

# **BOOKLET**

## **FIRST TERM**

**– TEENS 6 –**

TEACHER'S NAME: MERCEDES GAYONE

STUDENT'S NAME:

“

Whenever I  
**leave**, I want  
 to **come back**.

”



Look at the photo and discuss the questions.

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

2

## On the bucket list

### READING

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

### GRAMMAR

past tenses  
 articles

### VOCABULARY

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

### LISTENING

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

### USE OF ENGLISH

multiple-choice cloze  
 open cloze

### SPEAKING

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

### WRITING

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

### SWITCH ON

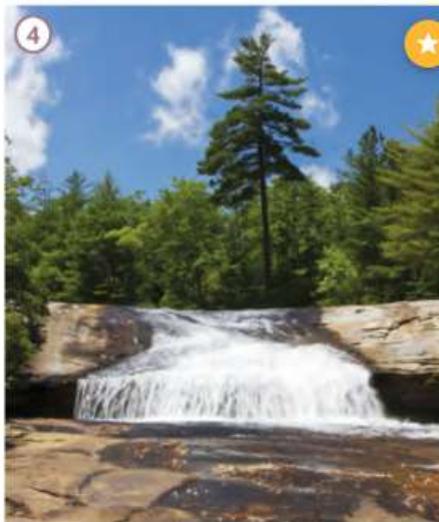
video: Sidi Driss  
 project: film location map

## 2 On the bucket list

# READING

## Power up

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



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

Which person

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

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

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

## Read on

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

### exam tip: multiple matching

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

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

## Sum up

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

## Speak up

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

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

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



**Trish**

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

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



**Rich**

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



**Alexandra**

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



**Sam**

# 2

## On the bucket list

### READING

1 Complete the sentences with these pairs of words.

awe-inspiring / live up to expectations boom / freak out exotic / superb  
feature / have access to medieval / appeal to vast / incredible

- We've had a ..... in tourists since a celebrity came to live near here. They all ..... when they get near the house and start taking selfies.
- The advert described the waterfall as an ..... sight, but I was disappointed. It didn't .....
- More and more adventure movies are filmed in ..... locations with ..... scenery.
- A tour of the ..... castle in the Old Town might not ..... children and teenagers.
- I love visiting places that ..... in my favourite films. To ..... these locations brings back all the best scenes.
- Watching the sunset over the ..... mountain peaks was an ..... sight.

2 Read the article on page 15 quickly. Which would be the best category for it?

- A travel tips
- B true-life stories
- C family and lifestyle

3 e Read the article again. Match the questions (1–10) with the teenagers (A–D).

Which teenager:

- hasn't told their parents that they don't want to go on the family holiday? .....
- complains of being bored during recent holidays? .....
- mentions a difficult relationship with someone near their age? .....
- received a very strong negative reaction to the idea of missing the family holiday? .....
- asks if they can stay with a relative over the summer? .....
- suggests their parents don't have confidence in their behaviour? .....
- refers to activities done to please others? .....
- wanted to earn some money during their holiday? .....
- mentions using technology to contact people when away from home? .....
- states that their parents haven't agreed on whether to accept their holiday plans? .....

### Extend

4 Find phrases in the article for these definitions. (Clue! All the answers contain the words *in* or *out*.)

- take part (introduction) .....
- choose not to do (something) (text A) .....
- don't include me (text A) .....
- makes arrangements for (text B) .....
- be about to experience something enjoyable (text B) .....
- asked if it's OK with (someone) (text B) .....
- relax (text C) .....
- undecided (text C) .....

5 Complete the conversation with the correct form of the phrases in Ex 4. There is one phrase you do not need.

A: I've been thinking about the summer and I wanted to ask you something.

B: Oh?

A: Well, I'd like someone of my own age to have fun and <sup>1</sup> ..... with. So how do you feel about <sup>2</sup> ..... with our family holiday?

B: Wow! I don't know what to say!

A: Well, we've booked an amazing house right on the beach. There's lots to do there, so if you came, you <sup>3</sup> .....

B: It sounds fantastic, but <sup>4</sup> ..... you ..... your parents yet?

A: Yes, and they're more than happy. They've agreed <sup>5</sup> ..... all your travel arrangements.

B: That is so kind. And of course I would love to, but my parents would never say yes. They like us to be together over the summer, so I can't <sup>6</sup> ..... of my family holiday, I'm afraid.

A: But I really want you to come. Listen, I won't <sup>7</sup> ..... straightaway. Just ask your mum and dad. You never know, they might say yes.

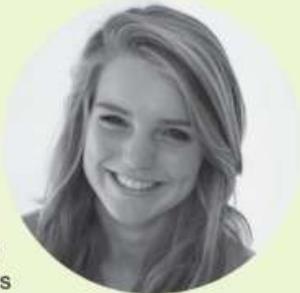
6 Listen and check your answers to Ex 5.

# Do I have to come with you?

Summer holidays are all about family time and sharing experiences. But what happens when one child in the family doesn't want to join in? We hear from four young people with different ideas for the perfect summer break.

## A Michelle, 16, USA

My parents own a small summer house on the New Jersey coast. We've been going there since I was a kid. I have amazing memories of swimming, fishing and camping on the beach there. But that's been my vacation: the same two weeks in August, the same destination. So this year, I thought to myself, 'Is there any way I can opt out of this?' In the last couple of years, the trip has been pretty tedious because it's tough finding fun things to do. So I took a deep breath and said to my mom, 'I was thinking of working over the summer, just to top up my allowance. So maybe count me out for the vacation.' I had no idea what was coming next. My mom freaked out. Her final words were, 'No way!' So, New Jersey here I come.



## B Lily, 17, UK

In our house, planning the family holiday is a two-person project. My dad sorts out the travel and accommodation, and mum plans the day-to-day activities. She tries to come up with things that will appeal to everyone but that's tricky. I'm the eldest at seventeen, but there's quite a gap between me and my sister, who's thirteen, and my brother, who's just seven. Last year, I found myself at a space museum to keep my brother smiling and a farm for my animal-mad sister! This year I'm hoping to be in for a treat. My best friend has invited me to spend a fortnight in Greece with her parents. She's an only child and so needs someone of her own age to go away with. The only problem is I haven't checked it out with my family yet. I'm trying to pick the right moment ...



## C Ritchie, 15, USA

Usually, it's just mom, dad, my sister and me on vacation together, and that's always worked pretty well. This year, my aunt Ellen and her family are joining us from Canada. The plan is to rent a place for both families to chill out together. The problem is that time with Ellen is anything but relaxing. She's competitive and bossy. She's always comparing my sister and me with her kids. And I have never gotten along too well with my cousins, even though we're all in our teens. Today Ellen emailed over a list of chores for the rented house. Week one, I do the dishes and take out the garbage. When I saw the list, I said to dad, 'You call this a vacation? Can I please go to grandma's instead?' Dad said yes and mom said maybe so things are still up in the air.



## D Ed, 13, UK

I get on well with my family when we're away, but I miss my friends. We message each other all the time but it's not the same. Last year my friend, Adam, went to an activity camp. He posted all the different things he was getting up to. Cool stuff like kite-surfing and canoeing, as well as team sports and days out. I showed mum and dad all his posts in the hope they would let me go too. All they said was, 'Maybe when you're older.' I mentioned it again last week, but I'm still not allowed to go. My parents are convinced I'm too young to be away without them. Maybe they think I'll do something stupid. So now Adam is off to the camp again. It's so unfair.



## 2 On the bucket list

# GRAMMAR

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

### explore grammar

→ p144

#### past tenses

##### past simple

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

##### past continuous

**B** for an interrupted action in the past  
I **was getting** ready to go out when I overheard my parents.

**C** + *always* for expressing irritation OR for describing past activities in a negative way  
I **was always thinking up** good excuses for not getting on with my homework.

**D** for failed plans or unfulfilled expectations. We can also use *was going to* or *was due to*.  
I **was going to give** it up but then I thought, No, I can do this!  
I **was due to go** off on holiday to Greece.

##### past perfect

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

##### past perfect continuous

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

##### Watch out!

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

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

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

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

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

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

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

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

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

## Speak up

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

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



# VOCABULARY

## travel anecdotes and apps

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

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

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

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

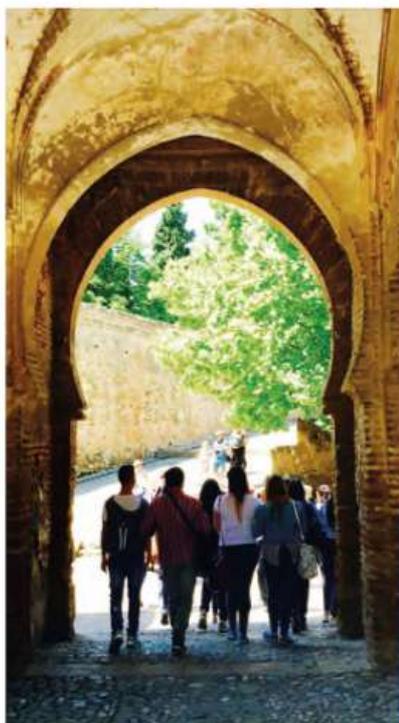
### explore vocabulary 1

#### idiomatic phrases and expressions

English has many useful idiomatic phrases and expressions. Make a note of them as you find them and try to use them in your speaking and writing.

blown away (by something) → I was blown away by it all.

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



### Maria's blog

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

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

### explore vocabulary 2

#### collocations (1)

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

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

verb + noun = have fun, make a reservation

adjective + noun = cheap travel, user-friendly website

verb + adverb = travel light, tan easily

adverb + adjective = extremely helpful, generally reliable

## Great travel apps!

Travel apps can improve your travel 'habits/experience'!

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

### Speak up

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

# VOCABULARY

## travel anecdotes and apps

1 Complete the conversations with the correct form of a phrasal verb with 'up'.

- 1 **A:** Where are you going all ..... like that? You normally wear jeans and a hoodie.  
**B:** We're going to a wedding. I begged my mum to let me wear jeans, but she said we had to ..... everyone's expectations and look smart.
- 2 **A:** Have you seen this competition for the trip of a lifetime?  
**B:** No, what do you have to do?  
**A:** ..... a slogan to go with this travel ad.  
**B:** But the place in the picture looks really ordinary. It (not) ..... the idea of luxury or adventure.
- 3 **A:** Did you persuade your parents to let you go to the music festival?  
**B:** I tried several times, but they said no, so I ..... in the end.  
**A:** So what will you do?  
**B:** I ..... probably ..... watching it online.

2 Choose the correct answers to complete the sentences.

- 1 He's ..... the ..... because he's just got A-grades in all his exams. (moon, over, above, planet)
- 2 I can't wait to go round the world. Travel is so ..... on the ..... of things I want to do. (timetable, high, important, list)
- 3 Hearing the match had been cancelled left us all feeling ..... in the ..... (low, down, rubbish, dumps)
- 4 We'd never heard such amazing guitar playing from a young kid. We were just ..... by his talent. (exploded, away, blown, up)
- 5 As soon as I saw the new phone, I ..... in ..... with it. I knew I had to have it – and soon! (dropped, like, love, fell)
- 6 Changing colleges was one of the hardest things I've ever done. I didn't know where to go or who to make friends with, but slowly I've ..... into the ..... of things. (swing, got, balance, become)

3 2.2 Listen to six people answering questions. Complete the questions they are answering with the idioms from Ex 2.

- 1 Why are you so ..... ?
- 2 What made you ..... it?
- 3 How long did it take ..... ?
- 4 What was it about their performance that ..... ?
- 5 What's happened to make you ..... ?
- 6 What's ..... for the summer holiday?

4 Complete the extracts from an article on holidays. For each gap, use a word from A and a word from B.

A cheap extremely make (x2) package

B helpful reservations sure tours travel

### Holiday highs and lows



I was planning a trip earlier this year. I'm a student without much money, so I was over the moon to come across an app for <sup>1</sup> ..... With World4less you can <sup>2</sup> ..... for flights and accommodation of course, but the app is for people under eighteen, so the holidays and <sup>3</sup> ..... are to places that appeal to younger people. The app is constantly checking prices so you can <sup>4</sup> ..... you're getting the best deal. It was <sup>5</sup> ..... in saving me time and money.

A enter improve keeps takes travelling

B all the details a record light my travel experience such a long time

I'm hopeless at

<sup>6</sup> ..... I always pack at least two big suitcases. It drives my dad mad because it <sup>7</sup> ..... to collect my luggage after a flight. Imagine how I felt when we arrived in the south of Spain last month, but my bags ended up in South Africa! It was a nightmare filling in the lost luggage forms. You had to <sup>8</sup> ..... of what was in the bags in three different forms. How am I supposed to remember? Who <sup>9</sup> ..... of what they put in their suitcase the night before? Maybe taking just a backpack would <sup>10</sup> ..... !



## 2 On the bucket list

# LISTENING

## Power up

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

alone awestruck deserted easily accessible impressive remote  
stunning uncontrolled unspoilt wild

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

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

## Listen up

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

### exam tip: multiple choice: longer text

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

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

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

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

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

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

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

## Speak up

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

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



## 2 On the bucket list

# LISTENING

★ 1  2.3 Listen to a young person talking about a book club. Match the book titles (1–4) with the places (A–F). There are two places you do not need.

- |                    |   |
|--------------------|---|
| <b>A</b> Zimbabwe  | <b>1</b> <i>Life of Pi</i> .....              |
| <b>B</b> Australia | <b>2</b> <i>The Old Man and the Sea</i> ..... |
| <b>C</b> Spain     | <b>3</b> <i>First Light</i> .....             |
| <b>D</b> Cuba      | <b>4</b> <i>The Shadow of the Wind</i> .....  |
| <b>E</b> India     |   |
| <b>F</b> Greenland |   |

★ 2  2.4 Read the questions and underline the key words. Listen again and choose the correct answer (A, B or C).

