

# 01

# soul mates

## READING

### Power up

- 1 Look at the photos. What are your first impressions of the people in them? Think of three adjectives to describe each person. Who would you most like to meet? Why?



Alice



Tomas



Maria



Chris

## Read on

- 2 Read the article quickly. Which of your first impressions were correct?
- 3 Read the article again. Match the questions (1–10) with the people (A–D).

### Which person:

- 1 mentions getting a minor injury recently?
- 2 isn't prepared to take physical risks?
- 3 believes personality matters more than appearance?
- 4 enjoys making people re-examine their opinions?
- 5 mentions doing something new and scary?
- 6 likes relaxing in casual clothes?
- 7 doesn't believe that success will change them?
- 8 prefers people who laugh a lot?
- 9 thinks their popularity is not important?
- 10 mentions their difficulty in getting a job?

- 4 Find words and phrases in the article that mean the following.

- 1 thinking about something all the time (text A)
- 2 someone who opposes people in authority (text A)
- 3 playing music in a public place to earn money (text B)
- 4 very worrying or frightening (text B)
- 5 a leader of fashion (text B)
- 6 a short performance to choose an actor for a part (text C)
- 7 very famous; well-known to everyone (text C)
- 8 having a natural ability to do something really well (text D)
- 9 a person who is too keen to show how talented they are (text D)
- 10 relaxed and not worried about anything (text D)

## Sum up

- 5 Write four things you can remember about each person in the article.

*X likes/is passionate about ...*  
*X has/hasn't ... recently.*  
*X wants/doesn't want ...*  
*As a person, X is ...*

## Skill

Are there words you don't know? Don't panic! If you can understand the text without them, ignore them. If they are important, the context may help you.



# Friends across the world

Hundreds of our readers wanted to take part in our 'Friends across the world' challenge. We've picked four. If you like any of them, write and tell us what you have in common and why you'd get on well. If you win, we'll arrange for you to meet!

## A Alice

Hi! I'm from Scandinavia and my big passion is street art. I've loved painting ever since I can remember, but what I like most is using a spray can – in fact, I'm obsessed with it. I don't use a paintbrush or stencils – just an aerosol can in my hand. It's a really cool way to express yourself! Some of my friends have painted in places that are difficult or even dangerous to reach, but I've never been that brave. I've always been a bit of a rebel, I suppose – I enjoy challenging people's beliefs and assumptions. I'm determined and very outspoken, which means I may end up hurting people's feelings. This puts some people off me, but, in the end, that's their problem. I know that sounds harsh, but some people like you for who you are, some don't – that's life! I just want to be true to who I am and do my own thing.

## B Tomas

Hi! I'm Ukrainian and I'm addicted to music: hip hop, rap, rock, pop, even classical – you name it, I like it. A while ago I formed a band with some lads from school – I'm the lead guitarist – and it's going really well. Since leaving school we've been busking round the streets, earning money for college. It was pretty nerve-racking at first as we'd never done anything like that before, but people really seem to like us! In fact, I've just received my first fan letter! I'm normally quite cool and self-confident – a bit quick-tempered maybe when people annoy me. I like being a trendsetter and standing out from the crowd. I'm into tattoos and piercings in a big way. I live near the coast and the beach is a great place to hang out – and meet girls, of course. I'm very sociable! What I value most in a girlfriend is loyalty, generosity, oh, and a really weird sense of humour like mine! I can't bear people who take life too seriously.

## C Maria

Hi! I'm seventeen, Colombian and a drama student – I've wanted to go on stage since I was a kid. I'm in my final year, so I've started job hunting. I've been to more auditions than you can count and so far all I've been getting are rejections. It's knocked my confidence, but I don't give up easily. I can

be quite shy at times, but all that disappears when I get up on stage. You have to look cool if you're an actress, so I try to keep up with the latest trends, but then adapt them to my own style. I don't think I'm particularly pretty, but then it's not how you look that makes you beautiful, it's what's inside! I'd love to find fame and become a household name, but I want to stay grounded, too – I've seen what happens when people let success go to their heads. Disaster! I'm going to keep my feet firmly on the ground!

## D Chris

Hi! I'm eighteen, Greek and I'm into dance in a big way – hip hop, breakdance, jazz – every style! I'm not that gifted academically, but this is one thing I am good at! I'm really lucky because they teach dance at my local youth centre and our teacher is brilliant – really creative and not a bit bossy. He's danced professionally in major shows and videos, and been on tour with some really big names from the music business. He's taught us lads some incredible moves, which come in very useful at school dances! I'm not a great talker – I tend to hang back at parties – but once the music starts, I relax and let my dancing do the talking! I'm a complete show-off then! Dancing can be painful, though! Like now, I'm nursing a really sore knee because I've been practising so much for a hip hop competition. When I'm not dancing, I'm very laid-back – I just hang out in hoodies and baggy pants and play computer games. Am I cool? Who knows? Who cares?



Ingrid and Robert try out their dance moves as we bring them together in Argentina.

## Speak up

**6** Say what you like or dislike about each person in the article. Who have you got most in common with? Who would you choose to spend a day with? Why?

**7** How reliable are first impressions? Explain your answer.



## VOCABULARY

### Hanging out

- 1 Are these adjectives positive (P) or negative (N)? Decide. Then add two more character adjectives to each category.

bitchy bossy brave caring easy-going  
funny fussy generous loyal mean moody  
sarcastic sociable spoiled stubborn  
thoughtful

- 2 1.1 Listen and write an adjective from Exercise 1 to describe each speaker.

- 3 1.2 Listen again and check your answers.

- 4 Use adjectives from Exercise 1 to describe people you know. Give examples of their behaviour.

*My brother is very bossy. He's always ordering me about!*

- 5 Choose the correct answers.

- David's *onto/into* rock climbing in a big way! It takes up all his spare time.
- Are you any good *at/for* painting? I'm not!
- You need to train hard if you want to keep *in/up* with the team and not fall behind.
- Carla's really addicted *at/to* breakdancing.
- I'm going to give *up/over* drama and take up photography instead.
- My friends tried to put me *over/off* ballet, but I love it!

### Word XP

#### Adjectives

When we use more than one adjective, we use them in the order shown here:

opinion size shape pattern colour material  
*trendy long baggy plain navy cotton*  
*amazing short tight flowery pink woollen*

Don't use a long list of adjectives. Three or four are enough!

*He was wearing a trendy black cotton T-shirt.*  
*My girlfriend has a stunning ankle-length pink dress.*

- 6 Add some more adjectives to each column in the Word XP box. Then use the adjectives to describe the clothes you and your friends like to wear.

### Word XP

#### Idioms

An idiom is a group of words. Used together, the words have a different meaning from when they are used individually.

*down-to-earth* = *sensible and realistic*

*it knocked my confidence* = *it made me feel less confident*

Keep a list of idioms in your notebook and learn them by heart.

- 7 Complete the idioms in bold in the sentences with these words.

do go hurt keep stand take

- Well done for winning again, but don't **let success** \_\_\_\_\_ **to your head**.
- Have fun! Don't \_\_\_\_\_ **life so seriously!**
- If you don't want fame to spoil your life, you need to \_\_\_\_\_ **your feet on the ground**.
- If you \_\_\_\_\_ **out from the crowd**, people are more likely to choose you in an audition.
- Make sure you invite Stella to the party. I don't want to \_\_\_\_\_ **her feelings**.
- I don't like copying people; I prefer to \_\_\_\_\_ **my own thing**.

### Speak up

- 8 Work with a partner. Use some of the adjectives you've learnt in this unit to describe people. Can your partner guess who you are talking about?

He's really funny and easy-going.  
He often wears a tight black T-shirt.

Is it Carlos?



## GRAMMAR

## Grammar XP

p. 164

## Present tenses

## Present simple

*People annoy me.*

## Present continuous

*When I'm not dancing, I'm very laid-back.*

## Present perfect simple

*for a single or repeated action completed at an unspecified past time and connected to now**He's taught us some incredible moves.**I've just received my first fan letter!**I've been to more auditions than you can count.**for an action in a time period that is still continuing**I've known the guys in the band for a long time.*

## Present perfect continuous

*for an action that started in the past and is still continuing**Since leaving school, we've been busking round the streets.**for a past or recently completed action with a present result**I've got a sore throat because I've been shouting too much!*1 Complete the sentences with the correct form of the verbs in *italics*.

- Paula's out of breath because *she/run*.
- Rafael is so big-headed! He *always/boast*!
- Oh no! I *just/miss* the bus! I'll have to walk.
- How many times you */be* to the cinema this month?
- dancers/need* to be fit?
- You're all sweaty! you */jog*?
- I */love* dancing ever since I can remember.
- I'm so fed up with my mum! She *always/nag* me!

## 2 Choose the best answer, A or B, for each sentence.

- My eyes are tired.  
A I've played video games all evening.  
B I've been playing video games all evening.
- This is my new camera.  
A I've just bought it.  
B I've just been buying it.

- I can't hear the music.  
A Somebody's switched it off.  
B Somebody's been switching it off.
- Are you an experienced gymnast?  
A No, I've only been taking up the sport recently.  
B No, I've only taken up the sport recently.
- You can have the magazine now.  
A I've finished with it.  
B I've been finishing with it.

## 3 Read the article and choose the correct answers.

*When a hobby becomes a passion*

16-year-old student Donna Clark

1) *became/has become* the favourite to win reality show *Teen Talent*. Donna, who 2) *performed/has performed* her own song for last month's audition, 3) *wrote/has been writing* songs since she was twelve or thirteen. Music is her passion – 4) *she always wrote/she's always writing* songs on the piano at home. The past few weeks 5) *weren't/haven't been* easy for her though, as she's had to sit for important exams while rehearsing. So far she 6) *didn't find/hasn't found* the pressure too much. Sudden fame isn't changing her either. She's already 7) *decided/been deciding* to keep her feet on the ground whatever happens.



## 4 Complete the questions with the correct form of the verbs in brackets.

- When \_\_\_\_\_ (you/last/play) a computer game? Who \_\_\_\_\_ (you/play with)?
- During the past year, how often \_\_\_\_\_ (you/sing) in public, if at all? What \_\_\_\_\_ (you/sing)?
- What \_\_\_\_\_ (you/wear) today? \_\_\_\_\_ (you/buy) any new clothes lately?
- Who are your best friends outside school? How long \_\_\_\_\_ (you/know) them?
- \_\_\_\_\_ (you/watch) a good film lately?
- When \_\_\_\_\_ (you/last/fall out) with a friend? \_\_\_\_\_ (you/apologise) yet?

## Speak up

## 5 Ask and answer the questions in Exercise 4 with a partner.



## USE OF ENGLISH Vocabulary

- 1** Work with a partner and discuss. Do you have a very good relationship with a brother, sister or other family member? Would you consider them a good 'friend'? Tell your partner about the best or worst family relationship you have.



### Word XP

#### Collocations

Collocations are words that go together. One common type of collocation is adjective + noun.

*We've been **close friends** for years.*

A good way to learn collocations is by writing sentences using the words together so that you remember them as one vocabulary item.

- 2** Choose the adjectives that collocate with the nouns.

- 1 *oldest/deepest* friend
- 2 *love-hate/interested* relationship
- 3 *decided/sworn* enemies
- 4 *children/sibling* rivalry
- 5 *common/decided* interests
- 6 *total/whole* opposites

- 3** Complete the sentences with the collocations in Exercise 2.

- 1 There has never been any \_\_\_\_\_ between me and my three brothers. We've always got on really well.
- 2 My boyfriend and I have a lot of \_\_\_\_\_. We spend a lot of time skateboarding together.
- 3 My sister and I are \_\_\_\_\_. We like completely different things.
- 4 Jack is definitely my \_\_\_\_\_. We've known each other since our first day at school.
- 5 Marty and I have a(n) \_\_\_\_\_. Sometimes we get on really well and at other times he irritates me like mad!
- 6 Since I beat my classmate Amy at chess last month, we've been \_\_\_\_\_.

## Exam

When you are choosing a word to fill the gap, make sure that you look at the words that come both before and after the gap. Remember the word must fit grammatically into the sentence and make sense!

- 4** Read the article and choose the correct answer, A, B, C or D.

### Best mates? Not on your life!

Is my sister my best mate? You've got to be

1) \_\_\_\_\_! We're sworn enemies and have been for years! We're 2) \_\_\_\_\_ opposites. When we were younger, I thought she was cute and she 3) \_\_\_\_\_ me round everywhere, adoringly. I suppose she was a 4) \_\_\_\_\_ spoiled by my parents, but that's normal with the baby of the family, isn't it? I 5) \_\_\_\_\_ didn't realise that she was so jealous of me. When I was ten, I won a drawing competition and I was really proud. But then my sister cut my drawing up. When I found out, I was furious! She's been a real pain since then and our relationship has gone 6) \_\_\_\_\_ bad to worse. She's stolen loads of my clothes and thrown away photos of me and my friends. Two years ago she poured paint over my favourite 7) \_\_\_\_\_ of jeans! Now we're hardly on 8) \_\_\_\_\_ terms.

