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7

Teen World

The Youth of today are the Leaders of tomorrow

Nelson Mandela



We can all make a difference and each of us can make a contribution. What changes do you think are needed to make the world a better place for young people? What can you do?

Vocabulary 1 Before you read

1 Read the statements below and tick (✓) the ones that are true for you. Then compare with a partner.

- 1. I can't be without my phone. I think I might be **addicted**.
- 2. I used to work harder, but nowadays I'm less **productive** because I play so many video games.
- 3. I watch YouTube when I want to **acquire** a new skill.
- 4. Reading the news often makes me feel stressed and **tense**.
- 5. I have a healthy **lifestyle** and I do a lot of sport.
- 6. One of my **chief concerns** about the environment is climate change.

2 Adults often give teens advice. Tick (✓) the ones you disagree with and explain why.

- 1. Do your homework every day. You'll feel **relieved** to get it out of the way and have free time at the weekend.
- 2. Don't believe everything you read. What you see online doesn't always **reflect** the truth.
- 3. Create a playlist of happy music. Listening to it is **guaranteed** to cheer you up!
- 4. Think hard before you post something. Your posts on social media can really affect the **image** people have of you.
- 5. Be real. Try to **resist** touching up your photos before you post them.
- 6. Leave your phone at home from time to time. Take it with you only if it's absolutely **vital**.
- 7. Keep your cell phone in your bag while you are studying because it can be a major **distraction**. It's OK to be **out of touch** once in a while.



Stretch your Mind What's another meaning of *cell*? Do you think that people are prisoners of their phones? Explain.

Reading

Task 1

You are going to read an article in which four teenagers talk about social media. For questions 1-10, choose from the teenagers (A-D).

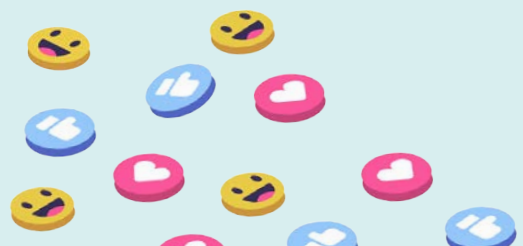
Which teenager

- felt relieved to be out of touch for a while? 1
- mentions a new activity that made them use their phone less? 2
- appreciates having found people with similar ideas online? 3
- is not surprised by something most teens do? 4
- was eager to get back in touch with friends? 5
- disagrees with a popular opinion about teens and their phones? 6
- describes a habit that had become extreme? 7
- admits they enjoy editing things they post online? 8
- was worried about a temporary lifestyle change? 9
- recommends a way of limiting distractions? 10

Task 2

Circle the correct answer.

- 1. What does Max say about his phone?
 - a. It has become something he can't live without.
 - b. It has helped him in unexpected ways.
 - c. It is the easiest way to communicate with friends.
- 2. How have Peter's phone habits changed since he started playing hockey?
 - a. He uses his phone less than before.
 - b. He leaves his phone off most of the time.
 - c. He uses his phone mostly to help him relax.
- 3. Which of the following does Isabelle NOT mention doing online?
 - a. exhibiting things she has made
 - b. keeping in touch with people
 - c. learning completely new skills
- 4. Which of the following is closest in meaning to Amy's phrase **not to mention**?
 - a. not to say
 - b. in addition to
 - c. as an example





Time for a Social Media Break?



MAX

A People assume kids of my generation are addicted to their phones. We may have that reputation, and we get some criticism for it, but in reality, most kids don't just stare at a screen all day. This description really doesn't reflect how I use my phone because for me, the phone is an aid, not an addiction. My phone helps me to learn things and be more productive. For example, I go online to pick up new skateboarding tricks, and thanks to YouTube, I've learnt how to construct a ramp and make my own skateboard. As for social media, people claim that screen time is keeping us from meeting face-to-face, but I've found it's had the opposite effect. You see, none of my school friends are interested in skateboarding. Then I came across a website of skateboarders in my city – kids like me, who are eager to spend every spare minute skateboarding and acquiring new skills. They meet up in a park that isn't anywhere near my neighbourhood, so I'd never have known about it otherwise.



