

CONTENTS

Unit	Reading	Grammar	Vocabulary
1 Wake up your senses! page 7	topic: trying new things skill: referencing clues task: gapped text	present tenses (p10) comparative forms: adjectives and adverbs (p13)	phrasal verbs (p11) suffixes (p14) introduction to collocations (p14)
2 On the bucket list page 21	topic: inspiration for travel skill: finding specific information task: multiple matching	past tenses (p24) articles (p27)	idiomatic phrases and expressions (p25) collocations (p25, 28) linkers (p31)
3 All in a day's work page 35	topic: virtual school skill: understanding detail and opinion task: multiple choice	future forms (p38) determiners with countable/ uncountable nouns (p41)	phrasal verbs (p39) verbs + prepositions (p43)
4 The heart of the city page 49	topic: real or fake cities skill: scanning a text to find information task: multiple matching	conditionals (p52) alternative conditional forms (p55)	compound nouns (p53) <i>as or like</i> (p57) prepositional phrases (p57)
5 A good sport page 63	topic: sports fans skill: understanding attitude and opinions task: multiple choice	infinitive and verb + <i>-ing</i> (p66) verb patterns (p69)	phrasal verbs (p67) noun suffixes (p70) prefixes (p70)

Listening	Use of English	Speaking	Writing	Switch on
topic: synaesthesia skill: listening for specific information task: sentence completion	word formation	topic: comparison of experiences skill: comparing photos task: long turn	topic: activities for teens skill: opinions and recommendation task: review	video: chef tests project: presentation on food in world festivals
topic: travel-writing skill: listening for specific information and opinion task: multiple choice	multiple-choice cloze open cloze	topic: summer holidays, photo-bombing skill: giving concise answers task: interview	topic: best and worst holiday experiences skill: describing, narrating and expressing contrast task: article	video: Sidi Driss project: film location map
topic: job shadowing skill: understanding different speakers task: multiple matching	multiple-choice cloze	topic: part-time jobs skill: justifying an opinion task: collaborative task	topic: intergenerational schools skill: including your own idea task: essay	video: 16-year-old boss project: research a business
topic: public spaces for teens skill: recognising distractors task: multiple choice	open cloze multiple-choice cloze	topic: visiting cities skill: giving an opinion task: discussion	topic: a day in the city skill: giving the right information task: informal letter or email	video: design gone wrong project: analyse a building
topic: drone racing skill: understanding interviews task: multiple choice: longer text	word formation	topic: ways to relax skill: speculating task: long turn	topic: health and fitness skill: using paragraphs task: article	video: cycling star project: research a sport or discipline

CONTENTS

Unit	Reading	Grammar	Vocabulary
6 Viewpoints page 77	topic: filming small creatures skill: understanding text cohesion task: gapped text	the passive (p80) <i>have/get something done</i> (p83)	prepositions of place (p81) time phrases (p81) suffixes (p85)
7 The full story page 91	topic: storytelling skill: paraphrasing task: multiple matching	reported speech (p94) reporting verbs (p97)	phrasal verbs (p95) prepositional phrases (p98) adjectives + prepositions (p98)
8 In it together page 105	topic: life as a spy skill: understanding attitudes task: multiple choice	modal verbs (p108) linking phrases (p111) <i>such a/so</i> (p115)	phrases with <i>have</i> and <i>keep</i> (p109) phrasal verbs (p112) collocations (p112)
9 Getting it right page 119	topic: decision making skill: understanding text structure task: gapped text	relative clauses (p122) cleft sentences (p125)	collocations (p126) nouns to adjectives (p126)
10 A matter of taste page 133	topic: having an open mind task: multiple choice		