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4 15

- |              |              |            |               |
|--------------|--------------|------------|---------------|
| 1 A smiling  | B joking     | C lying    | D laughing    |
| 2 A extreme  | B whole      | C all      | D total       |
| 3 A followed | B copied     | C watched  | D accompanied |
| 4 A lot      | B bit        | C part     | D few         |
| 5 A only     | B just       | C yet      | D hardly      |
| 6 A off      | B between    | C from     | D on          |
| 7 A couple   | B leg        | C pair     | D half        |
| 8 A talking  | B discussing | C speaking | D conversing  |

## Speak up

- 5** Work with a partner and discuss. Has a friend or a relative ever done something terrible to you because they were jealous?

## Grammar

Grammar  
XP

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## Present perfect or past simple?

actions in the past when we don't know the time

*She's **stolen** loads of my clothes.*

actions in the past when we know the time

*Two years ago she **poured** paint over my favourite pair of jeans.*

situations that started in the past and are still continuing

*She's **been** a real pain since then.*

situations that started and finished in the past

*She **was** a real pain for a couple of years when we **were** children.*

completed actions in a time period that is unfinished

*She's **copied** my homework twice this week.*

completed actions in a time period that is finished

*She **copied** my homework several times last month.*

## 1 Choose the correct answers.

- 1 My sister's borrowed my favourite jacket three times *this week/last week*.
- 2 Paul *stayed/has stayed* with his French friend for two weeks last summer.
- 3 Have you seen Anna *today/yesterday*?
- 4 I *watched/I've watched* every episode in the series so far.
- 5 How many events *did you win/have you won* on sports day last year?
- 6 I *had/I've had* a lot of friends, but Sarah is my oldest and best friend.

## 2 Complete the blog with the present perfect or past simple form of these verbs.

be change come give go have make train

## Man's best friend?

People often say that dogs are man's best friends and in my case that is really true! My best friend is definitely my dog, Petra. Since an organisation called Pet Care 1) \_\_\_\_\_ her to me three months ago, she 2) \_\_\_\_\_ my life completely. You see, I 3) \_\_\_\_\_ deaf from birth and I find a lot of things that most people take for granted very difficult. Petra is an assistance dog and before she came to me, the organisation 4) \_\_\_\_\_ her to do an amazing number of things. Last week we 5) \_\_\_\_\_ for a walk to the shops together and she 6) \_\_\_\_\_ me stop. She'd heard the beeping sound that a car makes when it's reversing. I hadn't seen it! She 7) \_\_\_\_\_ to school with me every day for the last three months, too. She pushes her nose in my hand when the bell rings or if someone is talking to me and I don't hear them. I love her to bits and I can't remember what life was like before I 8) \_\_\_\_\_ her. She's definitely my best friend in the world!



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

- 1 I last saw Karen when we met up at Dan's party.

**SINCE**

I \_\_\_\_\_ we met up at Dan's party.

- 2 My brother keeps telling my parents lies about me, which makes me angry.

**IS**

My brother \_\_\_\_\_ my parents lies about me.

- 3 I met Amy when we started primary school together.

**KNOWN**

I \_\_\_\_\_ we started primary school together.

- 4 This is my first dog.

**NEVER**

I \_\_\_\_\_ a dog before.

- 5 I was practising on my skateboard and I'm really tired now.

**BEEN**

I'm really tired because I \_\_\_\_\_ on my skateboard.

- 6 My dad spent a year in Paris when he was a student.

**STUDIED**

My dad \_\_\_\_\_ a year.

## Speak up

## 4 Work with a partner. Tell him/her about these things.

- 1 five things you have done today
- 2 five things you did yesterday



## LISTENING

### Power up

- 1 Read the advertisement from a TV and radio magazine. What questions do you think they might ask in the survey?



## Friends for life?

Local radio station Star Radio is conducting a survey about friendship. Want to take part? Then listen to Johnny Jamieson's programme at 9.30 on Thursday morning and phone this number to give your ideas on air!

025618667552

### Listen up

- 2 1.3 Listen to a caller answering questions in the survey. Did the DJ ask the questions you thought of?
- 3 Read questions 1–7 in Exercise 4 and underline the key words.

### Exam

It's a good idea to read the question stems before you listen, but don't look at the options until you've heard the interview. Otherwise you can get confused!

- 4 1.4 Listen again and choose the correct answer, A, B or C.

- What does Emma think a friend is?
  - someone who spends all their time with you
  - someone who does different things for you
  - someone who gives your needs priority
- According to Emma, a good friend should have the ability to
  - give good advice.
  - lie for you.
  - keep your secrets.
- What did an old friend of Emma's once do?
  - She told Emma's secrets to her classmates.
  - She uploaded something embarrassing to a social networking site.
  - She sent a photo of Emma to all her classmates' phones.
- What example does Emma give of how friends can support you?
  - They can help you with difficult tests at school.
  - They can contradict what others say about you.
  - They can get into fights on your behalf.
- Emma believes that friends on a social networking site are different from real friends because
  - you don't meet them very often.
  - you don't know them very well.
  - you can't count them.
- When she's talking about lifelong friends, Emma mentions an old school friend
  - who wants to maintain a friendship more than Emma does.
  - that she doesn't like much now.
  - who she has unfortunately lost touch with.
- What event might help build a long-term friendship?
  - the death of a parent
  - changing schools
  - similar family backgrounds

### Speak up

- 5 Work with a partner and discuss the questions from the survey.
- What does the word *friend* mean to you?
  - What qualities do you think a friend should have?
  - Is it better to have a few good friends or a lot of friends you don't know very well? Why?
  - Are old friends the best friends?
  - Is it possible to stay good friends with an old girlfriend or boyfriend after you've broken up?



## SPEAKING

### Power up

- 1 Look at the photos. They show people meeting in different situations. What questions do you ask people your age when you meet them for the first time?



- 2 1.5 Listen and match the conversation with photo A or B.

- 3 Work with a partner. Continue Jack and Katy's conversation. Ask two more questions each.

## Speak up

- 4 Read some answers to questions students are sometimes asked in exams. What do you think the questions might be?

- a It's Mike. We've known each other for ages – since we were kids. He's really supportive and reliable and we both love a lot of the same things.
- b For five years now. I started when I was eleven. It's a useful language, but it's pretty difficult. Mind you, I get a lot of practice listening to American songs and watching films!
- c I spend a lot of my free time playing computer games. My best mate comes round nearly every night and we play together. I'm also pretty keen on chess and I belong to a club.
- d I suppose it's my grandad. I really look up to him because he's done such a lot of things in his life. He used to tell me loads of stories about different countries he'd visited and that's probably why I love geography now.
- e That's easy! I've always wanted to be an actor. I'd like to go to drama school and then act in films or on TV.

- 5 1.6 Listen and match the questions (1–5) with the answers (a–e) in Exercise 4.

## Exam

When you're asked a question about yourself, it's quite easy to know what to say because you already know the answers! But don't just say one word. Try to give an example or a reason.

## Language XP

*That's an interesting question!  
I've never thought of that.  
I absolutely love ...*

*I'm a real fan of ...  
I think it's because ...  
I'd much rather ... than ...*

- 6 Ask and answer with a partner.

- 1 Who do you get on best with in your family? Why?
- 2 Which is your favourite day of the week? Why?
- 3 Which subjects do you enjoy studying at school?
- 4 How do you like to celebrate your birthday?
- 5 Which celebrity do you admire most at the moment? Why?

- 7 Work with a partner. Write a question about each of these topics. Then give your questions to another pair to answer.

entertainment family free time friends school

- 8 Work with a partner. Turn to page 150. Follow the instructions.



## WRITING

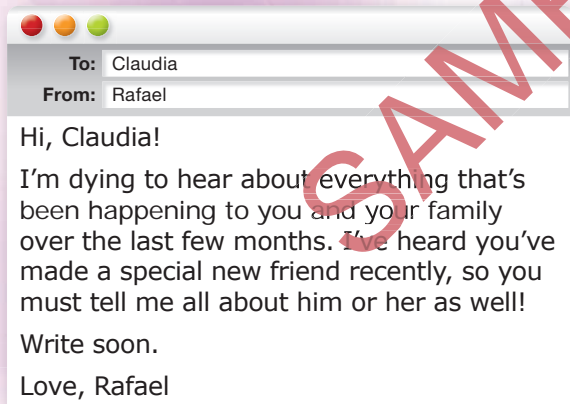
### Power up

- 1** Imagine you can design your ideal best mate. You can choose his/her personality, appearance – anything! What will he/she be like?



## Plan on

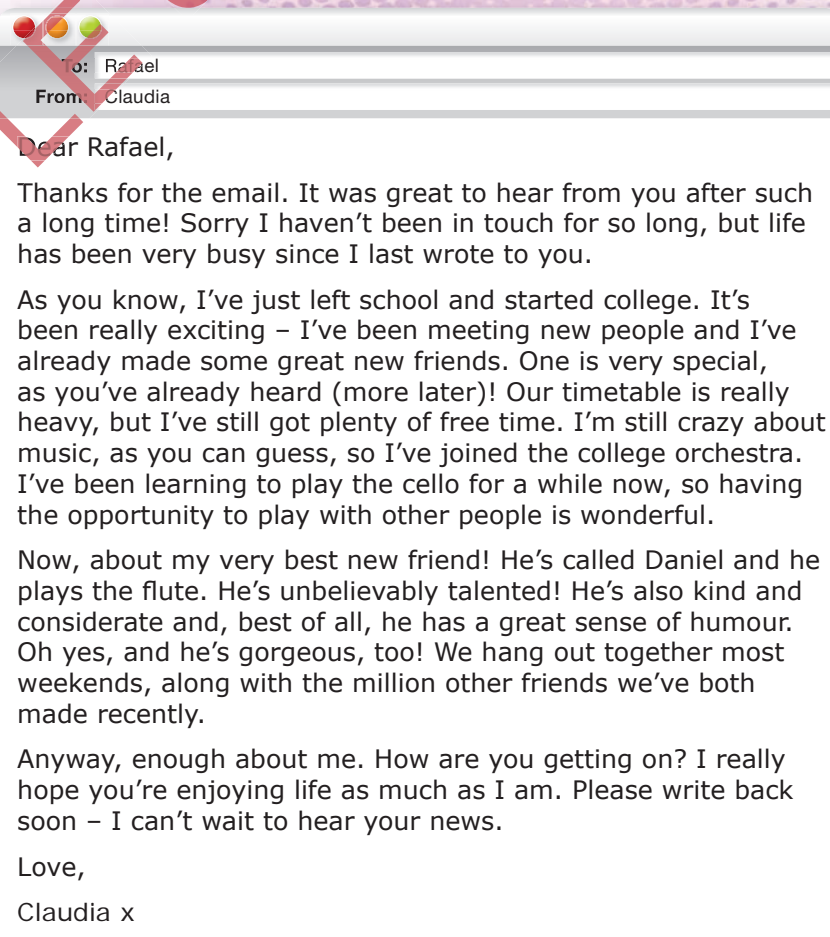
- 2** Claudia has received an email from her teenage cousin, Rafael, who lives in another country. They haven't seen each other for months. Read Rafael's email and find the key points Claudia needs to include in her reply.



- 3** Before she starts writing a reply, Claudia asks herself these questions. Can you answer them for her?

- 1 Who am I writing to? Do I need to use formal or informal language?
- 2 Why am I writing? Do I want to persuade, give information or make a suggestion?
- 3 What layout do I need? Is it for a magazine article, a review, something else?

- 4** Read Claudia's reply. Has she done what you thought she should do in Exercise 3?





**5** Claudia has forgotten to write about something Rafael asked about in his email. What is it?

**6** How does Claudia open and close her email? Which of these greetings and endings are also appropriate for an informal email to a friend?

- 1 Dear Sir,
- 2 To whom it may concern:
- 3 Hi, Rafael,
- 4 Yours faithfully,
- 5 Yours sincerely,
- 6 Best wishes,

**7** When you write a letter or email, your style needs to be consistent all the way through. Read the phrases. Are they friendly/informal or formal?

- 1 It's really great to hear from you at last.
- 2 I am writing to you regarding ...
- 3 Thank you for your recent letter informing me of ...
- 4 Sorry for not getting in touch for ages, but ...
- 5 I am writing to offer you an apology on behalf of ...
- 6 Wait till you hear my news!
- 7 I am pleased to inform you that ...
- 8 I've got something really epic to tell you!
- 9 I look forward to hearing from you.
- 10 Write back soon, won't you?
- 11 I am writing to request further information about the ...
- 12 Do tell me all about it!