PETER

B One day in biology class, we were learning about the brain and addiction. Along with the usual examples, such as smoking, the teacher mentioned being addicted to your phone and constantly needing to look at it. "That used to be me," I thought. I mean, I just couldn't resist checking my social media accounts every few minutes. When I felt tense or awkward around other kids, my phone would come out. But then I was picked for the school hockey team. We practise four times a week and that's a major commitment! If there's one thing that's guaranteed to get you off your phone, it's playing in a sports team! So now my phone's in my locker quite often. After practice, I feel remarkably relaxed and the temptation to look at my phone for no good reason is not as strong. Of course it's vital to have one – there's no alternative – but I use it mainly to message my friends about meeting up or to support my teammates when there are competitions.



ISABELLE

C I use social media to reconnect with old friends and to find new ones. I also like getting notifications of events which are worth going to and I enjoy sharing photos. I enhance my photos with digital tools to make sure I look my best. Obviously, it's not exactly a genuine reflection of my life but that's what makes it fun! In fact, I read somewhere that nearly half of all teens only post content that makes them look good – but that's understandable.

I'm not only creative with my online image. I also invest an awful lot of time on my hobby – painting. I go into sites where I can upload and display my artwork. The feedback I get from other artists is encouraging and is helping me develop my artistic skills. When I'm painting, though, I turn off the notifications on my phone because they distract me. I think it's essential if you want to concentrate while working on a piece of art.



AMY

D Last July, I went to a wilderness summer camp where we weren't allowed to bring our phones. The no-phone rule put me off at first, but then I thought I might as well give it a try. And it turned out to be far easier than I'd imagined! My chief concern was that I'd feel cut off from my friends, but I adapted to not having a phone in no time. Suddenly there was no pressure to comment on people's posts or keep up with what everyone was doing. Instead, I had so much fun meeting new people offline – not to mention really observing nature without the interruption of my phone ringing every few minutes. We spent one afternoon bird watching high in the mountains. I saw eagles and falcons! I must admit that once camp was over, I was keen to get my hands back on my phone and reconnect. But camp has made me realize that being without your phone is no disaster – it can even be beneficial!

FRIENDS



GALLERY



Cause and effect Social media can affect people's lives.

Match the causes to the effects.

Cause

- Max watches YouTube.
- Peter was addicted to his phone.
- Amy follows the no-phone rule.
- Isabelle turns off notifications.

Effect

- meets new people
- has acquired a skill
- is more focused
- checked for messages every few minutes



Vocabulary 2 After you read

1 EXPRESSIONS Circle the correct word to complete the expressions.

- I have nothing to do so I **might as** / **so well** tidy my room.
- We ordered pizza and it was delivered **in** / **by no time**.
- Everyone likes Matt. He's kind and sensible, **not a** / **to mention** smart.
- The coach kicked me off the team **for** / **on no good reason**.
- I've spent **an awful lots** / **lot of** time at the mall lately.

2 WORD BUILDING Complete the chart. Then complete the sentences using words from the chart.

verb	noun	adjective
.....	limit / limitation	(un)limited
- / addict / addictive
.....	construction	constructive
tempt	tempting
.....	distraction	distracting / distracted
.....	observation	observant

- I think I'm to chocolate; I have to eat some every day!
- This app allows you to make an number of free phone calls.
- I figured out how to a model aeroplane by watching videos on YouTube.
- Gran is feeling better but she still needs to stay in hospital for
- I couldn't focus on the lesson because I was by the noise outside.
- The dessert looks very, but I won't have any because I'm on a diet.



Thanks ...
but no thanks!



3 Complete the texts about three famous people whose talents were discovered when they were teenagers. Use the words given.

