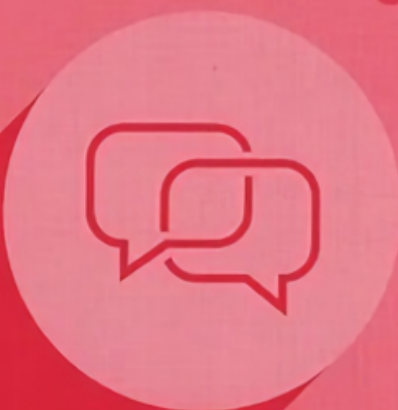


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Contents

UNIT		PAGE	SELF-STUDY BANK		PAGE
1	All about me	4	Social and emotional competence		68–83
2	Welcome to the future!	12	Exam trainer		84–94
3	Perfect	20	Irregular verbs		95–96
4	Natural world	28			
5	Communicate	36			
6	Challenges	44			
7	Going unplugged	52			
8	Make a difference	60			

1

All about me

Vocabulary

Personal qualities

1 ☆ Choose the correct option.



reliable/creative



polite/hard-working



sensible/hard-working



sociable/enthusiastic



generous/confident



patient/sensible

Describing personal characteristics

2 ☆ Choose the correct option.

- He can be **aggressive/chatty** when he is arguing with someone. He often bangs on the table.
- Sara always wants to win. She's very **cruel/competitive**.
- Once I've made up my mind, I rarely change it. I can be very **stubborn/thoughtful**.
- He's extremely talented, but he never boasts about it. He's very **sensitive/modest**.
- Adam is very **arrogant/likeable** – everyone wants to be his friend.
- She's very **supportive/outgoing** and helps her friends with any problems.
- Katia can be **grumpy/clumsy**. I don't know why she's dissatisfied and unhappy for no reason.

3 ☆☆ Complete the text with the words in the box. There are two extra words.

aggressive clumsy cruel determined likeable
modest outgoing selfish stubborn

Are there different sides to everyone's personality? This is the idea behind author Robert Louis Stevenson's book about Dr Jekyll and Mr Hyde. Dr Jekyll is a kind, friendly and **1** outgoing person who enjoys the company of other people, a pleasant and **2** _____ man. Although his research is successful, he is **3** _____ about his achievements, preferring not to boast about them. In an attempt to control his personality, he develops a potion. Unfortunately, when he drinks the potion, it turns him temporarily into another person, Mr Hyde. Hyde is a **4** _____ man who hurts others. He is **5** _____ and even violent and very **6** _____, thinking only of himself, and is uncaring of others. At first, Dr Jekyll can control the transformations into Hyde, but Hyde becomes stronger and stronger. Dr Jekyll is **7** _____ to stop him before disaster strikes. Does he succeed? You'll have to read the book!

4 ☆☆☆ Complete the questions with the words in the box. Then answer the questions for you.

clumsy competitive determined supportive

- Do you know anyone who is clumsy and often bumps into people or things? Who?

- Are you a _____ person? Do you finish things you start or do you give up?

- Who do you consider to be the most _____ person you know, the one who's always sympathetic and helpful?

- Is your best friend _____ or do they not mind losing?

Past tenses

1 ☆ Match questions 1–4 with answers a–e. There is one extra answer.

- 1 What book did you read last year that you loved? c
 - 2 What were you reading when I phoned last night? —
 - 3 What kind of books did you use to read when you were a child? —
 - 4 What book or books had you read before you saw the film of the book? —
- a I was reading a personality quiz which I did later.
 b I'd read *The Hunger Games*; it was a great book, better than the film.
 c I read a book by Isabel Allende – it was fantastic.
 d I would have read the book if I'd had time, but I didn't.
 e I used to read a lot of adventure stories; I loved them, but now I prefer non-fiction.

2 ☆☆ Choose the correct answer a–c. There may be more than one possible answer.

- 1 — football in the garden at 6:00 pm when it started raining?
 a Did Adira use to play b Did Adira play
 c Was Adira playing
- 2 When Kate was younger, she — near us, but then her family moved here.
 a didn't live b didn't use to live
 c hadn't lived
- 3 We missed the beginning of the concert because it — when we arrived.
 a already started b was already starting
 c had already started
- 4 Where — those new trainers last week?
 a had Eli bought b did Eli buy
 c did Eli use to buy
- 5 It was a stormy day, the wind — and it was raining hard.
 a used to blow b had blown
 c was blowing
- 6 Lucca — the night before, so he didn't know the answers to history test questions.
 a didn't study b wasn't studying
 c hadn't studied

Present perfect simple and present perfect continuous

3 ☆ Complete the sentences with the present perfect simple in one sentence and present perfect continuous in the other.

- 1 I'm tired because I have been cycling (cycle) for ages. I have cycled (cycle) ten kilometres.
- 2 Max swam (swim) 500 m. He has swum (swim) since 10:00 am.
- 3 Isla has never bought (never / buy) blue trainers. She has bought (buy) black trainers for years.
- 4 They have played (play) computer games for hours. They have won (win) three games each.

4 ☆☆ Complete the sentences with the correct form of the present perfect simple or present perfect continuous.

- 1 I have been training (train) hard for the tennis competition. I practise (practise) every day for two hours, though I don't play (not play) any matches yet.
- 2 Maria is an excellent fashion photographer; she has taken (take) photos for years. She works (work) all over the world.
- 3 He has written (write) personality quizzes for ages, although they don't appear (not appear) in any magazines yet.
- 4 How long have you had (you / have) that red jacket? I have never seen (never / see) anything similar – it's amazing.

5 ☆☆☆ Complete the text with the correct form of the verbs in brackets. Use continuous forms where possible.

Dolphin personalities

In many ways, dolphins are similar to humans and now a scientist, Bruno Díaz López, 1 has proved (prove) that they have personalities. Scientists 2 have discovered (already / discover) that in captivity dolphins displayed personality traits, but they 3 don't know (not know) if the same was true of wild dolphins. After Bruno 4 identified (identify) 24 individual dolphins, he 5 filmed (film) them while he 6 did (do) over 190 tests to see how the dolphins reacted to new or risky situations. As a result, he 7 found (find) that some dolphins are shy while others are outgoing, and that more outgoing dolphins have better social connections.

Phrasal verbs: three-part verbs

1 ☆ Choose the correct option.

- 1 look out **for/to** someone/something
- 2 run out **in/of** something
- 3 get round **on/to** doing something
- 4 come up **with/about** something
- 5 get away **with/of** doing something
- 6 do away **for/with** something
- 7 get on **with/of** someone
- 8 go in **away/for** something
- 9 go on **about/of** something
- 10 live up **to/with** something

2 ☆☆ Match 1–6 with a–f to make sentences.

- 1 If you go to the park, look out e
- 2 I thought the film would be brilliant, but it didn't live up _____
- 3 We used to have a school uniform, but they did away _____
- 4 Rami is always going on _____
- 5 We need to come up _____
- 6 We haven't got any sugar. We ran out _____
- a to my expectations – it was disappointing.
- b with an idea for our school project.
- c of it yesterday. Could you buy some?
- d with it last year.
- e for Jack – he said he was going there.
- f about that video game – he never stops talking about it.

3 ☆☆ Complete the sentences with the phrasal verbs in the box. There is one extra phrasal verb.

come up with get away with get on with
get round to go in for go on about

- 1 You can talk about personality quizzes for hours. Why do you go on about them so much?
- 2 My brother and I are friends as well as siblings. We _____ each other really well.
- 3 I haven't done my homework yet. I'll _____ doing it later this afternoon.
- 4 I rarely do online quizzes. I don't really _____ them.
- 5 They broke the law, but they didn't _____ it. The police caught them.

4 ☆☆ Complete the text with the correct form of the verbs in the box. There are two extra verbs.

come up with do away with get away with
get on with get round to go in for go on about
live up to look out for run out of

What are you really like?

Tell us about your best and worst characteristics!



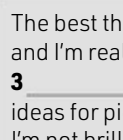
Cara, 16

I'm very outgoing and sociable –

I **1** get on with everyone.

I'm also very chatty. Sometimes I

2 _____ things I like for too long.



Dani, 15

The best thing – I love drawing and I'm really creative. I've

3 _____ some great ideas for pictures. The worst thing – I'm not brilliant at planning things.

I sometimes **4** _____ time. I hate it when I don't have enough time to finish things!



Paolo, 14

I always expect things to be perfect and I get disappointed when they don't **5** _____ my expectations.

On the plus side, I'm determined and I finish things I start, not like my brother – he only

6 _____ doing things at the last minute!

I hate getting up early – I can be very grumpy. Schools should

7 _____ early morning lessons! I think I'm

thoughtful and supportive. I'm

always **8** _____ opportunities to help my friends.



Anna, 15

5 ☆☆☆ Complete the questions with the correct verbs. Then answer for you.

- 1 Who do you get on well with in your class? Why?

- 2 What hobbies and activities do you _____ in for? What do you like about them?

- 3 When you were a child, did you ever do anything naughty and _____ away with it? What happened?

- 4 Do you find it easy to _____ up with new ideas? What inspires you?

An opinion article

SIBLINGS AND PERSONALITY



Siblings have the same parents and grow up in the same house, but can have quite different personalities. People used to think that birth order might be the reason for this, but is it?

Scientists have been researching this question for over a hundred years. In the 19th century the psychologist Alfred Adler argued that birth order **shaped** personality. He thought that oldest children shared certain characteristics such as being responsible, hard-working and determined, middle children were emotionally stable, while youngest children were ambitious. Other scientists agree and say that first-borns are also good leaders, middle children are creative, while younger children are more outgoing and **rebellious**.

Adler's theory was widely accepted and later studies also seemed to show that birth order can influence personality. For example, a study in 1968 found that oldest children were less likely than their younger siblings to **take risks** in dangerous sports.

However, these studies and other similar studies were only done once, so it's possible that the characteristics of the participants were the result of age rather than sibling position. For example, the **traits** associated with the oldest child, such as being more confident and reliable, were simply because the child was older, not because they were born first.

More recently, researchers have focused on personality in adults. In one study, psychologist Ralph Hertwig was expecting to find that youngest children were risk-takers, but he didn't. He had previously supported the birth order theory and was surprised by the results. The study of over 1,500 people found no relationship between birth order and risk-taking. Another study of over 20,000 adults in Germany, Britain and the USA clearly showed that birth order did not affect the five main personality traits recognised by psychologists. The biggest-ever study, of 370,000 US secondary school students, showed the same.

In conclusion, it seems that while birth order may affect children's personalities slightly, it does not seem to shape personality in adults.

1 ☆ 🔊 1 Read and listen to the article and choose the correct option.

The writer concludes that ...

- a birth order affects children's personalities and this continues after they have grown up
- b birth order might have a small effect on children's personalities, but by adulthood this has gone

Subskill: Keeping a record of vocabulary

To help you understand and use new words or phrases, record them in detail.

2 ☆☆ Look at the vocabulary record and match 1–6 with a–f.

- a **sibling**
- b (NOUN, COUNTABLE) c /'sɪblɪŋ/ d
- d **your siblings are your brothers and sisters**
- e *I've got three siblings – two brothers and a sister.*
- f **half-sibling**

- 1 definition _____
- 2 pronunciation _____
- 3 example sentence _____
- 4 word or expression that is being recorded a
- 5 synonym, antonym or other related words _____
- 6 part of speech _____

3 ☆☆ Record the other words in bold in the text in detail. Use a dictionary to help you.

4 ☆☆ Read the article again. Are the sentences T (true) or F (false)?

- 1 Scientists have recently started researching birth order and personality. F
- 2 Adler thought that all middle children would share certain personality traits. _____
- 3 Most studies were carried out more than once to check the results. _____
- 4 Ralph Hertwig thought his study would prove that younger siblings took more risks. _____
- 5 The study of secondary school students in the USA did not reach any definite conclusions. _____

5 ☆☆☆ Answer the questions with your own ideas.

- 1 Do you think birth order affects personality? Why/Why not?

- 2 In your opinion, what is the most important personal quality to have? Why?

A podcast

1 ☆ 2 Listen to a podcast. What is it about?

- a different personality types ☐
- b how personality changes in adolescence ☐
- c positive and negative personality traits ☐

Subskill: Dealing with homophones

Being aware of homophones while listening helps you understand.

2 ☆☆ Choose the correct option.

- 1 We **no/know** our personality starts developing in later childhood.
- 2 Personality is the parts of ourselves that make us behave in certain **weighs/ways**.
- 3 As we get older, **there's/theirs** a decrease in positive personality traits.
- 4 **Four/For** teen girls, the most noticeable change is to friendliness.
- 5 Personality traits that appear in your teen years can affect your **whole/hole** life.
- 6 Teens go **threw/through** many changes and this is a negative thing.

3 ☆☆ Listen again and read the sentences in exercise 2. Are they T (true) or F (false)? Correct the false sentences.

- 1 *F – Our personality starts developing as babies.*
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

4 ☆☆☆ Answer the questions. For question 3, give your own opinion.

- 1 Why did the podcast presenters come up with the idea of researching the topic?

- 2 What did the study about conscientiousness in teen years show?

- 3 Do you agree that it's important to have a strong sense of identity? Why?

Solving shopping issues

1 ☆ Complete the sentences with the phrases in the box.

a credit note a problem with these shoes
exchange it it doesn't fit properly
returning the receipt

- 1 I'm afraid there's a problem with these shoes.
- 2 I can give you _____, but I can't give you a refund.
- 3 I'm afraid I've lost _____ – I think I threw it away.
- 4 You can _____ for something else or I can replace it.
- 5 I'd like to return this jacket because _____.
- 6 Can I ask why you're _____ it?

2 ☆☆ Choose the best option.

- 1 How can I help you today?
 - a I bought these jeans here last week.
 - b** I'd like to return these jeans.
- 2 Can I ask why you're returning them?
 - a They shrank, although I followed the washing instructions.
 - b** I'd like a refund, please.
- 3 Have you got the receipt?
 - a No. They're really badly made!
 - b** Yes, here you are.
- 4 Would you like to choose something else?
 - a No, we haven't got the jacket in your size.
 - b** No, I'd prefer a refund, please.

3 ☆☆☆ Read the task and then write a short dialogue. Include expressions for solving shopping issues.

You bought some trainers, but they fell apart after only a week. Unfortunately, you've thrown the receipt away. Take the trainers back to the shop, explain the problem and ask them to replace the trainers or find a solution you're happy with.

A description of a person

- 1 ☆ Complete the table with the adjectives in the box.

ancient athletic competitive curly
enormous funny furious hilarious
ideal optimistic outgoing stubborn

Gradable	Non-gradable
funny	

- 2 ☆☆ Choose the correct option.

Marek is **1 absolutely/extremely** tall – he's well over 1.9 m. He's got **2 completely/really** short blond hair and **3 quite/totally** big blue eyes. He's **4 fairly/totally** chatty, although he is **5 completely/a little** shy. Occasionally he can be **6 slightly/absolutely** grumpy, but it's **7 completely/rather** impossible to make him angry. Although he's **8 fairly/really** talented at music, he's **9 extremely/totally** modest about it. I'm **10 very/absolutely** delighted that he's my friend.



- 3 ☆☆☆ Write a short description of a friend. Include adverbs with gradable and non-gradable adjectives.

Super skills

COMMUNICATION

Using visuals to communicate your ideas

Complete the description with the correct words. The first letters are given.

This is a picture of me. I wrote the personality adjectives on my body because I wanted to **1 suggest** that they're part of me. I used different writing styles because I thought it was a powerful **2 w** to show different qualities. I used images to **3 r** my interests. I **4 t** they were more attractive than drawings. The blue background gives the **5 m** of calm, which is important to me.



Vocabulary review

Describing personal characteristics

- 1 Complete the sentences with the correct words. The first letters are given to help you.

- Modest** people don't boast about their achievements, and they're often **h** – too, putting effort into everything they do.
- My friend is really **t** – she bought me some magazines when I was feeling sad. She's **s** too – she always tries to help her friends.
- People who are **c** cause others pain, and those who are **s** only think of themselves, not of others.
- When I'm tired, I can be a bit **g** and bad-tempered, and I'm also more **c** – last time I was really tired I broke three things! I find **c** people hard to tolerate – why do they speak so much?
- Don't expect James to change his mind – he's one of the most **s** people I know. If you try to discuss things with him he's likely to get angry or upset because he's very **s**, too.
- My friends say I'm rather **c**. It's true – I can't stand losing and I'm **d** to achieve all my goals and beat other people!
- The main character in my book isn't a typical hero. He's **a** and is often angry, and he thinks he's better than everyone else, so he's **a**, too!
- My brother is a really **l** person with lots of friends and he's **o** – not shy at all.

Phrasal verbs: three-part verbs

- 2 Choose the correct option.

- I can't think of any new questions. I've completely **come up with/run out of** ideas.
- My friend is always **going on about/getting round to** her new dog. I wish she'd talk about something else.
- Jack often forgets his homework, but the teacher believes his excuses. I don't know how he manages to **get away with/live up to** it.
- I'm pretty sociable – I **get on with/go in for** most people.
- If you go to the concert tonight, **look out for/do away with** Alex. He'll definitely be there.

Grammar review

Past tenses, present perfect simple and present perfect continuous

- Correct the mistake in each sentence. There may be more than one possible answer.
 - Last week I have met my best friend in town and we went for a pizza. met
 - After I was finishing my homework, I watched TV. _____
 - While I was buying some jeans, I was seeing a T-shirt I liked. _____
 - By the time Alex got home, he ran two kilometres. _____
 - Recently I have been doing a lot of personality quizzes and I was enjoying them a lot. _____
 - My sister used to cut my hair last week, so it's much shorter than it used to be. _____
 - I'd never eaten octopus before I tried it yesterday – that was the first time I ever had it. _____
 - I've been doing my project all day, but I haven't been finishing yet. _____

Past simple, past perfect simple and past perfect continuous

- Complete the text with the correct form of the verbs in brackets. Use the continuous form where possible.

About Latest posts Archives

My best friend

My best friend is called Elijah or Eli for short. I used to live in New York, but we 1 moved (move) to Los Angeles when I was 13. We 2 _____ (not live) there for long when I 3 _____ (meet) Eli. I 4 _____ (explore) my new neighbourhood, but I 5 _____ (get) lost. I 6 _____ (forget) to bring my phone, so I couldn't call home. Suddenly, I 7 _____ (notice) a boy about my age. He 8 _____ (smile) at me and asked if I was all right. I 9 _____ (explain) what 10 _____ (happen) and Eli showed me the way home. On the way, we 11 _____ (chat) about lots of different things and 12 _____ (discover) we had a lot in common. We've been friends ever since then!



Round-up

1 2 3 4 5 6 7 8

Read the article and choose the correct option.



LANGUAGE AND PERSONALITY

When you 1 **started/used to start** learning a new language, 2 **have you thought/did you think** about your personality? People 3 **have investigated/have been investigating** personality for hundreds of years, but it 4 **wasn't/hadn't been** until more recently that they looked into language and personality. Researchers 5 **already discovered/had already discovered** that bilingual speakers perceive colours differently, but recently they 6 **were finding/have found** that many people have different personalities in each language they speak. While they 7 **were doing/have been doing** one study, two linguists 8 **interviewed/had interviewed** more than 1,000 bilingual speakers, and over 66% said when they spoke different languages, they felt like a different person. I 9 **had studied/had been studying** English for years before I 10 **realised/was realising** that this was true for me. I 11 **was thinking/used to think** that people's personalities were 'fixed', but now I know that's not so. I 12 **just started/have just started** learning Spanish, so will I soon have a third personality?

Self-evaluation

Read the objectives for this unit.
How well can you do each one?



- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1 I can talk about personality and use three-part phrasal verbs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can use past tenses, the present perfect simple and present perfect continuous. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can use the past perfect simple and past simple. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can use the past perfect simple and continuous. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can record vocabulary in detail. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can recognise and understand homophones when listening. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can solve shopping issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I can write a description of a person and use adverbs with gradable and non-gradable adjectives correctly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose 😞, ask your teacher for extra help.

Vocabulary

Describing products

1 ☆ Write the opposite.

- | | |
|----------------|----------------------|
| 1 comfortable | <u>uncomfortable</u> |
| 2 easy-to-use | _____ |
| 3 handy/useful | _____ |
| 4 high quality | _____ |
| 5 innovative | _____ |
| 6 practical | _____ |
| 7 reasonable | _____ |
| 8 reliable | _____ |
| 9 wearable | _____ |
| 10 well-made | _____ |

Changes

2 ☆ Choose the correct option.

- I always **let go/adapt** to changes in technology. They make our lives so much easier.
- It isn't easy to **embrace/adapt** the new when old things still work well.
- I'd find having a robot teacher **breakthrough/mind-blowing**. I wouldn't like it.
- My friends are **adapting/eager** to leave school and get jobs. I'm not so sure.
- I didn't think the hero would save the world. The ending was **fast-approaching/unexpected**.
- Mobile phone technology has **evolved/risen** so quickly that my year-old phone is old-fashioned.

3 ☆☆ Read the definition and write the word. Use the correct form of some of the words in exercise 2.

- Very keen or enthusiastic to do something _____ *eager*
- Completely accept a new idea or way of life _____
- Something that's surprising; you didn't think it would happen _____
- When technology changes or develops _____
- Something that will happen soon _____

4 ☆☆☆ Complete the Q and A forum with a suitable word or phrase.

WHAT WILL THE WORLD LOOK LIKE IN 30 YEARS' TIME?

It's hard to predict the future, but I think there'll be incredible 1 advances. We'll no longer hold our devices, they'll all be in the air in front of us. It'll be absolutely 2 _____.

👤 *Saskia, 15*

Robots will supervise our work and check we aren't taking too many 3 _____. We'll need to 4 _____ to having them around.

👤 *Mike, 17*

Although driverless vehicles are 5 _____, I doubt we'll 6 _____ manual cars completely.

👤 *Nico, 16*

There'll be a sharp 7 _____ in the number of people studying or working from home. Our 8 _____ will completely change.

👤 *Eva, 15*



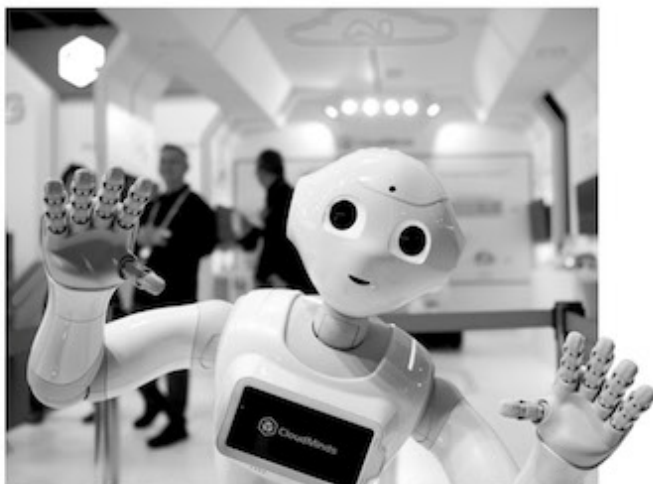
5 ☆☆☆ What do you think the world will look like in 30 years' time?

Future tenses

1 ☆ Match future forms 1–6 with uses a–f.

- 1 We're meeting outside the cinema at five o'clock. b
 - 2 I think humans will live on other planets.
 - 3 Don't carry so much! You're going to drop something.
 - 4 The technology fair starts next Saturday.
 - 5 Give me a second and I'll help you with your project.
 - 6 My parents are at the bike shop. They're going to get electric ones.
- a timetable or programme
b future arrangement, often with a date, time and place
c future plan or intention which is already decided
d general predictions about the future
e predictions about the future when we can see some evidence now
f a decision which we make at the moment of speaking

2 ☆☆ Choose the correct option.



Technology fair!

The annual technology fair **1 takes/will take** place on Saturday 10th. Exhibitors from all over the country **2 demonstrate/are going to demonstrate** the latest technological devices. Matt Hansen from DX202 **3 gives/is giving** a talk on implantable phones. It's obvious they **4 will be/are going to be** our future. Book your tickets now! You **5 aren't regretting/won't regret** it. We hope you **6 'll make/'re making** it to the fair!

3 ☆☆ Write complete sentences in the correct future tense.

- 1 I / hope / I / become rich and famous!
I hope I'll become rich and famous.
- 2 I / study / biochemistry / when I / leave school.
- 3 Don't worry! I / not let / anyone sit in your chair.
- 4 That doesn't look safe! It / fall.
- 5 What / you / do this evening? Anything nice?
- 6 Run! The library / close / at 6:30 pm.

4 ☆☆ Correct the mistake in each sentence.

- 1 School started 30 minutes ago. ~~You~~ going to be very late. You're
- 2 What time the next bus leave for Bristol?
- 3 I promise I don't forget to phone you.
- 4 I'm meet Dan on Saturday to see that new sci-fi film.
- 5 I think I get some crisps. Do you want anything?
- 6 Has your brother decided yet? Are he going to have a party?

5 ☆☆☆ Read the situations and complete the responses using a future form.

- 1 Your friend's just realised that he's lost his keys.
I 'll help you look for them.
- 2 You have just decided you want two scoops of ice cream.
I , please!
- 3 Explain to Amy your plans for after school today.
I
Jack after school today.
- 4 You want to know the opening times of the museum tomorrow.
What time
tomorrow?
- 5 You think your friends are playing football too close to the window.
Be careful! You
that window!

Expressions with get

- 1 ☆ Match the expressions in the box with the photos. There are two extra expressions.

get better at running get down to studying
get into trouble get on your nerves
get out of doing homework
get over an illness get ready get rid of



1 get ready



2 _____



3 _____



4 _____



5 _____



6 _____

- 2 ☆☆ Choose the correct option.

- We're going to be really late unless you **get down/get ready** now!
- If you don't need that empty box anymore, please **get rid of/get out of** it.
- After considerable practice, we **got better at/got over** scoring penalties.
- You need to tell someone that you broke it or you will **get out of it/get into trouble**.
- My friends ordered pizza before they **got down to/got on their nerves** playing cards.
- Wireless technology is **getting information/getting more sophisticated**.

- 3 ☆☆ Complete the sentences with one word.

- My little cousin's quite naughty so he's always getting into trouble.
- I was just getting _____ a cold when I caught another one.
- He only knew what had happened because he got the _____ from his friends.
- The film star got _____ of her car and walked across the red carpet.
- People who look at their phones all the time get on my _____.
- Sam couldn't get _____ class for two weeks after the surgery.

- 4 ☆☆☆ Complete the text with one of the expressions in the box and get in the correct form. There are two extra expressions.

better down to studying information
~~more sophisticated~~ out of over
ready rid of

ROBOTS AS TEACHING ASSISTANTS

How humans use robots

- is getting more sophisticated. Classrooms around the world
- _____ to welcome robots into their classrooms. In China, for example, Keeko moves around the classroom asking students questions. At the moment, schools aren't planning to
- _____ teachers and teachers won't be able to
- _____ teaching. But do learners actually
- _____ with robots? Yes, in one study language learners
- _____ at Russian with a robot teacher than those who learnt with an on-screen avatar.

- 5 ☆☆☆ Complete the sentences with your own ideas.

- I often find it difficult to get down to _____
- I would never get rid of _____
- _____ get(s) on my nerves.
- I sometimes try to get out of _____

Future continuous and future perfect

1 ☆ Read the situations. Complete the first sentence in the future continuous and the second in the future perfect.

- NASA plans to return astronauts to the moon.
In 2024, they 'll be sending (send) people to the moon again.
They 'll have set up (set up) sustainable exploration by 2028.
- The match starts at 3:00 pm and finishes at 5:00 pm.
Don't phone me at 3:30 pm. I _____ (watch) the match.
We can meet at 5:30 pm. We _____ (leave) the stadium by then.
- Your favourite band is planning a world tour.
In May they _____ (play) in your town.
You need to buy tickets soon or they _____ (sell out).
- You borrowed one of your cousin's tops last month.
You _____ (not see) your cousin again until December.
She _____ (forgot) about her top by then.

2 ☆☆ Choose the correct option.



LIFE IN THE FUTURE

Where **1 will we be living/will we have lived** in 20 years' time? And what will our homes look like? Futurists, people who study the future for a living, predict that we **2 'll all be using/'ll all have used** 3D printers all the time. Architects **3 will be producing/will have produced** the house we live in on a printer. We **4 'll be shopping/'ll have shopped** at stores which design and then print our clothes and shoes. And if you lose a tooth, don't worry, within no time your dentist **5 will be printing/will have printed** a replacement for you to pick up!

3 ☆☆ Complete the conversation with the correct future continuous or future perfect form of the verbs in brackets.

1 Will you be going (go) to Rachel's party on Saturday?

No, I 2 _____ (not go) because I 3 _____ (stay) at my grandparents'. Gran and Grandpa 4 _____ (celebrate) their wedding anniversary on Saturday evening. They 5 _____ (be married) for 50 years.

Cool! When 6 _____ you (come back)?

We 7 _____ (catch) the train until 7:30 pm.

That's a shame! You 8 _____ (have) a good weekend by the end of it though!

Future time expressions

4 ☆ Write FC (future continuous) or FP (future perfect) next to each expression. There may be more than one possible answer.

