word/phrase/topic

My parents decided I should do a youth citizen programme over the summer.

It was my parents who decided I should do a youth citizen programme over the summer.

B What + clause + be + word/phrase/topic

It's really amazing how much confidence I gained.

What is really amazing is how much confidence I gained.

C Emphasising a verb

I tried rock climbing.

What I did was to try rock climbing.

D Emphasising a whole sentence

We held a music event and cooked food to sell.

What happened was (that) we held a music event and cooked food to sell.

- 2 Read the important information in bold, then rewrite the sentences using a structure from the grammar box.

- 1 I wasn't interested in art **until recently**.

It wasn't

- 2 I love **the clothes** she wears.

What I love

- 3 **My friends** made the cake for the party.

It made the cake for the party.

- 4 I **took lots of photos** while I was there.

What I lots of photos while I was there.

- 5 **Our teacher** offered to help us with the project.

It to help us with the project.

- 6 We need **extra time** for this exercise.

What for this exercise.

- 7 I don't like **the weather** in winter.

What I don't like in winter

- 8 **Too many people** tried to help with the plans.

What happened

- 3 Complete the sentences so they are true for you. Compare your answers with a partner.

- 1 What I really enjoyed today ...
- 2 It was my friends ...
- 3 What was good about last weekend was (that) ...
- 4 It's always my teacher who ...

- 4 Read the exam tip and answer the question. Complete the article with one word in each gap.

exam tip: open cloze

You might think that more than one answer is possible but you must write only one word in the gap.

Look at gap 6 in Ex 5. Can you think of two correct words that could fill the gap?

- 5 e Read the article and complete the sentences with one word in each gap.

Surprise, surprise!

Some people love them but surprise parties aren't for everybody. What ¹..... worse is that it's often your best friends ²..... decide that a surprise celebration is a good idea. It ³..... during my stay at summer camp that my friends decided to plan my birthday party. What they ⁴..... was to organise it for the day I got back. I had the feeling something was going on because they ⁵..... acted strangely during our online chats during the summer. I thought I'd upset them. That day I arrived home ⁶..... a long coach trip to find ten friends hiding in the garden. It was a really nice idea but ⁷..... slightly bothered me was that my hair looked awful and I had a big chocolate stain down my T-shirt. Gross! Of course, ⁸..... was the thought that mattered so I couldn't say anything – and anyway, the photos were hilarious.



Speak up

- 6 Work in groups and discuss the questions. Try and use a cleft sentence in your answer.

- 1 Have you had or been to a surprise party? Who organised it?
- 2 What can go wrong at a surprise party?
- 3 Would you trust your friends to organise a birthday celebration for you?

USE OF ENGLISH 2

1 Work in pairs. Discuss the questions.

- 1 Do you make all the decisions about how you dress?
- 2 Do you ever have to wear clothes you don't like? If so, when and why?

2 9.7 Listen to four people talking about clothes and answer the questions.

- 1 Which speaker feels it's difficult to make their own decisions about fashion?
- 2 Which speaker thinks people put too much emphasis on external appearances?
- 3 Which speaker would like to dress more like their friend?
- 4 Which speaker enjoys trying out new styles?

3 9.8 Read vocabulary box 1. Listen again and note down which speaker (1–4) uses each collocation.

explore vocabulary 1

collocations (4)

It's useful to learn groups of collocations by topic, for example *fashion*.

- be obsessed with style and image
- experiment with new looks
- feel under pressure to wear something
- follow the crowd
- have a crazy dress sense
- have an issue with something
- look really cool
- pick up bargains
- put an outfit together
- stand out in a crowd
- throw on clothes
- wear a particular brand or label

4 Replace the highlighted words with collocations from vocabulary box 1 and answer the questions in pairs.

- 1 Do you like to **try out** different styles?
- 2 Do your parents ever **disapprove of** what you're wearing?
- 3 Do you ever **feel forced to** wear a particular brand or label because all your friends do?
- 4 Do you think teenagers are **too interested in** how they look?

5 Read vocabulary box 2. Which of the adjectives can be made negative by adding a prefix?

explore vocabulary 2

word formation: nouns to adjectives

When learning a new word it is useful to learn other forms of the word, for example:

- intelligence (n) – intelligent (adj) patience (n) – patient (adj)
- judgement (n) – judgemental (adj) fault (n) – faulty (adj)
- ambition (n) – ambitious (adj) style (n) – stylish (adj)
- suspicion (n) – suspicious (adj)
- independence (n) – independent (adj)
- confidence (n) – confidential/confident (adj)
- obsession (n) – obsessed/obsessive (adj)

6 e Read the exam tip and answer the questions. Complete the article using the correct form of the words in capitals.

exam tip: word formation

Remember that for every gap, the stem word at the side of the text will have to be changed.

Look at gap 1 in the article. What type of word is missing? What suffix do you need to add to 'trend'?

Virtual fitting rooms

We've all experienced those frustrating shopping trips when we've tried on what feels like hundreds of ¹ outfits only to find nothing seems to suit us. Well, the virtual fitting room may be able to help. Virtual fitting rooms are the digital equivalent of ² in-store changing rooms. They work by scanning your body's ³ and displaying your 3D image on a screen that looks like a giant mirror. This ⁴ you to try on clothes and check the size, fit or style without ever getting ⁵ You can push virtual buttons to

- TREND
- CONVENTION
- MEASURE
- ABLE
- DRESS
- COMBINE
- INFLUENCE
- EXPERIMENT



try different clothes on until you find a ⁶ you like. The virtual fitting room can also have an ⁷ role in your style decisions by suggesting outfits that will suit your body shape. People who have used this technology say it has encouraged them to be more ⁸ and more confident about their choice of clothes. I personally can't wait to have a go!

SPEAKING

Power up

1 Work in pairs and answer the questions.

- Who do you prefer shopping for clothes with? Why?
- Do you usually know what you like/don't like?

2 Put these words in pairs of opposite meanings. Use a dictionary if necessary.

busy casual cheerful formal messy moody neat old-fashioned
patterned plain quiet smart scruffy trendy

3 Look at the photos. Which of the words in Ex 2 can you use to describe the clothes?

4 9.9 Read exam tip 1 and listen to a teacher giving instructions to a student. Answer the question in the exam tip.

exam tip: long turn (1)

→ p163

Timing is very important in this part of the exam. You have one minute to compare the photos and answer a question about the people in the photos. What **two** things must the student do?

5 9.10 Listen to a student talking about the photos and complete the table.

Similarities	Differences	What might be difficult
people shopping	relationship	Photo 1:
		Photo 2:

6 Complete the sentences with your ideas. Work in pairs and compare your answers.

- Both photos show
- Another similarity is
- In the first photo
whereas in the second photo
- Another difference is
- Shopping might be difficult for because

7 9.11 Read exam tip 2. Listen and answer the question.

exam tip: long turn (2)

As well as comparing your photos, you must be ready to comment on another student's photos. Make sure you look at them, listen carefully to the question and give reasons for your answer.

Listen to the teacher's next question. What question does the teacher ask?



8 Read the useful language, then look at the photos again. Work in pairs and decide how you would answer the final question.

useful language:

talking about preferences

I'd prefer to + verb ... because

I know I'd rather + verb ... because

If I had a choice, I'd ... because ...

Speak up

9 e Work in pairs. Take it in turns to look at the photos then answer the questions. Student A's photos are on p172. Student B's photos are on p174.

Speaking extra

10 Work in pairs. Take it in turns to open your book at any page with photos on it. Choose two photos and study them. Ask your partner to time you while you try and talk for one minute. When you finish, ask your partner how you did.

WRITING

Power up

- 1 Write down the first three celebrities you can think of. Work in pairs and compare your answers.
 - 1 Did you choose any of the same celebrities?
 - 2 Which of the celebrities you chose are popular with young people?
 - 3 What is the reason for their popularity?
- 2 How do you think these celebrities influence the kinds of decisions young people make?

Plan on

- 3 Read the task and find the key information in the essay task.

In your English class you have been talking about celebrities. Now, your English teacher has asked you to write an essay. Write an essay using **all** the notes and giving reasons for your point of view.

Celebrities have a big influence on the decisions teenagers make. Is it a good or a bad thing?

Notes

Write about:

- 1 behaviour
- 2 hobbies and interests
- 3 (your own idea)

You **must** answer this question.

Write your answer in 140–190 words in an appropriate style.

- 4 Work in pairs and think of possible third points to discuss in this essay. Remember to make sure your third point is relevant to the main topic but clearly different to the points already given.
- 5 Read Maya's essay. What is her third point?

Undoubtedly, celebrities are extremely influential in teenagers' lives. Whether ¹they have a positive or negative influence remains a matter of opinion.

Certainly the behaviour of teens can be influenced by their idols. ²This can be positive as in the case of a film star whose support of environmental issues leads to their fans being greener. However, ³it can also be negative. For instance, a footballer who's famous for their rebellious behaviour may encourage their supporters to act in a similar way.

Well-known personalities can also have a positive effect on how young people spend their free time. For instance, followers of a musician may develop an interest in playing music themselves. In addition to ⁴that, reading about a celebrity's hobbies may encourage them to pursue a new activity.

Finally, I think celebrities have a considerable impact on how teenagers look. Fans enjoy adopting fashion trends started by their favourite idols. While ⁵this is generally positive, it can also result in teens wearing clothes that do not suit them at all.

In conclusion, I think that in general, celebrities have a more positive than negative influence on the decisions young people make.



A 'fashion victim' is someone who wears fashionable clothes that make them look silly or don't suit them.

explore language

using referencing words

In order to avoid repetition in your writing, it is a good idea to use referencing words. We use 'it', 'they', 'that' and 'this' to refer to things we've already mentioned.

6 Read the language box. With a partner read the highlighted words in Maya's essay. What do they refer to?

7 Complete these opinions with an appropriate referencing word ('it', 'they', 'that', 'this'). In some cases, there is more than one possible answer.

- 1 Some celebrities influence their fans' dress sense. In addition to 1....., 2..... often have an effect on their fans' behaviour.
- 2 Designers love celebrities wearing their label as 3..... usually leads to an increase in sales.
- 3 Some celebrities don't realise the influence they have. 4..... is a shame as 5..... could be used in a positive way.
- 4 Many people criticise the effect celebrities have on young people's lives. However, in spite of 6....., most people enjoy reading about celebrities in magazines.

exam tip: essay

→ p165

Try not to repeat the topic words, for example 'celebrity', 'influence', 'teenager', too many times throughout your essay. Try and think of other ways of expressing your ideas. Always check your work at the end to make sure it doesn't sound too repetitive.

Which words or phrases does Maya use to avoid repetition of the following?

celebrity fans teenagers influence

Write on

8 Work in pairs and read the task. Underline the key information and think of a possible third point for the essay.

In your English class you have been talking about style and image. Now, your English teacher has asked you to write an essay. Write an essay using **all** the notes and giving reasons for your point of view.

Some people think that advertising has the greatest influence on the decisions teenagers make about style. Do you agree?

Notes

Write about:

- 1 parents
- 2 music
- 3 (your own idea)

You **must** answer this question. Write your answer in 140–190 words in an appropriate style.

9 Read the exam tip. Plan your essay. Use the following tips to help you.

- 1 Plan your paragraphs by writing down some ideas for each of the points (parents, music and your own idea).
- 2 Make sure you include an introduction and a conclusion.
- 3 Use referencing words to avoid repetition.
- 4 Make sure you use a good range of vocabulary and tenses.
- 5 Check you are using an appropriately formal register.
- 6 Remember to include arguments and examples to support your opinion.

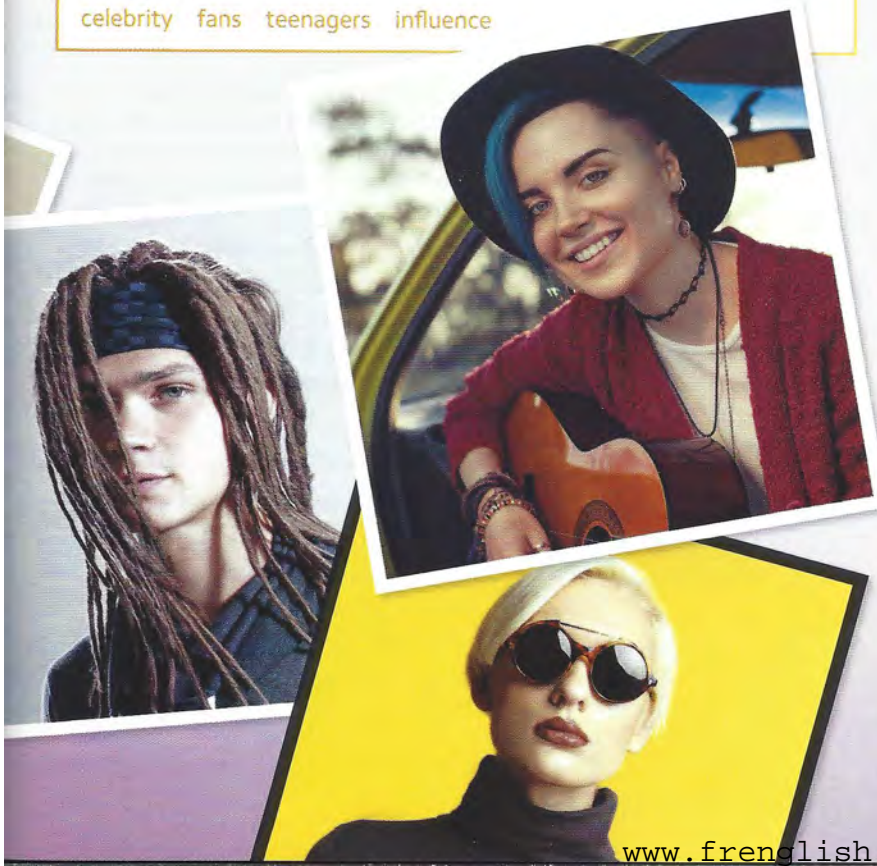
10 e Write your essay in 140–190 words.

Improve it

11 Read your essay again. How many times have you repeated key words such as 'style', 'teenagers' and 'influence'? Could you replace any of these words with other similar words or phrases?

12 Have you used any referencing words in your essay such as 'it', 'they', 'that' and 'this'? Could you add any more to your essay to avoid repetition?

13 Read your essay again and correct any grammar or vocabulary mistakes.





INDEPENDENT LEARNING

Skill review

- 1 Which is your strongest skill out of reading, writing, listening and speaking? Why?
- 2 Which is your weakest skill out of reading, writing, speaking and listening? Why?
.....
.....
.....
- 3 Work in pairs. Look back at the tips for the skills you need to improve and identify which ones will be most useful to you. Write them down.

- 4 Look back at the independent learning sections in Units 1–8 and think about the most important things you have learned that will help you to improve in the future. Complete the sentences below about yourself.
 - 1 My reading skills have improved because now
.....
 - 2 In future when I do listening exercises, I'm going to pay attention to
.....
 - 3 My strength in speaking is
..... I would also like to learn how to
 - 4 In future, when I do writing exercises, I'm going to pay attention to
.....

SWITCH ON

Does smell sell?

- 1 Work in pairs. Think about a time you have bought something that you later regretted, such as food, clothes, technology, etc. What factors affected your decision to buy them?
- 2 Watch the clip. Make a note of the facts and figures you hear. Compare your answers with a partner.
 - 1 How much money is spent on food per year in the USA?
 - 2 What percentage of the sense of taste is made up of smell?
 - 3 How much does a 'scent air' machine cost per month?
- 3 Watch again. How did the shoppers react to the smell in the supermarket?
- 4 Was the scent machine a success?

Project

- 5 Work in groups to create a social media campaign for a new food-related product or service.
 - 1 Research some well-known, successful social media campaigns.
 - 2 Choose a new or existing product or service to advertise. Make notes about the key features of your product or service. What are your unique selling points?
 - 3 Create your social media campaign (i.e. hash tags, influencers, memes, etc.)
 - 4 Present your campaign to the class.

UNIT CHECK

Wordlist

Knowing, thinking and deciding

consider (v)
consideration (n)
consult (v)
consultation (n)
evaluate (v)
evaluation (n)
intend (v)
intention (n)
judge (v)
judgement (n)
propose (v)
proposal (n)
proposition (n)
select (v)
selection (n)

Fixed phrases

be at the centre of (sth)
be torn between two choices
carry weight
have a Plan A and a Plan B
have second thoughts
sleep on it
speak out about (sth)
weigh up the pros and cons

Collocations

according to research
base a decision on (sth)
be obsessed with style and image
carry out research
challenge a decision
change your mind
come to a decision
encourage (sb) to speak their mind
experiment with new looks
feel under pressure to wear (sth)
follow the crowd
have a crazy dress sense
have an issue with (sth)
involve (sb) in a decision
know your own mind
look really cool
make a decision
make up your mind
pick up bargains
put an outfit together
research reveals (sth)
stand out in a crowd
throw on clothes
wear a particular brand or label

Word formation: nouns to adjectives

ambitious
confident
confidential
conventional
experimental
faulty
foolish
independent
influential
intelligent
judgemental
obsessed
obsessive
patient
stylish
suspicious
trendy

Other

adrenalin (n)
addictive (adj)
beware (v)
busy (adj)
casual (adj)
community (n)
convince (v)

formal (adj)
filter (v)
founder (n)
get crammed (phr)
hidden (adj)
homesick (ad)
moody (adj)
neat (adj)
patterned (adj)
plain (adj)
poised (adj)
quiet (adj)
scruffy (adj)
short-sighted (adj)
skip (v)
smart (adj)
split second (n)
struggle (n)

Practice

1 Complete the sentences with words from the Collocations section.

- When Mark chose a course at university, he his decision on his teacher's recommendations.
- I'm going to their decision to drop me from the team as I don't agree with it.
- Our parents always encouraged us to and express our opinions.
- When it comes to fashion most people – only a few dare to be different.
- Mr Tan has an with Chloe's time-keeping as she's always late for class.
- I can't my mind. Shall I go for the chicken curry or the burger and chips?
- Research that regularly eating the spice turmeric has many health benefits.
- With her bright pink hair, Hannah really does in a crowd!

2 9.12 Listen to eight people. Write a word from the Word formation section when you hear the beep.

-
-
-
-
-
-
-
-

3 9.13 Listen again and check your answers.

4 Work in pairs. Choose a verb from the Knowing, thinking and deciding section of the wordlist and see if your partner can think of the noun form. Take it in turns.

UNIT CHECK

Review

1 Complete the sentences with 'who's' ('who is' or 'who has') or 'whose'.

- Debbie, not at school today, usually sits in that seat.
- Do you know anybody ever lived abroad?
- There are prizes for anyone artwork was selected for the exhibition.
- Do you know someone regretted a decision they have made?
- I'm not sure coat this is, but it might be Jonathan's.
- Natasha's a friend of mine hair always looks amazing.

2 9.14 Listen to two friends talking. What decision does the girl need to make?

3 Complete the sentences and questions from the listening with an appropriate past or present participle of these verbs.

have be replace teach send look

- After at my records, I can see not everyone has returned their form.
- Didn't you see the letter to all the parents last week?
- off school last week, you probably didn't get it.
- Mr Evans is the teacher Ms Hatton while she's having her baby.
- heard what some of the boys are saying about him, I reckon he must be really strict.
- According to Oliver, everyone by him says he's the strictest teacher they've ever had.

4 9.15 Listen again and check your answers.

5 Read the fashion blog. Think of the word which best fits each gap. Use only one word for each gap and put a dash (-) if a word is not necessary.

Trouble deciding what to wear?

Read my tip!

Not knowing what to wear to a party is a problem ¹ we've all experienced before. You open your wardrobe and all you can see are clothes ² seem dull and boring. However, ³ is often not the clothes that are the problem, but a lack of imagination ⁴ it comes to putting an outfit together. Are you the kind of person ⁵ always goes for the same old top and pair of jeans? If you are, then you're not alone as most of us have a favourite comfortable style ⁶ we find difficult to change. My suggestion is to ask the advice of a friend ⁷ fashion sense you trust. Your friend, ⁸ faced with your wardrobe of clothes, is much more likely to suggest fresh combinations of clothing ⁹ you would never come up with. Simply putting different colours or styles together can make your clothes look really different, and ¹⁰ is great about this tip is that it doesn't cost you anything!

6 Put the words in the correct order to make cleft sentences. The first word has been given in each sentence.

- the most / was / It / his smile / loved / she / that
It
- learning / I / difficult / the pronunciation / What / about / find / English / is
What
- the pros and cons / list / I / was / to / all / What / of each choice / did
What
- the wrong person / the text / What / was / she / to / happened / that / sent
What
- about Greece / What / enjoys / most / the lovely food / she / is
What
- met / I / It / when / first / was / Harriet / last summer
It

7 Write a short paragraph about a good friend. In your paragraph:

- say when and where you met them.
- give some extra information about your friend using relative clauses.
- explain what it is you like about them.

“
I don't
always like
the same
things **as**
my friends.”

Look at the photo and discuss the questions.

- 1 Do you have an open mind about food, or do you always eat the same things?
- 2 Do you think everyone should learn to cook at school? Why / Why not?
- 3 When was the last time you tried food from a different country? What was it and did you enjoy it?



A matter of taste

READING

topic: having an open mind

task: multiple choice

USE OF ENGLISH

open cloze; key word transformations

multiple choice cloze; word formation

LISTENING

topic: giving advice

task: multiple choice; short texts

SPEAKING

topic: free time

task: interview; long turn; collaborative task; discussion

WRITING

topic: eating together; a weekend trip; a music magazine

task: email, article or review

READING

Power up

- 1 How much do you know about bananas? Do the True or False quiz and find out.

✓
True or False?
✗

- 1 Humans share 50% of our DNA with bananas.
- 2 There is a type of banana called 007.
- 3 There are approximately 1,000 different types of banana plants in the world.
- 4 The name for a group of bananas is a hand and the name for a single banana is a finger.
- 5 Bananas grow on trees.
- 6 There is a rare variety of banana which is white.

Read on

- 2 Work in pairs. How do you think the things in the box are related to the topic of bananas?

a law clothes electricity leather shoes teeth

- 3 Look at the photos and the title of the article. What do you think the article is going to be about?

- 4 Read the article and see if you were right.

- 5 **e** Read the article again and choose the correct answer, A, B, C or D.

- 1 What does the author suggest was responsible for the high number of banana-related injuries?
 - A the increase in banana sales following the 1876 World Fair
 - B the lack of rubbish collection services in urban areas
 - C city inhabitants' lack of respect for city laws
 - D people not being used to eating the newly introduced fruit
- 2 What do we learn about the author in the second paragraph?
 - A He is amazed at how many decades bananas have made people laugh.
 - B He believes that bananas are equally important as wheat or rice.
 - C He agrees with most people that it's a banana's form which makes it popular.
 - D He made some unexpected discoveries about bananas when writing this article.

- 3 What does *It* refer to in line 22?
 - A the usefulness of bananas
 - B the ability to repair DVDs or CDs
 - C the potential to make changes
 - D the wax in the peel
- 4 What is the author's attitude towards the cotton production industry?
 - A He dismisses its influence in the clothing industry.
 - B He criticises the way it uses natural resources.
 - C He thinks it could learn from cultures in Japan and Southeast Asia.
 - D He believes it is gradually becoming carbon neutral.
- 5 The Australian engineers were motivated by a wish to
 - A increase profit for banana growers.
 - B find a new natural source of renewable energy.
 - C make the most of unsaleable produce.
 - D reduce the number of bananas that are considered unfit for sale in shops.
- 6 What is the writer's main purpose in the final paragraph?
 - A to emphasise that while these are exciting ideas, they're unlikely to become reality
 - B to discourage people from wasting bananas
 - C to inform readers that bananas in the future will play a bigger part in our everyday lives
 - D to advise readers to keep an open mind when it comes to bananas

- 6 Find words or phrases in the article that mean the following.

- 1 a joke or funny story (para 1)
- 2 a plant that is grown in large amounts, especially a cereal, fruit, or vegetable (para 2)
- 3 the amount of a particular food that is served to one person (para 2)
- 4 something or someone's ability to develop or succeed (para 3)
- 5 the stick-like main bodies of plants from which leaves and flowers grow (para 4)
- 6 rotting or decaying (para 5)
- 7 marked or damaged and darker in colour (para 5)
- 8 a fault or weakness (para 6)

Sum up

- 7 Work in pairs. Try and sum up the main topic of each paragraph in one phrase.

Speak up

- 8 Work in groups and discuss the questions.

- 1 Which of the uses of bananas mentioned in the text do you find most interesting and why?
- 2 Why do you think we laugh at people slipping on bananas and other examples of this kind of comedy? Do you like this kind of 'physical' comedy?

It's time to start taking **bananas** seriously!

What's so funny about bananas? Along with a pie in the face or walking into a lamp post, the 'slipping on a banana peel' gag is perhaps one of the best-known jokes from physical comedy. But where did it all start?