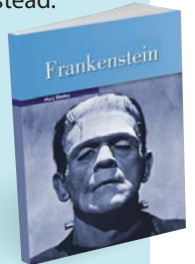
encouraging • turned out • alternative



Mary Shelley, the author of *Frankenstein*, began writing her famous science fiction novel when she was just 18. She was on holiday with friends and the weather was so bad that they

had no (1) but to entertain each other. Mary made up a scary story about Dr Frankenstein, a young scientist who tried to create a man but created a monster instead. Her friends loved the story and were very (2), so

she developed it into a novel. *Frankenstein* (3) to be a major success. The book has also inspired numerous plays, films and even video games.



genuine • aid • commitment • reputation



Pablo Picasso is one of the world's best-known artists. From a young age, he had already gained a (4) for being extremely talented and he completed his first self-portrait

when he was only 15. Picasso's formal art training actually began earlier, at the age of seven, with the (5) of his father, who was an art professor. Picasso's (6) to art was always strong, even when times were hard and he had no money to live on. Today, a (7) Picasso painting can be worth millions of dollars.

piece • awkward • eager



Charles M. Schulz created perhaps the most famous comic strip of all time – *Peanuts*. Yet as a teen, he had poor school grades and was shy and (8)

He was always (9) for the school day to end so he could rush home and draw. He published his first (10) of work when he was 15. It was a cartoon of his dog, and that dog was the inspiration for Snoopy!



The Causative

When we arrange for someone else to do something for us, we use the causative. The causative can be expressed in different ways.

have / get + object + past participle (+ by + agent)

We **had / got the computer fixed** last week.

Students must **have / get their projects approved** by a teacher.

have + agent + bare infinitive + object

The school decided to **have the students organize the competition**.

get + agent + infinitive

I **got a friend to explain** the homework to me.

Note: *have + object + past participle* is sometimes used instead of the passive when referring to an unfortunate event. Here the subject did not cause the action.

I **had my passport stolen** yesterday! (= *My passport was stolen yesterday.*)

let / make

let / make + object + bare infinitive

Dad **doesn't let us eat** sweets.

They **made the children pay** for the broken window.

Note: In the passive, *make* is followed by the infinitive. The children **were made to pay** for the broken window.

▶ Grammar Appendix, page 193

1 Complete the dialogues. Use the words given. Make any necessary changes.

- A: I don't know how I'm going to get to the party.
B: Can't you
(get / your brother / take) you?
- A: Why did you dress up?
B: Because we
(get / our picture / take) at school today.
- A: Are you taking those flowers with you?
B: No. Could you
(have / them / send) to 5 Marshall Road, please?
- A: I don't understand this maths problem.
B: Why don't you
(get / your teacher / explain) it to you?
- A: You look really upset. What's wrong?
B: We
(have / our house / break into) last night.
- A: My foot really hurts.
B: It might be broken. You should
(have / the doctor / look at) it.



2 Complete the comments by parents about bringing up children. Use the correct form of *let* or *make* and the verbs below.

bring • ~~stay out~~ • follow • read • leave

- It's important to have rules at home. I **let** my kids **stay out** late only at the weekend.
- You can't really kids books. You can only encourage them.
- In our house, we don't anyone their phone to the table during meals. We the kids their phones in their rooms.
- I was to the same career path as my dad. I want my kids to be free to choose.

3 Read this forum for parents. Circle the correct answer.



LOG IN

HOME BLOG **FORUM** ARCHIVE



Worried Mum 1 hour ago

Dear Dr Mathers,

My daughter only cares about how many likes she gets on Instagram! She'll never (1) **have / let** anyone see a bad selfie. And when we're out for dinner, she has us (2) **take / taken** her photo sitting at the table. The only time I remember her taking a break from social media was last month, when she (3) **had / let** her phone stolen!

Worried Mum



Dr Mathers 27 min ago

Dear Worried Mum,

I think it's important to (4) **get / make** your daughter realize that real life isn't supposed to be perfect – it's made up of good and bad experiences. Try to get her (5) **understand / to understand** that the likes she gets on social media shouldn't be taken so seriously.

Remember that at school, she is probably (6) **made / got** to put her phone away. At home, you can have everyone (7) **put / to put** their phones away at family meals too.

Good luck!

Dr Mathers



Do you and your friends post things? What kind of pictures do you enjoy seeing the most? Why?

Vocabulary 3 Expansion

1 PAIR WORK: PHRASAL VERBS: *keep / get* Complete the phrasal verbs. Use *keep* or *get*. Make any necessary changes. Then ask and answer the questions with a partner.