- What does Samira say about the majority of reading lists?
  - They appear on too many websites.
  - They are based on age or topic.
  - They have books for people of all ages.
- What does Samira say about the books in her reading list?
  - They are all based in different locations.
  - They all have travel as their main topic.
  - They are suitable for holiday reading.
- Samira's group selected the order of books on their list by
  - alphabetical order.
  - geographical location.
  - group and personal choice.
- What does Samira say about *Life of Pi* and *The Old Man and The Sea*?
  - They are both very exciting stories.
  - They weren't equally popular with the group.
  - They both feature people and wildlife.
- When asked about the book *First Light*, Samira says
  - she wants to avoid telling people too much about the story.
  - she didn't like the characters or the story very much.
  - she's already been to the place where the book is set.
- Why was *The Shadow of the Wind* Samira's favourite book?
  - It wasn't as long as some of the other books.
  - It helped her with her language skills.
  - The story was very extremely exciting.
- For Samira, what's the most important thing about her reading list?
  - You can read books in different languages.
  - You can find out about locations around the world.
  - You can see the world through other people's eyes.



## Extend

★ 3 Choose the correct words to complete the phrases.

- be taken to the far **areas** / **corners** of the globe
- go on a round-the-world **excursion** / **trip**
- pack** / **put** a suitcase
- be a great **beginning** / **starting point**
- join somebody on an **expedition** / **experiment**
- have** / **get** adventures
- get a **globe** / **global view**

★ 4 Complete the conversation with the correct form of the phrases from Ex 3.

- A:** Oh, I'm bored. I wish we could just  
 1 ..... with enough  
 stuff for a month, get on a plane and start  
 2 ..... somewhere exciting.
- B:** I know. I'd love to travel more. Wouldn't it be brilliant  
 to 3 ..... on a  
 4 ..... , visiting every country  
 on the planet?
- A:** Oh, that's my dream! You know where would  
 5 ..... ? The Arctic.
- B:** The Arctic? You'd begin your journey of a lifetime in snow  
 and ice?
- A:** Absolutely. It's just so different. Imagine  
 6 ..... scientists  
 ..... to find out all about  
 the area. There's an international research station there,  
 so you'd really 7 ..... by  
 meeting people of different nationalities.
- B:** Hmm, I was thinking more of surfing in Australia!

# USE OF ENGLISH 1

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

## explore grammar

→ p144

### articles

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

2 What is your ideal kind of holiday? Why?

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

## Why do people travel?



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

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

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

## Quiz-time!

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

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

## Speak up

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

# USE OF ENGLISH 1

★ **1** Find and correct six mistakes in the sentences. Tick any sentences that are correct.

- 1 I'll never forget sitting round the fire with the moon shining down on us.
- 2 That was an airline that lost all our luggage.
- 3 Where's best place you've ever visited?
- 4 You find out so much about a place if you explore on the foot.
- 5 The travel apps we bought weren't particularly helpful.
- 6 New York's Fifth Avenue is the perfect destination for shoppers.
- 7 Have you ever been to Netherlands?
- 8 I love the travel. I wish I could go abroad more often.
- 9 We stood for ages listening to a street musician playing the guitar.
- 10 It's great to get away for the weekend once in the while.

★ **2** Choose the correct words to complete the sentences.

- 1 Travel is no longer just for **a / an / the** / – wealthy. Access to **a / an / the** / – other countries is open to nearly everyone..
- 2 The guide offered **a / an / the** / – bus or **a / an / the** / – walking tour. I'm glad we chose **a / an / the** / – walking tour. We saw so much.
- 3 Working in **a / an / the** / – travel industry, my brother goes abroad several times **a / an / the** / – month.
- 4 Diego is **a / an / the** / – boy I was telling you about. He's **a / an / the** / – tutor at the sports camp we stayed at.
- 5 **A / An / The** / – Swiss are known for producing some of **a / an / the** / – best chocolate.
- 6 I've tried skiing **a / an / the** / – couple of times, but I don't think I'll ever be good enough to ski in **a / an / the** / – Alps.

★ **3**  **2.5** Complete the travel announcements with 'a', 'an', 'the' or zero article (-). Then listen and check your answers.

- 1 Ladies and gentlemen, we have just landed at ..... Pulkovo Airport in ..... St Petersburg, where ..... local time is 20:30 and ..... temperature is 6°C. We hope you have enjoyed your flight with ..... International Airlines and we wish you ..... very safe journey to your final destination.
- 2 ..... train on ..... platform one is ..... 8.22 service to ..... York. .... train is made up of six coaches. .... first coach, coach A, is for ..... first-class ticket holders only.
- 3 This is ..... security announcement. Please do not leave ..... luggage unattended in ..... station at any time. .... left-luggage facility is located on level two. .... facility is open twenty-four hours a day.

★ **4**  Complete the article with 'a', 'an', 'the' or zero article (-).

## TRAVEL: MAKING PASSPORTS PRETTY



The majority of passports are in fairly conservative colours: dark blue, burgundy or black. But now <sup>1</sup>..... Scandinavians have rejected that tradition and have made their passports pretty.

Norway's latest passports have <sup>2</sup>..... range of brightly-coloured covers: white, turquoise or red. <sup>3</sup>..... Oslo design studio won <sup>4</sup>..... competition to redesign the document. They took as their inspiration <sup>5</sup>..... 'Norwegian Landscapes'. And they hid <sup>6</sup>..... secret inside. If you put a page of <sup>7</sup>..... passport under ultraviolet light, the landscape changes and <sup>8</sup>..... Northern Lights suddenly appear.

The Finnish passport also reveals a playful love of <sup>9</sup>..... design. It features <sup>10</sup>..... moose on the bottom of each page. If you're feeling bored while waiting for your flight, flip the pages quickly and watch <sup>11</sup>..... animal stroll across the passport.

Are these <sup>12</sup>..... coolest passports ever? Possibly. But one thing is certain. They will bring <sup>13</sup>..... smile to their owners as they travel around <sup>14</sup>..... world. And maybe even to <sup>15</sup>..... airport security officer at passport control. Now that would be a pretty sight.



## 2 On the bucket list

# USE OF ENGLISH 2

- ★ **1** Quickly read the newspaper article about Everest.
- Why did Alyssa fail twice to climb Everest?
  - What is the effect of mass tourism on the region?
- ★ **2** Read the vocabulary box. Choose the correct collocations each time in the newspaper article.

### explore vocabulary

#### collocations (2)

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

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

## Facing Everest

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

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

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

#### exam tip: multiple-choice cloze

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

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

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

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

## Crisis in Venice!

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

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

## 2 On the bucket list

# USE OF ENGLISH 2 Extend

★ 1 Choose the correct words to complete the sentences.

- 1 Global **heating / warming** is an enormous international challenge. It is thought to be the cause of a number of natural **disasters / disastrous**.
- 2 Many iconic sites such as the Great Wall of China are struggling to cope **from / with** the effects of mass **tourists / tourism**.
- 3 Litter can cause severe **damage / wrong** to the environment and **get / have** a huge impact on wildlife, so **remember / think** twice before you drop an empty packet or bottle.
- 4 I finally **achieved / succeeded** my goal of running a marathon **in / on** my third attempt.
- 5 **To / At** the first sign of bad weather, turn back. It's **none / no** use putting yourself in danger.

★ 2 Replace the highlighted text with these words or phrases.

collapsing   done a lot of harm   foreign visitors  
make a living   quality of life   run into problems  
taking such a risk   tourist season

A report has shown that a number of houses along the British coast are in danger of <sup>1</sup>falling into the sea. Severe storms have <sup>2</sup>created damage to the rocks which has resulted in coastal erosion in several areas. At the time most owners bought their dream house by the sea, they didn't realise they were <sup>3</sup>putting themselves in so much danger.

The <sup>4</sup>period for visitors in many cities has extended beyond just the summer with <sup>5</sup>people from abroad flocking to major capitals across the whole year. This allows more local people to <sup>6</sup>earn money from tourism, but also puts their city under pressure. Many places have <sup>7</sup>had difficulties balancing the need for local housing and building new tourist accommodation. Some locals complain that such high levels of tourism affects their <sup>8</sup>general wellbeing.

★ 3 Which preposition fits with the words/phrases in each set?

- 1 deal / cope / disagree .....
- 2 congratulate / decide / concentrate .....
- 3 be scared / ashamed / afraid .....
- 4 ask / pay / prepare .....
- 5 complain / care / worry .....

★ 4  2.6 Listen to five short recordings. Complete the sentences with the correct verb and preposition from Ex 3.

- 1 The man forgot ..... his food.
- 2 The boy ..... the rollercoaster.
- 3 The girl ..... her sister about their packing.
- 4 The woman said she ..... sharks.
- 5 The family couldn't ..... what to do for the day.

★ 5 e Read the blog post and decide which answer (A, B, C or D) best fits each gap.



My family has lived on the coast of Cornwall in south-west England for generations. My grandfather was a fisherman, taking <sup>1</sup>..... out on the sea every day to make a living. Once the main local employer, the fishing industry <sup>2</sup>..... problems and has now been partly replaced by tourism. Although not top of the list for many <sup>3</sup>..... visitors, Cornwall attracts thousands of UK holidaymakers every year. Of course, they <sup>4</sup>..... money to the area, but they can also <sup>5</sup>..... a lot of harm to the local environment. Many people argue that tourism <sup>6</sup>..... jobs and this is true, up to a point. However, much of the employment lasts only for the main tourist season, not the whole year. For many small communities, a change in population also has a <sup>7</sup>..... impact on their identity. People from outside Cornwall have bought second homes to stay in over the summer. This affects the locals' quality of <sup>8</sup>..... – our community is packed with tourists in summer, but like a ghost town in winter.

- |                |            |               |               |
|----------------|------------|---------------|---------------|
| 1 A adventures | B risks    | C dangers     | D problems    |
| 2 A ran over   | B ran onto | C ran through | D ran into    |
| 3 A foreign    | B exotic   | C national    | D local       |
| 4 A bring into | B bring up | C bring in    | D bring about |
| 5 A take       | B make     | C get         | D do          |
| 6 A provides   | B employs  | C contributes | D gives       |
| 7 A wide       | B huge     | C large       | D vast        |
| 8 A livelihood | B life     | C lifestyle   | D living      |



## SPEAKING

### Power up

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

#### useful language:

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

#### explaining/giving reasons:

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

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

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

#### giving examples:

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

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

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

### Speak up

#### exam tip: interview

→ p162

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

- Say something!
- Be interesting!
- Give a reason or an example!

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

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

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

## Questionnaire

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

### Speaking extra

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



**FAMILY LIFE AND FRIENDS**

1. Which family member do you spend the most time with?
2. Could you tell me about your family home?
3. Who is your best friend and why?

**HOMETOWN**

4. Do you like your neighbourhood?
5. Is it easy to meet new people where you live? (Why? / Why not?)
6. Where do you like to hang out with your friends?
7. What's the best place to spend a free afternoon in your town?
8. How expensive is it to go out in the evening where you live?
9. Tell us about a festival or celebration in [your home country].

**DAILY LIFE**

10. Tell us about a day you've really enjoyed recently.
11. Are you planning to do anything special this weekend?
12. How much time do you spend at home?
13. What did you do on your last birthday?
14. Do you like cooking?
15. What's your favourite day of the week?
16. What's your favourite part of the day?
17. Which time of year is your favourite?

**EDUCATION AND WORK**

18. What are your favourite and least favourite subjects?
19. How long have you been studying English?
20. What is the most important thing that you've learned at school?
21. Do you use the internet to learn new things?
22. Do you prefer working on your own or with other people?
23. Where do you go when you have to study? (Why do you like to study there?)
24. Is there something new you'd really like to learn about? (Why?)
25. Do you plan to study in the future? (What do you want to study?)
26. What kind of work would you like to do in the future? (Why?)
27. Is there a job you would never want to do? (Why?)
28. What do you think would be the most difficult job to do? (Why?)
29. Are you happier doing mental or physical work?

**FREE TIME AND HOBBIES**

30. Who do you spend your free time with?
31. How much time do you spend at home?
32. Have you got any plans for this weekend? (What are you going to do?)
33. Do you prefer to be outside or inside when you have free time?
34. What do you enjoy doing the most when you're at home?
35. Is your routine at weekends different from your daily routine?
36. Does anyone you know have an interesting hobby?

**TRAVELLING**

37. What's your favourite way of travelling? (Why do you like it?)
38. What's the longest journey you've ever been on? (Tell us about it).
39. Do you prefer to travel abroad on holiday or to stay closer to home? (Why?)
40. What's the most interesting place you've ever visited? (Tell us about it).
41. Do you like to plan your holidays before you go, or do you not plan in advance? (Why?)
42. If you could go anywhere on holiday, where would you go? (Why?)

**ENTERTAINMENT**

43. Do you like the same TV programmes as your parents?
44. Tell us about a film or a TV series you've seen recently.
45. Would you rather go to the cinema or the theatre? Why?
46. Have you ever been to a concert? (What did you see?)
47. Do you enjoy going to parties?
48. Do you use the internet much?

## SPEAKING — Part 1 - Interview

### 1. Match the expressions to the definitions

<p><input type="checkbox"/> (A) I definitely <b>take after</b> my mom.</p> <p><input type="checkbox"/> (B) My brother and I are <b>like two peas in a pod</b>.</p> <p><input type="checkbox"/> (C) My sister and I get on <b>like a house on fire</b>.</p> <p><input type="checkbox"/> (D) My cousin and I are <b>like chalk and cheese</b>.</p> <p><input type="checkbox"/> (E) I want to <b>follow in my parents' footsteps</b> and become a doctor.</p> <p><input type="checkbox"/> (F) I'm always <b>falling out with</b> my sister; she's so annoying.</p> <p><input type="checkbox"/> (G) My brother is <b>the spitting image of</b> my dad.</p> <p><input type="checkbox"/> (H) I'm <b>named after</b> my great/grandfather.</p>	<p>1. Very well; excellently.</p> <p>2. Fundamentally different or incompatible.</p> <p>3. To look or behave like an older relative.</p> <p>4. Do as another person did before, especially in making a journey or following a particular career.</p> <p>5. So similar as to be indistinguishable or nearly so.</p> <p>6. To argue with someone.</p> <p>7. The exact double of (another person or thing).</p> <p>8. To give someone or something the same name as someone or something else.</p>
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### 2. Complete the statements with the following words.

