

# 1

# Lifelong learning

## READING

## Multiple choice | An article


► Student's Book, pages 10–11

**1** Read the article on page 5 and write the correct letter (A–F) to complete the descriptions.

- 1 In paragraph \_\_\_\_\_ the writer gives examples of some of the jobs students go on to do.
- 2 In paragraph \_\_\_\_\_ the writer explains how the students spend time relaxing.
- 3 In paragraph \_\_\_\_\_ the writer introduces a school with a difference.
- 4 In paragraph \_\_\_\_\_ the writer describes how the school is run.
- 5 In paragraph \_\_\_\_\_ the writer outlines how students find solutions when there are issues.
- 6 In paragraph \_\_\_\_\_ the writer describes how the school began.

**2** Read paragraph 1 of the article again. Find synonyms for the underlined phrases in the questions below, and then answer them.

- 1 What animals do the students look after? \_\_\_\_\_
- 2 How do students make sure they are not harming the environment? \_\_\_\_\_
- 3 Who is in charge of the school? \_\_\_\_\_

**3**  Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- |  |   |
|--|---|
| <p>1 Students at the Bamboo School</p> <p>A look after their own pets.</p> <p>B prepare their own meals.</p> <p>C decide how to spend the school's money.</p> <p>D do not have any homework.</p> <p>2 How is this school different from other schools?</p> <p>A It only teaches a few subjects.</p> <p>B Students study for many more hours.</p> <p>C There isn't any homework for students.</p> <p>D It teaches a lot of real-world skills.</p> <p>3 What does the article say about school committees?</p> <p>A Students have to stay on the same one.</p> <p>B They help students find out what they are good at.</p> <p>C Students in each one usually agree with each other.</p> <p>D They can't stop students attending lessons.</p> | <p>4 On each committee, students are encouraged to</p> <p>A listen to each other and work as a team.</p> <p>B argue and stick to their point of view.</p> <p>C ignore the word 'no' and not change their mind.</p> <p>D ask teachers to make decisions for them.</p> <p>5 The article states that it's important for students to</p> <p>A visit the library.</p> <p>B be part of a sports team.</p> <p>C do activities that help them relax.</p> <p>D learn how to play musical instruments.</p> <p>6 What is true about students who go to the school?</p> <p>A Their parents pay for them.</p> <p>B Their family helps with local projects.</p> <p>C Their family must be farmers.</p> <p>D They have to go to university afterwards.</p> |
|--|---|

**4** Find highlighted words or phrases in the article which match these definitions.

- |   |       |
|---|-------|
| 1 every type of background                                      | _____ |
| 2 the belief that you are able to do things well                | _____ |
| 3 stopping a person from doing something, e.g. attending school | _____ |
| 4 looking after something or someone                            | _____ |
| 5 influence someone's ideas and behaviour                       | _____ |
| 6 quiet, not excited or upset                                   | _____ |
| 7 be polite to someone and care about what they say             | _____ |
| 8 the quality of being fair and telling the truth               | _____ |

# Changemakers

**What if the students made all the decisions in your school? Would it be fun or would it be a nightmare?**

- A** It's a busy afternoon at the Bamboo School. It's 2 pm and students have just finished classes and are starting extra-curricular activities. They're gardening and cleaning, **taking care of** goats and chickens, shopping for food and building water containers and solar flashlights – eco-friendly solutions to everyday problems. At this school, the students are in control. They run it and manage its finances. They also interview and choose the teachers and discipline other students if they misbehave!
- B** It all started in 2009, when educator Mechai Viravaidya had an idea for a new kind of school – one that encouraged values such as **honesty** and understanding and taught students how to do practical everyday things like gardening and shopping, in addition to teaching them academic subjects. He established a place where children used to do regular lessons from 8 am until 2 pm, then after lessons they would help to run the school and do work in the community, as well as their homework. It's been a recipe for success: the school has a **calm** and focused atmosphere and children are happy there. One student commented that her old school only used to focus on standard lessons, whereas this one has given her the opportunity to try many new things.
- C** The secret of the school's success is its student committees. Each one is responsible for a different area of life there: students can buy food from a local market for their lunches; they can discuss what to do when students misbehave, including **excluding** students from school; or they can interview new teachers and even decide on their pay! Students are encouraged to experience different committees to see what type of work they enjoy – the more opportunities they have to try something new, the more likely they are to find something they have a talent for.
- D** Everyone's ideas and opinions are listened to. When there are disagreements, students learn to **respect** different points of view and to solve problems together. They are taught that everything is possible and to think of 'no' as a question. It's an original way of thinking which helps the children become good negotiators, presenting their ideas with **confidence**. Teachers help with the committees if students need advice, but students always make the final decision.
- E** However, lessons, committees and helping in the community is a lot of work. Do students have time for themselves? Yes, they do! The school recognises that it's important for them to take time out. There's a swimming pool, a ping pong table and a basketball court where they can socialise and just be themselves. There's also the bamboo library where they can chill out and read, and there are opportunities to play music together. It's an important part of the school's positive, well-rounded environment.
- F** Anyone can go to the Bamboo School. There are no fees, and most of the money for the school comes from charities. If a student is accepted, the family 'pays' by giving time to the community through community-service projects and by planting hundreds of trees. When students leave, they may become farmers, teachers, vets or social entrepreneurs, or they go to university. And although there are only 150 places there, over 200 other schools in Thailand follow the same model. They're all working hard to create more opportunities for children from **all walks of life**, and hoping to **shape** the next generation of changemakers!