Grammar file

page 142

Extend vocabulary

page 160

Exam file

page 162

Speaking tasks

page 171

Audioscripts

page 175

Listening	Use of English	Speaking	Writing	Switch on
topic: map exhibition skill: listening for detail task: sentence completion	key word transformations word formation	topic: useful items skill: making a decision task: collaborative task	topic: differing opinions skill: linking ideas task: essay	video: eyeborg project: pitch a film or documentary
topic: film and cinema skill: recognising speaker's point of view task: multiple choice: short texts	open cloze multiple-choice cloze	topic: social media skill: agreeing and disagreeing task: discussion	topic: creative writing skill: sequencing events task: story	video: museum mystery project: create a fictional news report
topic: playing music skill: identifying opinions task: multiple matching	key word transformations	topic: inspirational speakers skill: taking turns task: collaborative task	topic: extra-curricular activities skill: making suggestions task: email	video: recycle rush project: design a robot
topic: when others decide for you skill: recognising distractors task: multiple choice	open cloze word formation	topic: shopping skill: talking about preferences task: long turn	topic: influences skill: avoiding repetition task: essay	video: Does smell sell? project: create a social media campaign
topic: giving advice task: multiple choice: short texts	open cloze key word transformations multiple choice cloze word formation	topic: free time task: interview; long turn; collaborative task; discussion	topic: eating together; a weekend trip; a music magazine task: email, article or review	

Sample pages



I love the **buzz** of doing something for the first time!



Look at the photo and discuss the questions.

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



Wake up your senses!

READING

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

GRAMMAR

present tenses
comparative forms: adjectives and adverbs

VOCABULARY

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

LISTENING

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

USE OF ENGLISH

word formation

SPEAKING

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

WRITING

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

SWITCH ON

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

1 Wake up your senses!

READING

Power up

1 Look at the photo and discuss the questions.

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

Read on

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

3 Read the exam tip and complete the task.

exam tip: gapped text

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

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

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

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

The 7 Day Challenge

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

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

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

Sum up

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

Speak up

7 Work in groups and discuss the questions.

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

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

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

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

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

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

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

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



1 Wake up your senses!

GRAMMAR

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

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

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

explore grammar

→ p142

present tenses

present simple and present continuous



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

present perfect simple



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

present perfect continuous

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

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

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

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

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

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

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

WHAT IS A 'GUT FEELING'?

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



Speak up

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


game on

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

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

VOCABULARY

describing experiences and feelings

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

determined moved offended petrified relieved
sympathetic tense thrilled

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

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

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

anxious delighted insulted strong-willed
terrified understanding

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

Would you describe yourself as strong-willed?

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

explore vocabulary

phrasal verbs (1)

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

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

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

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

Please do ~~not~~ touch the art!



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

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

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

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

Speak up

- 9 Work in pairs and discuss the questions.

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



1 Wake up your senses!

LISTENING


Power up

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

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

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


Listen up

- 3  1.4 Listen to a girl talking about her experience of having synaesthesia. What is synaesthesia? Were your guesses in Ex 2 correct?
- 4 Read the exam tip. Look at the other gaps in the task. What part of speech do you think is missing?

exam tip: sentence completion

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

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

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

Synaesthesia

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

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

Rachel says that ³..... music makes her see dark colours.

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

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

Experts say that synaesthesia first develops in a person during ⁶.....

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

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

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

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

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

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

Speak up

- 7 Work in pairs and discuss the questions.

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

USE OF ENGLISH 1

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

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

explore grammar

→ p142

comparative forms: adjectives and adverbs

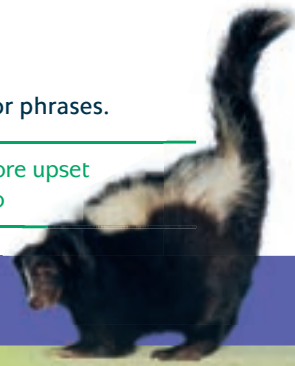
- A** adjectives/adverbs with one or two syllables
Women are **more likely** to have the condition **than** men.
- B** adjectives/adverbs with more than two syllables
Some people experience music **more emotionally** because of the colours it produces.
- C** irregular adjectives/adverbs
Our sense of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

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

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

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

Science of senses



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

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

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

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

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

- I couldn't hear her because she spoke too quietly.
LOUDLY
She didn't speak hear her.
- The coffee was weaker than I liked.
AS
The coffee I liked.
- Sam is a deeper thinker than Ben.
THINKS
Sam Ben.
- The experience was too boring to repeat.
INTERESTING
The experience was to repeat.
- She's the best cook in her class.
CAN
She else in her class.
- I've never had such a strange feeling.
EVER
That's the had.