STANDS — LAUGH — TURN — THIN — CRASH — MOTHER — LIFELONG — APART

- My best friend and I have been **through thick and** \_\_\_\_\_. He's really had my back all this time.
- My best friend is such a **good** \_\_\_\_\_. She always cracks me up.
- My best friend and I are **like brothers/sisters from another** \_\_\_\_\_.
- I can always \_\_\_\_\_ **to** my friend for advice or help.
- My best friend always \_\_\_\_\_ **up for me** in an argument or fight.
- My best friend and I are \_\_\_\_\_ **friends**. We've known each other since kindergarten.
- We were best friends at primary school, but now we have **drifted** \_\_\_\_\_. We still get along, but our friendship hasn't been the same.
- I often \_\_\_\_\_ **at** my friend's house on the weekend.

### 3. Read the statements and tick the ones that are true for you

- (1) I am a teacher's pet at school.
- (2) I'm top of my class at school.
- (3) I've been studying English for ages.
- (4) I've been studying English for as long as I can remember.
- (5) English is a key part of my everyday life.
- (6) If you want to get ahead in life, it's important to know how to speak an additional language.

### 4. Complete the following sentences with information that's true for you.

- I'm keen on / I'm fond of (+ verb + -ing) \_\_\_\_\_
- I'm a keen / an avid (+ noun) \_\_\_\_\_
- I'm itching to try (+ an activity) \_\_\_\_\_

### 5. Discuss the meaning of the following expressions with a friend. If you're unfamiliar with any, look them up in a dictionary.

I'm a bit of a bookworm – I'm a bit of a film buff – My friends say I'm a computer geek – I like to get away from the hustle and bustle of my school

### 6. To answer which questions would you use the expressions in (5)?

## TOP TIPS FOR SPEAKING PART 1

### 1. STRUCTURE A FULL ANSWER.

- a. Answer the question clearly.
  - Use full sentences. Avoid just saying “yes” or “no.”
- b. Paraphrase the question. Avoid using the same words from the question to give your answer.
- c. Add details or give a reason.
  - Explain why, give an opinion, or describe a personal experience.
- d. Give an example or add a contrast.
  - Use phrases like “For example.../ For instance, ...”, “But sometimes...”, or “It depends...” to show flexibility.
- e. Finish with a short comment or conclusion.
  - This can be a personal reflection or a summarizing sentence (e.g.: “So I’d say I’m quite a social person” or “That’s undoubtedly the reason why he’s the person I get along with best in my family.”)

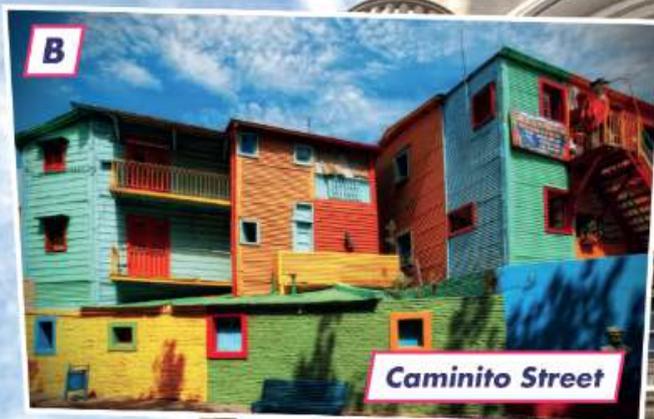
PHRASES TO BUY YOURSELF SOME TIME	PHRASES TO GIVE YOUR OPINION
<p>[ ⚠ Bear in mind that not all the phrases apply to every single question you may be asked!]</p> <ul style="list-style-type: none"> <li>● Well...</li> <li>● Let me see...</li> <li>● That's an interesting question.</li> <li>● Actually, I've never really thought about that before. Now that you mention it...</li> <li>● I guess I'd have to say...</li> <li>● Well, generally speaking...</li> <li>● I suppose it depends on each individual, but in my case I would have to say that...</li> </ul>	<ul style="list-style-type: none"> <li>● Personally speaking, ...</li> <li>● For me, personally, ...</li> <li>● In my view, ...</li> <li>● To be honest, the way I see it, ...</li> <li>● If you ask me,...</li> <li>● As far as I'm concerned,...</li> <li>● It seems to me that...</li> <li>● In my view,...</li> <li>● I strongly believe that...</li> <li>● In my opinion...</li> <li>● I'm of the opinion that...</li> </ul>
ALTERNATIVE WAYS TO SAYING 'YES'	ALTERNATIVE WAYS TO SAYING 'NO'
<ul style="list-style-type: none"> <li>● Absolutely!</li> <li>● Definitely!</li> <li>● Of course!</li> <li>● Without a doubt!</li> <li>● Totally!</li> <li>● For sure!</li> </ul> <p>SOMEWHAT HESITANT OR DOUBTFUL</p> <ul style="list-style-type: none"> <li>● I suppose so.</li> <li>● I would say so.</li> <li>● I guess so.</li> </ul>	<ul style="list-style-type: none"> <li>● Not really.</li> <li>● I'm afraid not.</li> <li>● I don't think so.</li> <li>● Unfortunately, no.</li> <li>● I'm not so sure about that.</li> <li>● It depends, but probably not.</li> <li>● I wouldn't say so.</li> </ul>

# TRAVELLING AROUND ... BUENOS AIRES

**1** Work with a partner. Compare the photos, saying what people might enjoy about visiting these places.

**2** Read Maddie's blog post about her and a friend's visit to these three places. Which of the places, A, B or C

- 1 seemed like a unique experience?
- 2 was difficult to find?
- 3 was quieter than expected?
- 4 provided a good opportunity to meet the locals?
- 5 is based on a piece of literature?
- 6 is close to a popular sports venue?



## BUENOS AIRES, DAY ONE ...

I can't believe we're finally here! Today was our first day in Buenos Aires, and I've got to say that it was AWESOME! Chantelle had read in her guidebook about this street called Caminito, close to where we're staying, with all these multi-coloured buildings. We did have a little trouble getting there, though, but that's only because we jumped on the wrong bus! It's also near the world-famous Boca Juniors football stadium. We managed to get tickets to a game and the atmosphere was incredible. Caminito is well worth a visit and it's popular with both tourists and locals.

Next on the list was Palacio Barolo. It's something of a local landmark and when it was completed in 1923 it was the tallest building, not just in Argentina, but in the whole of South America. So arriving by bus, it was hard to miss! We were prepared to queue for a long time behind hundreds of other visitors but there were only a handful of people there. The architect who built it was inspired by Dante's poem 'The Divine Comedy', and so different sections of the building are supposed to represent heaven and hell. It was amazing!

We then took the metro, and four stops on an eastbound train got us to Plaza de Mayo to see Casa Rosada, which is the president's mansion. I'd never been into a building where a head of state works or lives. In fact, there can't be many other places anywhere in the world where you can do this, so this was an opportunity we didn't want to miss. We joined a tour – it was in Spanish, so we couldn't understand much, but we got chatting to a group of Buenos Aires residents who translated the main things the guide said. I'm really glad we bumped into them, as we got to hear about some other places to visit in the city, including several that weren't in our guidebook.

**3** Which of the places would you like to visit? Why?

**4** Replace the words in *italics* with the words Maddie uses in her blog.

- 1 We did have a little *difficulty* getting there ...
- 2 ... we *got* on the wrong bus!
- 3 So arriving by bus, it was *easy* to see.
- 4 ... but there were only *a few* people there.
- 5 ... but we *started talking* to a group of Buenos Aires residents ...
- 6 I'm really glad we *met* them ...

**5** 032 Maddie has arrived at Buenos Aires International airport and is about to fly to her next destination. Look at Maddie's boarding pass and listen to four announcements. Decide if the announcements are for Maddie or someone else. If they're for Maddie, what does she need to do?

FLY AIR		BOARDINGPASS	BOARDINGPASS
Passenger Name MADDIE JONES	Flight FA 6509	Date 10/03/2019	Passenger Name MADDIE JONES
From BUENOS AIRES, EZE	To SANTIAGO, SCL	Time 09:45	From BUENOS AIRES, EZE
Gate 44	Seat 13B		To SANTIAGO
ECONOMY CLASS		Flight Date FA 6509 10/03/2019	Gate Seat 44 13B

Announcement	Maddie / someone else	Maddie needs to ...
1		
2		
3		
4		

**6** 032 Listen to the announcements again. Replace the words in *italics* with the words used in the announcements.

- 1 We regret to say that this flight has now been cancelled. Please go to the check-in desk for further information.
- 2 This is an announcement for all *people* on flight ...
- 3 Could passengers *sitting* in rows ...
- 4 This is a *particular* announcement for passenger ...

**7** Sometimes people use colloquial expressions at the airport. Match the phrases people might use (1-6) with the phrases (A-F) which have a similar meaning.

### PHRASES YOU MIGHT HEAR / USE

- 1 I have a stopover in ...
  - 2 Are you travelling with any hold luggage?
  - 3 Have you left your bags unattended at any point?
  - 4 Please step aside.
  - 5 Please place all electrical devices in a separate ...
  - 6 Where can I pay for excess baggage?
- A Could you just stand here?  
 B I have too much luggage. Who do I need to speak to?  
 C I have to wait for my connecting flight in ...  
 D Did you leave your luggage somewhere you couldn't see it?  
 E Are you taking any bags onto the flight?  
 F Please put mobile phones, tablet and laptops in a different ...

**8** Watch the video about Buenos Aires. What do you learn about these things? Make notes.

- The city of Buenos Aires
- 9 de Julio Avenue
- Teatro Colón
- Palacio del Congreso
- La Boca

### WATCH



## LIFE COMPETENCIES

### UNDERSTANDING CULTURES, PARTICIPATING WITH CONFIDENCE

- 9** Go online and research other things to do in Buenos Aires. Organise a three-day visit and present it to your classmates. Decide who has arranged the most interesting trip.

**USEFUL PHRASES AND VOCABULARY**

**DISCUSSING WHAT YOU LIKED**

- What I enjoyed the most was ...
- The thing / aspect I liked the most was ...
- I was pleasantly surprised by ...
- If you get / have a chance to ... don't miss it!
- ... (whatever you are reviewing) appeals to ... (audience/people who may have an interest in it).

**DISCUSSING WHAT YOU DID NOT LIKE**

- What I disliked the most ...
  - I was disappointed by / with ...
  - Unfortunately, ... (the object of your review) did not live up to my expectations.
- Expressing contrast:
- On the plus side, ... / On the down side, ...
  - On the one hand, ... / On the other hand, ...

**HOTELS / RESTAURANTS / CAFE**

- Location - Service - Mood
  - Located/situated in ...
  - Owned by / Run by / Head chef / Staff
  - Hotel facilities
  - Reasonable prices / Not worth the money / Overpriced / Good/Poor value for money
  - Always fully booked / Book in advance.
  - A taste of heaven in every bite.
  - A hidden gem for coffee lovers!
  - Delicious bites in a cosy atmosphere.
- I highly recommend [Cafe Name] for a delightful coffee experience.
  - If you're looking for a cosy cafe with great brews, [Cafe Name] is the place to go.
  - You won't be disappointed – [Cafe Name] is a must-visit for coffee enthusiasts.
  - When in [City/Town], make sure to stop by [Cafe Name] for a fantastic cafe experience.

**BOOKS / FILMS**

- Main character / Plot / Written by / Bestseller / Ending.
  - Set in / Based on a true story.
  - There are memorable characters, including ...
  - Starred by legendary actor xx, ...
  - The story begins with .../unfolds / reaches a dramatic climax when ...
  - It is a classic of its kind/ It is sure to be a hit/ best-seller
- Director / Cast. The film is directed by... / The film is under the masterful direction of... / Acclaimed director X takes the reins of this film.
  - Far-fetched.
  - Plays the part of ... / stars as ...
  - The film is about ...
  - The plot revolves around ...involves .../focuses on .../has an unexpected twist.
  - The main theme of the film is ...
  - The main character is played by...

**RECOMMENDING**

- Overall, I'd recommend ...
- All in all, the film was ...
- I wouldn't hesitate to recommend ...
- I wouldn't encourage anyone to ...
- Although I enjoyed it, I would not recommend it for ...
- It's one of the best (shows) I've ever seen.
- Although I am not normally keen on (musicals/concerts/the theatre), I am glad that I decided to go.
- I would highly / strongly recommend ...
- I strongly advise you (not) to ...
- ... is not to be missed!
- Everyone should see / do / read this ... immediately!

**MISCELLANEOUS**

- \* Expressions to introduce contrast:
- On the plus side, ... / On the down side, ...
  - On the one hand, ... / On the other side, ...
  - Despite the fact that (-), (+).
  - A positive point is that... / Another good feature is that... / However, one drawback is that...
  - Whereas one advantage of X is ..., a clear disadvantage is that ...

# REVIEW

## 1. Warm-up Discussion

- a. In pairs or groups of three, discuss the following:
- What do you usually look for in a good restaurant or coffee shop?
  - Do you check online reviews? Is there any other type of review you trust more?
  - According to you, which fast food joint has the most delicious burgers in Mar del Plata?
  - If you had to recommend a cozy and trendy coffee shop to a 20 year-old, which one would you choose?

## 2. Vocabulary

- a. Complete the table below with the correct adjectives. The first letter has already been provided for you.  
b. Add one more adjective below.

ATMOSPHERE	SERVICE	FOOD AND DRINKS	PRICE
L_____	W_____	T_____	A_____
C_____	S_____	O_____	O_____
	E_____	B_____	

## 3. Specific Language

- a. Complete the sentences with suitable expressions for a review.
- The food was \_\_\_\_\_ presented and **full of flavor**.
  - The staff were **very** \_\_\_\_\_ and made us feel at home.
  - One **negative aspect** was the \_\_\_\_\_ prices.
  - I would definitely \_\_\_\_\_ this place to anyone who **likes**...
  - The atmosphere was both \_\_\_\_\_ and welcoming.