▶ Student's Book, page 12

▶ Grammar reference, Unit 1, Student's Book, page 139



Grammar video

**1 Choose the correct word or phrase.**

- Our teacher was angry because he **saw** / **was seeing** me sending a text message in class.
- Ed **was always** / **was always being** the funniest boy in class.
- Amy looked up. The sun **shone** / **was shining** brightly in the sky and it made her happy.
- As the teacher entered the class, some students **were talking** / **talked** and others **were playing** / **played** with their phones, so they didn't notice her.
- 'I **do** / **did do** my homework, but the dog ate it, Sir!' said Max to Mr Smith.
- 'Where **did you go** / **were you going** at 9 o'clock this morning when I saw you?'
- During his life, Leonardo da Vinci **investigated** / **was investigating** the possibility of human flight.
- I made that mistake in my essay because I was tired and I **didn't think** / **wasn't thinking** clearly.
- We **always went** / **were always going** camping during the school holidays and had lots of fun.
- Alicia **went** / **was going** to the library twice yesterday because she left her phone there the first time.

**2 Complete the text with the past simple or past continuous form of the verbs below.**

bother fall find know laugh lie look forward to  
not like prefer rain reply speak wake up wonder



It was Thursday night. I was listening to music and my brother Noah (1) \_\_\_\_\_ in bed, unable to sleep. Something (2) \_\_\_\_\_ him and I (3) \_\_\_\_\_ what it was. He was nervous about Sports Day at our school. I (4) \_\_\_\_\_ it because I was a good runner, but Noah (5) \_\_\_\_\_ physical activity at all because he (6) \_\_\_\_\_ it boring. Noah (7) \_\_\_\_\_ to read books or watch interesting documentaries on TV. I (8) \_\_\_\_\_ what I could say to make him feel better when Noah suddenly (9) \_\_\_\_\_: 'It's really cloudy tonight. Maybe we'll have rain tomorrow,' he said, and soon after that he (10) \_\_\_\_\_ asleep.

When I (11) \_\_\_\_\_ the next morning, Noah was at the window and he (12) \_\_\_\_\_. 'What's so funny?' I asked. 'Look outside,' he (13) \_\_\_\_\_, and I did. It (14) \_\_\_\_\_ heavily! Sports Day was cancelled!

▶ Student's Book, page 13

▶ Vocabulary reference, Unit 1, Student's Book, page 152

**1 Match to make sentences.**

- This year, Alan managed \_\_\_\_\_
- Jo was delighted when she succeeded \_\_\_\_\_
- England failed \_\_\_\_\_
- We lost \_\_\_\_\_
- Tom came first \_\_\_\_\_
- I can't believe everyone beat \_\_\_\_\_
- Our school has accomplished \_\_\_\_\_
- The mountaineers overcame \_\_\_\_\_
- Anita achieved \_\_\_\_\_

- in passing her music exam.
- in the final and won the gold medal.
- a lot in science and sport this year.
- to run a marathon in under three hours.
- me and I came last in the test.
- lots of problems and are now progressing well.
- her best time of the year in the 10,000 m race.
- to get to the final of the football World Cup.
- the match in the last minute of the game.



## 2 Complete the dialogues with the correct form (adjective or adverb) of the words in brackets.

- 1 **A:** Are you \_\_\_\_\_ (act) involved in the art club?  
**B:** Yes, I am and I love it. It gives me the chance to show how \_\_\_\_\_ (create) I am.
- 2 **A:** You should watch this video. It explains how you can study more \_\_\_\_\_ (effect).  
**B:** Thanks. I need all the help I can get. Exams week is a very \_\_\_\_\_ (stress) time!
- 3 **A:** I enjoyed my first dance lesson, but my feet were very \_\_\_\_\_ (pain) for a few days!  
**B:** Well, \_\_\_\_\_ (thank) you're OK now and can attend the next lesson.
- 4 **A:** That's a very \_\_\_\_\_ (attract) mug. Where did you buy it?  
**B:** I didn't. I made it at my pottery class. It's very \_\_\_\_\_ (use) too.
- 5 **A:** Is Jack using his time \_\_\_\_\_ (product), or is he wasting it playing video games?  
**B:** Leave him alone. What he's doing isn't \_\_\_\_\_ (harm). He's just enjoying himself during his school holidays.
- 6 **A:** You're being very \_\_\_\_\_ (secret), Jane. What are you hiding in your room?  
**B:** It's a kitten. I found it in the park, Dad. It's so cute and \_\_\_\_\_ (play). Please can I keep it?

## 3 Complete the sentences with the correct form of the phrasal verbs below.

build up   carry out   do without   end up   get on with   get up to   go about   put up with

- 1 As a teacher, can you tell me how you \_\_\_\_\_ making students behave?
- 2 There are no places on the Italian course, so you might \_\_\_\_\_ learning Spanish.
- 3 Andy is so disruptive in class that not even his classmates can \_\_\_\_\_ him.
- 4 Being patient with shy students can help them to \_\_\_\_\_ their confidence.
- 5 'The break has finished, so please \_\_\_\_\_ your work,' said the teacher.
- 6 After you \_\_\_\_\_ the experiment, you must write down your results.
- 7 During the survival course in the jungle, we had to \_\_\_\_\_ our phones.
- 8 How was your school trip to London? What did you \_\_\_\_\_ in the city?



## 1 / GRAMMAR 2 would, used to, be used to

► Student's Book, page 15   ► Grammar reference, Unit 1, Student's Book, pages 139–140

### 1 Read the sentences. Then choose the best option (a or b) to summarise each one.

- 1 I didn't use to like ancient history, but my trip to Greece and Italy changed that.  
**a)** I still don't like ancient history.  
**b)** I like ancient history now.
- 2 When Grandma was a girl, students would stand up when the teacher entered the classroom.  
**a)** Students stood up every time.  
**b)** Students stood up sometimes.
- 3 Jade is a teacher and is used to marking lots of homework.  
**a)** She doesn't mark homework now.  
**b)** She is now comfortable with marking homework.
- 4 I always used to make my own breakfast before school in the morning.  
**a)** This was my habit in the past.  
**b)** I only did this a few times.