**8** Claudia has divided her email into four paragraphs. Summarise the content of each paragraph.

## Skill



Start a new paragraph when you change topic or want to make a completely fresh point.

**9** Topic sentences summarise the content of a paragraph and make a text easier to follow. Find the topic sentence in the second and third paragraphs of Claudia's email.

**10** You should use connectors to link your text together and make it easier to follow. Find examples of connectors in Claudia's email.

## Write on

**11** You have just received a letter from a new pen friend who lives in another country. Read part of his letter and plan your reply – an email or a letter. Which three key areas must you cover?

I can't wait to hear all about you! What have you and your friends been doing recently? Do you have a best mate and what's he or she like? Have you and your family been anywhere exciting this year?

Do write back soon and tell me!

Love,

Ben

**12** Make a plan. Note down ideas for each key area in the form of notes or a spidergram. Group your ideas into paragraphs and choose the best order.

best mate

family

camping trip with Stefan and Maria

recent activities

dance classes

**13** Which tenses do you need for writing about your recent activities?

**14** Note down some personal adjectives you could use to describe your best mate.

**15** Write your email or letter to Ben in 140–190 words. Make sure your sentences start with a capital letter, end with a full stop or an appropriate alternative and are grammatically correct.



## WHO IS IT?



### 1 Guess the answer. Then watch and check.

Kyle and his friends are playing a guessing game with photos of his friends and family. Which of these words do they use to talk about Kyle's brother and his aunt?

abroad glamorous glasses handsome  
older pretty sister violin younger

### 2 Answer the questions.

- What three clues does Kyle give about his brother? Complete the sentences.
  - He \_\_\_\_\_ me.
  - He \_\_\_\_\_ drums.
  - He \_\_\_\_\_ off to university.
- What does Jade say about Kyle's brother? Complete her comment:  
'He \_\_\_\_\_ he can play the drums. He's just so \_\_\_\_\_!'
- What three facts does Kyle give about Auntie Christine?
- Where did Kyle find all the photos?

### 3 Describe some members of your family in a similar way to Kyle.

## Project

### 4 Work in groups. Bring in photos of some of your best friends. Describe your friends, one by one, without saying their names. Can your group guess who you are describing?

Well, this person is ...

What I like about him/her is that he's/she's ...

He's always ...-ing.

He's just ...

He never gives away my secrets.

## Word list

### Personality adjectives

bitchy	gifted	sarcastic
bossy	gorgeous	sensible
brave	laid-back	sociable
caring	loyal	spoiled
easy-going	mean	stubborn
funny	moody	thoughtful
fussy	obsessed with	trendy
generous	reliable	trustworthy

### Clothes adjectives

baggy	navy	tight
cotton	pink	woollen
flowery	plain	

### Interests

addicted to (adj)	form a band	lead guitarist (n)
be into	go on stage	paintbrush (n)
something	good at (adj)	stencil (n)
character (n)	hip hop (n)	street art (n)

### Collocations

best friend	love-hate	sibling rivalry
common interests	relationship	sworn enemy
household name	oldest friend	total opposites
long-term	pair of jeans	
friendship		

### Phrasal verbs

break up with	keep up with	put someone
give up	let something out	down
go along with	move on	stand up for
something	put off	someone

### Other words and phrases

aerosol can (n)	keep your feet	show-off (n)
assumption (n)	on the ground	spray can (n)
audition (n)	knock someone's	stand out from
be on speaking	confidence	the crowd
terms	let success go to	take life seriously
busking (n)	your head	trendsetter (n)
do your own	nerve-racking	you've got to be
thing	(adj)	joking
hurt someone's	rebel (n)	
feelings		

**1 Complete the email with one word in each space.**

Hi, Eva

We've been here in the USA 1) \_\_\_\_\_ two months now, but it seems more like two years 2) \_\_\_\_\_. I last saw you! I've got a real case of homesickness and I 3) \_\_\_\_\_ missing everyone at home so badly – especially you and all my mates from school. Jenny, my younger sister, is 4) \_\_\_\_\_ asking Dad when we can go home, which really annoys him! It's hard living in a completely new country. Dad says we need to move on and try not to think about life in the UK so much, but 5) \_\_\_\_\_ arriving here I've really been 6) \_\_\_\_\_ my own thing most of the time. I've made a couple of friends at the new school, but I can't find anyone who's 7) \_\_\_\_\_ gaming as much as you are and I've given 8) \_\_\_\_\_ trying to find anyone who's ever been to the UK – let alone to Manchester!

I can't wait to see you when we go back for a visit in the summer!

Love,  
Sally x

**2 Complete the sentences with the correct form of these verbs.**

go hurt keep knock let  
speak stand take

- I did really well in the competition, but I know I mustn't \_\_\_\_\_ success go to my head.
- You shouldn't \_\_\_\_\_ life too seriously – go out and enjoy yourself!
- Ronnie really \_\_\_\_\_ my feelings when he started to go out with Sally.
- My new friend Justine is quite shy and doesn't like to \_\_\_\_\_ out from the crowd.
- It really \_\_\_\_\_ my confidence when I failed the audition for the school play.
- My brother and his mate Dan aren't on \_\_\_\_\_ terms at the moment.
- My cousin's become a successful singer, but luckily, she's \_\_\_\_\_ her feet on the ground.
- My maths marks are just \_\_\_\_\_ from bad to worse. I can't get anything right!

**3 Choose the correct answer, A, B or C.**

- I'll go along \_\_\_\_\_ whatever you suggest.  
A at B by C with
- Kathy is very \_\_\_\_\_ and is always telling everyone what to do.  
A gifted B moody C bossy
- Paul and Fred have been \_\_\_\_\_ enemies since they had a huge row last term.  
A stubborn B sworn C strict
- My sister is very \_\_\_\_\_ and nothing seems to worry her.  
A laid-back B sarcastic C loyal
- Ben and his brother Brad are always arguing. I think the problem is sibling \_\_\_\_\_.  
A rebel B rivalry C enemy
- Thanks for buying me lunch. That was very \_\_\_\_\_ of you!  
A glamorous B generous C sociable
- The teacher was being \_\_\_\_\_ when she said I didn't need to come to class because I knew everything!  
A sarcastic B sensitive C spoiled
- This \_\_\_\_\_ T-shirt is perfect for this hot weather.  
A woollen B plain C cotton

**4 Choose the correct answers.**

- I *always enjoy/am always enjoying* hanging out with my mates after school.
- I've *had/been having* four parties so far this year.
- Since getting home at five, I've *done/been doing* research on my computer. I *haven't quite finished/didn't quite finish* yet.
- Did you see/Have you seen* what Tina was wearing at school today?
- My sister *has been/is* in a long-term relationship with her boyfriend for over two years now.
- I was trying to keep the party a surprise for Debbie, but Keith *has told/told* her about it this afternoon.
- Jack's exhausted because he's *played/been playing* tennis all day.
- Dave and Amanda *have gone/went* to the cinema together a few times last month.

**5 Read the definitions and write the words.**

- Street artists use these to spray paint walls.
- This adjective describes clothes that are very loose.
- This noun means 'a person who plays the guitar'.
- This adjective describes someone who has been given too many things as a child.
- This is a person who opposes authority or stands up for their beliefs.
- This is a person who leads the way in fashion or ideas.



## READING

## Power up

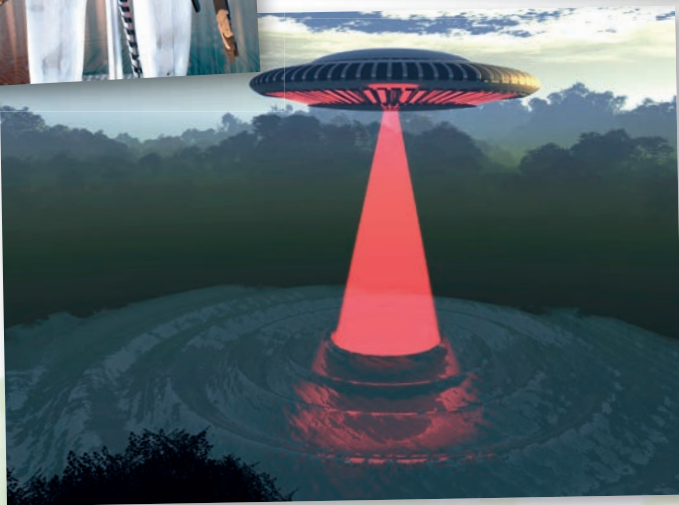
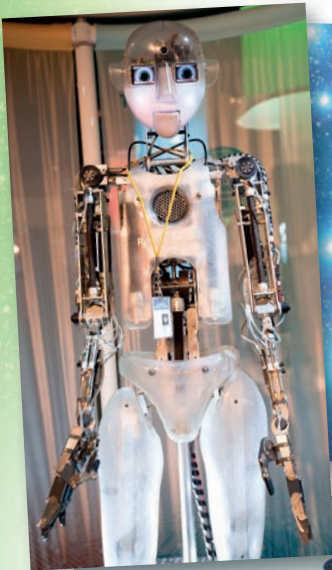
- 1 Look at the newspaper headlines. In your opinion, which could never happen? Why?

**ROBOT ATTACKS OWNER!**

**Alien life found on planet!**

**Spaceship to voyage into future!**

**Scientists discover mysterious holes in space!**



## Read on

- 2 Read the article quickly. Have you changed your mind about your answers in Exercise 1? Which ones?

- 3 Read the article again and choose the correct answer, A, B, C or D.

- 1 In paragraph 2 the writer suggests that
  - A we will never find alien life on other planets.
  - B it is impossible to send signals to other galaxies.
  - C it's unlikely we'll hear from extraterrestrials.
  - D intelligent civilisations will never try to contact us.
- 2 What does *they* refer to in line 14?
  - A miles      B signals      C aliens      D planets
- 3 In paragraph 3 the writer states that
  - A Hollywood screenwriters are right about robots.
  - B robots will rule the world one day.
  - C there is disagreement about the danger of robots.
  - D computer scientists know how to control robots.
- 4 Why are black holes called *black*?
  - A because light cannot shine from them
  - B because space is dark
  - C because they are formed from burnt stars
  - D because nobody can escape from them
- 5 What does the word *tunnels* mean in line 45?
  - A spaceships      B satellites      C machines      D passages
- 6 According to the writer, scientists like the idea of parallel universes because it would
  - A stop them disagreeing with each other.
  - B give them something to prove.
  - C help them solve some problems.
  - D make science more exciting.

- 4 Find words and phrases in the article that mean the following.

- 1 creatures from another world (para 2)
- 2 unlikely (para 2)
- 3 an organism that is soft and wobbly (para 2)
- 4 stop it operating (para 3)
- 5 assumptions people make about the future (para 4)
- 6 unusual and strange (para 4)
- 7 a substance or material (para 4)
- 8 becomes smaller and smaller (para 4)
- 9 a force that makes objects fall to the ground (para 4)
- 10 you are this when something unpleasant is certain to happen to you (para 4)
- 11 moving with a sound like water; moving very fast (para 4)
- 12 worlds that are similar in many ways (para 6)



# Science of the future

Imagine you're preparing to interview one of the world's leading astronomers or physicists. What questions will you ask? Perhaps you'd like to know if we're alone in the universe, whether robots will one day rule the world or if time travel will ever be possible. Be warned! The answers may be stranger than fiction.

Let's start with aliens. Will we find them one day? Scientists say some planets may be suitable for life, so this is just possible. If there *are* intelligent civilisations in space, they may be trying to contact us, so astronomers are always searching the galaxy for signals. The chances of communicating with extraterrestrials seem very remote, though. Our galaxy is around 600,000 miles wide, so by the time our signals reach their destination, they will have been travelling for centuries. And even if there is life out there, it's likely to be just a primitive jelly!

So what about robots? Intelligent machines are going to take over the world one day. Well, according to Hollywood screenwriters, they are. In *The Terminator* military leaders develop a war machine with artificial intelligence, realise it's too powerful and try to shut it down. But the machine recruits an army of robots. Together, they attack their human creators. Could this really happen? Computer scientists claim they'll never develop machines that are so hard to control. But at least one scientist believes that by the year 2200 technologists will have built machines that are as clever as humans. He thinks these will replace humans one day – and maybe not peacefully!

Let's turn from predictions to facts. Have you heard of black holes? They're weird! Stellar-mass black holes are formed in space when a dying star explodes. The stuff, or 'matter', which remains after the explosion – like bits of

star – shrinks into a tiny space. The force of gravity around this space is immensely strong, so any object that comes too close is doomed. It's just pulled inside. Nothing can escape – not even light! And because light can't leave the space, the space is invisible. That's why it's called a 'black hole'. Now just imagine you fall head first into a black hole. What will happen? Well, your body will get stretched longer and longer and longer until you're like one string of spaghetti. And as you fall further, you'll become a stream of atoms, whooshing to the bottom of the hole!