- | | |
|--|-----------|
| 1 at 10:45 | <u>FC</u> |
| 2 before I'm 25/too long | _____ |
| 3 by midday/tomorrow/next year/2035 | _____ |
| 4 in 2 days'/3 weeks'/a month's time | _____ |
| 5 on 7 October | _____ |
| 6 this time tomorrow/next week/next year | _____ |

5 ☆☆ Write complete questions in the future continuous or future perfect.

- you / still / live here in ten years' time ?
Will you still be living here in ten years' time?
- this term / finish / by 22 December ?

- you / have breakfast / at this time tomorrow ?

- you / stop studying / before you're 25 ?

6 ☆☆☆ Answer the questions in exercise 5 for you.

A scientific article

FOUR REASONS TO EMBRACE DRONE TECHNOLOGY

The news of drones disrupting flight paths is commonplace, but does this advance in technology only have a negative side? Experts think not. Drone technology is evolving quickly and with fast-approaching automation, drones will not only be able to fly themselves, but also collect data and act on it.

A

Firefighters have been using drones with cameras and sensors for a while to help identify the 'hot spots' and know exactly where to concentrate their efforts. As drones become more autonomous, they will be able to make their own decisions, respond quickly, and before too long, we will have saved more lives.



B

Drones have been a major breakthrough in distributing medical products like vaccines, antibiotics and testing kits to remote places. Where a health visitor might take two days to walk across a volcano, a drone will have got there in minutes or hours. In areas where people have been advised to stay away from others because they are at risk of infection, we will be using drones to deliver their prescriptions and other essential supplies.

C

For this, we need to know where protected species are. Drones can cover large areas quickly looking for them, which is more cost-effective than employing people. This has already helped in the conservation of orangutans in Southeast Asia and learning about whales in the Pacific. Conservationists are also eager to use drones to replant a billion trees. Tree loss near the sea has led to a rise in CO₂ emissions. Ten drones, controlled by just two operators, will be able to plant 400,000 a day.

D

Studios worldwide have welcomed drones into the industry. Drones have allowed us to film busy market scenes and animal movements from above. Photojournalists have also embraced them. With the development of artificial intelligence, drones will search for and find amazing photo opportunities, without our help.

3 ☆☆ Read the article again and answer the questions.

- Why will firefighters save more lives by using drones?

- What two reasons does the article give for using drones for delivery?

- According to the article, why do we need to replant trees?

- How will artificial intelligence help drones which work with photojournalists?

4 ☆☆☆ Answer the questions for you.

- What other uses can you think of for drones?

- Would you like a drone? What would you use it for?

Subskill: Predicting content

Read the title and any comprehension questions and look at photos to predict what the text will be about.

1 ☆ Check the meaning of the words in the box. Then answer the questions.

conservation delivery disaster relief
filmmaking and photojournalism

- How do you think drones can be used for these things?
- Look at the title. Do you think you will read about the positive or negative sides of drones?

2 ☆ 3 Read and listen to the article. Complete headings A–D with the words in exercise 1.

A radio programme

1 ☆ 4 Listen and match the inventor with their invention.

- | | | |
|---|-----------------|-------|
| 1 | Rifath Shaarook | _____ |
| 2 | Hannah Herbst | _____ |
| 3 | Keiana Cavé | _____ |
- a A way of finding dangerous chemicals
b A satellite made of lightweight material
c A device which turns ocean waves into power

2 ☆☆ Listen again. Are the sentences T (true) or F (false)?

- | | | |
|---|--|--------------|
| 1 | All the inventors became well known before they were adults. | <u> T </u> |
| 2 | The satellite is a little heavier than a mobile phone. | _____ |
| 3 | One of the materials used in the satellite is used in some sports equipment. | _____ |
| 4 | Hannah Herbst didn't have access to electricity when she was growing up. | _____ |
| 5 | Shortly after the disaster, scientists managed to get rid of all the oil. | _____ |

Subskill: Understanding the speaker's attitude

Listening to how the speaker says something will help you recognise how the speaker feels.

3 ☆☆ 5 Listen to the short extracts from the recording. What's the speaker's attitude?

amused bored curious excited surprised

- | | | | |
|---|------------------|---|-------|
| 1 | <u> bored </u> | 4 | _____ |
| 2 | _____ | 5 | _____ |
| 3 | _____ | | |

4 ☆☆☆ Answer the questions. For question 4, give your opinion.

- Was NASA's experiment successful? Why?
Yes, because they wanted to see what happened to the lightweight material in space.
- How did Hannah Herbst come up with her idea?

- Where did Keiana Cavé get her idea from?

- Which invention will be the most useful in your daily life? Why?

Organising an event

1 ☆ Are the sentences for making suggestions (MS), negotiating (N), or agreeing or disagreeing (AD)?

- | | | |
|---|--|---------------|
| 1 | What about having a barbecue for a change? | <u> MS </u> |
| 2 | You're on! | _____ |
| 3 | Shall we go for that then? | _____ |
| 4 | Who's going to get everything ready? | _____ |
| 5 | I'm not so sure about that. | _____ |
| 6 | Won't we be going on the school trip then? | _____ |

2 ☆☆ Choose the best option.

- Shall we hold the party at your house?
a I'm not so sure about that.
b Like who?
- What's wrong with a disco, anyway? Everyone loves dancing.
a I guess you're right.
b Didn't we say the first Saturday in October?
- What about a talent show for a change?
a Can't we at least have a talent show?
b You're on!
- How about the middle of November?
a Can't we get somewhere else?
b Won't we be doing exams by then?

3 ☆☆☆ Read the task and then write a short dialogue. Include phrases for making suggestions, negotiating, and agreeing or disagreeing.

A group of students is coming to your school from another country and you'd like to organise an event to welcome them. Write a dialogue.

- your latest news ☒
- its functions ☐
- the make of the mobile ☒
- the pros and cons of shopping online ☐
- its appearance ☐
- your opinion ☐
- your recommendation ☐

although despite even in spite though

After considerable research I bought a Jawby X3, **1** although my brother tried to persuade me to get something different. I was getting fed up with my old phone, which ran out of battery quickly **2** _____ charging it regularly. This new phone has an incredible battery life. **3** _____ though I'm not a great photographer, the picture quality is outstanding. I suggest getting a better set of earphones, **4** _____. **5** _____ of the fact that it's a sophisticated phone, it's actually reasonably priced. I'd definitely recommend it.

drone e-reader karaoke machine speakers

CREATIVITY

Getting inspiration from others

Put the words in the correct order to make key phrases.

- 1 idea. / I / this / like / you / think / What / do ?
I like this idea. What do you think ?
- 2 great / Don't / think / this / you / that / a /
idea / is ?
- 3 idea / mind / use / Do / if / you / we / this ?
- 4 that / up / Paul / came / with / one.



- 1 Although driverless vehicles are a **fast-approaching/unexpected** reality, I'm not sure they'll be completely safe and **reliable/unreliable**.
- 2 There's been a sharp **rise/struggle** in the number of reasonably **high/low**-quality phones. It's great.
- 3 There'll be a(n) **easy/hard**-to-use smartphone app which allows you to call for your shoes within seconds. It'll be **mind-blowing/eager!**
- 4 More **innovative/old-fashioned** people find it difficult to **let go of/welcome** the past and **embrace/evolve** the future.
- 5 My grandparents find it a(n) **advance/real struggle** to adapt to new **circumstances/breakthroughs** like a cashless society.
- 6 Wearables are **letting go/evolving** so fast that I'm not sure if they'll all be **practical/impractical**.

2 Complete the sentences with the correct preposition.

- 1 What really gets on my nerves is people who resend fake news.
- 2 Reporters rushed forward as the sports player got of her car.
- 3 Do you think we'll ever be able to get rid plastic waste completely?
- 4 If you draw on that wall, you'll get trouble.
- 5 It'll take a while to get that injury.
- 6 Stop messing around and get to some work!
- 7 Most people find getting of bed on Monday mornings tough.
- 8 I'll make the lunch if it means I'll get of doing the washing up.

Grammar review

Future tenses

1 Which future form is not possible in each sentence?

- 1 It **'s raining/'s going to rain/'ll rain** all next week.
- 2 Come on! The bus **leaves/is leaving/will leave** in five minutes.
- 3 I **'m not meeting/'m not going to meet/don't meet** Alex after school today. He's busy.
- 4 When my friends come over later, we **'ll watch/'re going to watch/watch** a film.
- 5 Emily phoned. She **'ll call/'s calling/'s going to call** you back later.
- 6 You **won't get/aren't getting/aren't going to get** lost again tomorrow, I hope!

Future continuous and future perfect

2 Complete the text with the future continuous or future perfect form of the verbs in brackets.

- 1 *Will we be entertaining* (entertain) ourselves in the same ways in ten years' time? Probably not. People 2 _____ (not travel) to different parts of the world; we 3 _____ (use) virtual reality to immerse ourselves in different cultures. You and your friends 4 _____ (eat) at home. By the end of the meal, you 5 _____ (try) food from a different country and you 6 _____ (experience) a new culture. For those who like physical activities, your friends 7 _____ (challenge) you to do extreme sports with them and when that's over, you still 8 _____ (not leave) your house.

Future time expressions

3 Write complete sentences in the future continuous or future perfect.

- 1 You / play in the final this time on Saturday.
You'll be playing in the final this time on Saturday.
- 2 My sister / not buy her own house by 2030.
- 3 By the time you get here / we eat all the food.
- 4 I / not finish this series before next week.
- 5 My friends / not study between 5:00 and 6:00 pm tomorrow.

Round-up

1 2 3 4 5 6 7 8

Read the article and choose the correct option.

THE FUTURE OF ... APPS

When 1 **has been/was** the last time you 2 **have downloaded/downloaded** a new app onto your phone? This morning, yesterday or maybe last week? Apps 3 **are/are being** everywhere now, but have you ever wondered when they first 4 **have appeared/appeared**? Steve Jobs, the co-founder of Apple, 5 **was speaking/spoke** at a conference when he predicted the arrival of apps. This was 24 years before Apple 6 **had launched/launched** its first iPhone. In July 2008, the app store 7 **was opening/opened** its doors with 500 apps. By September, there 8 **had been/were** 100 million downloads. Nowadays, there are more than 590 million downloads every day!

But what's next for apps? A few years ago, Pokémon GO shook the gaming world with virtual reality. Some predict that this mind-blowing technology 9 **are forming/will form** an essential part of our apps. Our apps will learn our preferences, leading to a more personalised experience. Others believe that apps 10 **will be disappearing/will have disappeared** before too long. There'll be a sharp rise in wearables – everyone 11 **will be using/will have used** them. Imagine you're out with your friends, your wearable will tell you when the bus 12 **leaves/is going to leave**. And, before you know it, it 13 **is going to pay/will have paid** for the trip.



Self-evaluation

Read the objectives for this unit.
How well can you do each one?



- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1 I can talk about future innovation and use expressions with <i>get</i> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can use future tenses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can use the future continuous, future perfect and time expressions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can predict content by using the title, photos and general comprehension questions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can understand a speaker's attitude by listening to how they say things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can organise an event. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can write a product review. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose 😞, ask your teacher for extra help.

Vocabulary

Social media

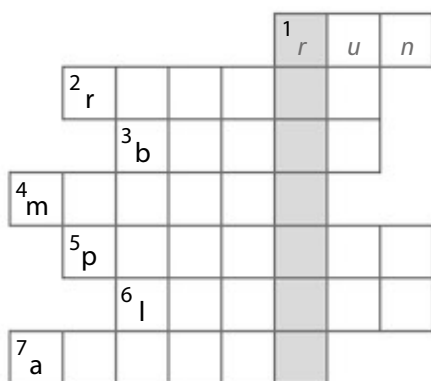
- 1 ☆ Complete the expressions with the verbs in the box. There may be more than one possible answer.

change comment create
follow (re)set send share tag

- 1 change your privacy settings
- 2 _____ a password
- 3 _____ a friend request
- 4 _____ a celebrity on social media
- 5 _____ on a post
- 6 _____ a friend in a photo
- 7 _____ a link with a friend
- 8 _____ an account

Influencers

- 2 ☆ Complete the crossword. What is the hidden word?



- 1 run a blog
- 2 _____ shows
- 3 _____ readership
- 4 _____ with fans
- 5 _____ a brand
- 6 _____ products
- 7 _____ an event

Hidden word: _____ to comments

- 3 ☆☆ Complete the sentences with verbs in the correct form from exercise 2.

- 1 I've often thought about running a blog, but I can't decide on the content.
- 2 My favourite influencer always _____ to my comments.
- 3 If I had to _____ events for different brands, I'd soon get bored.
- 4 My aunt's posted a photo of her watch because she _____ the brand.
- 5 Some influencers regularly _____ their fans, while other prefer more privacy.
- 6 I'd love to get a job for a magazine where I had to _____ shows or concerts.
- 7 Before a company _____ a new product, they do a lot of research.

- 4 ☆☆ Complete the text with one of the expressions in the box.

attract subscribers boost the number of views
check out the content create new content
engage with their followers identify your audience
shoot a video subscribe to your channel

HOW TO 1 attract subscribers TO YOUR CHANNEL

- ▶ 2 _____ and delete all the old. 3 _____ and make sure you upload videos that people really want to watch.
- ▶ 4 _____ of your competitors' videos. How do they appeal to and 5 _____? Could you do it any better and attract even more people?
- ▶ Before you 6 _____, plan it and write a script. You won't 7 _____ if what you're saying is weak.
- ▶ Make the first ten seconds of the video count. Nobody's going to 8 _____ if you lose their attention.



- 5 ☆☆☆ Complete the questions with suitable verbs. Then answer them for you.

- 1 Have you ever _____ a video? What was it about?

- 2 How often do you _____ to comments on social media?

Relative clauses

1 ☆ Choose the correct option.

- There are many famous footballers who/which/whose are also top influencers.
- I once attended an event which/that/where we could ask famous DJs our questions.
- Never reset your password to something who/which/whose is easy to guess.
- My brother plays in a band whose/who/who's name is Red Dog.
- Don't forget to give me a call where/which/when you get in.

2 ☆☆ Correct the mistake in each sentence.

- There's a site which you can find tips for bloggers.
where
- My father who has his own social media channel shoots great videos. _____
- The woman who was sitting over there she's a well-known influencer. _____
- My cousin runs a blog which I read it every time there's a new post. _____
- My maths teacher, that joined our school this year, has nearly 500 followers. _____
- He's someone loves responding to comments. _____
- I don't use social media much, but I have a friend who's posts get hundreds of likes. _____

3 ☆☆ Complete the text with a suitable relative pronoun. If you can omit the pronoun, write '-'.

Finding fame online

Do you know anyone 1 who hasn't downloaded TikTok? This app, 2 _____ first appeared in 2017, is a social network 3 _____ users can share 15-second videos, 4 _____ range from lip synching to challenges. People on TikTok help promote videos 5 _____ they like. Montero Hill, 6 _____ stage name is Lil Nas X, is an example of someone 7 _____ the community promoted. He uploaded his song 'Old Town Road', he was liked and then he shot to stardom 8 _____ record labels noticed his popularity.

4 ☆☆ Join the sentences using a relative pronoun. Add commas and make other changes where necessary.

- I'd love to have my own channel. I would upload fun videos there.
I'd love to have my own channel where I would upload fun videos.
- I remember that time. You fell in the lake.

- Later, I'll be meeting my sister Lara. She's just bought a scooter.

- I often lose my keys. This really annoys everyone.

- Last night I was chatting with a friend. His band is getting really popular.

- My grandma is a wonderful person. I look up to her a lot.

5 ☆☆☆ Write a definition for three of the things in the box using relative clauses. Can your classmates guess the word?

a blogger a direct message a GIF a hashtag
a newsfeed a social network fake news



Word formation: nouns

1 ☆ Write the noun form of the words.

- 1 bored boredom
- 2 lonely _____
- 3 strong _____
- 4 young _____
- 5 relation _____
- 6 necessary _____
- 7 satisfy _____
- 8 enjoy _____
- 9 warm _____
- 10 equal _____

2 ☆☆ Complete the sentences with the correct noun form of one of the words in bold.

- 1 Winning that prize was a wonderful achievement. **ACHIEVE/HAPPY**
- 2 Our team is competing in a hockey _____ this weekend. **RELATION/CHAMPION**
- 3 You need a lot of _____ to make an appealing video. **CREATIVE/GROW**
- 4 I didn't have enough _____ to move that cupboard. **STRONG/WARM**
- 5 If magazines want to boost their _____, they should give away more free things. **PARTICIPATE/READER**
- 6 We always try to take lots of photos during family _____. **CELEBRATE/INVOLVE**
- 7 A beach holiday is best for rest and _____. **EXCITE/RELAX**



3 ☆☆ Complete the texts with the correct noun form of the words in the box.

achieve excite free happy lonely
relation satisfy star



DOES FAME AND FORTUNE ALWAYS BRING 1 happiness ?

I think making a film or signing a contract with a record label is a great 2 _____ and that would certainly make me happy. **William, 16**

Yes, but don't you think 3 _____ could lead to losing friends which would bring 4 _____ ?
Ciara, 15

I think so. You would also lose a lot of 5 _____. Famous people can't go out when or where they like. I think their 6 _____ with their family and friends often suffer, too. **Kai, 14**

I see your point, but seeing your name in all the newspapers and reading positive reviews must bring enormous 7 _____. And also, don't forget the 8 _____ of waiting to see if you've won an award like an Oscar! **Julia, 16**

4 ☆☆ Correct the mistake in each question.

- 1 Is making mistakes necessary for personal ~~grow~~?
growth
- 2 Is participate in a competition as satisfying as winning it?

- 3 Do you think being boredom is always a bad thing?
What about loneliness? _____
- 4 Some people say that today's young are given too much freedom. Do you agree? _____
- 5 At the weekend do you prefer to relaxation with friends or do lots of exciting things? _____

5 ☆☆☆ Answer two of the questions in exercise 4 for you. Remember to say why.

Comparing

1 ☆ Complete the comparative sentences with the words in brackets.

- Youth today are far freer (far / free) than they used to be.
- People often feel _____ (a lot / lonely) in big cities than in small towns.
- Going kite surfing was _____ (by far / exciting) experience of my life.
- Watching sport on TV is _____ (not nearly / interesting) as getting involved in it.
- That book was _____ (a bit / enjoyable) than the last one I read.

2 ☆☆ Write complete sentences with (not) as/so ... as.

- The bus / just fast / the train.
The bus is just as fast as the train.
- The film / not thrilling / I expected.

- Yesterday / not quite cold / today.

- This week's episode / just good / last week's.

- Our walk tomorrow / not quite long / today's.

3 ☆☆ Complete the text with the words in the box. There are two extra words.

as by far friendlier happier happiest
happy quite as many than

HOME
LATEST POSTS
ARCHIVES
SEARCH

WHAT MAKES YOU HAPPY?

Few people have taken 1 quite as many selfies with quokkas as Irish photographer Allan Dixon. On social media, he posts that taking selfies with quokkas makes him 2 _____ than many other things. But what are quokkas? They're about as big 3 _____ a cat with a rat's tail and have been described as the world's 4 _____ animal. They are 5 _____ the most popular tourist attraction on Rottnest, a small island off the west coast of Australia. They are certainly 6 _____ to humans than most other animals, judging by the number of selfies on social media.

4 ☆☆ Read the situations and complete the sentences.

- I expected the test to be really difficult, but it was quite easy.
The test wasn't as difficult as I expected.
- He loves his new skateboard. It's much better than his old one.
His old skateboard _____ the one he has now.
- I've got a friend. She's much more relaxed than the rest of my friends.
She's _____ I know.
- On average, I cycle 5 km a day. My classmates cycle 2 km.
On average, I _____ everyone else in my class.
- They've just seen a wildlife programme. It was incredible.
That's _____ they've ever seen.

5 ☆☆ Complete the social media feed with one word in each gap.

Profile
Wall
Posts
Friends

SallyAnn What's been your
1 most wonderful day ever? 😊

Mich123 I've 2 _____ had as a good a day
3 _____ my last birthday. We went diving and saw 4 _____ far the craziest fish we'd ever seen. 🐟

WildWil 😊 Cool Mich! My birthday was far
5 _____ interesting 6 _____ that. I'd broken my foot, remember! But last week we climbed the highest mountain in the area. It was a
7 _____ cloudier than we expected so the views weren't quite 8 _____ spectacular as we'd hoped, but it was still awesome. 🏔️

6 ☆☆☆ Write your answer to the question 'What's been your most wonderful day ever?' Use comparatives, superlatives and (not) as ... as.

An informal article

LIFE'S GREAT WHEN YOU'RE A TEENAGER!

There's no better age than ours and here's why.

by Lucinda Fareham

**1 We've got more freedom to do what we want**

Now's the time when it's absolutely fine to experiment with our own personal style. Try a new hairstyle, change our style of clothes or take up a weird hobby. Perhaps we'll look back at certain moments and feel a bit more embarrassed than usual, but this feeling will be short-lived. If we don't jump at chances which appeal now, we may regret it.

2 We can make our own decisions

Throughout our childhood, our parents decided where we would go and what we would do. Now, we have a little more space to make up our own minds. We have far more choice than before over what we do.

3 We can enjoy our 'firsts'!

As teenagers, we have many 'firsts': creating our first account on social media, attending our first concert, etc. We experience excitement as each one approaches and then a feeling of satisfaction as we achieve each goal!

4 We're allowed to make mistakes

Everyone knows that teenagers are learning and we're bound to mess something up at some point. For example, who hasn't tried to organise an event only to find that nobody turns up because we hadn't planned it properly? Put it down to experience!

5 We're fitter than ever!

We're probably a lot fitter and healthier than we'll ever be. This means we'll suffer less when taking on physical challenges and our muscles won't ache quite as much as older siblings. Why not give a sport you've never tried before a go?

6 We get long holidays to enjoy

As soon as the new school year begins, we're either talking about our last summer or our next. It's something which we're always making plans for. So, let's enjoy it while we can!

**1 ☆ Read the title of the article. What do you think the writer is going to say?****2 ☆ 6 Read and listen to the article. Check your ideas in exercise 1.****3 ☆☆ Are the sentences T (true) or F (false)? Correct the false sentences.**

Lucinda Fareham, the writer, suggests ...

- 1 all teenagers have unusual hobbies. F
She says that now is a good time to try an unusual hobby.
- 2 that teenagers have already tried most things.
- 3 people expect teenagers to get things wrong.
- 4 teenagers are more likely to feel pain after sport than other members of their family.
- 5 most teenagers would rather not have long summer breaks.

Subskill: Understanding the writer's purpose

Consider the reasons for writing the text. Does the writer want to inform, persuade, entertain or something else?

4 ☆☆ Match what the writer says 1–5 with her purpose a–e.

- 1 There's no better age than ours and here's why. b
 - 2 ... this feeling will be short-lived.
 - 3 For example, who hasn't tried to ...
 - 4 We're probably fitter and healthier ...
 - 5 Let's enjoy it while we can.
- a to say that this may not include everyone
 - b to indicate that she's a teenager, too
 - c to reassure the readers that this is temporary
 - d to suggest that we may not be able to do this forever
 - e to encourage her readers to think of things that have happened to them

5 ☆☆☆ What do you think is the best thing about being a teenager?

A podcast



Zuriel Oduwole



Kelvin Doe



Grace Callwood

1 ☆ 🎧 7 Listen to the first part of a podcast about three 'incredible young people' and answer the questions.

- What does the presenter mean by 'incredible young people'?
- What kinds of things do you think the people have done?

2 ☆☆ 🎧 8 Now listen to the complete podcast. Match people 1–3 with their achievements a–d. There is one extra achievement.

- Zuriel Oduwole _____
- Kelvin Doe _____
- Grace Callwood _____

- establish a charity to help less fortunate people
- encourage others to attend school
- launch new young musicians
- become a self-taught engineer

Subskill: Listening for the information you need

Think about the information you'll need to listen for and ignore all the extra information.

3 ☆☆ Listen again. Do the sentences refer to Zuriel (Z), Kelvin (K) or Grace (G)?

- This person helps young people in different parts of the world. Z
- They have a close relationship with West Africa. _____ and _____
- They have been disadvantaged or sick themselves. _____ and _____
- This person has encouraged others to give things to those in need. _____
- This person had contact with famous people from an early age. _____

4 ☆☆☆ If you had to choose three 'incredible' people, who would you choose? Why?

Telling an anecdote

1 ☆ Put the words in the correct order to make questions that show interest.

1 but / she / yeah, / who / is ?

Yeah, but who is she?

2 with / who / she / was ?

3 her / did / where / you / see ?

4 she / doing / was / what ?

5 did / get / selfie / a / you ?

2 ☆☆ Complete the dialogue with one word in each gap.

You'll never 1 guess who I've 2 _____ seen.

Who?

Lee Burton. Before you 3 _____, he was that boy in the other class 4 _____ moved to Australia with his family. I was out with my cousin 5 _____ we saw him.

What 6 _____ he doing?

He was looking at some clothes in a shop. I didn't recognise him at first – he's a lot taller now, of course. I couldn't believe 7 _____! It was so good to catch up with him.

Cool!

3 ☆☆☆ Read the task and then write a short dialogue. Include expressions for showing interest and describing what happened.

You have just met somebody who you haven't seen for a very long time. Prepare a conversation where you tell your partner who it is, when and where you saw him or her and what you did.

An opinion essay

- 1 ☆ Complete the sentences with the words in the box.

add conclusion firmly more ~~opinion~~ sum

- In my opinion, celebrities should be on their best behaviour in public places.
- I _____ believe that friends and family are more important than having lots of followers.
- I'd like to _____ that someone who is your fan today, may not be your fan tomorrow.
- Having followers can only be temporary. What's _____, they'll never be your friends.
- To _____ up, I would argue that nobody should give up happiness for fame.
- In _____, TV channels should not broadcast shows where famous people behave badly.

- 2 ☆☆ Read the essay titles. Match the sentences in exercise 1 with each title.

- Some people think that fame and fortune is more desirable than happiness. What do you think? 2 _____
- Some people think that celebrities should set an example to their fans. Do you agree? _____

- 3 ☆☆☆ Write one of the essays in exercise 2.

Super skills

COLLABORATION

Successfully completing the task as a team

Complete the phrases with the words in the box.

alternatives hand idea others
the video views

That's an interesting 1 idea, but ...
Do you think it'll attract more 2 _____?
Shall we try to come up with some 3 _____?
Who wants to work on 4 _____?
Does anyone feel they got more than the 5 _____?
Do you need a 6 _____ with anything?

Vocabulary review

Influencers

- 1 Complete the sentences with the correct form of the verbs in the box.

attract create identify meet up reset
respond run share subscribe

- After forgetting my password, I had to reset it.
- I've just found a great website for music reviews. I'll _____ the link with you.
- My sister uses advertising to _____ subscribers to her channel.
- I could never _____ a blog because I'm useless at _____ to comments.
- Who's that site meant for? They haven't _____ their audience very well.
- The author of the novel will be _____ with her fans in the local bookshop.
- When was the last time you _____ a new account on social media?
- I've _____ to so many channels that I can't find the ones I really like.

Word formation: nouns

- 2 Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

What do the experts say about

1 happiness ?

HAPPY

Psychologists all agree that working hard at being happy is a 2 _____ .

NEED

They say that feeling that something is wonderful brings 3 _____ , so

SATISFY

the 4 _____ of a beautiful view can certainly make you feel better.

ENJOY

One study found that the 5 _____ of being outdoors lifted our mood,

FREE

while another discovered that

6 _____ in cultural events had a similar

PARTICIPATE

effect. Finally, yet surprisingly, rather than contributing to 7 _____ ,

LONELY

listening to sad music can actually cheer you up!



Grammar review

Relative clauses

1 Match sentence beginnings 1–6 with sentence endings a–f. Then choose the correct pronoun.

- 1 The woman _____ d
 2 The phone _____
 3 My twin sisters, _____
 4 This blog, which I follow, is a place _____
 5 I can't remember a time _____
 6 The man _____

- a **who/–** I got last week has a superb camera.
 b **which/where** you can read about new films and TV series.
 c **whose/which** channel now has 500 subscribers, really understand their audience.
 d **who/which** shot that video is my aunt.
 e **to whom/that** you were talking has his own radio station.
 f **that/when** we didn't have the internet.

Comparing

2 Complete the second sentence so that it has a similar meaning to the first, using the word given.

- 1 My sister's almost as tall as I am. **SLIGHTLY**
 My sister's slightly shorter than me.
 2 Nowhere is nearly as beautiful as my town. **FAR**
 My town is _____ place in the world.
 3 You've got a few more followers than me. **QUITE**
 I haven't got _____ followers as you.
 4 We tried our best, but we didn't win the championship. **HARD**
 We tried _____ we could, but we didn't win the championship.
 5 I had much more free time last year than I do now. **LOT**
 I have _____ free time now than I had last year.

Round-up

1 2 3 4 5 6 7 8

Complete the blog with one word in each gap.

About

Latest posts

Archives



Let's talk about perfection!

The perfect holiday

I've been 1 _____ to _____ many places 2 _____ are perfect for a holiday, but perhaps one of 3 _____ most beautiful I've 4 _____ seen is Cape Town and its surroundings.