- b. Come up with synonyms for the expressions in **bold**.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### 4. Organisation

- a. Read the task and look at the five parts below. Number them (1–4) to show the order you would follow when writing a restaurant or café review. This will help you plan the structure of your paragraphs.

You have seen this notice in an international travel and lifestyle magazine:

**Tell us about a restaurant or café you've been to!**

Write a review describing the place, the food, and your overall experience. Would you recommend it to others? Why or why not?

Write your review.

**(140–190 words)**

Make sure your review includes:

- A short introduction with the **name and location** of the place
- A description of the **atmosphere and service**
- **Your personal opinion on the food**
- A final **recommendation and comment on the price**

- \_\_\_ Comments on the food and drinks
- \_\_\_ A description of the atmosphere
- \_\_\_ Summary and recommendation
- \_\_\_ Comments on the service and staff
- \_\_\_ Name of the venue. Purpose of the visit

#### 5. Analysing an Example

- a. Read the example below. Work with a partner to give feedback to the writer on the following criteria: content, organisation and language.

The Café Luna is located near the train station and serves modern food in a relaxed environment. I ordered the avocado salad, which was a big disappointment. The vegetables were fresh but the dressing tasted industrial.

The price was acceptable, although the menu was very tiny. The waiters were polite and helpful, but they forgot to bring us napkins. I was visiting the city for the day and needed somewhere quiet to read and have lunch.

I wouldn't suggest this place to someone looking for something special. The music was very loud and didn't match with the calm decoration. The food came quickly, which is a good point.

In summary, Café Luna is an option if you are hungry and not too worried about details, but it's not an unforgettable place. I enjoy the visit, but I probably won't come again.

## 6. Writing

- a. Given the Task in (4) write a review in 140-190 words.

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**(140–190 words)**

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- A final **recommendation and comment on the price**

## 7. Listening

- a. Listen to the news report on [Starbucks](#) and say if the statements are True or False.
- According to the report, Starbucks is a popular brand. \_\_\_\_\_
  - Starbucks is trying to improve the overall customer experience to turn things around. \_\_\_\_\_

A review of a TV series

*I can write a review of a television series.*

**1 SPEAKING** Discuss the questions in groups.

- 1 Which old TV series do you consider to be classics and why?
- 2 Which of today's TV series do you think are the classics of the future and why?
- 3 What do you know about the series shown in the picture?

**2** Read the notice on the website and answer the questions.

- 1 What kind of website is Pictureshow? What similar sites do you know?
- 2 What should readers do to enter the competition?

## Pictureshow TV and film reviews by you, for you.

Classic TV

### RESULTS

- [Classic TV series by genre](#)
- [Editor's picks: TV classics](#)
- [Fifty classic shows that changed TV forever](#)
- [Tomorrow's Classics Competition](#)

## Tomorrow's Classics Competition

Spotting the classic TV series of tomorrow is no easy task, but that's our challenge for you this month. To enter the competition, send us a review of a recent TV show and explain why you think it will be considered a classic in the future. Our favourite review will appear on the website next month and the winner will receive a €50 cash prize.



- 3 SPEAKING** Read the review. If you have seen *Stranger Things*, do you agree with the writer's opinion of it? If you haven't, does the review make you want to watch the series? Explain your answers.

- 1 Take a **nostalgic** journey back to small-town America in the 1980s with Netflix's dark mystery *Stranger Things*. This excellent show is heavily influenced by the books and films of Stephen King and Steven Spielberg. Series creators, the Duffer brothers, have combined action, humour and horror to create a **well-reviewed** sci-fi drama. As far as I'm concerned, it's a TV classic.
- 2 In season one of *Stranger Things*, a schoolboy named Will goes missing. His friends, mother and the rest of the town become part of a series of mysterious events involving an unusual young girl named Eleven. It soon becomes clear that something even stranger is hiding in the woods of their town. In season two, the town and its inhabitants are once again threatened by supernatural forces and we are reminded that the worst villains are not always the monsters. Season three not only presents a continuation of this theme, but also shows how the main characters and their relationships have developed with time.
- 3 *Stranger Things* is a brilliant show with an **unforgettable** soundtrack. The plot explores friendships, family ties and even romance. The young cast give wonderful performances and the show is beautifully shot. Unlike many modern shows, it doesn't rely too heavily on special effects. While season one is not particularly scary, seasons two and three are more strongly influenced by horror films and are **terrifying** at times.
- 4 All in all, *Stranger Things* offers viewers a **gripping** story with plenty of twists and turns. From the opening scene, it feels as though you are watching a future TV classic. I can't recommend it enough and have no doubt that people will be talking about it for many years to come.

★ 4 Read the review again and match points a–d below with paragraphs 1–4.

- a Summarise your opinions and make a recommendation.
- b Give your opinion on the story, acting, dialogue, special effects, etc.
- c Give key information: the name of the series, where and when it is set etc., and your overall opinion.
- d Summarise the story but don't give any spoilers.

★ 5 Read the **WRITING FOCUS** and find examples of each point in the review.

### WRITING FOCUS

#### A review

The goal of a review is to give your personal opinion about something, e.g. a film, a series or a book. The opinion should be supported with examples and recommendations should be given at the end. Reviews are usually written for newspapers, websites or magazines and therefore have a fairly informal style.

#### Introduction

- Attract the reader's attention with an interesting opening sentence.
- Mention the type of show, the stars/director/writer, the setting, obvious influences, etc.
- State your overall opinion.

#### Main paragraphs

- Use present tenses to give more details about the plot and the main characters.
- Use present or past tenses to say what you liked/didn't like about the TV series.
- Use a variety of adjectives and modifiers when presenting your opinions.

#### Conclusion

- Summarise your review.
- Make recommendations.

★ 6 Complete the sentences from other reviews with one to three words from the review in Exercise 3.

- 1 People \_\_\_\_\_ about how bad this is for many years to come.
- 2 I can't \_\_\_\_\_ it enough and look forward to the second season.
- 3 From the \_\_\_\_\_ scene, it is clear that the film is going to be slow and **predictable**.
- 4 The cast give confident \_\_\_\_\_ and are a pleasure to watch.
- 5 The third season is strongly \_\_\_\_\_ the films of Quentin Tarantino.
- 6 At times, the show is poorly \_\_\_\_\_ and relies too heavily on low quality special effects.
- 7 To sum up, Schumer's new sitcom is **hilarious** and full of unexpected \_\_\_\_\_ and turns.
- 8 The rather **far-fetched** plot \_\_\_\_\_ the idea of an alien invasion.

★ 7 Match the adjectives in purple in the review and Exercise 6 with the definitions in the **LANGUAGE FOCUS** box. Is each one positive, negative, or a matter of taste?

### LANGUAGE FOCUS

#### Adjectives for reviews

Use a range of adjectives to make your review interesting.

- 1 very funny = **hilarious**
- 2 impossible to forget = \_\_\_\_\_
- 3 extremely frightening = \_\_\_\_\_
- 4 exciting = \_\_\_\_\_
- 5 emotional about the past = \_\_\_\_\_
- 6 hard to believe = \_\_\_\_\_
- 7 liked by critics = \_\_\_\_\_
- 8 easy to guess = \_\_\_\_\_

★ 8 Complete the sentences with an appropriate adjective from the **LANGUAGE FOCUS**. Use each adjective only once.

- 1 This comedy is \_\_\_\_\_. It will have you laughing out loud.
- 2 Although the show was \_\_\_\_\_ on several TV websites, we found it average at best.
- 3 For me this series is \_\_\_\_\_. I haven't stopped thinking about it since I finished watching it.
- 4 This show takes a \_\_\_\_\_ look at life in the UK in the 1920s.
- 5 Don't watch this zombie series alone because it is truly \_\_\_\_\_.
- 6 This \_\_\_\_\_ sitcom is no different to a thousand others you've seen before.
- 7 If you don't mind a \_\_\_\_\_ plot involving aliens and cowboys, you'll probably enjoy this series.
- 8 Each episode is so \_\_\_\_\_, it's almost impossible to stop watching and go to bed.

★ 9 **SPEAKING** Discuss what shows, films or actors fit some of the descriptions in Exercises 6 and 8.

### SHOW WHAT YOU'VE LEARNT

★ 10 Do the writing task. Use the ideas in the **WRITING FOCUS** and the **LANGUAGE FOCUS** to help you.

Imagine you are entering the competition on the website in Exercise 2. Write a review of a TV series that you think will be a future classic.

- Write an interesting opening sentence and state your overall opinion of the series.
- Summarise the plot of the series (but remember to avoid spoilers) and the reasons why you like it/feel it will be a future classic.
- Add a conclusion that includes a recommendation.



# “Practice makes perfect”



Look at the photo and discuss the questions.

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

# 3

## All in a day's work

### READING

topic: virtual school  
skill: understanding detail and opinion  
task: multiple choice

### GRAMMAR

future forms  
determiners with countable/  
uncountable nouns

### VOCABULARY

education and work; phrasal verbs  
verbs + prepositions

### LISTENING

topic: job shadowing  
skill: understanding different speakers  
task: multiple matching

### USE OF ENGLISH

multiple-choice cloze

### SPEAKING

topic: part-time jobs  
skill: justifying an opinion  
task: collaborative task

### WRITING

topic: intergenerational schools  
skill: including your own idea  
task: essay

### SWITCH ON ▶

video: 16-year-old boss  
project: research a business

### 3 All in a day's work

## READING

### Power up

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



### Read on

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

#### exam tip: multiple choice

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

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



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

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



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



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

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

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

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

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

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

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

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

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

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

## Sum up

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

## Speak up

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

# 3

## BEYOND THE CLASSROOM

Virtual reality learning

### GETTING STARTED

1 Look at the photographs and answer the questions.

- Which of these ways of learning have you experienced?
- What are the advantages and disadvantages of each of these learning experiences?
- How can virtual reality be used in the following industries: Healthcare    Tourism    Automotive

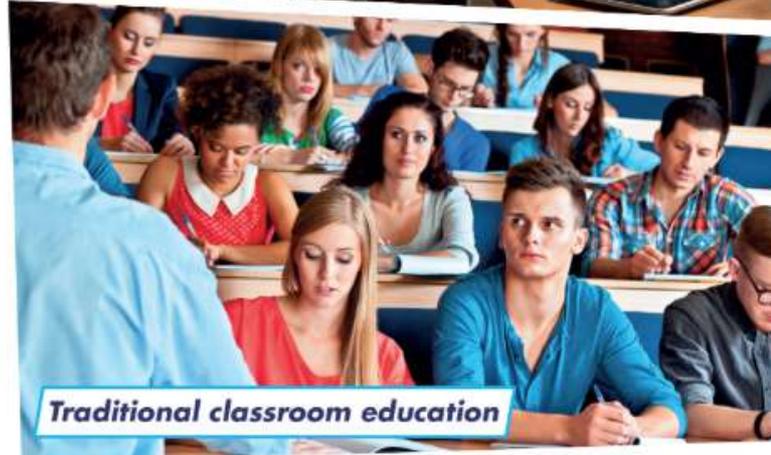


Collaborative learning



Blended learning

Distance learning



Traditional classroom education



On the job training

### READING AND USE OF ENGLISH PART 5 TRAINING

1 Read the text on page 43 quickly. Which ways of learning are mentioned?

2 Read question 1 and the four options (A–D). It mentions a specific name, Ted Milmorrow. Find the paragraph that first introduces him. Then consider each option and answer the question. Which option, A–D, is correct?

- How does Ted Milmorrow feel about the new technology?
  - concerned that it isn't realistic enough
  - frustrated that it's taken so long to develop
  - worried that surgeons won't want to use it
  - unsure that it will work in practice

**Option A:** What is Ted doing when he says 'Oh don't worry, it only looks realistic'? Is this showing concern?

**Option B:** When Ted talks about the latest technology, what word is used to describe how it started? Is this similar to the word *frustrated*?

**Option C:** What phrase does Ted use to talk about the surgeons attitude to using the new technology? Is this the same as *worried*?

**Option D:** What adjective does Ted use to describe the potential of the new technology in the final sentence of the paragraph? Is this similar to being *unsure*?



# A NEW LEARNING AGE

Ollie Brice investigates the influence technology is having on medicine

When Ted Milmorrow, chief medical trainer at the prestigious Queen's College of Surgeons, asked if I wanted to witness open heart surgery, I was less than enthusiastic. The sight of blood has always made me nauseous. Ted chuckled when I expressed my concerns. 'Oh, don't worry', he smiled, 'it only looks realistic'. He then stopped smiling and explained that, following an irritatingly slow start, the health industry is testing the latest in technological devices to transform training for medical staff, a much needed development, he says. 'Surgeons need practical as well as theoretical training and are passionate about using the technology, which has the potential to provide invaluable hands-on experience, without the need to practise on patients.'

One of the devices Queen's College of Surgeons is hoping to take advantage of is mixed reality headsets. These show three-dimensional images which surround the user so that they are completely involved in the experience. Providing all goes as planned, the aim of this immersive technology is for the headset to create holograms, which are so realistic that students are able to practise surgical procedures in real time. If holograms can be used, then there wouldn't be any further need for cadavers – the dead bodies typically used for this area of medical training. The learning experience will be further boosted by the development of devices which let the wearers experience other senses, such as touch.

After a tour of this stunning institution, I was introduced to a headset-wearing trainee who was clearly enjoying the experience. 'It's incredible and far more realistic than I'd ever imagined.' It's obvious the student looks up to Ted, whose commitment to the project is inspiring. Ted and I take a seat, and he reminds me that this really is quite momentous. 'It's huge, if you stop and think about it.' Having seen it in action, I can't help but agree with him.