### 2 Choose the correct word or phrase.

- 1 **A:** Did you **use / used** to like art at school?  
**B:** Actually, I didn't like it at all!
- 2 **A:** I'm afraid Alfie doesn't like his new school very much.  
**B:** That's because he isn't **use / used** to it. He'll be fine in a few weeks.
- 3 **A:** **Are / Did** you **used** to the weather in this country?  
**B:** No, and I've been here for five years!
- 4 **A:** Do you both like teaching in England?  
**B:** Yes, but when we lived abroad, we **were used to / used to** having longer school holidays.
- 5 **A:** Has Matthew always been in the school band?  
**B:** He **didn't use to / wouldn't** be, but he joined last month.

# 1 / LISTENING Sentence completion

▶ Student's Book, page 14

**1** Look at the sentences and choose from the phrases (a–d) to say what kind of information you think is missing from each one.

- |  |                                    |
|--|------------------------------------|
| 1 He went to ____ during the school holidays.              | a) a period of time                |
| 2 The people in the group thought of themselves as ____.   | b) a form of transport             |
| 3 One of the ways they travelled on the river was by ____. | c) a place                         |
| 4 The group spent ____ there and it was very exciting.     | d) a descriptive adjective or noun |

**2**  **1.01** Now listen to the beginning of a talk and write the words that complete the sentences in Exercise 1.


- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**3**  **1.02**  Listen to a teenager called Will talking about a trip to the Amazon rainforest. Complete the sentences with a word or short phrase.

- 1 Will's teacher asked him to talk about his \_\_\_\_\_ in the Amazon.
- 2 The cooking facilities at the lodges were \_\_\_\_\_.
- 3 About \_\_\_\_\_ of the Amazon rainforest is found in Brazil.
- 4 The air in the rainforest was \_\_\_\_\_.
- 5 Will was annoyed by the \_\_\_\_\_, which were all over the place.
- 6 Will wasn't expecting to see a \_\_\_\_\_ frog.
- 7 At night, it's possible to step on a \_\_\_\_\_.
- 8 The bridges are scary because they moved from \_\_\_\_\_.

# 1 / SPEAKING Photo task

▶ Student's Book, page 16 ▶ Speaking reference, Unit 1, Student's Book, page 165

**1**  Read the exam question and look at the photos below. In sentences 1–8, choose the main ideas that are relevant to the exam question. Then put a 0 next to the ideas that are irrelevant.


Compare the photos and say **which situation you think is more enjoyable.**




- |  |                          |
|--|--------------------------|
| 1 They show young people in learning situations with adults.               | <input type="checkbox"/> |
| 2 One man is wearing a black shirt, but the other is wearing a grey shirt. | <input type="checkbox"/> |
| 3 The skills being learnt in the photos are physical skills.               | <input type="checkbox"/> |
| 4 Both the young people are wearing things on their heads.                 | <input type="checkbox"/> |



- |   |                          |
|---|--------------------------|
| 5 The relationship between the adults and the young people is probably different in each photo. | <input type="checkbox"/> |
| 6 One is happening outside, but the other is happening inside.                                  | <input type="checkbox"/> |
| 7 The sea only appears in one of the photos.  | <input type="checkbox"/> |
| 8 The young people are concentrating on what they are doing in both photos.                     | <input type="checkbox"/> |

- 2**  **1.03** Look at the photos in Exercise 1 again and read the text. Complete the gaps with words for comparing. Then listen and check.

The main (1) \_\_\_\_\_ between the pictures is that they (2) \_\_\_\_\_ show young people in a learning situation. In the first picture, a child is learning to ride a bike, (3) \_\_\_\_\_ in the second picture a girl is learning to make some kind of sweet or pastry. (4) \_\_\_\_\_, they both show people who are teaching. However, in the first picture the teacher is a parent, (5) \_\_\_\_\_ in the second picture it is a professional. This means the relationship between the teacher and the learner is very different. The pictures also (6) \_\_\_\_\_ because one skill is physical, whereas the other one is more practical. Another key (7) \_\_\_\_\_ between the pictures is that the first is happening outside, while the second is taking place inside. Personally, I think the bike-riding situation is (8) \_\_\_\_\_ more enjoyable. Maybe it isn't (9) \_\_\_\_\_ useful (10) \_\_\_\_\_ cooking, but for a young child it represents a big adventure. I think having cooking lessons would be more stressful.

- 3**  Write four sentences about the photos below using appropriate words for comparing from Exercise 2.



- 1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

## 1 / USE OF ENGLISH Open cloze

► Student's Book, page 17


- 1** Match the words (1–5) with the grammar forms (a–e).

- |                         |       |                    |
|-------------------------|-------|--------------------|
| 1 did, has, am          | _____ | a) negative words  |
| 2 might, shall, will    | _____ | b) particles       |
| 3 not, none, nothing    | _____ | c) modal verbs     |
| 4 took, choose, noticed | _____ | d) main verbs      |
| 5 in, on, out           | _____ | e) auxiliary verbs |

- 2** Look at the sentences. Match the grammar forms (a–e) in Exercise 1 with the sentences 1–5.

- 1 It was very late and we had to \_\_\_\_\_ going to catch the last bus. \_\_\_\_\_
- 2 The teacher asked the class a question, but \_\_\_\_\_ knew the answer. \_\_\_\_\_
- 3 \_\_\_\_\_ you have a favourite teacher when you were at school? \_\_\_\_\_
- 4 Most of my classmates were born here and grew \_\_\_\_\_ in this area. \_\_\_\_\_
- 5 I've got an idea. Maybe we \_\_\_\_\_ look for the information we need online. \_\_\_\_\_

- 3** Now complete the sentences in Exercise 2 with one word in each gap.