Before going there, I 5 _____ seen photos of Table Mountain, but I doubt you'll experience views as stunning 6 _____ those from the top.



The perfect place to live

This is the second year that people have voted Vienna as being more liveable 7 _____ any other city in the world. What makes Austria's capital city so special? Firstly, it's far 8 _____ affordable than many other European cities. It's safe and there is loads to do there, too. I think I will 9 _____ moving to Vienna when I'm older.

Finding our very own perfection

But don't forget we can all create our very own perfection wherever we are. Keep to simple hopes and dreams like 'I want to run my own blog' or 'I'd like to win a championship' and 10 _____ the time you're 20, you 11 _____ have achieved most of them. Your ambitions don't need to be the same as anyone else's and what you 12 _____ hoping for last year may not be the same as this year!

Self-evaluation

Read the objectives for this unit.
 How well can you do each one?



- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1 I can describe what influencers do on social media. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can make nouns by using the correct suffix. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can describe things using relative clauses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can compare things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can think about the writer's purpose. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can listen for the information I need. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can tell an anecdote and show interest when others tell one. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I can write an opinion essay. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose , ask your teacher for extra help.

4

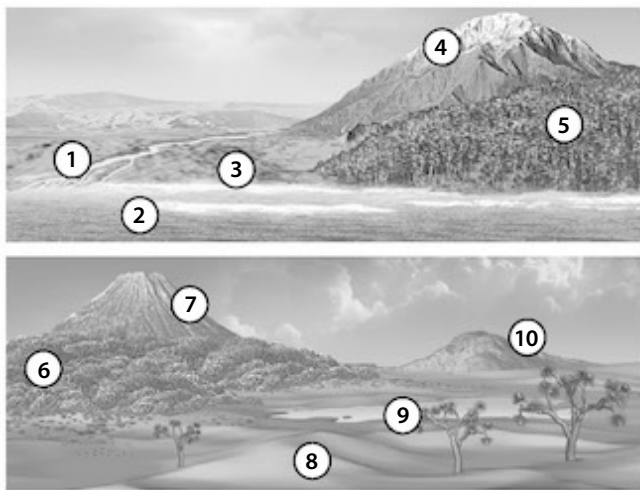
Natural world

Vocabulary

Places

- 1 ☆ Label 1–10 with the words in the box.
There is one extra word.

beach coast desert forest hill jungle
lake mountain ocean river volcano



- | | | | |
|---|-------|----|-------|
| 1 | _____ | 6 | _____ |
| 2 | _____ | 7 | _____ |
| 3 | _____ | 8 | _____ |
| 4 | _____ | 9 | _____ |
| 5 | _____ | 10 | _____ |

Natural world

- 2 ☆ Choose the correct option.

- 1 A **flash flood/tornado/tsunami** is a violent storm with strong winds.
- 2 In a(n) **avalanche/wildfire/volcanic eruption** snow moves fast down a mountain.
- 3 During a(n) **earthquake/drought/landslide** it doesn't rain for long periods of time.
- 4 A **harbour/coral reef/waterfall** is where a river flows over a cliff or down from a high place.
- 5 A **canyon/cliff/cave** is a long deep valley made of rock.
- 6 A **shore/valley/harbour** is an area of water where it is safe for boats to stay.
- 7 A **river bank/heatwave/drought** is the land on the either side of water moving over land.

- 3 ☆☆ Complete the text with one word in each gap.

Natural wonders

What's your favourite natural wonder?
Check out our list – and send us your own ideas!

#1 The rocky Dun Aengus cliffs on an island off the coast of Ireland are stunning. They have amazing views and a natural pool below. At their highest point, they reach about 100 m above the water and there are ancient ruins there.

#2 It isn't the highest, but Niagara Falls is one of the most beautiful _____ in the world – over 2.8 million litres of water flow over every second!

#3 Motlatsi _____ in South Africa has a river running through it. It's famous for the colourful rock formations along the side wall. It's around 25 km long and 750 m deep.

#4 Ha Long Bay in Vietnam contains over 1,000 islands, many of which are tall rocky formations. Some have _____ you can explore, but take a torch and go with a guide. This incredible place has some natural _____ for boats. It's good for diving, and has fantastic _____ to see marine life.

#5 If you want to visit an active volcano, go to Mount Bromo in Java. There have been a few _____ in recent years, although it's usually safe to visit. It's famous for its incredible sunrise views.

#6 Peyto Lake in Banff National Park in Canada has incredible views of the surrounding mountains and the _____ between them.

- 4 ☆☆☆ Complete the questions with a suitable word in the correct form. Then answer the questions for you.

- 1 What should/shouldn't you do in a heatwave ? Do you like very hot weather?

- 2 Are there ever _____ in your country?
Is water shortage a problem everywhere?

- 3 Have you been inside a _____
underground? What was the experience like?

Modal verbs

1 ☆ Match modals 1–8 with past forms a–h.

- | | |
|--------------------|--------------------------------|
| 1 can go | a can't/couldn't have been |
| 2 can't go | b must have been |
| 3 must go | c didn't have to go |
| 4 mustn't go | d could/were able to go |
| 5 don't have to go | e might not have been |
| 6 must be | f wasn't/weren't allowed to go |
| 7 might not be | g had to go |
| 8 can't be | h couldn't/weren't able to go |

2 ☆☆ Choose the correct answer a–c.

- You ___ walk along the shore; there's no path.
a must **b can't** c don't have to
- You ___ visit the Grand Canyon when you go to the USA. That's my advice.
a couldn't b need to c should
- We ___ hike the trail yesterday because there had been a landslide.
a mustn't b could c weren't allowed to
- We ___ follow the path to the top of the volcano – we couldn't choose our own route.
a had to b didn't need to c mustn't
- You ___ the park last weekend. It was closed to visitors.
a must have visited b could have visited
c couldn't have visited
- Sara went for a walk, but she isn't back. She ___ lost, possibly.
a might be b must be c can't be

3 ☆☆ Complete the second sentence so the meaning is similar to the first using the word given. Use two to five words.

- I'm sure hiking there is challenging. **MUST**
Hiking there must be challenging.
- I think it's a good idea to spend time outside. **SPEND**
You _____ time outside.
- We were not permitted to touch the animals in the park. It was forbidden. **TO**
We _____ the animals in the park.
- We went with a guide because we chose to. It wasn't necessary. **DIDN'T**
Although we _____ with a guide, we chose to.
- There's no way you saw any wild bears here. There aren't any. **CAN'T**
You _____ any wild bears here.

4 ☆☆☆ Complete the text with the correct form of a modal verb and the verbs in brackets.



Yosemite is an incredible national park in California, USA. We stayed there for three weeks last summer. The park gets busy, so you 1 shouldn't arrive (arrive) during the busiest times (9:00 am–5:00 pm) – I wouldn't recommend it. Instead, plan to arrive early to avoid the crowds. We 2 _____ (camp), but we 3 _____ (make) the reservations several weeks before. You 4 _____ (turn up) without booking, but you 5 _____ (get) a place, so it's best to book. There are bears in the park, so if you're camping you 6 _____ (store) your food in metal boxes so bears can't eat it. It's against the park rules to approach or feed animals, so you 7 _____ (do) that. You 8 _____ (hear) of El Capitan if you're not a climber, but it's a famous climb and one of my reasons for going. I didn't want to climb it – it 9 _____ (be) easy as it's over 900 m high and hard to climb. In 2017, Alex Honnold became the first person to climb it without using ropes, which 10 _____ (be) frightening! I just wanted to photograph it and I got some great photos. We did a lot of walking too, but you 11 _____ (get) phone reception in most places, so don't expect to make calls or send texts. For that reason, you 12 _____ (tell) someone where you're planning to walk before you go in case you get lost.

5 ☆☆☆ Correct the mistake in each sentence. Then answer the questions for you.

- Were you allowed go to primary school by yourself? _____

- When you were a child, you had to help at home? _____

- Must you wear a school uniform now? _____

Words that are nouns and verbs

1 ☆ Complete the words, which can all be nouns or verbs, with the missing vowels.

- | | |
|------------------------|-------------------|
| 1 r _ e _ s c _ u _ e | 10 n _ _ m _ _ |
| 2 ch _ _ ll _ _ ng _ _ | 11 _ _ mp _ _ ct |
| 3 r _ _ s _ _ _ rch | 12 d _ _ m _ _ nd |
| 4 pr _ _ gr _ _ ss | 13 ch _ _ ng _ _ |
| 5 s _ _ rpr _ _ s _ _ | 14 br _ _ _ k |
| 6 s _ _ sp _ _ ct | 15 p _ _ rm _ _ t |
| 7 _ _ ncr _ _ _ s _ _ | 16 f _ _ lm |
| 8 d _ _ cr _ _ _ s _ _ | 17 h _ _ lp |
| 9 a _ _ m | 18 _ _ bj _ _ ct |

2 ☆☆ Choose the correct option. Is the word a noun (N) or verb (V)?



- The number of storms is expected to **increase/challenge** V not **demand/decrease** , so we're in for some bad weather.
- I have to do some **research/rescue** for my school project. I've been working for hours; I need a **progress/break** before I do any more work.
- The police **demand/suspect** that he hasn't got a(n) **permit/object** to park there.
- I need some **challenge/help** to organise a party for my friend. It's a **surprise/change** so don't tell her!
- We watched a **film/suspect** about a dramatic **help/rescue** of earthquake victims. It was a real **challenge/surprise** to reach everyone, but they managed. It made a big **surprise/impact** on us.
- Would you **increase/object** if I put down your **name/help** as a volunteer? There's been a huge **demand/permit** for more volunteers.
- We aren't making any **object/progress** with our business. I think we need to **change/break** our **aim/decrease** .

3 ☆☆ Complete the sentences with the words in the box. There is one extra word.

breaks challenged change name object
progress suspected

- Being physically active has many benefits: it strengthens muscles and improves heart health, to name just two.
- It my heart to see people leaving litter in the countryside.
- Spending time in the natural world is a huge for me – I rarely go outdoors.
- Have you made any with your science project?
- I that they weren't telling the truth, but I wasn't sure.
- Would you if I open the window?

4 ☆☆☆ Complete the text with the correct form of the words in the box. There are two extra words.

aim break challenge decrease demand
film help impact increase permit
research surprise

About

Latest posts

Archives

VIRTUAL NATURE

1 Research has shown that being in nature is good for us. It 2 our physical and mental health positively and can 3 stress and anxiety, so we feel less stressed or anxious. But what can you do if you can't get outside or don't have time to travel? Virtual tours might be the solution. These tours 4 you to experience natural or expensive wonders from your own home. Do you want to fly over an active volcano? How about a dive round a coral reef? Well, you can. There are plenty of websites to choose from; some use live webcams and others have spectacular 5 you can watch. More people than ever want eco-friendly travel, so the 6 for this sort of tour has also 7 as people see it as a way of protecting natural wonders. Although the original 8 of virtual tours wasn't health-related, experts have concluded that virtual tours of nature do 9 . With so many amazing virtual tours available, the 10 will be to choose which ones to go on!

Perfect modals

1 ☆ Choose the correct option.

- We didn't study much for the test. We **could have done/couldn't have done** a lot more.
- Rijin didn't go to the party and now she regrets it. She **should have gone/shouldn't have gone**.
- I promised Izzy I wouldn't tell anyone, but I told Max. I **should have told/shouldn't have told** him.
- Why didn't you tell me you didn't understand the maths question? I **would have helped/wouldn't have helped** you.

2 ☆☆ Complete the sentences with the correct affirmative or negative perfect form of the modal verb and the verbs in brackets.

- Sandra missed her plane. She should have left (should / leave) earlier.
- Gino would go (would / go) to the cinema with you, but he didn't know you were going.
- We could play (could / play) football yesterday even if we had wanted to because the weather was so bad.
- There won't be enough food for everyone. You should invite (should / invite) so many people!
- I knew the answer. I could tell (could / tell) you, but I didn't.

3 ☆☆☆ Complete the mini dialogues. Use a modal verb and the correct form of the verbs in brackets.

- We went to the mountains, but we couldn't go out at all. We wouldn't have gone (go), but we forgot to check the weather forecast.
- Jenny loves art. She entered (enter) the competition, but she decided not to.
- Oh, no! The window's broken. You threw (throw) the ball at it.
- Yusuf's project's due in next week and he hasn't started yet. He started (start) two weeks ago. I wish he hadn't left it so late.
- Sam didn't know Jack was coming or he ate (eat) all the cake. He left (leave) some for him.

4 ☆☆☆ Complete the text. Use a perfect modal verb and the correct form of the verbs in the box. There is one extra verb.

commit die do evacuate happen
know make survive take



Ludger Sylbaris, who was a criminal on the island of Martinique, was in prison on 7 May 1902. If he hadn't been there, he **1 would have died**. The prison was in the town of Sainte-Pierre, which was near a volcano. There had been tremors for weeks, and the governor **2** action, but he didn't. In fact, his orders stopped people from leaving the town. He **3** that; it was a terrible mistake. The governor **4** the town and sent people to safety, but he chose not to. A responsible governor **5** the people stay. When the volcano erupted, many buildings were destroyed, but not the prison. Of course, Sylbaris **6** any crimes in the first place, but being in prison saved him – he **7** otherwise. Afterwards, Sylbaris was a changed man. He joined the circus and worked hard, which probably **8** without that frightening experience.

5 ☆☆☆ Write sentences about you using different perfect modals.

- I shouldn't have gone to bed so late last night.
I'm tired today.
-
-
-
-
-

A travel blog

Home

About

Blog

Contact

Archives



Interesting holidays

Do you like holidaying in unusual places? If so, you should check these two out.



You might not have heard of it, but the volcanic island of Tristan da Cunha is perhaps the most **remote** inhabited island in the world. Lying in the Atlantic Ocean over 2,700 km from South Africa and around 3,230 km from South America, it has a population of around 300 people and few tourists ever visit. It has no deep-water harbour or airport and to reach it you have to take a seven-day boat trip each way. There are no hotels and it doesn't have an organised tourist industry, so what attracts visitors? If the chance to stay with local people, climb the 2,000 metre-high volcano, enjoy wonderful scenery or scuba dive reefs that few people have ever seen **appeal**, then this might be for you. You can also go on fishing and bird-watching trips with locals. In our view, it would be **remarkable** to spend time in such an incredible place.

Of course, you don't have to go to an isolated destination for a great holiday. The 137 Hawaiian Islands, which are located in the Pacific Ocean, form the only US state outside the mainland. With its warm climate, Hawaii attracts millions of tourists each year, most of whom visit one of four islands: Hawaii, Maui, Kauai or Oahu. Some come for the beaches, coral reefs and fantastic surfing, others to explore the stunning scenery, including active volcanoes, **towering** cliffs and beautiful waterfalls. There are plenty of flights to Hawaii or you can take a **cruise**, and there's accommodation to suit every budget. In our opinion, you definitely shouldn't miss a stay on Maui, which is the second-biggest island, and a trip to Kauai to explore Waimea Canyon. Although at 22.5 km long and 1,097 m deep it's not as big as The Grand Canyon, its views are unmissable and possibly more spectacular.



Where would you recommend for an interesting holiday?

- 1 ☆ 🔊⁹ Read and listen to the travel blog.
Which oceans are the two places in?

- 2 ☆☆ Read the blog again and say if the sentences are about Tristan da Cunha (TC), Hawaii (H) or both (B).

- 1 Many tourists visit this place. H
- 2 Geographical features you can visit include a volcano and a canyon.
- 3 You can go there by boat.
- 4 There is beautiful scenery.
- 5 There is no accommodation for tourists.
- 6 Local people will take you to see wildlife.

- 3 ☆☆ Match the words in bold in the blog with definitions 1–5.

- 1 unusual in a way that surprises or impresses you remarkable
- 2 far away from other cities, places or people
- 3 much taller than the surrounding things or people
- 4 attract you, make you like or want something
- 5 a journey on a ship for pleasure, especially one that involves visiting various places

Subskill: Identifying fact and opinion

Facts can be proved to be true. Opinions are things people think or believe.

- 4 ☆☆ Are the sentences F (facts) or O (opinions)?

- 1 Tristan da Cunha is perhaps the most remote island with inhabitants in the world. O
- 2 It is 2,700 km from South Africa and is in the Atlantic Ocean.
- 3 The island doesn't have a deep-water harbour.
- 4 It is a remarkable place to visit.
- 5 There are over 130 islands in the state of Hawaii.
- 6 Four of the Hawaiian islands are most popular with visitors.
- 7 You should definitely go to the second-biggest island, Maui.
- 8 Waimea Canyon on Kauai is more spectacular than the Grand Canyon.

- 5 ☆☆☆ Answer the questions for you.

- 1 Which of these places would you prefer to visit? Why?
- 2 If you could go anywhere in the world, where would you go? Why?

A radio programme

Subskill: Using prior knowledge

Before listening, think what you know about the topic and read the questions.

- 1 ☆ Look at the photo and headline. Then, read and answer the questions using what you know.



Fisher survives sea nightmare

José Salvador Alvarenga has an incredible tale to tell. This fisher ...

- 1 What was Alvarenga's job?

- 2 What can you eat and drink at sea?

- 3 What can go wrong when you are at sea?

- 4 What do you think happens to Alvarenga?

2 ☆☆☆ Listen to the radio programme. Are the sentences T (true) or F (false)?

- 1 José Salvador Alvarenga decided to travel from Mexico to the Marshall Islands in a small boat. F
- 2 He spent 14 months at sea. _____
- 3 He had plenty of supplies and also caught fish and sea birds. _____
- 4 He wrote a book about his experiences. _____
- 5 In total Alvarenga travelled over 10,000 km. _____

3 ☆☆☆ Answer the questions. For question 4, give your own opinion.

- 1 How many days did Alvarenga spend at sea in total?
He spent 438 days at sea in total.
- 2 What happened after a couple of days?

- 3 What kind of research did Franklin do?

- 4 What do you think would be the most challenging thing about surviving at sea for a long period?

Giving instructions

1 ☆ Match 1–6 with a–f to make sentences.

- | | |
|--------------------------|----------|
| 1 You need to | <u>c</u> |
| 2 Don't forget | _____ |
| 3 Under no circumstances | _____ |
| 4 Make sure | _____ |
| 5 Whatever you do, | _____ |
| 6 It's | _____ |
- a you pack the chargers for your devices.
b important to pack well.
c leave some space in the case.
d don't overfill your case.
e should you put valuables in your case.
f to take your passport.

2 ☆☆☆ Complete the mini dialogues with one word in each gap. There may be more than one possible answer.

- 1 A: I don't know what to take.
B: It helps to lay everything on the bed. Then think what you can _____ behind. Try _____ to overfill the case.
- 2 A: Why haven't you packed yet? You _____ have packed before now.
B: I know, but I'll do it quickly now.
A: Don't _____ to take your mobile phone. Be _____ to take your charger.
- 3 A: _____ put all your clothes in two piles. What do you _____ need?
B: I don't really need these, I _____ do without them.
- 4 A: _____ to leave space for souvenirs.
B: Good idea. Thanks so much for your _____ !

3 ☆☆☆ Read the task and then write a short dialogue. Include expressions for giving instructions.

Imagine a friend is going on an exchange trip to England. Help him/her to pack.

A description of a place

1 ☆ Choose the correct option.

- The village is **adventurous/charming**.
- If you are feeling **adventurous/unspoilt**, you should explore this area.
- The forests round the village are **mouth-watering/unspoilt**.
- The food in all the restaurants is **picturesque/mouth-watering**.
- It isn't easy to get to the lake, but the trip is definitely **charming/worthwhile**.
- All the houses in the village are **picturesque/worthwhile**.

2 ☆☆ Complete the descriptions with *a/an, the* or no article (-).

New York City is 1 an incredible city to explore and 2 _____ visitors love it because there's something for everyone. You can go on 3 _____ boat trip out to Ellis Island, visit one of 4 _____ many museums or go shopping in one of 5 _____ famous shops on Fifth Avenue. There are amazing restaurants where you can eat 6 _____ delicious food from all over 7 _____ world. There's plenty of 8 _____ culture in the city too – theatres, art galleries and concerts – so you won't be bored. Visiting New York City is 9 _____ experience you won't forget.

3 ☆☆☆ Research a place you would like to visit and write a description.

Super skills

CRITICAL THINKING

Synthesising information

Complete the tips with the words in the box.

brief compare keywords official
own present relevant **sources**

Look at different 1 sources to find 2 _____ information for your topic, using 3 _____ websites where possible. The best way to find useful websites is to search using 4 _____. Making 5 _____ notes will allow you to 6 _____ and contrast the information you find. Then, you can 7 _____ your arguments using your 8 _____ words.

Vocabulary review

Natural world

1 Complete the text with the words in the box. There are four extra words.

avalanche canyons cliff coral reef
drought harbour mountains ocean
shore valleys volcanic eruption wildfire

WHAT'S YOUR DREAM HOLIDAY?

I love water sports, so I'd like to stay near the 1 shore of a lake or near the 2 _____. Oh, and there would be a 3 _____ with lots of marine life to see! Maybe there would be a 4 _____ with lots of small boats in it. **Carlotta, 15**

Somewhere I could hike! There would be rocky 5 _____ to walk through and 6 _____ between hills to explore, as well as 7 _____ to climb. I wouldn't go to a place with volcanoes, I wouldn't want to risk a 8 _____! **Max, 17**

Words that are nouns and verbs

2 Complete the mini dialogues with the correct form of the words in the box.

aim break challenge change decrease
demand film help impact increase
progress rescue (x2) research surprise
suspect

- The number of national parks in my area has increased. That's real _____.
- The mountain _____ team _____ two climbers yesterday. One of the climbers _____ his leg.
- Police officers want to talk to our neighbours. They are _____ in a crime.
- That survival story book really _____ me. I'm _____ it was so good after the reviews. I hope they make a _____!
- I've _____ the topic of my _____. I want to write about nature documentaries. My friend has agreed to _____ me as he sees it as being a good _____ for him.
- This new invention _____ to _____ the negative effects of climate change. People have been _____ something like this for ages.

Grammar review

Modal verbs

1 Complete the sentences using the correct form of a modal verb and the verbs in brackets.

There may be more than one possible answer.

- You can't climb up (climb up) the volcano, visitors aren't permitted.
- You _____ (go) diving if you don't want to, it's optional.
- It was a really clear night so we _____ (see) the stars perfectly.
- It _____ (be) easy to decide which place to go to as the town has so many interesting places to visit.
- He _____ (take) the bus – his parents gave him a lift in their car.
- You _____ (hear) of Parícutin volcano before, it isn't very famous.
- Everest is over 8,000 m high – it _____ (be) easy to climb.
- You _____ (leave) the camp at night. There are wild animals around and it's against the rules.
- They saw the northern lights in Iceland. That _____ (be) amazing!
- When we went to the mountains, we _____ (ski) because there had been an avalanche.

Perfect modals

2 Complete the sentences with perfect modals and the correct form of the verbs in brackets.

- I didn't know we needed bread or I would have bought (buy) some when I went to the supermarket.
- My hiking boots are too small, so I _____ (go) on the hike even if I'd wanted to.
- Katia _____ (take) the bus, but she decided to walk instead because she wanted to do some exercise.
- I regret not going on a tour round the harbour. I _____ (go) while I had the chance.
- I'm sorry I took that stone. I _____ (remove) it; that was the wrong thing to do.
- Matt _____ (phone) me yesterday, but he didn't have my number.

Round-up

1 2 3 4 5 6 7 8

Read the article and choose the correct option.

A lucky escape



Nature can be terrifying, but Ewa Wiśnierska, **1 that/who** is a German paraglider, had a lucky escape while she **2 trained/ was training** one day for the World Championships. Ewa **3 had practised/had been practising** for over two hours when she noticed a storm ahead. Worried that she **4 must/ might** be lifted high into a cloud by updraft (air rapidly moving up), Ewa **5 used to try/tried** to move away, but suddenly an updraft caught her and pushed her up fast. For 15 minutes she moved quickly upwards until she was higher than Everest, by far **6 higher/the highest** a paraglider **7 ever went/ has ever gone**. It **8 must have been/can't have been** easy for Ewa, but somehow she managed to stop her glider collapsing. It was so cold Ewa's body began to freeze and she lost consciousness. Finally, the wind **9 stopped/had stopped** and she started going down. At about 7,000 m, Ewa woke up. She could hardly see or move and she **10 should have/ could have** given up, but she didn't. Eventually, she **11 could/ was able to** land safely – nearly 65 km away from where she **12 had started/had been starting**. Ewa didn't stop paragliding and these days she **13 teaches/is teaching** the sport. Will she still **14 be doing/have done** her favourite sport in ten years' time? She certainly **15 isn't planning/won't plan** to stop!

Self-evaluation

Read the objectives for this unit.
How well can you do each one?



- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1 I can talk about places and the natural world. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can use words that are verbs and nouns. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can use present and past modals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can use perfect modal verbs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can recognise facts and opinions when reading. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can use prior knowledge to help while listening. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can give instructions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I can write a description of a place. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose , ask your teacher for extra help.

Vocabulary

Reporting verbs

1 ☆ Choose the correct option.

- At the meal, my cousin stood up and **agreed/announced** that she was getting married.
- My brother **denied/refused** scratching my bike, but I think he did it.
- The neighbour said he would **report/inform** us to the police if we played basketball again.
- In the end I **confirmed/admitted** to not studying hard enough and I retook the test.
- We wanted to help Grandpa, but he **argued/insisted** on making dinner on his own.
- The coach asked us to train on Monday, but we **pointed out/claimed** that it was a holiday.

Ways of talking

2 ☆ Match 1–6 with a–f to make complete sentences. Then match two sentences with photos A and B.

- Shh! Stop shouting _____ c
 - I don't like the way they gossip _____
 - When I got the prize, I cried out _____
 - She wasn't happy. She was muttering _____
 - After I won the championship, Mum boasted _____
 - Before the band started, everyone was cheering _____
- a under her breath.
b excitedly.
c at the top of your voice!
d continuously about everyone.
e in surprise. I didn't expect it.
f proudly about my achievement to everyone.



3 ☆☆ Complete the sentences with suitable words.

- We all complained bitterly when the teacher gave us extra homework.
- Everyone cheered _____ when Jacob came first in the race.
- When I opened the door and saw all my friends, I cried out in _____.
- He denied doing anything wrong, but he muttered 'sorry' _____ his _____.
- You'll all be boasting _____ about your brilliant exam marks next week!
- I can't go on holiday with my best friend, we'd quarrel _____ about everything.

4 ☆☆ Complete the forum with phrases in the box in the correct form.

complain bitterly mutter under one's breath
quarrel fiercely shout at the top of one's voice
whisper softly whistle out of tune



This week we've got a new question for our readers.

Q: What really gets on your nerves?

Dan: My neighbour has two irritating habits. He sings or 1 whistles out of tune all the time and he 2 _____ with his flatmate. They seem to argue about everything.

Amy: One of my classmates either 3 _____ so we have to cover our ears or he 4 _____ so _____ we can't hear him at all.

Tom: That's easy! People who 5 _____ about things, but then don't do anything about them. My teammate 6 _____ about the cold as he didn't want the coach to hear, but he didn't suggest playing inside.

5 ☆☆☆ Answer the question in exercise 4 for you. Use some of the ways of talking in your answer.

Reported speech: statements

- 1 ☆ Look at the underlined words in the sentences. How do the tenses and words change in reported speech?

- 1 We're working together on our project.
present continuous → *past continuous*
- 2 I haven't heard from my cousin since yesterday.
- 3 You agreed to sing at my party last week.
- 4 I'll have to confirm with you tomorrow.
- 5 I can't. My grandparents are going to have dinner here tonight.

- 2 ☆☆ Rewrite the phone conversation in reported speech. There may be more than one possible answer.



Hi, John. I was listening to a podcast when you called. It was about becoming a journalist. I'd love to be one when I'm older.



Hi, Abi. That's great! My sister's going to study communication studies at university, but I think she'll have to study hard. I haven't decided yet, but I'm doing a great course in web design. Perhaps I could build a site for you.

Abi said she 1 had been listening to a podcast when John 2 called. It 3 was about becoming a journalist. She added that she 4 loved when she 5 was. John answered that his sister 6 was studying communication studies at university, but he 7 wasn't she 8 wasn't hard. John continued to say that he 9 wasn't yet, but he 10 was doing a great course in web design. He finished by saying that perhaps 11 he could build a site for her.

Reported speech: questions

- 3 ☆ Choose the correct option.

- 1 'Can everyone hear me at the back?', asked the presenter.
The presenter asked if **everyone could hear her/ could everyone hear her**.
- 2 'Did you watch it yesterday?', he asked.
He asked if **she did watch it/she had watched it** the day before.
- 3 'Will you be leaving early today?' she asked her dad.
She asked her dad **why would he be/ if he would be** leaving early that day.
- 4 'What are you doing here?' the teacher enquired.
The teacher enquired what **we were doing/ were we doing** there.
- 5 'Where are we going to have the barbecue if it rains?'
They wondered **if they were going to have/ where they were going to have** the barbecue if it rained.