Well, after their appearance at the 1876 World Fair in New York, bananas became a favourite street food. At that time there were no litter bins or street sweepers; banana peels were often thrown onto the streets. These rotten peels became extremely slippery and resulted in many people falling over and injuring themselves. It was such a serious issue in America that a law was created banning people from dropping banana peel in public. While injuries from banana skins decreased, its use for comic effect increased. Even today many of us find it hard not to smile at the sight of somebody slipping on a banana peel.



'In fact according to statistics, bananas are the world's most consumed fruit and are the fourth most valuable food crop in the world, behind wheat, rice and milk.'

There's no denying it, bananas are entertaining, but they also taste good. In fact according to statistics, bananas are the world's most consumed fruit and are the fourth most valuable food crop in the world, behind wheat, rice and milk. Maybe it's because of their perfect portion size or the fact they come in their own natural packaging. But as I have found out, bananas' role as food is only one side of the story. The very banana skin that has kept us laughing for decades has hidden value.

So what are these unexpected uses of bananas? Firstly, did you know that banana peel works brilliantly as a shoe polish?

line 22 It can also be used to whiten teeth as the citric acid in the peel helps reduce stains and brighten your smile. And next time you accidentally scratch your favourite DVD or CD, gently wipe it with the inside of the peel. The wax in the peel can help fill in the scratches. It doesn't stop here though. In addition to these fun uses, the banana also has the potential to make positive changes on a much larger scale.

Bananas are making their way into fashion now too. Forget about cotton, we could be making textiles from banana. The fibres from banana plant stems, which are usually thrown away as waste, can be turned into textiles. Unlike the cotton production industry, which involves chemicals and ridiculous amounts of fresh water, textile production from bananas is practically carbon neutral. Imagine clothes that could be manufactured using only the water and sunlight a plant needs to grow. It may sound too good to be

true, but in fact cultures in Japan and Southeast Asia have been using the banana plant to produce hand-made textiles since the 13th century.

If banana-inspired clothes aren't enough, how about a home powered by bananas? This may seem like a crazy idea, but engineers from Queensland in Australia have created an electricity generator which is fuelled by decomposing and rotten bananas. The idea came from a desire to make use of the mountain of unwanted bananas that needlessly go to waste because the fruit are too bruised or small to reach the shops. Scientists have successfully used bananas to generate electricity in the laboratory, but are still carrying out research and development into this new technology.

So should we be changing our view of the humble banana? Well, I'll definitely think twice before throwing its peel away as we're clearly not taking full advantage of the fruit's capabilities. However, according to experts, we're still years away from being able to produce enough textiles from bananas for it to be a viable industry. Equally, the technology needed to generate electricity from the fruit still has one main flaw; it takes an enormous number of bananas to generate a small amount of power. But in time, who knows, maybe you'll be reading articles like this wearing banana-based clothes in a banana-powered building. Sounds bananas? Maybe, but anything's possible!

USE OF ENGLISH 1

- 1 Do you know of any famous chefs in your country? Are any of them TV chefs?
- 2 Quickly read the article about a chef and find out what inspired him to take up cookery.
- 3 e Read the article and complete the text with one word in each gap.
- 4 e Rewrite the sentences using the word given. Use between two and five words, including the word given.

- 1 Steffie feels sad that she didn't learn how to cook when she was at school.

REGRETS

Steffie
how to cook when she was at school.

- 2 I think you should go on a cookery course this summer.

WERE

If go
on a cookery course this summer.

- 3 'You left the kitchen in a horrible mess!' Alice said to Rollo.

ACCUSED

Alice
the kitchen in a horrible mess.

- 4 I haven't made fresh spaghetti before.

FIRST

This is
made fresh spaghetti.

- 5 They were still preparing the food while the guests were arriving.

BEING

While the guests were arriving,
.....
prepared.

- 6 I have heard people say that the new restaurant is really good.

BEEN

It
that the new restaurant is really good.

Speak up

- 5 Work in pairs and discuss the questions.
 - 1 What is your favourite thing to cook or bake? Why?
 - 2 How popular are TV cookery programmes and competitions in your country? Why / Why not?



A Greek success story

Akis Petretzikis is a popular young Greek chef and TV personality. His journey into cookery began during his student years ¹ university in Athens. While he was there, not ² did he develop an interest in Mediterranean cuisine but he was also inspired by the sound of knives ³ sharpened on a stone – knives that could be used to cut up lots of fresh herbs, fruit and vegetables.

After his studies, Akis worked for a while in restaurants, but then decided ⁴ follow his interest in international cookery. He went to England ⁵ five years and returned to Greece for the first Greek Masterchef competition in 2010, ⁶ he won.

Nowadays, one of his projects involves working with a team to come ⁷ with exciting new recipes. He also has ⁸ a huge global following on social media that he gets messages from all over the world.

game on

Work in groups.

Take it in turns to say a word connected to cooking and food preparation, going through the letters of the alphabet.

If you cannot find a word within 60 seconds, you lose your turn and you don't get a point.

The next person starts from the next letter in the alphabet.

You get one point for each correct word.

The student with the most points wins.

USE OF ENGLISH 2

- 1 Have you ever taken a photograph of a plate of food? What was it? Why did you take the photo? Who saw it?
- 2 Quickly read the text in Ex 3. Can you explain the title?
- 3 **e** Read the text again and choose the best answer, A, B, C or D.

NO PHOTOS PLEASE!



Heston Blumenthal, a British chef, was first inspired to cook when visiting the South of France as a teenager. There, the scent of lavender and other herbs made him realise the importance of the ¹..... of smell in the whole eating process.

Heston is now a well-known chef ²..... having had a difficult start. He left school without ³..... many qualifications, and had a series of uninspiring jobs. He never lost his passion for food, though, and he eventually bought an old pub, where he started to ⁴..... out his ideas for new recipes. The pub became a world-famous restaurant.

One thing that makes Heston lose his ⁵..... is customers taking photos of their food. Heston's ⁶..... of view is that each diner at his restaurant should be fully 'present' in the whole food experience. This cannot happen, he says, if they are ⁷..... attention to their cameras or their phones. Using flash, in particular, drives him and the other customers quite ⁸.....!

- | | | | |
|-------------|---------------|-------------|--------------|
| 1 A feeling | B aroma | C sense | D ability |
| 2 A however | B even though | C despite | D apart from |
| 3 A passing | B succeeding | C winning | D gaining |
| 4 A speak | B talk | C work | D make |
| 5 A temper | B mood | C attitude | D thought |
| 6 A sort | B kind | C type | D point |
| 7 A paying | B wasting | C spending | D having |
| 8 A annoyed | B mad | C irritated | D furious |

- 4 Quickly read the article about a summer school. What can you do there?
- 5 **e** Complete the article with the correct form of the word in capitals.

A summer school – with a difference

An amazing experience for those of you who are interested in cooking is the Cook Around the World summer school. Based in the Italian countryside, this international summer school offers a ¹..... of cookery classes and language learning. Test your ²..... on this 10-day course, where you will taste dishes from around the world as well as produce your own ³..... menu for our Final Day banquet. Students find that their skills improve ⁴..... on the cookery courses and they can cook with greater ⁵..... by the last day.

We also offer classes in English, French, Spanish and Italian. All ⁶..... on the course will be given laptops to use while they are there. The courses we offer are non-exam courses but students find that they can ⁷..... pick up the spoken language by chatting to friends in a relaxed environment. It is ⁸..... that you will complete the course without having made quite a number of new friends!

COMBINE
CREATE

PERSON
DRAMA

CONFIDENT

PARTICIPATE

SUCCEED

LIKE

Speak up

- 6 Work in pairs and discuss the questions.

- 1 Do you think that the 'Cook Around the World' summer school would be a valuable experience? In what way?
- 2 What kind of food or particular dish would you like to learn to cook? Why?




LISTENING

Power up

- 1** What should you do before listening? Tick the points that you agree with.

- Read through the questions and the options. ☐
- Decide on the most likely answers. ☐
- Think about what each different situation might be. ☐
- Note down my own opinions about the situations. ☐
- Worry about any unknown words. ☐
- Underline key words. ☐

Listen up

- 2**  **10.1** Listen to people talking in eight different situations. Choose the best answer, A, B or C.

- 1** You hear a message on a telephone answering machine. Why is the speaker calling?
 - A** to persuade his friend to do something
 - B** to ask his friend for help
 - C** to provide information about a forthcoming event
- 2** You hear a nutrition expert talking about ready-made meals. What is she doing?
 - A** advising which ones people should avoid
 - B** discussing their benefits for young people
 - C** warning against using them too frequently
- 3** You hear two friends talking about a meal at a restaurant. What does the boy say about the problem with the food?
 - A** It spoilt the whole evening.
 - B** It was the restaurant's fault.
 - C** It could have been more serious.
- 4** You hear a food blogger talking about writing her blog. Why did she start writing it?
 - A** She had always wanted to become a writer.
 - B** She found it difficult to pursue other hobbies.
 - C** She decided to teach her friends how to cook.
- 5** You hear two friends talking about a party. How does the boy feel about it?
 - A** worried that the weather might be bad
 - B** anxious that he has forgotten to invite someone
 - C** doubtful about the quantity of food
- 6** You hear two friends talking about a TV cookery show. What do they agree about?
 - A** how stressful it must be for the contestants
 - B** how fair the judges' decisions were
 - C** how good the presenters were
- 7** You hear a talk by a professional food photographer. What does he say photographers should do?
 - A** take different photos of each dish of food
 - B** use the most expensive lighting equipment
 - C** use matching colours for the background
- 8** You overhear this conversation in a school corridor. How does the girl feel about the farm project?
 - A** doubtful about her ability to look after the animals
 - B** worried that she might not have time to study
 - C** concerned that she won't get the assistance she needs

Speak up

- 3** What advice would you give a friend who wants to lead a healthier lifestyle? Work in pairs and think of five tips. Compare your ideas with other members of the class.

SPEAKING

Power up

- 1** Work in pairs and think of different ways you can prepare for a speaking task. Compare your ideas with the rest of the class.

Speak up

- 2 e** Work in pairs. Take it in turns to ask and answer the questions.

Speaker 1

- 1 Where are you from?
- 2 Who do you spend your free time with?
- 3 What's your favourite subject at school?
- 4 Are you going on holiday this year?

Speaker 2

- 1 Where are you from?
- 2 Do you have a best friend?
- 3 Have you done anything interesting recently?
- 4 Which country would you like to visit in the future?

- 3** Work in pairs and write more questions for each other. Use these topics for ideas.

family and home friends school/studies free time travel/holidays
special occasions plans/ambitions

- 4 e** Take it in turns to talk about your photographs on your own for one minute. Then answer a question about your partner's photos. Student A: your photos are on this page. Student B: Your photos are on page 173.

Student A

Here are your photos. They show people eating food in different situations. Compare the photos and say what you think the people might find difficult about eating in these situations.

Student B

Where would you prefer to eat? Why?



- 5 e** Work in pairs. You're going to talk about something together for about two minutes. A group of international students is coming to your school for a week to learn about life in your country. Here are some ideas for their visit.



- 6** Discuss why an international student visiting your school might be interested in these activities.

- 7 e** You now have about a minute to decide which two activities would be the most useful for the students.

- 8** Take it in turns to ask and answer the questions. Do you agree with your partner? Be prepared to say why you do/don't agree and give your reasons.

- 1 Do you think you would like these activities if you visited another country? Why / Why not?
- 2 How important is it for people to learn about other cultures? Why?
- 3 Why do you think some people don't like to try new food?



WRITING

Power up

- 1 Work in pairs and answer the questions.
 - 1 How does writing in English compare to writing in your own language?
 - 2 What do you think is the best way to improve how you write (in any language)?

Plan on

- 2 Are you ready to write? Read the students' comments about their writing methods. Decide which describes you best.

I always read the task a couple of times and underline the important words in it. Then I start writing.

After reading the task and making notes of the key words, I add my own ideas. I then use my notes to guide me as I'm writing.

I read the task and then start writing straightaway. The ideas just come to me when I write.

- 3 Read the comments again. What is positive about each student's method? What can they improve on?



- 4 Read the three tasks carefully. Work in pairs and complete the table for each task.

- 1 You see this notice on an English-language website. Write your article.

Articles wanted

- How important is eating with family and friends?
- Do people take enough time to eat together? What sort of meals do you share with family and friends? Is it important to you? Why / Why not?
- Write us an article answering these questions.
- The best articles will be posted on our website.

- 2 You have received this email from an English-speaking friend, Callum. Write your email.

 From: **Callum** Subject: **Help me decide!**

Hi

I've just joined a climbing group and I've been invited on a weekend trip. It sounds fun but I'm very nervous because I'm not as good as everybody else. Do you think it's a good idea? Maybe I should wait until I get some more practice.

I don't know what to do. Can you help?

Callum

- 3 You see this announcement in a music magazine for young people. Write your review.

Reviews wanted

New bands

We're looking for reviews of new bands. In your review you should describe the members of the band, the kind of music the band plays and where they play. Would you recommend the band to people your age?

The best reviews will be published in next month's magazine.

	Article	Email	Review
Purpose	Describe Give opinion		
Reader			
Style			

5 Read the tasks in Ex 4 again and find the key words and the points you must include. If you do not understand a word, it might be better to avoid that task.

6 Decide which task is right for you. It's easier to write something when you have a real interest in a topic. What is the main topic for each of the tasks? Which is most interesting to you? Do you know any vocabulary related to the task?

7 Brainstorm ideas. Read the first task again. Work in pairs and answer the questions. What ideas have you got for your article?

The article:

How often do you eat with family and friends?
What meals have you eaten with family and/or friends recently?

Did you enjoy the meals? What was good about it/them?

How long did the meals last? Were they over quickly or did they go on for a long time? Why was that?

What makes eating with family and friends important (e.g. atmosphere, type of food, etc.).

8 Work in pairs and read the other two tasks. Discuss ideas for these tasks.

Write on

9 e Write an answer to one of the tasks. Write 140–190 words.

Improve it

10 When you have finished your answer, check if you have covered the points below.

I have:

- covered all the points required in the task.
- included relevant information.
- used a range of tenses and grammar.
- written in the right style for the reader.
- used new words and collocations that I've learnt.
- checked my spelling.
- read my work through and counted the words.

11 Work in pairs and take it in turns to read each other's answer. Make comments about it.

game on

Read the questions and write a paragraph about your name (but don't say what the name is).

Do you like it? Does it suit you?

What does it mean? Why did your parents choose it?

Would you like another name? Why / Why not?

Swap the papers in class. Take it in turns to read them out. Can you guess who it is?



GRAMMAR FILE

GRAMMAR FILE UNIT 1

REFERENCE

present tenses

present simple

We use the present simple for habits, repeated actions and routines, for things that are always true, with adverbs and expressions of frequency (e.g. **usually, always, often**).

They **usually watch** TV in the evenings.

Every once in a while I **go** mountain biking with my dad.

present continuous

We use the present continuous for actions happening now, or around now, for temporary actions, with **always** to talk about repeated actions or annoying habits, for situations that are changing.

They're **building** a new sports centre at my school.

My sister's **always borrowing** my things without asking.

state verbs

These kinds of verbs describe a state. They cannot usually be used in the continuous form. They include:

verbs of thinking: **agree, believe, disagree, doubt, know, suppose**

verbs of sense/perception: **see, smell, taste, hear**

verbs describing attitudes: **dislike, hate, like, love, need, prefer, want**

verbs describing appearance, qualities: **appear, look, seem, sound**

verbs of being and possession: **be, belong to, contain, have, own, possess**

Other verbs: **cost, fit, mean, owe, weigh**

We can use some state verbs in the continuous form when we describe actions.

I **think** this is the best choice. (I believe it)

I'm **thinking** about which one to choose. (I'm considering it)

present perfect simple

We use present perfect simple for states that started in the past and continue now. We use **since** with a specific point in time and **for** with a period of time.

I've **been** at this school **for three years/since I was 12**.

We also use it:

- to talk about recently finished actions or past actions with a present result. The focus is on the result.

I'm soaking wet! I've **just walked** home from school in the rain.

- for actions that have happened at an unspecified past time

My basketball team **has won** lots of matches.

We also use present perfect with **already, yet, ever** and **never**

I've **already finished** my book. Have you **ever been** to Mexico?

Has he **finished** his dinner yet? I've **never performed** on stage.

We use **ever** and **never** with the comparative and superlative.

This is **the most expensive** phone I've **ever bought**.

I've **never had** a **more expensive** phone.

present perfect continuous

We use present perfect continuous for actions that started in the past and continue now.

Sam's **been learning** Greek since last June.

We also use it for continuous actions in the recent past that have a result in the present.

My brother's **been baking** cakes. The house smells lovely!

We can also use it to emphasise the long duration of an activity.

We've **been looking** for you all morning!

comparative forms: adjectives and adverbs

irregular adjectives/adverbs

adjective	comparative	superlative	adverb
good	better	the best	well
bad	worse	the worst	badly
far	further	the furthest	far
little	less	the least	little
much/many	more	the most	much/a lot

too and (not) enough

We use **too** + adjective/adverb to mean more than necessary or **not** + adjective/adverb + **enough** to mean not sufficient.

It's **too hot**, I can't eat it. / It isn't **cool enough** to eat.

This question is **too difficult** for me to answer.

The water is **deep enough** to dive into.

comparing two equal things

We use **(just) as** + adjective/adverb + **as**.

She's **as** clever **as** her sister.

We use **not as** + adjective/adverb + **as** to mean **less than**.

The black jumper is **not as** expensive **as** the green one.

double comparatives

We use a double comparative for emphasis and to show continual change.

I'm becoming **better and better** at chess.

The **later** it got, the **more** worried she became.

adverbs of degree

We use **much, slightly, far, rather, a lot, a bit, a little, even** with comparative forms.

I'd be **much** happier if you stayed.

This room is **slightly** bigger than the other room.

These earrings are **rather** more expensive.

PRACTICE

present tenses

1 Choose the correct verbs to complete the sentences.

- Henry can't go out because he **is finishing** / hasn't finished his school project yet.
- We **have been** / **are being** on holiday since August.
- Do you like my new hairstyle? **Is it looking** / Does it look OK?
- They **cancel** / **are cancelling** the football match when the pitch gets icy.
- Megan **has saved up** / **'s saving up** for a new phone; she's nearly got enough money.
- Most days my brother and I **cycle** / **are cycling** to school.

2 Complete the sentences with the correct form of the verbs in brackets.

- Jake (look forward) to watching this film since it first came out.
- My sister always (borrow) my clothes. It's so annoying!
- You're covered in dirt! What you (do)?
- I'm so sleepy! I only just (wake up).
- So we (stand) on the front row and the singer asks me to get on stage. Can you believe it?
- People (celebrate) this festival for centuries.

3 Complete the blog with these verbs in the correct present tense.

enjoy feel go look forward not regret recommend
show try wait want

Start something new today!

This month I ¹ something new for the first time. I ² to my first ice-skating class and I highly ³ it to anyone who likes a challenge! Not only is ice-skating great fun, but I ⁴ really stepping outside my comfort zone and meeting new people. I ⁵ always to ice-skate – probably ever since I was a little girl. So why ⁶ I so long before trying it? Well, I guess I often ⁷ nervous about starting new activities on my own. But this time I decided to put my fears to one side and give it a go – and since then I ⁸ my decision at all. My first ice-skating class ⁹ me that it's worth pushing yourself sometimes. My next lesson is this afternoon and I ¹⁰ to it all week!

comparative forms: adjectives and adverbs

4 Complete the dialogue with the comparative form of the words in brackets.

- Emma:** Hi, Jack, what are you reading?
Jack: It's an article called 'The ten ¹ (amazing) facts about our sense of smell.' Did you know that our sense of smell is ² (strong) after exercise than it is before?
Emma: No, I didn't – although it's not the ³ (good) time to have a strong sense of smell is it? You know, with all those sweaty sports clothes!
Jack: True! And many animals have a much ⁴ (powerful) sense of smell than humans.
Emma: Yes, I've heard that. They can smell things from much ⁵ (far) away than humans.

5 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between two and five words, including the word given.

- I didn't like that film because it was very scary.
That film was me. **SCARY**
- Mark is a slower writer than Joe.
Mark Joe. **WRITES**
- We can't go swimming because it's too cold.
The weather go swimming. **WARM**
- Charlotte and Liam were both born on 2nd June 2002.
Charlotte Liam. **OLD**
- I'm the best dancer in my family.
I else in my family. **CAN**
- My house is closer to school than Oliver's.
Oliver lives I do. **FROM**

6 Complete the paragraph with the appropriate comparative forms of the adverbs and adjectives in the box.

bad dark good hard high old strong sweet tall well

My brother and I are twins, but we're quite different. For a start, he is a little ¹ me (by one centimetre) and has slightly ² hair. He's also ³ me at different things at school. For example I'm definitely ⁴ at maths and science and never do very well. However, I always get ⁵ grades in languages. I'd say that in general I study ⁶ my brother, who's usually a bit lazy! We have both tried weight lifting and I think we are ⁷ each other. We can both lift the same weights! We have a different sense of taste as well. He loves chocolate cakes, but they're ⁸ for me. I prefer more savoury food. When we were little we used to argue a lot, but ⁹ we get, ¹⁰ we get on together.

REFERENCE

past tenses and time expressions, *used to/would*

past simple

We use past simple for single or repeated finished events in the past.

We **went** to Paris **two years ago**.

Note the difference between the present perfect and past simple:

I've **made** four calls this morning. (= it is still the morning).

I **made** four phone calls this morning. (= it is now later in the day).

past continuous

- for actions in progress

At 6 p.m. last night, I **was playing** basketball with my friends.

- for interrupted actions in the past

I **was having** a cup of coffee when my friend rang.

- with **always** to express irritation or criticism

As a child, he **was always getting** into trouble at school.

- for failed plans and unfulfilled expectations

Clare **was hoping** to pass her driving test, but she failed.

We can also use expressions such as **be due to**, **be going to** (future in the past), **be thinking of** (+ -ing), **be about to** (+ infinitive).

We **were going to** watch the live show, but then it was cancelled.

Tony **was due to** arrive at around 6 p.m.

I **was thinking of** planning a trip to the seaside for the weekend.

Jake **was about to** leave when he bumped into an old friend.

past perfect

We use past perfect for actions, events and situations that happened before another past action.

By the time we arrived, the plane **had already taken off**.

past perfect continuous

We use past perfect continuous for an action that was happening over a period of time before another action in the past.

They **had been walking** for over an hour when they arrived.

time expressions

We can use **as soon as**, **when/before**, **by the time**, **after** with the past simple, past perfect and past perfect continuous.

As soon as they had finished breakfast, they went to the beach.

After Sue had checked her phone, she switched it off.

By the time they booked the tickets, the price had gone up a lot.

used to/would

For past habits or activities but only **used to** for past situations.

Her family **used to live** in a large house in the country.

They **would go/used to go** horse-riding every day.

Note: *get/be used to* + -ing are different forms that refer to a present or past situation.

Stella works from home so she **isn't used to getting** up early.

Jon eventually **got used to living** in a different country.

articles: *a, an, the, zero article*

a/an

We use **a/an**:

- to refer to things in general, as an example of a type of thing
Sarah likes to eat **an apple** a day.
- with singular countable nouns mentioned for the first time
I've always wanted to go on **a skiing holiday**.
- with jobs, some illnesses, some numbers
She's **a chef**; I've got **a sore throat**; you've told me **a million times**!
- in set phrases or expressions
a couple of, **twice a week**, **a few problems**, **once in a while**

the

We use **the** to refer to specific things or things that have already been mentioned.

He goes to **the gym** twice a week.

That's **the boy** I was talking about.

We also use it:

- when there's only one. **the sun**, **the moon**, **the Earth**
- for superlatives. You're **the best**!
- for some important buildings. **the town hall**, **the theatre**
- for some countries, rivers, deserts, seas, oceans.
the United Kingdom (the UK), **the Netherlands**, **the United States**, **the Thames**, **the Sahara**, **the Pacific**
- for plural names of mountain ranges. **the Alps**, **the Pyrenees**
- for newspapers, inventions, musical instruments.
The New York Times
Who invented **the computer**?
I play **the guitar**.
- with an adjective to mean a particular group of people.
the rich, **the poor**, **the unemployed**, **the young**, **the French**, etc.

zero article

We use zero article:

- for uncountable nouns or plural nouns, unless we are referring to a specific case.
Rob usually asks his best friend for advice.
BUT
The advice you gave me was really helpful.
- for most continents, countries, cities, lakes, streets, mountains, shops, restaurants, individual people.
Scotland, Paris, London, Oxford Street, Ben Nevis
- for games, sports, languages and school subjects.
We're learning Italian. I love football.
- for some institutions, unless we are just visiting.
We don't have to go to school tomorrow, it's a holiday.
My mother is coming to **the school** to talk to the teacher.
- for some set expressions.
on foot, by train, on holiday, at noon

PRACTICE

past tenses and time expressions, *used to/would*

1 Choose the correct answers.

- we got to the hotel, the restaurant had closed.
A By the time B After C As soon as
- we arrived at the beach, we ran into the sea.
A Before B By the time C As soon as
- We had been chatting for two hours we suddenly realised what time it was.
A after B until C when
- Unfortunately, we hadn't finished cooking the meal the guests arrived.
A until B by the time C after
- I just managed to finish my project the school broke up for the holidays.
A before B when C as soon as

2 Complete the sentences with the correct form of *used to*, *be used to*, *get used to*. In which sentence can you also use *would*?