1. What might **keep** you **from doing** your homework?
2. Can you name a place where you need to be quiet and **your voice down**?
3. If you could **away** for a few days, where would you go?
4. What's a good way of flies **off** food on picnics so they don't come near?
5. Do you find it easy to **to** a deadline and get projects finished on time?
6. Some students try to **away with** cheating. What's the best way to prevent cheating?
7. When you have lots of schoolwork to **on with**, what helps you focus?
8. When you're asked to tidy your room, do you try to **out of** it by making up excuses?



What do you think about this advice to parents?
**If you want your children to listen, try talking softly ...
 ... to someone else!**
 What expression from Exercise 1 can replace *talk softly*?

2 NEGATIVE PREFIXES: *un-* / *dis-* Complete some teens' comments about three popular activities. Use the words given and add *un-* or *dis-* to form negatives.



reliable • ~~satisfied~~ • **professional**

My friends and I love karaoke, but the last time we went, we left feeling very (1) **dissatisfied**
 The microphones were completely (2) and kept breaking. We also found the
 staff to be very (3), as they had no idea what to do.



helpful • **organized** • **common**

Last night, we were at an escape room that was totally (4) They booked too
 many people and we had to wait an hour for our turn! Also, the clues in the game were difficult and
 rather (5) But we worked as a team and though it's (6)
 for a group to escape in under an hour, we did it!



honest • **suitable**

Last Saturday was our friend Jake's birthday. We went bowling as always and when we got there, we
 asked the guy at the desk to tell Jake that his usual bowling shoes were (7) and
 that he couldn't play. Jake looked upset and confused. That's when we yelled, "Surprise!" and took out
 his gift – a brand new pair of bowling shoes! We apologized for being a bit (8)
 But Jake just smiled, put on the shoes and bowled a perfect game!



3 FUN TIME: acrostics An acrostic is a short text in which the first letters of each line spell a word. Complete the acrostic below. What does it spell?

Tremendous and amazing
**nergetic** and active
**ducated** and knowledgeable
Nonconformist and independent
**dventurous** and brave
**orgeous** and lovely
Exotic and strange
**espected** and admired

The word is:

T **N** **E**



Work with a partner.
 Use your partner's
 name to write an
 acrostic about them.





4 EASILY CONFUSED WORDS Complete the sentences. Use the words given.

observe / regard

1. Ms Johnson must Kate as an excellent student; she told the class to her doing her science experiment.

fault / blame

2. Colin took the for breaking the window, even though it wasn't his

expense / amount

3. You need a large of money to buy that new phone and I'm not sure it's worth the

pretended / intended

4. The thieves to steal the jewels. They to be security guards and got into the museum.

evaluated / estimated

5. When the art historian the old painting, she that it was worth thousands of euros.

assist / benefit

6. "Can you recommend an app that would me with my English studies?"
"There's a new app that gives you lots of speaking practice. I think you'd from using it."

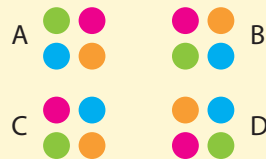


Did you know that teens are able to solve these brain teasers much faster than adults? Can you solve them both in under two minutes?

The equation below is wrong. Move just one stick to fix it.



Can you spot the odd one out?



Exam Practice

1 Choose the answer that best completes the sentence.

Grammar

- "Why didn't your sister come to the party?"
"My parents made home to babysit."
a. she stayed c. she was staying
b. her to stay d. her stay
- I'll let you my bicycle if you bring it back by five o'clock.
a. borrow c. to borrow
b. have borrowed d. borrowing
- Please have your mother this form.
a. signing c. sign
b. signed d. to sign
- It's hard to get young children medicine.
a. take c. took
b. to take d. taken
- "The house needs to be painted."
"I know. Let's this summer."
a. get it done c. let it do
b. make it do d. get them to do

Vocabulary

- I didn't mean to be out of for so long.
a. mind c. construction
b. touch d. reason
- The doctor has just given us some news about Grandpa's health.
a. adventurous c. encouraging
b. uncommon d. addicted
- James used the internet to the skills he needed for making home videos.
a. acquire c. reflect
b. resist d. tempt
- Many people feel that it's to take action against climate change.
a. educated c. energetic
b. unlimited d. vital
- That boy is so rude. I don't know how he away with it.
a. does c. has
b. gets d. keeps