- 4**  Write one word in each gap to complete the text.

## Find your talent




Margot Robbie is an amazing actress. She (1) \_\_\_\_\_ starred in films like *Barbie*, *I, Tonya* and *The Wolf of Wall Street*. But did you know that Margot has other talents too? When she was a child, she often came up (2) \_\_\_\_\_ creative solutions to problems. She (3) \_\_\_\_\_ to be very good at magic tricks, so when she needed extra pocket money, she charged her family to watch her shows! Margot also went to circus school and was really good (4) \_\_\_\_\_ acrobatics.

Before she became famous, Margot worked as a house cleaner, and (5) \_\_\_\_\_ helped in a surf shop – she was good at both jobs! Then when she was 16, she applied (6) \_\_\_\_\_ a job at Subway, a fast-food restaurant. When she was working there, she learnt how (7) \_\_\_\_\_ make really good sandwiches. She definitely had a talent (8) \_\_\_\_\_ it! Today, she doesn't go to Subway very often. Why? Because she gets upset if they make the sandwiches badly!



# 1 WRITING An informal letter/email

▶ Student's Book, pages 18–19 ▶ Writing reference, Student's Book, page 161

- 1**  Read the exam task below and the email that the student wrote.  
Choose T (True) or F (False) for the statements (1–6).

You have received an email from an English-speaking friend:

Can you give me some advice, please? I really want to improve my English, but I'm not sure what to do. Can you suggest a way to practise with other people? What can I do on my own? Should I just study grammar? What do you think?



A



Write your **email**.

- |   |       |
|---|-------|
| 1 The exam task is asking for advice.                     | T / F |
| 2 The email is written to a friend.                       | T / F |
| 3 The first line of the email gives advice.               | T / F |
| 4 The email gives two pieces of advice.                   | T / F |
| 5 Each piece of advice has a separate paragraph.          | T / F |
| 6 The email finishes with some natural informal comments. | T / F |

**From:** Sam

**Subject:** Improve your English

Hi Mario,

It was great to hear from you. I'm glad you passed your test, that's brilliant!

You asked me about ways to improve your English. Have you thought about starting an English Club at your school? You could do things like watching films in English together and talking about them, or listening to songs in English. Why not ask your English teacher if you can start one? She might have other ideas about things you can do.

You should also read in English. I know you love comics and art, so what about getting some graphic novels in English? There are some fantastic ones online or I could send you some.

If I were you, I'd practise speaking too. How about Skyping every week? We can chat in English and then you can teach me a bit of Spanish. Another thing you should do is come and stay. If you come during term time, you can come to my school. You'll learn lots of English!

Hope that helps! Let me know if you want to chat online soon!

Cheers!

Sam

- 3** Think of two more good pieces of advice.

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- 4** Complete the sentences with ideas from Exercises 2 and 3.

- Have you thought about asking your friend's parents to talk to your parents?
- Another thing you might do is \_\_\_\_\_.
- Why not \_\_\_\_\_?
- If I were you, I'd \_\_\_\_\_.
- How about \_\_\_\_\_?

- 2** Imagine you have had an email from a friend who wants to go to a two-day pop festival, but whose parents won't let them go. Choose the appropriate advice (1–6).

- |  |                          |
|--|--------------------------|
| 1 Go to the festival without telling your parents.                                 | <input type="checkbox"/> |
| 2 Ask your friend's parents to talk to your parents.                               | <input type="checkbox"/> |
| 3 See if some other friends can come so there is a group of you.                   | <input type="checkbox"/> |
| 4 Argue with your parents about it.  | <input type="checkbox"/> |
| 5 Tell your parents that you will call them every day.                             | <input type="checkbox"/> |
| 6 Look at the festival website with your parents so they can see you will be safe. | <input type="checkbox"/> |

### 1 Choose the correct word or phrase.

Although I laugh about it now, I (1) **wanted / was wanting** to be a dog trainer when I was much younger. I (2) **used to think / would think** it was the most exciting job in the world. In my room, I (3) **was used to / would** put my stuffed toys on the floor and shout instructions at them. I (4) **did / was doing** that one day when my brother (5) **entered / was entering** the room. When he (6) **realised / was realising** what (7) **went on / was going on**, he (8) **started / was starting** laughing uncontrollably. I (9) **didn't use to / wasn't used to** my brother teasing me and I (10) **felt / was feeling** really embarrassed that my secret ambition was no longer secret!



### 2 Complete the sentences with the correct form of the verbs below.

beat carry end fail get lose put succeed

- 1 I really enjoy playing chess with my grandad, even though I always \_\_\_\_\_ to him.
- 2 In my science class today, I had to \_\_\_\_\_ out an experiment with some chemicals, and mine exploded!
- 3 Greg \_\_\_\_\_ to answer any of the questions so didn't pass his exam.
- 4 Evan always wanted to be an archeologist, but he studied ancient languages instead and \_\_\_\_\_ up teaching Latin.
- 5 The three girls \_\_\_\_\_ in building a model plane that could actually fly.
- 6 Who knows what these students \_\_\_\_\_ up to when there are no teachers in the classroom to supervise them!
- 7 If our class can \_\_\_\_\_ all the others in the science competition, we'll win a trip to the Science Museum.
- 8 You're a primary school teacher, Coral. Tell me, how do you \_\_\_\_\_ up with a classroom full of noisy children?