- 4 ☆☆ Report the following questions.

- 1 'Hi, Mark! How are you?'
I said hello to Mark and asked him how he was.
- 2 'You look well. Where have you been?'
I told him he looked well and asked him where he had been.
- 3 'Did you have a good trip?'
Next I asked him if he had had a good trip.
- 4 'Where are you going for your holiday?'
He asked me where I was going for my holiday.
- 5 'Can you bring me back a souvenir?'
Then he asked me if I could bring a souvenir.

- 5 ☆☆☆ Answer the questions for you. Write your answers in direct and reported speech.

- 1 What's the nicest thing that someone has said to you recently?

- 2 What's the most unusual question someone has ever asked you?

Word formation: prefixes

1 ☆ Add *dis-*, *il-*, *im-*, *in-*, *ir-* or *un-* to make the negative or opposite meaning of these words.

- 1 adequate inadequate
- 2 satisfied _____
- 3 mature _____
- 4 sensitive _____
- 5 believable _____
- 6 regular _____
- 7 literate _____
- 8 polite _____
- 9 appropriate _____
- 10 organised _____

2 ☆☆ Complete the news article with the correct form of the words in the box.

appropriate believable cooperative logical
mature polite reliable responsible



What does your shopping trolley behaviour communicate about you?

A social media post went viral when it commented on 1 inappropriate shopping trolley behaviour. It's 2 _____, but true! It doesn't mention 3 _____ people who don't apologise when they run into you with their trolley or 4 _____ groups of friends who race up and down the shopping aisles and act like children. It looks at 5 _____ behaviour – you know, where we make things more difficult for others. The person who started this discussion claims that if you don't take your trolley back when you've finished shopping, you're not a 'good' person, you're 6 _____ and you can't be trusted. While many people who work in supermarkets have 'liked' this post and its conclusions about 'good' people, others argue that it's 7 _____ and 8 _____ because the data isn't accurate.

3 ☆☆ Add the prefixes in the box to the words in brackets to complete the sentences. There are two extra prefixes.

auto- bi- in- multi- over-
sub- re- under-

- 1 I've just finished Anne Frank's diary. I recommend reading this autobiography (biography).
- 2 My cousin can speak about six different languages – she's _____ (lingual).
- 3 I can't eat this bread, I'm afraid. It's _____ (edible).
- 4 You've been frying that egg for the last seven minutes. It'll be _____ (cooked).
- 5 These earphones are very old. I'm going to have to _____ (place) them.
- 6 My phone screen cracked after two days. The shop said it was _____. (standard)

4 ☆☆ Match the descriptions with the correct form of the words in the box.

adequate judge reliable
satisfied sensitive social

- 1 This is someone who says whatever they like without thinking about other people. insensitive
- 2 Personally, I find it difficult to get on with people who never show up on time and regularly let me down. _____
- 3 My neighbour plays loud music all the time and shouts at the top of her voice. _____
- 4 My friend put out a bowl of crisps and two cans of cola for 12 people at his party last week. This wasn't enough. _____
- 5 I felt this when I handed in my project as I knew it could have been better. _____
- 6 It isn't a good idea to decide what a person is like before you get to know him or her. They may turn out to be your next best friend. _____

5 ☆☆☆ Choose three of the words in the box and write your own descriptions. Can your classmates guess your words?

disrespectful illogical immature inedible
misunderstood uncooperative undercooked

Reported speech: orders and requests

1 ☆ Rewrite the orders and requests in reported speech.

- 'This chicken is undercooked. Can you cook it a little more?'
She asked him to cook the chicken a little more.
- 'Stop muttering! Please speak more clearly'.
He told us _____ and _____ more clearly.
- 'Don't move! There's a bee behind you!'
My friend _____ because there was a bee behind me.
- 'Could you all cheer excitedly when the teams come onto the pitch?'
The coach _____ when the teams came onto the pitch.

Reporting verbs

2 ☆ Choose the correct option.

- I saw my sister taking my charger, but she denies **to do/doing** it.
- My dad insisted on **to make/making** me a sandwich even though I wasn't hungry.
- Our teacher told us **to do/doing** some research into the history of communication.
- She promised **to show/showing** her classmates how to spray paint a bike.
- It isn't easy to convince people **whispering/that they should whisper** more.

3 ☆☆ Correct the mistake in each sentence.

- I have never refused helping a friend.
I have never refused to help a friend.
- I'd like to apologise for be rude to you.

- My friend recommended watch a new TV series.

- I thought you'd decided going to Vietnam for your holiday.

- My mum suggested to take a picnic to the beach.

4 ☆☆ Complete the text with the correct form of the verbs in brackets.



WHAT LANGUAGE SHOULD I TAKE UP NEXT?

On their website, Ethnologue promise

1 to list (list) every known living language in the world, around 7,117 at present, while telling us 2 _____ (not forget) the 2,926 languages that may die out. Although most schools insist on their students 3 _____ (learn) English, there's no reason not to try a more unusual one as a third. If your teacher offers 4 _____ (teach) you Rotokas, agree. It's only got 12 phonemes and 12 letters. If someone suggests 5 _____ (study) Taa however, you may decide 6 _____ (refuse) – it's one of the most complicated languages in the world! There's no need to apologise for 7 _____ (not be able to) learn Archi – each verb can have up to 1.5 million different forms. And if you ask someone 8 _____ (teach) you Pirahã, don't expect to learn numbers and colours – there aren't any.

5 ☆☆ Rewrite the sentences with the verbs in the box.

agree convince insist on invite

- 'We're going to eat out tonight. Do you fancy coming?' my friends asked.
They invited me to eat out that night.
- 'I'm going to carry your bag whether you like it or not!' my friend said.
My friend _____ my bag.
- 'You're absolutely right! I won't buy plastic bottles again,' my cousin said.
I _____ plastic bottles again.
- 'Ok! I'll give you a lift to the match,' said my older sister.
My older sister _____ to the match.

6 ☆☆☆ Write sentences with three of the verbs in the box about people you know.

admit to agree convince deny insist on
invite offer suggest tell

A formal article

Aristotle said that by nature humans were social animals. This means that unlike many other animals, humans do not only communicate to express wants and needs, but also to make contact with others.

People within a group may develop their own informal language to establish **a bond**; **none more so** than groups of teenagers. When others listen into your conversations, how often do they wonder what you are saying exactly? It is probably due to the fact that some of your expressions are slang.

Over time, slang can become conventional language. Take, for example, 'cool' – nobody would argue that saying 'That's cool!' when describing a film, fashion or idea is inappropriate. Nevertheless, 'cool' originally meant 'not hot' and also someone who was calm and unemotional. In the late 1940s, journalists began to report on 'cool' jazz and its musicians. A few years later, an article claimed that every teenager wanted to be cool and this slang word soon became part of our everyday language.

Experts argue, in fact, that it is teenagers who lead the way in the development of new language because they are prepared to take more risks. They use language to strengthen their friendships. The correct use of a slang word may show they belong. With the fast-evolving world of social media, teens have developed a more casual written language, which uses slang, for their online conversations.

Whilst some schools have gone so far as to ban the use of slang, those against a total ban point out that slang is part of a teenager's identity and how they communicate with their **peers**. If you punish its use, then you might discourage students from participating in lessons at all. While this debate continues, let us not forget that classic literature, such as Shakespeare's plays, contains its own share of slang.

SLANG

DICTIONARY

BRUV	brother, someone you know
FAM	family, friends
GOAT	greatest of all time
NEWB	someone who is new to something
SIC/SICK	cool



- 1 ☆ Read this dictionary definition of slang.
How much slang do you and your friends use?

slang

(n) /slæŋ/

Words or expressions that are very informal and are not considered suitable for more formal situations

- 2 ☆ 11 Read and listen to the article.
Then choose the best title.

- a The drawbacks of slang ☐
b The purpose of slang ☐
c The Golden Age of jazz and slang ☐

- 3 ☆☆ Are the sentences T (true) or F (false)?

- 1 Animals and humans communicate for the very same reasons. _____
2 Acceptable language today may once have been slang. _____
3 Teenagers are often more adventurous with their language. _____
4 Slang is seldom used in high quality fiction. _____

- Subskill: Understanding formal language

Some types of texts, such as essays and some articles, use more formal language.

- 4 ☆☆ Look at the formal words in bold in the article and match them with the more informal words 1–4.

- 1 a relationship/connection _____
2 while _____
3 people who are of the same age _____
4 nothing/nobody more than this _____

- 5 ☆☆☆ Answer the questions. For question 4, give your own opinion.

- 1 What do we learn about the word 'cool'?

2 What is the relationship between social media, teenagers and slang?

3 What are the arguments against banning slang in schools?

4 Do you think slang should be banned in schools? Why/Why not?

Vox pop extracts

- 1 ☆ 12 Listen. Who are the speakers talking about? Complete 1–5 with the words in the box.

activist actor football coach
prime minister rapper

- 1 _____ 4 _____
2 _____ 5 _____
3 _____

- 2 ☆☆ Listen again and answer the questions.

- 1 What is NLE Choppa telling young people to do?
He's telling them to attend school, behave appropriately and become more literate.
- 2 What has Skai Jackson promised her fans to do?

- 3 What did Malala thank Greta Thunberg for?

- 4 Why does Jürgen Klopp rush back to the dressing room at half time?

- 5 Why do people look up to Jacinda Ardern?

Subskill: Understanding rapid speech

When speakers talk naturally, it may be difficult to recognise some individual words. Try to understand the overall meaning and then think about what individual words might be.

- 3 ☆☆ 13 Listen and correct each of the sentences from the recording. Then listen again and check your answers.

- 1 NLE Choppa had already released singles and created a new record label. his own
- 2 Probably the fact that she refuses to keep ignoring important issues. _____
- 3 She knows how to give clear speeches, pause in just the right place ... _____
- 4 He refuses to let his players get demotivated or dissatisfied and works a lot on confidence building. _____

- 4 ☆☆☆ Do you know any good communicators? What makes you think so?
- _____
- _____

Discussing opinions

- 1 ☆ Complete the sentences with the words in the box.

calling convinced don't
see suppose would

- 1 What would you say if someone did that to you?
- 2 But _____ you think it's by far the best way?
- 3 I _____ that's the best thing to do.
- 4 How do you feel about _____ him?
- 5 I'm _____ that that's the worst thing we can do.
- 6 As I _____ it, you have to say something now.

- 2 ☆☆ Choose the best option.

- 1 You've got a point there.
a I see what you mean.
b I'm glad you agree.
- 2 I think you should phone her. What do you think?
a I suppose so, but she might be busy.
b But what if I phone her?
- 3 As I see it, the only way is to write him an email.
a What do you think?
b I think you're right, you know.
- 4 I'm convinced that she won't like it.
a True, but we have to do something.
b Maybe, but I'm convinced too.

- 3 ☆☆☆ Read the task and then write a short dialogue. Include expressions for discussing opinions.

Imagine you borrow something from your friend Max and you lose it. Talk to another friend about whether you should tell Max directly or not. Write a dialogue.

A report

- 1 ☆ Complete the report plan with the headings in the box.

Entertainment Facilities for young people
Introduction Recommendations Sports

Title: _____

Paragraph 1: _____

Paragraph 2: *Entertainment* _____

Paragraph 3: _____

Paragraph 4: _____

- 2 ☆☆ Choose the words or phrases which are not correct.

- The **aim/purpose/reason** of this report is to give my **idea/opinion/view** on ...
- In **writing/informing/preparing** this report, I carried out a survey among **my friends/my classmates/myself**.
- Seventy percent **told/agreed/said** that the facilities were adequate due to the fact that ...
- However/Nevertheless/Despite**, around a quarter commented that ...
- Nine out of ten **argued/pointed out/muttered** that ...
- In **conclusion/Finally/To this end**, I would **announce/suggest/recommend** that ...

- 3 ☆☆☆ Write a report on the facilities in your town for young people.

Super skills

COMMUNICATION

Giving a persuasive presentation

Complete the phrases with the words in the box.

best choice much discussion
no doubt over to

- We're here to persuade you that we're the best choice.
- Jamie, who will now talk about our project.
- We'd like to leave you with that you should choose us.
- After , we decided ...

Vocabulary review

Reporting verbs and Ways of talking

- 1 Complete the text with the correct form of the words in the box. There are two extra words.

agree announce boast cheer
complain cry gossip inform
mutter point out quarrel shout



Have you ever wanted 1 to boast proudly about your achievements or 2 at the top of your voice that you care for someone? In many parts of the world, people fly planes which use smoke to 3 others. The government in the UK 4 just that if the public 5 , they may bring back Skywriting. When this hit the British news, environmentalists 6 in surprise and 7 bitterly that this was bad for green spaces. They also 8 that we need to be able to escape from constant advertising. Some citizens 9 unhappily under their breath while others 10 excitedly at its return.

Word formation: prefixes

- 2 Complete the sentences with the correct form of the most suitable words in brackets.

- Some psychologists claim that people who regularly lose things and are generally disorganised (**appropriate/organised**) are often more intelligent.
- In some cultures, not saying 'hello' in the lift is considered (**polite/adequate**).
- In Europe, one in five adults have poor reading skills, but they are not (**logical/literate**).
- If you find that the source of the information is (**cooperative/reliable**), then it's probably fake news.
- The shopping centre has a (**storey/sensitive**) car park.

Grammar review

Reported speech: statements

1 Correct the mistake in each sentence.

- I met a friend the day before and she said she wants to buy some new trainers. wanted
- He said me that he'd sent me a message earlier that day. _____
- We said that we hadn't meant to be late and we won't do it again. _____
- The librarian said we must whisper. _____

Reported speech: questions

2 Read the interview questions and complete the email.

SUMMER CAMP

Interview Questions

Can you speak other languages? Yes ☒ No ☐

Why are you interested in our camp? _____

What are you studying right now? _____

Have you worked at other camps? Yes ☐ No ☐

Hi Martha,

Just back from the interview. They asked me

1 if I could speak other languages and also

2 _____ in their camp.

Then they asked 3 _____ at that moment. Finally, they asked

4 _____ at other camps.

Brigit

Reporting verbs

3 Complete the second sentence so that it has a similar meaning to the first sentence using the word given.

- 'I'm sorry I missed your birthday.' **APOLOGISED**
She apologised for missing my birthday.
- 'I didn't study for the test.' **ADMITTED**
She _____ studied for the test.
- 'We weren't anywhere near the window when it happened.' **DENIED**
They _____ anywhere near the window when it happened.
- 'You shouldn't gossip about others so much.' **RECOMMENDED**
She _____ about others so much.

Round-up

1 2 3 4 5 6 7 8

Read the article and choose the correct option.



THE PROS AND CONS OF ONLINE COMMUNICATION



The technology 1 which/it allows us to communicate online 2 **evolved rapidly/is rapidly evolving**. 3 **Will/Are** more and more people be using it in the near future?

If you have a reliable internet connection, you

4 **mustn't/don't have to** move far to keep in touch with family and friends 5 **who/they** live abroad. Students in isolated parts of the world like the Australian Outback, 6 **who/whose** nearest school might be up to 1,000 km away, couldn't

7 **have/had** finished their schooling without their online classes. Recent research actually suggests that we may learn 8 **more/much** faster online than in a traditional classroom and people are now asking what 9 **will the future bring/ the future will bring**.

However, another study claims that online communication doesn't boost our mood. In fact, a badly worded post or message that you 10 **must/should** have thought about more before sending can lead to misunderstandings. Furthermore, researchers have found that we aren't as likely to make a good impression online 11 **than/as** we are in person.


It seems that if you need a quick solution then going online works. However, in tricky situations, a face-to-face chat over a snack 12 **is getting/is going to get** you a better result.

Self-evaluation

Read the objectives for this unit.
How well can you do each one?



- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1 I can use reporting verbs and describe how people are talking. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can talk about opposite, negative or different meanings by adding prefixes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can talk about what people have said, asked, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can work out the meaning of formal language in context. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can understand rapid speech. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can talk about advantages and disadvantages of doing something. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can present key findings in a report. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose , ask your teacher for extra help.

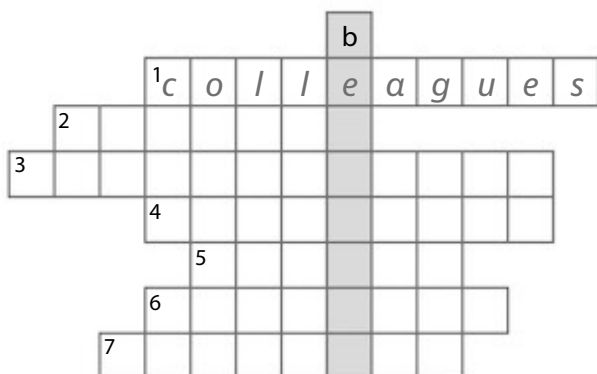
6

Challenges

Vocabulary

People

- 1 ☆ Read the clues and complete the puzzle.
What is the hidden phrase?



- 1 I work with some amazing ___ - we all help and support each other.
- 2 We used to be ___ and dislike each other, but now we're friends.
- 3 I don't know her well at all - she's an ___ that I've met a few times.
- 4 I'm the captain of the volleyball team. I'm lucky, all the other players are great ___.
- 5 My sister and I are friendly ___ - we each try to do better than the other at everything!
- 6 My aunt is my favourite ___ apart from my immediate family.
- 7 My ___ in the tennis match was excellent - I didn't think I would beat him.

Challenges

- 2 ☆ Choose the word that is not correct.

- 1 set **goals/promises/objectives**
- 2 achieve a(n) **objective/goal/setback**
- 3 be out of your **comfort zone/challenge**
- 4 **make/break/keep/miss** a promise
- 5 **miss/break/take** an opportunity
- 6 work on your **goals/challenges**
- 7 deal with **setbacks/motivation**
- 8 take **inspiration/promises** from
- 9 take a **risk/resolution**
- 10 increase **motivation/promises**
- 11 overcome a **break/failure**

- 3 ☆☆ Complete the text with the correct words. The first letters are given to help you.

Essynce Moore



Eighteen-year-old Essynce Moore knows what it is to **1 face** _____. **2 c** _____. When she makes a **3 r** _____, she doesn't **4 b** _____ it, and deals with any **5 s** _____ or problems along the way. The teenager has already written three books that are part of a series called the *Middle School Chronicles*. She wrote the books to help young people, especially those who need **6 e** _____ to deal with problems they face at school, such as bullying. In addition, she has her own clothing and natural body product business. Although Essynce has achieved many of her **7 o** _____ already, who knows what she'll **8 a** _____ in the future!

- 4 ☆☆☆ Complete the questions with the words in the box. There are two extra words. Then answer the questions for you.

challenge comfort failure motivation
promises risks

- 1 What helps you to increase your motivation to do things?

- 2 Are you good at keeping _____? Do you think it's important? Why/Why not?

- 3 Do you think it's a good idea to get out of your _____ zone? Why/Why not?

- 4 Who has helped you to overcome a _____? How did they help?

Conditionals

- 1 ☆ Choose the correct option. Then match pictures A–D with the correct conditional 1–4.



Sam and I usually compete against each other. If he **is/was** in my race today, I'll try to beat him.



I think that Maria is away on holiday. If she **had been/was** in the race tomorrow, I'd do my best to beat her.



If you have a rival, it always **increases/increased** your motivation.



We couldn't play the match yesterday because of the rain. If we **played/had played** the match, I'm sure we would have won it.

- | | |
|----------------------|----------|
| 1 Zero conditional | <u>C</u> |
| 2 First conditional | — |
| 3 Second conditional | — |
| 4 Third conditional | — |

- 2 ☆☆ Complete the sentences with the correct form of the verbs in brackets. There may be more than one possible answer.

- They were working on a fitness goal. If they hadn't been (not be) working on the goal, they (not go) for a run.
- We usually go to the pool on Fridays. If we (go) tomorrow, I (ring) you to let you know.
- You should do the challenge. Unless you (face) it, you (miss) an opportunity to grow.
- He doesn't usually make promises. However, if he (make) one, he (keep) it.
- You (not stay) fit unless you regularly (do) exercise.
- It's fantastic that you achieved your goal! You (not achieve) it if you (not set) your objectives and worked hard.

Alternatives to if

- 3 ☆ Match sentence beginnings 1–5 with endings a–e.

- | | |
|---|----------|
| 1 I'll lend you the money providing | <u>b</u> |
| 2 I'll lend you the money so | — |
| 3 I'll lend you the money as long | — |
| 4 I'll lend you the money on the | — |
| 5 I'll lend you the money provided that | — |
- a as you repay me next week.
b that you repay me next week.
c condition that you repay me next week.
d you repay me next week.
e long as you repay me next week.

- 4 ☆☆ Complete the second sentence so it means the same as the first. There may be more than one possible answer.

- If you did the challenge, I would do it too. Otherwise I wouldn't.
Unless you did the challenge too, I wouldn't do it.
- I think failing at something would make me want to try harder.
If I try harder.
- I'll tell you my secret if you promise not to tell anyone.
On the condition my secret.
- If Zak works hard, he'll pass his exams.
So his exams.

- 5 ☆☆☆ Complete the text with the correct form of the verbs in brackets or a suitable word.

SUCCESS FOR LENIA



If you do any sport, you 1 will know (know) how much you use your eyes. When you 2 (be) blind or partially sighted, it 3 (make) things more challenging, but not impossible. Judo champion Lenia Ruvalcaba started competing at the age of 11 in standard judo, but her eyesight got worse. At the Rio Paralympic Games, she won a gold medal. 4 she hadn't gone, she 5 (not win)! So 6 as she continues training hard, she 7 (have) a good chance of winning another medal at the next Olympics. What about you? 8 (you / make) the most of every opportunity you had?

Television

1 ☆ Do the words refer to people (P), verbs (V) or other nouns (N)? If there is more than one possibility, write both.

- | | | | |
|-------------|-------------|-----------------|-------|
| 1 judge | <u>V, P</u> | 6 audition | _____ |
| 2 audience | _____ | 7 compete | _____ |
| 3 broadcast | _____ | 8 presenter | _____ |
| 4 perform | _____ | 9 entertainment | _____ |
| 5 producer | _____ | 10 contestant | _____ |

2 ☆☆ Complete the sentences with the correct form of the words in the boxes.

compete (x2) judge

- 1 The three judges gave that _____ the highest score possible and she went on to win the _____.

audition (x2) perform (x2)

- 2 Have you ever _____ to be a _____ on a TV show? What did you do for the _____? Did your _____ go well?

rehearse (x2)

- 3 I'm in a theatre group – we're _____ for our show next week. Tomorrow's the last _____.

entertain judge view

- 4 What's the best _____ on TV at the moment for _____ who like drama series, in your _____?

broadcast contest perform rehearse

- 5 The show is _____ every Saturday morning. The _____ all have to _____ a song without a _____ to practise first.

3 ☆☆ Choose the correct option.

- I would be nervous before a/an **audition/ rehearsal** in case I wasn't chosen to appear in the **competitor/contest**
- It would be fun to be a **presentation/presenter** on a TV show. I'd rather do that than be on the panel of **judges/broadcasters**.
- I think the live audience and the **viewers/viewing** at home should vote on shows like this.
- I'm not sure who the **producer/production** of that show is, but being a **contestant/performance** on it must be fun.

4 ☆☆☆ Complete the text with one word in each gap. There may be more than one possible answer.



Sirine Jahangir

The reality show *Britain's Got Talent* (BGT) is in its 14th series, and Sirine Jahangir has loved it since she was 15. The teenager recently appeared in an episode of the show and 1 performed before a live 2 _____ of hundreds of people. She impressed the panel of four 3 _____ who all voted 'Yes' after watching her amazing 4 _____. The show's two 5 _____, Ant and Dec, loved her too. Sirine, who went completely blind at the age of ten, writes her own songs, sings and plays the piano and was inspired to 6 _____ last year to appear on the show. Sirine was so confident and sang so well when the show was 7 _____, many 8 _____ at home thought she might win the 9 _____. Sirine is busy 10 _____, so be ready for some great 11 _____ by this talented 12 _____.

5 ☆☆☆ Answer the questions for you.

- Do you ever watch reality shows? Which one/ones? What do you like about them?

- Would you like to be a judge on a reality show? Why/Why not?

- Have you ever been a contestant in a competition? What for? Who won?

- In your opinion, what makes good TV entertainment?

I wish and If only

1 ☆ Look at the underlined verbs and choose the correct option. Then say if the *wish/if only* sentence is about the present or the past.

- I am terrible at acting. I wish I weren't/hadn't been terrible at it. present
- I didn't go to the concert. If only I went/had gone! _____
- I forgot to bring my mobile. If only I didn't forget/hadn't forgotten it! _____
- I don't have any money. If only I had/had had some money. _____
- I can't swim. I wish I could/had been able to swim. _____
- We couldn't answer the question. If only we could/had been able to answer it. _____
- We weren't at the party. I wish we were/had been there. If only we didn't stay/hadn't stayed at home. _____

2 ☆☆ Choose the correct answer a–c.

- Katja's the best in class at drawing, but her classmates didn't ask her to help so the drawings are terrible. If only they ____ her!
a would ask **b** had asked
c asked
- I can't find my phone. I wish I ____ it. I need to call David.
a could find b had found
c find
- I have to listen to my brother's awful music all the time. I wish I ____ listen to it.
a don't have to b didn't have to
c wouldn't have to
- I didn't enter the competition. What a mistake! If only I ____ it!
a hadn't entered b had entered
c entered
- I wasn't at school because I was ill, so I missed the school trip. I wish I ____ it.
a didn't miss b don't miss
c hadn't missed
- He's often rude and I don't like it. If only he ____ so rude.
a hadn't been b weren't
c isn't

I wish + would/wouldn't

3 ☆ Choose the correct option.

- My friend often forgets to text me. I wish she would/wouldn't forget.
- You always break your promises. I wish you would/wouldn't break them.
- The weather is awful. I wish it would/wouldn't stop raining so we could go out.
- It's too hot for me, I can't sleep. I wish it would/wouldn't cool down.
- You always take silly risks. I wish you would/wouldn't be more sensible.
- My friend never has time to just relax with me. I wish he would/wouldn't do so much.

4 ☆☆☆ Complete the sentences with the correct affirmative or negative form of the verbs in brackets. Use *would* where possible.

- It rains so much here. I wish it wouldn't rain (rain) so much. If only the weather _____ (be) better.
- My brother never plays computer games with me. It's so annoying! I wish he _____ (play) them with me. If only I _____ (have to) play by myself.
- I couldn't go out for a walk yesterday. I wish I _____ (be able to) go out for a walk. If only I _____ (have to) stay in.
- I stayed up late last night and I'm tired. I wish I _____ (stay) up so late. If only I _____ (be) more awake now.
- I'm not happy with my friend. She never keeps secrets. I wish she _____ (tell) other people my secrets. I wish she _____ (keep) secrets.
- There's no snow! I wish it _____ (snow), I really want to go skiing. If only it _____ (snow) last week!

5 ☆☆☆ What would you like to change about the present or past? Write sentences using *I wish* or *If only*.

- My friend always _____.
I wish he/she _____.
- My parents never _____.
I wish they _____.
- _____
- _____

An article

TIME FOR A CHALLENGE

If you had to choose a challenge, what would it be? For Anna McNuff, it has to be something that gets her out of her comfort zone.

Anna recently achieved a remarkable goal: to run almost 4,000 km, the equivalent of 90 marathons, across Britain barefoot. It took 18 months of

preparation, starting with training in light shoes, then thick socks and finally six months running barefoot. If she

hadn't done this training, she wouldn't have been able to run on roads, hills and trails as easily.

Having started in the north of Scotland in June, Anna finished Barefoot Britain, as she called her challenge, nearly six months later

in London and she posted vlogs about the journey on her YouTube channel. The videos don't only show the

highlights, in them Anna talks openly about the difficulties. She wanted people to know that facing challenges isn't easy and everyone feels like giving up at times; we all need encouragement, we all fear failure.

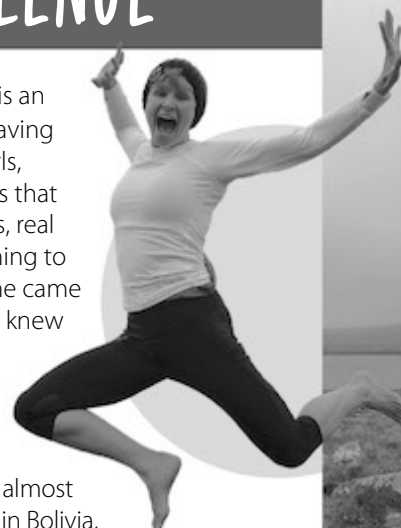


Why did Anna do Barefoot Britain? She is an Ambassador for Girlguiding and after having read the results of a survey of 76,000 girls, the one thing that stood out for her was that girls of all ages want to have adventures, real adventures. Anna wanted to do something to inspire them to dream big and when she came up with the idea of Barefoot Britain, she knew she had to do it.

Anna is no stranger to tough challenges.

Previous adventures include running the length of New Zealand, just over 3,075 km, and spending 184 days biking almost 9,000 km through the Andes Mountains in Bolivia, Chile and Argentina. As well as these amazing achievements, she has had shorter adventures such as running along the 138.4 km of Hadrian's Wall in the UK dressed as a Roman soldier and rollerblading round Amsterdam in the Netherlands.