- They live in a small flat but now they live in a house by the sea.
- I can't the silence in the countryside! I prefer the noise of the city.
- My friend Tony is a footballer and he sitting still. He can't even sit through a film at the cinema!
- I enjoy walking but now I love it!
- When I was younger, I buy a comic every Saturday.
- After living in a caravan for a month, the family living in a small space.
- My friend the hot sun and got badly sunburnt on the first day of the holiday.

3 Complete the sentences with the correct form of the verb in brackets.

- I (wait) for half an hour before the bus came.
- My younger brother (always take) my DVDs so I started locking my bedroom door!
- We (already finish) eating when my sister (arrive) home.
- I (ring) you but I'm sorry I forgot!
- The train (arrive) at 7.02 but there were delays on the line.
- When we stepped outside, we saw that it (rain) heavily and a cold wind (blow).

4 Complete the text with these verbs in the correct past tense.

announce ask follow happen nod rush think up watch

By the time I was 15, I ¹ Real Madrid for years. Every birthday, I ² my parents for some club memorabilia and I always ³ my homework so I could watch the matches on TV. My dad was a fan too and one evening, while we ⁴ a film on television, he ⁵ that he was planning a trip to Madrid to watch 'his' team. Did I want to go along? I ⁶ , keeping my eyes on the TV. 'Great!' I said. A few minutes later, I ⁷ an excuse and left the room. I was ecstatic! This was the best thing that ⁸ to me in a long while! I couldn't wait to go.

articles

5 Complete the sentences with *a*, *an*, *the* or zero (-) article.

- I'm not a person who generally likes to take risks on holiday.
- It took me long time to pack my bag, but then I wanted to travel light.
- There are some special activity holidays that are organised mainly for unemployed.
- Did you have fun swimming under waterfall?
- I overheard some tourists making complaint about the noise from the road.
- The following day, we all went on excursion to the medieval walled town high on the hill.

6 Complete the text with the correct article or (-) for zero article.

I have to say that I'm really worried now about our town. It used to be ¹ lovely place to live but now there are ² serious problems for the residents. For one thing, there is ³ growing trend for ⁴ remaining houses in the town to be turned into ⁵ hotels for tourists who come in ⁶ summer. During ⁷ peak tourist season, it's impossible to move around normally since there are too many people in ⁸ narrow streets. Where, in ⁹ old days, visitors could buy ¹⁰ hand-made crafts, now all they can find are ¹¹ cheap souvenirs. Not only that, ¹² town is wasting its resources on producing ¹³ entertainment for the tourists when they should be improving ¹⁴ quality of ¹⁵ life of those who live here!

REFERENCE

future forms

present simple

We can use present simple for timetables and schedules.
We're late for the exam, hurry. It **starts** at nine-thirty.

present continuous

We can use present continuous for future events that have already been planned.
The students **are performing** in a concert next week.

will

We use **will**:

- for predictions.
Most shops **will need** extra staff in the summer months.
- for decisions made at the moment of speaking.
Look at this amazing job! I think **I'll send** in my CV.
- for offers, promises and requests.
I'll help you prepare for your interview.
- for expressing certainty about something.
He'll **hate** working in an office all day.

be going to

We use **going to**:

- for intentions and plans that we've already made.
I'm going to revise two hours every day for my exam.
- for predictions based on present knowledge.
Careful! You're **going to drop** something on my essay.

future continuous

We use future continuous:

- for actions in progress over a given period in the future.
We'll **be interviewing** candidates all afternoon.
- for actions in progress at a certain moment in the future.
Don't call me at seven because I'll **be writing** my CV.
- for planned future events.
The students **will be having** a big party at the end of term.
- for assumptions about something that's happening now.
Don't call Luke – he'll **be doing** his homework now.

future perfect

We use future perfect for actions completed before a certain time in the future.

Call me around seven. I'll **have finished** my dinner by then.

future perfect continuous

We use future perfect continuous for actions happening during a period up to a specified time in the future:

By the time I leave school, I **will have been learning** English for fifteen years!

future time clauses

We use words and phrases such as **when, while, as soon as, after, before, until, once, by the time, next time**, followed by the present simple or present perfect to refer to future actions.

When we see them, we'll talk to them about it.

By the time you've got back, I'll have started my new job.

phrases for talking about the future

We also use phrases such as **be (just) about to ... / be due to ... / be likely/unlikely to ...** + infinitive

The exam **is about/due to start** in ten minutes. (for a fixed time)
He's **likely/unlikely to do well**. (it's probable/improbable)

determiners with countable/uncountable nouns

+ single countable nouns	each/every	The job gets easier every day.
+ uncountable nouns	a little, little, a bit of, much, a great deal of, a large amount of	I haven't done a great deal of revision for my exam yet.
+ plural countable noun	a few (of), several, (a great) many, most, few, a large number of, all	A few jobs are available in the local hotels. Many students help in the family business.
+ plural countable/uncountable nouns	some, a lot/lots of, plenty of, no	Lots of teens want to work and travel.

1 Few and **little** have a negative meaning (= not many, not much).

Few teens want to work on farms these days.

2 A little and **a few** have a positive meaning (= some).

I've **a little** experience. Here are **a few** emails for you to read.

possession

We use an apostrophe **'s** to show possession:

- with singular nouns, irregular plurals and names.
the girl's bag, the children's work, Sam's book
- with plural nouns, the apostrophe goes after the **-s**.
The students' performance

both ... and

Not only one person or thing, but also the other.

Both Sam **and** Nick were off school today.

neither ... nor

When something is not true about two things or people.

Neither the teacher **nor** the students heard the bell.

either ... or

When there is a choice between two things, people or situations but only one is possible.

Either do your work here **or** in the library.

PRACTICE

future forms

- 1** Complete the sentences with the correct future form.
- As soon as the teacher comes, he (explain) what we've got to do.
 - (you/do) anything exciting this weekend? We (have) a party if you want to come.
 - Look at this essay title! It (be) really difficult to write.
 - I can't believe it. In a few hours' time I (celebrate) the end of exams.
 - By the time I start university, you (work) for two years.
 - My new job (start) at 8 a.m. so I think I (go) to bed early.
 - Can you finish that at home? The bell (be about to) go.

2 Complete the text with these words.

will be will have been studying won't have earned
will begin is going to 'll be learning starts 'm doing
won't be 'll have gained

I've got plans too!

Soon, most of my friends ¹ their university courses but I've got other plans. I ² an apprenticeship! It's basically a training scheme with a local company and it ³ in December. I'm really excited because the company ⁴ design the new football kit for my favourite team. At first I ⁵ basic office skills. That ⁶ too difficult for me because I'm quite confident with the computer and answering the phone. What ⁷ more challenging is meeting the customers face to face. At the end of the apprenticeship I ⁸ lots of new skills. In the meantime, my friends ⁹ for two years but they ¹⁰ anything!

determiners with countable/ uncountable nouns

3 Match the first half of the sentences (1-6) with the second half (A-F).

- | | |
|---|---|
| 1 There's plenty of | A student in her class. |
| 2 I'd love a job where I could spend a | B people for the job. |
| 3 You need a great deal of | C excuse for behaving so badly in the office. |
| 4 There's no | D help available if you ask. |
| 5 The teacher understands the needs of each | E patience to work with children. |
| 6 We're going to interview several | F large amount of time travelling. |

4 Complete the gaps in the sentences with these words.

a great much little a few lots of number a lot

- I don't think I'll be able to work if I'm under of pressure.
- How effort did you put into that? It's brilliant.
- Only of the employees offered to work at the weekend.
- You have to take a large of exams if you want to be an accountant.
- She's a hard worker but she's got hope of promotion in such a small company.
- There isn't deal of work available and young people move away.

possession

5 Complete the email with these words. There are two extra words.

Harry's or neither nor twins' both school's either

Hi Anna,

Sorry I couldn't come to the ¹ musical show last night. I heard all the students were spectacular! I had to go to the ² last performance with their dancing group instead – ³ of them will be moving on to other things now. To be honest ⁴ interests have turned to sports like rugby, so he wants to focus on that. Gemma doesn't want to dance any more ⁵ as she thinks acting is more fun. I am pleased about that as she is talented and I always knew ⁶ of them were that keen on dancing anyway!

Anyway – catch up soon

Will

REFERENCE

conditionals

zero conditional

We use the zero conditional **if/when** + present simple + present simple to talk about things that are generally true or consequences of a situation or an action.

When I'm in the city, I usually **travel** by tube.

If I **don't have** fresh air, I **feel** tired.

first conditional

We use the first conditional **if/when** + present simple + **will/may/can/could/should** + infinitive for:

- describing possible future situations.
If she **doesn't like** the town, she'll **move**.
- making suggestions and giving advice.
If you're in town tomorrow, you **could come** and see me.
If you **don't like** the apartment block, you **shouldn't live** there.
- making threats.
If you **don't pack** your bags now, I'll **go** without you.
- making promises.
If you **buy** that country cottage, I'll **visit** you in the summer.

We can use an imperative instead of **will** in the main clause.

If you **get** lost, **call** me.

The **if**-clause can come at the beginning of the sentence or after the main clause. If it comes after the main clause, you don't need a comma.

If we **had** a bigger flat, you **could stay** with us.

You **could stay** with us if we **had** a bigger flat.

second conditional

We use the second conditional **if** + past simple + **would/could/might** + infinitive for:

- unlikely or unreal situations in the present or future.
If I **had** more money, I'd **move** to the country.
If the town square **was** bigger, we **could have** more concerts.
- giving advice.
If I **were** you, I'd **avoid** the tourist spots in summer.

third conditional

We use the third conditional **if** + past perfect + **would/wouldn't have** + past participle for unreal situations in the past.

If they'd **stayed** in the country, they **wouldn't have found** work.

third conditional + modals

We use the third conditional **if** + past perfect + **might/mightn't, could/couldn't + have** + past participle for unreal present situations caused by an unreal past situation.

If it **had snowed**, it **might have caused** terrible traffic problems.

We can also use the continuous tense in the **if**-clause or in the main clause.

If you'd **been paying** attention, you **would have seen** the red traffic light.

alternative conditional forms

unless

We generally use **unless** in first and second conditional sentences instead of **if not**.

She won't enjoy her new school **unless** she **makes** some friends.

I wouldn't live in the city **unless** I **had** a good job.

when/if

We use **when/if** to talk about possible future actions.

When we stay in the mountains, we often go walking.

I'll visit you **if** I have time. (perhaps I'll have time)

in case + verb

We use **in case** + present simple to talk about things that we do so that we are prepared for a future situation.

I'll take some food **in case** we **get** hungry.

We use **in case** + past simple to talk about the past.

We took some water **in case** we **got** thirsty.

provided that/as long as/on condition that

We generally use **provided that/as long as/on condition that** in the first conditional to talk about things that are or will only be possible if something else happens or is done.

I'll meet you in the town square **on condition that** we try out that new café.

I wish/if only

We use **I wish/If only** + past simple to talk about a present situation that we are not happy with.

I wish we **lived** nearer the city centre.

If only we **knew** more people here.

We use **I wish/If only + could** for wishes about a present or future ability.

If only I **could sing**.

We use **I wish/If only + would** to complain about a present situation or annoying habit.

If only they **wouldn't make** so much noise.

We use **I wish/if only** + past perfect to talk about a past situation that we regret but can't change.

I wish we **hadn't bought** the farm. It's been such hard work.

PRACTICE

conditionals

1 Complete the sentences with the correct form of the verbs in brackets.

- 1 If he (need) to talk to somebody, tell him to call me.
- 2 We wouldn't have arrived late, if there (not be) a huge traffic jam.
- 3 If she (not find out) about the power station, she wouldn't have been upset.
- 4 I wish I (can/save) enough money to rent a flat with my friends.
- 5 If there (not be) such amenities, the teens would have nowhere to go.
- 6 We (might/take) the train if we'd known how slow the bus is.

2 Complete the article with the correct form of these verbs.

can choose find have leave might know
move not work out

Worried about moving? Don't be!

'Would you be happy if we ¹ in with Granddad?' That was the first time I heard about my parents' plans to take over Granddad's farm. Of course, if it had been my decision I ² to stay in the city with my friends. Mum tried to reassure me. 'When we move, you ³ more space to do all the things you like such as horse-riding', she said. I wasn't convinced. If I'd spent more time at the farm I ⁴ more about country life but we'd only ever visited once a year. 'If it ⁵ , we'll move back', Dad said. That was two years ago and we're still here. Would I go back to the city if I ⁶ ? No way. Admittedly the first few months were strange, but if you ⁷ new friends, it doesn't take long to feel at home. In fact, when I ⁸ school, I plan to stay on the farm full-time. It's just great.

alternative conditional forms

3 Match the first part of the sentences (1-6) with the second parts (A-F).

- 1 You can come home by bus on condition that
 - 2 I wish we'd
 - 3 Our lives will improve when
 - 4 The park café will stay open as long as
 - 5 I'll think of somewhere indoors we can meet in case
 - 6 If only the residents
- A seen you at the concert in the town square.
B had agreed to the new shopping centre!
C the new leisure complex is finished.
D the weather gets worse.
E the local residents don't mind.
F you don't leave the party too late.

4 Choose the correct words to complete the sentences.

- 1 I'll come with you **provided that** / **unless** you let me pay.
- 2 You can wait here as long as you **didn't mind** / **don't mind** being on your own.
- 3 If only everyone **take** / **took** their rubbish home, the park wouldn't look such a mess.
- 4 I wish they **hadn't pulled down** / **didn't pull down** the old cinema.
- 5 Unless he asks about it, I'll **tell** / **won't tell** him what happened.
- 6 I wish we **could** / **had been able to** stay here forever.

5 Rewrite the sentences using the words given. Use between two and five words.

- 1 I didn't know you lived near here so I didn't invite you round.

INVITED

If I'd known you lived here, I round.

- 2 I regret renting such a grotty flat.

WISH

I such a grotty flat.

- 3 The train may be busy so book a seat first.

CASE

Book a seat busy.

- 4 It's a good thing you gave me directions or I wouldn't have found your house.

YOU

I wouldn't have found your house me directions.

- 5 If the residents don't complain about the new plans, the town will be ruined.

UNLESS

The town will be ruined about the new plans.

REFERENCE

infinitive and verb + -ing

the to infinitive

We use the **to** infinitive:

- after certain verbs (e.g. **afford, arrange, attempt, agree, appear, ask, begin, choose, continue, decide, expect, forget, hate, help, hope, intend, learn, like, love, manage, mean, need, offer, plan, prefer, prepare, promise, refuse, seem, start, stop, tend, want, would like, would love**).
The students **managed to finish** their work on time.
They **refused to leave**.
- after certain verbs + object (e.g. **advise, allow, ask, encourage, expect, forbid, force, get, help, instruct, invite, leave, like, need, oblige, order, permit, persuade, prefer, recommend, request, remind, teach, tell, tempt, want, warn**).
They **warned him not to cycle** too fast down the hill.
The lifeguard **asked the boy to leave** the pool.
- after certain phrases to show purpose e.g. **in order to, so as to**.
We left early **so as to get** home in time to watch the match on TV.
You must practise regularly **in order to become** good at a sport.
- after adjectives (e.g. **able, difficult, easy, exciting, expensive, fun, glad, good, happy, hard, impossible, interesting, likely, pleased, possible, sorry, willing**).
You should wear a coat as it's **likely to rain** later.
I'm **pleased to see** you've taken my advice.

the infinitive without to

We use the infinitive without **to** after **let** and **make**.

I **let** my brother **borrow** my tennis racket.

My mum **made** me **clean** my shoes before I went out.

Note: In the passive we use **to** after **make**.

He **was made to tidy up** after the mess he made.

the -ing form

We use the **-ing** form:

- as a noun when the verb is the object or subject of a sentence.
Swimming is one of the best forms of exercise.
- after all prepositions and phrasal verbs (e.g. **capable of, interested in, keen on, good/bad at, bored with, fed up with, fond of, succeed in, think of, talk about, give up, look forward to, carry on, feel like**).
Julia isn't very **keen on watching** sport on TV.
I'm really **looking forward to seeing** my friends at the weekend.
- after certain verbs and phrases (e.g. **admit, appreciate, avoid, begin, can't help/can't stand, consider, continue, delay, deny, discuss, dislike, enjoy, feel like, finish, hate, imagine, include, it's a waste of time, involve, keep, like, love, mention, mind, miss, practise, prefer, recommend, spend time, suggest, there's no point, worth**).
Karen **doesn't mind sharing** with Rosie.
There's no point queuing for a ticket, they sold out an hour ago.

Note: Some verbs can take different structures e.g. **recommend**.

I **recommend watching** this film about boxing, it's great.

verb patterns: *would rather/had better/it's time*

We use **would rather** to express preferences:

- **would rather** + infinitive without **to** + **than** + infinitive without **to**.
I'd **rather leave** now **than stay** until the end.
- **would rather** + person + verb in past tense.
My parents **would rather I spent** less time on my computer.
- **had better** + infinitive without **to** to give advice and express personal obligation.

I'd **better stop** eating or I'll feel sick.

You'd **better listen** to the teacher or you'll get into trouble.

We use **it's time** + **to** infinitive to talk about the favourable or appropriate time to do something.

Pack your bags, **it's time to go** home now.

It's time to do your homework.

It's time + person + verb in past tense can also be used to talk about something we should do.

I've got a big test tomorrow so I think **it's time I went** to bed.

My dad's so unfit at the moment, **it's time he did** some exercise.

verb patterns with a change in meaning: *remember, stop, regret, try, forget, go on*

A few verbs can be used with either **-ing** or **to** infinitive WITHOUT any change of meaning (e.g. *begin, start, continue*).

However, with some verbs, using the **to** infinitive or the **-ing** form can completely change the meaning.

Mark **remembers leaving** his football boots in the car.

We'll never **forget winning** the championship!

I **stopped reading** magazines.

Emma **regrets buying** this bag, it's broken already.

Try kicking the ball with your other foot.

They **went on playing** until it got dark.

Being in the school basketball team **means practising** twice a week.

I **like playing** team sports.

Can you **remember to close** the door after you please?

Natalie **forgot to pass** on the message.

Katy **stopped to take** a photo.

We **regret to tell** you that you didn't win the competition.

I'll **try to eat** more healthily.

After leaving school, he **went on to teach** golf.

I'm sorry, I didn't **mean to interrupt** you.

I **like to go** running first thing in the morning.

PRACTICE

infinitive and verb + -ing

1 Choose the correct answer, A, B or C.

- 1 I'm fed up with always in goal!
A being B be C to be
- 2 If you want to improve your swimming technique, I'm happy you lessons.
A give B giving C to give
- 3 lots of exercise after a big meal is not a good idea.
A To do B Do C Doing
- 4 It's a waste of time if you don't do it properly.
A training B to train C train
- 5 His coach expects him the youngest runner to win the trophy.
A become B becoming C to become
- 6 If you want results, you need to work hard.
A to achieve B achieve C achieving

2 Complete the gaps in the dialogue with the correct form of these verbs ('to' infinitive, infinitive without 'to' or '-ing').

be come get give have not ask play watch

- Lisa:** Hi Tim. Do you fancy ¹ to watch the basketball match tomorrow? I managed ² two tickets. It's my team playing against the best team in the county. It's going to be a great match. I can't wait!
- Tim:** Sorry, Lisa, but I'm just not that keen on ³ sports. I'm sure someone else would enjoy the ticket more than me.
- Lisa:** Really? I thought you enjoyed ⁴ basketball.
- Tim:** I do, but for me ⁵ a spectator is a bit boring – sorry. Why don't you let someone else ⁶ the ticket – someone who's a real fan?
- Lisa:** But maybe you've just not watched the right matches – I agree some can be boring. Go on, please come with me, it will be fun. Can't I persuade you ⁷ it a go just this once? If you don't like it, I promise ⁸ you again? OK?
- Tim:** Alright then. Just this once!

verb patterns: would rather/had better/it's time

3 Match the first half of the sentences (1–6) with the second half (A–F) and complete the gaps with the correct form of the verbs in brackets.

- 1 They're not very active, for example they'd much rather
 - 2 Start putting the equipment away please, it's time
 - 3 It's very cold, you'd better
 - 4 This class is too easy for you, it's time you
 - 5 The school would rather students
 - 6 I don't feel very confident so I'd rather not
- A (wear) something warm.
B (go) shopping than play sport.
C (not bring) electronic games into school.
D (finish) the game now.
E (enter) the competition if that's OK.
F (move) up to the next level.

verb patterns with a change in meaning

4 Complete the sentences with the correct form of these verbs.

get give up have meet receive wear

- 1 This year I'm going to try into the school rugby team.
- 2 Can we stop a drink? I'm so thirsty.
- 3 Remember your trainers tomorrow.
- 4 Daniel regrets hockey. He really misses it now.
- 5 She'll never forget her sports hero. It was thrilling.
- 6 After winning the title, she went on the sports personality of the year award.

REFERENCE

the passive

We use the passive form when we are more interested in the action or the result of the action, rather than who did it. The passive form is often used in more formal texts.

We form the passive by making the object of the active sentence the subject of the passive sentence.

Some students **made a really good short film**.

A **really good short film was made** by some students.

tenses in the passive

We use:

- Present simple passive (e.g., **is/are** + past participle).
The best feta cheese **is made** in Greece.
- Present continuous passive (e.g., **is/are** + **being** + past participle).
Prices **are being** dramatically **reduced** during the sales.
- Past simple passive (e.g., **was/were** + past participle).
The hotel **was built** in the 1990s.
- Past continuous passive (e.g., **was/were** + **being** + past participle).
The local stray cats **were being chased** by a large dog.
- Present perfect passive (e.g., **has/have** + **been** + past participle).
She **has been awarded** a medal for her work with children in need.
- Past perfect passive (e.g., **had** + **been** + past participle).
The block of flats **had been constructed** on an old bridge.
- Future (e.g., **will/won't** + **be** + past participle).
The agreement **won't be signed** until next year.
- Modal verbs + passive (e.g., **modal**, e.g. **could, should, must**, etc. + **be** + past participle).
You **might be asked** to speak at the next meeting.
- Passive infinitive (e.g., **to be** + past participle).
Trish hopes **to be voted** in as class president.
- Passive -ing form (e.g., **being** + past participle).
Jon was not happy about **being criticised**.

the use of by

We use **by** if we want to show who is doing the action.

The money was **raised by** three boys in my class.

We do not need to use **by** when the person doing the action is obvious, unknown or unimportant.

The photos of the concert were put up on social media.

informal use of the passive with get

This form of the passive often occurs in everyday speech, usually for undesired things.

She **got knocked down** by a car as she was crossing the road.

I **got stung** by a bee in the garden.

Some students **got told off** for wearing the wrong shoes to school.

They **got stopped** at passport control for attempting to enter the country illegally.

special cases

Some verbs that take two objects, (e.g., **give, show** can have two different forms of the passive).

The book **was given to me**. / **I was given** the book.

Make requires **to** in the passive.

We **were all made to** help.

There is no passive form of **let somebody do something**.

Use **allowed to** instead.

The students **weren't allowed to have** an outdoor concert.

reported structures with the passive

We can use verbs like **believe, claim, know, report, say, suppose, think** to talk about what people say or believe generally:

- **It is said/believed**, etc. + **that** + clause.
It is said that young people today are experts in technology!
- **He is said/thought/known** + **to** + infinitive.
She is said to be an expert photographer.
- **They are said/believed** + **to** + **have** + past participle OR + **to** + **be** + -ing.

The students **are reported to have protested** about college fees.

The art gallery **is believed to be expanding** its area of interest.

have/get something done and other related forms

We use **have something done** when someone else completes an action for us. We would not normally say who did the action, but we can add **by** to emphasise who did it for a particular reason.

We **had the house painted** last month.

I **had my house painted by** some teenagers from the local school.

The school **is going to have** a new theatre **built**.

I **might have** all my work **finished** by Friday.

We **didn't have** all the photos **printed** – it was too expensive.

We can also use this structure when describing something bad that had happened to us.

He **had** his ID **stolen** from his pocket.