## Learning to Learn

### Being an active learner

#### 1 Match to make sentences that describe different parts of active learning.

- |  |  |
|--|--|
| 1 Being curious involves _____                         | a) deciding what you want to achieve.          |
| 2 Connecting ideas involves _____                      | b) understanding how you learn best.           |
| 3 Setting goals involves _____                         | c) asking questions about what you learn.      |
| 4 Considering your learning preferences involves _____ | d) checking you remember what you have learnt. |
| 5 Testing yourself involves _____                      | e) linking new information to things you know. |

#### 2 Make notes in response to these instructions.

- 1 Write one question about something you have learnt recently that you still don't know the answer to.  
\_\_\_\_\_
- 2 Think about a new word or phrase in English you learnt recently. What other word or phrase can you connect it to?  
\_\_\_\_\_
- 3 Write your learning goals for this week, this term and this year.  
\_\_\_\_\_
- 4 Describe how you like to learn. Think about the kind of learning activities you enjoy.  
\_\_\_\_\_
- 5 Think about something you learnt recently. Write what you remember about it. Then check you are right.  
\_\_\_\_\_



# 2

# Go viral!

## READING

## Gapped text | An article

► Student's Book, pages 20–21

**1** Scan the article on page 13 and write what these numbers represent.

- a) 2019
- b) 60
- c) 24
- d) 7
- e) 21,000
- f) 16

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**2** Look at the underlined words in four of the sentences in Exercise 3. Which of these things do they refer to?

a famous person   a job/career   influencers

**3**  Read the article carefully. Choose which sentence (A–G) fits each gap (1–6). There is one extra sentence which you do not need to use.

- A That's often because we like connecting with other people who have got similar interests.
- B But it's not all bad news about this career choice.
- C They interviewed famous people, presented music awards and travelled the world.
- D Those with 10,000–100,000 followers earn €25 to €125 for each post.
- E In fact, it isn't that simple, and it's very competitive!
- F Her advice is to remember that your blog is not your diary.
- G As a result, there's a lot of pressure to stay connected and check in on your followers.

**4** Find highlighted words and phrases in the article which match these definitions.

1 having value in money

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2 important or useful

---

3 something that doesn't stop

---

4 get yourself noticed or seen

---

5 providing enough money to live on

---

6 something that is fun to watch, do or experience

---

7 give up or stop doing something

---

8 things you might think are true, but which are false

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# A dream career?



**A** Sammy Albon says he had a dream career as an influencer, but he gave it all up for a 'normal' job. In 2013, Sammy Albon and his twin brother Niki started a YouTube™ channel. The brothers were funny, talented and incredibly popular. **(1)** \_\_\_\_ But in 2019, the twins gave it all up. Why? Let's look at some influencer **myths** and find out!

## Myth #1

**It's easy to create good content.**

**B** **(2)** \_\_\_\_ There are millions of influencers trying to get people's attention with 60-second Instagram® stories, so how can you **stand out from the crowd**? Well, you need to think about your message and your audience, which means you have to write scripts, podcasts and blogs that your followers will find **entertaining** and helpful ... so they come back for more!

## Myth #2

**You have lots of free time to lie on beaches, taking photos.**

**C** Influencers manage their own time, and while it's true that they have a lot of flexibility, it's also true that they work long hours and don't take many holidays. Influencing must feel like a **never-ending** job! Think about it: the internet never sleeps and social media is open 24 hours a day.

**(3)** \_\_\_\_ For example, influencer Madison Lynn posted 7 days a week to her 502,000 followers on TikTok® and 21,000 followers on Instagram. Perhaps not surprisingly, she found the long hours, stress and lack of free time difficult, so she **quit** to find a more typical job. Madison became a social worker and was a lot happier. She found it more meaningful and, as she worked 9–5, she had more free time.

## Myth #3

**You earn lots of money.**

**D** Big international companies know that getting influencers to work for them is a good way to make people aware of their brand. That's why the influencer industry is **worth** over £16 billion! This is great for social media personalities like Charli d'Amelio, who's got millions of followers and earns hundreds of thousands of pounds for just one post. However, most influencers don't make that much money. **(4)** \_\_\_\_ And sometimes companies don't pay at all – they give away free samples of their product instead. It's not surprising that many influencers need to have other jobs too. Sammy Albon admits that he's much more financially secure in a full-time job than he was when he worked as an influencer.

**E** **(5)** \_\_\_\_ When you work as an influencer you develop a lot of skills that are useful for other jobs, such as working in public relations or marketing. The ability to present your ideas in a clear way and to think strategically and creatively is **valuable** for many occupations. When Sammy decided to quit being an influencer, he managed to find a job in a communications agency, which he enjoys because it's more **financially secure**.

**F** So is being an influencer still your dream career? Maybe. Many of us enjoy being part of an online community.

**(6)** \_\_\_\_ For this reason, many influencers start by simply posting their ideas in a creative way. They don't plan to influence people but want to share their passion for things like cooking, fitness, travel or music. So if you have a real passion that you want to share, and are not too worried about making lots of money, then being an influencer *could* be your dream career!





## 2 / GRAMMAR 1 Modals (1): review

▶ Student's Book, page 22 ▶ Grammar reference, Unit 2, Student's Book, page 140



### 1 Match the sentences (1–6) with the uses of the modals (a–f).

- |   |       |                                      |
|---|-------|--------------------------------------|
| 1 If your video is original, it <i>might</i> get a lot of views on YouTube™.              | _____ | a) permission                        |
| 2 You really <i>shouldn't</i> leave such nasty comments online – it's terrible behaviour. | _____ | b) criticism                         |
| 3 I <i>had to</i> edit the video and add music before it was ready for uploading.         | _____ | c) obligation                        |
| 4 We <i>are allowed to</i> download these songs because we have paid for them.            | _____ | d) ability in the past               |
| 5 My little brother <i>could</i> use a computer when he was only five years old!          | _____ | e) probability                       |
| 6 It's illegal to download some films from the internet, so you <i>mustn't</i> do it.     | _____ | f) negative obligation (prohibition) |

### 2 Choose the correct word or phrase.

- 1 **A:** You **must** / **will** buy a new tablet.  
**B:** I know. I **can** / **ought** find a good used one on eBay.