Is that terrifying? We're not finished yet! It's just an idea, not even a theory, but some scientists wonder if there may be time tunnels – kinds of passages – in space. They call them 'wormholes'. Go through a wormhole, they suggest, and it's just possible you could travel into the future! But wormholes, if they exist, are probably tiny. Could future scientists find a way to enlarge them? It seems unlikely. But that won't stop scientists trying to invent other methods of time travel. Will humans be travelling in time one day? Who can tell?

If you think that's all just sci-fi, listen to this: some physicists are playing with the idea that our universe is not alone. Maybe, they suggest, there are other, similar universes, floating near ours in space, like lots of soap bubbles. Events in these 'parallel universes' may be similar to ours or may have turned out slightly differently. So, in a parallel universe, John Lennon may still be alive or all animals could have become extinct! It's an idea that would help physicists explain some of the contradictions in their understanding of how the universe works. But there's no proof it's true. So what ideas will scientists come up with next? And who says science is boring?

## Exam

Need help with multiple-choice questions?

- 1 Read the text carefully. Don't look at the questions yet.
- 2 Read the question stem. Don't look at the options.
- 3 Scan the text for the relevant information for your question. Highlight it.
- 4 Now look at the options and choose the best answer.

## Sum up

- 5 List five predictions or facts about the future from the article.

*Some scientists think ... will ...  
It's unlikely that we will ...  
We definitely won't ...*

## Speak up

- 6 Work with a partner and discuss.

- 1 Which parts of the article do you find the most amazing or incredible? Why?
- 2 Do you think we'll ever be able to travel in time? Why/Why not?





## VOCABULARY

### Science and technology



1 Write the name of the person who works in each of these fields.

- |                            |              |
|----------------------------|--------------|
| 1 science <i>scientist</i> | 5 geology    |
| 2 chemistry                | 6 physics    |
| 3 astronomy                | 7 technology |
| 4 mathematics              |              |

2 3.1 Listen and write which field of science each speaker (1–5) specialises in.

3 3.2 Listen again and note down some of the topic vocabulary that helped you find the answers in Exercise 2.

### Word XP

Having trouble choosing the right word, e.g. *experience* or *experiment*? Try checking the context. If you're in a chemistry class, you're likely to be doing an *experiment*. Next, look for a possible collocation. You *do* or *carry out* an *experiment*. *Experience* collocates with different verbs, like *have* or *enjoy*.

4 Choose the correct words.

- My teacher says I'm *making/doing* progress in biology.
- They sent the faulty technical equipment back to the *producer/manufacturer*.
- Don't you wish you'd *paid/spent* more attention in science classes?
- The lab assistant panicked because some chemicals had gone *missing/lost*.
- You should turn down the heating if you want to *save/preserve* energy.
- Our school has a brand new science *laboratory/workshop*.
- A technician will be here to *heal/fix* the equipment soon.
- I don't know how to *work/employ* the scanner.

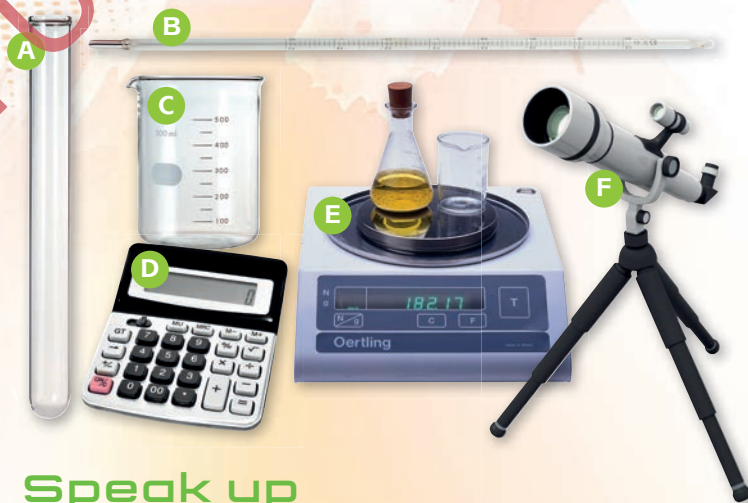
5 Complete the sentences with the correct form of these phrasal verbs.

come up with   end up   shut down  
take over   turn out

- An inventor has \_\_\_\_\_ an idea for how to stop umbrellas blowing inside out.
- They have \_\_\_\_\_ the nuclear processing plant because of a fire.
- Terrorists tried to \_\_\_\_\_ a chemical factory, but they didn't succeed.
- Some predictions about the future will probably \_\_\_\_\_ to be true.
- Sarah wanted to become a doctor, but she \_\_\_\_\_ studying astronomy.

6 Match the words (1–6) with the objects in the photos (A–F).

- |                   |                 |
|-------------------|-----------------|
| 1 a beaker        | 4 a telescope   |
| 2 a calculator    | 5 a test tube   |
| 3 a set of scales | 6 a thermometer |



### Speak up

7 Work with a partner. Talk about a science lesson you've had recently. Did you do any experiments? If so, what did you discover? Did you use any of the equipment in Exercise 6?

### Game on

It's easier to remember vocabulary if you list words together according to topic. Have a go and challenge a partner! Close your books and write down as many words as you can in one minute on the topic of science. Then see who has the most words.

# GRAMMAR

## Grammar XP



### The future

#### Future simple

*He thinks perhaps machines **will replace** humans one day.*

#### going to

*Machines **are going to take over** the world one day.*

#### Present continuous

*The astronomer **is giving** a talk on black holes tomorrow.*

#### Present simple

*The science lecture **starts** in ten minutes.*

#### Future continuous

for an action in progress at a future point in time

*Humans **will be living** in space in fifty years from now.*

#### Future perfect

for an action completed before a particular time in the future

*By 2200, technologists **will have built** machines that are as clever as humans.*

#### Future perfect continuous

for a continuous action completed before a particular time in the future

*By the time the signals reach their destination, they **will have been travelling** for centuries.*

Remember that future time clauses with *after*, *by the time*, *when*, *as soon as*, *until*, etc. use the present simple or present perfect. Don't use a future tense.

*By the time you **arrive**, I'll have finished my class.*

## 1 Complete the conversations with the correct form of the verbs in brackets.

- 1 **A:** I'll ring you at three o'clock tomorrow. Is that OK?  
**B:** No, I \_\_\_\_\_ (do) my exam then. It starts at two and finishes at half past four.
- 2 **A:** I'm having trouble with my chemistry project.  
**B:** Oh dear! I \_\_\_\_\_ (help) you, if you like.
- 3 **A:** Let's meet at six o'clock tonight, OK?  
**B:** Sorry, I \_\_\_\_\_ (not finish) my homework by then.
- 4 **A:** What do you want from your parents for your birthday?  
**B:** I'm not sure. I \_\_\_\_\_ (tell) you as soon as I decide.
- 5 **A:** Have you decided what to do when you leave school?  
**B:** Yes, I've known that for ages! I \_\_\_\_\_ (study) computer graphics.
- 6 **A:** According to the departure board, the flight to Mexico is at 19.00.  
**B:** No, that can't be right. My ticket says it \_\_\_\_\_ (leave) at 18.00.

## 2 Choose the correct words.

- 1 Cars *will have driven/will be driving* themselves in ten years' time.
- 2 We *will have been discovering/will have discovered* how to build cities under water by the year 2300.
- 3 We *will have been using/will use* robots as servants for years when this century ends.
- 4 I predict that scientists *will have sent/will have been sending* a manned mission to Mars by 2200.
- 5 My bet is that in 30 years' time we *will have been flying/will be flying* to work in personal jet packs instead of sitting in traffic jams.
- 6 By 2050 I think doctors *will have been learning/will have learnt* how to change our DNA so we can live until we're 200!

## 3 Make predictions and say which you agree with. Then add your own predictions.

- 1 some time in the future / robotic soldiers / fight / wars against human beings
- 2 by 2026 / computers / replace / teachers
- 3 in ten years' time / tigers / become / extinct
- 4 at some point in the future / criminals / wear / invisibility cloaks
- 5 in the next quarter of the century / cars / fly
- 6 by 2100 / people / settle / on the moon

## 4 Complete the questions with the correct form of the verbs in brackets. Then ask and answer with a partner.

- 1 \_\_\_\_\_ (you/go) anywhere interesting tonight?
- 2 \_\_\_\_\_ (you/still/live) in this town in ten years from now, do you think?
- 3 Do you think \_\_\_\_\_ (you/leave/school) by this time next year?
- 4 Do you think \_\_\_\_\_ (you/get) married by the time you're thirty?
- 5 What \_\_\_\_\_ (you/do) this time tomorrow?
- 6 By the end of this year, how long \_\_\_\_\_ (you/study) English?

## Speak up

### 5 Work with a partner. Make predictions about how you think your partner's life will have changed by the year 2050. What will he/she be doing? See if he/she agrees.



## USE OF ENGLISH

### Vocabulary

- 1 Would you like to live to be 100? What do you think the world will be like then?

#### Word XP

##### Dependent prepositions

Many verbs, nouns and adjectives are usually followed by a particular preposition. Sometimes it's hard to see why one preposition is used rather than another. So, remember to record and learn new words with the prepositions they go with.

*There's been **an increase in** science competitions.*

*I must **apologise for** being late.*

*I'm **afraid of** having an accident.*

- 2 Complete the questions with these prepositions. Then ask and answer with a partner.

at for (x2) of (x2) to

- Which achievement are you most proud \_\_\_\_\_?
- Which subject are you best \_\_\_\_\_ in school?
- Who in your family are you most similar \_\_\_\_\_?
- Are you responsible \_\_\_\_\_ anything at school or at home?
- Is there anything you did when you were young that you're ashamed \_\_\_\_\_?
- What would you most like to be famous \_\_\_\_\_?


- 3 Choose the correct answers.

- Our future health depends *on/of* advances *in/ on* medical science.
- The politician insisted *at/on* meeting the specialist *of/in* space research.
- The science department will benefit *from/of* the increase *by/in* government funds.
- On our school trip we had a choice *over/ between* a visit to the science museum and a visit to an art gallery. I opted *for/to* the museum.
- Mrs Davies has a talent *on/for* acting and she relies *for/on* this when she's demonstrating science experiments!
- I agree *at/with* you that there's a lack *in/of* good wi-fi facilities around here.

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

MOBILE 17:46 75%

## So, you want to live for ever?



Do you fancy living for 400 years? Would you get your body frozen after death until scientists find a cure 1) \_\_\_\_\_ whatever killed you?

We can all benefit 2) \_\_\_\_\_ the improvements that modern medicine has brought and today's young people can live longer and healthier lives. But for some people this is not enough. They 3) \_\_\_\_\_ more. They believe that living for hundreds of years is within 4) \_\_\_\_\_!

Cosmetic surgery can keep us looking young, but, eventually, our internal organs will 5) \_\_\_\_\_ like the parts of an old car. How can we keep our insides young? Scientists have 6) \_\_\_\_\_ to reverse the ageing process in mice so that they live longer. Until this becomes a reality for humans, some people are 7) \_\_\_\_\_ a lot of money to cryogenic companies to have their dead bodies frozen. They hope that future scientists will be able to bring them back to life. But what if those companies just switch off the 'freezing machines'? Who's going to complain 8) \_\_\_\_\_ it?

- |               |             |             |               |
|---------------|-------------|-------------|---------------|
| 1 A of        | B for       | C at        | D on          |
| 2 A with      | B by        | C from      | D at          |
| 3 A hope      | B expect    | C long      | D wait        |
| 4 A reach     | B goal      | C hold      | D touch       |
| 5 A tire out  | B run out   | C wear out  | D fall out    |
| 6 A managed   | B completed | C succeeded | D found       |
| 7 A profiting | B paying    | C costing   | D calculating |
| 8 A on        | B with      | C about     | D for         |

## Speak up

- 5 Would you like to live for ever? Why/Why not?

## Grammar


## Grammar XP

p. 166

**Future in the past**

for plans made in the past that didn't happen

*I **was going to** have a tattoo, but I got scared and decided against it.***Phrases for talking about the future***be about to*: when an action is going to happen in the immediate future*My dad's **about to** go into hospital.**be due to*: when there is a fixed time*Dad's **due to** go into hospital on 15 June.**be (un)likely to*: when we're talking about the probability of an action*The research **is likely to** help young people live a lot longer.*

- 1  **3.3 Read the message and choose the correct answers. Then listen and check your answers.**

Helen? Hi, it's Dave. I'm phoning from our landline because I've lost my mobile phone – again! I'm just 1) *due/about* to leave to catch the bus to school and I thought 2) *I'd/I was going to* give you a ring just to say that I'm 3) *not about/unlikely* to be able to make the party tonight. I've got a big science test tomorrow and I must do some revision tonight, otherwise I'm 4) *about/likely* to get a big fat zero! I 5) *would/was going to* do it last night, but I needed to get my maths homework done. So, sorry! Anyway, I'd better go because the bus is 6) *likely/due* to arrive in two minutes. 7) *I'll/I'm going to* ring you when I find my phone! Have a good time at the party!