Speak up

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

1 Wake up your senses!

USE OF ENGLISH 2

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

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

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

explore vocabulary 1

word formation – suffixes

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

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

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

verb → noun differ → difference

adjective → noun tired → tiredness

verb → adjective access → accessible

noun → adjective fool → foolish

Note: Sometimes the spelling changes

happy → happiness, energy → energetic

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

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

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

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

exam tip: word formation

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

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

Scientists discover why you can't dance

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

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

ENTHUSIASTIC

IMPRESS

DEAF

ABLE

DIFFICULT
SCIENCE

FOOL

FASHION

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

explore vocabulary 2

introduction to collocations

It's useful to remember words that go together.

a sense of ...

achievement adventure direction fun
freedom humour rhythm

Speak up

7 Work in pairs and discuss the questions.

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



A

SPEAKING

Power up

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


exam tip: long turn

→ p163

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

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


Similar	Different

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

useful language:

comparing photos

In both photos, ...
 Both photos show ...
 The photos are similar because ...
 One/Another similarity is that ...
 One of the main differences is that ...
 In the first photo ..., whereas in the second one ...
 One photo is brighter/darker/more atmospheric, etc. than the other one.

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



B

Speak up

- 6  Work in pairs.



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

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

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

Speaking extra

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

1 Wake up your senses!

WRITING

Power up

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

Plan on

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

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

Reviews wanted

What's on in your area?

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

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

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

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

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



Have a go at ceramics!

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

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

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

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

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

explore vocabulary

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

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

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

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

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

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

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

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

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

Write on

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

exam tip: review

→ p168

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

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

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

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

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

Improve it

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

Have you included all the content points?

Have you organised your ideas clearly into paragraphs?

Do you make a recommendation in your review?

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





INDEPENDENT LEARNING

Self-assessment

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

Self-assessment is:

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

- 2** How do you think peer assessment is different from self-assessment? Discuss in pairs.

- 3** Complete the list of benefits of self- and peer assessment with the words and phrases.

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

Self-assessment:

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

Peer assessment:

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

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

Things I have done well are:

- 1**
- 2**

Things I should focus on are:

- 1**
- 2**

SWITCH ON

Chef tests

- 1** Work in pairs. Think about foods you have eaten recently that you enjoyed and didn't enjoy.

- 1** Describe the experience of eating these food to your partner (without naming the foods).
- 2** Guess each other's foods.
- 3** Discuss which senses we use when we eat.

- 2** Watch the clip. Gordon Ramsay speaks about the use of the five senses in cooking. Which sense does he think is the most important?

- 3** Watch again. Discuss in pairs.

- 1** Cyndi is one of the contestants who takes part in the touch test. Which adjectives does she NOT use to describe how the eggs feel?
 gross wet cold slimy shiny
- 2** In the 'taste test', Mary identifies turkey as egg yolk. What does Cyndi say is an obvious difference between the two?

- 4** Discuss in pairs.

None of the contestants achieved a perfect score in the 'blind taste test'. Does this surprise you? Why/why not?

Project

- 5** Work in groups to prepare a presentation on food in world festivals.

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

UNIT CHECK

Wordlist

Experiences and feelings

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

Phrasal verbs

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

Collocations

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

Suffixes

Noun endings

achievement
confidence
deafness
difference
excitement
fitness
happiness
laziness
tiredness

Adjective endings

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

Phrases for recommendations

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


Other

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

Practice

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

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

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

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

3  1.11 Listen and check your answers.

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

UNIT CHECK

Review

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

burn go persuade plan see think

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

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

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

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

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

4 Complete each gap with one word.

Have you got a good sense of direction?



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

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

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

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

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