- 2 **A:** Were you able to / Can you film the concert on your smartphone?  
**B:** Yes, and the video was fine. You **may** / **should** try it when you go to concerts.

- 3 **A:** You **might** / **ought to** have an anti-virus program on your computer.

**B:** You're right. **May** / **Could** you recommend one?

- 4 **A:** **Could** / **Would** you like to go to a video-making seminar with me at the weekend?

**B:** Sorry, I **can't** / **won't** make it. I'm far too busy this weekend.

- 5 **A:** You **must** / **may** restart your computer or the program will not work.

**B:** **Might I** / **Do I have to** do it now or is it OK if I do it later?

- 6 **A:** Bailey said we **could** / **ought** use his film-editing equipment.

**B:** Great! **Must** / **Will** he show us how to use it?

### 3 Complete the blog post with the modals below.

aren't able to   can   don't have to   had to  
might   must   should   shouldn't   would

## What does it take to go viral?

Posted at 6 pm on 15 December

So you want to be rich and famous, do you? Or maybe just rich? And you're in a hurry, so it (1) \_\_\_\_\_ happen quickly, right? And you think you (2) \_\_\_\_\_ definitely make your dreams come true on TikTok®. After all, so many others have done it.

Think again! TikTok sensation Sammy K (3) \_\_\_\_\_ come up with an original idea that appealed to young women. If you (4) \_\_\_\_\_ develop your own great idea, your channel (5) \_\_\_\_\_ become like thousands of others on TikTok that have not succeeded.

So here's some advice. You (6) \_\_\_\_\_ gather ideas to come up with some clever, original ideas. It (7) \_\_\_\_\_ take you too long to do this. Then talk to your friends about your video ideas and find out which one they (8) \_\_\_\_\_ be most interested in watching. You (9) \_\_\_\_\_ take my advice, but if you do, it could make you a star!

## 2 / VOCABULARY Working with words

▶ Student's Book, page 23 ▶ Vocabulary reference, Unit 2, Student's Book, page 153

### 1 Complete the sentences with the noun form of the words in brackets.

- |   |   |
|---|---|
| 1 The singer Sia is known for the _____ of her music videos. ( <b>original</b> )                    | 4 It was the _____ of her videos that made her an internet sensation. ( <b>clever</b> )                       |
| 2 It's possible to raise _____ about environmental issues by making online videos. ( <b>aware</b> ) | 5 Everyone was charmed by the enthusiasm and _____ of the boy in the video. ( <b>youthful</b> )               |
| 3 Are you surprised by the amazing _____ of Chuggaaconroy? ( <b>popular</b> )                       | 6 You should watch this video; it's about the importance of honesty and _____ in friendships. ( <b>open</b> ) |



- 7 You will be astounded by the \_\_\_\_\_ of the young artist in this video. I've never seen anything like it. (**creative**)
- 8 Playing video games online while talking about them – the \_\_\_\_\_ of the idea is genius! (**simple**)
- 9 Despite the \_\_\_\_\_ of the editing problem, Amber was able to solve it and upload the video. (**complex**)
- 10 There's a serious security \_\_\_\_\_ on that shopping site, so don't buy anything from there – it's too risky! (**weak**)

## 2 Complete each sentence with the correct form of two phrases below.

do you good   find it funny   go online   have friends round   make fun of   take a break   take part in   tell a joke

- 1 You look tired. I think it will \_\_\_\_\_ to stop working on your video and \_\_\_\_\_ for a few minutes.
- 2 I just don't understand people who like to \_\_\_\_\_ others on social media sites or who \_\_\_\_\_ online bullying.
- 3 My brother has a weird sense of humour. Earlier, he \_\_\_\_\_ he had heard online, but I didn't laugh because I didn't \_\_\_\_\_ at all.
- 4 At the weekend, I often \_\_\_\_\_ for pizza and then we \_\_\_\_\_ to watch funny videos.

## 3 Choose the correct word or phrase.

- 1 My favourite **game show** / **soap opera** is about the lives of people that live on the same street in London.
- 2 You can learn a lot by watching **documentaries** / **sitcoms** on TV.
- 3 **Chat shows** / **Reality shows** are only worth watching if the interviewer asks the celebrities interesting questions.
- 4 My dad prefers to read about what is happening around the world rather than watch it on **chat shows** / **the news**.
- 5 The writers of the **news** / **sitcom** are brilliant. Every week it's hilarious.
- 6 Jenny is a great dancer. She should enter one of those **music shows** / **talent shows** because I think she could win.

# 2 / GRAMMAR 2 Modals (2): deductions about the present

► Student's Book, page 25   ► Grammar reference, Unit 2, Student's Book, page 141

## 1 Match to make sentences.

- |                                       |   |
|---------------------------------------|---|
| 1 That can't be Ruby over there _____ | a) so let's stop and say hello to her.      |
| 2 That might be Ruby over there _____ | b) because she's away on holiday this week. |
| 3 That must be Ruby over there _____  | c) but it's dark and I can't see very well. |