For Anna, achieving her goals isn't about taking risks, it's about growing as a person and encouraging others to take opportunities and challenge themselves. When you do things that are slightly harder than you believe possible and succeed, you become more confident and dream bigger.



1 ☆ 14 Read and listen to the article. Choose the best summary.

- 1 It's an article that talks about different challenges someone has done and why.
- 2 It's an article explaining the reasons why you should do physical challenges.
- 3 It's an article about the advantages and disadvantages of doing tough challenges.

2 ☆☆ Find words or phrases in the article that mean the same as 1–6.

- 1 a year and a half to get ready
18 months of preparations
- 2 running without anything on your feet

- 3 it would have been impossible for her

- 4 everyone is scared of not succeeding

- 5 has done hard things before

- 6 isn't about doing difficult or dangerous things

Subskill: Finding evidence in the text

After underlining the key words in the questions, find the relevant section in the text.

3 ☆☆ Read the article again. Are the sentences T (true) or F (false)? Give evidence for your answers.


- 1 It didn't take Anna long to prepare for her goal. F
It says that it took 18 months of preparations.
- 2 While she was training for the challenge, Anna always wore shoes or socks. _____
- 3 Her vlog focuses on the positives of the challenge. _____
- 4 Anna thinks that when doing challenges everyone feels like stopping at some point. _____

4 ☆☆☆ Answer the questions with your own ideas.

- 1 What do you think of Anna's Barefoot Britain challenge? Would you do something similar?

- 2 Which of the challenges mentioned do you think is most interesting? Why?

A radio programme


- 1 ☆  15 Listen to the radio programme and match 1–5 with a–e.

- | | | | |
|-----------------|----------|---------|-------|
| 1 The presenter | <u>c</u> | 4 Max | _____ |
| 2 Sam | _____ | 5 Chloe | _____ |
| 3 Katja | _____ | | |

- a is doing a challenge with a friend.
 b is doing a challenge to help him/her professionally.
 c found his/her challenge unexpectedly hard.
 d had a bad experience at the start of the challenge.
 e hasn't started his/her challenge yet.

Subskill: Inferring meaning

Listening to a speaker's intonation and tone of voice, as well as for hesitation or emphasis, can help you identify the meaning.

- 2 ☆☆  16 Listen to the extracts and pay attention to how each speaker says the phrase. Then choose the correct option.

- 1 'I can't wait.'
 Sam wants/doesn't want to start his challenge.
 2 'It's been an interesting experience.'
 Katja thinks/doesn't really think this.
 3 'It will be an interesting experience.'
 Max is sure/isn't certain about this.
 4 'I'm glad I did the challenge.'
 Chloe is/isn't glad she did the challenge.

- 3 ☆☆☆ Answer the questions. For questions 5 and 6, give your own opinion.

- When is Sam going to do the sports part of his challenge?

- What does Katja wish her best friend wouldn't do? Why?

- What has Max's friend done? Did he ask Max first?

- How long did Chloe do her challenge for? How often did she learn a new recipe?

- If you had to choose a challenge, what would you do?

- What do you think is the easiest part of doing a challenge? What is most difficult?

Checking understanding and clarifying

- 1 ☆ Complete the sentences with the words in the box.

correctly following get go over lost quite

- No, that's not quite what I meant.
- If I understand you _____, you have to do the activity in pairs.
- You've _____ me again!
- Could you _____ that again?
- Are you _____ me?
- Do you _____ what I'm saying?

- 2 ☆☆ Choose the best option.

- So you're saying that each person competes separately.
 a I don't get it.
 b Yes, that's exactly what I mean.
- Do you get what I'm saying?
 a I doubt it. It isn't necessary.
 b No, I'm not sure what you mean at all.
- Can you explain again?
 a Of course. What I mean is that you can't touch the ball.
 b Oh, no! That's not what I meant at all.
- Are you following me?
 a Shall I explain it again?
 b Can you explain it again?

- 3 ☆☆☆ Read and complete the task. Use phrases for checking understanding and clarifying.

Challenge: You must work in teams of four people and cross the room without touching the floor. You have three small mats that you can use to stand on. If one person in the team touches the floor, they must start again. The first team to cross the room successfully wins.

Write a short dialogue where you explain the challenge to a friend. The friend doesn't understand everything so you have to explain.

An informal article

1 ☆ Tick (✓) the features of an informal article.

- 1 the writer inviting the reader to respond ☒
- 2 using humour ☐
- 3 using full forms, not contractions ☐
- 4 subheadings and short clear paragraphs ☐
- 5 a title to make the subject clear ☐
- 6 long, complex paragraphs ☐
- 7 one or two questions addressed to the reader ☐

2 ☆☆ Choose the most suitable sentences for an informal article.

- 1 a Students are invited to participate in an Escape Room experience.
b Have you ever wanted to try an Escape Room experience?
- 2 a Solve puzzles and find out how to escape!
b During the experience you will solve puzzles in order to escape.
- 3 a What is more, there are different clues to suit a variety of skills and abilities.
b You'll find different types of clues so there's something for everyone.
- 4 a This is a unique opportunity to spend a day taking part in an unusual activity.
b Don't miss this opportunity to do something different!

3 ☆☆☆ Write a short article to encourage students to go on a trip to a theme park.

Super skills

CREATIVITY

Developing and implementing new ideas

Complete the sentence and questions with the words in the box.

audience exactly format improve

- 1 We should ask different people their opinion of the show format.
- 2 How exactly will the show work?
- 3 How can we improve our show so it is better?
- 4 Who's your audience?

Vocabulary review

People and Challenges

1 Complete the sentences.

How to 1 change/ increase your life

Nobody likes being out of their **2 motivation/ comfort zone** because it's hard. **3 Work/Set** on your goals by making it as easy as possible to **4 achieve/inspire** them. There are several things you can do:

- Get support If you need **5 encouragement/ challenges** (we all do!), telling a close **6 friend/ neighbour** about your plans can help. That way they can help you **7 break promises/ deal with setbacks** and small problems and not break your **8 resolutions/goals**.
- Limit screen time Having more time means you won't **9 miss/take** opportunities to do things.
- Help yourself When you face **10 challenges/ promises**, make it as easy to succeed as you can. For example, if you want to eat less chocolate, don't buy any. That way, there is less chance you will **11 face/fail**.

Television

2 Complete the text with the words in the box. There is one extra word.

audience broadcast contest costumes
entertainment judges perform
performance performers presenter
rehearsal rehearse viewers

It Takes a Choir

Why should you watch this show? Unlike many TV reality shows, *It Takes a Choir* is not a **1 contest** – there are no winners or losers. Instead, the **2** audience, Gareth Malone, gets people to join a choir. The choir has just eight days to **3** perform (that's not much time to practise) before they **4** rehearse in front of a live **5** performance consisting of people from their community. Their **6** performers is also **7** presented on TV for **8** viewers watching at home. Each show is filmed in a different town or city and the **9** rehearsal are from different groups of people. There are no **10** costumes to evaluate the singers, no **11** judges (people wear their own clothes), and no special effects. However, we think it's great **12** entertainment.

Grammar review

Round-up

1 2 3 4 5 6 7 8

Conditionals

1 Correct the mistake in each sentence.

- Unless you don't encourage people, they don't do as well. encourage
- I didn't know you were so worried – if I had known, I would helped you. _____
- I hate it when people stop talking to each other – if I will get angry, I wouldn't stop talking to you. _____
- That programme will definitely inspire you – if you would watch it, you will want to take action. _____
- Overcoming challenges is good for you – when people deal with setbacks they would become stronger. _____

Alternatives to *if*

2 Rewrite the sentences using the words given.

- If you're careful, you can borrow my bike.
PROVIDING THAT
You can borrow my bike providing that you're careful.
- If you get tickets, we'll go to the concert.
AS LONG AS

- We can keep our mobiles in class if we don't use them to text friends. **PROVIDED THAT**

- My brother let me use his computer; I had to help him with his homework. **ON THE CONDITION THAT**

*I wish and If only/I wish + would/wouldn't*3 Read the situations and write one or two sentences using *I wish/If only*.

- I didn't finish my homework.
I wish I had finished my homework.
- My room is really messy.

- I forgot to buy a present for my friend. I haven't got time to buy one now.

- We've got sports today and I can't find my trainers.

Read the article and choose the correct option.

ALONE IN ANTARCTICA

American Colin O'Brady likes tough challenges and that's why he **1 decided/** **had decided** to cross Antarctica alone and without any help.

Colin **2 was setting/** **has been setting** himself goals like this for years,

but this **3 could have been/should have been** perhaps the toughest one yet. Colin, **4 who/whose** had to pull a sledge weighing over 135 kilos the whole way, did it as a competition against Louis Rudd. The journey wasn't **5 so/such** easy and there were times when he **6 must feel/must have felt** like giving up – but he kept going. When he **7 reached/ was reaching** the South Pole, he celebrated by doing a handstand! In the end Colin finished his 1,500 km journey 54 days after he **8 had set/ had been setting** off – and two days ahead of Louis. Doing it as a competition helped, because if he **9 didn't have/hadn't had** a rival, he wouldn't have been so motivated to keep going. Since then, Colin **10 returned/has returned** to Antarctica to set a rowing world record as part of a team, and hopefully by this time next year he **11 will be climbing/ will have climbed** Everest with his wife. Who knows what he **12 is achieving/will achieve** next!




Self-evaluation

Read the objectives for this unit.
How well can you do each one?



- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1 I can talk about people and challenges. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can talk about television. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can use conditional sentences and alternatives to <i>if</i> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can use <i>I wish</i> and <i>If only</i> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can find evidence in a text. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can interpret meaning while listening. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can check understanding and clarify when speaking. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I can write an informal article for the correct audience. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose , ask your teacher for extra help.

Vocabulary

Lifestyle

- 1 ☆ Match the definitions with the words in the box.

conventional dull exhausting harmful
 hectic inspiring physically active satisfying
 stressful thrilling

- 1 of the usual, traditional or accepted type conventional
- 2 full of busy activity _____
- 3 extremely exciting _____
- 4 involving or causing a lot of pressure or worry _____
- 5 making you feel extremely tired _____
- 6 causing damage or problems _____
- 7 making you feel enthusiastic or excited about something _____
- 8 making you feel pleased or happy _____
- 9 boring, or not interesting _____
- 10 moving your body _____

Chilling out, getting active

- 2 ☆ Match sentence beginnings 1–6 with endings a–f.

- 1 I can't sit **back** b
 - 2 We first **got** _____
 - 3 My sister had to **drop** _____
 - 4 Please just **calm** _____
 - 5 **Put your feet** _____
 - 6 This is exhausting. Let's **take** _____
- a **out of** the team when she went to university.
 b **and relax** when someone else is working.
 c **a breather** before we carry on.
 d **into** kayaking while camping in Canada.
 e **down!** There's a solution for everything!
 f **up** while I get you something to eat.

- 3 ☆☆ Complete the dialogue with the words in the box in the correct form.

be calm disconnect put take (x2)

Fran: I'm finding this term stressful. What do you do 1 to disconnect ?

Marcus: It depends. When I 2 _____ energetic and lively, but need 3 _____ my mind off school, I get out on my bike. If it's more a case of 4 _____ my feet up, I listen to a podcast. What about you?

Fran: I've always 5 _____ an interest in photography, so I 6 _____ down by going to the woods or the beach with my camera.

- 4 ☆☆☆ Complete the advertisement with one word in each gap.

KARISSA RIDING STABLES

Looking for somewhere to recharge your 1 batteries this summer and take some 2 _____ out of your hectic routine? Join us at our stables for some cool activities.

If you're looking to take it relatively 3 _____, our trails on horseback will certainly help you take your 4 _____ off other things.

For those who'd like to get 5 _____ in a new activity while keeping in 6 _____, why not try horse surfing? Let our riders and their horses pull you on your board. You'll definitely strengthen those leg 7 _____ while you try to keep your balance.

Sign up 8 _____ the activities on our website.



- 5 ☆☆☆ What are your plans for the next school holidays?

The passive

1 ☆ Choose the correct option.

- Oh, no! All the cake **have been eaten/ has been eaten**.
- We can't go into the rooms on the first floor. They **are been used/are being used** for a film.
- The new health club **is going to be opened/ is opened** tomorrow.
- That song **was writing/was written** years ago.
- I noticed that all my things **had being moved/ had been moved**.
- Didn't you realise that you **were being watched/ were being watching**?

2 ☆☆ Read the headlines and complete the sentences in the passive.

MAYOR OPENS SPORTS CENTRE TOMORROW

- The sports centre will be opened by the mayor tomorrow.

SCHOOL GIRL BROKE WORLD RECORD LAST NIGHT

- The world record _____ last night.

NEW THRILLER SHOWING IN CINEMAS EVERYWHERE

- A new thriller _____.

NASA discover an Earth-sized planet

- A new Earth-sized planet _____.

Official! Over 200 million people are following Ariana Grande on Instagram

- Currently, Ariana Grande _____ on Instagram.

3 ☆☆ Complete the sentences with the correct form of *get* and the correct form of the words in the box.

damage hurt launch lose pay offer

- I got paid for looking after my little cousin.
- Please be careful on that surfboard. You may _____.
- Several houses _____ in the storm last night.
- We _____ in the forest the previous week.
- If I _____ a place on the course, I'll let you know.
- My aunt's new novel _____ at the book fair on Saturday.

4 ☆☆☆ Complete the text with the correct passive or active form of the verbs in brackets.

Mindfulness

- Do you get distracted (get / distracted) easily? 2 _____ you _____ (find) it hard to concentrate or that your thoughts
- _____ (take up) by trivial things? Mindfulness is paying attention to what we
- _____ (do) at the moment and not thinking about what we 5 _____ (do) recently or the things we 6 _____ (do) soon. It 7 _____ (practise) for thousands of years, so the next time your mind
- _____ (get / absorbed) by regrets or worries, mindfulness might just help you chill out.



5 ☆☆☆ Answer the questions for you.

- When were your batteries last recharged?

- Have you ever been tempted to take up an extreme sport?

- Which is the best video game ever made?

Expressions with *make* and *do*

1 ☆ Choose the correct option.

- | | |
|--|----------------------------------|
| 1 do/make my best | 7 do/make a point |
| 2 do/make up
my mind (to do) | 8 do/make an effort |
| 3 do/make a mistake | 9 do/make me good |
| 4 do/make a subject | 10 do/make nothing |
| 5 do/make fun of | 11 do/make sure |
| 6 do/make harm/
damage to | 12 do/make the
most of |

2 ☆☆ Complete the sentences with the correct form of *make* or *do*. Then match three of the sentences with the photos.

- Do up your shoelaces before you trip!
- I would never be able to _____ without TV for a day.
- At the top of the hill, we could just _____ out a small village in the distance.
- You'll find my house easily. Just _____ for the station and take the first left.
- When we were younger, our dad used to _____ up amazing stories.
- When Harry _____ off with my bike, I had to walk home.



3 ☆☆ Complete the text with one word in each gap.

FINDING YOUR WAY

You and your brother are making 1 for a friend's house for the first time. Your brother makes fun 2 _____ you because you want to make 3 _____ you're going the right way by checking the GPS on your phone. Have you ever thought about how this works? Your phone is listening out for satellites; it works out how far away you are from the satellites and that's how it knows where you are. It wouldn't be a good thing if we did 4 _____ with them! Before technology, when explorers made 5 _____ their minds to sail across oceans, they navigated their routes by making 6 _____ stars in the sky. As long as they used Polaris or the North Star, they didn't often make 7 _____ mistake about where North was.



4 ☆☆☆ Complete the forum with *make* or *do* in the correct form and the words in the box.

a mistake an effort for nothing sure
the most of us good without

When was the last time you got lost? What did you do?

We 1 were making for the lake for a swim when we 2 _____ by turning left at the bridge instead of right. By the time we realised, it was too late so we had to 3 _____ our swim and go home. **Nellie, 15**

It was sunny and my friend Max wanted 4 _____ the good weather. He said that an energetic walk would 5 _____. I 6 _____ at the time, so I agreed. Max hadn't 7 _____ he knew where we were going and 30 minutes later, we were completely lost. I 8 _____ to stay cheerful, but it was hard. **Ricky, 16**

5 ☆☆☆ When was the last time you had to do without something? What was it? How did you cope? Use expressions with *make* and *do* in your answer.

The passive: modal verbs

1 ☆ Choose the correct option.

- Shh! Your voices **can hear/can be heard** from downstairs.
- Remember! These biscuits **mustn't eat/mustn't be eaten** until after dinner.
- You **should do/should be done** something about the door. It **can't open/can't be opened** from the outside.
- How **could people move/could people be moved** the stones to Stonehenge? This mystery **can't explain/can't be explained**.

2 ☆☆ Read the instructions and write complete sentences.

To make the most of these thermal baths:

- ✓ Phones / should / switch off or put on silent
- ✓ Loud conversations / must / avoid at all times
- ✗ Ball games / must / not play / anywhere
- ✗ Food / can / not bring in / from the outside

- Phones should be switched off or put on silent.*
-
-
-

have/get something done

3 ☆ Look at the pictures and choose the correct sentence.



- He's repairing his phone screen.
- He's having his phone screen repaired.



- We've just tidied the garage.
- We've just had the garage tidied.



- My brother's tired of his long hair. He's going to cut it.
- My brother's tired of his long hair. He's going to have it cut.



- Grandma cleans her windows every three months.
- Grandma has her windows cleaned every three months.

4 ☆☆ Rewrite the sentences using the correct form of *have/get something done* and the words in brackets.

- You can't use your bike because it's at the bike shop now. (**it / repair**)
I can't use my bike because I'm having it repaired.
- Lily missed class because she went to the dentist. (**teeth / check**)
Lily couldn't come to class because she had her teeth checked.
- You want to stay at your aunt's house because the decorators are going to come. (**room / repaint**)
We'd like to stay with you because we are having the room repainted.
- Your sister needs a dress for her graduation, but she can't find one she likes. (**a dress / make**)
Why don't you have a dress made?

5 ☆☆ Write complete questions. In questions 1–3, use the correct form of *have something done*. In questions 4–5 use *should* and the passive.

- take / your photo with your class / when you finish this year?
Will you have your photo taken with your class when you finish this year?
- search your bags / when you last travelled by train?
Have you had your bags searched when you last travelled by train?
- ever cut extremely short / your hair?
Have you ever had your hair cut extremely short?
- cars / ban from the city centre?
Should cars be banned from the city centre?
- art at school / make compulsory?
Should art be made compulsory at school?

6 ☆☆☆ Answer three questions in exercise 5 for you.

A short story

THE SHORT READ

by Kayla Hunt



It was Saturday evening, 13 July 2019. We were at a concert in Madison Square Garden when the venue was suddenly thrown into darkness. Mum had been invited to give a series of lectures at New York University, Dad had managed to take time out from his hectic schedule and we were on a trip of a lifetime. But now there was chaos: a power failure had hit the West Side of Manhattan. Jennifer Lopez had barely finished three songs when her microphone went dead. Mum was in tears – she's mad about J.Lo.

Thousands of fans, around 19,000 of us, made for the exit. Traffic's bad at the best of times in New York City, but as drivers tried to navigate the streets without traffic lights, it was crazy. I must admit to being a little scared, but Dad reassured us that everything was cool. We could hear people muttering, but we couldn't make out what they were saying. Dad struck up a conversation with a couple from Brooklyn. 'It's nothing to worry about. It'll come back on in a moment.'

Disappointment is probably not strong enough to describe what we were all feeling. Our accommodation was in Williamsburg, a 20-minute subway ride away. People were

still pouring out of the subway exits and we understood that there would be no more trains for several hours. We could see people having cold snacks and drinks in restaurants by the light of their smartphones, but that wasn't for us. We decided to make a start on the two-hour walk back.

When my brother George started to whistle the hit song 'If you had my love', by far J.Lo's best one, we all joined in singing and dancing to take our minds off the long journey home. Passers-by stopped to clap and because of this, time passed quickly. I imagine photos of our performance on Williamsburg Bridge can be found somewhere online.

By the time we reached the east side of town, the blackout was over. Apparently, people cheered excitedly in Times Square when the lights came back on. We did so when J.Lo posted on social media that a blackout wasn't going to shut us down. She had rescheduled for Monday and we were going to get the chance to see her again.

1 ☆ 🔊 17 **Look at the photos. Which do you think is the best title for the story? Then read and listen to the article and check your ideas.**

- a An exhausting day in the city
- b Bright lights of Times Square
- c The blackout

2 ☆☆☆ **Read the article again and choose the correct option.**

- 1 Kayla was in New York City mainly because ...
 - a her mum was working.
 - b she wanted an unforgettable holiday.
- 2 Jennifer Lopez couldn't speak to the audience ...
 - a because of the lack of electricity.
 - b because she was in tears.
- 3 The couple from Brooklyn ...
 - a found the situation as stressful as Kayla.
 - b weren't nearly as worried as Kayla and her family.
- 4 Why did they make for Williamsburg on foot?
 - a because the trains were far too crowded
 - b because the subway wasn't running
- 5 After the power returned, Kayla and her family ...
 - a celebrated in Times Square.
 - b got some news from Jennifer Lopez online.

Subskill: Referencing

It's important to understand what words like *so, it or there* refer to so that you can fully understand a text.

3 ☆☆☆ **Read the sentences from the story. What do the reference words in bold refer to?**

- 1 around 19,000 of **us**, ... (line 13) fans
- 2 **It'll** come back on in a moment.' (line 23) _____
- 3 ... but **that** wasn't for us. (line 33) _____
- 4 ... by far J.Lo's best **one** (line 38) _____
- 5 because of **this** ... (line 41) _____
- 6 We **did so** ... (line 49) _____

4 ☆☆☆ **Write a short description of a blackout in your town. Include reference words. Then share it with your classmates.**

A talk

- 1 ☆ 18 You're going to listen to a talk on simplifying your life. Which topics do you think will be mentioned? Then listen and check.

disconnecting from devices ☐
 DIY (Do-it-yourself) projects ☐
 gardening ☐
 learning to live with less ☐
 taking holidays ☐

- 2 ☆☆ Listen again. Are the sentences T (true) or F (false)?

- 1 Liz Murphy is the headteacher of Yew Tree School. F
 2 Many children in the UK get their first phone by the time they're seven. —
 3 Chase Miller has done away with his surfboards. —
 4 Project 333 encourages us to give our clothes away to charity. —
 5 Liz Murphy suggests we all learn to build our own homes. —
 6 Growing plants can help us concentrate more easily. —

Subskill: Understanding words from context

If you hear a word or phrase you don't recognise, try to understand the meaning from context. Then, listen to that part again and check the meaning of the word(s).

- 3 ☆☆ 19 Listen to five short extracts and choose the correct option.

- 1 If we're **bombarded** by information, we receive too much/too little information.
 2 When people feel **fearful**, they feel calm/afraid.
 3 People **declutter** by doing away with things/buying more things.
 4 A **drill** is a type of hairdryer/an electrical tool for making holes.
 5 An **abundance** is a little/a lot.

- 4 ☆☆☆ Listen to the talk again. Write the words you don't understand, think about their meaning and then check your ideas in a dictionary.

rat race – where people are too busy to relax

Giving directions

- 1 ☆ Are the phrases for asking for directions (AD), being unable to help (UH) or giving directions (GD)?

- 1 Go back the way you came. GD
 2 Excuse me! Do you know this area? —
 3 I'm afraid I can't help you. —
 4 I'm not from around here. —
 5 Sorry to bother you, but we're looking for the market. —
 6 You can't miss it! —

- 2 ☆☆ Complete the mini dialogues with one or two words in each gap.

- 1 Do you know the way to the skate park?
 Cut across the park over there and it's on your left.
 2 We're going somewhere to get a sandwich.
 Sorry, I can't help you. I'm not from around here.
 3 Could you tell us if there's a concert venue near here?
 Yes! It's left at the lights and keep walking until you see the post office.

- 3 ☆☆☆ Read the task and then write a short dialogue.

A visitor to your town is lost and asks you for directions to a monument or a hotel. Decide on the place and write the dialogue.

A for-and-against essay

1 ☆ Read sentences 1–5 and match them with descriptions a–e.

- All phones should be banned in public places. a
- Whether phones should be banned in public places or not is a controversial issue. —
- On the other hand, our lives are often disrupted by phones. —
- All in all, I firmly believe that a more sensible use of phones could be encouraged. —
- On the one hand, we rely on our phones to carry out essential daily tasks. —

- | | |
|---------------------|-----------------|
| a title | d introduction |
| b arguments against | e arguments for |
| c conclusion | |

2 ☆☆ Choose the correct option.

- Phones should not be banned because/due to/on account they have numerous benefits.
- We get easily distracted due/on account of/because notifications.
- Due to advances/there are advances/the fact in technology, phones are part of modern life.
- It could be argued that we are safer because of have/having/we have a phone.

3 ☆☆☆ Write a for-and-against essay in response to the title 'All phones should be banned in public places.'

Super skills

CRITICAL THINKING

Building a powerful argument

Complete the phrases with the correct form of the verbs in the box.

agree attend be brainstorm
include persuade

- We 've agreed on the event.
- We need to think about why people should —.
- Let's — a few ideas.
- If we want — people, we need — more examples.
- Good point! You — right.

Vocabulary review

Lifestyle, Chilling out, getting active

1 Complete the sentences with the words in the box.

a breather drop easy feet harmful
out out take thrilling time up

- I had to drop out of drama club when I got picked for the diving team.
- Chess isn't dull. It's actually rather — once you know how to play it well.
- That must have been the most stressful week ever. I need to put my — and do nothing.
- A cycling holiday would be exhausting. Can't we just — it — this year?
- Worrying about everything is quite — for your health – please calm down.
- After that exercise to strengthen our muscles, let's take —.
- In my country, it isn't very conventional to take — between school and university.

Expressions with *make* and *do*

2 Complete the text with the correct form of *make* or *do*.

UNPLUGGED SUMMER CAMP



Have you 1 made up your mind about the summer yet? Do you plan 2 — nothing or get active? If you could 3 — away with your devices, why not 4 — for an unplugged camp? Several summer camps now pride themselves on the fact that campers have to 5 — without these devices for the duration of their stay. They claim that being unplugged 6 — young people a lot of good. They 7 — sure that all devices are safely stored away when guests arrive. The fun begins when campers begin 8 — the most of everything available. The organisers 9 — their best to encourage face-to-face conversation. They also 10 — a point of planning collective experiences; for example, music is played over speakers.

Grammar review

The passive

1 Correct the mistake in each sentence.

- Bananas are grow in climates which are hot and humid. grown
- Our maths tests weren't corrected for the maths teacher. The physics teacher did it. _____
- Many parts of the town was damaged by the fire. _____
- My sister's short film is been shown at the festival. _____
- Your laptop isn't working because it's been unplug. _____

The passive: modal verbs

2 Complete the second sentence so it means the same as the first sentence using the word given.

- Speak up! Nobody can hear you! **BE**
Speak up! You can't be heard.
- Please don't touch the screen. **SHOULD**
The screen _____.
- I insist that you clean this mess up now! **MUST**
This mess _____ up now!
- We weren't able to mend his bike. **NOT**
His bike _____.

have/get something done

3 Complete the text with the correct form of have something done and the words in brackets.

A BRIEF HISTORY OF RELAXATION

When you need to chill out, 1 _____ do you have your hair cut (**your hair / cut**) or 2 _____ you _____ (**your nails / do**)? Ancient Egyptians loved playing board games to disconnect; one of their favourites was Senet. The wealthier Egyptians 3 _____ (**a game box / make**), whereas others 4 _____ (**a grid / draw**) on the ground. However, the idea of relaxation didn't become popular until Dr Edmund Jacobson 5 _____ (**his book *You Must Relax* / publish**) in 1934. So, 6 _____ you _____ (**something / do**) this weekend to help you relax?

Round-up

1 2 3 4 5 6 7 8

Complete the text with the correct form of the verbs in brackets or a suitable word.

► Team-building unplugged!

1 Are you looking (**look**) for easy ways to build trust amongst members of your class or after-school club? Why not try these team-building activities? Both of them can 2 _____ done anywhere.

► Spot the difference

Divide the group into two teams. Ask each team

3 _____ (**stand**) in a line facing the other. Each person should memorise everything they can about the appearance of the person 4 _____ is standing in front of them. After they 5 _____ (**have**) enough time, tell one of the teams to turn around while some or all of the members of the other change something very small about their appearance. If someone cheats, you 6 _____ (**have to**) remind them 7 _____ to look. The team now turns back to face the others to find the differences!

► Getting personal with a twist

Write some questions on pieces of paper and put them in a jar. Try to make the questions as unconventional

8 _____ possible. For example, 'If you were a superhero, what 9 _____ your superpower _____ (**be**)?' is a good one. Invite everyone 10 _____ (**take**) a question from the jar and answer it. The rest of the group should try to guess whether the answer 11 _____ (**make up**) or if it's the truth. And if neither of these activities 12 _____ (**appeal**), switch off the lights and tell each other scary stories!


Self-evaluation

Read the objectives for this unit.
How well can you do each one?