I'm then introduced to Tony Reed, head of the public relations team, whose main responsibility is to promote the new technology. 'The hardest thing for us at the moment is convincing people that using immersive technology in the development of medical training is a worthwhile cause', he explains. I can easily see how **this** might prove challenging, given the fact that there is considerable nervousness when it comes to change, especially when the change in question has the potential to affect people's lives. But then again, why shouldn't healthcare take advantage of the latest in technological breakthroughs, much like the financial and automotive industries have done?

line 36

I then discover that it isn't all as new as I'd originally thought. Carol Brigsea, a leading surgeon and forward thinker in medical training techniques, has already taught her trainees by live-streaming an operation using a similar technological device. More recently, her undergraduates witnessed the first 360-degree online video of an operation. Her vision has, for some time, been to shake up surgical training and substitute traditional approaches, where students in the operating theatre can barely see surgical procedures, with these new types of learning methods.

It remains to be seen whether teachers teaching lessons in traditional classrooms will be completely replaced or not. However, attitudes towards conventional teaching methods appear to be changing. I come away with the feeling that immersive technologies, like the 3D headset, will undoubtedly enhance learning beyond anything being experienced currently. It was tentatively suggested they might even be able to explore entire brains in the not-too-distant future, which would support research into things like dementia. The educational possibilities do seem endless, however, and not solely in the field of medicine.

### 3 Now read the rest of the article and answer questions 2–6.

- What is the purpose of using mixed reality headsets?
  - to increase the number of procedures that students observe
  - to improve the speed of operations
  - to replace a traditional teaching tool
  - to allow learners to touch objects
- In the third paragraph, the writer admires
  - the range of facilities in the college.
  - the student's enthusiasm towards the headset.
  - the willingness of the college to undertake a big project.
  - Ted's strong belief in the work he's doing.
- What does *this* refer to in line 36?
  - convincing people
  - immersive technology
  - the development of medical training
  - a worthwhile cause
- Carol Brigsea's idea of the future is that
  - operations will regularly be shown online.
  - medical education will be completely reorganised.
  - traditional teaching methods will be replaced.
  - students will see medical operations on bodies.
- What is the main idea of the last paragraph?
  - Teachers will be encouraged to use more technology.
  - Medical students may no longer need face-to-face lessons.
  - Doctors could discover more about a major organ.
  - New technologies will change learning environments.

### 4 Work in groups and answer the questions.

- Would you feel confident being operated on by a surgeon trained using a 3D headset?
- In which other areas could this type of technology be used to improve learning?
- Is virtual reality a useful way of learning or just a form of entertainment?
- Do you agree there'll soon be no need for face-to-face teaching?

### 3 All in a day's work

## GRAMMAR

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

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

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

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

### explore grammar

→ p146

#### future forms

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

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

career plans hobbies socialising travelling university studies

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

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

5 Read the blog. What does Ed do?

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

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

## CAMERA, ACTION ... SCHOOL!

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

### Speak up

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

#### game on

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



### 3 All in a day's work

## GRAMMAR

### the future

1 Read the sentences and choose the correct meaning.

- 1 I'm starting Spanish lessons next term.  
This **has already been planned** / **hasn't been planned yet**.
- 2 I'm sure you'll do well in the exam.  
This is a **prediction** / **promise**.
- 3 When does your next class start?  
The speaker wants to know about your **plans** / **timetable**.
- 4 Lucy is off sick today. I'll text her my lesson notes.  
The speaker makes the decision to text the lesson notes **before** / **at** the time of speaking.
- 5 Vicky is playing really well. She's going to make the first team.  
This is **just what I feel** / **based on what I know**.
- 6 Don't ring at six. We'll be eating dinner.  
Dinner **will** / **won't** be finished at six o'clock.
- 7 Let's meet up on Sunday afternoon. I'll have finished my project by then.  
My project will be completed **before** / **on** Sunday.
- 8 By the time we arrive, we'll have been travelling for a whole day.  
This looks forward at an action that will be **finished** / **in progress** until a time in the future. The focus is on the **frequency** / **duration** of the action.
- 9 I'll message you as soon as class finishes.  
The verb 'finishes' refers to the **present** / **future**.

2 Choose the best option (A or B).

- 1 You've got a text message.  
A I'll read it later.  
B I'm reading it later.
- 2 Can I call round at five thirty?  
A Better not. I'll be doing my homework then.  
B Better not. I'll have done my homework by then.
- 3 I can't wait for Friday the 22nd.  
A We'll have been finishing our exams by then.  
B We'll have finished our exams by then.
- 4 I'm not very hopeful about this match.  
A We're unlikely to win.  
B We're due to win.
- 5 Have you been keen on judo for a long time?  
A By this May, I'll be doing judo for three years.  
B By this May, I'll have been doing judo for three years.
- 6 What are your plans for the weekend?  
A We'll go to a music festival.  
B We're going to a music festival.

3 Complete the conversations with these verb forms.  
There is one extra answer in each set you do not need.

Are you working 'm due to start 'll be hanging out  
'll have been helping 'll have earned 're going

- 1 A: The end of term at last! This time next week, we<sup>1</sup>..... at the beach.  
B: I won't. I<sup>2</sup>..... my summer job on Monday, don't forget.  
A: Oh, yes. I<sup>3</sup>..... five days a week?  
B: Yes, Monday to Friday. But at least I<sup>4</sup>..... some money by the end of the summer.  
A: Lucky you! I<sup>5</sup>..... my dad in his shop for weeks by the time school starts – unpaid!

'll be doing 'll have started 'm unlikely to need  
won't have been studying you make you will have

- 2 A: What do you think you<sup>6</sup>..... in five years' time?  
B: I'm not sure, but I guess I<sup>7</sup>..... university or college. What about you?  
A: I<sup>8</sup>..... on a course, I don't think. I have an idea for a business and I<sup>9</sup>..... a university degree for it.  
B: Sounds interesting! When<sup>10</sup>..... your first million, don't forget your old classmates!

4 Choose the correct words to complete the text.

Andy

Add message | Report



Hi! My mum's just got a new job, so <sup>1</sup>**we're moving** / **we'll move** to a new area in a month. This means I'm <sup>2</sup>**unlikely** / **about** to change schools, which I'm pretty nervous about, to be honest. The new term <sup>3</sup>**will have been starting** / **will have started** by the time I get there and everyone <sup>4</sup>**is due to know** / **will already know** each other. My parents say <sup>5</sup>**I'll make** / **I'm making** friends quickly, but I keep worrying about the first day when I <sup>6</sup>**walk** / **will walk** in to class. Everyone <sup>7</sup>**will be thinking** / **will have been thinking**, 'Here comes the new kid. What's he <sup>8</sup>**out to be** / **going to be like**?'

Vik

Add message | Report



I did exactly the same last term and I was fine. Don't worry – you <sup>9</sup>**will be** / **are due to be** too. The first day is the worst. After you <sup>10</sup>**will get** / **get** through that, <sup>11</sup>**you're feeling** / **you'll feel** more confident. Just be yourself, find one friendly face and I know <sup>12</sup>**you'll be enjoying** / **you're likely to enjoy** your new school in no time!

# VOCABULARY

## education and work

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

attendance detention discipline experiment grade(s) handout  
syllabus timetable

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

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

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

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

- be:** creative, .....  
**have:** a good salary, .....  
**work:** independently, .....

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

## Back to Unschool!

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

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

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

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

## explore vocabulary

### phrasal verbs (2)

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

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

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

## Speak up

- 6 Work in pairs and discuss the questions.

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



# VOCABULARY

## education and work

1 Listen to four short recordings. Complete the sentences with these pairs of words.

attendance/grades      discipline/detention  
experiment/handout      syllabus/timetable

- The teacher was setting up an ..... and she had a ..... to give to the class.
- The students were talking about ..... in the history class and how three classmates got .....
- The teachers were discussing adding Mandarin to the school .....
- The man thought it was a good idea, but was concerned about how it would fit in to the .....
- The teacher was pleased with her student's ..... and she also praised her for an improvement in her .....

2 Find four words or phrases about work in each spiral. Write them in the correct list.

independently  
part-time  
as a team

for  
a lot of  
pressure  
time  
control  
over  
your own  
time

creative  
self-employed  
your own  
boss  
responsible

BE

HAVE

WORK

3 Choose the correct words to complete the text.

Hi, I'm Ali and thanks for inviting me to your careers day. I'm 'an unemployed / a self-employed costume designer in the theatre. If you think that sounds like a job with long holidays and lots of time 'down / off, think again! I'm not only 'responsibility / responsible for the designs, but also the schedule and budget. I need to work both 'independently / independent and 'like / as a team. People sometimes confuse 'being / having your own boss with working 'shifts / part-time. My job is very much full-time. That means I 'have / work a lot of pressure, but I also have control 'over / on my own time. I can work when I like, provided I get the job done. And I need to do that to have a good 'money / salary of course!

4 Complete the phrasal verbs.

- It's hard to keep ..... hobbies before exam time.
- I was off school so I need to make ..... what I missed.
- On Saturdays, I catch ..... sleep after a week at school.
- For our class project we came ..... the idea of a blog.
- Karin's new to the club, but she gets ..... everyone.
- I got off my bike on the big hill. I just ran ..... energy.

## Extend

5 Match the phrasal verbs with the correct meanings (A-F).

Nobody can 'measure up to my sister when it comes to being naughty. She can 'get away with all sorts of bad behaviour. My little brother adores her and 'goes along with all of her bad ideas... but of course, he usually gets stuck with the blame.

Me, I don't 'go in for that kind of behaviour at all. I've 'given up on trying to stop them, though, as long as they 'keep out of my private life!

- A agree with or support .....
- B avoid / stay away from .....
- C be as good /skilled as .....
- D do often / enjoy .....
- E not be punished for .....
- F stop hoping for change .....

## LISTENING PART 1 TRAINING

### 1 Answer the questions.

- 1 What complaints might a student have about a classmate or a teacher?
- 2 What's the difference between complaining to someone and complaining *about* someone?

### 2 Read the extract and choose the correct option, A, B or C. Why are the other two options incorrect? Underline the words and phrases that helped you decide.

You will hear two friends talking about university life. Who is Adira complaining about?

- A a classmate    B a lecturer    C a tutor

**Veronica:** Hey Adira, how did it go?

**Adira:** Not good. I just couldn't follow her ideas.

**Veronica:** Why not?

**Adira:** Well, it's not just me; the other students on the course didn't understand her either. I know she's supposed to be an expert in her field, and she's carried out loads of research, but nevertheless...

**Veronica:** Have you spoken to your tutor about her?

**Adira:** Yes, I told her I wasn't happy, and she was helpful. She gave me some useful websites, where I could look the subject up online, and suggested that might help me understand more clearly. I'm going to try it.

### 3 Now listen. For questions 1-3, choose the best answer (A, B or C).

- 1 020 You will hear two colleagues talking at work. What does Frank recommend?
  - A a course that is partly online and partly in the classroom
  - B a traditional course in a classroom
  - C a course that is completely online
- 2 021 You will hear two students talking about a university that they are thinking of going to. What do they both say about it?
  - A The accommodation isn't in a convenient location.
  - B The university buildings are outdated.
  - C The courses are too expensive.
- 3 022 You will hear a man talking to his friend on the phone. Why is he phoning?
  - A to describe a problem
  - B to get some advice
  - C to confirm an arrangement

## VOCABULARY

### IDIOMS AND PHRASAL VERBS

#### 1 Read what two students have said about their studies. Are you similar to Phil or Ingrid? Why?

#### Phil

So, I took my final English exam last week and I **passed with flying colours**. As you can imagine, I'm **over the moon**! It wasn't easy though. I did have to **pull a few all-nighters**, especially the week before the exam. I spent that week reading a book on English grammar and trying to **learn** all the tenses **by heart**. It's a bit of an **old-school** method, I know, but I found it really useful.



#### Ingrid

I loved my time at school. My friends would say that I was a **bookworm** because I'd spend all my free time reading. That didn't stop them from stealing my answers in class, though. They were such **copycats**! The teacher said some of my project work really **stood out** from the others. I wouldn't say I was the **teacher's pet** or anything, but I loved all of my lessons and often **went the extra mile** on homework assignments.



- 2 In pairs, choose either Ingrid or Phil and, using the context to help you, write down what you think the phrases in bold mean. Then, change partners and see if you agree.
- 3 Complete the questions with the idioms in Exercise 1, using the correct form. There may be more than one possible answer.
  - 1 Have you ever had to \_\_\_\_\_ before an important exam or deadline?
  - 2 Would you ever send out paper invitations for a party or is that a bit \_\_\_\_\_?
  - 3 When was the last time you went \_\_\_\_\_ for someone?
  - 4 Have you ever passed an exam \_\_\_\_\_?
  - 5 Would you describe yourself or anyone you know as a \_\_\_\_\_?
  - 6 Have you or anyone you know completed a piece of work that \_\_\_\_\_ from all the rest?
- 4 Work in pairs and answer the questions in Exercise 3.
- 5 Write a paragraph to describe your experiences of studying. Use at least five of the idioms. Then, share your paragraph with your partner. How similar or different are they?



# EXAM FOCUS

## LISTENING PART 1

### ✓ EXAM FACTS

- You will listen to eight short recordings of one or two people speaking.
- You must choose the correct answer (A, B, or C) for each of the eight questions.

### ! EXAM TIPS

- Each question is formed of two parts. The first part tells you who is talking and what they are talking about. The second part asks a question that you must answer or starts a sentence which you have to complete. Read the question carefully before listening and underline the key words.
- You will hear each recording twice. Try to answer the question after the first listening and then check your answer during the second listening.