Other related forms include:

- get something done (**get** + object + past participle).
Lynn **got** her bike **fixed** really quickly.
- have somebody do something (for you) (**have** + object + infinitive without **to**).
I **had** Dad **put up** some shelves in my room.
- get somebody to do something (for you) (**get** + object + **to** infinitive).
My friends **got me to design** the invitations for the party.
- something needs doing (**need** + -ing) / needs to be done (**need** + **to be** + past participle).

I know my handwriting **needs improving** so I'm going to work on that.

Fortunately, the background music **doesn't need recording** – my friend Jay said he'll do that.

There are so many things that **need to be done**. I don't know where to start!

PRACTICE

the passive

- 1 Complete the text about a survey with the correct passive form of the verbs in brackets.

Water vole survey – volunteers needed!

Since some American minks ¹ (illegally release) into the wild in the 1950s and 60s, the water vole population in the UK ² virtually (wipe out). The aim of this survey is to establish where the remaining water voles are and how many there are. We care about them and this is how you can help:

- Firstly, a registration form ³ (should/complete) with your contact details and any relevant experience.
- You ⁴ (give) a number of sites to choose from. The site that you choose ⁵ (must/visit) in May each year.
- After the visit, you will need to fill in a report about what you have seen. Even if no voles ⁶ (spot), we still need to receive a negative report.
- Many thanks for taking part in this survey! Hopefully, this will help us to increase the numbers of this likeable little riverbank animal before it sadly becomes extinct.

- 2 Rewrite the sentences using the word given. Use between two and five words, including the word given.

- 1 Olga can go to the concert if she finishes her project.

HAS

Olga can only go to the concert after finished.

- 2 They say that it's easy to get into Art school.

SAID

It easy to get into Art school.

- 3 Jo won the first prize in gymnastics.

WAS

The first prize in gymnastics Jo.

- 4 No one has heard from Alex for ages.

BEEN

Alex for ages.

- 5 It is necessary to complete the registration form with all your details.

MUST

The registration form with all your details.

- 3 Read the text, then complete the sentences with these verbs in a suitable passive form.

ask give make see show

I decided to show the film *Finding Dory* to the children. It didn't matter if some of them had already seen it – I knew they'd still enjoy watching it again! But I also got them to complete a worksheet for me while they were watching. Before the lesson, I'd made the worksheet into a game with scores and prizes for the correct answers. Obviously, it had taken me quite a long time to prepare but it was worth it in the end. The kids loved the game and I think they learnt something about ocean life as well! The next plan is to take the children on an excursion to the local woods but for that I must get the head teacher's approval. Some of them have never been outside the city!

- 1 The children the film *Finding Dory*.
- 2 It was possible that the film by some of them already.
- 3 The children complete a worksheet.
- 4 It into a game by the teacher.
- 5 The head teacher's approval must for the excursion to the woods to take place.

have/get something done and other related forms

- 4 Complete the text with a suitable form of 'have/get something done', 'get somebody to do something', 'have somebody do something' or 'need doing' and the verb in brackets. If more than one answer is possible, write both.

There is a long-standing argument in our family about where exactly we come from, so I think our past ¹ (investigate) in order to put an end to the discussion! I've heard about a particular test that can be taken where you ² (researchers/find out) which different populations your ancestors came from a thousand years ago. As part of the research, you can also ³ (them/identify) which particular village your ancestors lived in all that time ago! And they claim that the findings are 98% accurate. In order to ⁴ (research/start), you have to ⁵ (saliva sample/take) as a DNA test and then that is used in combination with a GPS tool to carry out the research. It is said that the benefits of this research are that you ⁶ (all your doubts and questions/solve) and you also enable the creation of more personalised medicines that relate to your DNA findings. That can't be bad so I think I'm going to ⁷ (it/do) as soon as possible.

REFERENCE

reported speech

We use reported speech to report what somebody else has said or asked. When the reporting verb is in the past tense the original verb usually moves back unless it can't go back any further (*).

direct speech	reported speech
present simple	past simple
present continuous	past continuous
past simple	past perfect simple
past continuous	past perfect continuous
present perfect continuous	past perfect continuous
past perfect simple*	past perfect simple
past perfect continuous*	past perfect continuous
am/is/are going to	was/were going to
will	would
can	could
may/might	might
must/have to	had to
should/could/might/ought to/ would	no change

When the reporting verb is in the present, future, or present perfect (e.g. **He says, has asked**), the verb does not change.

'I've read the book.'

She **says** (that) she's **read** the book.

If the sentence is still true, the verb can stay the same.

'I **write** short stories.'

He **said** he **writes** short stories. (= he still writes short stories)

We use **say** and **tell** (and other verbs) to report statements. When we use **tell**, we need an object.

He **said** he **had met** a famous author.

He **told me** he **had met** a famous author.

We often have to change the pronoun (e.g. **I, he, we**, etc.) and possessive adjectives (e.g. **my, his, our**, etc.)

'We didn't enjoy the film.'

They said they hadn't enjoyed the film.

Time and place words can also change.

direct speech	reported speech
now	then/at that time
today/tonight	that day/that night
yesterday	the day before/the previous day
tomorrow	the following day/the next day
next week/month/year	the following week/month/year
last week/month/year	the previous week/month/year the week/month/year before
a week/month ago	the previous week, the week before
this/these	that/those
here	there

reported questions

	direct speech	reported speech
Wh- questions	What are you reading?	He asked me what I was reading .
Yes/No questions	Do you enjoy fiction?	I asked him if/whether he enjoyed fiction.

Reported questions follow the same tense and word changes as reported statements. We don't use a question mark or the auxiliary verb **do/does/did**.

In **wh-** questions, we use the **wh-**word after **ask**.

'Where did you find the book?'

She **asked me where** I had found the book.

For **yes/no** questions, we use **if/whether** after **ask/wanted to know**.

I **wanted to know whether** they had seen the film.

reporting verbs

Verbs followed by * can be used with more than one structure.

Verb + (object) + that + phrase She agreed that it was an exciting story. They promised us that they would come .	admit*, advise*, agree*, boast*, complain, deny*, insist*, persuade*, promise*, recommend*, remind*, suggest*, tell*, threaten, warn*
Verb + to infinitive Luke threatened to tell them about it.	agree*, offer, promise, refuse, threaten
Verb + person + (not) to infinitive We encouraged them to read more. I reminded him not to forget his homework.	advise*, ask, encourage, invite, persuade*, remind*, tell*, warn*
Verb + -ing Olivia denied sending the email.	admit*, deny*, recommend*, suggest*
Verb + (object) + preposition + -ing The girls apologised for leaving early.	advise* sb against, agree* with sb on/about, apologise for, boast about, complain* to sb about, congratulate sb on, insist* on, warn* sb against

For reported requests and orders we use **ask** or **tell/order** (somebody) to do **something**.

I **asked Liam to leave**.

The director **told the actors to be** quiet.

PRACTICE

reported speech

1 Choose the correct words to complete the sentences.

- 'I had a bad dream last night.'
Sam said that he **had** / **had had** a bad dream the previous night.
- 'I might see you later.'
I told him I **might have seen him** / **might see** him later.
- 'We'll be studying in the library after the class.'
They said they **would be studying** / **would study** in the library after the class.
- 'The book was published a year ago.'
He said that the book **had published** / **had been published** the year **before** / **ago**.
- 'Don't call me until you've read the reviews.'
He told me **not to call** / **to not call** him until I've read / I'd read the reviews.
- 'Eva's going to watch the film at my house.'
She said that Eva **was going** / **went** to watch the film at her / his house.

2 Complete the sentences with these words.

following had previous she us would

- The teacher told that we had to leave.
- She said that she was going to start her new book the day.
- He told me that I love the film.
- Emma said that hadn't liked the weak storyline.
- Max said that he to read before going to sleep.
- They told me they had watched TV the week.

3 Write the sentences in Ex 2 in direct speech.

4 Rewrite the statements in reported speech.

- 'I didn't like this TV series.'
Jack said that
- 'We might leave tomorrow.'
They said
- 'We've been sitting here for ages.'
They told us
- 'I must finish my book by the end of next week.'
She said
- 'You can call me later if you want.'
Emma told Luke that he
- 'You're going to love the unexpected twist.'
He told me

reported questions

5 Complete the reported questions.

- 'Will you be here later?'
She asked later.
- 'Have you seen my new paperback?'
He wanted to know new paperback.
- 'Who is your favourite character?'
She asked me
- 'Are you good at doing illustrations?'
He asked me illustrations.
- 'When did you realise you were a good writer?'
She wanted to know a good writer.
- 'How much time do you have for reading?'
He asked reading.

reporting verbs

6 Complete the diary with the words from the box.

advised agreed congratulated invited promised suggested

May 15

Just got back from the prize giving ceremony at school where the head teacher ¹..... me on winning first prize for my short story. The other teachers ²..... me to carry on writing and one of them ³..... that I sent my story to a publisher. I ⁴..... that that would be a good idea. Then a friend's dad came to talk to me. He works in a publishing company and ⁵..... me to have a tour of his office sometime. He ⁶..... that he would organise it soon. Can't wait.

7 Complete the second sentence so that it has a similar meaning to the first. Use the word given. More than one structure may be possible.

- 'I'm sorry I wasn't at the book launch.'
APOLOGISED
She the book launch.
- 'How many times have I told you, Dan? Don't read in the dark.'
WARNED
Dan's mother in the dark.
- 'Write as often as you can, Ana!'
ENCOURAGED
She
- 'Honestly, Dad, I didn't take your book.'
DENIED
The girl book.

REFERENCE

modal verbs

ability: *can, be able to*

We use **can** and **could** for ability in the present and past.

We can also use **be able to** for ability in the present, **will/won't be able to** for future ability and **was/wasn't able to** for past ability.

Jane **can** play the violin extremely well.

I **won't be able to** come to the party on Saturday.

Note: for specific occasions in the past, we use **was/were able to**, not **could**.

advice: *should/shouldn't, ought to*

We use **should** and **ought to** for advice in the present and future.

I think you **should** go to the doctor about that cold.

You **ought to** take it easy for a while.

We use **should/shouldn't have, ought to have/ought not to have** + past participle to express criticism or regret about the past.

I **shouldn't have said** that!

We **ought to have set** off earlier.

certainty: *will*

The audition **will** go well, I'm sure of that.

deduction/speculation: *may/might, must be, can't be (present)*

It **must be** difficult to study with all that noise from the street.

deduction/speculation: *may/might have, must/can't have + past participle (past)*

I wonder why they are late? They **may have missed** the bus.

Your trip to Tokyo **must have been** really fascinating.

likelihood: *should*

Supper **should** be ready by now.

obligation: *have (got) to, must, had to (past)*

I **must** finish this project by Friday.

We **had to** be completely silent during the exam.

lack of obligation: *don't/didn't have to*

They **didn't have to** hand in their homework until Monday.

necessity/lack of necessity (present): *need to/needn't, don't need to*

You **don't need to** buy any spaghetti, I've got lots in the cupboard.

Note: **need to/don't need to** but **needn't** + infinitive without **to**.

lack of necessity (past): *didn't need to do/needn't have done*

The food **didn't need to** be ready until 7 p.m.

We **needn't have arrived** so early – no one else was there.

permission: *can/could, may/might*

We **can't** go outside school during break time.

Note: for permission in the past, we use **allowed to**.

possibility: *can, could, may, might (present)*

Hugo **may** go to France in the summer but he's not sure yet.

can/can't for general possibility (present)

It **can** be difficult to keep calm under exam conditions.

could/might + *have* + past participle (past)

Alexia **could have come** top of the class if she had really tried.

prohibition: *mustn't, can't (present); couldn't, was not to (past)*

I **can't** see you tonight. My parents have said I've got to stay in.

We **were not to** use our mobile phones during the lesson.

requests: *would, could, can*

Could you buy a loaf of bread while you're out, please?

modals verbs + the passive

We use:

- present / future: modal verb + **be** + past participle.
Application forms **must be completed** by the end of the month.
- past: modal verb + **have** + **been** + past participle.
Suzanne's unusually late. She **may have been** held up in traffic.
Sam **can't have been** invited to the party – Jen hates him!

linking phrases

in spite of/despite (concession and contrast)

- + -ing

We had a great time, **in spite of/despite** the weather being awful.

- + noun

In spite of/Despite the cost, my brother bought a new phone.

- + **the fact that** + clause

In spite of/Despite the fact that I love burgers, I don't eat them every day.

not only ... but also (emphasis)

Not only had they won, **but** they had **also** broken the record.

In the simple present and simple past (except with the verb **to be**), we have to add in an auxiliary verb.

Not only **do** I love meeting new people but I also enjoy learning new languages.

Not only **did** the bus arrive late but it was also full.

such a/so (emphasis)

We use **so** + adjective/adverb (+ **that**).

The film was **so** boring **that** we left halfway through.

We use **such** or **such (a/an)** + noun or adjective + noun (+ **that**).

It was **such a** nice day **that** I decided to go to the park.

We also use **so** + **much/many/few/little** and **such** + **a lot of**.

We had **so little** energy that we decided to stay home.

PRACTICE

modal verbs

1 Match the statements (1–7) and (A–G).

- 1 I didn't mean to be rude.
- 2 There were plenty of tickets left for the concert.
- 3 My grandfather was a miner.
- 4 I'm going away on Saturday.
- 5 I didn't do very well in the test.
- 6 I think there's a problem with the printer.
- 7 I didn't know what was wrong.

- A It must have been a difficult job.
- B It needs to be looked into.
- C I think I should have been more polite.
- D I should have studied harder.
- E I could have asked, I suppose.
- F I needn't have worried.
- G I won't be able to come to the party.

2 Complete the conversation with these phrases. There are two extra phrases.

can't have been didn't have to had to must
might have been needn't have done needn't ought to have
shouldn't have been will

- A:** Did you hear what happened to Sue the other day?
B: No, what?
A: Well, she was running for the bus in the rain when she slipped and fell in the road. She ¹ late for school or something. She knew she ² be on time otherwise she'd be in trouble.
B: OK, but was she hurt?
A: Well, a cyclist crashed into her as she was lying on the road. He ³ seen her but perhaps his attention was on the traffic. Anyway, he fell off his bicycle as well!
B: So did someone call an ambulance?
A: Yes, but they ⁴ By the time it arrived, the rain had stopped and both Sue and the cyclist were sitting on the road chatting, so Sue ⁵ too angry with him!
B: Well, that's great that she's OK. She ⁶ running in that bad weather but I know Sue, she tends to take risks.
A: She did cut her leg a bit, but nothing serious. I think I ⁷ call her this evening and see how she is.
B: OK. Give her my regards – and tell her she ⁸ to be more careful in future!

despite/in spite of and not only ... but also

3 Choose the correct words to complete the sentences.

- 1 Despite not being / I wasn't terribly fit, I managed to run five kilometres.
- 2 We carried on with our plans for the open-air concert, despite / in spite of the bad weather forecast.
- 3 Not only they were / were they great friends but they also enjoyed going to football matches together!
- 4 Despite her lack of / she didn't have confidence, Robin managed to win the competition.
- 5 Not only was she able to meet her favourite singer but did she get / she got his autograph, too.
- 6 In spite of having / have to be up at 6 a.m., Stella felt surprisingly energetic.
- 7 After five minutes, they were getting on really well despite they hadn't / not having seen each other before in their lives!

4 Complete the sentences with the missing word.

- 1 I really liked Emma despite the that she was a bit anti-social.
- 2 Not only we have a great time, but we won the singing competition as well!
- 3 Jamie is really good at keeping secrets in spite of quite a talkative person.
- 4 Not only we missed the boat but we had also failed to meet up with our friends.
- 5 Despite not much experience in that field, she still got the job.

5 Rewrite the sentences. Use structures from both modal verbs and linking phrases sections.

- 1 Vicki has one sister and two brothers.
Not only one sister but she also has two brothers.
- 2 He sometimes felt lonely even though he had such a lot of friends.
In spite many friends, he still felt lonely sometimes.
- 3 I'm sure you were happy to see your relatives again.
You to see your relatives again.
- 4 I'm hoping that we'll have finished the project by next Monday.
The project should by next Monday.
- 5 I don't think it was a good idea to say that to him.
You ought that to him.

REFERENCE

relative clauses

defining relative clauses

Defining relative clauses give us essential information. We don't use commas with defining relative clauses and we can't remove the relative clause and still understand the sentence.

which/ that	things	The dress which she chose to wear was very expensive.
where	places	The place where I went for summer camp was really amazing.
why	reasons	The reason why he decided to leave the party was a mystery.
when	times	That was the time when they sang.
who	people	Poppy's the girl who lives next door.
whose	possession	That's the man whose dog bit me.

In defining relative clauses we can replace **who**, **which**, **when** and **why** with **that**.

I like the band **which/that** played last night.

Sometimes the relative pronoun can be the subject of a clause.

The boy **who** likes me goes to my school. (The boy likes me = subject)

Sometimes the relative pronoun can be the object of a clause.

The boy **who** I like goes to my school. (I like the boy = object)

When it is the object, we can leave out the relative pronoun.

The boy I like goes to my school.

When a verb is followed by a preposition, we usually put the preposition at the end of the relative clause.

This is the competition that we've been preparing **for**.

Mr Wright was the teacher who Mark was speaking **to**.

You can also put the preposition with the relative pronoun, although this tends to be more formal.

The room **in which** we sat was large and bright.

Whom can be used as a direct or indirect object of a verb or preposition. However, it is formal.

Mr Wright was the teacher to **whom** Mark was speaking.

non-defining relative clauses

Non-defining relative clauses give us extra, non-essential information. We use commas to separate a non-defining relative clause from the rest of the sentence. We can't leave out the relative pronoun in non-defining relative clauses and we can't use **that**.

If we remove a non-defining relative clause, the sentence still makes sense.

Donna, **who** you met at my party, has decided to dye her hair red. Donna has decided to dye her hair red.

In non-defining relative clauses, the pronoun **which** can refer to the whole of the previous clause.

I chose to study Russian this year, **which** I'm really enjoying.

reduced relative clauses

Instead of using a full relative clause, we can use a present or past participle after a noun.

Present participles have an active meaning, whereas past participles have a passive meaning.

There were lots of people ~~(who were)~~ **dancing** at the party.

Note: the present participle can replace various active tenses, not only present continuous.

The presents ~~(which are)~~ **given** to the children are all hand-made.

participle clauses

Participle clauses are quite formal and are often used instead of clauses in written language. A participle must have the same subject as the verb in the main clause.

We use a participle clause:

- instead of clauses of time, after certain time conjunctions including **after**, **before**, **when**, **while**, **despite**, **on**.

Before buying the coat, she decided to ask her friend's opinion.

Despite trying very hard, he didn't pass the test.

- instead of clauses of reason with **as**, **because** and **since**.

Feeling very tired, they decided to go straight home.

Being the youngest child in the family, she always had to wear her sisters' old clothes.

- instead of a clause of reason in the present perfect or past perfect.

Having spent all her own money, she had to ask her mum to pay for her cinema ticket.

- when one action is the result of another, or when two actions by the same subject happen at the same time or just after each other. The action that comes first is written first.

Hugging her mum, Alice thanked her for her birthday present.

Advised to stay out of the sun, Thomas sat under a large tree.

cleft sentences

We use cleft sentences to emphasise information. They are often introductory clauses.

it cleft sentences

It + be + important word/phrase/topic

Kelly invited Joe to the party.

It was Kelly who has invited Joe to the party.

I received the good news last Saturday.

It was last Saturday when I received the news.

We can also use **that** instead of **who/when**.

what cleft sentences

What + clause + be + word/phrase/topic

I admire her bravery.

What I admire about her is her bravery.

Making a decision is difficult when there are so many choices.

What is difficult is making a decision when there are so many choices.

Note: **what** can be subject or object (**What I admire is** = object / **What is difficult** = subject)

PRACTICE

relative clauses

1 Complete the sentences using relative pronouns.

- Mrs Stock, teaches French, has broken her leg on a skiing holiday.
- My parents decided to redecorate my room last weekend, I was at football camp.
- Anna and her family have moved to Manchester, her parents are originally from.
- Daniel, dad coaches the basketball team, has just got a place in the national team.
- They gave us a talk about making the right career choices, was useful.
- For my next birthday, I'll be seventeen, I'm going to ask for driving lessons.

2 Join the sentences using a relative clause.

- Where's the bag? I put the shopping in it.
- I'm going camping with Alicia. You know her younger sister.
- Isobel has decided to study abroad next year. She is a good friend of mine.
- Have you got the book? I lent it to you yesterday.
- Here's a photo of the apartment. We stayed there when we were on holiday.
- That's the student. Her short story won first prize in a national writing competition.
- Mathew gave me some flowers for my birthday. It was very kind of him.
- On Friday I'm going out with my friends. My exams are over on Friday.

3 Which sentences in Ex 2 were joined using a non-defining relative clause?

4 Rewrite the sentences using relative or participle clauses.

- A decision has been made to reduce the lunch break. It is not popular with students.
The decision
- We enjoyed our trip to Valencia so much. We've decided to go back again this year.
Having
- Mia was told to make a decision quickly. She chose to go with team A.
Told
- Research was carried out into how we make decisions under stress. It revealed interesting findings.
The research
- The judges were unable to pick a winner and so gave two artists joint first prize.
Being

cleft sentences

5 Rewrite each sentence using cleft sentences to emphasise the information.

- They really enjoyed the special effects in the film.
What they really enjoyed
- She wants to be more involved in making family decisions.
What she wants
- Rob didn't vote in the election because he's too young.
It's
- We didn't decide about the trip until yesterday.
It wasn't
- She only realised what time it was when she looked at her phone.
It was
- She weighed up the pros and cons before she made the decision.
What she did
- Kate changed her mind and decided not to meet Alex.
What happened
- You need to consult your doctor before starting the training programme.
What you need to do

6 Complete the gaps in the email, which contains relative clauses, participle clauses and cleft sentences. Use only one word for each gap or put a dash (-) if a word is not necessary.

Hi Laura,

How did your exams go? My last one was Friday.

¹ doing twelve exams in two weeks, I was so tired! They all went OK apart from French. ² my weakest subject, it was the hardest for me. It ³ the oral part of the exam that was the most difficult. Anyway, it's the holidays now and we can relax! So did you do anything to celebrate the end of your exams? A guy in my class ⁴ parents own a café organised a party there. It was really cool. You know my friend Ella? Well, her brother, ⁵ is a professional DJ, did the music and it was awesome! I danced so much – well at least until I hurt my ankle. ⁶ happened was that I slipped on some water and twisted my ankle. ⁷ hurt it quite badly, I had to sit and watch for the last few songs, which was really annoying! I'm fine now though. I'll post some photos ⁸ I took on the night – there are some really funny ones!

Bye for now.

Carla x

EXTEND VOCABULARY

Unit 1

Phrasal verbs

add up
get on with (sb)
get over
give in
put out
put smth away
take after (sb)
take smth back
try for
try smth on

Prepositional phrases

be connected with (sb)
be important to (sb)
be left with (smth)
feel positive about (sth)
get bored with (smth)
keep (smth/sb) separate from (smth/sb)

Unit 2

Travel collocations

book a flight (v+n)
book accommodation (v+n)
book seats (v+n)
cancel a flight (v+n)
cancel tickets (v+n)
pack a bag/your toothbrush (v+n)
spend money (v+n)
waste money (v+n)
waste time (v+n)
bring in money (v+n)
provide jobs (v+n)

Verbs + prepositions

afraid of
ashamed of
ask for
care about
complain about
concentrate on
congratulate on

cope with
deal with
decide on
disagree with
pay for
prepare for
scared of
worry about

Unit 3

Phrasal verbs

be stuck with (sb)
catch up on
come over to (sb)
come up with
drop (sb) off
follow in (sb's) footsteps
get away with
give up on
go along with
go in for
have a go at
keep out of
keep up with
measure up to
open (sb's) eyes
run out of food
talk (sb) through (sth)
turn out

Compound adjectives

built-in
full-time
life-size
long-term
much-needed
real-time
water-resistant

Verbs + prepositions

agree
agree with
agree on an issue
agree about a question

apologise

apologise for

care

care about a topic
care about an issue
care for (sb)

complain

complain about
complain to

play

play for (a team)
play with

Unit 4

Prepositional phrases

at all events
at any minute
at any rate
at the time
by heart
by oneself
by the time,
in any case
in difficulty
in no time
on average
on duty
on foot
on holiday
on message
on purpose
on view
out of control
out of practice
out of stock

Compound nouns

air quality (n+n)
air temperature (n+n)
city life (n+n)
footsteps (n+n)
rainwater (n+n)
storage area (n+n)
street lighting (n+n)

Phrasal verbs

come up against
do away with
drop in on (sb)
get out of (sth)
put up with (sth)
stand up to (sb)

Unit 5

Phrasal verbs

come down with
get into
get off
kick off
pick sth up
put off

run out of sth
send off
turn up
warm up

Unit 6

Prepositions of place

above
across
against
among
around
at
below
beneath
beside
between
by
from
in
inside
into
near
next to
on
onto
opposite
out
out of

outside
over
round
through
to
towards
under
underneath
up
upon

Unit 7

Phrasal verbs

bring in
join in
live for
make up
point out
read out
stand for
use up

Idioms

by no means an overnight success
keep a close eye on sth
keep sb going
sb's take on sth
seen as second best
set about doing sth
up-and-coming

Unit 8

Friendship

a know-all (*n*)
annoy sb (*v*)
a pain in the neck (*v phr*)
attitude (*n*)
be full of yourself (*v phr*)
hang around with sb (*v phr*)
drive sb crazy (*adj*)
loyal (*adj*)
sneaky (*adj*)
spoiled (*adj*)
talk about (sb) behind their back (*v phr*)
two-faced (*adj*)

Unit 9

Nouns to adjectives

boss - bossy
child - childish
communication - communicative
decoration - decorative
development - developmental
essence - essential
fool - foolish
imagination - imaginative
mess - messy
presence-present
religion - religious
risk - risky

EXAM FILE: SPEAKING

SPEAKING FILE

You take the Speaking test with a partner, and there are two examiners. One examiner speaks to you, and the other examiner just listens. The whole test takes 14 minutes.