- I can talk about lifestyle, chilling out and getting active.
- I can use expressions with *make* and *do*.
- I can use the passive.
- I can make sense of reference words in a text.
- I can guess the meaning of difficult words in a recording.
- I can ask and give directions.
- I can write a for-and-against essay and use connectors.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

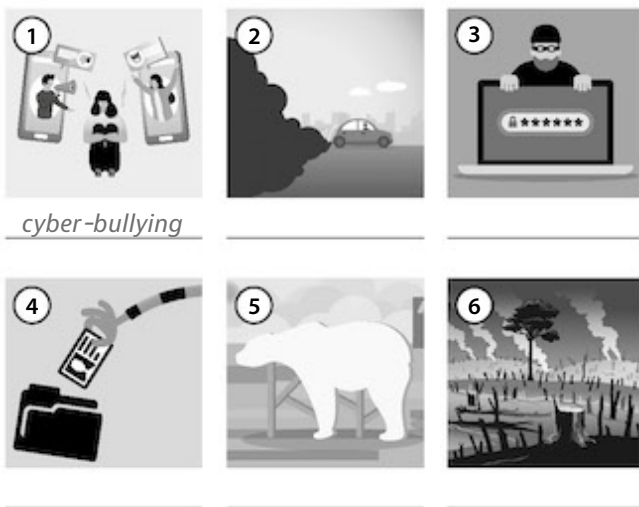
If you choose , ask your teacher for extra help.

Vocabulary

Global issues

- 1 ☆ Label the pictures with the words in the box. There is one extra word.

cyber-bullying deforestation
endangered species extinction identity theft
online fraud pollution



- 2 ☆ Choose the correct option.

- Everyone should have somewhere to live; we need to end **homelessness/racism** – people shouldn't be living on the streets.
- If we had better **discrimination/conflict resolution** skills, there would be fewer arguments or wars.
- Diversity and inclusion/Investment in infrastructure** such as building roads and improving public transport is essential for every country.
- Unemployment/Tolerance** is a serious issue when people aren't able to find jobs.
- Being able to elect our political leaders is extremely important, and that's why the **gender equality/right to vote** should be protected by law.
- We need proper **justice/refugee** systems to deal with criminals and legal problems.
- Reducing our use of resources is at the heart of **sustainable cities/responsible consumption** for example not throwing food away or using energy efficient lightbulbs.

- 3 ☆☆ Complete the news extracts with the words in the box.

access to education affordable clean energy
climate change food security
literacy and numeracy ocean conservation
poverty protect biodiversity sanitation scarcity

Story 1: In the past 30 years, 25% of people have risen out of extreme 1 poverty, which means surviving on \$1.90 or less a day. Globally, it is estimated that 736 million people still have insufficient money to live on. Unfortunately, many people living in poverty are also affected by other issues such as lack of 2 _____, water 3 _____ and little or no 4 _____ because there is nowhere for children to go to school. Therefore, 5 _____ are also a problem, as children don't learn to read and write or do maths. 6 _____ is another issue because many people can't afford to buy enough to eat.

Story 2: Everyone should be interested in 'green' issues. 100 million marine animals die every year, so 7 _____ is the only way to protect this important ecosystem. On land, many animals are in danger of extinction, and we need to 8 _____ so there is a big variety of animal life. In addition, 9 _____ is still affecting the world – the amount of CO₂ in Earth's atmosphere has never been higher – so investing in 10 _____ such as solar power is essential.

- 4 ☆☆☆ Complete the questions with the words in the box. Then answer the questions for you.

homelessness infrastructure scarcity

- Does your area suffer from water _____? What's the best way to tackle it?

- If you were in charge of investment in _____, what would you change about your town?

- What's the best solution for _____? Should the government build houses?

Verb patterns

1 ☆ Choose the correct option. There may be more than one possible answer.

- I spend a lot of time **playing/to play** the guitar.
- Using/To use** emojis to communicate feelings and ideas is increasingly popular.
- I must remember **reading/to read** that article about refugees later today.
- Do you ever dream of **having/to have** true gender equality?
- I tried **explaining/to explain** the meaning of inclusion, but it was too tricky. Nobody understood.
- They improved public transport **getting/to get** people to drive less.
- I love **designing/to design** sustainable cities – it's the way forward.
- The government decided **reducing/to reduce** unemployment by creating more jobs.

2 ☆☆ Complete the pairs of sentences with the correct form of the verbs in brackets.

- a After we argued, I told Jack he was stupid. I regret _____ (say) it now.

b I regret _____ (say) that your application has not been successful.
- a Max has stopped _____ (write) articles for that eco-magazine, but he still writes his blog.

b I'm writing a long essay about green issues. I stop _____ (think) for a few minutes when I'm not sure what to include and then continue.
- a I'll never forget _____ (win) the competition for best idea to make our school greener. It was amazing!

b I won't forget _____ (give) them the party invitation. I've put a reminder on my phone so I can do it tomorrow.

3 ☆☆ Correct the mistake in each sentence.

- Yesterday, my friend reminded that I text her.
Yesterday, my friend reminded me to text her.
- Our parents always encourage we do our best.

- They persuaded him not going to the concert last Saturday.

- I always expect people keep their promises.

- Can you to remind me to buy a present for Silvia?

4 ☆☆ Complete the text with the correct form of the verbs in brackets. Use the gerund or infinitive.

AN END TO POLLUTION?

You might be forgiven for 1 thinking (think) that there is no connection between air pollution and diamonds – but there is. Dutch artist and innovator Daan Roosegaarde remembers 2 _____ (be) in Beijing in China a few years ago. The air pollution was so bad, he decided 3 _____ (do) something about the problem, and he and his team built a tower 4 _____ (clean) the air. Incredibly, after 5 _____ (remove) pollution particles, they discovered the air was about 55% cleaner! Daan's team were planning 6 _____ (throw) the particles away, but they realised that they contained about 40% of carbon. 7 _____ (process) this carbon allowed them 8 _____ (produce) diamonds! These diamonds are used in jewellery. Daan has convinced more cities 9 _____ (use) his tower, so he definitely doesn't regret 10 _____ (spend) the time on designing it. He believes in 11 _____ (connect) creative thinking with new technology 12 _____ (find) solutions for environmental problems. It isn't always easy 13 _____ (come up with) ideas like this, but Daan enjoys 14 _____ (do) it. Imagine every city 15 _____ (have) clean air in the future!



5 ☆☆☆ Complete the sentences with the correct form of the verbs in brackets. Then say if they are true or false for you.

- I have always wanted _____ (learn) more about reducing pollution.

- I can't remember _____ (learn) to ride a bike when I was a child.

- Our teachers encourage _____ (we / think) about global issues.

Phrasal verbs for achieving goals

1 ☆ Read the definitions and then choose the correct option.

- bring (you) some benefit pay **off/on**
- become popular or fashionable catch **on/up**
- succeed in doing something difficult pull **out/off**
- deal with something successfully sort **out/up**
- create a business start **down/up**
- accept responsibility for something take **on/off**
- continue doing something carry **on/off**
- delay doing something put **up/off**
- become successful take **down/off**
- do something you decided to do stick **to/on**
- solve a problem, understand something work **off/out**
- begin to do something someone else was doing take **up/over**

2 ☆☆ Complete the sentences with a phrasal verb in the correct form. Look at the prepositions to help you.

- Sara took over as manager when I left the company.
- The business has really _____ off. It's very popular and they've opened a new office.
- Don't stop! You have to _____ on even if you're tired.
- It's an ambitious plan – I hope they'll be able to _____ it off.
- I've got a problem and I can't _____ out what to do. Can I ask your advice?
- She's doing really well at her job, so the manager has asked her to _____ on some new responsibilities.
- You should _____ to your original idea – don't change your mind.
- We invested a lot of time and effort into building our own house, but it's _____ off and we have a beautiful home now.

3 ☆☆ Complete the blog post with the correct form of the verbs in the box. There is one extra verb.

catch on pay off put off sort out
start up take off take on work out

GROW A GREEN BUSINESS

Have you got an environmentally friendly product that would **1** catch on ? Are you thinking about **2** _____ your own sustainable business? If so, don't **3** _____ it _____, take action now!

The first thing to do is some thorough research: it will definitely **4** _____ and you'll see the benefits of doing it. It will enable you to **5** _____ exactly what you can offer that nobody else can.

Then make a plan. You're likely to encounter problems, but stay calm and decide what you need to do to **6** _____ them _____ and then take the necessary steps.

If your business is successful and **7** _____, decide how and when you can expand.

4 ☆☆ Complete the text with the correct phrasal verbs.

FairMail



Janneke Smeulders and Peter den Hond **1** started up FairMail to help give teenagers in Peru access to education. FairMail gives teens free photography classes and their best photos are used on fair trade greeting cards. Each teen gets half the profits from their card to fund their education and help their family. After a lot of hard work, Janneke and Peter managed to **2** _____ it _____. Once the business was running, the cards **3** _____ – people loved them. After a few years, the business had really **4** _____; however, Janneke and Peter decided not to **5** _____ running it because they wanted to try something new. The three people who **6** _____ from them had already worked in the company and so knew it well.

5 ☆☆☆ Complete the sentences for you.

- I **would/wouldn't** like to start up my own business because _____
- When I make a plan, I **always/usually/never** stick to it because _____

used to, be used to, get used to

1 ☆ Match 1–5 with a–e.

- 1 I **used to speak** French when I was younger. d
 - 2 When I moved to France, I **wasn't used to speaking** French every day. It felt strange. —
 - 3 When I moved to France, it took me months to **get used to speaking** French. —
 - 4 I'm **getting used to speaking** French. I'm practising every day. —
 - 5 I **am used to speaking** French. I do it every day. —
- a This is something that is slowly becoming familiar although it is taking time.
 - b This is something that is normal for me because I do it regularly.
 - c This is something that was unusual for me in the past.
 - d This is something I did often in the past, but don't do now.
 - e This is something that took time to become familiar for me, but I achieved it.

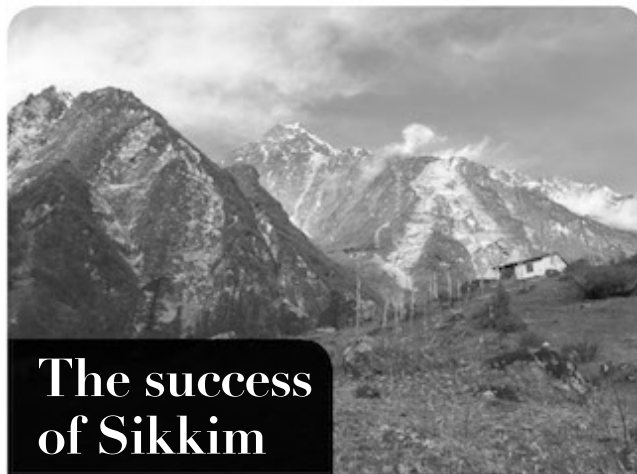
2 ☆☆ Write complete sentences with *used to*.

- 1 I / use to / live in a bungalow / when I was younger
I used to live in a bungalow when I was younger.
- 2 my parents / not use to / read me stories / when I was a child
—
- 3 I / not use to / like drawing / but now I do
—

3 ☆☆ Choose the correct option.

- 1 I've started dance classes. At first, **wasn't used to / got used to** doing the dances.
- 2 I'm moving to the USA. I guess I **will be used to / will get used to** the accent, though it might take some time.
- 3 At primary school, we didn't have a different teacher for each subject. Now, I **am used to / got used to** having lots of different teachers, though it was strange at first.
- 4 I stopped eating meat two years ago. I **have been used to / have got used to** not eating it, though it took a while.
- 5 My friend moved into a noisy flat. She still can't tolerate the noise. She **didn't use to / hasn't got used to** it.

4 ☆☆ Complete the text with the correct form of the verbs in brackets and the correct form of *used to, be used to or get used to*.



The success of Sikkim

Farmers in the state of Sikkim in India

1 used to use (use) chemicals like pesticides to produce crops, but that has totally changed now. The state banned all pesticides and GMOs (genetically modified organisms). At first, the farmers couldn't 2 grow (grow) plants without chemicals. They produced less, which was difficult as they 3 have (have) small crops. However, after just three years, the amount of crops was the same as they 4 have (have) before the changes. Now, farmers 5 grow (grow) crops without chemicals – it seems normal for them. Then, the state became the first organic state in the world. Previously, not so many tourists 6 came (come) to this area, so people 7 see (see) many foreigners, but that has changed too. Tourism has increased 70% since Sikkim became organic, as people come to enjoy the natural beauty of this state and the incredible food it produces. Today, local people 8 see (see) tourists. The government is hoping to create more organic states in other parts of the country.

5 ☆☆☆ Answer the questions about you.

- 1 How long did it take you to get used to being at secondary school?
—
- 2 Did you use to learn English when you were six years old?
—
- 3 Do you think it would be easy or hard to get used to living in another country? Why?
—
- 4 What sports or activities are you used to doing every day/every week? How long have you been doing them?
—

An article

BUILDING BETTER CITIES

We are an urban planet. For the first time ever, in 2007, there were more people living in cities than elsewhere. Worldwide, there are now over 30 'megacities', cities with a population of over 10 million. Building sustainable cities should interest everyone. Why?

It is estimated that over 4.2 billion people currently live in cities and that figure is predicted to rise sharply, with 43 megacities worldwide by 2030. This rapid growth has meant that many cities, especially those in developing countries, have slums, with about 820 million people living in them today. This growth could lead to inadequate sanitation, poor waste collection and a lack of access to decent transport in these cities. Even cities without slums, due to rapid expansion, often have inadequate facilities and housing. We need a huge investment in infrastructure and better planning to make our cities safe, pleasant places to live and work in.

Living in a city can also be bad for your health. In the last few years, about 4.2 million people have died due to air pollution and, in 2016, the UN (United Nations) estimated that 90% of city-dwellers have been breathing unsafe air. The effect of cities on the environment is also a concern. Cities produce over 75% of carbon emissions and consume 60–80% of energy worldwide. They also use large amounts of resources such as fresh water.

By making cities more sustainable, we could create places where everyone has a good quality of life without damaging the environment. So what would a sustainable city look like? It would have adequate, safe and affordable housing, good access to public transport, clean air and plenty of safe green spaces, such as parks, available to everyone. It would be energy-efficient, use affordable clean energy and be prepared for climate change and natural disasters.

Many cities are making positive changes to become more sustainable. Norway's capital, Oslo, is a great example. It aims to be climate-neutral by 2030 and have a car-free city centre. Parts of the city are powered by geothermal or solar energy and new public buildings must generate energy rather than consume it. People with electric cars pay less for electric bikes and get other discounts. One sustainable area was built along the Akerseleva river walk. Perhaps one day, all cities will be like Oslo – let us hope so.



1 ☆ Match the words in the box with the definitions.

facilities housing resources slum

- 1 a poor area of a town or city where houses are in a bad condition slum
- 2 things that exist in nature and can be used by people _____
- 3 things such as services that are provided for people to use _____
- 4 buildings for people to live in _____

2 ☆☆ 20 Read and listen to the article. Choose the correct option.

- 1 A megacity is a city with **over 10 million/ about 30 million** inhabitants.
- 2 By 2030, there are predicted to be **twice as many/ over 40** megacities.
- 3 Many cities have slums because **they grew so fast/ there are no materials for housing**
- 4 In Oslo, **if you drive an electric car, you pay less/ the whole city is powered using geothermal energy.**

Subskill: Summarising a text in your own words

Identify the main ideas and important arguments and then express them using your own words.

3 ☆☆☆ Use the notes to write a summary of paragraph 2.

Cities – grown rapidly. Lots have slums, poor living conditions. Number of city-dwellers – increasing fast. Other cities also poor living conditions. Need to invest in infrastructure and planning – for sustainable cities – good places to live/work in.

4 ☆☆☆ Answer the questions with your own ideas.

- 1 Would you rather live in a city or in the country? Why?

- 2 What could be done to improve your town/city, or the closest city to where you live?

Politely interrupting

- 1 ☆ Complete the sentences with the correct words. The first letters are given to help you. There may be more than one possible answer.**

1 Do you **mind** _____ if I add something?

2 Sorry to **i** _____, but could I
a _____ something?

- 3** Is it OK if I j _____ i _____ for a moment?

- 4 Before you **g**_____ **o**_____, I'd like to **s**_____ something.

5 Sorry to **c** _____ you **o** _____,
but I'd like to **a** _____ something.

- 6 E** me for a second, but ...

- 2** ☆☆ Complete the mini dialogues with the words and phrases in the box.

- a minute finish what I have to say finished
haven't finished yet was saying

- 1 **A:** If I could interrupt for a moment?

- B:** Sorry, but I *haven't finished yet*.

- 2 A:** I think –

- B:** I've got an idea!

- A:** Wait _____. As I _____, I think that we should raise money for charity.

- 3 A:** What do you think about it?

- B:** It's a great idea because ...

- A:** I agree.

- B:** I'll just _____ .
I'm almost _____

- 3** ☆☆☆ Read the task and then write a short dialogue. Include expressions for politely interrupting and continuing to speak.

- You're discussing why affordable clean energy is important with a friend, but they won't stop talking. Interrupt politely and express your views.

- 2** Would you like to volunteer at Mary's Meals or a similar organisation? Why/Why not?

A formal letter of complaint

1 ☆ Are the expressions for expressing strong opinions (ESO) or adding information (AI)?

- | | |
|------------------------------|-----------------------|
| 1 Furthermore <u>AI</u> | 4 In addition _____ |
| 2 I have no doubt that _____ | 5 What is more _____ |
| 3 I truly feel that _____ | 6 Without doubt _____ |

2 ☆☆ Match 1–5 with a–e to make formal expressions.

- | | |
|---------------------------------|---|
| 1 This is _____ | a you could look into the matter. |
| 2 I am writing to express _____ | b unacceptable. |
| 3 I would be grateful if _____ | c my dismay at the news. |
| 4 I trust that _____ | d something is done. |
| 5 I must insist that _____ | e you will take steps to ensure it is resolved. |

3 ☆☆☆ Read the task and write a short letter of complaint.

The local council is planning to close the skate park near your home. It is used by young people who have few other places to go, encourages them to do exercise and doesn't cost much money to maintain.

Super skills

COLLABORATION

Respecting others

Complete the sentences and questions with the words in the box.

case consider go look looking
perspective point rethink view way

- Should we consider other views?
- That's a good _____, let's _____ our idea.
- That's only one _____ of _____ at it.
- I'm not sure I _____ along with that _____.
- That's not necessarily the _____.
- Do we need to _____ at this from a different _____?

Vocabulary review

Global issues

1 Read the text and choose the correct option.

The Sustainable Development Goals (SDGs) were drawn up in 2012. The 17 goals affect everyone. Tackling **1 climate change/homelessness** means looking at the environment and resource management. Building **2 infrastructure/sustainable** cities for people to live and work in requires investment in **3 infrastructure/services** using **4 affordable clean/climate change** energy for our homes and transport, and reducing **5 sanitation/pollution** so our air and water are clean. When we achieve **6 gender equality/unemployment**, our children will have better opportunities. Diversity, **7 inclusion/access** of all types of people and **8 conflict/fighting** resolution will end fighting, bring peace and help the economy to improve. When we have **9 justice/endangered**, tolerance and the right to **10 choose/vote**, society will be fairer.

Phrasal verbs for achieving goals

2 Complete the text with the correct form of the verbs in the box. There is one extra verb.

carry on catch on pay off pull off
put off start up take off work out

HALFCODE

Worldwide, there are around 285 million blind or visually impaired people and 446 million people with hearing loss. One of Richard Black's friends was partly deaf and the teenager decided to do something to help. He didn't **1** put off taking action, but started immediately. First, he **2** _____ what to do and then he **3** _____ his own company, Halfcode. Halfcode uses technology to help people with visual or hearing disabilities to be independent. The hard work has certainly **4** _____ for Richard, and interest in his company has **5** _____, with lots of online articles talking about him and his company. He is now developing smart glasses which use live-stream videos and have a microphone and headphones to help improve the lives of those with hearing and sight difficulties. If Richard **6** _____ it _____, many deaf people will be able to join in social activities they couldn't before. After that, hopefully Richard won't stop; he'll **7** _____ producing other great products that make a difference to society and help end discrimination.

Grammar review

Verb patterns

- 1 Complete the text with the correct form of the verbs in brackets. There may be more than one possible answer.

About Latest posts Archives

Actor and activist

You might remember

1 seeing (see) Yara Shahidi on television – she was only nine years old when she started 2 _____ (act) and 14 when she got a major role in a TV series. However, she isn't just known for 3 _____ (be) a great actor. 4 _____ (spend) time in Hollywood convinced 5 _____ (she / campaign) for diversity and equality in the film industry. She also helped 6 _____ (start up) digital meeting rooms through the organisation Yara's Club, for secondary school students 7 _____ (discuss) social issues. She wanted to encourage 8 _____ (they / think) about these issues and talk about taking action. Yara worked on Let Girls Learn, an international programme that encourages girls 9 _____ (get) an education. Around the world, many girls love 10 _____ (learn), but their parents don't allow 11 _____ (they / continue) or can't afford 12 _____ (send) them to secondary school, so they have to stop 13 _____ (go) to school.



Round-up

1 2 3 4 5 6 7 8

Read the article and choose the correct option.

Although she's still a teenager, Mya-Rose Craig **1 achieved/had achieved** a lot. Mya-Rose **2 knows/is known** as 'Birdgirl', the name of her popular blog, which she started at the age of 11. She's a keen birdwatcher and became **3 the youngest/younger** person ever to see 50% of the world's bird species when she was just 16. As a child, she **4 is used to/used to** travel a lot with her family and she **5 has visited/had visited** all the continents in the world by the time she was 13. Mya-Rose is passionate about the environment and **6 has been campaigning/is campaigning** for positive change for years. After hearing about a terrible oil spill in a World Heritage Site in Bangladesh, she **7 could/was able to** reach her target of \$30,000 to have it **8 clean/cleaned** up. She also campaigns for diversity and inclusion in the environmental movement and started up Black2Nature **9 to encourage/encouraging** young people from all backgrounds to get involved in conservation. Black2Nature also takes groups of teens camping, because if they **10 don't have/hadn't had** these experiences, they wouldn't have spent time in nature or got interested in it. When she **11 finishes/will finish** secondary school, Mya-Rose intends to have a gap year before going to university, where she **12 will be studying/will have studied** politics and international relations. I wish I **13 achieved/had achieved** as much as she has by her age! She **14 must have worked/should have worked** extremely hard to achieve all this.

*used to, be used to, get used to*

- 2 Choose the correct option.

- Look at that dog – it's scared. It **didn't use to be/isn't used to being** in big crowds.
- When we went on holiday to Spain, I **wasn't used to/didn't use to** the heat. I suppose if I lived there, I **am used to/would get used to** it.
- Were you used to/Did you use to** go to the beach on holiday when you were a child?
- I've been performing in front of an audience for weeks. I **'m used to playing/used to play** in public now, though it took me a while to **be used to/get used to** it.

Self-evaluation

Read the objectives for this unit.

How well can you do each one?



- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1 I can talk about global issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can use phrasal verbs to talk about achieving goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can use verb patterns correctly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can use <i>used to, be used to</i> and <i>get used to</i> correctly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can summarise a text using my own words. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can listen and correct mistakes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can interrupt politely. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I can use formal language in a letter of complaint. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose 😞, ask your teacher for extra help.

MANAGING ANGER

We all get angry sometimes, and anger is a natural emotion which can help us face up to our problems. But too much anger is unhealthy for us and unpleasant for other people. It's important to be aware of our emotions so we can manage them better.

1 Answer the questions.

- When was the last time you got angry?

- Were you angry with a person or a situation?


- How did you react?

- Do you still feel angry about it now?

- Looking back, were your anger and how you reacted appropriate to the situation?

2 Complete the table with the words in the box.

angry annoyed furious irritated
mad (US English) raging

mild  extreme		
_____	_____	_____
_____	_____	_____

3 Complete the text with the verbs in the box.

ask calm control have lose owe raise

When you **1** _____ an argument with someone it's important to try not to **2** _____ your voice or **3** _____ your temper. You should make an effort to keep **4** _____ and **5** _____ your emotions. Later on, try to understand what made you react that way. Think about the other person: maybe you **6** _____ them an apology. And if you lose control a lot, perhaps it could be time to **7** _____ for help.

4 Read the text from a self-help website on p69. Match two pieces of advice in the box with each step.

get calm by breathing slowly
know what type of things make you angry
move away notice if your body is tense
think about positive things try some slow counting

Step 1: _____

Step 2: _____

Step 3: _____

5 Add these pieces of additional advice to each step.

- Look at yourself in a mirror – is your face red?
- Make a note on your phone so you can remember the causes: know your 'enemy'.
- Putting on headphones can create some personal space.

6 Read what some other people think. Tick (✓) the ideas you identify with.

I often get angry when I'm hungry – I can't control myself when I need to eat!

☐

We don't argue in my family, and I find it very upsetting when people get angry.

☐

My sister and I repeat different versions of the same argument all the time.

☐

I know I lose my temper too much, but I always apologise later when I realise I was wrong.

☐

I like a good argument – I think it's good to be open about how you feel.

☐

7 Complete the sentences with your own ideas.

- A situation that often makes me angry is when

- I'm more likely to get angry when I feel

- Next time I get angry, I'm going to try

HOW TO MANAGE ANGER

Step 1

Get some distance

When we're angry, we can lose control of our behaviour. This means we may do or say things which we will later regret, or which could even be dangerous. One of the first things you need to do is get some distance from the situation which is making you angry. Next time you start getting annoyed, try going to a different room or going out for a walk. But even counting slowly to ten is a good way to create distance between you and your anger.



Step 2

Focus on your body

One of the best ways to control emotions and deal with pain is to concentrate on your breathing. Breathe in slowly while you count to three. Notice the breath filling your lungs, then count to three again as you breathe out. Do a quick check of your body: a lot of us keep tension in our face or hands when we're angry. As you breathe, try to relax your face and body.

Step 3

Understand your triggers

It's important to be aware of your triggers: the things that cause you to lose your temper. If you know what regularly makes you angry, you can try to avoid it, or at least be ready for the feelings before they come. Try listening to a piece of music that you love, or thinking about a special place where you always feel happy. This could help you to avoid your anger getting worse.



THINKING ABOUT YOUR SOCIAL INTERACTION

Humans are social animals. Studies have shown that talking to other people increases feelings of happiness and that the more interaction you have, the happier you feel. In contrast, loneliness has negative effects on health and happiness.

1 Who do you interact with? Underline the people you have spoken to in the past 24 hours.

classmates immediate family members
friends members of extended family
neighbours people on public transport
shop assistants strangers teachers
teammates/people you do activities with
trainers/activity leaders outside school

2 A student kept an 'interaction diary' for 24 hours, then put the information in a pie chart. Think about the past 24 hours and make a pie chart for you.

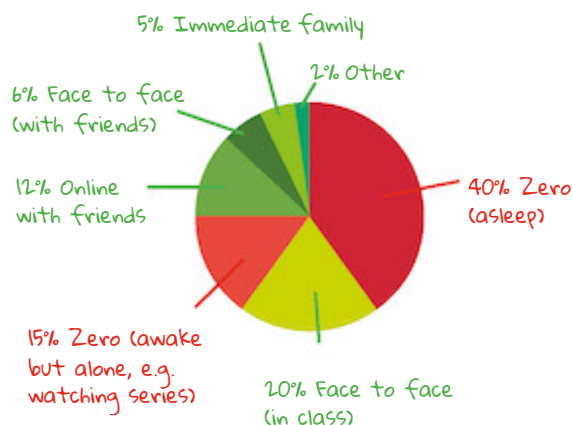
Green = interaction, Red = no interaction

7:00 Wake up, shower, dress; check Instagram

7:45 Breakfast with Mum and Dean

8:00 Walk to bus stop

8:10 (on bus) Check and post on class WhatsApp group



3 The phrasal verbs in the box describe aspects of relationships and social interaction. Complete the definitions with the phrasal verbs.

catch up with someone make up for something
miss out on something run into someone
talk something over work on something

- 1 discuss something _____
- 2 do something that corrects a bad situation

- 3 put effort into _____
- 4 meet unexpectedly _____
- 5 find out what someone has been doing since you last saw them _____
- 6 not be able to enjoy _____

4 Use the correct form of the phrasal verbs in exercise 3 to complete the text. Use each verb once only.

The other day, by chance, I 1 _____ an old friend of mine, Lucas. We used to hang out together all the time and we got on really well, but about two years ago we had an argument about punctuality. I mean – how stupid! We didn't speak for ages because he was ten minutes late! Anyway, it was lovely to 2 _____ him and find out everything he'd been doing, but it was also annoying to think that for two years we 3 _____ on spending time together. We 4 _____ and both agreed that it was crazy to fall out over something so trivial. It made me realise you need to 5 _____ your friendships and be prepared to forgive and forget. Lucas and I are determined to 6 _____ lost time – we're meeting again on Saturday!

5 Do the quiz on p71. Then add the points in brackets to calculate your total score and read the result.

6 Answer the questions.

- 1 Do you agree with the results?