 **025** You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You overhear two friends talking in a corridor. What did the man find difficult when he was studying Arabic?  
**A** the grammar  
**B** the writing  
**C** the pronunciation
- 2 You hear a student talking about his future plans. What is he going to do when he leaves university?  
**A** get a job as a teacher  
**B** do voluntary work  
**C** study to become a psychologist
- 3 You hear a man and a woman discussing the qualities of a traditional education. What does the woman think?  
**A** Learning doesn't stop once children have left school.  
**B** Children learn from a traditional education how to become good citizens.  
**C** A traditional education provides more career opportunities.
- 4 You hear two students talking about one of their university courses. What do they agree about?  
**A** how boring it is  
**B** how difficult it is  
**C** how relevant it is
- 5 You hear two friends talking at a graduation ceremony. Why didn't the woman want to attend?  
**A** She didn't enjoy her time at university.  
**B** Her family aren't there.  
**C** She doesn't enjoy parties.
- 6 You hear a woman talking on the phone to her son. What does she suggest?  
**A** he works harder at school  
**B** he spends time with his friends  
**C** he starts his next assignment
- 7 You hear a man talking on the radio about his job. What disappoints him about being a lecturer?  
**A** the marking  
**B** the salary  
**C** the long hours
- 8 You hear a teacher talking about a colleague at work. What does she admire most about her colleague?  
**A** His lessons are interesting.  
**B** He gets enjoyment from teaching.  
**C** He treats students equally.

### 3 All in a day's work

## LISTENING

### Power up

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

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

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

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

A person who is job shadowing:

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



### Listen up

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

- |                       |                 |
|-----------------------|-----------------|
| <b>A</b> builder      | Speaker 1 ..... |
| <b>B</b> farmer       | Speaker 2 ..... |
| <b>C</b> TV presenter | Speaker 3 ..... |
| <b>D</b> architect    | Speaker 4 ..... |
| <b>E</b> chef         | Speaker 5 ..... |

#### exam tip: multiple matching

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

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

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

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

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

- |                 |                 |
|-----------------|-----------------|
| Speaker 2 ..... | Speaker 4 ..... |
| Speaker 3 ..... | Speaker 5 ..... |

### Speak up

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

Students should be paid to study.



# USE OF ENGLISH 1

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

advice boss colleagues courses information  
people role stuff task

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

## explore grammar

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### determiners with countable/ uncountable nouns

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

2 Complete the sentences with these words.

a few a large amount of less many much several

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

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

4 Read the article and choose the correct answers.

## The value of 'non-glam' jobs

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



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

- 1 There aren't many teenagers in my class who have a part-time job.  
**ONLY**  
There are ..... in my class who have a part-time job.
- 2 Most students don't earn a lot of money from their part-time job.  
**LITTLE**  
Most students ..... money from their part-time jobs.
- 3 Generally, not many teenagers will get their dream job.  
**FEW**  
On the whole ..... will get their dream job.
- 4 A lot has changed since I started working here.  
**PLENTY**  
There ..... since I started working here.
- 5 Jack respects his boss a lot.  
**DEAL**  
Jack has ..... respect for his boss.
- 6 A lot of experience is unnecessary for this job.  
**MUCH**  
You ..... experience for this job.

## Speak up

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

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

# USE OF ENGLISH 1



1 3.5 Listen to six short recordings. Choose the correct countable or uncountable nouns to complete the sentences.

armchair / furniture      luggage / suitcases      money / pounds  
 packets / rubbish      skills / training      travel / journey

- The man says the ..... are too heavy to lift.
- The man isn't happy about the ..... that has been left on the bus.
- The woman is asking if her friend had a good .....
- The man thinks their pet shouldn't be sitting on an .....
- The woman can't understand where his ..... has gone.
- The girl is talking about the ..... that she thinks are important.



2 Find the extra word in each sentence.

- I haven't given no much thought to future careers.
- It's a shame that only a few many students attended the course.
- I'm not very hungry so I only want a little bit pasta.
- A job in IT gives you plenty of many opportunities.
- Every few student improved their grades last term.
- I got up late so I had a little time for breakfast before I left.



3 Choose the correct words to complete the text.

## What makes a great job?

People's opinions vary, of course, but these are 'plenty / most workers' top 5:

- ✓ **Recognition:** Almost <sup>2</sup>all / every of us want to be told when we've done a good job.
- ✓ **Challenge:** Employees want to develop. A job with <sup>3</sup>any / no challenge will soon have staff looking for vacancies.
- ✓ **Flexibility:** This is high on the list for a great <sup>4</sup>many / several people. It shows the employer has a great <sup>5</sup>plenty / deal of confidence in the employee to work independently.
- ✓ **Variety:** A timetable with <sup>6</sup>little / a little variety soon becomes dull. Even a small change in routine <sup>7</sup>each / all week helps motivation.
- ✓ **Rewards:** Salary is one reward. But there are <sup>8</sup>most / several other ways of rewarding staff: good holidays, free lunches and <sup>9</sup>a few / few staff parties.

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

1 In my year many students applied to be class representatives.

**LARGE**

In my year ..... students applied to be class representatives.

2 There are few days left for revising before the test.

**TIME**

There ..... left for revising before the test.

3 The school was badly damaged by the storm.

**AMOUNT**

The storm caused ..... to the school.

4 Doing a little revision every day is better than doing twelve hours the night before the test.

**BIT**

It's better ..... revision every day than twelve hours the night before the test.

5 It will be easy for you to pass the test.

**PROBLEM**

You ..... passing the test.

6 You can't deny that all parents want the best education for their children.

**EVERY**

You can't deny that ..... the best education for their children.

5 Choose the correct words to complete the text.

The summer means exam time for <sup>1</sup>majority / most teenagers. And for a large <sup>2</sup>number / amount of them that means stress. But what about the parents? Exams can be stressful for them, too. <sup>3</sup>No / None parent likes to see their child anxious, and not <sup>4</sup>all / every parents know how to cope. They want to help and so they jump in with <sup>5</sup>lots of / lot of questions and suggestions. According to a recent study, this is the last thing they should do. Instead, parents should make as <sup>6</sup>few / little interruptions as possible. Bringing in <sup>7</sup>few / a few snacks is a great idea but without asking, 'How's it going?' <sup>8</sup>all / each time.

### 3 All in a day's work

## USE OF ENGLISH 2

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

1 Work in pairs. What is 'coding'?

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

### explore vocabulary

#### verbs + prepositions

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

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

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

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

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

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

#### exam tip: multiple-choice cloze

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

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

## Why we should all be learning to 'speak code'

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

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

### Speak up

6 Work in pairs and discuss the questions.

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

### 3 All in a day's work

## USE OF ENGLISH 2

3 e Read the text and decide which answer (A, B, C or D) best fits each gap.

1 Match the sentence halves (1–8) with (A–H).

- 1 I think learning should be free. I don't believe
- 2 I don't want to be difficult, but if I don't agree
- 3 You'd be a great school rep. Why not apply
- 4 Count me out for this film. It doesn't really appeal
- 5 She's great player, but you can't always rely
- 6 I'm so fed up with her. She didn't even apologise
- 7 Can't we invite both? It's too hard to choose
- 8 He's fine now, but the accident resulted

- A on her to come to practice.
- B with you, I'll say so.
- C between the two of them.
- D for using my racquet without asking.
- E for it and see what happens.
- F in him being off for a month.
- G in private education for anyone.
- H to me, but I'll come next time.

2 Complete the questions with the correct prepositions.

### WORK

1 Which job appeals ..... you most?  
*Being a professional musician.*

2 If you saw an ad for a job with animals, would you apply ..... it?  
*No way! I'm allergic to animals!*

3 If you had to choose ..... a huge salary or job satisfaction, what would you go for?  
*Honestly? I'd choose the money!*

### RELATIONSHIPS

4 Who do you agree ..... most about things?  
*My sister. She gives good advice.*

5 Who outside your family do you rely ..... for support?  
*My music teacher.*

6 What was the last thing you had to apologise ..... ?  
*Breaking my mum's shoes.*

## You're **more skilled** than you think

You need training and experience to succeed <sup>1</sup> ..... the world of work. But whatever sector you <sup>2</sup> ..... in, there are skills common to most professions. We often refer <sup>3</sup> ..... them as 'transferable skills' and here's a list that most employers <sup>4</sup> ..... on.

**Numeracy**

Think of how you cope <sup>5</sup> ..... numbers in everyday life – saving for something you want, working out a discount, or getting your fair share of pizza.

**IT skills**

IT skills How might the IT skills you use every day transfer to the world of work?

**Communication skills**

A project <sup>6</sup> ..... from clear communication from people with good listening skills. Think of a time when you got your message across well ... and one when you didn't! What can you learn from this?

**Team work**

Almost all work depends <sup>7</sup> ..... a team effort. What examples of working as a team can you give?

**Time management**

Good time management <sup>8</sup> ..... to success. You'll have shown this every time you've worked out how to get your homework done and play basketball.

- |                |            |            |               |
|----------------|------------|------------|---------------|
| 1 A from       | B into     | C in       | D on          |
| 2 A specialise | B focus    | C select   | D concentrate |
| 3 A to         | B onto     | C for      | D on          |
| 4 A insist     | B demand   | C ask      | D require     |
| 5 A from       | B with     | C for      | D without     |
| 6 A progresses | B proceeds | C improves | D benefits    |
| 7 A from       | B of       | C on       | D by          |
| 8 A increases  | B ends     | C results  | D leads       |

### Extend

4 Write the missing prepositions.

- 1 apologise for doing something ..... a person
- 2 agree ..... a person ..... / ..... an issue
- 3 care ..... a person who can't look after themselves
- 4 ask ..... an object you want
- 5 play ..... an object

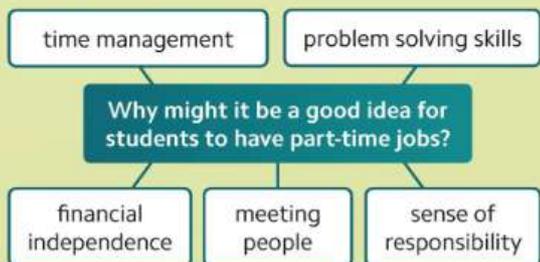
5 Complete the conversations with the correct prepositions.

- 1 A: Did you ask your parents ..... an electric guitar?  
B: Yes, Dad agreed ..... it but Mum said no!
- 2 A: She never apologises ..... being rude.  
B: I know, but she doesn't really care ..... other people.
- 3 A: I'm never picked to play ..... the first team. It's not fair!  
B: Why don't you complain ..... the coach about it?

# SPEAKING

## Power up

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



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

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

### exam tip: collaborative task → p164

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

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

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

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

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

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

## Speak up

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

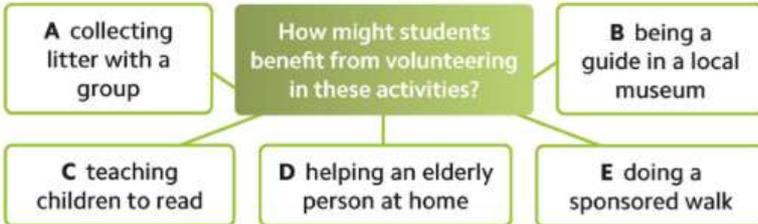
## Speaking extra

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



# SPEAKING

★ 1 Read the speaking task. Match the sentences (1–5) with the points in the task (A–E).



- 1 Raising money in this way would give you a sense of achievement and also help you be more active. ....
- 2 This could improve your communication skills because young people need clear explanations. ....
- 3 Activities like this improve the area for everyone and working with others teaches you teamwork. ....
- 4 Going to their house would teach you to be responsible and respectful. ....
- 5 Dealing with the public would help you become more self-confident and become better at meeting people. ....

★ 2 Write the words in the correct order to make sentences.

- 1 with / ? / start / we / one / Shall / this  
.....
- 2 you / a sponsored walk / think / do / you / ? / helps / How  
.....
- 3 think / that / ? / you / What / about / do  
.....
- 4 benefit / helping an older person / ? / about / How / the / from  
.....
- 5 don't / teaches / you / agree / ? / collecting litter / I / think / you / teamwork,  
.....
- 6 what / one / ? / about / OK, / this  
.....

★ 3 3.6 Listen to two students discussing the task in Ex 1. Which two points are they talking about?

★ 4 3.7 Listen again. Which speaker performs better during the task? Tick the mistakes the other student makes.

- deciding about the most important benefit too quickly
- not responding fully to the other speaker's comments
- not understanding the language in the task
- not using a very polite tone
- asking the examiner for help
- using very direct language

★ 5 Match the sentences that are too direct (1–6) with more appropriate language (A–F).

- 1 You're wrong about that.
  - 2 Right, this one next.
  - 3 I'm right, aren't I?
  - 4 Tell me what you think.
  - 5 I want to make another point now.
  - 6 We already said that.
- A** Can I just add something to what you said?  
**B** What do you think about that?  
**C** As we agreed earlier, ...  
**D** Shall we move on to this point now?  
**E** Do / Would you agree with that?  
**F** I'm not sure I agree with you.

★ 6 Read the next part of the task and decide if the statements below are true (T) or false (F).

Which activity would students benefit from most?

To answer this question, students would need to:

- 1 summarise all the ideas they have already discussed. ....
- 2 come to an agreement if they can. ....
- 3 give the examiner the answer he / she is expecting. ....
- 4 suggest several more benefits from volunteering. ....
- 5 give reasons for the option they choose. ....

★ 7 e Record your answers to the question in Ex 6. Check your answers against the true statements.