Part 1: Interview (2 minutes)

Overview

The examiner asks you and your partner some personal questions about different things such as what you like or don't like, your interests, your everyday life and your plans for the future. You should answer your own questions clearly and then just listen to your partner's answers.

Example task

Likes and dislikes

What do you like best about your hometown? (Why?)

Is there a sport you don't particularly enjoy? (Why? / Why not?)

Do you enjoy reading? (Why? / Why not?)

What was your favourite subject at school? (Why?)

Everyday life

Have you done anything interesting recently?

What do you enjoy doing in the evenings in the winter? (Why?)

Do you prefer to spend the weekends with your friends or your family? (Why?)

Do you use the internet every day? (Why? / Why not?)

Making plans and the future

Do you usually like to make plans, or do you prefer surprises? (Why?)

Tell us about something you're hoping to do next month.

What would you like to do in your future career? (Why?)

If you could go on holiday anywhere in the world next year, where would you go? (Why?)

Exam help

- Listen carefully to the question you're asked. If you don't hear or understand it, ask the examiner to repeat it.
- Give interesting answers, but don't say too much. Leave time for your partner's questions. The examiners want to hear about you both.
- Don't prepare answers, because you don't know what the exact questions will be.
- Smile, and speak clearly. Try to sound as natural as possible, and don't be nervous!

useful language

talking about likes and dislikes

What I like best about my hometown is my friends.

I can't stand watching football, but it's always on television!

I enjoy reading short stories, but not long books.

My favourite subject at school is history, because I love finding out about the past.

I prefer doing sport at the weekends.

I'm keen on learning new things.

I really dislike watching old films.

talking about everyday life

Last week I went to this fantastic science museum.

It's dark and cold in the winter **where I live so I usually** stay at home and use social media.

Although I spend lots of time with friends, **I think** it's important to spend weekends with my family.

I definitely use the internet **every day, because** I use it for studying – it's easy to find information.

talking about making plans and the future

I'm good at making plans – I like to know what's going to happen, and I hate surprises!

I'm hoping to learn another language soon – maybe next month when the school term starts.

What I really want to do in the future is study languages at university.

I'd love to visit Australia on holiday **because I** have relatives there.

giving reasons

That's why I want to learn English.

The main reason I like tennis **is that** it's very competitive.

I want to go there because it seems a very interesting town.

It's very hot in summer, **so** I go to the beach.

As my friends don't live near me, **I usually** spend the weekends with my family.

Part 2: Long turn (4 minutes)

Overview

You both speak alone for about a minute. The examiner gives each of you two photographs in turn. You compare these photographs and answer another question about them. This question is written on the page above the photographs. You should talk about what's similar and different in your photographs before you answer this question. After a minute the examiner stops you and asks your partner a short question about your photographs. Your partner is then given their photographs, and the examiner asks you a question about them once your partner has finished speaking.

Example task

Candidate A, the photographs show people eating in different places. Compare the photographs and say why you think the people have chosen to eat in these places.

Candidate B, which of these places would you prefer to eat in? (Why?)

Why have the people chosen to eat in these places?



Exam help

- The question is written above the photographs, but remember to compare the photographs before you answer it. Don't answer the question immediately.
- Don't simply describe what you can see in each photograph – you should compare them.
- Try to organise your ideas clearly, and use a wide range of language to talk about them.
- Use connectors such as *so*, *because* and *whereas* to link your ideas.
- Keep speaking until the examiner stops you – don't worry about the time.
- Answer the question about your partner's photographs in an interesting way, but don't say too much – you only have a short time to express your ideas.

Useful language

comparing the photographs

Both photographs show people eating but they've chosen different places.

The family are eating outside **while/whereas** the friends are inside a restaurant.

In both photographs there are people who seem to be enjoying themselves.

The family who are having a picnic are eating sandwiches and food they probably made themselves. **On the other hand**, the group in the restaurant are eating food they have ordered there.

In both photographs the people are dressed casually.

answering the question and speculating

The family look as though they enjoy spending time outside in the fresh air, which is why they've chosen the forest.

The friends may be celebrating something special, so they've chosen a restaurant they all like.

The friends look as if they want to spend time together – perhaps they're celebrating a birthday or something like that and this is a good place to do that.

I think the friends chose a nice place to eat because the girl is taking a photograph of the meal so that she can remember it.

The family could like being outdoors – maybe they spend lots of time doing activities in the fresh air.

The family might be enjoying a day out in the countryside, **whereas the friends could be** relaxing together, and the places help them to do this.

The family may spend a lot of time together, **but the friends might** only meet occasionally, so they've chosen these places for different reasons.

giving your opinion (the listening candidate question)

For me, the restaurant looks more comfortable than the picnic.

I'd say that eating outdoors is always fun.

Both places look fun to eat in, **but on balance** I'd prefer to eat outside.

I always like eating in nice restaurants, **so that's where** I'd rather eat.

It's difficult to organise a picnic, **so I prefer** to have my meals in a restaurant.

Part 3: Collaborative task (4 minutes)

Overview

The examiner gives you a question to discuss with your partner. This question is written on the page with five ideas called 'prompts', which give you things to talk about. You don't need to talk about all the prompts, but you should say as much as you can about each one before moving on to the next. After two minutes, the examiner stops you and asks a second question about the same topic. You should try to reach a decision in about a minute. Remember that the focus is interacting with your partner, not talking on your own.

Example task



Follow-up question: Which of these things is least important for young people to learn to do before they leave home?

Exam help

- You should talk naturally to your partner, and listen to them carefully so that you can agree, disagree, or add something to what they've said.
- Explain what you think. Give reasons. You don't have to agree with your partner.
- Try to introduce new ideas as well as respond to what your partner says.
- Don't worry if you don't have time to talk about all the prompts – it's not necessary to discuss them all.
- In the second question, try not to repeat ideas you've already mentioned. Don't make a decision too quickly as you may not fill the minute.

Part 4: Discussion (4 minutes)

Overview

The examiner asks you and your partner some questions connected with the topic you discussed in Part 3. These questions are about your opinions, and you should give reasons for your ideas. The examiner may ask each of you a question individually, or ask both of you the same question. Even if your partner is asked a question, you can add to what they have said or disagree with them.

Example task

Is it better for young people to learn life skills at home or at school? (Why?)
Some people say the most important thing parents can do is encourage their children to be independent. Do you agree? (Why? / Why not?)
What practical skills do you think are most difficult to learn? (Why?)
Why do you think some people don't like to learn to do new things?
Do you think the most important thing in life is just to be happy? (Why? / Why not?)

Exam help

- Listen to what your partner says so you can respond appropriately.
- Don't dominate the conversation if the examiner asks a question to both of you – ask your partner what they think.
- Extend your answers by giving reasons and examples.
- Use a wide range of language. If you can't think of a word – paraphrase it.
- There's no 'right' answer. You're marked on how well you can express your ideas.

useful language

giving and asking for opinions

As far as I'm concerned, driving isn't necessary.
It seems to me that ...
I think that managing money is necessary.
Personally, I don't think that driving is useful.
Do you agree?
Do you think the same?
What do you think about that?

speculating

Maybe driving is a bit irresponsible because ...
I suppose learning to drive makes you ...

agreeing and disagreeing

Yes, you're right.
I agree with you.
That's a good point.
I suppose so.
I know what you mean, but managing ...
That's a good point, but I think that ...
You said ..., but I think ...

managing the discussion

Let's start with learning to drive.
Shall we move on to managing money?
Tell me what you mean.
Can I add something to what you said?

reaching a decision

So, which one do you think is least important?
We both think ..., don't we?
I think X is probably more/less important than Y because ...
I don't think X is as interesting as Y because ...
In my opinion X is the least/most useful because ...

useful language

giving reasons and examples

The main reason is that leaving home is hard.
This is because you can't eat happiness.
It's important to learn these things since/as ...
To give an example, my parents taught me ...

explaining and adding detail

What I mean is ...
On top of that, it's difficult to learn to do it well.
Also it's quite tiring to do that.

EXAM FILE: WRITING

Essay

Example question

In your English class you have been talking about whether museums are important in life today. Now your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view.

'Museums are not necessary nowadays because we can find all information we need on the internet.' Do you agree?

Notes

Write about:

- bringing history to life
- school trips
- (your own idea)

Write 140–190 words.

Example answer

Some people say museums are not necessary nowadays because all the information is on the internet, but is this true? There are arguments on both sides.

Firstly, museums give visitors the opportunity to experience real things from the past, and it's impossible to get the same benefit from looking up facts online. Without a doubt, museums bring history to life. There are also museums about science, space travel and so on, where visitors can touch interactive exhibits and get a real understanding of things that affect life today.

In addition to this, teachers often organise school trips to museums. Clearly this is a very valuable experience for students, as they learn a lot outside the classroom with their friends, and talking about the trip is very motivating.

On the other hand, museums can be expensive to visit, although some are free. However, museums are obviously good value for money, as they provide more accurate information than the internet, which can be unreliable.

On balance, I would say that museums are not only necessary nowadays, but are enjoyable places to visit. We would miss them if they disappeared.

Introduce the topic and catch the reader's interest with a rhetorical question.

Start each new point clearly.

Organise ideas and paragraphs well using linking words and phrases.

Make sure you include an idea of your own in a separate paragraph.

Give your own opinion in the conclusion.

useful language

introduction

Is this really true?

There are arguments for and against the idea.

It's a difficult question to answer.

introducing ideas

One benefit of ... is ...

An advantage of ... is ...

On the other hand, ...

Of course, not all museums ...

Another potential advantage is ...

expanding points

One reason for this is that ...

This is because ...

In fact, ...

Without a doubt ...

Clearly this is ...

adding and contrasting ideas

Moreover, ...

In addition to this, ...

However, this is not always true.

Although it seems that ...

Despite this ...

writing a conclusion

To sum up, ...

On balance, ...

In conclusion, ...

Over to you

Now write your own answer to the task. Make sure that you include everything required in the task and use the Exam Help to check your work.

Exam help

- Start your essay with a short paragraph introducing the topic. End with a conclusion.
- Focus on one idea in each of the three middle paragraphs. Make sure you include a new idea of your own.
- Use a formal or semi-formal style with a range of vocabulary and linking words.
- Don't write fewer than 140 words because you won't be able to include all the ideas you should. Don't write more than 190 words because you may include ideas that are not relevant.
- Make sure you check your work for grammar or spelling mistakes.

Informal email/letter

Example question

You have received this email from your English friend Jonathon.

From: Jonathon
Subject: Visit to your town
Hi!
Some friends are going to visit your town next month on an exchange visit. They'll be there for a week, and want to see as much of the area as possible. Have you got any ideas I could pass on to them? What should they see and how should they organise getting round to different places? Have you got any advice for them?
Thanks for your help
Cheers,
Jonathon

Write your email in 140–190 words.

Example answer

Hi Jonathon,

Thanks for your email — it was great to hear from you, and I hope that your friends are looking forward to coming here!

There are loads of things for them to do. We have a great museum which is packed full of history, and a fantastic palace just outside the town that's well worth a trip. If they're into sport, they could watch our local football team — it's quite successful and plays on Tuesday evenings. On top of that there's a big leisure centre where they can play things from badminton to volleyball. I guess they might also enjoy the park, which has beautiful gardens and a small zoo.

The best way to get around is either on foot or by local bus — they're quite frequent and students get a discount on the tickets. To get to the palace I'd advise them to organise a taxi, though, as it's too far to walk. Anyway, don't worry, it's not expensive.

The only other advice I can give is to bring warm clothes as it'll be cold next month!

Hope that helps! Keep in touch,

Cheers!

Carlos

Use conventional greetings in informal emails and letters

Introduce the topic of the email or letter appropriately

Use paragraphs for new points

Use informal language to a friend

Make sure you include all the information asked for in the task

Finish your email or letter in an appropriate style

Over to you

Now write your own answer to the task. Make sure that you include everything required in the task and use the Exam Help to check your work.

useful language

greetings

Hi! How are you?

It was great to hear from you!

explaining why you're writing

I'd love to tell you what to do here.

There are so many things I can tell you about.

using linkers

Anyway, ...

Besides, ...

On top of that, ...

giving opinions and advice

I guess ...

The best way to get around is ...

I think they should ...

finishing your email or letter

Keep in touch,

All the best,

Cheers!

Exam help

- Use the appropriate informal conventions of starting and ending emails and letters.
- Group ideas into paragraphs and link them with informal connectors.
- Use language that is appropriate for the person you're writing to.
- Make sure you include everything the task asks for.

Semi-formal email/letter

Example question

You see this announcement on the school noticeboard.

I know some people are annoyed by the way students use mobile phones everywhere in school and I'd like to hear your opinion.

Send me a letter explaining what you think, and making suggestions for any ways of improving the situation.

I will discuss everyone's ideas at my next meeting with the student council.

John Jackson (Principal)

Write your letter in 140–190 words.

Example answer

Dear Mr Jackson,

I'm writing to give you my opinion about the way students use mobile phones in school.

Firstly, we all have mobile phones, and you must accept this. However, some people do use them without thinking about anyone else, and this could be changed. Personally, I get angry when people talk loudly on their phones in the corridors.

In my opinion, it would be helpful to ban mobile phones in some parts of the school. I think people don't realise that even when they text, the bright light from the screens can be annoying. Consequently, I suggest restricting their use in places where we study, and obviously they should never be used in class.

As the library is large, I suggest setting up specific areas there where phones may be used, and other areas where they are forbidden. There should be signs explaining this, though.

Although students will always have mobile phones in school, we should still be polite, respect other people's personal space, and use our phones carefully.

I hope my ideas are helpful.

Best wishes,

Use conventional greetings in semi-formal emails and letters.

State the reason you are writing at the beginning of the email or letter.

Use connectors to order your ideas clearly.

Give reasons or examples to support your opinion.

Make different points or suggestions in separate paragraphs.

Over to you

Now write your own answer to the task. Make sure that you include everything required in the task and use the Exam Help to check your work.

useful language

greetings

Dear Sir/Madam,

Dear Mr/Ms ...

opening your email or letter, explaining why you're writing

I would like to complain/explain/apply for ...

I am writing to ...

Thank you for your email/letter.

using linkers

In addition, ...

However, ...

Obviously, ...

Firstly, ...

making suggestions

You could think about ...

It would be a good idea to ...

I recommend ...

I suggest ...

finishing your email or letter

I look forward to hearing from you.

I hope my ideas are helpful.

Yours,

Best wishes,

Exam help

- Use the appropriate conventions of starting and ending semi-formal letters or emails.
- Begin your letter or email appropriately, giving your reason for writing.
- Group ideas into paragraphs and link them with formal connectors.
- Use appropriate language and avoid idioms or colloquial expressions.
- Make sure you include everything the task asks for.

Review

Example question

You see this announcement in your college English-language magazine.

We're looking for interesting film reviews to publish in the magazine next month.

Have you seen a film where the ending was a complete surprise?

Write a review of the film, explaining what it was about and how you felt about the ending. Would you recommend this film to other people?

Write your review in 140–190 words.

Example answer

A film that didn't disappoint me

How often have you been to the cinema to see a film you were really looking forward to, only to be disappointed with some aspect of it? Well, I saw 'The House in the Forest' last week and it completely lived up to my expectations.

It was about a family who lived in the middle of nowhere, and the strange things that happened to them. I suppose you could call it a fantasy film, but in some ways it was close to horror. The acting was superb, and the special effects were spectacular – I nearly jumped out of my seat in surprise several times!

The best part was the ending. I won't tell you what happened because I wouldn't want to spoil it, but it was totally unexpected, and yet strangely it seemed to be completely logical as well. I left the cinema feeling that I had watched a very good story and that the ending had been memorable and satisfying.

If you enjoy films that have strong stories and some frightening elements, you will really enjoy this!

Start with a rhetorical question or a statement that will interest the reader.

Describe what you're reviewing briefly.

Use a range of adjectives and colourful language.

Explain why you liked the film so much.

Finish with a recommendation.

Over to you

Now write your own answer to the task. Make sure that you include everything required in the task and use the Exam Help to check your work.

useful language

giving an opinion

From my point of view, ...

I'd say that ...

What I loved/hated about it was ...

What I found frustrating was ...

It completely lived up to my expectations.

The best part was ...

describing or narrating

It was about ...

What happened was ...

It tells the story of ... who ...

making recommendations

I'd certainly/definitely/really/strongly recommend it.

Despite the fact that ..., I'd still recommend it.

All in all, ...

Make sure you don't miss it.

You should definitely give it a go.

Exam help

- Include a title.
- Remember that the purpose of a review is to inform, but also to entertain the reader.
- Write in a friendly style. Try to interest the reader by asking a question at the beginning, and giving your own experiences.
- Use a range of interesting language such as adjectives to interest the reader.
- Divide your review into paragraphs.
- End with a clear recommendation and a reason for your opinion.

Article

Example question

You see this announcement on an English-language website.

Articles wanted

How do you like to study? Tell us about what works best for you. Why is it useful? How did you discover this?

Write us an article answering these questions. We'll publish the best ones on the website.

Write your article in 140–190 words.

Example answer

The best way to study!

Do you find studying easy? I don't, as I get distracted quickly. I've tried lots of different things to help me concentrate, but then I came across the answer by chance.

My friends told me to play music while I did my homework, but I found myself listening to the songs instead of concentrating on my studies. My parents suggested working in complete silence, but that felt weird! I could hear myself breathing!

Then it happened. One day I had a bit of a cold and couldn't study. I decided to go for a walk to clear my head, and while I was walking I found I was thinking about my studies. When I got back to my room I was able to get down to work. That helped me realise that doing something physical made it easier to concentrate.

So now I break up periods of work with a few minutes where I take some physical exercise, and for me it's very motivating. I feel great, and having a balance between work and exercise works for me.

Why not try it?

Give your article a title.

Introduce the subject of your article clearly and try to involve the reader.

Include some personal anecdotes to interest the reader.

Answer all the questions in the task.

Finish with a memorable question or statement that involves the reader and rounds off the article.

Over to you

Now write your own answer to the task. Make sure that you include everything required in the task and use the Exam Help to check your work.

useful language involving the reader

Do you find ... ?

Then it happened.

Why not try it?

using interesting language

I came across it by chance.

That felt weird!

I had a bit of a cold.

I feel great.

explaining reasons

I don't, as I get distracted ...

I found myself ... instead of ...

For me it's very motivating.

Exam help

- Give your article a title. An article should interest and engage readers from the start.
- Use paragraphs so that your article is easy to read.
- Use interesting and colourful language to interest readers.
- Finish in an interesting way.
- Remember that an article should entertain readers as well as inform them.

Story

Example question

You have seen this announcement in an international magazine for young people.

We're looking for good stories!

Why not write a story for our magazine? Your story must begin with this sentence:

Chrissie looked at the calendar and realised that she had forgotten something.

Your story must include:

a celebration

an advertisement

Write your story in 140–190 words.

Example answer

Almost a disaster!

Chrissie looked at the calendar and realised that she had forgotten something. At first she couldn't think what it was, but suddenly it came to her. It was the day before her grandparents' big wedding anniversary.

They had been married for 40 years, and her parents were planning a big celebration for them. Chrissie had intended to give her grandparents a special present, but it had slipped her mind. She felt very guilty and rushed out to the shopping centre.

She walked around for ages searching for something to buy, but without success. After a while she called her friends and begged for some ideas, but they were no help. She decided to give up and go home, hoping that something would turn up.

Luckily it did! As she was sitting miserably on the bus, she glimpsed an advertisement saying 'Why not give memories? Create your own photo album on our website.' Brilliant, thought Chrissie, and spent the evening putting her favourite selfies into a digital album.

When she gave it to her grandparents, they were absolutely delighted, and said it was the best present ever.

Think of an engaging and relevant title.

Make sure you use the first sentence correctly.

Use interesting language such as adjectives and verbs.

Use direct speech to give interest.

Include a logical, interesting ending.

Over to you

Now write your own answer to the task. Make sure that you include everything required in the task and use the Exam Help to check your work.

useful language

sequencing events and using time expressions

At first ...

Suddenly, .../All of a sudden, ...

Then ...

After a while ...

At that moment ...

All at once ...

building interest

Chrissie felt very bad ...

Brilliant, thought Chrissie, ...

She had no idea what it could be ...

use interesting verbs and adjectives

It had slipped her mind.

Suddenly it came to her.

She decided to give up ...

She rushed out to the shopping centre.

She was hoping that something would turn up.

very guilty

absolutely delighted

Exam help

- Give your story an interesting and relevant title.
- Plan your story so that it has a clear narrative.
- You may need to use a variety of tenses, so that your narrative is clear.
- Use interesting language such as colourful verbs and phrasal verbs.
- Use clear sequencing words such as *then*, *after that*.
- Remember that a story should be interesting and entertaining, and easy to follow.

SPEAKING TASKS

UNIT 1, PAGE 15, EX 6 UNIT 8, PAGE 113, EX 1

Student B

Compare the following photos. What are the friends enjoying about spending the summer in these places?

Student A

How many of the phrases from the useful language did your partner use?



Student A

Sarah started making videos on YouTube when she was 15 and she's now a very wealthy young woman. In her videos, she gives advice about everyday problems, talks about her life and also discusses issues that teenagers face today. Thousands follow her online, and what started as a hobby has now become a full-time job.

Student B

Ross was always interested in adventure and went on climbing expeditions with his school. He has climbed some of the highest mountains in the world with his father and he is still a teenager. He seems to be fearless but in fact he says that every new mountain is a new challenge. It's just something he feels he has to do.

Student C

Kirsty is in her twenties but she's already authored two teen novels. She started writing while she was still at school – but she never dreamed that she would ever get her writing published. Her heroes are writers such as Philip Pullman and JK Rowling.

Student D

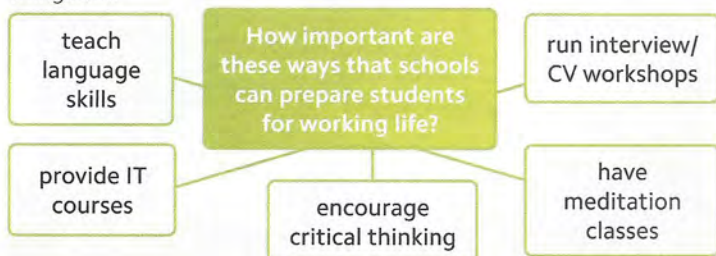
Martin is studying art and architecture at college. He also gives up many weekends to charity work: the last project he was involved in was transforming an old house into a new centre for homeless young people. While he was still attending school, he had been so affected by the story of their problems that he knew he had to help in some way.

Student E

Valentina lost her sight as a child, due to an illness. However, she was determined to become a swimmer. She took swimming lessons and started entering competitions. Swimming made her feel strong and she also really enjoyed it. Now, she enters competitions all around the world. She is proud of herself. She is a fighter.

UNIT 3, PAGE 43, EX 8

Here are some ways in which schools can prepare students for working life. Talk to each other about how important these things are.



Which are the two most useful ways to prepare students for life in the workplace?

SPEAKING TASKS

UNIT 5, PAGE 71, EX 7

Student A

Compare the following photos. Why do you think the people are using technology in these situations?



UNIT 9, PAGE 127, EX 9

Student A

Compare these photos. What might the people be enjoying about eating in these places?

Student B

(When your partner finishes answering the question) Which of these places would you prefer to eat in?



UNIT 10, PAGE 139, EX 4

Student B

Here are your photos. They show people preparing food in different situations. Compare the photos and say what the people might enjoy about preparing food in these situations.

Student A

What type of meals do you enjoy making? Why?



UNIT 5, PAGE 71, EX 7

Student B

Compare the following photos. How do you think the people are feeling in each situation?