## 2 Choose the correct modal to complete each sentence.

- 1 This \_\_\_\_\_ be Caitlyn's channel because her photo is on it and it's called CaitsGr8.  
a) can't      b) might      c) must
- 2 I don't know for sure, but this \_\_\_\_\_ be the video Harry uploaded yesterday.  
a) can't      b) could      c) must
- 3 It says my video has had over a million views, but that \_\_\_\_\_ be right as I only uploaded it an hour ago!  
a) can't      b) may      c) must
- 4 That \_\_\_\_\_ be Joel on the video. I mean, it kind of looks like him, doesn't it?  
a) can't      b) might      c) must
- 5 It \_\_\_\_\_ be very enjoyable to make comedy videos as a job. I wish I could do it.  
a) can't      b) may      c) must
- 6 James spends all of his time watching videos. It \_\_\_\_\_ be good for his studies!  
a) can't      b) could      c) must



## 2 LISTENING Multiple matching

▶ Student's Book, page 24

**1** Which of the sentences (A–E) are statements of fact (1) and which give an opinion or express an attitude (2)?

- A There are a couple of guys whose channels I regularly go to.
- B I think it's pretty harmless if it only happens occasionally.
- C I never subscribed to any channel online.
- D It was really exciting to get viewers' comments.
- E It took up too much time, so in the end I just gave up.



1 Statements of fact: \_\_\_\_\_, \_\_\_\_\_

2 Opinions or attitudes: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**2** Match the words and phrases (1–6) with the synonyms (a–f).

- 1 reassuring \_\_\_\_\_
- 2 feel a bit guilty \_\_\_\_\_
- 3 appreciate \_\_\_\_\_
- 4 encouraging \_\_\_\_\_
- 5 exhausting \_\_\_\_\_
- 6 hurtful \_\_\_\_\_

- a) makes you feel good and want to continue
- b) believe you've done something bad or wrong
- c) makes you extremely tired
- d) upsetting
- e) recognise the value of something
- f) comforting

**3**  **2.01**  You will hear five extracts about online videos. Choose what each speaker says about them from statements A–H. There are three extra letters which you do not need to use.

- A None of the online channels are worth watching.
- B I value the work they've done to make their videos.
- C Making the videos was very tiring for me.
- D It was easy to record videos with a camera.
- E It's comforting to know I can find solutions online.
- F I agreed with the negative comments that I read.
- G I know it's wrong, but I don't do it often.
- H It was nice to get positive feedback, but upsetting if it was negative.

- Speaker 1 ☐
- Speaker 2 ☐
- Speaker 3 ☐
- Speaker 4 ☐
- Speaker 5 ☐

## 2 SPEAKING Collaborative task

▶ Student's Book, page 26 ▶ Speaking reference, Unit 2, Student's Book, page 165

**1** Choose the four phrases that we use to make suggestions.

- 1 How about ...? ☐
- 2 Generally speaking, ... ☐
- 3 I suggest we ... ☐
- 4 I agree with you about ... ☐
- 5 One thing we might choose ... ☐
- 6 Why don't we ...? ☐
- 7 What's your opinion of ...? ☐
- 8 Similarly, ... ☐

**2** Choose the correct word or phrase to complete each sentence.

- 1 How about \_\_\_\_\_ for a subscription?  
a) not charge      b) not charging      c) we not charging
- 2 What about \_\_\_\_\_ it to Facebook®?  
a) link      b) to link      c) linking
- 3 I suggest \_\_\_\_\_ a really unusual video.  
a) we make      b) to make      c) we making
- 4 One thing we might \_\_\_\_\_ is having competitions.  
a) considering      b) to consider      c) consider
- 5 Why don't we \_\_\_\_\_ a sports channel?  
a) create      b) to create      c) creating



**3** Imagine you need to think of a way to attract viewers to a new video channel. Match the suggestions (1–5) in Exercise 2 with the justifications for them (a–e).

- a) People love to win prizes. \_\_\_\_\_  
 b) So many people are interested in it. \_\_\_\_\_  
 c) That would make people notice it. \_\_\_\_\_  
 d) People love getting something for nothing. \_\_\_\_\_  
 e) That way everyone on our friends list can see it. \_\_\_\_\_

## 2 / USE OF ENGLISH Word formation

► Student's Book, page 27 ► Vocabulary reference, Unit 2, Student's Book, page 153

**1** Choose the correct word to complete each sentence.

- 1 Harry is a high \_\_\_\_\_, and I'm not surprised his video channel became a hit.  
 a) achiever      b) achieve      c) achievement  
 2 The \_\_\_\_\_ of the match said she was upset by nasty comments left online.  
 a) lose      b) loss      c) loser  
 3 It must take a lot of talent and \_\_\_\_\_ to produce such a beautiful video.  
 a) creator      b) creation      c) creativity  
 4 The interviewer asked some very \_\_\_\_\_ questions, but the star refused to answer.  
 a) person      b) personal      c) personality  
 5 I'm not surprised she has won awards for the \_\_\_\_\_ of her short videos.  
 a) origin      b) original      c) originality

**2**  Write a form of the word in capitals in each gap.

# Use your brain!

It has been my (1) \_\_\_\_\_ for some time now that the internet is affecting our ability to focus and pay attention. This (2) \_\_\_\_\_ of focus is especially worrying for students who need to study for exams. In addition, having access to unlimited information 24/7 is affecting our (3) \_\_\_\_\_ to memorise information. Being able to go online to find addresses, names, events and even what our friends have been up to recently means we no longer rely on our memory. It gets worse, though, in my opinion. Just look at some of the online video sites. Given a (4) \_\_\_\_\_, many people would prefer to watch a cat video than a documentary. It's a (5) \_\_\_\_\_ that is easily made: Do I want to be entertained or educated? 'Click' on cat video. If you think this (6) \_\_\_\_\_ of ours for entertainment isn't very serious, think again. (7) \_\_\_\_\_ have discovered a decline in our attention spans and our ability to recall information. I think we should be very concerned about the (8) \_\_\_\_\_ of these videos and the amount of time we spend online.