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

- Tom's mother told him he had to pick up his things. **MADE**
Tom pick up his things by his mum.
- She had no excuse for being late for the lesson. **GOOD**
She was late for the lesson reason.
- Would your dad mind lending us his printer? **LET**
Would your dad his printer?
- After lunch, we continued working on our project. **GOT**
After lunch, we our project.
- Please clean up this mess before I come home. **HAVE**
I'd like you to by the time I come home.
- Sam flies all over the world despite his fear of heights. **KEEP**
Sam's fear of heights flying all over the world.

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

Teen POWER



Rene Silva

We are witnessing a rise in the number of young people getting involved in world affairs. Young activists are expressing their (1) about various issues and are taking steps to improve things. For example, Greta Thunberg began her protest about climate change alone. Her total (2) to this cause inspired millions of young people around the world to join her and (3) no time at all, her protest became a global movement.

Other teens act locally. Rene Silva grew up in a favela – a large, but poor, neighbourhood in Brazil. Some people (4) favelas as dangerous places, but Rene was (5) to show the world the more positive side of life in a favela. When he was 12, he started writing a newspaper and reporting about the lives of the local residents. Today, Rene has a website and is using social media as well. His favela (6) from this because his publication shows the talent of the community and helps to solve local problems.

Another committed teenager is high school student Kiara Lin, who was determined to help the victims of a major mudslide in California. With the (7) of other teenagers, she organized a concert that raised a large (8) of money.

These young people are just a few of many teen activists making a difference in their communities and in the world today.

- | | | | |
|------------------|----------------|--------------|--------------|
| 1. A limitations | B observations | C faults | D concerns |
| 2. A blame | B lifestyle | C commitment | D voice |
| 3. A for | B by | C with | D in |
| 4. A regard | B evaluate | C estimate | D assist |
| 5. A eager | B relieved | C genuine | D tremendous |
| 6. A intends | B benefits | C observes | D constructs |
| 7. A alternative | B piece | C aid | D reputation |
| 8. A expense | B amount | C limit | D touch |



Is there an issue you care about? What is it?
What can you do to improve the situation?

Kiara Lin



Listening


1a Do you and your friends ever give presentations in class? How do you prepare for them?

1b Which of the tips below is the most helpful, in your opinion?


- Practise in front of your family.
- Make a video of yourself speaking.
- Write down the main ideas for your talk in advance.

It wasn't so scary after all...




2  You will hear Heidi Francis, the winner of a public speaking competition for teenagers, being interviewed about the art of public speaking. For questions 1-7, choose the best answer (A, B or C).

1. What led Heidi to do something about her fear of public speaking?
 - A She realized that she could not avoid public speaking forever.
 - B Her teacher said that everyone in the class would have to give a talk.
 - C Her teacher asked students to talk about issues that concerned them.
2. What did Heidi hope to achieve with her talk?
 - A She wanted to change people's minds about shopping.
 - B She wanted to make people think more about what they buy.
 - C She wanted to discourage people from buying cosmetics.
3. What was the first thing Heidi did to overcome her fear of public speaking?
 - A She watched videos of herself talking.
 - B She practised giving very short talks.
 - C She listened carefully to feedback.
4. What suggestion helped Heidi feel more confident?
 - A to talk to her teacher
 - B to participate more in class
 - C to appear in school shows
5. How did Heidi feel after joining the debating society?
 - A surprised to have been accepted
 - B more nervous than ever
 - C determined to improve
6. Heidi says that her favourite speaker
 - A admits to suffering from nerves.
 - B chooses her words carefully.
 - C knows exactly when to pause.
7. Heidi says the most important thing when giving a presentation is to
 - A try to avoid looking at your notes.
 - B check everyone is paying attention.
 - C remember it's natural to be nervous.