UNIT 9, PAGE 127, EX 9

Student B

Compare these two photos. What are these friends enjoying about their time outdoors?

Student A

(When your partner finishes answering the question.) How would you prefer to spend your time outdoors?



1.1

- 1 We've sold everything and we're moving around the world. And so we are travelling from here Paris tomorrow, then through Italy, North Africa, India. We'll spend 4 months in South East Asia before 3 months in Malta. We don't have plans booked after that. So we're embarking on a photography adventure and journey.
- 2 But then I kind of had a life changing experience and I said, 'You know what? Life is too short! I'm going to the UK by myself, for two weeks and I'm going to go to all of these places that I have been dreaming about since I was little'.
- 3 Erm ... well, I think it depends on the person, don't you? I mean ... I think, er ... some people it takes longer to form a habit and then once they do, they're stuck with it for a while. But then others, others are able to just pick up, you know, they sign up to the gym, they're there and ... Yeah, I'm not like that!
- 4 I don't know if it's really dangerous ... I rock climb. But, I mean, when you have the right equipment it's pretty safe because you're harnessed in. I don't do anything crazy. But yeah ... I guess some people would call that dangerous.

1.3

- 1 I'm glad that's over. I've been so stressed about it, but I think I've done OK. Well I guess I'll find out when the results come out.
- 2 I haven't told anyone your secret. I can't believe you think it was me! Thanks a lot for trusting me!
- 3 I understand how you feel, it's awful when you realise you've lost all your work. Are you sure you don't have a backup copy?
- 4 Get it away from me! Please, I hate snakes. I can't stay here.
- 5 I'm going to get this right if it's the last thing I do! Now one more time.
- 6 Do you think they've decided yet? I hope I've impressed them. Oh I can't stand this waiting, I'm so nervous.

1.4

I = Interviewer R = Rachel

I: And now as part of our series, *Amazing Senses*, Rachel will give us a talk on her experience of having synaesthesia.

R: Do certain colours create different flavours in your mouth or do you see shapes when you hear music? If the answer's yes then you may have synaesthesia. It's a condition in which a person experiences one sense at the same time as another. I've had it for as long as I can remember, but frustratingly, I've only recently found out there's a name for my condition. Growing up I couldn't understand why I experienced things differently to my friends.

Once I learned I had synaesthesia, I was keen to find out more. I researched a lot on the internet, and talked to friends – I even went to seminars on the subject, but I was thrilled when I found a magazine article that summed up my own situation exactly.

I have two forms of synaesthesia. One of these means that I see colours when I listen to music. The colours change depending on the music, so I often see bright red and yellow colours when I listen to rock music, but darker colours such as purple, when I'm listening to jazz. Some people experience music more emotionally because of the colours it produces. It doesn't happen to me, but there are some people who experience

different tastes when they hear certain sounds, which must be incredible.

The second one I have is the most common form of the condition. This means that certain letters and numbers are always a particular colour. Like, for me the letter 'P' is always blue when I see it and the number 4 is a bright orange; even whole words have their own colour. I used to make visitors laugh when I was younger – I used to enjoy telling them what colour their name was, although I'm not sure my parents always approved when I'd tell someone their name was a yucky brown! I don't do that anymore. In fact the older I get the keener I am to keep my synaesthesia to myself.

I've no idea where my synaesthesia came from; no one in my family has it. I'd imagined that it was something you were born with and that it developed during pregnancy. Actually experts believe that the condition begins in early childhood when kids are first becoming aware of abstract concepts such as shape, colour and sound. Although researchers still haven't found out why people have the condition, they have concluded that women are more likely to have it than men.

Apparently, people with synaesthesia are often not as good as their peers at subjects such as maths or science and their sense of direction is often worse too, but we're very creative. I think this is true 'cos I'm hopeless at maths and I'm always getting lost. However, at college I'm a keen artist and I enjoy writing stories. What I wasn't aware of was the number of famous artists and musicians such as Van Gogh and Franz Liszt who had the condition, but it kind of makes sense now.

My friends sometimes ask if it bothers me and in general I would say it doesn't, but it can be annoying. You see my synaesthesia is affected by my mood or emotions. If I'm feeling relaxed it's a nice experience, but if I feel very stressed, the sounds and colours feel much stronger. So if it's rush hour, I've just missed my bus for college and I'm trying to ask someone the time of the next bus, it can be difficult to follow what they're saying because suddenly the background sounds can become too loud. Then it's hard to concentrate when I'm seeing the equivalent of fireworks produced by all the sounds of traffic around me.

All in all though, I do feel it's a gift and I can't imagine life without my synaesthesia.

1.6

- 1 Well, to be honest, I just kind of, do my own thing and if I'm in time with the music that's more luck than anything else! It's all about confidence and I don't care about what other people think. To be honest, I think I look a bit childish when I dance and my friends like to joke about it but I just laugh with them. I'm not very competitive.
- 2 I like having a good level of fitness and dancing helps me to maintain that. I'm really comfortable with my own body and I think that shows. When I dance I can let myself go. The music and the movement helps me to forget about other things like school and homework.
- 3 I have definitely got two left feet and am hopeless at learning new dances – I'm all over the place. It doesn't stop me having a go if I'm at a party but yeh ... I'm really dreadful ... I just don't seem to have any sense of rhythm. Does it bother me? No, not at all but I admit I prefer it if it's dark and I'm not actually visible to anyone else.

1.8

In both photos, the friends are having fun with each other. They're obviously comfortable in each other's company. The photos are similar because they both show young people enjoying themselves. There's a real sense of fun because that's the sort of thing you do when you're really happy or enjoying yourself. I suppose they could be celebrating. I can't tell the age of the people in photo A, but they are probably a similar age to the people in photo B. One of the main differences is that one photo is indoors and the other is outdoors. In the first photo, it's dark, it might be in a club or a party because there are neon lights. It's too dark to make out peoples' facial expressions whereas in the second photo, it's daylight and everybody is smiling or looking happy. If you ask me, they're probably at a fun fair because I can see they have candy floss and are standing in front of a fairground ride.

1.10

- 1 My parents don't [approve] of my sisters' friends. They think they're a bad influence on her.
- 2 My bedroom's only small, but it's so warm and [cosy] in the winter – it always makes me feel relaxed.
- 3 **A:** Did you find someone to help you with your science project?
B: Yes, Adam said he was [willing] to help. It's very nice of him to offer his time.
- 4 **A:** Is that book interesting?
B: No, it's so [dull] I'm falling asleep reading it, but I've got to finish it before tomorrow's class.
- 5 Did you hear about Jack? [Apparently], he's just won a photography competition and he's going to London next week to collect his prize.
- 6 Marla has a real [gift] for languages. She seems to learn them really easily, she's already fluent in English, German and Spanish.

1.12

- A:** Hi, Anna! Where are you going?
B: To dance club, I started two weeks ago and I love it! You should come, I think you'd really enjoy it.
A: I don't know. I'm rubbish at dancing – I've got no sense of rhythm.
B: It doesn't matter. The club is for all kinds of levels so you can start with just some basic moves. Anyway, you're not rubbish and there are people at the club who are definitely worse at dancing than you. Go on, it will be fun. Come with me now.
A: But I'm not wearing the right kind of clothes.
B: Yes you are. You're fine as long as you're wearing comfortable shoes.
A: Go on then, but I hope it's as good as you say it is!

2.1

Well, I was walking along the main street of the village where we were staying on the south coast, when I saw a group of people looking into a hole in the road. I was going to meet my friend at the beach and I was dying for a swim, but I stopped to find out what was going on. Apparently, some workmen had been digging to get at a damaged pipe but had finished work for the day and gone home, leaving the deep hole uncovered. It seemed that a curious dog had been sniffing around and had fallen into the hole! It had been trying unsuccessfully to climb out and was covered in mud and dust. Anyway, someone called the fire brigade, who came along with a ladder and got the poor dog out. I hope they managed to

find its owner because it definitely needed a good bath after that experience. That was going to be fun for someone!

2.3

Hi there. Well, there are some really useful travel apps out there at the moment that can really improve your whole travel experience. Firstly, if you're thinking of going to a country where you don't know the language, then download an app that will give you an instant translation of things you come across – you know, everyday words such as signs or items on a menu. All you have to do is hold your camera up to the text – it's as simple as that!

Secondly, most of us have to be careful about how long we sit in the sun, especially if we travel to a hot place. I found this app really useful recently. All I had to do was enter my details, that is my skin type, my location, and what strength my sun cream was, and hey presto! I was told I was allowed 20 minutes! Brilliant!

You know sometimes when you're travelling, it's hard to find the right place to go and have fun? Well, I've got an app on my phone at the moment that's really good for this purpose. It's basically an event finder which gives you information about concerts and other events. It will also find you a nice restaurant or burger bar for those hungry moments!

Finally, we all want to keep a record of where we've been and what we've done, even if we haven't travelled very far. An app I discovered recently does a fantastic job of this. It tracks where you go on an interactive map so you can see exactly where you went each day. Not only that, you can also add video, audio and text as you go around. And you end up with a fantastic multimedia travel diary! What more could you want?

But finally, be careful! According to a recent study, it can actually take twice as long to pack your 'digital suitcase' as it does to pack your beach clothes and other necessities for the holiday! Just make sure you don't forget that travel adaptor!

So, if you want more details about any of the apps I mentioned, just text or tweet me at the following addresses and I'll be happy to help...

2.4

I = Interviewer J = Jason

I: I'd like to welcome Jason Pritchard, a successful young travel writer, to our programme. How did you start out, Jason?

J: Well, I first got the travel bug when I went on a couple of school trips. I realised that visiting new places gave me a real buzz. So I started reading up about the places I'd seen – the history and culture, you know – and then I wrote up my impressions. I didn't know how to get the articles published, so I kept them on my computer for over a year.

I: So how did you get your first 'break'?

J: It was strange because I'd been working mostly on my own and avoiding asking people for help. I would look at articles in travel magazines and try to improve my writing but also make it different in some way. Without much hope, I kept looking for an opportunity. Then finally I sent an article to a local newspaper – and to my amazement, it was accepted!

I: But then you started working in a travel agency. Why was that?

J: I was writing stuff for my own blog but I'm a sociable type of guy and missed having others to bounce ideas off. So during the university vacation, I got a job at a travel agency. It was

interesting finding out about the places people wanted to visit. Some of the clients were demanding but it was our job to help them.

I: But now you are a full-time writer! How did you make that decision?

J: Well, it was tricky! I started work as a research scientist after university, thinking that it would provide a better career. However, I found that writing about scientific matters bored me! I realised I'd made a mistake, but on the other hand, I had no qualifications in travel writing. Finally, I joined some writing groups on social media and started working for an online magazine. I then left my job and started writing full-time.

I: Great. And how do you choose what to write about?

J: The places that inspire me are largely undiscovered parts of the country. I spend my weekends exploring those, rather than more glamorous venues abroad as my colleagues do! It's a good idea to become an expert in a certain 'niche' area if you can and build up a name for yourself. Yes, all travel writers need to be flexible and write about different topics, but by specialising, it may be easier to survive financially in the long term.

I: So then one of your articles won a travel award. What subject did you choose for this?

J: I thought the ultimate place for me to write about would be hidden beaches. The beach I chose is in a fantastic cove but there are some very steep steps going down to it. Not a place for the faint-hearted! I'd like to have kept it for myself, but as a professional, that wasn't possible. I think my article caught the imagination of the publisher – even though he said my writing style was unusual – and that's why he suggested it for the prize!

I: Finally, Jason, what important qualities does a travel writer need to have?

J: The internet means there are greater opportunities for writers nowadays. However, there are also more writers out there who are happy to go around the world! So, you have to be determined to beat the competition. That means that you must work on the quality and interest level of your writing. Top of the list, though, is that you need to have passion for the craft of writing. If you are half-hearted, it won't get you anywhere.

I: Well, many thanks, Jason. Now if I could welcome ...

2.6

T = Teacher 1–3 = Students

T: Where do you like spending your holidays?

1: I like staying in my home town during the holidays. Because I don't have school, I can do what I like every day. There are also lots of things on in the summer, such as music festivals and things like that, so I don't mind not going away.

T: What do you like doing during your holidays?

2: I prefer to do some sort of activity when I'm on holiday, like learning a new sport or something like that. Last year, for example, I did a language course and met students from all over the world. It was really good!

T: Where did you go during your last summer holidays?

3: Last summer, we went on a family holiday to Croatia. It was great, as we had fantastic weather and we visited some interesting historical sites as well. The beaches were rather crowded, though!

2.8

Well, we've just reached the summit of Snowdon, the highest mountain in Wales and England! I really couldn't believe it when I managed to get up here this afternoon. I'm not a climber in any sense of the word, but my father said that I couldn't do it – and I had to show him that I could! Although I'm a bit scared of heights generally, I must admit the view from up here is amazing. Funnily enough, just getting up here and achieving my goal has made me gain confidence in myself. I now feel ready to conquer the world! Now I can't wait to tell my mum that I did it – and I'm looking forward to a nice celebratory meal and a long hot bath! Not even the thought of the long walk back down the mountain can spoil the day for me now.

2.9

Last summer, I finally went to Spain. I'd been intending to visit Juan, my Spanish pen pal, for ages but it wasn't till August that we finally managed to get our act together and agree on suitable dates. When he told me that there was another *Game of Thrones* location not far from where he lived, I was over the moon! This was all too good to be true! In fact, when Juan's parents took us there one day to see the place, it was a sort of desert area and not really a place that would normally attract many tourists. However, since the TV show, things had changed and a steady stream of visitors – including us – had arrived at the site! The heat was overpowering, but after all the bad weather at home over the previous months, I thought I could quite happily get used to a bit of sun for a change!

3.1

1: Well, I'm an illustrations student so I probably would've graduated by then. I'm actually specialising in some, like, advanced technology, working with illustration to do with VR and things like that, so that's all emerging technology and hopefully that will be a bit more solidified and I'll hopefully be working in that.

2: I feel like I'm being pulled in a few different directions, and hopefully, five years' time I'll be able to really see what I'm after and be able to move, I guess, in that direction easily.

3: This time tomorrow, I'll be packing for my trip to Paris.

4: So, tomorrow I'm gonna be hanging around with my friend and watching the football and then on Sunday I'm travelling back home cos I'm from South Africa, so yeah, I'm just getting ready, packing my bags and then travelling.

5: With tomorrow being the weekend, I've got all my hobbies in the garage so I'll wake up in the morning, have a look out over the sea and go OK, we'll go kayaking or hillwalking or whatever it is, but my partner's very sporty, so you know, we both really enjoy going out and doing the outdoor stuff together.

6: My life won't really have changed that much because I'm studying architecture and it's a seven year course so I'll still be studying at that point, but it'll be more aimed towards the work experience side of things and I'll be getting more experience in the architects' offices and stuff like that.

3.3

D = Dan E = Eva

D: You look a bit grumpy! What's up?

E: I've just been told off for wearing trainers to school instead of black shoes.

D: Well, you know the rules, E. The school's always been strict about school uniform.

- E:** But they're black trainers! Anyway, how did you get on in the maths test?
- D:** Not bad. I actually got 85% which was one of the best results in the class.
- E:** Well done, D. How did you manage that after your last disaster?
- D:** Well, the teachers added an extra hour of maths on Thursday afternoons this term and I guess I just needed it.
- E:** Brilliant! I'm really loving history this year – we're doing some amazing topics including American history... and Mr Bates, the teacher, is awesome.
- D:** I know, I've got him for geography. Last week he demonstrated how clouds are formed by putting a freezing cold metal dish on top of a glass of warm water. It worked too!
- E:** Oh, yeh, I've seen that. Mind you, he gives a lot of homework, doesn't he?
- D:** But at least it's interesting! I'm just going to see him now. He gave us a task on a piece of paper but I lost mine so I need to get a copy of it.
- E:** OK, I'll see you later. By the way, are you going to the meeting about the school trip?
- D:** Of course! The teachers are hoping everybody will be there so that we can go through costs and travel plans. Everybody I know is going – I can't wait!

3.5

- 1 Can you call a taxi for me?
- 2 Jonnie, don't touch that!
- 3 The train at platform 6 is the delayed 10.55 to Heathrow...

3.6

- 1 I'll definitely do it again if I have the chance. I thought it might be boring but the woman I was shadowing was really helpful and explained a lot of the design process to me. I didn't realise it was such a responsibility making sure customers are satisfied. We spent a large amount of time out of the office visiting people who she was designing houses for. What was especially cool was meeting loads of interesting customers and hearing them talk about their dream homes. One of them was a local pop star who wanted a house that looked like a castle and a mini version that his dog will use! I mean, how crazy is that?
- 2 Working on TV will be the best job in the world – you'll meet famous celebrities or at least that's what I thought. In fact I soon realised what a tough job it is. You have to be ready to work long shifts. The programme might not start until eight o'clock but you have to be in the office around three or four in the morning. Or if you do a late programme, you'll get home so late you won't even see your family. Having said that, when a programme goes well and people have enjoyed it and post positive comments online, it feels so worthwhile. I know the early starts are a problem but I could maybe do it for a few years I'm sure.
- 3 Constructing buildings with your own hands is such a healthy job because it keeps you fit and I love that. You're also outdoors a lot of the time although it's hard in winter. I worked as part of a small team. Some people I worked with were doing courses at college one day a week so that they could get a promotion. Others told me that they're going to have their own company one day. That made me realise what potential there is for a good career in the future. Of course, it gets harder as you get older as you'll have less energy. But that's a long way off yet so I'm not going to worry about it.

- 4 I've always been known for burning cakes at home so everybody was surprised by my choice of job shadowing. I was in the kitchen of a local restaurant and loved the idea of working with food. It was a bit dull at first, just preparing lots of vegetables and washing up but gradually I was given more interesting stuff to do. At busy times it was exhausting because there's so much pressure. It was brilliant to know that somebody wanted to put me in charge of something – it makes you learn from it. From now on, I'll be spending lots of time reading up on all types of cooking. I've got such a lot to discover about food.
- 5 Spending time in the fresh air has always seemed more fun than being stuck in an office, so I was excited to have first-hand experience of life on a farm. What I didn't realise was that you have to be on hand 24/7 when you work with animals so you have very little time for yourself. Despite all of that I didn't lose my passion for working with animals and that's what was so cool. I'm even more determined now. My friends think I'm mad to want to do this type of work but there's nothing like it. I can't think of anything better.

3.9

Good evening. My name's Tania Wallbank and today's Special Report comes from Westhill Secondary School where students are part way through a two-year coding course.

So perhaps the first question to ask is, what exactly is coding? Well, basically it's telling a computer what you want it to do, by typing step-by-step instructions for the computer to follow.

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3.10

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Every smartphone app, computer game and website depends on code in order to function. In fact it's hard to think of any aspect of life that's not affected by the need for coding. So it's perhaps not surprising that coders are sometimes referred to as the architects and builders of the digital age.

According to experts, there's a real shortage of people with coding skills. They predict that over the next ten years there will be nearly one and a half million jobs which require coding, but less than half a million graduates that are qualified to do them. The only way we'll be able to cope with this demand for coding skills is to start educating young people now. While this is clearly a worrying skills gap, equally, it's also a huge opportunity for young people who could benefit from this gap in the market. So let's meet some of the young people studying coding...

3.11

- A:** Shall we start with this one?
- B:** OK. So how do you think having a part-time job helps your time-management skills?
- A:** Well, if you have a job it's important to be punctual and you have to organise your time so that you complete your work – or you won't get paid! What do you think?
- B:** I agree. I mean you also have to plan when to do your school work if you have a job so yes it

makes you have good time management skills. How about financial independence? I'm not sure most part-time student jobs give you financial independence...

- A:** You're right, but I do think earning your own money teaches you the value of money. Don't you agree?
- B:** True. You're going to think more carefully about how you spend the money you've earned through working than some money your parents have given you. OK what about this one...

3.13

- 1 All the students turned up for the first day of school despite the bad weather.
- 2 The most important thing is the money, for me. I want to earn enough to have a good quality of life.
- 3 I've just tried to print out an article but there isn't any paper left.
- 4 The students will have a better learning experience thanks to the new computers.
- 5 She was offered two brilliant jobs but she can't decide which one to go for.
- 6 Thanks to a great boss who's taught me a lot, I'm more sure about myself now.
- 7 It was impossible to concentrate with all the noise going on outside.
- 8 My grandparents give me a bit each week so that I can buy stuff that I need.

3.15

A = Ana M = Max

- A:** Hi, Max, any plans for this summer yet?
- M:** Yes, I'm going to help out on a farm. Actually, my dad had the idea. A friend of his owns one and he's struggling to get everything done.
- A:** That's cool. But what happens if you don't enjoy working with him every day?
- M:** Oh, that's not going to happen, he's a real laugh. We've got the same sense of humour. How about you, what are you up to?
- A:** Well, I've got to do lots of studying. I'm repeating some exams in September and I haven't done enough revision yet. It'll be OK. I've got lots of time.
- M:** OK, well why not plan something, like a party or a day trip for the end of summer? Then it might not seem so bad... having to do all that revision.
- A:** Max, you're brilliant.
- M:** I know... You can rely on me. I'll always find a good reason to have a party!

4.1

E = Eva L = Liam

- E:** Look at this article about some parents who are taking their family from the city to live on a farm. If my parents had moved us to a farm, I'd have got upset.
- L:** Why? It sounds cool. We had a holiday on a farm and it was amazing. I think I could have been really happy if I'd grown up there.
- E:** For summer maybe but in winter it's really hard. If a farm is isolated, it's lonely. You don't see anybody.
- L:** But you're surrounded by nature. I'm sure... if you saw nature every day, you'd love it.
- E:** Yeh, maybe you're right, but I like it here. There's a lot going on.
- L:** Oh, I know. It was just a good holiday. Anyway, I'll definitely be here for a few more years if I get a place at the local university.
- E:** Ah, I hope so, I'd hate it if you left.

4.2

- A:** The shops are open 24/7 where I live and people are always out and about especially in the centre of the city. My flat's in a great location, close to shops and local amenities. Some people think that too many people live in the flats but it's surprisingly quiet. The best thing is the brilliant public transport. I've got bus stops and a train station nearby. There's a fast train that goes to the coast every half hour.
- B:** Our cottage is miles from anywhere. It's completely dark at night but I like that because I feel quite safe in the house. It's quite difficult to get to us as the roads are narrow and not straight at all. I like skiing so it's convenient to be so close to the mountains.

4.4

- 1** I can't sleep unless it's quiet and we had really loud neighbours when we lived in the city, so I was looking forward to moving to a remote mountain village. If only I'd known the noise would be just as bad! I was shocked by how difficult it was to sleep in those first few weeks. I didn't realise how sounds could travel through the valley at night. It's especially irritating when the dogs start barking. One would start and then another would follow, then another – it was really annoying. Eventually I managed to adjust and now it doesn't really bother me, thank goodness.
- 2**
- A:** Hi, Rachel, are you going to the meeting at the town hall? Everybody's been talking about it.
- B:** Meeting? That sounds really boring.
- A:** But it won't be. Our teacher recommended it. It's about the plans for a huge park on the edge of town with a skateboarding area.
- B:** Really?
- A:** Yeah, we should go along. Apparently the planners want to know what sort of place people of our age need to hang out in.
- B:** It's a good idea, provided that they are really interested in us. There's nowhere to skateboard at the moment.
- A:** Too true! So are you coming with me?
- B:** You bet! I'll meet you there after basketball.
- 3** And before I leave you today, I just want to say that we've already received a fantastic number of entries for our new town square competition. In case you've forgotten, the town council is hoping to improve the shops and local amenities so that everybody can enjoy the public space at the heart of our town. So tell us what you want. You can email or text your ideas. As long as we get them by midnight on Friday we'll enter them in the prize draw. Don't miss out!
- 4**
- A:** I'll be back by 11 p.m., I promise.
- B:** No, that's too late. You'll have to come back earlier. It's a school night.
- A:** But you know there aren't any other buses. There's one at nine and then nothing until eleven. The basketball match doesn't finish until nine-thirty. It's such a pain living here. I wish we'd stayed in our old house.
- B:** Look, if you'd told me earlier, I could have changed the time of my meeting.
- A:** It doesn't matter. I'll stay with a friend and get the later bus.
- B:** No, it's too late. I'll come and get you. But make sure your phone's on in case I need to text you.
- 5**
- A:** So, Mr Benton, for teenagers who are thinking of coming to the museum to see the sunken city, what can you tell us about it?