## SPEAKING PART 3 AND 4

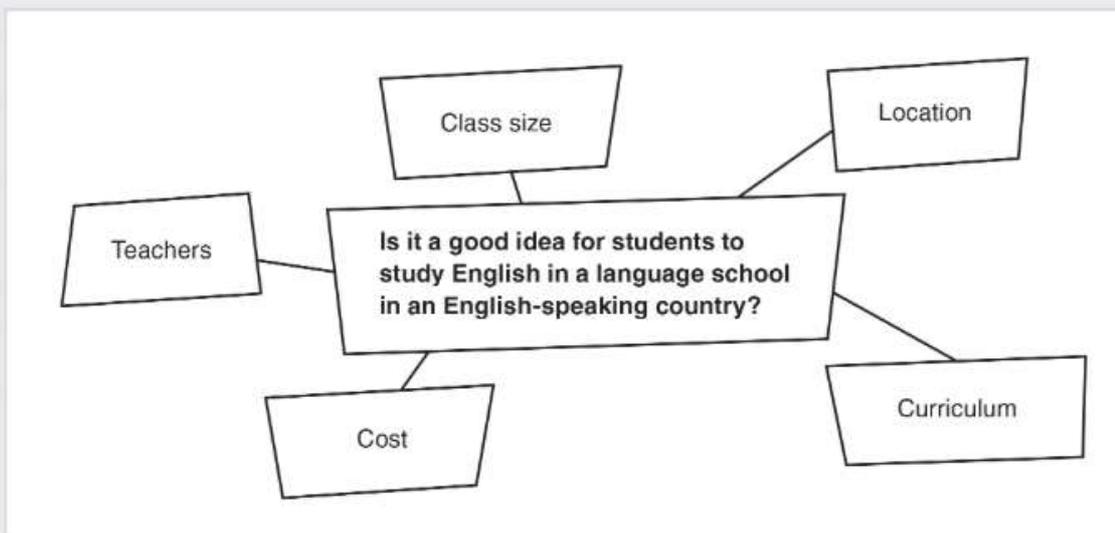
### EXAM FACTS

- In Part 3, you are given a discussion question with five prompts. You must talk to your partner (the other candidate) and answer the question, using the prompts. After you've discussed your ideas, the examiner will then ask you both a question with the aim of reaching a decision.
- In Part 4, the examiner will ask you both more general questions about the topic presented in Part 3. The questions will focus more on giving an opinion than on giving personal information.

### EXAM TIPS

- In Part 3, it's not necessary to cover all five prompts. The main focus is to discuss the question with the other candidate and keep the conversation going. Make sure to listen and respond to what they say – don't just wait to give your own ideas.
- You will not be penalised if you fail to reach an agreement with the other candidate at the end of Part 3.
- In Part 4, try to give full answers to the questions the examiner asks you. You are assessed on the language you use and not on your opinions or ideas. You may be asked questions individually or be asked to discuss questions with your partner.

### PART 3



➔ **SPEAKING BANK** / Pages 250–251

### PART 4

- 1 Would you like to study a language in another country? (Why? / Why not?)
- 2 Some people think that everyone should learn at least two languages. What do you think?
- 3 Is it better to speak one language really well or to be able to say a few things in several languages? Why?
- 4 Do you think school uniforms are a good idea? (Why / Why not?)

➔ **SPEAKING BANK** / Pages 252–253



## USEFUL PHRASES – Collaborative Task – SPEAKING Part 3

<p style="text-align: center;"><b>STARTING YOUR DISCUSSION</b></p> <ul style="list-style-type: none"> <li>- Shall I start? / Yeah, go on.</li> <li>- Shall I go first? / Of course, go ahead.</li> <li>- Is it okay if I start? / Sure, no problem.</li> <li>- Would you like me to go first? / Yes, why not?</li> </ul>	<p style="text-align: center;"><b>EXPRESSING YOUR OPINION</b></p> <ul style="list-style-type: none"> <li>- I believe/think that...</li> <li>- In my opinion,...</li> <li>- The way I see it,...</li> <li>- If you ask me,...</li> <li>- I would say that...</li> <li>- It seems to me that...</li> <li>- In my view...</li> <li>- As far as I'm concerned,...</li> </ul>
<p style="text-align: center;"><b>ASKING FOR YOUR PARTNER'S OPINION</b></p> <ul style="list-style-type: none"> <li>- <i>statement</i>, don't you think/agree?</li> <li>- <i>statement</i>, wouldn't you say so?</li> <li>- <i>statement</i>, wouldn't you agree?</li> <li>- <i>statement</i>, right?</li> <li>- Do you think...?</li> <li>- Do you believe that...?</li> <li>- What do you think about...? Would you agree that...?</li> <li>- What's your take on...?</li> <li>- How about...?</li> <li>- What about...?</li> <li>- What's your view on...?</li> </ul>	<p style="text-align: center;"><b>AGREEING WITH YOUR PARTNER</b></p> <ul style="list-style-type: none"> <li>- I (totally) agree with you.</li> <li>- You're dead right.</li> <li>- That's (absolutely) true.</li> <li>- You're (absolutely) right.</li> <li>- That's actually a great idea.</li> <li>- I couldn't agree more.</li> <li>- Definitely! I see what you mean.</li> <li>- I actually see it that way, too.</li> <li>- I think so, too.</li> <li>- That's a good point! // You have a point there!</li> </ul>
<p style="text-align: center;"><b>DISAGREEING WITH YOUR PARTNER</b></p> <ul style="list-style-type: none"> <li>- I'm afraid I don't see it the same way.</li> <li>- I'm sorry but I have to disagree with you on this one.</li> <li>- You may be right, but I have a different view.</li> <li>- That might be true, but I'm not sure I agree with you.</li> <li>- I'm sorry, but I don't agree.</li> <li>- I'm afraid I don't hold the same opinion as you.</li> <li>- Probably, but... // Maybe, but what about...?</li> </ul>	<p style="text-align: center;"><b>CHANGING THE SUBJECT</b></p> <ul style="list-style-type: none"> <li>- As for + <i>one of the options</i>...</li> <li>- As to + <i>one of the options</i>...</li> <li>- In relation to + <i>one of the options</i>...</li> <li>- As regards + <i>one of the options</i>...</li> <li>- Regarding <i>the question of the task</i>, ...</li> <li>- With regard to + <i>paraphrased question</i>...</li> <li>- Shall we move to + <i>one of the options</i>...</li> </ul>
<p style="text-align: center;"><b>CONCLUDING THE DISCUSSION</b></p> <ul style="list-style-type: none"> <li>- I believe we have an agreement, don't we?</li> <li>- So, do we have an agreement?</li> <li>- Shall we stick to...?</li> <li>- Shall we agree on..?</li> <li>- OK, so are we both in favour of...?</li> <li>- Let's agree to disagree.</li> </ul>	



1. Have a clear discussion, not 2 monologues.
2. Justify your opinions.
3. Try to speak about all the options.
4. Work with your partner.
5. Address your partner.
6. Help your partner.
7. Finish your statements with a question or a question tag.
8. Keep your turn short.
9. Stick to the topic.
10. Be polite & smile.

### 3 All in a day's work

## WRITING

### Power up

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

#### Pupils and pensioners go back to school

close

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

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

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

#### explore language

→ p146

##### possession: 's / s'

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

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

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

##### either ... or

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

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



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

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

**Notes**

Write about:

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

- 5 Read the essay. Answer the questions.

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

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

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

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

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

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

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

A In my opinion, teens and pensioners can teach each other plenty of new skills but it will only work if both the teen and the pensioner are prepared to make an effort.

B Although the idea of teens and pensioners learning from each other is good, in reality, I think there is too big an age difference for it to really work. For that reason I can't agree with the statement.

## Plan on

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

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

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

## Write on

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

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

**Notes**

Write about:

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

### exam tip: essay

→ p165

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

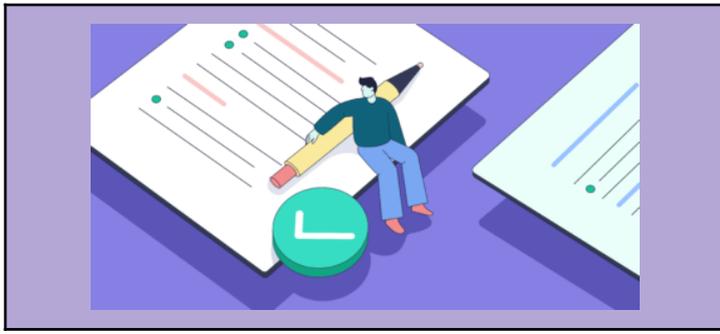
Make a plan for your essay, including what points you want to make about each note.

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

## Improve it

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

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



# HOW TO WRITE AN ESSAY OUTLINE

Prioritising the creation of an outline before delving into the writing process is a valuable practice, and here are several compelling reasons why it enhances the overall essay-writing experience:

1. **ORGANISES THOUGHTS.** An outline helps you organise your thoughts and ideas before you start writing. It provides a clear structure for your essay, making it easier to convey your message coherently.
2. **PROVIDES CLARITY AND FOCUS.** By outlining your main points and supporting details, you gain clarity on the focus of your essay. This ensures that your writing stays on track and doesn't veer off into unrelated or irrelevant areas.
3. **SAVES TIME.** Investing time in creating an outline can save you time in the long run. It serves as a roadmap, preventing you from getting stuck or having to backtrack during the writing process.
4. **LOGICAL FLOW.** An outline helps you arrange your ideas in a logical order. This logical flow is essential for readers to follow your argument or narrative easily.
5. **HELPS IDENTIFY GAPS AND WEAKNESSES.** As you construct your outline, you may notice gaps in your argument or areas that require further research or deeper analysis. This allows you to address these issues before you start writing the actual essay.
6. **IMPROVES THE OVERALL QUALITY OF YOUR WRITING.** Ultimately, an organised and well-thought-out essay outline contributes to the overall quality of your writing. It helps you present a more polished and professional piece of work.

<b>TITLE</b>	[Remember that it should be catchy and topic related]
<b>INTRODUCTION</b>	[1st sentence: wide and general scope. 2nd sentence: be more specific introducing controlling idea(s). Include your opinion. Thesis statement. Rhetorical question (optional)].
<b>BODY PARAGRAPH #1</b>	[Topic sentence. Back up information / Examples].
<b>BODY PARAGRAPH #2</b>	[Topic sentence. Link your BP#2 idea with that presented in BP#1 (optional). Back up information / Examples].
<b>BODY PARAGRAPH #3</b>	[Topic sentence. Link your BP#3 idea with those presented in BP#1 and 2 (optional). Back up information / Examples].
<b>CONCLUSION</b>	[Rephrase your ideas and wrap up. Restate your opinion. Provide advice/share insights or predictions].

**ESSAY OUTLINE****1. Choose one of the tasks and design your outline.**

 **USEFUL TIP:** Although the introduction is the first part of your essay, begin planning the ideas for your body paragraphs including the information you have in the task. Leave the planning of the introduction and the conclusion for later, once you are sure what it is you will discuss in your essay.

<b>INTRODUCTION</b>	
<b>BODY PARAGRAPH #1</b>	<b>PROMPT #1:</b>  <b>SUPPORTING IDEA:</b>  <b>EXAMPLE:</b>
<b>BODY PARAGRAPH #2</b>	<b>PROMPT #2:</b>  <b>SUPPORTING IDEA:</b>  <b>EXAMPLE:</b>
<b>BODY PARAGRAPH #3</b>	<b>PROMPT #3:</b>  <b>SUPPORTING IDEA:</b>  <b>EXAMPLE:</b>
<b>CONCLUSION</b>	

2. Now that you have an idea of how to organise your essay, try to dig deeper into the information you will include and phrases you can use.

<b>INTRODUCTION</b>	General introduction of the topic
	Thesis statement
	Hooking question

<b>BODY PARAGRAPH #1</b> <hr/>	Topic sentence
	Supporting ideas

<b>BODY PARAGRAPH #2</b> <hr/>	Topic sentence
	Supporting ideas

<b>BODY PARAGRAPH #3</b> <hr/>	Topic sentence
	Supporting ideas

<b>CONCLUSION</b>	Summarising your ideas / Restating your point
	Your opinion
	Piece of advice / Rhetorical question / Question to the audience

# DO I WANNA KNOW

## 1. Warm Up Discussion

- a. In pairs, discuss examples of love songs that you're familiar with. What makes them a hit? What tugs your heartstrings?

## 2. Vocabulary: Activating Background Knowledge / Discovering New Terms

- a. Match the verbs on the left column with their correct definitions on the right column.

1.	to crawl	a)	to have courage in the face of danger or uncertainty
2.	to pucker up	b)	to become quiet or calm
3.	to have the guts	c)	to move along on hands and knees
4.	to simmer down	d)	to cause to flow, move or fall
5.	to spill	e)	to press together (clothes/skin/lips) and form small folds
6.	to be on the cusp	f)	at the point when something is about to change / to be between two states

- b. Come up with synonyms (word or phrase) for the following expressions in (a):

- i. to crawl: \_\_\_\_\_
- ii. to have the guts: \_\_\_\_\_
- iii. to be on the cusp: \_\_\_\_\_

- c. Choose the correct preposition to complete the phrases or phrasal verbs below. Then, write down the meaning of the phrases.

- i. To think something **ahead / through / back**.  
Meaning: *to think carefully about the possible results or consequences of doing sth.*
- ii. To have colour **in / on / about** your cheeks.  
Meaning: \_\_\_\_\_
- iii. To have an ace **on / inside / up** your sleeve.  
Meaning: \_\_\_\_\_
- iv. To be **in / on / up** so deep.  
Meaning: \_\_\_\_\_
- v. To play a tune **in / on / over** repeat.  
Meaning: \_\_\_\_\_

## 3. First Listening: Vibe Check

- a. How does the song make you feel?
- b. What words come to mind when you hear the music? (moody, hypnotic, cheerful, hopeful, etc.)
- c. What kind of story do you think this song is telling?

#### 4. Second Listening: Mind the Gaps! Complete the lyrics. 🎵

Have you got colour in your cheeks?  
Do you ever get that fear that you can't \_\_\_\_\_ (1)  
The type that sticks around like summat in your teeth?  
Are there some aces up your \_\_\_\_\_ (2) ?  
Have you no idea that you're in deep?  
I dreamt about you nearly every night this week

How many secrets can you keep?  
'Cause there's this tune I found  
That makes me think of you somehow  
And I play it on repeat  
Until I fall asleep  
Spilling drinks on my \_\_\_\_\_ (3)

- **CHORUS** -

(Do I wanna know)  
If this feeling \_\_\_\_\_ (4) both ways?  
(Sad to see you go)  
Was sorta hoping that you'd stay  
(Baby, we both know)  
That the nights were mainly made  
For saying things that you can't say tomorrow \_\_\_\_\_ (5)

Crawling back to you  
Ever thought of calling when you've had a few?  
'Cause I always do  
Maybe I'm too busy being yours to fall for somebody new  
Now, I've thought it through  
Crawling back to you

So, have you got the \_\_\_\_\_ (6)?  
Been wondering if your heart's still open  
And if so, I wanna know what time it \_\_\_\_\_ (7)  
Simmer down and pucker up  
I'm sorry to interrupt, it's just I'm constantly on the \_\_\_\_\_ (8)  
Of trying to kiss you  
I don't know if you feel the same as I do  
But we could be together if you wanted to

#### 5. Language Focus. 🧠

- a. Read the lyrics and identify (highlight/underline) instances of:
  - i. Informal spoken contractions.
  - ii. Subject / Verb omission.