BELIEVE  
LOSE

CAPABLE

CHOOSE  
DECIDE

WEAK  
SCIENCE

POPULAR





▶ Student's Book, pages 28–29 ▶ Writing reference, Student's Book, page 160


# 1 Complete the exam skill advice with the words below.

adjectives example explain imagine reasons

- Good descriptions help your reader to \_\_\_\_\_ exactly what you are talking about.
- Use a range of \_\_\_\_\_ to describe things. Don't just use simple adjectives.
- Give \_\_\_\_\_ and details. If you think something is amazing, clearly \_\_\_\_\_ why and give an \_\_\_\_\_.

## 2 Read the review and write the correct paragraphs (A–D) in the table.

### The Acolyte ★★☆☆☆



Today's best TV review

**A** The fact that the show is as much about Osha and Mae's relationship as it is about the Jedi Order and the Galactic Republic makes it more interesting. It explores themes such as family loyalty, friendship and trust, and has thought-provoking dialogues. The action sequences are really well done and the special effects are amazing.

**B** I'm a big fan of science fiction and I love *Star Wars*, so when I heard about the series *The Acolyte*, I decided I had to watch it.

**C** I would definitely recommend this series to anyone who likes either science-fiction series or *Star Wars* or both. I'm sure you will enjoy it!

**D** *The Acolyte* happens 100 years before the *Star Wars* films, in a faraway galaxy. It tells the story of twin sisters Osha and Mae, who are tragically separated when they are eight years old. The two girls find each other again when they are older, and over eight action-packed episodes, we learn how they have changed and see the difficult choices that they have to make.

Part	Purpose
1 Paragraph ____	explain what you are reviewing and why
2 Paragraph ____	give basic information about the series/film
3 Paragraph ____	describe different aspects of the series/film and give your opinion
4 Paragraph ____	give your recommendation

## 3 Unscramble the letters to make descriptive adjectives from the review.

- |                         |                       |
|-------------------------|-----------------------|
| 1 itetrnnieg _____      | 3 yawafra _____       |
| 2 htugot-voprinkg _____ | 4 icaotn-kapdce _____ |

## 4 Think of another TV series or a film and complete the paragraph plan.

Part	Purpose	My notes
Paragraph 1	explain what you are reviewing and why	
Paragraph 2	give basic information about the series/film	
Paragraph 3	describe different aspects of the series/film and give your opinion	
Paragraph 4	give your recommendation	

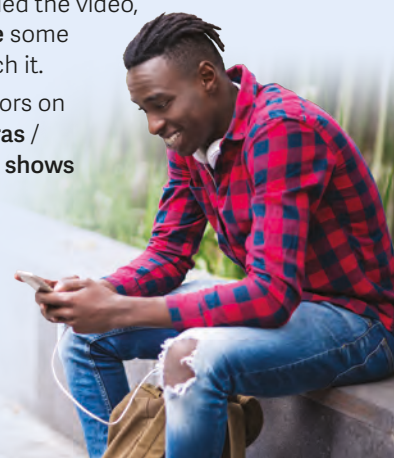
### 1 Complete the sentences with the modals below.

can't could had to is allowed to must ought to shouldn't will be able to

- That \_\_\_\_\_ be my laptop; mine's definitely at home!
- I wanted to leave a comment, so I \_\_\_\_\_ create a username and then write in the space.
- You \_\_\_\_\_ be watching videos when you have got a test to study for!
- \_\_\_\_\_ you \_\_\_\_\_ leave soon? I'm in a hurry to get home.
- It \_\_\_\_\_ be very boring making cooking videos; I'm sure I would hate it.
- No-one in here \_\_\_\_\_ use my computer without my permission!
- Of course I \_\_\_\_\_ make videos when I was 10! It really wasn't difficult.
- I think you \_\_\_\_\_ get a better computer; this one doesn't edit very well.

### 2 Choose the correct word or phrase.

- All the most famous singers and bands perform on that **chat / music / talent** show every week.
- Let's watch this video; the guy on it **says / tells / gives** some really good jokes!
- It will **do / have / make** us both good to spend less time online and more with our friends.
- In this **game / reality / cookery** show people answer questions about their friends and try to win a holiday to the USA.
- What a stupid video that was! No-one except Chris **saw / felt / found** it funny.
- The weather **show / forecast / programme** said it's going to rain all day tomorrow.
- Would you like to **make / have / take** part in a new music video that we are shooting?
- There are too many **reality shows / talent shows / sitcoms** on TV. I'm not interested in what ordinary people do all day.
- Stop **having / taking / making** fun of your cousin online; it's very mean!
- There was a fascinating **sitcom / soap opera / documentary** about the history of the English language on TV last night.
- After we have uploaded the video, let's **find / have / take** some friends round to watch it.
- Some of the best actors on TV work in **soap operas / game shows / reality shows** these days.



## Learning to Learn

### Staying focused

#### 1 Complete the tips on staying focused with the words below.

plenty regular silent stick tidy

- The place where you work should be comfortable, \_\_\_\_\_ and quiet.
- You should make a study plan and \_\_\_\_\_ to it.
- Turn your phone off or put it on \_\_\_\_\_.
- Take \_\_\_\_\_ breaks to clear your head and get some fresh air.
- Remember to drink \_\_\_\_\_ of water and snack on fruit or nuts while you work.

#### 2 Choose the best options for you to stay focused when you study.

##### Place:

living room ☐ bedroom ☐ school library ☐  
other: \_\_\_\_\_

##### Breaks:

five minutes every hour ☐ ten minutes every hour ☐  
other: \_\_\_\_\_

##### Things to do in a break:

go outside ☐ check messages ☐ play with a pet ☐  
other: \_\_\_\_\_

##### Good study snacks:

apples ☐ peanuts ☐ dried fruit and nuts ☐  
other: \_\_\_\_\_