- 2 **Ask and answer with a partner.**

- 1 What is due to happen tomorrow?
- 2 What are you likely to watch on TV in the next few days?
- 3 What are you about to do now?
- 4 What were you going to do last night but didn't? Why?

- 3 **Complete the online survey with one word in each space.**

## Is your phone really **that** important?

Last week we asked you what your 1) \_\_\_\_\_ important possession was and ninety-five percent of you said it was your phone. Scientists say that it's soon 2) \_\_\_\_\_ to be possible to implant electronic devices under our skin so that we 3) \_\_\_\_\_ take them with us everywhere.

Apparently, experts will 4) \_\_\_\_\_ perfected the technology within a few years and gadgets under the skin will become the next must-have style items! We'll be able to control the mini phones just 5) \_\_\_\_\_ touching our skin and they'll vibrate to let us know when we've got a call. Understandably, there's been a mixed reaction 6) \_\_\_\_\_ this news. Suppose it goes wrong, could it cause an infection?

So, today's main survey question is this: 7) \_\_\_\_\_ your phone so important to you that you would have it implanted under your skin? Answer 8) \_\_\_\_\_ question and all the others in our online survey. Don't forget to add a comment – we love hearing your thoughts!

I  MY PHONE

## Speak up

- 4 **Work with a partner and discuss.**

- 1 Would you have an electronic device like a mobile phone implanted under your skin?
- 2 What other devices can you imagine being implanted in the future?



## LISTENING


### Power up

**1** Some people say that we take too many medicines today. What do you think?

**2** Match the words (1-8) with their meanings (a-h).


- |              |                    |
|--------------|--------------------|
| 1 antibiotic | 5 antidepressant   |
| 2 disease    | 6 organ transplant |
| 3 mould      | 7 immune           |
| 4 cure       | 8 painkiller       |

- a a drug that makes people feel happier  
 b an operation to give someone a new heart, kidney, etc.  
 c make someone better  
 d a drug that we take when we have a headache, etc.  
 e a drug to kill bacteria and stop an infection  
 f not affected by something anymore  
 g a dangerous illness  
 h something which grows on old food

**4**  **3.5** Listen again and complete the sentences with one or two words in each space.

- We started to use antibiotics in \_\_\_\_\_.
- Alexander Fleming made an important \_\_\_\_\_ after a family holiday.
- It's possible that some major diseases might \_\_\_\_\_ if we don't have good antibiotics.
- People can pick up dangerous infections today in \_\_\_\_\_.
- In the past antibiotics were given regularly outside the medical profession by \_\_\_\_\_.
- We depend on \_\_\_\_\_ to finance and produce new medicines.
- We haven't had a new antibiotic since the \_\_\_\_\_.
- Scientists have to look in unusual \_\_\_\_\_ to find possible answers to the problem.
- The idea of using alligator blood came from a scientist called \_\_\_\_\_ Merchant.
- A British scientist has used the \_\_\_\_\_ of an insect in his research.

### Listen up

**3**  **3.4** You are going to hear a man talking about developing new medicines. Look at the photos. How do you think these animals can help scientists? Listen and see if your ideas were correct.

### Speak up

- 5** Would you love or hate to do these jobs? Why?
- doctor
  - research scientist
  - science teacher
- 6** What medical discovery would you like to see soon? Why?






## SPEAKING

### Power up

**1** Look at the photos. What questions could an examiner ask about them? Work with a partner and ask him/her your questions.

**2**  **3.6** Here are some questions about the photos. Listen to two students. Which question are they answering?

- 1 What are the attractions of becoming an astronaut?
- 2 Do you think we spend too much on space research?
- 3 Do you think people from Earth will ever colonise another planet?

**3** Read what the same students said about one of the other questions in Exercise 2. Which question are they answering now?

**A:** I'm not sure about this one. It's hard to say, really. I suppose, if I'm honest, I would say yes. I feel quite strongly that there are so many problems that we've got to deal with here on Earth. Surely, we ought to deal with those first, rather than spending billions of pounds on investigating whether there's water on Mars or how many galaxies there are out there in the universe. People here are dying from famine and droughts. But we throw away all this money on trying to reach distant stars! You must agree with that.

**B:** Well, I partly agree. I'm in two minds on this one. Yeah, I know we need to help people here – I couldn't agree more! But also, space research is all about learning about who we are and our place in the universe. And you know, they learn things from space missions that have a practical use on Earth – like in medicine.

**A:** I suppose you're right. There are definitely two sides to the question.



**4** Read the conversation in Exercise 3 again and find examples of these functions.

- |   |                         |
|---|-------------------------|
| 1 giving a reaction to the question       | 4 asking for an opinion |
| 2 giving an opinion                       | 5 agreeing              |
| 3 giving an example to support an opinion | 6 partially agreeing    |

**5** Match these phrases with the functions (1–6) in Exercise 4.

I agree up to a point. I've never thought about that before.  
 You're totally right. That is very true. If you look at ...  
 For instance, ... I believe that ... That's a really tricky question.  
 I'm with you on that. How do you feel about ... ?

**6** Work with a partner and discuss the questions. Take turns to be Student A and Student B and follow the steps on the role cards. Use as many useful phrases from this page as you can.

- 1 Should teenagers be prevented from having cosmetic surgery until they reach a certain age?
- 2 How can we solve the Earth's growing population problem?
- 3 Should scientists be allowed to use animal parts in transplant surgery?
- 4 Are you optimistic or pessimistic about the future?

#### Student A

- Give your opinion.
- Give reasons.
- Give an example.
- Ask Student B for his/her opinion.

#### Student B

- Agree, disagree or partially agree with Student A.
- Give reasons.

**7** Work with a partner. Turn to page 150. Follow the instructions.



## WRITING

### Power up

- 1 Read the advert. Would you like to take a trip into space?



- 2 Make a list of the good and bad points of a holiday in space.

### Plan on

- 3 Read the essay prompt. You have to include three points in your answer. Two points are given and you have to think of the third yourself. What would you write about for the third point?

**'We will soon be able to go on holidays in space.'**

Do you think a lot of people will want to do this? Include these points:

- cost
- danger
- your own idea

Write your essay in 140–190 words.

- 4 Read a student's essay. Is the third point she chose the same as yours? Do you agree with her opinion?

Space travel will soon be possible for everyone, not just astronauts. Even now, small numbers of people can get a ticket to go up in a rocket and spend a short time in an atmosphere with no gravity! So, will this soon become a popular alternative to sunbathing on the beach? Somehow, I don't think so!

Firstly, going into space – even for just a short time – is extremely expensive and at the moment only very rich people can afford it. In my opinion, the costs won't come down for many years. It will be a rich person's holiday for a very long time.

Secondly, going into space can be very dangerous. There are dangers when rockets take off and land and it can also be dangerous for some people's health. Astronauts have to be extremely fit and they get a lot of training before they go into space.

Finally, I'm not sure that after the first few hours a trip in space would be very interesting. I know the view of the Earth from space must be wonderful and experiencing zero gravity would be cool. But what then? Going round and round the Earth in a closed space could be quite claustrophobic for a lot of people.

On balance, I have to say that although it sounds a great idea, I don't think space holidays will replace a week in the sun in my lifetime.

- 5 Answer the questions about the essay in Exercise 4.

Has the student:

- 1 answered the question and used all the points?
- 2 divided the essay into clear paragraphs that deal with different points?
- 3 given an interesting introduction?
- 4 given a good conclusion that finishes the essay satisfactorily?
- 5 given some examples to support her opinion?
- 6 kept to the word limit?



**6** Here are some ways you can make an introduction more interesting for the reader. Put them in the order (1–3) they are used in the essay in Exercise 4.

- Ask the reader a direct question.
- Give your own opinion.
- Include some facts.

**7** Underline the words the student used to put her paragraphs in order.

**8** Write these words and phrases in the correct column.

Another interesting thing is ...  
 On the other hand, ... Not everyone thinks that ...  
 First of all, ... However, ...  
 Some people think that ... As well as this, ...  
 In conclusion, ... To begin with, ...  
 In addition to this, ... We mustn't forget that ...  
 Experts say that ...

Introducing a point	Adding	Contrasting	Referring to other people's opinions

**9** Complete the sentences with your own ideas.

- Governments spend a lot of public money on space research. However, ...
- Overpopulation is becoming a big problem on Earth. As well as this, ...
- It would be great if scientists could invent a way to teleport people. On the other hand, ...
- We are quickly using up the natural resources on Earth. Experts say that ...
- I'm not sure that having cosmetic surgery is a good thing. To begin with, ...
- Building more nuclear power stations might be very dangerous. We mustn't forget that ...

## Write on

**10** How important do you think science lessons are for students? Do you enjoy them? Why/Why not?

## Language XP

### Giving opinions

*I firmly believe that ...*

*In my opinion, ...*

*As far as I'm concerned, ...*

*I fully agree that ...*

*I personally feel that ...*

*It seems to me that ...*

*It is quite clear that ...*

*I'd say that ...*



**11** Work with a partner. Read the essay prompt and discuss what you could write about for the third point.

'Students should be allowed to give up science lessons at school when they're fourteen if they don't enjoy them.'

Include these points:

- future career
- not motivated
- your own idea

Write your essay in 140–190 words.

## Exam

Don't start writing an essay straightaway. Plan it and make notes first. Also, remember that there is no right or wrong answer – it's all about your opinion.

**12** Plan your essay. Remember to do these things.

- Give your essay an interesting introduction.
- Give points both for and against the statement.
- Give your own opinion with reasons.
- Summarise your ideas in the conclusion.

**13** Write your essay. Then read it again. Remember to do these things.

- Check your grammar.
- Check your spelling.
- Check your punctuation.
- Check your paragraphing.



## SECRETS OF SPACE



- 1** You are going to watch a clip about black holes. Guess the answer. Then watch and check.

Do the rules of physics help us understand everything there is to know about black holes?

- A** Yes, completely.
- B** No, black holes break all the rules.
- C** Only up to a certain point.

- 2** Choose the correct answer, **A** or **B**.

- 1** Why do scientists believe there is a black hole in the centre of our galaxy?
  - A** Because it is just visible through telescopes.
  - B** Because of the movement of certain stars.
- 2** According to the video, some black holes are
  - A** as small as an atom.
  - B** bigger than the stars they come from.
- 3** In what way do black holes resemble waterfalls?
  - A** You are carried towards them and at a certain point you can't escape.
  - B** As you reach the centre, you are stretched like a string of spaghetti.

- 3** Is it important to explore the universe and send rockets to distant planets or does it cost too much? Explain your views.

## Project

- 4** Work in groups. Give a presentation or make a video in which you all talk about the sky at night. Identify some of the objects you can see and explain what you know about them.

*If you want to see stars clearly, you need to ...  
 On a very clear night you should be able to see ...  
 The brightest star you can see is ...  
 The galaxy/planet you can see here is called ...*

## Word list

### Science-related words

alien (adj/n)	extraterrestrial (adj/n)	parallel universe (n)
antibiotic (n)	fix (v)	physicist (n)
antidepressant (n)	galaxy (n)	prediction (n)
astronomer (n)	geologist (n)	primitive (adj)
beaker (n)	gravity (n)	remote (adj)
black hole (n)	heal (v)	set of scales (n)
calculator (n)	immune (adj)	stuff (n)
chemist (n)	invent (v)	technician (n)
cure (v)	laboratory (n)	telescope (n)
discover (v)	mathematician (n)	test tube (n)
disease (n)	organ transplant (n)	thermometer (n)
doomed (adj)	painkiller (n)	transplant (n/v)
experience (n/v)		
experiment (n/v)		

### Phrasal verbs

carry out	end up	take over
come up with	shut down	turn out

### Dependent prepositions

advances in	choice between	proud of
afraid of	depend on	rely on
agree with	increase in	responsible for
apologise for	insist on	similar to
ashamed of	lack of	specialist in
benefit from	opt for	talent for
best at		

### Other words and phrases

detection (n)	perfect the technology	soap bubble (n)
fancy (v)	play with the idea	stranger than
implant (n/v)	recruit (v)	fiction
mixed reaction	shrink (v)	tricky question
mould (n)		weird (adj)



**1 Read the article and choose the correct answer, A, B, C or D.**

1) \_\_\_\_\_ in technology have made a lot of changes to our everyday lifestyles, but one of the biggest has got to be how we read books. Since the 2) \_\_\_\_\_ of the e-book, there has been a significant change to our reading habits. Given the choice 3) \_\_\_\_\_ taking a couple of heavy paperbacks on holiday or an e-book device like a Kindle, most of us, including our parents and grandparents, would unsurprisingly opt 4) \_\_\_\_\_ the Kindle.