- 2 Do you think this type of quiz is accurate? Why/Why not?

- 3 Do you think this type of quiz is entertaining? Why/Why not?

HOW BIG IS YOUR

SOCIAL CIRCLE?

Do you have a few close friends or are you part of a bigger group? Do you prefer to spend time with people who are just like you or are you open to friendships with other people who may be quite different? Take our quiz to find out more about your social circle.

- 1 At a party, do you want to ...
 - a catch up with a lot of your friends. (2)
 - b have a long conversation with one person. (1)
 - c use the opportunity to meet new people. (3)
- 2 Do you like having ...
 - a a diverse group of friends and meeting other people through them. (3)
 - b a big group of people you get on with, who you've known all your life. (2)
 - c a few close friends with similar interests. (1)
- 3 At a family wedding, do you ...
 - a stay with the family members you live with. (1)
 - b make an effort to get to know distant relatives of all ages. (3)
 - c hang out with cousins and family friends your own age who you see regularly. (2)
- 4 How do you feel about talking to people a lot older than you?
 - a I'd prefer to be with people my own age. (2)
 - b So-so. It's OK if it's someone I know well, like my grandmother. (1)
 - c It's great! I always learn something new. (3)



4-6: You prefer a few close friends to lots of superficial relationships, but sometimes this means you end up on your own. It's OK to have more casual friendships, too.

7-9: You have lots of friends, but they tend to be people who are very similar to you. Why not try meeting some new people who are different for a change?

10-12: You're open and comfortable meeting new people or having friends who are different from you. But try not to become a 'social butterfly', always looking for something new.

7 Here are some tips for improving your social interaction. Choose two of the ideas you could try (or invent your own) and write a paragraph to explain your choice.

- put your phone down when talking to someone
- write a list of people you used to see but have lost touch with; try to contact one each week
- say 'Hello' to people you normally just walk past
- have a conversation each week with someone much older or younger than you in your family
- count how many people you say 'Hello' to in one day; try and increase the number

DEALING WITH PEER PRESSURE

Everybody wants to be liked and we all have things in common with our friends. But sometimes the desire to be part of a certain social group can cause us to change our behaviour, not always in a positive way. Peer pressure is the influence that other people of your own age have on the way you behave or dress.

1 Look at the two photos. What are the pros and cons of looking like your friends?



2 Which of the following things would you do because of your friends?

- listen to a certain type of music
- buy a particular brand of clothes
- behave differently in class
- watch a particular TV series
- do things your parents would not be happy about
- have your hair cut a certain way
- lie
- use certain expressions when you speak
- try a new activity

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3 Answer the questions.

- 1 Do you think you are influenced by peer pressure (positively or negatively)?

- 2 Can you think of a time when you put pressure on someone to change their behaviour (positively or negatively)?

4 Read the article on p73 and choose the best title. Explain why.

- a How can you respond to peer pressure?
- b What is peer pressure?
- c Why is peer pressure a problem?

5 Answer the questions.

- 1 How did Jenna change at her new school?

- 2 Why were her parents shocked when they spoke to Jenna's teacher?

- 3 Why do people follow peer pressure?

- 4 How can peer pressure be a positive force?

- 5 Why might you have to change your friends?

6 Look at the phrases in bold in the article and match them with the definitions.

- 1 laughing about another person

- 2 copy the behaviour of other people

- 3 you need to be brave to _____
- 4 be brave enough to do something

- 5 form part of a group _____
- 6 someone who always gets top marks at school

- 7 not being part of a social group



When Jenna started at a new school last year, she desperately wanted to **fit in**. At her old school, Jenna had been **a straight 'A' student**, but at her new school, she quickly realised that the cool kids were **making fun of** those who paid attention in class or worked hard to get good grades. Soon Jenna was sitting in the back row, talking in class and handing in her homework late. Her parents were shocked when they got her term grades, and they didn't recognise the girl they heard Jenna's class teacher describing when they spoke to him.

Jenna was a classic victim of peer pressure. She went from being a good student to a bad one simply to avoid **being an outsider**. It's often easier to **follow the crowd**, even if it means changing your behaviour, altering the way you look or doing things you know to be wrong; it **takes** a lot of **courage** to be different. We often associate peer pressure with bad behaviour, but is it always a negative thing? Not necessarily. Peer pressure could also encourage someone to try something new, like a sport or an activity they wouldn't have **dared** to do on their own. It can also be a force for positive change, for example if people join together to stop a bully.

The key is to make sure you are true to yourself and the sort of person you want to be, even if you have to re-think who you want to be with.

7 How might things have been different if Jenna had ignored the cool kids? Write your ideas.

8 Complete the sentences to summarise what you have learnt.

- 1 In response to peer pressure, people change things like ...

- 2 We often think of peer pressure as negative because ...

- 3 It can be difficult to resist peer pressure because ...

- 4 Peer pressure can be positive if ...

- 5 The most important thing is ...

ACHIEVING HAPPINESS AND WELL-BEING

Happiness is just one part of our general well-being. Other factors that lead to well-being include having a sense of purpose or achievement, feeling useful or being close to friends and family. Nobody is happy all the time, but people generally feel better when they are satisfied with different aspects of their lives and with their relationships.

1 Read the article about achieving happiness and well-being on p75 and answer the questions.

- Are happiness and well-being the same? Why/Why not?

- What different things contribute to our well-being?

- What two things mostly make people feel happy?

2 Complete the sentences for you.

- One thing that always makes me happy is _____.
- I find it hard to feel happy when _____.
- I think _____ is a very happy person because _____.

3 Complete the table with the missing parts of the word families.

Noun	Verb	Adjective
_____	_____	achievable
_____	_____	useful
_____	_____	satisfied
_____	_____	beneficial
_____	_____	enjoyable
_____	_____	pleasing/ pleasurable
_____	_____	relaxing/relaxed
_____	_____	stressful

4 Complete the sentences with the missing words. The first letters are given to help you.



- Working as a volunteer brings me a lot of **s**_____.
- One of the **b**_____ of staying in the same neighbourhood is keeping close to childhood friends.
- For me, taking a walk on the beach is one of the most **r**_____ things I can do.
- It's important to have goals, but they need to be **a**_____.
- I get a lot of **p**_____ from spending time with my friends.

5 Read the article again and choose the correct heading for each section.

- Be healthy _____
- Get the balance right _____
- Become more independent _____
- Look after your relationships _____
- Keep motivated _____

6 Are the sentences T (true) or F (false)?

- Supporting other people is equally as important as being loved. _____
- When we're busy at school we have to accept not relaxing for a few days. _____
- Satisfaction can come from different kinds of things. _____
- There's little connection between goals and well-being. _____
- It's a good idea to take exercise several times a week. _____
- Parents and teenagers often disagree about rules. _____

7 Answer the questions.

- Which of the five areas in the text do you think has the greatest impact on your well-being and happiness? Why?

- Which area do you think you could improve on?

LOOKING AFTER OUR WELL-BEING



A

The connections we have to family and friends are highly beneficial to our well-being. The love and support we receive from others is important, but it's a two-way street: caring for other people and feeling needed is just as important.



B

Life for teenagers can feel very stressful. At school, there's always an exam to study for or homework to complete. So it's important that we also take time to do the things we enjoy. That may mean being active, seeing friends or simply relaxing on the sofa for an hour or two.



C

People get satisfaction from different things. For some people it's important to achieve, whether that means getting good grades or feeling useful by helping other people. Others like the challenge of trying something new. But whatever they are, having goals is a key part of our well-being.



D

If we don't look after our bodies, our well-being will definitely suffer. There are three simple things we really must do every single day: get some exercise, eat a balanced diet and get enough sleep. Do this and we're already halfway to happiness!



E

A common cause of conflict between young people and our parents is rules and limits. We want to make decisions and take more control over our lives, but parents often feel we aren't ready for that kind of responsibility. It has to be a gradual change, so we need to be ready to negotiate and use every opportunity to show how responsible we can be.



BEING AN ACTIVE LISTENER

We listen to other people all the time – or do we? Very often other things get in the way and we don't always listen with our full attention. But when we have a problem or need someone to listen to us, we expect them to be 'present'. Maybe it's time to think about just how well we really listen.

1 Match 1–3 with a–c to make sentences.

- 1 Normally when we listen _____
 - 2 When we listen actively _____
 - 3 Paying attention when someone is speaking _____
- a our main goal is to understand what the other person wants to say.
 - b makes them feel we care.
 - c we are more focused on our answer than what the person is saying.

2 Look at the two types of conversations in the table and think of examples for you. Then complete the table.

Noun	Conversation 1 I was the listener	Conversation 2 I was the speaker
Who I was talking with		
What the speaker was talking about		
Was the listening 'active'?		
How did I feel?		

3 Read the text and complete the gaps with the prepositions in the box.

by (x2) for from on to



When we're listening to another person, it's easy to get distracted 1 _____ all kinds of things. It can be difficult to concentrate 2 _____ the conversation if you have other things on your mind, and this will prevent you 3 _____ paying your full attention 4 _____ the other person and what they have to say. While this is natural, you don't want the other person to feel ignored 5 _____ you, so it's better to recognise it, apologise 6 _____ getting distracted and ask the person to summarise what they have said before moving on.

4 Read the poster on p77. What do you think is the most useful piece of advice?

5 One point is missing from each section of the poster. Choose the best section for each of the points a–d.

- a Sometimes it's a good idea to say nothing. Don't worry about silence; sometimes it helps the speaker think about what they want to say.

- b Switch off your phone. The last thing you want is to get a call or message alert at the crucial moment.

- c When we listen it's very easy to start thinking about our own experience. If you feel yourself about to say 'That reminds me of when I ...' – stop! You're there to listen.

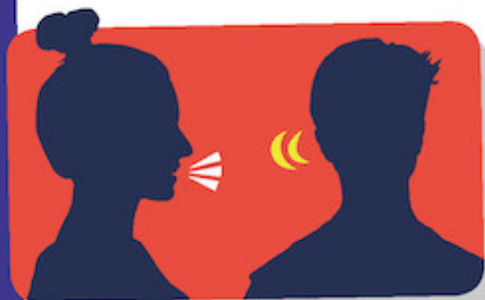
- d Eye contact is a very effective way to show you're listening.

HOW TO BE

AN ACTIVE LISTENER

AVOID DISTRACTIONS

- * Find the right place for the conversation: you're not going to be able to concentrate on listening if there's a lot of noise and, if it's a serious subject for your friend, they may not wish to talk about it in public.
- * Make sure you have enough time to talk properly. The last thing you want is to have to break off the conversation at an important moment because you need to be somewhere else. You need to make the time to pay attention to what is being said.



BE AWARE OF YOUR BODY

- * Show you're focused by facing your friend and remember that your body language can give away how you're feeling. If you cross your arms and lean back, your body is saying 'I disagree with you' before you even open your mouth.
- * If you keep moving or touching things, it looks like you aren't focusing on the conversation. Try to keep still.

THINK ABOUT WHAT YOU SAY

- * Use open questions (starting with 'Why?', 'How?', etc.) if you want to really find out what your friend has to say.
- * It can be helpful to summarise what your friend has said to check that you've understood properly.



FOCUS

CONTROL YOUR THOUGHTS

- * Try not to be distracted by your own thoughts. You may have things on your mind, but try to put them to one side while you listen.
- * Try not to judge. Keep an open mind and let your friend speak before you give an opinion.

- 6** Read what Alice, a student, says about a recent conversation. Which pieces of advice on the poster did her friend break?

The other day I was telling my friend Clara about a big argument I'd had with my sister, but I don't think she was interested. She kept checking her phone and playing with her hair and then she just turned the whole conversation round to a row she'd had with her parents. I didn't really feel very good at the end of the conversation and I wish I'd spoken to someone else.

- 7** Complete the sentences about how you can become a more active listener, using advice from the poster or your own ideas.

1 Two things I'm going to try to do are

2 One thing I'm going to try not to do is

CHALLENGING YOURSELF

It's easy to stay in our comfort zone – doing familiar things which reduce stress and risk to a minimum. But scientists think it's better to aim for a state of 'optimal anxiety', just outside our comfort zone, where trying out new things with the right amount of risk and challenge will help us perform at our very best.

1 Complete the sentence (A, B or C) that best describes you.

- A I like to take risks and try new things because _____
- B I prefer to just try new things occasionally because _____
- C I don't like trying unfamiliar things because _____

2 Read the text. Which reason 1–5 is most relevant to each speaker A–E?

5 reasons to CHALLENGE YOURSELF

- 1 Too much routine prevents us from growing.
- 2 Risk is good for the brain – it makes us more creative.
- 3 You'll learn new things if you step outside your comfort zone.
- 4 You'll get better at dealing with change.
- 5 If things don't turn out quite right, you'll still have had a great learning experience.

A I'm feeling very anxious about moving to a new school.

B What if it all goes horribly wrong?

C I'm so bored. Every day's the same.

D I haven't got any ideas.

E I feel stuck – I never do or learn anything different.

3 Read the sentences with easily confused words. Match the definitions a–f with the words in bold.

- 1 I like a **challenge**. I don't mind doing new things which are a bit difficult.
 - 2 She's a big fan of high-**risk** sports like skiing and surfing.
 - 3 He's got a lot of work on and is quite **stressed** just now.
 - 4 I often get very **nervous** before I have to speak in front of the class.
 - 5 I found the first class very **motivating**. I'm looking forward to continuing next week.
 - 6 The instructor was very **encouraging** and didn't make me feel stupid for being a beginner.
- a feel worried about something
b something that can be dangerous
c makes you feel more confident and hopeful
d feel a lot of pressure or worry
e something that requires effort
f make someone want to continue to do something

4 Read '4 ways to challenge yourself' and the first entry in Kiara's diary on p79. Which tips does she follow? Explain your answers.

4 WAYS TO CHALLENGE YOURSELF

- 1 Start with small changes: try sitting in a different place in class or giving up meat for a week.
- 2 The next time someone asks you to try a new activity, make sure your answer is 'Yes'.
- 3 Think about the fun, not the fear.
- 4 Draw a circle diagram, including some things that are outside your comfort zone that you'd like to try.

5 Read the second entry in Kiara's diary and choose the best summarising sentence.

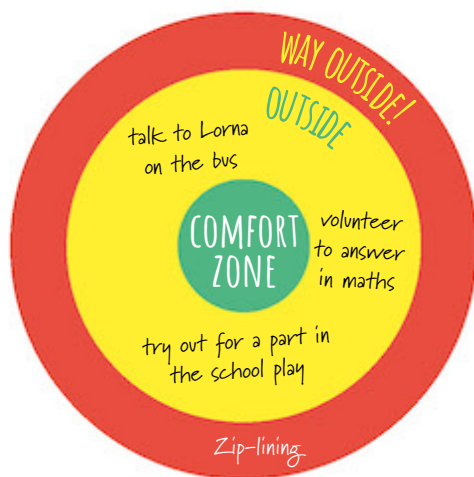
- a She was quite confident from the start.
b She was nervous, but in the end it was a success.
c She regretted having challenged herself.

TUESDAY

I was thinking about what Dan said – that I always play safe and avoid risks. I think he's probably right. So today I took the first steps outside my comfort zone.

I see Lorna on the bus every day, but I never sit with her. She's so much cooler than me and I was convinced I'd say something stupid. But today I sat next to her and it was fine – she's really nice and much friendlier than I'd thought.

However, I think that first success was maybe a little bit too motivating, because later Caro asked me to go zip-lining – and I said 'Yes'! What was I thinking?!!!



SATURDAY

Woke up today REALLY nervous about the zip-lining. Why did I say 'Yes'? It got worse on the way to the forest park – I thought I was going to be sick.

We got all our equipment and climbed up to this platform high up in the trees. I felt awful, but our instructor, Melanie, was lovely. She could see I was nervous and she was really encouraging and explained everything very clearly. In the end she gave me a gentle push and – I was off. It was AMAZING! You go flying through the trees, high up above the forest. The views were incredible. As soon as I landed on the platform on the far side, I was looking for the next zip-line.

We had a brilliant afternoon and I'm really pleased I pushed myself to do something new. Next week: parachuting (joke!).

6 Read the two diary entries. Are the sentences T (true) or F (false)?

- 1 Kiara agrees with Dan's description of her. ☐
- 2 Kiara got on well with Lorna. ☐
- 3 Kiara was looking forward to her day out with Caro. ☐
- 4 Kiara calmed down during the journey. ☐
- 5 The instructor helped Kiara feel better. ☐
- 6 Kiara enjoyed the experience after the first couple of lines. ☐
- 7 Kiara is going to go parachuting soon. ☐

7 Draw your own 'Outside my comfort zone' circle diagram. Include a mix of things – some small changes and some bigger challenges.

DOING THINGS IN MODERATION

If you enjoy something, or simply think it's good for you, it's easy to think that doing *more* of it will make you feel even better. But this isn't necessarily the case. It's easy for this behaviour to become extreme or an obsession, which isn't healthy at all.

1 Classify the activities as E (extreme) or N (normal) in your opinion.

- going to the gym seven days a week _____
- not eating any animal products _____
- sleeping 5–6 hours per night _____
- drinking four cups of coffee a day _____
- studying six hours a day at weekends _____
- only eating chocolate once a month _____

2 Match words 1–8 with definitions a–h.

- | | |
|------------------|---|
| 1 balanced (adj) | a situation when you are unable to stop doing something harmful |
| 2 addiction (n) | b allow yourself to have/do only a limited amount of something |
| 3 discipline (n) | c a lot more than is normal or usual |
| 4 extreme (adj) | d following the rules exactly |
| 5 moderation (n) | e with a good mix of different things |
| 6 obsession (n) | f a reasonable or normal amount |
| 7 restrict (v) | g thinking only about one thing in a way that is not normal |
| 8 strict (adj) | h the ability to control your behaviour |

3 Complete the two texts with the words in exercise 2.

A

My father's got a bit of an **1** _____ to coffee – he drinks at least eight cups a day. Personally, I think it's a bit too **2** _____. Coffee's OK in **3** _____, but all that caffeine can't be good for him.

B

My friend Daniel has recently become a vegetarian – I think it's become a bit of an **4** _____. He's quite **5** _____ with his parents and he tries to **6** _____ what they eat. You need a lot of **7** _____ to be a vegetarian and I'm not sure I could do it. For now, I will try to have a **8** _____ diet.



4 Read the blog and the posts on p81. Write Carlos, Boomer or Marlene.

- 1 _____ is in favour of moderation.
 2 _____ is against moderation.
 3 _____ is undecided/doesn't say.

5 Find words or expressions in the text that mean:

- 1 more or less correct _____
 2 something positive _____
 3 I think ... is true _____
 4 a drink taken to help build muscle _____
 5 worry _____
 6 interesting idea _____
 7 someone who takes things to extremes or not at all _____

6 Answer the questions.

- 1 Why does Ben think sleeping is something we should do in moderation?

 2 Why does Carlos think his cousin has an obsession with his body?

 3 What problems can come from excessive exercise?

 4 What does Boomer think about moderation?

 5 Is Marlene good at controlling her behaviour? Why/Why not?

7 Read the quotation by the satirical writer, Oscar Wilde, and answer the questions.

“Everything in moderation, including moderation.”

- 1 What do you understand by this quotation?

 2 Can you think of two situations when it might not be a good idea to do things in moderation?

This week on Ben's Blog:

MODERATION – LOVE IT OR HATE IT?

Most people say that eight hours of sleep a night is about right. If you sleep six or less you're soon going to have difficulty concentrating, but stay in bed for ten hours or more and you'll become slow and sleepy. Sleep is definitely one area where moderation is a good thing. But is moderation always good? Add a comment below with your thoughts.



Carlos, Bogotá

I'm a real believer in moderation. My cousin has a complete obsession with his body. He spends hours in the gym and recently he's started having protein shakes. I'm really worried he's going to develop some kind of addiction.

**BEN
SAYS**

I understand your concern, Carlos. Being fit is one thing, but becoming obsessive just isn't healthy and too much exercise can do real damage to your body.

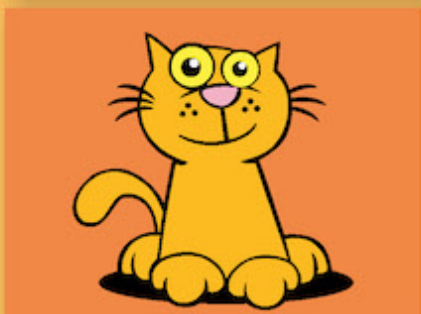


Boomer, Florida

What is moderation anyway? For me playing video games for two hours is quite normal, but for someone else that could be extreme. It completely depends on the person, their circumstances and what they're into.

**BEN
SAYS**

Good point, Boomer.



Marlene, Paris

I'm an all or nothing person. I never eat chocolate, because I know if I start I can't stop. It's easier for me to have a strict rule and never break it, than to try and do something in moderation.

**BEN
SAYS**

That's interesting, Marlene. I guess we also have to recognise the type of people we are and find what works for each of us as an individual.

DEVELOPING A SOCIAL CONSCIENCE

Sometimes you might feel that the world belongs to other people and that adults make all the decisions. However, in recent years, a number of teenage activists have made a big impact on issues such as the environment, racism and the rights of women and children. The first step to getting involved and making a difference to the world of tomorrow is by developing a social conscience today.

1 Match speakers 1–5 with descriptions a–e.

- 1 This person feels powerless, but uses it as an excuse.
 - 2 This person isn't interested in social issues.
 - 3 This person is interested, but unsure what to do.
 - 4 This person gets irritated by people who make excuses and thinks they should get involved.
 - 5 This person feels a responsibility to improve things.
- a 'Saying "it's too hard" is just an excuse. Do something about it.'
 - b 'It doesn't make any difference what I do – no one's going to listen to me.'
 - c 'It's our world and we have an obligation to make the future better.'
 - d 'I'd like to get involved, but I don't know how.'
 - e 'That stuff's too serious – it's very boring.'

2 Complete 1–6 with the verbs in the box.

do go on raise sign start watch

- 1 _____ a documentary
- 2 _____ a campaign
- 3 _____ money
- 4 _____ a demonstration
- 5 _____ a petition
- 6 _____ voluntary work

3 Complete the sentences with the phrases in exercise 2.

- 1 There's a cake sale on Friday to _____ for the local hospital.
- 2 My parents _____ two evenings a week for a local charity.
- 3 I don't know much about animal rights, so I'm going to read a book and _____ a friend recommended.
- 4 We're collecting signatures to stop them closing the museum. Would you like to _____?
- 5 We're going to _____ in Manchester about climate change next month.
- 6 She's going to _____ to raise awareness about the problems disabled people have with transport in this city.

4 Read the article on p83. Which activities from exercise 3 belong in each section? Some activities can go in more than one section.

Section A: _____ Section D: _____
 Section B: _____ Section E: _____
 Section C: _____

5 Read the article again and complete the sentences.

- 1 Two examples of vulnerable people are _____
- 2 Before you decide how you feel about an issue, you should _____
- 3 Events in your local area are a good way to start _____
- 4 As a global citizen, you should keep yourself informed because _____
- 5 The saying 'actions speak louder than words' means _____

6 Complete the sentences with words in the text.

- 1 People who are weak or more at risk are _____.
- 2 Someone with difficulty walking, for example, is _____.
- 3 If something is done correctly and according to principles it is done _____.
- 4 The area where you live and the people you live with is your _____.
- 5 People who live in a particular place are its _____.

How to develop your social conscience



A Think about other people

Maybe things are OK for you, but what about other people, particularly those who are more vulnerable? How easy is life for the elderly or for disabled people? What about people who have recently arrived in your country or those who have social problems?



B Question what you see and hear

Don't just accept things as they are: ask if they are right. For example, are the things you buy ethically produced and environmentally friendly? And when you inform yourself, try to research different, contrasting points of view before you make up your mind.



C Think local

Keep your eyes open to what is happening in your community. These things have a direct impact on your daily life and on your family, friends and neighbours. Look out for local events that are happening, as there may be opportunities for you to get involved.



D Find out about world issues

We are all global citizens, so it's really important to know about the big issues of today that affect everybody, no matter where they live. We all share responsibility for the planet, so make sure you keep yourself informed.



E Do good

It's one thing to be well-informed, but actions speak louder than words. If you really care, do something. Volunteering is a great way to get involved and to develop other skills at the same time. But it's fine to start small: simply doing three good things every day can make a difference.

7 Write some ideas about things you could do to develop your social conscience or write about things you already do.

1 Two things I **do/could do** on a local level are

2 Two things I **do/could do** relating to world issues are



Reading and Use of English

EXAM SKILLS

Paper 1 is Reading and Use of English and it contains seven parts. **Parts 1–4** are Use of English and **Parts 5–7** are Reading. You have **1 hour and 15 minutes** to complete Paper 1.

Reading and Use of English Part 1

In Part 1, you complete multiple-choice questions in a text with four options (A, B, C, D) for each gap. There is one mark for each question.

- Think about set expressions, phrasal verbs and collocations.
- Read the phrases that come immediately before and after the gap.
- Before choosing an answer, think about what each one means. Eliminate any that are obviously wrong.
- Before finishing, check that your chosen answer makes sense in the gap.

1 Read the text below and decide which answer (A, B, C or D) best fits each gap.

Thumbs up!!

One of the most amazing parts of the human **0** D – in fact, something that **1** ___ us from many other animals – is right there on your hand, next to your fingers: the thumb.

2 ___ the fingers, thumbs have only two bones, but their unique **3** ___ and special muscles mean we can use them to perform a **4** ___ variety of movements. More importantly, the **5** ___ that they can move opposite the fingers means that we can use our thumbs to hold things, an ability that **6** ___ playing an important part in human evolution. Not only could our ancestors throw and hit things, but holding things in their hands **7** ___ that their mouths were free to do other things – like develop language.

- | | |
|-------------------------|----------------------|
| 0 A being | B people |
| C kind | D body |
| 1 A changes | B identifies |
| C distinguishes | D stands out |
| 2 A Unlike | B In contrast |
| C Different from | D Aside |
| 3 A form | B shape |
| C appearance | D build |
| 4 A big | B broad |
| C general | D wide |
| 5 A fact | B matter |
| C reason | D truth |
| 6 A ended in | B ended with |
| C ended up | D ended |
| 7 A points | B determined |
| C resulted | D meant |

Reading and Use of English Part 2

In Part 2, you complete gaps in a cloze text. There is one mark for each question.

- First, read the whole text to get a general understanding of it.
- There is only one word missing in each gap. Remember that most contractions count as two words.
- Check that each answer agrees (singular or plural) with the word that precedes or follows it.
- Remember to check your spelling.

2 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

The history of the rubber band

0 Although the Aztecs and Mayans were making rubber some 3,000 years ago, it was not **1** ___ the 19th century that rubber became more widely used. In the 1820s, inventor Thomas Hancock made various items of protective clothing from rubber. **2** ___, rubber was not a very reliable material at that time and in summer it would melt in **3** ___ temperatures. By the 1840s, a new process had **4** ___ developed which made the rubber stronger, and in 1845, Englishman Stephen Perry invented the first rubber band. Nowadays, we use them for all **5** ___ of things, from holding paper or vegetables together to tying up our hair. Can you imagine life **6** ___ them?



Reading and Use of English Part 3

In Part 3, you complete gaps in a text by forming an appropriate word from the same word family as the stem of the word given at the end of some lines in capital letters. There is one mark for each question.

- First, read the whole text for general understanding.
- Read each sentence and decide which part of speech (noun, adjective) or form (negative, interrogative, singular, plural) is needed to complete each gap.
- You may need to add prefixes or suffixes to give the word the correct meaning.
- After completing the task, check your spelling carefully as you won't get marks for incorrect spelling.

3 Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

THE WORLD'S MOST HELPFUL TREE

The Moringa Oleifera is a tree that grows in many parts of Africa, Asia and Latin America. It's an easy tree to grow and it's very **0** useful. It doesn't need a lot of water, it **1** _____ oil for cooking and lighting, and its leaves and flowers are an **2** _____ good source of food. But more **3** _____, the seeds of the Moringa Oleifera can be used to reduce the bacteria in **4** _____ water sources by up to 99%. And in these regions where an estimated one billion people **5** _____ on untreated water for their daily needs, that's a **6** _____ that could save literally millions of lives.

USE
PRODUCT
USUAL
IMPORTANT
POLLUTION
RELIABLE
CHARACTER

Reading and Use of English Part 4

In Part 4, each question has three parts: an initial sentence, a key word in capitals and a gapped second sentence. Complete the gap in the second sentence using the word in capitals and two to five other words so that the meaning is the same as the original sentence. This tests your ability to say something in more than one way. There are two marks for each of the questions, but you can get one mark if part of the answer is correct.

- Before doing the task, look at the word at the end of the line. Think about what type of word it is, and what it is usually preceded or followed by. You have to use the key word and it cannot be changed in any way.
- You can only write two to five words in the gap (a contraction, except *can't*, counts as two words). You won't get any marks if you write more than five words.
- After completing your answer, check that it agrees with the preceding or following words and that its meaning is as similar as possible to the original sentence.
- Finally, check your answers only contain the words needed to fill in the gap.

4 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.