#### 6. Speaking. Debate. 🗣️

- a. Pair up to discuss the following topic:

Prompt:

"Is it better to tell someone how you feel even if you risk rejection, or to stay silent and avoid embarrassment?"

- b. **Student A** will argue **in favor** of expressing one's feelings, even if rejection is a possibility.  
**Student B** will argue **against** it, supporting the idea that staying silent can sometimes be the better choice.
- c. Before you begin, complete the table with some useful phrases to help you develop your argument.

Opening your Argument	Supporting your Opinion	Acknowledging the counter argument	Concluding
It seems to me that ...	A clear reason why ...	It might be the case that ...	All things considered, ...
		Admittedly, ... However, ...	

### 7. Speaking. Collaborative Task.

- a. Now I'd like you to talk about something together for about two minutes.  
First, talk to each other about why someone might hesitate to express their feelings in these situations.

Confessing romantic feelings to a close friend

Telling a partner they're struggling with their long-distance relationship

Admitting to a friend / partner you betrayed them

Why might someone hesitate to express their feelings in these situations?

Asking someone if they feel the same way about you or not

Admitting you're not yet ready to be involved in a serious relationship

Now, you have a minute to decide which of these situations might be the most difficult to handle.

Ray Bradbury  
Marionettes, Inc.

They walked slowly down the street at about ten in the evening, talking calmly. They were both about thirty-five, both eminently sober.

"But why so early?" said Smith.

"Because," said Braling.

"Your first night out in years and you go home at ten o'clock."

"Nerves, I suppose."

"What I wonder is how you ever managed it. I've been trying to get you out for ten years for a quiet drink. And now, on the one night, you insist on turning in early."

"Mustn't crowd my luck," said Braling.

"What did you do, put sleeping powder in your wife's coffee?"

"No, that would be unethical. You'll see soon enough."

They turned a corner. "Honestly, Braling, I hate to say this, but you have been patient with her. You may not admit it to me, but marriage has been awful for you, hasn't it?"

"I wouldn't say that."

"It's got around, anyway, here and there, how she got you to marry her. That time back in 1979 when you were going to Rio --

"Dear Rio. I never did see it after all my plans."

"And how she tore her clothes and rumbled her hair and threatened to call the police unless you married her."

"She always was nervous, Smith, understand."

"It was more than unfair. You didn't love her. You told her as much, didn't you?"

"I recall that I was quite firm on the subject."

"But you married her anyhow."

"I had my business to think of, as well as my mother and father. A thing like that would have killed them."

"And it's been ten years."

"Yes," said Braling, his gray eyes steady. "But I think perhaps it might change now. I think what I've waited for has come about. Look here." He drew forth a long blue ticket.

"Why, it's a ticket for Rio on the Thursday rocket!"

"Yes, I'm finally going to make it."

"But how wonderful! You do deserve it! But won't she object? Cause trouble?" Braling smiled nervously. "She won't know I'm gone. I'll be back in a month and no one the wiser, except you.

Smith sighed. "I wish I were going with you."

"Poor Smith, your marriage hasn't exactly been roses, has it?"

"Not exactly, married to a woman who overdoes it. I mean, after all, when you've been married ten years, you don't expect a woman to sit on your lap for two hours every evening, call you at work twelve times a day and talk baby talk. And it seems to me that in the last month she's gotten worse. I wonder if perhaps she isn't just a little simple-minded?"

"Ah, Smith, always the conservative. Well, here's my house. Now, would you like to know my secret? How I made it out this evening?"

"Will you really tell?"

"Look up, there!" said Braling.

They both stared up through the dark air.

In the window above them, on the second floor, a shade was raised. A man about thirty-five years old, with a touch of gray at either temple, sad gray eyes, and a small thin mustache looked down at them.

"Why, that's you!" cried Smith.

"Sh-h-h, not so loud!" Braling waved upward. The man in the window gestured significantly and vanished.

"I must be insane," said Smith.

"Hold on a moment." They waited.

The street door of the apartment opened and the tall spare gentleman with the mustache and the grieved eyes came out to meet them.

"Hello, Braling," he said.

"Hello, Braling," said Braling.

They were identical.

Smith stared. "Is this your twin brother? I never knew --"

"No, no," said Braling quietly. "Bend close. Put your ear to Braling Two's chest."

Smith hesitated and then leaned forward to place his head against the uncomplaining ribs. Tick-tick-tick-tick-tick-tick-tick-tick.

"Oh no! It can't be!"

"It is."

"Let me listen again."

Tick-tick-tick-tick-tick-tick-tick-tick.

Smith staggered back and fluttered his eyelids, appalled. He reached out and touched the warm hands and the cheeks of the thing.

"Where'd you get him?"

"Isn't he excellently fashioned?"

"Incredible. Where?"

"Give the man your card, Braling Two."

Braling Two did a magic trick and produced a white card:

MARIONETTES, INC. Duplicate self or friends; new humanoid plastic 1990

models, guaranteed against all physical wear. From \$7,600 to our \$15,000 de luxe model.

“No,” said Smith.

“Yes,” said Braling.

“Naturally,” said Braling Two.

“How long has this gone on?”

“I’ve had him for a month. I keep him in the cellar in a toolbox. My wife never goes downstairs, and I have the only lock and key to that box. Tonight I said I wished to take a walk to buy a cigar. I went down cellar and took Braling Two out of his box and sent him back up to sit with my wife while I came on out to see you, Smith.”

“Wonderful! He even smells like you: Bond Street and Melachrinos!”

“It may be splitting hairs, but I think it highly ethical. After all, what my wife wants most of all is me. This marionette is me to the hairiest detail. I’ve been home all evening. I shall be home with her for the next month. In the meantime another gentleman will be in Rio after ten years of waiting. When I return from Rio, Braling Two here will go back in his box.”

Smith thought that over a minute or two. “Will he walk around without sustenance for a month?” he finally asked.

“For six months if necessary. And he’s built to do everything—eat, sleep, perspire—everything, natural as natural is. You’ll take good care of my wife, won’t you, Braling Two?”

“Your wife is rather nice,” said Braling Two. “I’ve grown rather fond of her.”

Smith was beginning to tremble. “How long has Marionettes, Inc., been in business?”

“Secretly, for two years.”

“Could I—I mean, is there a possibility—” Smith took his friend’s elbow earnestly. “Can you tell me where I can get one, a robot, a marionette, for myself? You will give me the address, won’t you?”

“Here you are.”

Smith took the card and turned it round and round. “Thank you,” he said. “You don’t know what this means. Just a little respite. A night or so, once a month even. My wife loves me so much she can’t bear to have me gone an hour. I love her dearly, you know, but remember the old poem: ‘Love will fly if held too lightly, love will die if held too tightly.’ I just want her to relax her grip a little bit.”

“You’re lucky, at least, that your wife loves you. Hate’s my problem. Not so easy.”

“Oh, Nettie loves me madly. It will be my task to make her love me comfortably.”

“Good luck to you, Smith. Do drop around while I’m in Rio. It will seem strange, if you suddenly stop calling by, to my wife. You’re to treat Braling Two, here, just like me.”

“Right! Good-bye. And thank you.”

Smith went smiling down the street. Braling and Braling Two turned and walked into the apartment hall.

On the crosstown bus Smith whistled softly, turning the white card in his fingers: Clients must be pledged to secrecy, for while an act is pending in Congress to legalize Marionettes, Inc., it is still a felony, if caught, to use one.

“Well,” said Smith.

Clients must have a mold made of their body and a color index check of their eyes, lips, hair, skin, etc. Clients must expect to wait for two months until their model is finished.

Not so long, thought Smith. Two months from now my ribs will have a chance to mend from the crushing they’ve taken. Two months from now my hand will heal from being so constantly held. Two months from now my bruised underlip will begin to reshape itself. I don’t mean to sound ungrateful...

He flipped the card over.

Marionettes, Inc., is two years old and has a fine record of satisfied customers behind it. Our motto is “No Strings Attached.” Address: 43 South Wesley Drive.

The bus pulled to his stop; he alighted, and while humming up the stairs he thought, Nettie and I have fifteen thousand in our joint bank account. I’ll just slip eight thousand out as a business venture, you might say. The marionette will probably pay back my money, with interest, in many ways. Nettie needn’t know. He unlocked the door and in a minute was in the bedroom. There lay Nettie, pale, huge, and piously asleep.

“Dear Nettie.” He was almost overwhelmed with remorse at her innocent face there in the semidarkness. “If you were awake you would smother me with kisses and coo in my ear. Really, you make me feel like a criminal. You have been such a good, loving wife. Sometimes it is impossible for me to believe you married me instead of that Bud Chapman you once liked. It seems that in the last month you have loved me more wildly than ever before.”

Tears came to his eyes. Suddenly he wished to kiss her, confess his love, tear up the card, forget the whole business. But as he moved to do this, his hand ached and his ribs cracked and groaned. He stopped, with a pained look in his eyes, and turned away. He moved out into the hall and through the dark rooms.

Humming, he opened the kidney desk in the library and filched the bankbook. "Just take eight thousand dollars is all," he said. "No more than that." He stopped. "Wait a minute."

He rechecked the bankbook frantically. "Hold on here!" he cried. "Ten thousand dollars is missing!" He leaped up. "There's only five thousand left! What's she done? What's Nettie done with it? More hats, more clothes, more perfume! Or, wait - I know! She bought that little house on the Hudson she's been talking about for months, without so much as a by your leave!"

He stormed into the bedroom, righteous and indignant. What did she mean, taking their money like this? He bent over her. "Nettie!" he shouted. "Nettie, wake up!"

She did not stir. "What've you done with my money!" he bellowed.

She stirred fitfully. The light from the street flushed over her beautiful cheeks.

There was something about her. His heart throbbed violently. His tongue dried.

He shivered. His knees suddenly turned to water. He collapsed. "Nettie, Nettie!" he cried. "What've you done with my money!"

And then, the horrid thought. And then the terror and the loneliness engulfed him. And then the fever and disillusionment. For, without desiring to do so, he bent forward and yet forward again until his fevered ear was resting firmly and irrevocably upon her round pink bosom. "Nettie!" he cried.

Tick-tick-tick-tick-tick-tick-tick-tick-tick-tick.

As Smith walked away down the avenue in the night, Braling and Braling Two turned in at the door to the apartment. "I'm glad he'll be happy too," said Braling.

"Yes," said Braling Two abstractedly.

"Well, it's the cellar box for you, B-Two." Braling guided the other creature's elbow down the stairs to the cellar.

"That's what I want to talk to you about," said Braling Two, as they reached the concrete floor and walked across it. "The cellar. I don't like it. I don't like that toolbox."

"I'll try and fix up something more comfortable."

"Marionettes are made to move, not lie still. How would you like to lie in a box most of the time?"

"Well -

"You wouldn't like it at all. I keep running. There's no way to shut me off. I'm perfectly alive and I have feelings."

"It'll only be a few days now. I'll be off to Rio and you won't have to stay in the box. You can live upstairs."

Braling Two gestured irritably. "And when you come back from having a good time, back in the box I go."

Braling said, "They didn't tell me at the marionette shop that I'd get a difficult specimen."

"There's a lot they don't know about us," said Braling Two. "We're pretty new. And we're sensitive. I hate the idea of you going off and laughing and lying in the sun in Rio while we're stuck here in the cold."

"But I've wanted that trip all my life," said Braling quietly. He squinted his eyes and could see the sea and the mountains and the yellow sand. The sound of the waves was good to his inward mind. The sun was fine on his bared shoulders. The wine was most excellent.

"I'll never get to go to Rio," said the other man. "Have you thought of that?"

"No, I -

"And another thing. Your wife."

"What about her?" asked Braling, beginning to edge toward the door.

"I've grown quite fond of her."

"I'm glad you're enjoying your employment." Braling licked his lips nervously.

"I'm afraid you don't understand. I think—I'm in love with her."

Braling took another step and froze. "You're what?"

"And I've been thinking," said Braling Two, "how nice it is in Rio and how I'll never get there, and I've thought about your wife and—I think we could be very happy."

"T-that's nice." Braling strolled as casually as he could to the cellar door.

"You won't mind waiting a moment, will you? I have to make a phone call."

"To whom?" Braling Two frowned.

"No one important."

"To Marionettes, Incorporated? To tell them to come get me?"

"No, no—nothing like that!" He tried to rush out the door. A metal-firm grip seized his wrists. "Don't run!"

"Take your hands off!"

"No."

"Did my wife put you up to this?"

"No."

"Did she guess? Did she talk to you? Does she know? Is that it?" He screamed. A hand clapped over his mouth.

“You’ll never know, will you?” Braling Two smiled delicately. “You’ll never know.”

Braling struggled. “She must have guessed; she must have affected you!”

Braling Two said, “I’m going to put you in the box, lock it, and lose the key. Then I’ll buy another Rio ticket for your wife.”

“Now, now, wait a minute. Hold on. Don’t be rash. Let’s talk this over!”

“Good-by, Braling.”

Braling stiffened. “What do you mean, ‘good-by’?”

Ten minutes later Mrs. Braling awoke. She put her hand to her cheek. Someone had just kissed it. She shivered and looked up. “Why - you haven’t done that in years,” she murmured.

“We’ll see what we can do about that,” someone said.