But what would our lives be like with no books at all? It's a 5) \_\_\_\_\_ question. Some educational specialists are 6) \_\_\_\_\_ predictions that in the future we won't even see books in classrooms – everything will be done online! 7) \_\_\_\_\_ of the idea of getting rid of books say that there will always be a need for paper-based versions of materials. However, to be realistic, we have to accept that there is a 8) \_\_\_\_\_ chance that in a decade's time schools and classrooms will be book-free! What do you think of that?

- |                        |                       |
|------------------------|-----------------------|
| 1 <b>A</b> Progression | <b>B</b> Advances     |
| <b>C</b> Increases     | <b>D</b> Successes    |
| 2 <b>A</b> discovery   | <b>B</b> experiment   |
| <b>C</b> invention     | <b>D</b> creativity   |
| 3 <b>A</b> between     | <b>B</b> to           |
| <b>C</b> over          | <b>D</b> through      |
| 4 <b>A</b> on          | <b>B</b> at           |
| <b>C</b> of            | <b>D</b> for          |
| 5 <b>A</b> funny       | <b>B</b> tricky       |
| <b>C</b> naughty       | <b>D</b> special      |
| 6 <b>A</b> doing       | <b>B</b> putting      |
| <b>C</b> taking        | <b>D</b> making       |
| 7 <b>A</b> Enemies     | <b>B</b> Alternatives |
| <b>C</b> Opponents     | <b>D</b> Contestants  |
| 8 <b>A</b> far         | <b>B</b> remote       |
| <b>C</b> distant       | <b>D</b> long         |

**2 Choose the correct answers.**

- Got to rush now. *I'll see/I'm going to see* you after school.
- We'll *be studying/have studied* the stars and planets next term.
- I won't *be finishing/have finished* this report by Tuesday, I'm afraid.
- Concentrate! The teacher's *about/due* to give us our test results.
- I can't come round later because *I'll meet/I'm meeting* Cleo in the Internet café at 4.30.
- By the time you get here, I'll *be downloading/have downloaded* all the information we need for the project.
- We were *going/likely* to do an experiment outside, but then it rained.
- The school's going to replace some of our old computers, but they're *likely/unlikely* to replace them all.

**3 Complete the sentences with prepositions.**

- We carried \_\_\_\_\_ an interesting experiment in science yesterday.
- I was really rude to the teacher in class last week and I'm ashamed \_\_\_\_\_ myself.
- I may go for a walk later, but it really depends \_\_\_\_\_ the weather.
- Harry came \_\_\_\_\_ with a fantastic idea for a robot dog and the teacher's entered it for the *Invention of the Year* competition!
- I think they should shut \_\_\_\_\_ all the nuclear power stations, don't you?
- There are a lot of development projects in Africa that will benefit \_\_\_\_\_ the money raised by this charity.
- The Science Museum had closed by the time we got there, so we ended \_\_\_\_\_ going shopping instead.
- The experiment didn't work. It turned \_\_\_\_\_ that we'd added the wrong chemicals!

**4 Read the definitions and write the words.**

- a being that lives on another planet
- the force that pulls us down to Earth
- a person who studies mathematics
- something you use to check how hot something is
- someone who disagrees with an idea
- a place where scientists do experiments
- the study of the stars and planets



# 05

## Body talk

### READING Power up



- 1 Look at the photos. Do you associate these sports more with boys than with girls? What qualities do you think you need in order to take part?

### Read on

- 2 Read the article quickly. What qualities does Claressa have? Are they the same qualities you listed in Exercise 1?
- 3 Read the article again. Choose which sentence (a–g) fits each space (1–6) in the text. You do not need one of the sentences.
- a He wants to make sure she's up-to-date with her classes.
  - b What makes somebody a good boxer?
  - c But not every trainer would encourage a young girl to take up the sport.
  - d She trains three or four hours a night, practising her punches and sparring with the boys.
  - e Boxing isn't alone in having different rules for women.
  - f But he gave in after a while and let her sign up for training.
  - g When that didn't happen, his daughter suggested she do it.

### Exam

Do you still find gapped texts difficult? Don't worry! Study the sentences just before and just after each gap really carefully. They often contain clues such as pronouns or verb tenses that help you link them up with the missing sentence.

- 4 Find words and phrases in the article that mean the following.

- 1 closed hands with all the fingers turned inwards (para A)
- 2 do what he used to do (para B)
- 3 going quietly and secretly (para C)
- 4 was doing secretly, something that she should not have been doing (para C)
- 5 determined to be more successful than other people (para D)
- 6 something extremely bad (para D)
- 7 visited unexpectedly (para E)
- 8 food that is not healthy (para E)
- 9 said that something is not allowed (para E)
- 10 fighting in a practice session (para F)

### Sum up

- 5 Write five facts you've learnt about Claressa and boxing.

*If her dad hadn't ...  
Not everybody ...  
She needs ...*

### Speak up

- 6 Work with a partner and discuss.

- 1 Do you think boxing is a dangerous sport? Should it be banned?
- 2 Should men and women be allowed to compete against each other in sports?
- 3 Should there be different rules for men and women? Why/Why not?



# DON'T MESS WITH ME!

## Can teenager Claressa Shields improve the image of women's boxing?

**A** If Claressa were a man of fifty-two and missing some front teeth, she'd be her dad, Clarence: they're so alike! Clarence used to be a boxer. 'When Claressa was a baby, I'd take her arms and do this,' he says, showing how he'd shape the infant's hands into tiny fists. 'But I never imagined my baby would be a boxer. I thought she was too pretty for that.'

**B** But Clarence influenced Claressa more than he imagined. She might never have chosen boxing if she hadn't wanted to follow him. He'd imagined one of his sons might follow in his shoes. 1) \_\_\_\_\_ 'No! Boxing is a man's sport,' her dad replied. But Claressa didn't listen. 'After he told me "no", that kind of motivated me, really, just to prove him wrong,' she says.

**C** When she was eleven, Claressa started sneaking down to a rundown basement near her home. Here, ex-boxing champion Jason Crutchfield trains young people to box. There's not much equipment – a ring, three punchbags and a few more essentials. Claressa's dad soon discovered what his daughter was up to and he didn't like it! 2) \_\_\_\_\_ That was five years ago. Now Claressa and her trainer, Jason, have become like family. 'Jason's more like your dad than I am,' Clarence says. Jason advises her about everything, from her hairdo to her dating life, about which he has a simple policy: 'Don't have one. You're too young to be falling in love.'

**D** Though Claressa is now only sixteen, she has all the qualities you need to be a champion athlete. Many boxers are either very fast or very strong. Claressa is both. She's very competitive, too. So far she's never lost a match. In fact, that possibility never seems to occur to her! If she wins an Olympic medal, she may become a professional boxer. 3) \_\_\_\_\_ Women's boxing is 'an abomination' to trainer Tommy Gallagher. If a woman asked him for training, he'd refuse; he believes it's wrong and unnatural. And he's not alone. Yet the idea of women boxing is not new. The first record of a male boxing contest, with rounds and rules, is from 1681. Matches between women boxers started not much later.

**E** None of this matters to Claressa as she sits in the school cafeteria. She's sharing a pizza with her friends when she suddenly sees Jason! He's dropped by the school to speak to

her teachers. 4) \_\_\_\_\_ She quickly shoves her slice of pizza towards her friends so Jason won't see her eating junk food. The bell rings and Claressa walks towards class. 'I love you!' yells a sporty-looking lad across the hall. Claressa just laughs and says her real boyfriend is in class. I remind her that Jason has banned dating. She frowns. 'I can do what I want,' she says.

**F** But though she sometimes rebels, Claressa doesn't have time for anything but boxing. She lives with her aunt during term-time now because she's stricter than her mum. She was spending too much time lazing in bed and her school grades dropped. 'I needed rules, I guess, in boxing and to just help me, period,' she explains. She goes to school, comes home, does her homework, then goes to the gym. 5) \_\_\_\_\_ 'Her social life is on her phone,' her aunt says.

**G** As time goes by, more trainers are taking on girl boxers. Some actually prefer to train girls. Why? 'Girls listen more,' they say. 'This is what makes a boxer great – more than heart, more than strength, more than technical skill. The boxer who listens to their trainer is the boxer who wins the fight.' But are these coaches right? 6) \_\_\_\_\_ Are girls better listeners than boys? Should all sports be open to boys and girls and, if so, should the rules be the same for both sexes? What do you think?





## VOCABULARY

### Keeping fit



- 1 Write these words in the correct group. Some words can go in more than one group.

ace chalk cue dribble fist goalpost  
knockout blow pitch pot referee round  
stroke table umpire

- 1 boxing: bout, ring, coach, fight
- 2 tennis: set, racket, serve, double fault, net, court, match, *ace*
- 3 snooker: shot, ball, pocket, foul, frame
- 4 football: goal, yellow card, shot, net, foul, draw, score

- 2 Choose the correct answers.

- 1 He's *won/beaten* all his opponents.
- 2 Who *earned/scored* the first goal?
- 3 You need a great deal of *motivation/intention* to become a top gymnast.
- 4 You must follow the *orders/rules* of the game.
- 5 Are you watching the hockey? What's the half-time *score/result*?
- 6 Neither side managed a goal, so the game ended in a *draw/match*.

### Game on

Choose a sport. Then work with a partner and ask him/her to list as many words as possible for that sport.

- 3 5.1 Listen and match the speakers (1–4) with the activities (a–d).

- |           |                |
|-----------|----------------|
| 1 Charlie | a diving       |
| 2 Amanda  | b spinning     |
| 3 Joe     | c climbing     |
| 4 Sonja   | d breakdancing |

- 4 5.2 Listen again and complete the summaries.

Charlie uses a(n) 1) \_\_\_\_\_ in case he falls. A girl in his group broke her 2) \_\_\_\_\_. Luckily, she was wearing a(n) 3) \_\_\_\_\_ for protection.

Amanda does her favourite activity in a(n) 4) \_\_\_\_\_. The first time she did it, she felt 5) \_\_\_\_\_. You need to learn the right 6) \_\_\_\_\_ to prevent injury.

Joe does his favourite activity in a(n) 7) \_\_\_\_\_ while listening to 8) \_\_\_\_\_ music. He started when he was 9) \_\_\_\_\_. When practising, he makes lots of 10) \_\_\_\_\_ and 11) \_\_\_\_\_.

Sonja does her favourite activity in a(n) 12) \_\_\_\_\_ while listening to 13) \_\_\_\_\_ music. She thinks it's fun because you do it in 14) \_\_\_\_\_. Your bottom can get sore because you have to sit on a(n) 15) \_\_\_\_\_.

### Word XP

Remember how we often combine certain groups of words to form collocations? Here are some more common patterns.

verb + noun: *score a goal, miss a penalty, take the lead* (in a game)

verb + object + noun: *make someone captain, Give me a break!*

verb + noun + preposition: *take part in (a game), have confidence in (yourself), run the risk of (an injury)*

If you haven't got a list of collocations in your notebook, start one now!

- 5 Complete the sentences with the correct form of *do, make or take*. Note the collocations in *italics*.

- 1 The coach got angry because Paul didn't \_\_\_\_\_ *any notice of* his advice.
- 2 You can \_\_\_\_\_ *a fortune* as a professional football player.
- 3 Can you \_\_\_\_\_ *me a favour* and lend me your racket? I've forgotten mine.
- 4 Can I \_\_\_\_\_ *a suggestion*? Why don't we postpone the match until next week?
- 5 Our sports teacher wouldn't let us \_\_\_\_\_ *a break* until we'd swum ten lengths of the pool.
- 6 Doctors say that exercising \_\_\_\_\_ *you good*.
- 7 Dancing always \_\_\_\_\_ *me feel* happy!
- 8 Everybody agreed that the referee had \_\_\_\_\_ *the wrong decision*.