3  **FOCUS ON LANGUAGE** Complete the sentences. Use the words below. Match the expressions in green to their meanings. Then listen and check your answers.

lose • keep • right

1. It's easy to **track of time** otherwise.
2. I felt like I was finally **on the** **track** to getting the confidence I needed.
3. It'll help you **track of** the points you want to cover.
 - a. on the way
 - b. not notice how long something takes
 - c. remember

4  You will hear five short extracts in which teenagers are talking about online activities they enjoy. For questions 1-5, choose from the list A-H how each speaker feels about their online activities. There are three extra letters that you do not need to use.

Tip

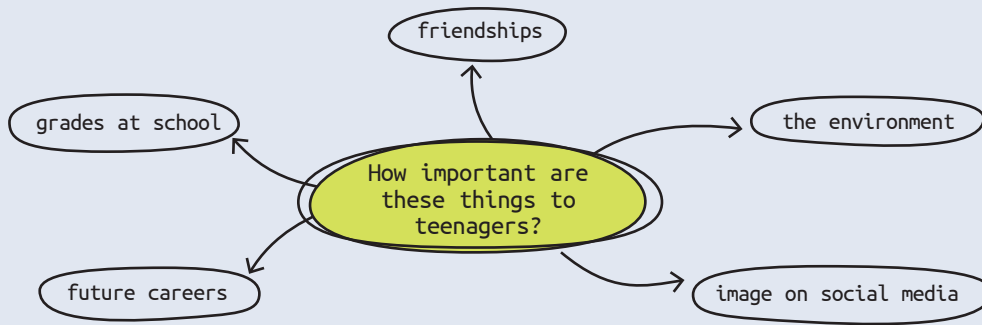
Read the instructions so that you know what the five speakers will be talking about. Then read the eight options carefully and underline the key words to highlight the differences between them.

- A enjoys the competitive aspect
- B grateful for other people's opinions
- C encouraged by the positive feedback
- D happy for the chance to make a difference
- E optimistic about their abilities
- F confused by the amount of information
- G pleasantly surprised by a suggestion
- H worried when people are critical



Speaking What is important to teenagers?

1 Here are some things that are important to teenagers. Which one is the most important to you? Why?



2 Think of reasons why teenagers might feel that the things in Exercise 1 are important. Add your ideas as notes above.

3 **VARYING YOUR LANGUAGE** When having a discussion, try to vary the expressions you use to avoid repeating the same words all the time. Replace the underlined words with the words in colour.
 a major issue • can be tough • are concerned about • consider • make us anxious

1. Teens worry about friendships. are concerned about
2. Getting nasty comments on social media is difficult sometimes.
3. Grades can be stressful for most people.
4. We have to think about our future.
5. Climate change is one of the biggest problems we face.

4 **YOUR TASK** Work with a partner and follow the steps below. Use the information in Exercises 1, 2 and 3 and the Speaking Guide to help you.

1. Discuss why each thing in Exercise 1 might be important to teens. (*Talk for two minutes.*)
2. Now decide together what teenagers care about most. (*Talk for one minute.*)



Work together with your partner and take turns to speak. Remember, you don't have to agree. You can agree to disagree.

5 **DISCUSSION** Discuss the questions below.

1. What do you think is the best thing about being a teenager?
2. Do you think teenagers are too young to make important decisions about their future?
3. Some people say that teenagers today live their lives through the screen and are missing out on real life. Do you agree?
4. How important is it to make mistakes when you're young?
5. Do you think young people have the power to change things in their community?



Speaking Guide

Reaching a decision

- So, which one shall we ... ?
- We've already said ...
- We can rule out ... because ...
- Maybe we should say ...
- So, we're agreed.

For me, friendship is the most important thing!

Work with a Model

1 Read the task below and answer the questions that follow.

Teenagers spend too many hours on their phones and this has a negative effect on their schoolwork and friendships.

- Write an **essay** on whether you agree or disagree with the statement above.
- Include specific reasons and details to support your opinion.

1. What are you asked to give your opinion about?
2. What should you include in your essay?

2 Read the model essay and complete the plan. Use the words below. Does the writer agree with the statement in the task?

argument • ideas • topic • opinion



Plan

Par 1

- Introduce the of the essay in your own words.
- State your

Par 2

- Present one to support your opinion.
- Give an explanation and examples.

Par 3

- Present another argument to support your opinion.
- Add an explanation and examples.