- 0** I last saw Philip nearly two years ago. **FOR**
I haven't seen Philip for nearly two years.
- 1** My grandmother was ill last week, but she made a quick recovery. **OVER**
My grandmother was ill last week, but she _____ quickly.
- 2** Despite the rain, we decided to go out for the day. **ALTHOUGH**
_____, we decided to go out for the day.
- 3** I regret telling him about the party. **WISH**
I _____ him about the party.
- 4** They're building a new road from Bristol to Bath. **IS**
A _____ from Bristol to Bath.
- 5** Have you seen Jean today? **WHETHER**
Could you tell me _____ Jean today?



Reading and Use of English Part 5

In Part 5, you choose A, B, C or D to answer or complete four-option multiple-choice questions about a longer text. The questions focus on detailed understanding by checking comprehension of the main ideas, attitudes or opinions in the text.

There are two marks for each question.

- First, read the whole text. Then look at the questions. Read each question to understand what information is needed to answer it.
- Answers may use words that appear in the text, but this does not mean that they are the correct answers. The meaning in the answer must be the same as that in the text.
- The questions are in the same order as the text.
- Finally, check that the answers you have chosen match the information in the text.

5 Look at the reading text on p32. For each question, choose the answer (A, B, C or D) according to the text.

- According to the blog, Tristan da Cunha ...
 - has a large population.
 - is not easy to reach.
 - is accessible by plane.
 - is a week's round-trip from South Africa.
- The author of the article sounds ...
 - impressed by the island's tourist facilities.
 - worried about the complications of getting to the island.
 - concerned about the impact of tourism on local people.
 - enthusiastic about the natural beauty of the island.
- Which *is not* true about Hawaii, according to the text?
 - The islands are very beautiful.
 - They're isolated.
 - There are a variety of ways to get there.
 - There's accommodation at a range of different prices.
- What does the author say about Waimea Canyon?
 - Its views are almost as good as the Grand Canyon.
 - It is even larger than the Grand Canyon.
 - It's on Maui.
 - A visit to Hawaii is not complete without visiting Waimea Canyon.

Reading and Use of English Part 6

In Part 6, you choose sentences to complete the gaps in a text. There are two marks for each question.

- First, read the whole text to get a general understanding as well as for text structure and development. Think about what happens at the beginning and at the end of the text.
- While answering the questions, read the words both before and after the gap carefully to ensure your choice fits perfectly.
- After you have answered all of the questions, check that the sentence you do not need cannot be used anywhere else and that the text makes sense with the completed information.

6 Read the article and choose from the sentences A–F the one which fits each gap. There is one sentence you do not need to use.

ANIMALS IN SPACE

Since the first days of air travel, animals have always been part of the story. **1** ____ And during the 20th century 'space race', animals were widely used to test safety before human astronauts took to the skies.

The first animals in space were insects. In February 1947, scientists filled a rocket with fruit flies and sent it 109 km into the air. **2** ____ The rocket came down successfully and when they opened the doors, the fruit flies were still alive.

Since 1949, 32 different types of monkey have been sent into space. **3** ____ Another animal with a history of participation in space research is the dog. In the 1950s, the Soviet Union sent 'man's best friend' on 12 different space missions. **4** ____ The reason for this? They believed these dogs could adapt quickly to the cold conditions in space.

Things changed after the first humans walked on the moon. **5** ____ It was therefore far less necessary to send large animals into space.

- Their similarity to humans was an obvious reason to choose these early animal astronauts.
- Researchers were keen to know the long-term effects on the human body.
- They generally chose animals rescued from a life on the streets.
- As early as 1783, a sheep, a duck and a rooster went on a flight in the recently invented hot air balloon.
- That's about the distance where space officially starts.
- Earlier fears about the ability of humans to survive space travel had been overcome.



Reading and Use of English Part 7

In Part 7, you match sentences to one long text or to some texts on the same theme. This part tests your ability to skim and scan texts to find information and detail. There is one mark for each question.

- First, read the text or texts to get a general understanding. Then, read each sentence carefully and try to match each sentence to a paragraph or text.
- While reading, look out for texts which appear similar but do not fully reflect the whole question.
- Some options can match more than one question.

7 You are going to read an article in which young people talk about not eating meat. For each question, choose from the people (A–D). The people may be chosen more than once.

Which person ...

- 1 sometimes eats meat to be polite? _____
- 2 felt bad about not eating meat when they were younger? _____
- 3 is concerned about ethical use of the world's resources? _____
- 4 says it isn't unusual to meet people with a restricted diet? _____
- 5 feels their decision not to eat meat is part of their general philosophy? _____
- 6 doesn't enjoy the flavour of meat? _____
- 7 is considering cutting something else out of their diet? _____
- 8 sometimes finds limited food choices where they live? _____

A KACPAR

I've never eaten meat and I recently gave up fish, too. My parents are both vegetarians and I grew up without being aware I was 'missing out' on anything. It's never really been a problem, though there was a phase in primary school when all my friends seemed to be celebrating their birthdays with a trip to a burger bar. I did feel a bit left out then, but now it doesn't matter at all. It seems a lot of people today don't eat something or other, whether because of their beliefs or a health issue like an allergy. So it's quite normal if you tell other people you don't eat a particular type of food – everyone accepts it.

B ELLIE-ROSE

I've been a vegan for about two years now. I not only don't eat meat or fish, I also don't eat most food produced by animals – that includes all dairy products and eggs. I'm thinking of giving up honey too, but I haven't quite got there yet. For me it's an ethical question: I don't see why other living things should have to endure living conditions which are often far from ideal, just so I can eat what I want. It just doesn't make any sense to me. At first it took a bit of getting used to and – though things have improved in cities – in smaller towns, like the one I live in, it isn't always easy to find stuff if you want to eat out. But I'm pleased to be living my life according to my principles.

C TONI

I wouldn't say I don't eat *any* meat – if I go to someone's house and they've gone to the trouble of making a meal, I'm not going to complain about it if that's a meat-based meal. But when it's up to me – either at home or if we go out somewhere – then I very seldom choose meat. For me, it isn't about animal welfare or the environment. I simply don't like the taste. I also find it sits in my stomach.

D DOHA

I'm a big supporter of the environment. I go on demonstrations and I'm very worried about climate change. So for me, not eating meat is part of what I believe in. Millions of people are hungry in the world today, and to me it doesn't make any sense to have so many resources used for producing meat when you could feed a lot more people with far less impact on the environment by following a plant-based diet. It's as simple as that.



Writing

EXAM SKILLS

Paper 2 is Writing and it contains two parts.

Part 1 is a compulsory essay.

In **Part 2**, you can choose between four options which include an article, an email or letter, an essay, a review, a story or a question about a book which you have read and studied.

You should write **between 140 and 190 words** in both Part 1 and Part 2. You have **1 hour and 20 minutes** to complete Paper 2.

- Read the instructions carefully and underline key words.
- Plan your answer carefully before writing.
- Think about the audience and your relationship to the reader. This will influence your choice of language and if you need to write a formal or informal text.
- Check carefully when you finish: have you included all the necessary information? Is the grammar right? Is your spelling correct? Is your writing neat and clear? Have you written enough words?

How is your writing marked?

There are 20 marks for each piece of writing. Examiners assess writing based on four categories; each section can get a maximum of five marks:

Content: Do you follow the instructions and do what you are asked? Would the reader be informed?

Communicative achievement: Is your writing appropriate for the reader and the situation? Does it keep the reader's attention? Are your ideas well-explained? Have you communicated the main message clearly?

Organisation: Is your writing logically ordered using paragraphs? Do you connect your ideas with linkers?

Language: Do you use a good range of appropriate grammar and vocabulary? Do you avoid basic mistakes and repetition of language?

Writing Part 1

In Part 1, you write an essay of 140–190 words in a formal style. You are given an essay question and some prompts. In this question, you either discuss a statement or a question, giving your point of view, or you write an opinion essay. There are 20 marks for this task.

- Before writing, read the essay question and the two points provided. Think about a third point of your own. Then, brainstorm ideas for your essay and think of examples to support your opinion.
- Divide your essay into clear paragraphs. Use linkers and the correct structures, e.g. opening and closing phrases, to effectively express your ideas.
- After writing, check that you have included all three prompts and you have answered the question.

1 Read the writing task and underline the key words.

In your English class, you have been talking about money. 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.

Young people should learn about money.

Notes

Write about:

- 1 why it's important to learn about money
- 2 who should teach you or how you can learn
- 3 _____
(your own idea)

2 Which of the following would not be a good third point and why?

- 1 having pocket money or an allowance
- 2 the most expensive thing you've ever bought
- 3 learning to save for things you can't afford

3 Write your essay. Use one of the points in exercise 2 or your own idea.



Writing Part 2

In Part 2, you can choose between four different options. These include:

A formal or informal letter or email in reply to a prompt.

A review for publication, for example in an English-language magazine or on a website.

A story, for which you are given the first sentence and two things to include.

An article answering a question about a specific book. You should write 140–190 words. There are 20 marks for this task.

- Before you choose, think about the topic. Are you interested in it? Do you understand everything the question asks? Brainstorm all of your ideas.
- Think about what the task is asking you to do: write a letter, report, review, description or an email or article. Can you write in the appropriate style?
- If you choose the story option, it is important to think of creative ideas quickly.
- If you are writing about the book, the question could ask about the main topics or characters in the book.
- Use this task to show the examiners how much you know, so take the opportunity to include appropriate linkers, vocabulary and grammar.

1 Read the writing task. Then make notes on:

- the choices students make where you live
- your own plans

Option A

This is part of an email you have received from your English friend, Ramona.

Next month we choose what we're going to study next year. We can only choose three or four subjects. Mum wants me to go for sciences, but I'd like to do languages and history. Do you have to make the same type of decisions when you're 16 in your country? What are you going to do?

Write soon,
Ramona

Write your **email**.

2 Read the writing task. Then complete the table.

Option B

You recently saw this notice on an international website for teenagers.

Reviews wanted

A SERIES NO TEENAGER SHOULD MISS

Which series would you recommend to people of your age? Write a review telling us about the series and the main characters and say why you recommend it.

The best reviews will be put on our website.

Write your **review**.

enemy entertaining episode exciting funny
hero on a streaming platform season the cast

About the series	About the characters	Describing why you like it

3 Read the writing task, then answer the questions using your own ideas.

Option C

You have seen this announcement in an English-language magazine for schools.

STORIES WANTED

We are looking for stories for our new English-language magazine for teenagers. Your story must begin with this sentence:

Max was woken up at 6:00 am by the sound of his phone ringing.

Your story must include:

- a journey
- a lost object

Write your **story**.

1 Who is Max?

2 Who was calling him?

3 Why were they calling so early?

4 Is Max going on the journey? Where to?

5 What is the lost object? Why is it important?

4 Choose option A, B or C and write your email, review or story.



Listening

EXAM SKILLS

Paper 3 is Listening and it contains four parts.

In **Part 1** you listen to short unrelated monologues or conversations and choose the correct answer, A, B or C for each question.

In **Part 2**, you listen to a talk and complete sentences with phrases of 1–3 words.

In **Part 3**, you listen to short monologues on the same topic and choose the correct option from a list.

In **Part 4**, you listen to an interview or conversation between two speakers and answer three-option multiple-choice questions.

You hear each part twice.

The paper lasts about **40 minutes**: 35 minutes to listen and five minutes to copy your answers onto a separate answer sheet.

- Read the instructions carefully and underline key words.
- Don't decide your final answer until after the second listening.
- Always choose an answer – you don't lose marks for incorrect answers.

Listening Part 1

In Part 1, you are given a situation and a question or sentence. You have to choose the correct answer or sentence ending from three options (A, B, C). There are eight marks for this task.

- Before doing the task, read the situation and the questions. Underline any key words.
- Listen carefully as some options will have the same words as in the audio, but they may not be the correct answers.
- After listening, choose your answers. There may be some distractors; think why options are incorrect as well as trying to choose the correct answer.

1 22 You will hear people talking in six different situations. For questions 1–6, choose the best answer (A, B or C).

- You hear an announcement about changes to the train service on the London Underground. What does the announcement say?
 - There will be repairs on the Circle line.
 - The underground service will be affected all weekend.
 - Repairs will take place on two lines.
- You overhear two students talking about an exam. What subject was the exam in?
 - history
 - a language
 - maths
- You hear a boy leaving a voicemail message for a friend. Why is he calling?
 - to tell his friend about a good place for vegetarians to eat
 - to suggest a place to go together
 - to tell him about something he had done with his family
- You hear a teacher talking to her class about a school trip. What is the main reason for her talk?
 - to give practical information about the trip
 - to give students a warning
 - to talk about a previous outing
- You hear a girl talking to her father while shopping. What are they trying to buy?
 - something for the father
 - something for the girl
 - something for another person
- You hear a news item about a centre for animals. What is the main objective of the centre?
 - informing the public about animal care
 - helping animals return to normal life
 - helping animals lose their fear of humans



Listening Part 2

In Part 2, you listen to an extended monologue (talks, broadcasts or presentations) and complete gapped sentences in a summary. There are ten marks for this task.

- The audio lasts 3–4 minutes.
- Before you listen, read the situation and the gapped sentences to identify what the listening will be about. Look at the gaps and the words before and after each gap to try to identify what type of words are missing.
- While listening, the questions are in the same order as they appear in the audio, and the answers will be the same as in the audio. They will be one, two or three words long.

2 23 You'll hear an interview with a careers adviser called Miriam Castle who is talking about her job. For questions 1–8, complete the sentences with a word or short phrase.

The most important part of Miriam's job is to give students advice about **1** _____ and studies.

She also helps people recognise things that may be missing in their **2** _____.

As a school careers adviser, the main focus of Miriam's work is on helping **3** _____ know what employment and study options are available.

As well as seeing clients on their own, she also talks to them **4** _____.

Miriam also coordinates a team of parent volunteers who help students who would like **5** _____ about their chosen career.

As an alternative to going to university, Miriam recommends some of the excellent **6** _____ which are available.

In Miriam's opinion, many young people need more time to decide about their future and they could **7** _____ from working for a year before they make their choice.

Miriam says not everyone is realistic about their future, but that if someone is very enthusiastic about a specific **8** _____ then it's her responsibility to help them to achieve their goal.

Listening Part 3

In Part 3, you listen to short monologues on the same theme and select the correct answer from a list of options. There are five marks for this task.

- The options all concern the attitude or feelings of the speaker, so listen for clues about this.
- Read the options carefully before you listen and underline key words.
- If you're unsure, wait till the second listening before making your final decision.

3 24 You will hear three short extracts in which teenagers are talking about having a hobby involving music. For speakers 1–3, choose from the list (A–E) what each person says they like most about their hobby. There are two extra letters which you do not need to use.

1 Speaker 1 _____

2 Speaker 2 _____

3 Speaker 3 _____

A taking part in competitions

B enjoying music despite not having a musical background

C not worrying about annoying other people

D having a contrast with the other things they do

E making new acquaintances



Listening Part 4

In Part 4, you listen to an interview or conversation between two speakers lasting 3–4 minutes and answer three-option multiple-choice questions. There are four marks.

- These questions practise gist, identifying the main idea, opinions and detailed information.
- The questions are in the same order as the listening.
- Before you listen, read the situation and the question carefully. Underline key words.
- On your first listening, eliminate any incorrect answers and focus on the correct answer. Use the words you wrote down to try to choose the correct answer.

4 25 You'll hear an interview with a young hockey player called Lucy Graham in which she answers questions sent in by listeners. For questions 1–6, choose the best answer (A, B or C).

- 1 Why did Lucy start playing hockey?
A Her brother was going to start.
B She liked taking up different sports.
C She saw a school competition and liked what she saw.
- 2 Why didn't Lucy join the football team?
A She won more hockey matches.
B She wasn't very enthusiastic about football.
C She didn't have time to continue with both sports.
- 3 When talking about the impact on her parents, Lucy said that ...
A she's now more independent than she used to be.
B they support her despite the fact that they have different interests.
C they spend a lot of time driving her to places for hockey.
- 4 Lucy's brother and sister ...
A are both hockey players too.
B are also keen on sport.
C have mixed feelings about her success.
- 5 Lucy had the opportunity to ...
A play in the three best teams in the national league.
B play in three or four different countries.
C work with good trainers at her club.
- 6 Lucy's success ...
A came because of one match with the adult team.
B was the result of steadily competing at different levels.
C came very quickly when she was 17.

5 26 You'll hear a talk by a young person called Marlon Webb, who is a student nurse. For questions 1–6, choose the best answer (A, B or C).

- 1 When talking about his university studies, Marlon says that ...
A you can study a combination of working with adults and working with children.
B the course is very varied.
C he finds it boring because he's already working in nursing.
- 2 As a nursing assistant, ...
A Marlon does tasks focused on patients' basic needs.
B Marlon isn't completely comfortable in the hospital environment.
C giving patients the correct amount of medicine is essential.
- 3 In Marlon's opinion ...
A ideas about traditional male and female roles have completely changed.
B nursing is now a popular career for men.
C nurses have a closer relationship with patients than some doctors.
- 4 What do we know about Marlon's family?
A They also work in healthcare.
B They are worried about his exposure to illness.
C They can see problems with Marlon's chosen profession.
- 5 One thing that makes Marlon angry is ...
A having to work shifts.
B the poor level of pay for nursing staff.
C the risk of infection.
- 6 One of the best things about studying nursing is that ...
A British nursing graduates are among the best in the world.
B you're very likely to find a job.
C 94% of graduates love their chosen career.



Speaking

EXAM SKILLS

Paper 4 is Speaking and it contains four parts. You take the speaking exam with a partner and there are two examiners: one who talks to you and another who observes and does not take part.

Part 1 is a conversation between the examiner and each candidate. You have to answer questions about yourself and your life. This section lasts about **two minutes**.

In **Part 2**, each candidate has an individual 'long turn' in which you talk about a pair of photographs.

The focus is on speaking in a more extended way: comparing, describing and expressing opinions.

The individual long turn lasts about one minute. The other candidate has 30 seconds to reply. This part takes about **four minutes** in total.

In **Part 3**, the two candidates discuss a topic (two minutes) before working together to make a decision.

You are given some notes to help you. The focus is on having an extended interaction, exchanging ideas, explaining opinions and negotiating. In total, candidates have **four minutes** for this task.


In **Part 4**, the examiner asks further questions and there is a more general discussion on the theme of Part 3. Here you need to express and justify opinions, agree and disagree, and speculate. You have **four minutes** for this task.

The speaking paper lasts about **14 minutes**: time is carefully divided between the parts and the examiner may interrupt you if you speak for longer than required. You are evaluated on Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication.

Speaking Part 1

In Part 1, the examiner will ask you questions individually about yourself and your life. Other topics often covered are free time and the future.

- Give an extended answer. Don't just say 'Yes' or 'No'. Using the words *because*, *also* and *for example* will help you give longer answers.
- If you aren't sure you heard the question clearly, ask the examiner to repeat the question.

1  **27 You will hear eight questions. Answer each one after you hear it. Keep speaking until you hear the tone.**

2 Practise answering this question out loud. Time your answer; you need to speak for at least one minute.

Compare the two photographs of people in parks and say why you think they have chosen to spend their time like this.





Speaking Part 3

In Part 3, first you have a discussion, then you work with a partner to make a decision. The total time for this task is **four minutes**.

- In this task, you are given a question and five prompts. Try to talk about the pros and cons of each prompt, but it doesn't matter if you don't have time to talk about all of them.
- You need to justify your opinion, but there is no right or wrong answer. The examiners give marks for how you speak and organise your conversation, not what you say.
- The examiner will ask another question to help you conclude your discussion.
- In the exam, it is important to work together with your partner and organise your discussion, using phrases like 'What do you think?' and 'Shall we start with this one?'
- Use phrases to respond to your partner such as 'That's a good point, but ...' or 'That's true. I hadn't thought of that.'

3 Work with a partner. Look at some reasons young people have for taking up a new sport and discuss the question for about two minutes. Then decide which two things you think are the most important.

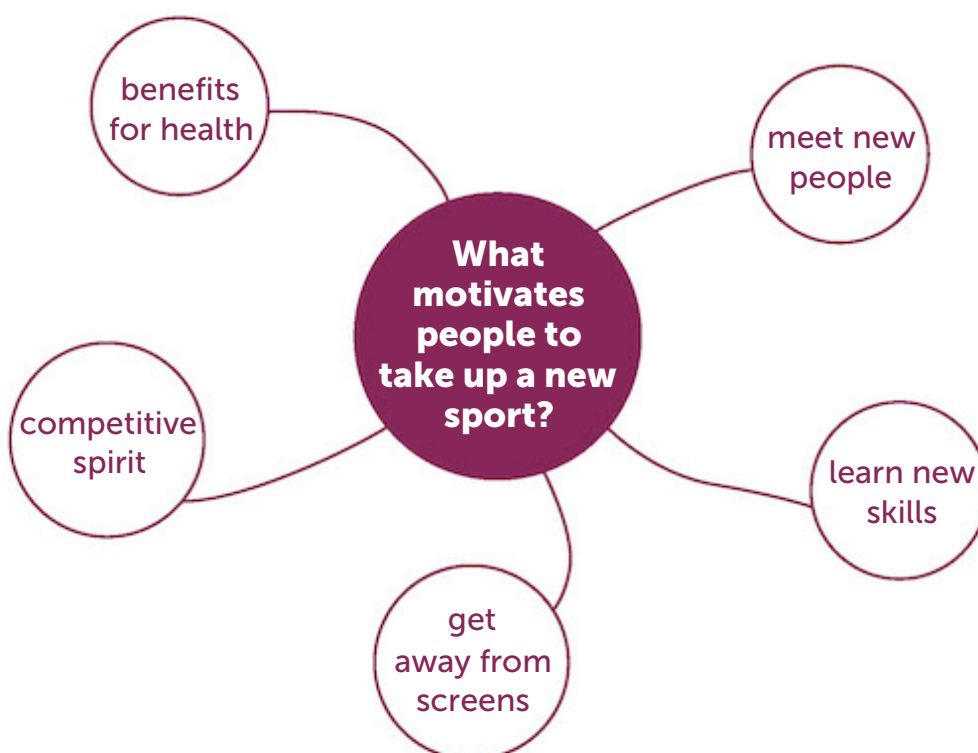
Speaking Part 4

In Part 4, the examiner asks further questions on the topic in Part 3. This question tests how you participate in a discussion.

- Make sure you listen carefully and answer the question. Avoid giving short answers in this section.
- Try to talk in more depth and in an evaluative way. Extend your answer by thinking about questions like 'How?' and 'Why?'
- Give reasons for your opinions using expressions like 'In my view' and 'I strongly believe'.
- Listen to what your partner says and comment on their opinions.

4 Practise giving extended answers to the questions.

- 1 Do you think it's better to do individual or team sports? (Why?)
- 2 Should PE be evaluated like other subjects? (Why/Why not?)
- 3 Do you think doing sport makes people too competitive? (Why/Why not?)
- 4 On TV we see a lot about sports like football and tennis. Should more attention be given to other sports? (Why/Why not?)
- 5 What benefits are there for a country when they host the Olympic Games?





Infinitive

be /bi:/
 beat /bi:t/
 become /bɪ'kʌm/
 begin /bɪ'ɡɪn/
 bet /bet/
 break /breɪk/
 bring /brɪŋ/
 broadcast /'brɔ:d,kɑ:st/
 build /bɪld/
 buy /baɪ/
 catch /kætʃ/
 choose /tʃu:z/
 come /kʌm/
 cost /kɒst/
 cut /kʌt/
 do /du:/
 draw /drɔ:/
 drink /drɪŋk/
 drive /draɪv/
 eat /i:t/
 fall /fɔ:l/
 feed /fi:d/
 feel /fi:l/
 fight /faɪt/
 find /faɪnd/
 fly /flaɪ/
 forget /fə(r)'get/
 get /get/
 give /ɡɪv/
 go /gəʊ/
 grow /grəʊ/
 hang /hæŋ /
 have /hæv/
 hear /hɪə(r)/
 hit /hɪt/
 hold /həʊld/
 hurt /hɜ:t/
 keep /ki:p/
 know /nəʊ/
 lay /leɪ/
 learn /lɜ:(r)n/
 leave /li:v/
 let /let/
 lose /lu:z/

Past simple

was / were /wɒz/, /wɜ:(r)/
 beat /bi:t/
 became /bɪ'keɪm/
 began /bɪ'ɡæn/
 bet /bet/
 broke /brəʊk/
 brought /brɔ:t/
 broadcast /'brɔ:d,kɑ:st/
 built /bɪlt/
 bought /bɔ:t/
 caught /kɔ:t/
 chose /tʃəʊz/
 came /keɪm/
 cost /kɒst/
 cut /kʌt /
 did /dɪd/
 drew /dru:/
 drank /dræŋk/
 drove /drəʊv/
 ate /eɪt/
 fell /fel/
 fed /fed/
 felt /felt/
 fought /fɔ:t/
 found /faʊnd/
 flew /flu:/
 forgot /fə(r)'gɒt/
 got /gɒt/
 gave /geɪv/
 went /went/
 grew /gru:/
 hung /hʌŋ/
 had /hæd/
 heard /hɜ:(r)d/
 hit /hɪt/
 held /held/
 hurt /hɜ:t/
 kept /kept/
 knew /nju:/
 laid /leɪd/
 learnt /lɜ:(r)nt/
 left /left/
 let /let/
 lost /lɒst/

Past participle

been /bi:n/
 beaten /'bi:t(ə)n/
 become /bɪ'kʌm/
 begun /bɪ'ɡʌn/
 bet /bet/
 broken /'brəʊk(ə)n/
 brought /brɔ:t/
 broadcast /'brɔ:d,kɑ:st/
 built /bɪlt/
 bought /bɔ:t/
 caught /kɔ:t/
 chosen /'tʃəʊz(ə)n/
 come /kʌm/
 cost /kɒst/
 cut /kʌt /
 done /dʌn/
 drawn /drɔ:n/
 drunk /drʌŋk/
 driven /'drɪv(ə)n/
 eaten /'i:t(ə)n/
 fallen /'fɔ:l(ə)n/
 fed /fed/
 felt /felt/
 fought /fɔ:t/
 found /faʊnd/
 flown /fləʊn/
 forgotten /fə(r)'gɒt(ə)n/
 got /gɒt/
 given /'ɡɪv(ə)n/
 gone /ɡɒn/
 grown /grəʊn/
 hung /hʌŋ/
 had /hæd/
 heard /hɜ:(r)d/
 hit /hɪt/
 held /held/
 hurt /hɜ:t/
 kept /kept/
 known /nəʊn/
 laid /leɪd/
 learnt /lɜ:(r)nt/
 left /left/
 let /let/
 lost /lɒst/



Infinitive

make /meɪk/
mean /mi:n/
meet /mi:t/
pay /peɪ/
put /pʊt/
read /ri:d/
ride /raɪd/
ring /rɪŋ/
run /rʌn/
say /seɪ/
see /si:/
sell /sel/
send /send/
set /set/
shine /ʃaɪn/
show /ʃəʊ/
sing /sɪŋ/
sit /sɪt/
sleep /sli:p/
speak /spi:k/
spend /spend/
stand /stænd/
steal /sti:l/
stick /stɪk/
sweep /swi:p/
swim /swɪm/
take /teɪk/
teach /ti:tʃ/
tell /tel/
think /θɪŋk/
throw /θrəʊ/
understand /ˌʌndə(r)'stænd/
wake /weɪk/
wear /weə/
win /wɪn/
write /raɪt/

Past simple

made /meɪd/
meant /ment/
met /met/
paid /peɪd/
put /pʊt/
read /red/
rode /rəʊd/
rang /ræŋ/
ran /ræn/
said /sed/
saw /sɔ:/
sold /səʊld/
sent /sent/
set /set/
shone /ʃɒn/
showed /ʃəʊd/
sang /sæŋ/
sat /sæt/
slept /slept/
spoke /spəʊk/
spent /spent/
stood /stʊd/
stole /stəʊl/
stuck /stʌk/
swept /swept/
swam /swæm/
took /tʊk/
taught /tɔ:t/
told /təʊld/
thought /θɔ:t/
threw /θru:/
understood /ˌʌndə(r)'stʊd/
woke /wəʊk/
wore /wɔ:/
won /wʌn/
wrote /rəʊt/

Past participle

made /meɪd/
meant /ment/
met /met/
paid /peɪd/
put /pʊt/
read /red/
ridden /'rɪd(ə)n/
rung /rʌŋ/
run /rʌn/
said /sed/
seen /si:n/
sold /səʊld/
sent /sent/
set /set/
shone /ʃɒn/
shown /ʃəʊn/
sung /sʌŋ/
sat /sæt/
slept /slept/
spoken /'spəʊk(ə)n/
spent /spent/
stood /stʊd/
stolen /'stəʊl(ə)n/
stuck /stʌk/
swept /swept/
swum /swʌm/
taken /'teɪk(ə)n/
taught /tɔ:t/
told /təʊld/
thought /θɔ:t/
thrown /θrəʊn/
understood /ˌʌndə(r)'stʊd/
woken /'wəʊk(ə)n/
worn /wɔ:n/
won /wʌn/
written /'rɪt(ə)n/