- B:** Well, of course, we feel really lucky to be the first city to have this exhibition. If anybody's studied ancient Greece or Egypt at school or is generally interested in history, this is a chance to see how two cities that have been lost under the sea for more than 1,000 years have survived. I can't recommend it highly enough but unless you book soon, you might miss this opportunity. Unfortunately the exhibition is moving to another museum in just a few weeks.
- 6** And good morning from Radio Rex on this chilly December morning. It looks like the freezing temperatures are causing problems today so please be careful if you're on your way to work. At the moment there are no signs of things improving and we've been flooded by calls from drivers who say that several roads have closed in the city centre due to the heavy snow. Queues of traffic have started to form in other areas of the city and unhappy commuters are reporting severe delays of up to two hours. According to a police spokesperson, signs are being put around the city to divert the traffic, but it could take some time before they become effective.
- 7**
- A:** I thought you said your aunt was coming to live near you?
- B:** Well, she's looking at a flat in an apartment complex near us but she'll only move on condition that she sells her house in the country first.
- A:** I thought that would sell easily.
- B:** Me too. It's a cute house but really remote. There aren't any neighbours at all and that puts people off.
- A:** Oh, I see, yes, that would drive me mad. She'll love it when she eventually moves ... you're never short of people to talk to around here.

- 8**
- A:** Do you want to go to the gym again this evening? It's half-price for students tonight.
- B:** But we've already been twice this week. I know we want to get fit but we don't have to go every day.
- A:** Well, what else do you suggest we do? It's too cold to hang out in the park.
- B:** You could come to my house ... unless you don't want to.
- A:** No, it's not that. It's just that I like seeing other friends from school and the gym is the perfect place for that.
- B:** Hah! Is that why you stand around talking so much instead of doing exercise?
- A:** Very funny. See you at eight then!
- B:** OK.

4.7

- A:** So, what was the party like?
- B:** Oh, I wish you'd been there, Jess. We all dressed up as zombies.
- A:** If I'd had a lift there I would have come. I didn't know anybody who was going and villages like mine are rubbish for public transport. I can't get a bus after six-thirty.
- B:** That's a real pain.
- A:** Yes, and they're expensive. You're so lucky to have a tube station near where you live.
- B:** Yeah, I am! The party was in the same road as my house – you could have stayed if you'd said.
- A:** I didn't want to ask. Anyway, let's see the photos again. You looked like a zombie in a horror film!

4.9

- A** Well, this is just my opinion but it can be boring and your legs ache. If I'm with my parents my mum gets cross with me but there's something about walking around a city that's very tiring.

- B** I'm absolutely convinced that walking around a city is the best way to see it because you can enjoy the atmosphere in the streets. To be honest, I don't understand why people choose to cycle or use a Segway because you miss so much. Frankly, I think that you'd spend too much time concentrating on the traffic instead of looking at what's around you.
- C** Yes, I think so. I imagine that it gives you more time to stop and look at things.

4.11

- 1** I don't think I had ever seen so many people in one place. I suppose it was summer but there were crowds everywhere. I loved it.
- 2** There were these amazing stalls along the street selling all sorts of food from chocolate donuts to ice-cream. The smell was great ... you just had to give in and buy something.
- 3** It was incredibly hot in the centre but there was this amazing fountain so we took off our shoes and put our feet in to cool off. It felt so good. Everybody was doing it.
- 4** It was all exciting although I'm not sure I could live with that noise all the time. The worst thing were the mopeds and the car horns. It was crazy!

4.12

- 1** Can you make sure that dirty football kit is out of [sight] while we're eating?
- 2** I've practised this speech so much. I can't believe that today I do it for [real] in class.
- 3** This is exhausting. I think it's by [far] the most difficult mountain climb I've ever done.
- 4** We didn't know it was a fountain. At [first sight] it just looked like a rock, then we saw water came out of it.
- 5** You look very worried. Is there something on [your mind] that you'd like to talk about?
- 6** When we saw our old house being pulled down, we were in [tears]. It was so sad.

4.14

L = Luke J = Jess

- L:** Look at these photos from Sunday. We look really funny.
- J:** Well if it hadn't been freezing cold our noses wouldn't have turned bright red. It was a laugh tho', wasn't it?
- L:** Yeah, I really liked the second-hand clothes stall where I got that jacket.
- J:** Oh, you were lucky you saw it before me. If I'd seen it first, I'd have bought it.
- L:** Hah! You can borrow it as long as you don't ruin it. Seriously, what I really liked was the atmosphere and the music.
- J:** Yeh and if we'd made something like cakes or biscuits, we could have sold them. That money would have paid for the jacket.
- L:** Mmm, not sure about that. Jess. Neither of us can cook. What about recycling something? If we made something unusual ... maybe out of plastic bags or paper, that might sell well.
- J:** You're right. Let's get some ideas. Shall we go again next week?
- L:** Cool. But I'm going to wear warmer clothes in case it's freezing cold again.

5.1

- 1** I definitely think taking part in team sports is a great way to develop social skills and leadership. I think it helped me a lot when I was younger as well. Erm ... to just sort of feel confident in a team and working, yeah ... working with other people. Not just on your own, y'know. Being able to share the load.

- 2 I think taking part in team sports is really important. I think it's important to have that friendship group outside of ... because generally people who play team sports have that friendship group separately from the other friends. And I think it's nice to have that as well, because it means that you're not socialising with the same people all the time. And there's always people joining sports teams and you have to learn to get on with people even though you might not necessarily get on with them on a day-to-day situation.
- 3 I like to watch cricket, which is probably Australia's most popular sport. Erm ... and Rugby League which is called NRL, which is different to soccer. So we call it football, but it's not football. Erm ... yes we like to watch that a lot. We're very sports mad in Australia and spend too much time watching and playing sport.
- 4 I think team sports are really good, in order to make friends, learn how to communicate and have fun.
- 5 Team sports are great! They tend to help people become more confident and bring themselves out. And they appear to also help you work better in a team.

5.3

I'm here today at the Atlantic Stadium for one of the largest esports events of the year. So for those of you who don't know, esports – or electronic sports – are multiplayer video games that are played competitively for spectators. And they are *huge*! Today's tournament has attracted more than 40,000 spectators and more than thirty million viewers will be watching online – that's more than double the viewers that watch the baseball World Series. However popular they are, esports are also somewhat controversial. The debate is whether they should be called sports at all. Esports certainly don't involve sprinting round a track or jumping over hurdles. However they do require excellent hand-eye coordination and fast reflexes – not unlike the skills needed in racket games such as tennis and badminton. They also involve strong teamwork and years of training.

As we speak, teams of gamers are preparing for the championship. Each teammate is determined to win. Their common goal; to defeat their opponents. They will all be fiercely competing for the world title. Who will pick up the trophy is anyone's guess. It's definitely going to be an exciting day ... oh, I think they're just about to start ... OK, now let's go over to where the action is and join our commentator. Daniel, can you hear us?

5.5

I = Interviewer M = Marc

- I:** It's time to talk to my next guest now, Marc Wallace, a sixteen year-old drone racer. So Marc, tell us about how you started – I understand you received a present on your fourteenth birthday?
- M:** Yes, that's right. I'd asked my dad for a skateboard for my fourteenth birthday but for some reason he decided to get me a remote control plane instead. When I opened the parcel it was a bit of let-down, but I thought I'd better look enthusiastic. I took the plane outside to have a go. Although I thought it would be tricky to get the hang of, I was a natural and from that point on I was hooked. A year later I got my first drone and shortly after that started competing.
- I:** I see you wear goggles when you're drone racing. Is that because drone racing is a kind of virtual reality game?
- M:** I agree the headsets we wear do make it look like we're playing a video game but I can assure you

they're not. Virtual drones flying around the tracks. The goggles are linked up to a camera on the front of the drone. You see, the drones are about as big as a dinner plate and can go very fast, up to 80 miles per hour, so cameras on the drones are essential in order to see where you're flying. It's really cool as it gives you a bird's eye view. It's the closest thing to flying.

- I:** I know there are rules to drone racing, but not everyone follows them. Why do some racers break the rules?
- M:** I'd say most people do respect the rules, but there are always a few who don't, which is really annoying. I even remember hearing about someone who flew their drone at school. I'm sure they impressed their friends, but I'd rather people didn't do stuff like that as it gives the sport a bad name. I'm part of a club and we have special areas where we're allowed to practise and at competitions we race around specially designed courses in stadiums.

- I:** So how do you feel before a race?
- M:** I'd like to say I've got less nervous as time has gone on, but unfortunately the opposite is true. I guess it's because the stakes are higher now as I'm competing at a higher level. I try to find distractions to stop me worrying about the race. My teammates listen to music and that works for them – I'm still looking for a good technique to help me focus. So if you have any suggestions?

- I:** I'm afraid not! So have there been any particularly memorable moments over the last year?

- M:** Lots! I'll never forget picking up the gold trophy with the rest of my team. That was pretty awesome! It was made all the more special because my grandparents had flown in to watch the tournament. The only thing to beat that was when I met the world champion drone racer when I was in Dubai. It was like meeting a hero and he gave me some really good advice.

- I:** Do things ever go wrong? Any lessons you've learned from them?

- M:** Oh, yes! I've definitely had some disasters I'd rather forget! My most embarrassing one was just before my first race. I was so keen to practise on the outdoor track that I ignored the wise words of the other racers and took my drone out despite it being very windy. Of course, drones are pretty light and one strong gust blew it into a tree trunk and it smashed – and I missed out on my first race! I really regretted doing that. It was a good lesson to learn!

- I:** Finally, what advice would you give anyone who's thinking of taking up drone racing?

- M:** Go for it! It's such a great feeling, but it is addictive! My parents sometimes say it's time I took a break from competing, but I can't, I love it too much! The good thing is, it doesn't take ages to become competent. The average beginner probably takes a couple of weeks to get the hang of it. I think it's a good idea to be a part of some kind of group – like a club or an online racing community. Oh, and do some research about which kind of drone to buy, it's not necessary to spend a fortune at the beginning.

- I:** Thanks, Marc ...

5.8

- 1 I definitely need company to exercise. I've got zero motivation on my own! I've tried using apps on my own, but I just give up when it gets too difficult. If I'm in an exercise class on the other hand, the fear of embarrassment makes me carry on! Plus, I just enjoy exercising with other people, and my friends usually come along too.
- 2 Oh, I'm the opposite, I prefer exercising at home. I usually use an app on my phone for guidance but

otherwise I plan my own exercise routine. I get motivated by seeing improvements in my fitness, I guess it's like a personal challenge.

- 3 I wish I had your commitment! I'm always changing my mind when it comes to exercise. My dad says I've got a short concentration span! I like to think I'm just a curious kind of person! The thing is I'll be doing one thing – maybe Zumba classes – and then I'll read some article in a fitness magazine about kick boxing and I'll want to try that. Still, as long as I'm doing some exercise I guess it doesn't really matter.

5.10

Here are your photographs. They show two different types of sport. I'd like you to compare the photographs and say how you think the people are benefitting from the activities they're doing.

5.11

Well, to start with, the first photo shows a girl in an um a kind of boat, I'm sorry I'm not sure what the word is for this, whereas the second photo shows a group of people playing volleyball maybe, in what looks like a school hall. Unlike in the second photo, the girl is doing her sport outside in the fresh air which is probably healthier than being indoors. Apart from the physical exercise, I think her sport is good for reducing stress as it seems very relaxing. She has nice scenery around her and it looks very calm. The second photo on the other hand, shows people taking part in a more competitive and more energetic sport. As they're playing a game and want to win, they may not feel as relaxed as the girl in the first photo. I think the people playing volleyball have other benefits from their sport. It's very sociable and might improve their social skills as they need to work as part of a team.

5.13

- 1 Listening to loud music makes me feel good. It doesn't have to be at a party, I often listen to music on my headphones or at home with my friends. Music and dancing just make me feel more positive and happy. Sometimes when I'm listening to my headphones, I just start dancing – it really embarrasses my sister though, especially when we're waiting for the bus!
- 2 They say 'laughter is the best medicine' and I think it's true. No matter how stressed I'm feeling, if I get together with my best friends, I'll soon be giggling and laughing about something. I've also read that laughter's good for your physical health. Apparently, laughing increases blood flow, exercises muscles and is even said to improve creativity and memory. So maybe we should all start doing laughter workouts?
- 3 Yes fruit and vegetables are good for you ... yawn, yawn. How many times have you heard that? I'm not a huge fan of eating them – well, I like some, like avocados, which are great for your skin! Next time you have an avocado, rub it on your hair and skin for a cheap beauty treatment! You'll look and feel great! – but remember to wash it off before you go out!
- 4 My mom will tell you I'm lazy, but that's not true. I just need my sleep. I feel awful if I haven't had enough sleep – it doesn't matter how healthily I eat or how much exercise I do. I heard it also improves your memory too – so I guess sleeping is probably as important as homework? Mmm ... I must remember that next time my mom's yelling at me to get out of bed!

5.14

- 1 I can't believe he took his sister horse riding and neither of them wore a helmet. That's really dangerous and just shows how *[irresponsible]* he is.
- 2 Oliver never says please or thank you. He's one of the most *[impolite]* people I know.
- 3 In my opinion the winning team cheated. I think that player lied about his injury and his behaviour was very *[dishonest]*.
- 4 They have lowered the entrance price at our local swimming pool to encourage more people to go. It's really quite *[inexpensive]* to go swimming now.
- 5 Because of the bad weather at the weekend, they couldn't go rock climbing so they have *[rearranged]* it for another day.
- 6 Because teammates can't always hear what each others say during a game, they have to rely on *[nonverbal]* communication such as hand signals.
- 7 No one thought our team would win, we'd lost our last six matches! But something unbelievable happened yesterday and we played our best game ever and *[unexpectedly]* beat the away team one nil! What a surprise, eh?
- 8 Isobel isn't as good at scoring as Emily so I don't know why coach has chosen her for the team tomorrow. It makes no sense to me. I think it's a completely *[illogical]* decision.

5.16

- A: Are you looking forward to watching your first baseball game? I still can't believe you've never been to one before!
- B: It's just not that popular here compared to the US – people in the UK are more into playing cricket, rugby or football. Anyway, I'm curious to find out what's so special about your national game. What time does it start?
- A: Two o'clock, in fact we'd better leave – it's a twenty minute walk to the stadium. So is there anything you want to know about baseball before we watch the game?
- B: Um, well I remember reading that there are two teams of nine players. And instead of saying 'throw the ball' you say 'pitch'.
- A: That's right, and the person who throws the ball is called the pitcher. Look, it's basically about throwing a ball, hitting a ball and running around a field. You'll pick it up!
- B: Just make sure I know which colour our team's playing in! It would be embarrassing to cheer for the wrong side!

6.1

- A: Oh, look at these photos of you! When were they taken?
- B: Oh dear, embarrassing! I thought I'd deleted them! That was a few years ago. It was the first time I tried water-skiing on holiday.
- A: This one's really funny! What was happening here?
- B: I'd fallen in the sea and I was being picked up by the boat! Not the only time that happened, I'm afraid. In fact I'd never been made to look such a fool in my life!
- A: And what about this one? It's weird!
- B: That was afterwards. I had to be helped out of my wetsuit! It was so tight and I was so cold that I couldn't get it off by myself!
- A: Looks painful! So, how was the whole experience?
- B: Well, not brilliant, really. Water-skiing's a lot more difficult than it looks!

6.3

- A: Have you seen that time-lapse video on YouTube? It's really cool.
- B: Which one? The one where a boy records seven years of his life in 90 seconds? It was great!
- A: Yeah, I agree.
- B: But I don't know any details. How did he do it?
- A: Well, he decided to take a selfie on a daily basis – that came to over two thousand five hundred and fifty selfies! – between the ages of twelve and nineteen. And the selfies weren't just taken in one place, they were taken in his room at home, at college, in the car and so on.
- B: Wow! That's quite a commitment! I don't know whether I could stick at something like that!
- A: I don't think I could either. Certainly it must be difficult to keep up the momentum for so long!
- B: But anyway, that time-lapse was amazing – the way his life was speeded up – and his family and friends appearing in the background.
- A: Yes, and when you see something like that – a life accelerated – then you see all the changes more clearly somehow, it's weird. You know, the changes as he grew older, his hairstyle, the way he looked. The only thing that didn't change was his expression – he never smiled!
- B: Well, I take selfies occasionally ...
- A: Occasionally?! More like nearly every day!
- B: Yes, but I could never do something like that throughout all those years! Can you imagine?
- A: Well, yes, I could really!

6.5

You know, today we see maps as being very functional things that can quickly tell us how to get from A to B. So when I went to an exhibition about maps through the centuries, I really didn't know what to expect.

First, I listened to a talk by an educator, someone who tries to get young people to think about how they see the world. What he did was to turn maps upside down, so that the countries we are used to seeing at the top of the world were at the bottom! That was a really clever idea! He also produced maps that had no borders between countries. A useful way of showing the connections between us all, I thought.

But going back to the history of maps, in the early days – about four or five hundred years ago – people used to draw pictures of things they thought were in a particular spot. So some of the oldest maps in the exhibition, the so-called mythical maps, had pots of gold drawn on them to represent places where riches might be found, or sea monsters for things like hidden rocks in the sea that might cause accidents. What I found fascinating about these old maps was that they tell a story about what the people who lived back then believed about their world. I thought it was funny that some of them showed the world which they thought was flat. So if you sailed over the horizon, you'd fall off the edge!

I could have spent a long time in front of a globe that was hanging from the ceiling and revolving slowly. Varying aspects of life on Earth were projected digitally onto it and changed every few minutes. I wasn't expecting to see something like that in the map exhibition and everyone seemed fascinated by it!

What was really impressive was when all the oceans were lit up, with the land in darkness, which showed very clearly just how much of our planet is taken up by them! It was a great way to learn through visual images rather than have lots of facts thrown at you. Also on display were examples of maps in literature. A copy of JRR Tolkien's original map of Middle Earth was there – you know, for *The Hobbit* and *The Lord of*

the Rings. Tolkien spent hours developing his maps in detail and they really brought his fantasy alive with his pictures of mountain ranges and battlefields.

I want to learn how to create my own digital maps – so some of my time there needed to be spent at the techie corner. I had the guy explain to me how to use online mapping tools and I can't wait to try them out! My plan is to create an interactive map of my home town, so I'll use historical and geographical data as well as other stuff to do with my old school and places we went to as kids.

I'm sure you have all used Google Earth to check out where you live. There was a whole separate section for that – and Google Sky – and it's a fantastic tool to use. To gather the data, a combination of pictures from satellites and aircraft is used, which are obviously resources that map-makers in the past didn't have! They were dependent on explorers for most of their data.

So, an amazing day and one in which I expanded my mind! Maps are particularly useful because they can communicate a huge amount of information which otherwise would need explaining through a lot of words. I'd never really thought about that aspect of maps before.

6.7

Well, yes, it is difficult organising a fund-raising event. There are always last-minute panics! However, I'm slowly getting through my checklist. Firstly, regarding publicity, I've got my friend Karen to design some really nice posters that will catch people's eye. She's great at things like that. I'm also going to ask the local radio station to advertise the concert in the slots between programmes. They'll usually support a local cause so I must get in touch with them as soon as possible. Some really good musicians from school are performing, that's fixed, but we're still waiting to hear from a couple of well-known singers who might appear as well. That would be really cool. Apart from that, well, there's the organisation of the school hall, you know, having all the chairs put out and the sound system checked out, but that has all got to be done nearer the time. For now, I think I'm doing OK. Tickets have been printed and they go on sale tomorrow!

6.8

- A: OK, so what do you think?
- B: Well firstly, I don't think a globe is so useful, do you? Sometimes it's nice to look at the world like that but in our everyday lives, it isn't something I'd use a lot.
- A: I agree. And then I think a history book is definitely less useful than a city guide because usually, in city guides, you get all the relevant information you want anyway.
- B: Absolutely. So, let's make up our minds about this. Google Earth is great but I wouldn't really use it if I was visiting somewhere new. Would you?
- A: Not really. Basically, I can get GPS on my smartphone so I can find out where everything is. So I think that's my first option, plus a city guide because it's handy to have something to look at when you're going round a new place. What do you think?
- B: OK, so we'll go with the smartphone and the city guide. I think they're the best options.

6.10

Hi, well it's all go right now planning my little niece's birthday party! I certainly couldn't have done it without my team of helpers!

So, Bruno has blown up twenty balloons for me and Katy has made lots of little sandwiches and baby pizzas. Ben is making some party hats for me and Sally has agreed to decorate the house. Of course, my

mum bought all the presents for everyone because she's really good at that sort of thing, so that's all done. Unfortunately, there wasn't enough time for me to go to the hairdresser's and get my hair done – but I doubt if the kids will mind that! Anyway, there's nothing left for me to do now so that's great!

7.1

E = Emily J = John

- E:** I've just heard about the fire in the town centre last night. It's destroyed the building.
- J:** I know. My neighbour told me. Apparently, the flames were huge.
- E:** Have you seen anything about it in the news?
- J:** Only that it was in the book shop. I was there the other day to ask the owner if I could help there after school.
- E:** Phew! At least you weren't there last night! Have you seen the shop this morning?
- J:** I walked past it and it's all black inside. I asked a man outside if it had been empty at the time.
- E:** And was it?
- J:** Yeh, the owner had gone to collect a prize for a book he's written.
- E:** Oh, what book is that?
- J:** Apparently, it's a crime novel he wrote. And guess what? It's called *Playing with Fire*.
- E:** No! Now that is a weird story!

7.3

Have you ever jumped on the bus or train and realised you've left your latest paperback at home or forgotten to download something to read? Without a novel or a passage from a book to read, journeys can be boring. But I've just discovered something really cool at my local underground station. A publisher is offering a series of short stories and poetry for free ... from a machine. The company came up with an idea to print them on paper, like a receipt you'd get in a shop. There aren't any illustrations so if something visual is more your thing, you'd better bring your own material. Apparently the machines are becoming popular in other countries. The best thing is the stories are really short, so you'll never miss out on the ending!

7.5

- 1**
- A:** I can't believe how that finished – I was definitely not expecting the guy to escape. And the lead actor was brilliant, he really made me laugh out loud at times.
- B:** I think the whole cinema heard you! I know it was supposed to be a shock, but I'd already guessed what was finally going to happen. Generally, the whole thing was a bit predictable – but I must admit I did think there were some great comic moments.
- A:** The best thing was the main stars – they were so convincing.
- B:** I still think it was a pretty weak storyline despite there being loads of A-list actors in it. Anyway it was worth seeing!
- 2**
- I was a bit apprehensive about watching the film version of the book. I'd grown up with this book and felt the characters were almost part of my childhood. So I guess I was ready to be disappointed. I know film adaptations of books can be a let-down. However, contrary to all my expectations, it was very true to the book. It took me a bit of time to get used to the actors playing the main characters but I soon got absorbed in the film. If someone asked me which was better, I'd still probably say the book but then it has sentimental value for me.

3

- A:** How do you deal with negative reviews?
- B:** Well, at the beginning of my career I would obsessively read any review of a film I was in, but I soon realised it's very damaging to your self-confidence. My agent then offered to go through the reviews for me. And that's what we've done ever since. I never go online to read reviews. Instead he just forwards me anything of interest. It's not about only wanting to hear positive stuff, of course some negative criticism can be extremely helpful, but some reviews are very personal and just plain nasty and therefore have no real value.
- 4**
- According to a recent survey, nearly half of all film watchers think 3D either makes no difference, or actually makes the cinema experience worse. So what's the reason for this? Well, many people complain that the 3D glasses are still quite heavy and uncomfortable to wear. Another criticism is that the 3D effects sometimes make it difficult to concentrate on the story itself. It seems that most people are curious enough to go and see a 3D film at the cinema once, but are not interested in paying extra for the special effects on a regular basis. More on this story now from the man behind the survey ...
- 5**
- OK, so this term we'll be moving on from our work on character development and how actors use non-verbal communication. Having spent some time on visual elements of a film, we'll be studying audio, in particular, how a soundtrack can bring a film alive. We'll analyse the way in which it can add to the mood of a scene and reinforce dramatic developments and aspects of character. Included in this will be the study of how different instruments are employed to suggest various images. We'll look at how a certain melody can complement a well-written script and enhance an actor's performance. Now any questions ...

6

- A:** So what do you think, Tom?
- B:** About what?
- A:** You haven't read my texts have you? You're rubbish at checking your messages, you drive me mad! My phone company's sent me a two for one offer to go to the cinema this evening. I'm out with Sarah, but I thought you could go with your cousin if you want. It's for the cinema we went to together last month, you know the new Cineplex. *The Black Hole* is on at the moment. It's not my thing, but I know you love sci-fi.
- B:** Ah, yes that film's supposed to be brilliant. OK thanks, that'll be great.
- 7**
- ... as usual my brother got his own way. We were all ready to watch a horror film and then Jake starts making out that it's going to give him nightmares, so my big sister takes his side. I think she wanted to watch a comedy anyway, as she was very quick to suggest another film. I know Jake wasn't telling the truth, he just wanted to watch the film with his friends. Jake suggested watching an action film instead. To be honest, I'd have preferred that kind of film, but I went with my sister's choice just to annoy him!
- 8**
- So how do I feel about my acting career so far? Well, my parents warned me against going into acting. They were understandably concerned about the lack of security. In fact, even my drama teacher advised me to delay my acting career until after university. The thing was, while I could see their point, I just couldn't imagine doing anything else and certainly couldn't wait for years, so I just threw myself into it and ignored their advice. Thankfully, it has all turned out well.