Par 4

- Restate your opinion, referring to you have already mentioned.
- Suggest a solution to the problem.

Model

The majority of teenagers own a smartphone and it is often said that they are becoming too dependent on them. I believe phone use is having a harmful effect on several areas of young people's lives.

First of all, overuse of a smartphone is likely to affect a young person's schoolwork. Teenagers tend to waste time watching videos or browsing social media on their phones when they should be studying. Also, they typically have their phones with them when they are doing homework, which means they are constantly being interrupted by messages and notifications. This distracts them and keeps them from concentrating properly.

Another issue is that phone use interferes with face-to-face communication. Even when they are with friends, teens are often more focused on their phones than they are on talking to each other. They may also isolate themselves from the people around them by using earphones. As a result, they miss out on opportunities to connect with other people.

To sum up, although most teens consider it natural to spend hours on their phones, they need to be aware of the negative impact this can have. In my opinion, teenagers should try to limit their phone use.



Tip When you write an essay about what people do, be careful not to suggest that all people behave in exactly the same way. Talk about what *often* or *typically* happens, or say what people *may tend to do*.

3 LANGUAGE FOR ESSAYS How does the writer say the following things?

a Showing that not everyone behaves in the same way

1. teenagers today own a smartphone (*Par 1*)
.....
2. overuse of a smartphone affects schoolwork (*Par 2*)
.....
3. teenagers waste time (*Par 2*)
.....
4. they have their phones with them (*Par 2*)
.....

b Useful phrases for essays

1. many people say that (*Par 1*)
.....
2. is affecting negatively (*Par 1*)
.....
3. most teens think it is normal (*Par 4*)
.....
4. they need to realize the problems (*Par 4*)
.....

4 INTRODUCING IDEAS Write the expression the writer uses to introduce:

1. her opinion (*Par 1*)
2. her first point (*Par 2*)
3. her next point (*Par 3*)
4. a consequence (*Par 3*)
5. her conclusion (*Par 4*)



Prepare for Your Task

5 Read the task below and answer the questions that follow.

Social media is having a harmful effect on teenagers' relationships.

- Write an **essay** on whether you agree or disagree with the statement above.
- Include specific reasons and details to support your opinion.

1. What are you asked to give your opinion about?
2. What should you include in your essay?



If you are asked your opinion, you can agree or disagree – it's up to you. But make sure you have reasons and examples to back up whichever point of view you choose to give.

6a **BRAINSTORMING IDEAS** Work with a partner. Add one idea of your own to each list below.

EFFECTS OF SOCIAL MEDIA ON RELATIONSHIPS

POSITIVE

1. easier to find friends with similar interests
2. beneficial for shy teens
3. Your idea:

NEGATIVE

1. young people might become isolated in real life
2. teens might try to impress others with their online image rather than being themselves
3. Your idea:

6b Now decide if you agree or disagree with the statement from the task.

7 **AVOIDING REPETITION** Use a variety of ways to say what you think about the statement. Do the words below express a positive or a negative opinion? Write + or – .

1. seriously affect
2. have a positive effect
3. another benefit is
4. are beneficial
5. interfere with
6. can be useful
7. cause problems
8. make it easier to
9. have a negative impact on

Your Task

8 Read the task in Exercise 5 again and write your essay. Use Exercises 6 and 7 and the plan below to help you. Remember to use language that shows that not all people behave in the same way.

Plan Essay

Par 1

- Introduce the topic of the essay in your own words.
- State your opinion.

Par 2

- Present one argument to support your opinion.
- Give an explanation and examples.

Par 3

- Present another argument to support your opinion.
- Add an explanation and examples.

Par 4

- Restate your opinion, referring to ideas you have already mentioned.
- Suggest a solution to the problem.

It is often said that ...
Many people are *concerned / worried* that ...
In my opinion, ...
I believe ...
However, I think it is ...
Actually, ...

First of all, ...
Young people *tend to / typically* ...
For example, ...

Another *problem / benefit* is ...
In many cases, ...

All in all, ...
In conclusion, ...
To sum up, ...
I believe ...
I think ...
In my opinion, ... *should bear in mind / be aware of* ...

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