## GRAMMAR

## Grammar XP

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## Conditionals

## Zero conditional

if/when + present simple + present simple for general truths or consequences of an action or situation

*If her trainer **sees** her eating junk food, he **gets** angry.*

## First conditional

if/unless + present simple + will/may/can/should for possible actions in the future and for advice

*If she **wins** an Olympic medal, she **may** **become** a professional boxer.*

## Second conditional

if + past simple + would/could/might for imaginary, unlikely or impossible situations in the present

*If Claessa **were** a man of fifty-two and missing some front teeth, she'd **be** her dad.*

## Third conditional

if + past perfect + would/could/might + past participle for possible events in the past that didn't happen; for regrets and criticisms

*If she **hadn't wanted** to be like her father, she **might** **never have started** boxing.*

**Remember that the if-clause doesn't have to be at the beginning of the sentence.**

*Her trainer **gets** angry if he **sees** her eating junk food.*

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

- I \_\_\_\_\_ (can/learn) to sail when I was younger if I \_\_\_\_\_ (have) the money.
- Julia \_\_\_\_\_ (win) the race yesterday if she \_\_\_\_\_ (not hit) the final hurdle.
- I wouldn't go rock climbing even if you \_\_\_\_\_ (pay) me!
- \_\_\_\_\_ (take) your swimming things in case you \_\_\_\_\_ (go) to the beach.
- \_\_\_\_\_ (you/take up) judo last year if it \_\_\_\_\_ (be) on the timetable?
- Unless you \_\_\_\_\_ (stop) eating junk food, you \_\_\_\_\_ (put on) weight!

# 2 Complete the article with one word in each space. You can use the same word more than once.

Anton's dad would never 1) \_\_\_\_\_ ended up in the sin bin\* if he'd stayed at home that day. Anton loved rugby. So did his dad. And that was the problem! Mr Smith attended every single fixture the school arranged, provided Anton 2) \_\_\_\_\_ playing, of course. If he hadn't 3) \_\_\_\_\_ so competitive, that would have been fine. But he wanted Anton to be the best, at any cost. If your dad pushes you too hard, it 4) \_\_\_\_\_ probably end badly. Sport should be good for you. 5) \_\_\_\_\_ you overdo it, it should give you a real sense of achievement, help your confidence – and be fun! Anton knew that. But his dad didn't. He stressed Anton out. If Anton 6) \_\_\_\_\_ not run fast enough, his dad would shout. If he missed a tackle, his dad 7) \_\_\_\_\_ jump up and down and scream. Five minutes into the second half, he finally went too far. Anton was about to score a try when the ref blew his whistle. If the ref blows his whistle, you 8) \_\_\_\_\_ playing. It's in the rules. But it made Anton's dad mad. If he'd just shouted, it would 9) \_\_\_\_\_ been OK. But what did he do? He ran onto the field and argued with the referee! If a player 10) \_\_\_\_\_ something like that during a game, he's sent to the sin bin. So they did the same with Anton's dad. Boy, was he embarrassed! Perhaps he'll leave Anton in peace now.



\* The sin bin, or penalty box, is a place off the field where players who commit a foul have to sit for several minutes for punishment.

# 3 Make questions. Then ask and answer with a partner.

- what / you / do / if / today / be / a holiday?
- what / rules / say / happen / if / you / ignore / referee / in football?
- which sportsperson / you / like / to meet / if / you / can / choose?
- your dad / go / watch / you / if / you / do / something really sporty / next week?
- you / take / some kind of exercise / if / weather / be / OK / next weekend? / what / you / do?

## Speak up

# 4 Which sport or fitness activity would you like to excel at most? Why?



## USE OF ENGLISH

### Vocabulary

- 1** How healthy is your diet? Are you ever tempted to eat food that isn't good for you? What kind?
- 2** Match the phrasal verbs (1–6) with their meanings (a–f).
- 1 come out with something
  - 2 make do with something
  - 3 put up with something/someone
  - 4 come round from something
  - 5 go along with something
  - 6 stand in for someone
- a agree with an idea or suggestion
  - b say something, sometimes unexpected
  - c be someone's substitute
  - d manage with what you have
  - e tolerate a situation or a person
  - f wake up after an operation or a faint

### Word XP

Some phrasal verbs have two prepositions.

*My sister **looks down on** people who aren't as clever as she is.*

*I don't **get on with** my sister.*

- 3** Choose the correct answers.
- 1 If I'd come *off/up* with a good idea for the party menu, I wouldn't be asking you!
  - 2 They're going to do away *from/with* some of the old rules and introduce new ones.
  - 3 If we hadn't run out *of/off* food, I wouldn't have bought a takeaway last night.
  - 4 I always look forward *at/to* watching the match on Saturdays.
  - 5 If you don't agree with the coach's decision, you should stand *up/on* for yourself.
  - 6 It's really important to look *up/out* for your mates and help them when they need it.
- 4** Work with a partner. Tell him/her about these things.
- 1 something you can't put up with
  - 2 a good idea you've come up with recently
  - 3 a time when you stood in for someone
  - 4 something interesting a mate has come out with recently
  - 5 something you're really looking forward to

- 5** Read the article and choose the correct answer, A, B, C or D.


MOBILE

13:54

45%

## Lunchtime lock-in?

These days there are loads of 1) \_\_\_\_\_ around that make eating a balanced diet really hard. Stores selling fizzy drinks, sweets and 2) \_\_\_\_\_ food are everywhere. Can schools at least 3) \_\_\_\_\_ sure that their students get a healthy lunch? A top UK chef has tried to make school meals both healthier and more attractive. His ideas have 4) \_\_\_\_\_ off and schools have started serving cheap healthy meals. Some have even done away 5) \_\_\_\_\_ sweets and crisp vending machines. But some kids are going out of the school gates at lunchtime to get their junk food fix! Experts have 6) \_\_\_\_\_ up with the idea that all UK schools should lock the kids inside the school at lunchtime. This would give them no 7) \_\_\_\_\_ but to eat the healthy food on offer. But is this reasonable? Isn't this 'control' rather than 'encouragement'? Should schools 8) \_\_\_\_\_ students like babies? Or is it the only way to tackle obesity and save lives?



- |                 |                  |
|-----------------|------------------|
| 1 A persuasions | B encouragements |
| C temptations   | D reasons        |
| 2 A quick       | B fast           |
| C speedy        | D ready          |
| 3 A make        | B take           |
| C do            | D give           |
| 4 A lifted      | B gone           |
| C made          | D taken          |
| 5 A for         | B by             |
| C with          | D from           |
| 6 A gone        | B taken          |
| C come          | D run            |
| 7 A choice      | B decision       |
| C right         | D chance         |
| 8 A behave      | B order          |
| C describe      | D treat          |

## Speak up

- 6** Work with a partner and discuss. What other ways are there to encourage healthy eating habits?

## Grammar

## Grammar XP



## Mixed conditionals

*if + past perfect + would to talk about the present results of a past action*

*If I'd come up with a good idea for the party menu, I wouldn't be asking you.*

*if + past simple + would/might/could + have + past participle to talk about the imagined past results of a present situation*

*If there weren't so many fast food places near the school, they wouldn't have made the kids stay at school at lunchtime.*

*if + past perfect + would/might + infinitive/*

*if + past simple + would/might + have + past participle to talk about the possible results of past actions or present situations*

*If they'd introduced healthy school meals earlier, I might not be as overweight as I am now.*

*If I didn't have such a sweet tooth, I might not have eaten such a large dessert!*

## 1 Choose the correct answers.

- 1 If I *did*/I'd *done* more training during the holidays, I *wouldn't* be so slow now.
- 2 My sister *would* have moved out ages ago if she really *wants*/*wanted* to live alone.
- 3 If I *could* speak French better, I *wouldn't* have *asked*/*hadn't asked* you to translate for me.
- 4 If I *would* have/*had had* more time, I'd have signed up for more sports clubs.
- 5 He *wouldn't* be national champion if he *didn't* *train*/*hadn't trained* so hard over the years.
- 6 If I *liked* Chinese food, I'd *go*/*have gone* to the restaurant last night with you. But I *don't*!

## 2 Complete the sentences with your own ideas. Then work with a partner and compare your answers.

- 1 I *wouldn't* be so tired now if ...
- 2 I *would* be able to speak better English if ...
- 3 If ... , I *would* fit into these jeans.
- 4 I *wouldn't* have this cold if ...
- 5 If ... , I *would* have more money today.
- 6 I *wouldn't* be feeling sick if ...

## 3 Read the advertisement for a new restaurant. Then complete the conversation with the correct form of the verbs in brackets.

## All-day BIG Breakfast Bar

Fancy a fry-up any time of the day – not just for breakfast? Want to try a typical breakfast from another country like Russia, Scotland or Australia? Then visit our All-day Big Breakfast Bar! Our speciality is the Kids Breakfast! Come and try for yourself!

**Kim:** Hi, Liz. You should have come with us to the new breakfast bar this morning. Why didn't you?

**Liz:** You must be joking! I eat really small breakfasts. If I 1) \_\_\_\_\_ (eat) one of those big meals this morning, I 2) \_\_\_\_\_ (be) half asleep by now.

**Kim:** I know! I feel like dozing off! But it was such a temptation! If I 3) \_\_\_\_\_ (not love) English breakfasts so much, I 4) \_\_\_\_\_ (not go) this morning. And I 5) \_\_\_\_\_ (not feel) so full at the moment! But it was an interesting experience.

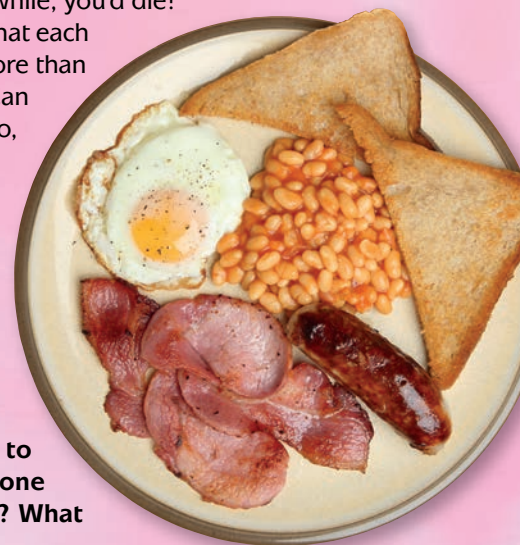
**Liz:** I imagine if you'd had the Kids Breakfast, you 6) \_\_\_\_\_ (be) OK now.

**Kim:** No, you've got that wrong! The Kids Breakfast isn't for kids – it's the size of a kid! It weighs over four and a half kilos – about the size of a big baby! Twelve sausages, twelve eggs, twelve rashers of bacon ...

**Liz:** Wow! If you 7) \_\_\_\_\_ (eat) one of those every day for a while, you'd die!

**Kim:** Yeah! They say that each breakfast has more than 6,000 calories. Can you believe it? No, I just went for a Swiss breakfast, which was delicious.

**Liz:** OK, maybe I'll come next time.



## Speak up

## 4 Would you like to go to a restaurant like the one in the advertisement? What would you order?



## LISTENING

### Power up

#### 1 Which of these things would you like to do? Why?

- 1 go to a vegetarian restaurant
- 2 use alternative medicine
- 3 become a professional sportsperson
- 4 learn how to bake cakes well
- 5 go on a diet



#### 2 Are these words associated with food (F), health (H) or sport (S)?

breakdown cereal chiropractor dedication  
fry-up icing ingredients painkiller podium  
starve swimsuit tuna wholemeal

## Listen up

#### 3 5.3 Listen and match the situations (1–8) with the topics (a–h).

- |                    |                     |
|--------------------|---------------------|
| a being on a diet  | e a swimming star   |
| b stress           | f a celebrity chef  |
| c a new restaurant | g making cupcakes   |
| d sports practice  | h going to a doctor |

#### 4 5.4 Listen again and choose the correct answer, A, B or C.

- 1 You hear a voicemail message. Why is the girl calling?  
A to make an offer  
B to plan something  
C to confirm an arrangement
- 2 You hear a boy talking about cooking. Why did things go wrong?  
A He didn't have the right ingredients.  
B He couldn't concentrate properly.  
C He didn't have enough time.
- 3 You hear a review of a new TV programme. What does the man say about it?  
A It lived up to expectations.  
B It received negative reviews in the press.  
C It was seen by fewer people than predicted.
- 4 You hear two people talking about a health problem. What does the girl do?  
A She gives some advice.  
B She is sympathetic.  
C She offers to help.
- 5 You hear two people talking about eating habits. Why is the girl irritated?  
A The boy doesn't follow her advice.  
B The boy doesn't like her cooking.  
C The boy doesn't act consistently.
- 6 You hear a man talking about his life. What inspired him?  
A other people's success  
B the need to be good at something  
C the desire to lose weight
- 7 You hear two people talking about a TV programme. What effect did the programme have on the girl?  
A It amazed her.  
B It confused her.  
C It worried her.
- 8 You hear a woman recommending somewhere to go. What does she mention?  
A the lovely location  
B the unusual meals  
C the efficient service

#### 5 Match the phrases from the recording (1–6) with their meanings (a–f).

- |                         |                       |
|-------------------------|-----------------------|
| 1 be up to your eyes in | a be popular with     |
| 2 pick someone up       | b be very busy with   |
| 3 giggle                | c find things to eat  |
| 4 whet the appetite     | d give someone a lift |
| 5 go down well with     | e laugh               |
| 6 raid the fridge       | f make you want more  |

## SPEAKING

### Power up

- 1 Do you think you need to be healthy in order to be happy?
- 2 Read the task and note down what you might say about the different points.