However, I do acknowledge that my success has mainly been due to being in the right place at the right time. It could easily have worked out differently.

7.7

- A:** Have you had a text from Amy? She says she's had the best news. Do you know what she's talking about?
- B:** At a guess she's talking about her TV audition. She got the part I think she found out by email this morning.
- A:** Really? That's amazing for her first audition, I'm sure in general it takes longer to get your first part. Wow!
- B:** Yep, so anyway I can't say for sure, but I think she starts filming next week. I don't ... oh, hang on a minute. Oh it's my mum – asking whether I know it's five o'clock! Er yes, I do ... Look, I'd better go. We're going to my aunt's for a meal and she's stressing that we'll be late if we're not on our way by half five. I'll see you later.
- A:** OK, see you!

7.9

- A:** Well, I think it's a good way to stay connected with your friends. In particular, with friends you don't often see. Social media lets you learn about what's going on in their lives. What do you think?
- B:** No, we don't learn what's happening in people's lives by looking at their posts online. What people put on their social media pages is not a true reflection of reality.
- A:** Mmm, OK. I have to admit, you have a point. People do generally show a very positive picture of their lives on social media. But you can still find out about what they've been doing and who they've been seeing.

7.10

- A:** Well, I think it's a good way to stay connected with your friends. In particular, with friends you don't often see. Social media lets you learn about what's going on in their lives. What do you think?
- B:** I completely agree that it's good for keeping in touch with people, but do you really think we learn what's happening in people's lives by looking at their posts online? Wouldn't you agree that what people put on their social media pages is not a true reflection of reality?
- A:** Mmm, OK. I have to admit, you have a point. People do generally show a very positive picture of their lives on social media. But you can still find out about what they've been doing and who they've been seeing.

7.12

- Honestly, when the teacher asked me for the answer, my mind [went blank] and I couldn't remember anything.
- She's doing a course in [scriptwriting]. One day she'd like to see her plays performed in New York.
- It's the most important awards night for them. Only [A-list] film stars will be at the ceremony.
- I couldn't finish the book. The plot was so [predictable] I knew exactly how it was going to end.
- After watching a [spooky] film Harry had to check under his bed before he got into it.
- I don't like many comedies but that one last night made me [laugh out loud]. It was hilarious.

7.14

K = Kate M = Matt

- K:** What's your book about Matt? It looks unusual.
M: Oh, it's something the teacher suggested that we read. It's a graphic novel of Frankenstein.
K: Is it like a comic?
M: Well, the illustrations are similar to those in comics. I'm not a fast reader so the pictures have helped me.
K: I'm not keen on horror stories.
M: But it isn't scary. It's more like a sci-fi story. You really should try it.
K: OK, thanks I will.

8.1

- 1** I should have told my mum that I got into drama school straight away but it took a couple of weeks for me to tell her. Yeh, I was figuring out how to afford it. But she was really happy once I did tell her!
2 I needn't have worried about my assignments or my exams this year. 'Cos you know what, I actually did OK and I've stressed far too much. So I was absolutely fine throughout the year. So that's good!
3 Well... it's been a really busy year with my family and work. So I think in recent years I haven't been as in touch with my family abroad as I ought to have been. So, I think I probably should have called more often and now that people are getting older and aren't so well, I regret having not spoken to them as often as I should.
4 I needn't have worried about work so much. I started a new job this year, so I was very stressed about what I should and shouldn't do. And now, looking back on the first year and the expectations that I put upon myself, I needn't have worried about any of it.
5 This year I moved to Spain. And erm... since I've been there, I've been sort of quite taken with my new life, perhaps, and I definitely ought to have called my mum a little bit more. I probably should have sent some more postcards... to friends and family, but maybe that could be sort of my resolution going forward.
6 I feel like I just should have made a bit more time for my friends this year. I've got a very wonderful boyfriend who I spend a lot of time with, but I sometimes let my friendships fall by the wayside. So I ought to have got in touch with people a bit more and I'll do that next year!

8.3

- 1** At school, I was always a bit of a loner... I didn't quite fit in somehow. But when I got into uni, I decided to join a choir. They became like a second family to me and since then, I've never looked back! The choir had belief in me as a singer – somehow, I had a good voice – and nothing else really mattered. It was an a cappella group so we sang without any piano accompaniment. We even got chosen for a TV show and I was the one who performed the solo! In my wildest dreams, I never thought I'd ever perform to an audience of millions!
2 Despite the fact that I can't sing to save my life, I'd always wanted to do something with music or rhythm in some way. My brother was a drummer in a band and it must have been that influence that got me to sign up for percussion lessons. Do you know something? I think drum lessons should be compulsory for all young people! There's nothing like bashing away at a drum to get rid of all your worries! Now I'm a member of a drum

circle and we play at lots of venues at weekends. It's exhilarating and the other members of the circle are amazing.

- 3** A couple of years ago, a friend taught me how to play a few simple chords on the guitar. Even though I'll never be really good at it, at least I was able to play along to the words I wrote. Songwriting for me is the way I express myself, and my friends – who play in a band – like what I write! I get a real buzz when I hear them singing my lyrics in concerts. My parents didn't believe me when I first told them about the song-writing... I was more into active things like sports at school. But they're really proud of their songwriter son!
4 The violin has been my instrument ever since I was small. Now that I'm at music college, it really is my whole life. But what has also made a huge difference is the fact that I belong to an international youth orchestra. We meet up in different countries and perform music together. The language barrier does cause some tricky moments of course, but we all get along amazingly well despite that. Having friends from different cultures through a love for music really makes you appreciate and understand different lifestyles. We've even started exchanging visits to each other's families in the summer!
5 I've been through the usual years of piano lessons and exams but I wanted to try something different. Then a friend of mine, who's a singer, asked if I could accompany her on the piano while she sang, and we could perhaps get around to playing somewhere together as a duo. I was surprised by how much I enjoyed it! Not only was I playing some really nice music, but I was also supporting someone else rather than appearing solo in public. That I find rather stressful! We've now played several gigs around the local area and I'm really happy about this new direction my music has taken me.

8.5

Well, hi guys and we've got a really cool programme planned for you this morning. Today I'm reaching out to all of you who are feeling blue. And I'm here to help you get over it! But firstly, let me clear something up. I know that I can come across as a bit crazy and off the wall, but I do know what it feels like to be down. We all have those days, don't we? But hey, my message would be – don't take up with the wrong sort and make sure you hang out with positive people. Also, if someone is bugging you, you needn't put up with it! You must speak up, stand up for yourself and move forward! Try not to get stuck in that old groove of negative vibes.

I can hear you saying, that's all very well – but who are you to tell us what to do? You're absolutely right there, so on the show this morning, I'm really happy to have a psychology expert who's here to fill you in on some more details. Tessa will be here in the studio in a very few minutes... So, in the meantime... here's a bit of music...

8.7

G = Guest I = Interviewer

- G:** Hi, everyone! It's so great to be on the show this morning and speaking to you all. Today, it's all about picking yourself up off the floor when things aren't going well... let's say you've failed a test or you heard some criticism from a friend... and finding your way back to a good place. So what strategies should we bear in mind in order to do this?
 Well, firstly, there's no point in complaining about everything at length. If you let the situation drag you down, it can have a negative effect on

everything you do... and you mustn't waste your valuable time in this way. So, take a deep breath and try to fix it – or move on.

Do you sometimes set yourselves huge goals and then get upset when you can't reach them? Simple. Focus on smaller daily tasks and achieve them one by one. Soon you'll be feeling a real sense of accomplishment and you'll be building up your inner strength and confidence again.

Finally, pay more attention to your surroundings – no more zoning out in front of your laptop for hours on end! Switch it off, get out of the house and go and do something active with your friends. Have an ice cream! Swim in the sea! Go bowling! There are so many choices out there. Read about people who you look up to and be inspired by them. Good luck!

- I:** Thanks, Tessa, that's great! So, don't forget today's message, guys: you've got nothing to lose, go for it and you're all winners! See you all again next week with another fantastic guest speaker...

8.9

- A:** So, most of these people look interesting, don't they?
B: Yes, although some more than others perhaps! Shall we start with Sarah?
A: Yes, sure.
B: Well personally, I think all students would enjoy listening to her talking. You know, it's something that would relate to their lives and they could er... pick up a few ideas about making videos. What do you think?
A: I agree. And I'd really like to hear some of her advice... How about Martin? He'd be very inspiring to listen to because of his charity work. He's someone that people can look up to.
B: OK, but I'm not quite sure about that one... Let's talk about Kirsty. I think she could teach us a lot about how to write and get ideas down on paper.
A: Yes, but not all students want to do that! What do you think about the...?

8.10

- 1** Do you know what I really like about Emily? She's very rarely depressed and if she ever gets down about something, it doesn't last long. She's so [cheerful] that I always feel like smiling when I'm around her!
2 Dan always wants to do things his own way and never listens to advice. He's so [stubborn]!
3 Roz has had to cope with quite a few problems recently but she's not afraid of facing difficult situations. I think the way she copes with things is really [courageous].
4 Jack is a nice person but his behaviour is a bit [immature] for his age. He needs to grow up otherwise people won't take him seriously.
5 Flora has got pink hair and wears really weird clothes – she is quite [eccentric]!
6 Rob's suddenly got very [possessive]. He won't let his girlfriend Anna see her friends and he wants to know where she is every minute of the day. That's not on!

8.12

Hi, I'm Jessica and my twin sister's name is Sophie. You would never believe that my sister and I were twins if you didn't know! We don't look alike and we have completely different interests and personalities. We go to the same school and are in the same class but we have different groups of friends. My sister's musical and I'm sporty. Apart from that, she's really hard-working and I... well, I spend so much time

playing tennis and netball that I don't have a lot of time left for studying. Still, one thing we have in common is that we both want to go to university – but I very much doubt that it will be the same one, which is probably a good thing.

9.1

L = Lucy M = Mark

- L:** Oh, hi Mark. I didn't know you were coming to the party. I thought you had band practice tonight.
- M:** Hi, Lucy. I did, but the place where we practice was double booked so, not having anything else planned, I decided to come here instead. Do you know everyone here? I can only see a few people I recognise.
- L:** Yes, most of them. I know a lot of people from the street dancing club I go to.
- M:** So who's the girl over there?
- L:** You mean the one talking to the guy with the blonde hair?
- M:** Yes.
- L:** She's Clara. She's that friend of mine whose dad works for a record company in London.
- M:** Really? That's so cool.
- L:** I know. Her dad took us to see the recording studios one Saturday, which was amazing! I'll introduce you to her later. She's really nice.
- M:** OK, great. But don't tell her I was asking about her! Anyway, do you want something to drink? I'm thirsty.
- L:** Yes, please. Can I have one of those juices that are on the table over there? And some crisps!
- M:** OK.

9.3

- 1**
- A:** OK, Jack, so what I propose is that you play in the next away match and today you'll be a reserve.
- B:** Oh but, coach, I've been training so hard. Can't I even play for half the match today?
- A:** I'm sorry, Jack, I've made my selections for today's team. But I promise you will definitely be in the first team next week. Actually, I'm considering making you captain for that.
- 2**
- A:** Right, settle down now. So as you know we're studying Art History this term and I'd like you to decide which artist you study. Yes, Max?
- B:** So, we can study anyone. How about Banksy?
- A:** Yes, as long as they're well-known. You need to write about their life and art, but also evaluate the impact of their work on other artists. Please let me know who you have decided to focus on by next lesson.
- 3**
- A:** I'm sorry, Kate, but I've no intention of letting you go on holiday with your friends.
- B:** What's wrong with my friends?
- A:** I'm not judging your friends, you know I like them, I just don't think you're old enough yet.
- B:** I can't wait till I can make my own decisions!
- A:** What was that?
- B:** Oh, nothing.
- 4**
- A:** Come in. Ah, Tom. Has the school council arrived at a decision about the school trip?
- B:** Um not yet, we've written a survey and we're going to send it out to all the classes tomorrow.
- A:** Very good. Remember to consult me before you make a final decision. Obviously I'll have to give my OK before we announce it to the school.

- B:** Yes, actually, I'll come and see you when we get the survey results.
- A:** Excellent. Thank you Tom.

9.5

I = Interviewer D = Dan

- I:** Hi, Dan, great to have you in the studio. You're here to tell us about a youth citizen course. What's the idea behind this type of course, Dan?
- D:** Hi, well a youth citizen course is really a summer course. It lasts for three weeks and you stay in a local youth hostel. It's for anybody aged between 14 and 17. In the past, I've gone away on various summer camps from tennis to football where you normally do an activity during the day and then hang out in the evening with friends, but I'm not really into one particular activity so that's not much fun for me. What is special about the youth citizen course is that you can choose something different for each week of the course.
- I:** So, I hear the course was your parents' idea. How did you feel when they told you about it?
- D:** We'd had the usual discussion at home of what to do during the summer. I'm quite happy to chill with my friends but there isn't much going on and I get a bit bored. It was my parents who decided I should do the course because it looked unusual. But to be honest I was a bit worried at the thought of not being with my friends. I'm nervous about meeting new people so my parents had to convince me it was the best thing to do.
- I:** So, how did the first week go?
- D:** Well the first week was the adrenalin-fuelled stuff like rock-climbing or mountain biking. You're with a group of people you've only just met so that can be a bit difficult because you don't want to make a fool of yourself. Anyway, what I did was to try rock-climbing. To be honest, I'm not a great fan of heights. I knew it would be hard but I didn't expect the rest of the group to be so brilliant. At one point I panicked but they all kept shouting to encourage me. It was amazing. That was the moment I realised I could cope with my fear.
- I:** So, how about the other activities?
- D:** Well, what we did in the second week was to learn how to be more confident and improve our communication skills. I'm leaving school next year and I can't decide if I should go to university or look for a job so learning how to communicate better was really useful for interviews ... especially for me because I'm shy when I first meet people. One of the leaders said his intention was to help us find a hidden passion. I think I discovered mine was for public speaking and when I gave a talk, everybody seemed to love it.
- I:** So, have you got any advice for your friends who might be considering the course?
- D:** Yes, I'd say look at how I've changed. I've overcome my shyness and can now do things I couldn't do before. I've got skills that I wouldn't have gained on the usual summer camp. I'm not saying it isn't hard. Three weeks is a long time away from home and if you'd rather just do sports then go to a sports camp but if you feel you need something else, give this a go. You'll discover that you're capable of a lot more.
- I:** So, would you recommend this programme to your friends?
- D:** Yes, but three weeks is quite a long time out of your summer holiday and a lot of them would prefer to do their own stuff like swimming and beach volleyball. Also, although I enjoyed it, I cope well with being away from home, but a couple of my friends would have got homesick. The only thing I would say to them is it doesn't last forever.

If you can get through it, you'll feel really good about what you've achieved at the end of it.

- I:** So after three weeks, what did your family think of you when you got home?
- D:** I think I was probably really annoying for a few days after I got back home because I couldn't stop talking about it, especially the last week of the camp when we had to do something that would help the community. It was my suggestion that we raise money for the local skate park ... and well what happened was, we held a music event and the others cooked food to sell. My parents hadn't seen this side of me before because I normally let other people make decisions for me. I'm more a thinker than a doer ... so, yeh, they were impressed.
- I:** And now that you've had time to think about it, do you think the experience has changed anything?
- D:** Apart from meeting new friends from all over the country, what is exciting is it's given me something to focus on for next year. I'm planning to do the course again before I go to university but as I'll be eighteen, I can be a course leader. It's a big step for me. I think I'll be good at helping people especially those who are shy like me and struggling at first. My own experience has made me see how much I can offer them.

9.7

- A:** What's my dress sense like? Well, if you ask my mum she'd probably say I don't have any! It's a bit of a touchy subject at home. I think my mum would prefer to see me in something smart and conventional. The thing is, I like to experiment with new looks, which obviously means looking a bit different. I don't know why my mum has such an issue with my clothes. I've seen photos of her at my age and she had a crazy dress sense!
- B:** I always end up going for the kind of styles most people at school are wearing so that I just blend in. My best friend's the complete opposite and loves to stand out in a crowd. She's just dyed her hair bright blue, so you can see what I mean. She's great at picking up bargains from charity shops and she just has a way of putting an outfit together so it looks really cool. I'd love to be like her and be more adventurous with how I look, but I don't really have the confidence.
- C:** I love clothes but I do think there's peer pressure when it comes to fashion. Definitely at my school, your style is influenced by the group of friends you hang out with. It's kind of annoying though as sometimes I feel under pressure to wear a particular brand or label because all my friends do. I know my parents don't understand it, especially when they look at the price tag! But if I don't follow the crowd I won't feel like I fit in and I don't want to be left out.
- D:** I don't really care what people think about what I'm wearing – as you can see! – It's certainly not a decision I spend much time making in the morning. I just throw on any clothes that are relatively clean! To be honest I think people are too obsessed with style and image. It's all a show really, isn't it? It doesn't change the person you are underneath. My girlfriend tries to get me to dress up when we go out but I'd much rather be in a comfortable worn out pair of jeans and T-shirt.

9.9

Here are your photographs. They show people having a day out shopping. I'd like you to compare the photographs and say what the people might be finding difficult about their day out shopping.

9.10

The photos are similar because they both show people shopping. But the relationship between the people in the photos is different. In the second photo it looks as though they are friends but in the first photo, it might be a teenager with her mum. Both pictures show the people looking at clothes, but the main difference is that the people in the first photo don't look very happy. The girl looks a bit moody! And although they are looking at clothes in both pictures, the ones in the first photo look quite smart, but the ones in the second photo look a bit more casual or trendy. The location for the photos is also different. The first photo probably shows a department store or boutique, whereas the second one looks more informal, at some kind of market, because they are outdoors. The girls in the second photo look as though they are having fun shopping and choosing clothes. They might find choosing the right clothes difficult as there is a lot of choice. It also looks as though there isn't a lot of space and they might like to try the clothes on before buying them, so that could make shopping difficult for them. In the first photo, the girl looks like she might be finding shopping with her mum a bit difficult because she might not like the choice of clothes in the shop.

9.11

Which of these days out shopping would you prefer?

9.12

- 1 Take these chocolates away from me – I can't stop eating them, they're so *[addictive]*!
- 2 You have to be very *[patient]* to teach young children things. You can't get angry when they get things wrong, you just have to stay calm and show them again.
- 3 I felt very *[foolish]* standing in front of the audience when I couldn't remember my lines.
- 4 Why are you so *[obsessed]* with cars? It's all you ever talk about! I can't understand what all the fuss is about!
- 5 Don't you think it's a bit *[suspicious]* that no one knows where Jo was at the time the window was broken. I think he did it but is too afraid to admit it.
- 6 This phone is definitely *[faulty]*, it keeps switching off by itself. You should return it to the shop where you bought it. They'll exchange it for a new one or give you your money back.
- 7 Can you keep these exam papers somewhere safe? They're highly *[confidential]* so it's important that no one sees them.
- 8 She's an *[ambitious]* young actor with great hopes for the future. Her big dream is to one day be the lead in a Hollywood film.

9.14

- A:** OK, quiet please. After looking at my records, I can see not everyone has returned their form saying which extra language they would like to study next term. Remember I need to know by next Monday.
- B:** Mr Jones, what are the choices again? I don't think I've got my form.
- A:** Really, Maxine, you need to be more responsible. Didn't you see the letter sent to all the parents last week? There was a form attached.
- B:** No, Mr Jones, but I was ill last week.
- A:** Mmm... Being off school last week, you probably didn't get it. OK, here you are, here's another one. Right, now don't forget to hand your forms in tomorrow.
- C:** Have you decided what extra language you're going to study next term?

- B:** I still can't make up my mind, but I'm thinking of choosing Italian.
- C:** You know Mr Evans is teaching Italian next term.
- B:** Who's Mr Evans?
- C:** Mr Evans is the teacher replacing Ms Hatton while she's having her baby.
- B:** Oh right. So what's he like?
- C:** Well, having heard what Oliver Benson's saying about him, I reckon he must be really strict.
- B:** How does Oliver Benson know?
- C:** Well Oliver's brother goes to the school where Mr Evans used to teach. According to Oliver, everyone taught by him says he's the strictest teacher they've ever had.
- B:** Oh great! Just my luck. Maybe I'll choose German instead then!

10.1

- 1 You hear a message on a telephone answering machine.
- Hi, Anna. Hey, you know I'm running my sandwich stall at the music festival this weekend? Well, my usual helper has had to cancel since she's ill. Do you know of anyone who might be interested? I would have asked you but I know you're going to be performing. Perhaps one of your friends might be free? I can't think of anyone myself, so I'd be really grateful if you could ask around. It would be for two days, twelve noon to eight in the evening and they would of course get paid. Can you let me know by tomorrow? Thanks!
- [repeat]
- 2 You hear a nutrition expert talking about ready-made meals.
- A:** So, what are your thoughts on ready-made meals?
- B:** Ready-made meals that you can pick up in the supermarket are popular, especially with working people who don't have much time to prepare fresh meals, or students who can't be bothered! Since these foods contain high levels of salt and sugar, I wouldn't recommend eating them every day. Once a week is fine as long as you have plenty of fresh vegetables and fruit on the other days of the week. But apart from the concerns about health, eating prepared meals can actually be a lot more expensive than making your own meals using fresh ingredients!
- [repeat]
- 3 You hear two friends talking about a meal at a restaurant.
- A:** So did you enjoy your meal out last weekend?
- B:** Well, yes, mainly.
- A:** Oh? What happened?
- B:** Well, I have a nut allergy and I can't eat anything with nuts in. I hadn't bothered to inform the restaurant because the food on the menu looked 'safe', so to speak – but of course, I should have done. Anyway, a new chef made a sauce that contained nuts.
- A:** So did you have any?
- B:** Only a little, fortunately. I started to have breathing problems, so I stopped eating it immediately. After a few minutes, I was OK. I was really lucky. The manager gave us a free meal, though they weren't to blame!
- [repeat]
- 4 You hear a food blogger talking about writing her blog.
- A couple of years ago, I fell off a horse and broke my hip. That meant bed rest for quite a long time and no school. So I was stuck at home getting bored. I wanted to paint but it was too messy to do from bed. My friends came round but they

had their schoolwork to do. Then I remembered that before the accident, I'd been experimenting with cooking. I'd got quite good at pasta dishes with lots of home grown veggies. So, although I wasn't very confident, I started writing about food on my laptop. My friends love my blog and my recipes!

[repeat]

- 5 You hear two friends talking about a party.
- A:** So have you got the barbecue organised for Saturday? Did you ask Phil to be in charge of the food?
- B:** Yep, I took your advice and asked Phil to order and cook the sausages and burgers. I know he sometimes gets chatting with his friends and forgets what he's doing but I'm sure no one will go hungry! The forecast for Saturday isn't brilliant though, and I'm a bit nervous about that.
- A:** Fingers crossed! Who's coming, then?
- B:** Well, I'm not sure if I've invited enough people but I don't want the whole school to turn up! My parents won't want everyone inside their house either, so we'll just have to hope for the best.
- [repeat]
- 6 You hear two friends talking about a TV cookery show.
- A:** Did you see the final of that cookery show last night?
- B:** Yeah, I saw part of it.
- A:** Of course, the person I thought would win did win in the end. I've wondered whether the judges had their favourites in the past but I don't think they did last night.
- B:** No, they were being very careful... I was surprised that the presenters pronounced all the contestants' names right. They've made a few mistakes recently!
- A:** Actually, I think they do a pretty good job... some of the names are tricky. Of course, the whole thing was terrifying for the contestants.
- B:** Well, they shouldn't go in for competitions if they can't cook under pressure!
- [repeat]
- 7 You hear a talk by a professional food photographer.
- Sometimes, you might want to upload your photos of a great meal you've had – but how do you make it look really appetising? Well, firstly, you need to position your plate of food correctly. You might think that if you buy more equipment, you'll end up with better lighting, but all that is usually needed is natural light from a window. Food can look quite different when taken from above or below, so make sure you try out a variety of angles before you make your choice. Background is also important but it needn't be complicated. A clean white plate is better than lots of busy colours.
- [repeat]
- 8 You overhear this conversation in a school corridor.
- A:** So it looks like the school farm project is going to actually happen!
- B:** Yes, great isn't it? We'll be able to grow our own vegetables – and have chickens, too!
- A:** I just hope that everyone who's excited about it now will actually help out when the time comes. There's a lot of work involved in growing vegetables and looking after chickens, you know – and you have exams coming up this year. They're more important than the animals!
- B:** Oh, I think most of us will be willing to help a bit. Even some of the teachers said they'd do what they could.
- [repeat] 1.2

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