Here are some things people say are important for a happy, healthy life. How far do you agree with these ideas?

- Get eight hours sleep a night.
- Eat everything you like, but not too much.
- Have a good work-life balance.
- Take a lot of holidays.
- Get regular medical and dental check-ups.



- 3 5.5 Listen to two students doing the task and answer the questions.

- 1 Which points do they talk about?
- 2 Do they mention the things you noted down?
- 3 Do they interact well?
- 4 Do you agree with them?

## Exam

You don't have to talk about all the points. It's better to discuss some of them in detail rather than rush through them all.

- 4 5.6 Listen again and complete the extracts from the recording.

- 1 A: That's a horrible feeling – when your head is all ... ?  
B: Fuzzy! Like, full of wool!
- 2 A: Me, too.  
B: Sorry, \_\_\_\_\_ you need eight or six?  
A: Six.
- 3 B: Yes, that's about not doing anything to excess.  
A: Sorry, \_\_\_\_\_ ; to excess?
- 4 A: Oh, \_\_\_\_\_. A little cake's OK, but not too much!  
B: Yeah. \_\_\_\_\_, some people say, 'A little of what you like does you good.'
- 5 B: I agree that it's important to get the balance right.  
A: \_\_\_\_\_ ?  
B: Well, it's, like ... It's important to work hard, but you need to find time to have a good social life, too.  
A: \_\_\_\_\_ .

- 5 Write the phrases from Exercise 4 in the correct column.

Asking for clarification and repetition	Clarifying	Showing understanding
Could you say that again?	What I meant was ...	Thanks, I'm with you now.
Sorry, what was that?	I'm talking about ...	OK, I see!
Sorry, I'm not with you.	Let me explain ...	

## Speak up

- 6 Look again at the task in Exercise 2 and your notes. Work with a partner and discuss the points the students in the recording didn't talk about.
- 7 Work with a partner. Turn to page 151. Follow the instructions.



## WRITING

### Power up

- 1 Look at the photos. What are the advantages and disadvantages of getting around a town or city in these ways?



- 2 Read the article and the comment. Do you agree with Adele? Why/Why not?

- 4 Read a student's essay and the two possible conclusions. Which do you think is best? Why?

### Want to get fit? Then get on your bike!

In London these days you can see rows of smart blue bikes at various places around the city. They are part of a city-wide cycle scheme that aims to get Londoners cycling rather than using their cars. You can pick one up, ride where you want and then drop it off somewhere else.

**Adele** (student)

I think this is a great idea. If it gets a lot of cars off the streets, then it's got to be good, don't you think? That will cut traffic jams and air pollution and the main thing is that it will get people using their muscles and getting healthier. It's a lot cheaper than using cars, too. Just what we need! Congratulations to those who thought up the scheme. Fantastic!

Our lifestyle today has become a lot less active than it used to be. We tend to travel everywhere by car or use public transport. It's faster, easier and much more convenient, but doctors say that we're sitting down for too much and this is bad for our health. So, should we all be using bikes to get us from A to B?

It is quite clear that cycling is definitely very good for us. It's a good form of exercise that uses a lot of important muscles. It keeps the weight down, too, all of which is good news.

By cycling more we would also be doing the planet a favour! There would be less air pollution and fewer vehicles would mean less scrap metal when they wear out, too.

However, there is a downside to cycling in towns and cities. Unless there are special cycle lanes, it can be very dangerous to ride in heavy traffic. Cyclists often get knocked off their bikes and they also breathe in all the nasty fumes from the cars.

## Plan on

- 3 Read the essay prompt. What would you write about for the third point?

**'Is it better to use a bicycle for short journeys than to use public transport or a car?'**

Include these points:

- health
- the environment
- your own idea

Write your essay in 140–190 words.

**A** As for me, I always go to school by car. My dad takes me and my sister there before he goes to work. I like it because I'm often tired and I can sleep a bit. So that's what I think is best.

**B** To conclude, I would say that although there are a lot of advantages to cycling for short journeys, there are disadvantages, too, and it really depends where you live.

**5** What is the writer's third point? Is it the same as the one you chose in Exercise 3? If not, do you think this was a good point to include?

**6** Read the phrases in the Language XP box. Which two are used in the essay?

## Language XP

Giving and balancing points for and against

*Let's look at the pros and cons ...*

*Many people are in favour of ...*

*Some people are against the idea of ...*

*I think the advantages outweigh the disadvantages.*

*It is quite clear that ...*

*The argument for this idea is ...*

*There is a disadvantage/downside to ...*

*What we have to remember is ...*

## Write on

**7** Have you entered many sports competitions? Which ones? Did you win? Do you enjoy competing? Why/Why not?

**8** Read the emails. Note down the points made for and against young children having sports competitions at school.

Hi Cathy,

Wow! I feel for Sarah, I really do! I was exactly the same. I hated sports. I was always the last to get picked for the teams and as for races, I had two left feet! I know everyone talks about how good competition is for us – you know, all that 'preparing you for life and work' sort of thing, but I'm not convinced. It's fine if you've got some talent, but it can be really humiliating if you haven't, however hard you try. Especially if you're a sensitive little soul like Sarah. Give her my love and tell her she'll be fine. They won't be laughing at her when she beats them all hands down in maths tests!

Love,

Dave

**9** Do you agree with Dave? Have you ever had experiences like his?

**10** Read the essay prompt and talk about what you could include as the third point.

**'Is it a good idea to make young children enter sports competitions?'**

Include these points:

- health benefits
- preparation for future life
- your own idea

Write your essay in 140–190 words.

**11** Plan and write your essay. Use the Language XP box to help you.

## Language XP

Talking about competition

*compete competition competitor come last  
take part enter a competition cope with failure  
humiliate feel humiliated humiliation shame  
be ashamed of embarrassed embarrassment  
pride proud of a sense of achievement  
determination boost your confidence*

Hi Dave,

How are things? Nearly the summer holidays – which is good news! The family is fine, apart from my kid sister, Sarah. Remember her? Well, she's six now and she's been going to school full time for a while now. She loves all the reading and writing and maths and things, and she's getting on really well. The only thing is, she's not that good at sports – she's never been able to run very fast. Remember, she didn't learn to ride a bike for ages! Anyway, she's got her first sports day coming up next Saturday and the poor kid is terrified! She thinks she's going to come last in front of all her friends and the parents and look silly. I feel so sorry for her. She cried herself to sleep last night. I think we'll all be happy when it's over!

Hope you're well and managing to survive until the term ends!

Love,

Cathy





## A KNOCKOUT SPORT



- 1** You are going to watch a clip about girls and boxing. Guess the answer. Then watch and check.

Why do more and more girls want to learn to box?

- A Because they need to defend themselves.
- B Because they now have a female role model.
- C Because they want to compete against boys.

- 2** Answer the questions.

- 1 Katie Taylor has influenced girls in a number of ways. Can you name three?
- 2 What difference do trainers make between the way they treat boys and girls?
- 3 Why didn't the girl from Northern Ireland start boxing earlier?

- 3** Would you like to take up boxing? Why/Why not?

## Project

- 4** Work in groups. Conduct a survey on people's attitudes to sports, using questions 1–3. Then report back to the class, giving your own opinions, too. Make a video of your report if you like.

- 1 In your opinion, should dangerous sports like boxing or rugby be banned?
- 2 Do you think girls and boys should compete against each other or should girls compete with girls and boys with boys?
- 3 Should men and women get the same prize money for sport?

## Word list

### Sports-related words

ace (n)	goalpost (n)	rope (n)
beat (v)	half time (n)	round (n)
bout (n)	helmet (n)	saddle (n)
chalk (n)	knockout blow (n)	score (n/v)
coach (n/v)	match (n)	serve (n/v)
court (n)	motivation (n)	set (n)
cue (n)	net (n)	shot (n)
dive (v)	pitch (n)	spin (v)
double fault (n)	pocket (n)	stroke (n)
draw (n/v)	podium (n)	swim a length
dribble (v)	pool (n)	swimsuit (n)
follow the rules	pot (v)	table (n)
foul (n)	racket (n)	umpire (n)
frame (n)	referee (n)	win (v)
goal (n)	ring (n)	yellow card (n)

### do, make, take

do me a favour	make a suggestion	take a break
do you good	make you feel happy	take notice of
make a decision		
make a fortune as		

### Phrasal verbs

come out with	look forward to	put up with
come round from	look out for	run out of
come up with	make do with	stand in for
do away with	make up for	stand up for
go along with	pick up	

### Food and health

breakdown (n)	fry-up (n)	painkiller (n)
cereal (n)	icing (n)	starve (v)
chiropractor (n)	ingredient (n)	tuna (n)
dedication (n)	junk food (n)	wholemeal (adj)

### Collocations and phrases

advantages	come last	go down well with
outweigh the disadvantages	cope with failure	in favour of
be up to your eyes in	enter a competition	raid the fridge
boost your confidence	follow in someone's shoes	take part in
		the pros and cons
		whet the appetite

### Other words

abomination (n)	downside (n)	giggle (v)
ashamed of (adj)	drop by (v)	humiliate (v)
ban (n/v)	embarrass (v),	humiliation (n)
be up to	embarrassment (n)	sneak (n/v)
competitive (adj)	fist (n)	spar (v)





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

- 1 During the meeting, Dave had a good idea for the tennis club prize-giving.

**UP**

During the meeting, Dave \_\_\_\_\_ a good idea for the tennis club prize-giving.

- 2 If it doesn't rain, the match is still on for 10.30.

**UNLESS**

The match is still on for 10.30 \_\_\_\_\_.

- 3 Jake did something wrong and was disqualified.

**RULES**

Jake \_\_\_\_\_ and was disqualified.

- 4 I played snooker all evening and I'm really tired today.

**SO**

If I hadn't played snooker all evening, I \_\_\_\_\_ today.

- 5 I'd love to get a new racket, but I haven't got enough money.

**IF**

\_\_\_\_\_, I'd get a new racket.

- 6 Would you be really kind and tell Kate about the changes for tomorrow's match?

**FAVOUR**

Would you \_\_\_\_\_ and tell Kate about the changes for tomorrow's match?

**2 Choose the correct answer, A, B or C.**

- 1 If Tom had practised more, \_\_\_\_\_ the competition.  
**A** he'd win      **B** he wins      **C** he'd have won
- 2 If I'd revised well, \_\_\_\_\_ all these answers.  
**A** I'd know      **B** I know      **C** I'll know
- 3 The boxer won the fight with a knockout \_\_\_\_\_.  
**A** hit      **B** blow      **C** fist
- 4 I'm sorry. Could you \_\_\_\_\_ that again?  
**A** speak      **B** talk      **C** say
- 5 If my brother \_\_\_\_\_ last, he'll be furious.  
**A** came      **B** comes      **C** is coming
- 6 I wouldn't be running in the race if I \_\_\_\_\_ I could win it.  
**A** hadn't thought      **B** don't think      **C** didn't think

**3 Choose the correct answers.**

- 1 The *umpire/referee* blew his whistle at the end of the football match.
- 2 I prefer playing tennis on a *grass court/pitch*.
- 3 Joe uses his dad's old snooker *cue/racket* for luck.
- 4 What was the final *draw/score* of yesterday's rugby match?
- 5 You must wear *goggles/a helmet* to protect you when you're doing amateur boxing.
- 6 The champion *served/dribbled* an ace and won the match.

**4 Complete the collocations in the sentences with the correct form of these verbs.**

beat boost do make raid take

- 1 If you get to the top in football, you can \_\_\_\_\_ a fortune.
- 2 Go out and get some fresh air. It will \_\_\_\_\_ you good.
- 3 I'm always hungry after swimming. Last night I \_\_\_\_\_ the fridge at midnight!
- 4 You should \_\_\_\_\_ notice of what the doctors recommend.
- 5 The object of the game is always to \_\_\_\_\_ your opponent.
- 6 I won a difficult match last weekend and it definitely \_\_\_\_\_ my confidence.

**5 Complete the sentences with prepositions.**

- 1 When Bob loses a competition, he always takes it \_\_\_\_\_ on his team mates.
- 2 The boxer was knocked out and it took a few minutes for him to come \_\_\_\_\_.
- 3 If I work all evening tomorrow, it will make \_\_\_\_\_ for going out tonight!
- 4 All the teachers went along \_\_\_\_\_ the idea of banning junk food from school.
- 5 I can't put \_\_\_\_\_ with this headache any longer – I'm going to have to see a doctor.
- 6 Mum hasn't been shopping today, so we'll have to make do \_\_\_\_\_ sandwiches.