Starter

BE AN ESPORTS STAR!

by Olivia Watson

Do you love playing video games with your friends? If you do, how would you like to win millions of pounds as part of an esports team? NB Esports are becoming more and more popular. There are a few simple things you need to do to become an esports star.

- **Choose your game.** Most esports players focus on one or two games. Choose something you like playing and that you are already good at.
- **Study your game.** People post videos online with tips and tricks. You need to watch all of them. The best players know everything about their game.
- **Practice makes perfect.** Top esports players practise for hours every day. When you are practising, look for ways to improve.
- **Find a team.** Most esports are team games. You can find teams on esports websites, but most teams want you to prove that you can play the game well. If you can't find a team, you might even think about starting your own!

Good luck!

ESPORTS ARE THEY GOOD FOR YOU?

by Jake Morgan

One of our readers tells us his opinion of esports.

My friends and I love playing video games. But would I want to be a professional esports player? No way!

To be really great at esports, you need to practise – a lot! I've heard that some professional players spend up to 10 hours a day. That adds up to thousands of hours a year! Just think of all the other useful things you could be doing instead, like studying or learning a useful skill.

What's more, gamers sit for a long time when they play video games. This means that most players don't exercise enough. We all know that it's important to be active. Why not play real sports, such as football or tennis instead? Some gamers often eat snacks or junk food instead of proper meals – that's such an unhealthy lifestyle!

I think people should think carefully before they decide to get into esports. In my opinion, there are much better ways of spending your time!



READING Multiple choice | A magazine article

1 In pairs or groups, look at the photo and the titles of the texts. Say what you think the texts are about.

2 Read the texts quickly and check your answers to Exercise 1.

3 S.01 Read the texts again and answer the questions.

1 Which writer is trying to provide useful information? **Olivia / Jake**
2 Which writer is arguing against esports? **Olivia / Jake**
3 Which writer uses a more informal style? **Olivia / Jake**
4 Which writer thinks esports are exciting? **Olivia / Jake**
5 Which writer gives reasons for their opinion? **Olivia / Jake**
6 Which writer explains how to improve your skills? **Olivia / Jake**

4 Would you like to be an esports player? Explain why or why not in pairs.

FREE SAMPLE

GRAMMAR 1 Tense review: present simple and continuous, stative verbs

Grammar in context

Find the extracts (1–3) in the texts on page 6. Then match the verbs in bold with the descriptions (a–c).

1 *Esports **are becoming** more and more popular.* _____

2 *Top esports players **practise** for hours every day.* _____

3 *We all **know** that it's important to be active.* _____

a) something people do regularly

b) a stative verb

c) a changing situation

Remember

- Use the present simple to talk about facts and things people do regularly.
- Use the present continuous to talk about actions or situations happening now and for changing situations.
- Use stative verbs (e.g. *know, think, believe*) in the present simple.
- Some verbs can refer to either state or actions, but their meaning changes (e.g. *become, feel, have, imagine, look, see, smell, think* and *taste*).

See Grammar reference, Starter, page 138

1 **Complete the sentences with the correct present simple or present continuous form of the verbs in brackets.**

1 Eva's an esports player and she _____ (**practise**) for about eight hours a day.

2 I can't play video games at the moment because I _____ (**study**).

3 _____ you _____ (**know**) who the top esports players are right now?

4 The life of an esports player _____ (**seem**) to be easy, but it's actually hard work.

5 Esports _____ (**become**) more and more popular, and millions of people watch them.

6 **A:** Where's Sarah?
B: She's in her room and she _____ (**watch**) videos.

7 Some people _____ (**believe**) that too much screen time can be bad for your health.

8 My cousin _____ (**play**) *Fortnite* for an esports team every weekend.

2 **In pairs or small groups, describe the photo below. Use the present simple and present continuous in positive and negative forms.**

Think

Can playing computer games ever be good for people? How could people control the time they spend gaming or using screens?



FREE SAMPLE

VOCABULARY 1 Collocations with *come*, *do*, *make* and *take*

1 **Match the collocations in bold in the sentences (1–7) to the definitions (a–g).**

1 We have **come to an agreement** and I'm gaming only at the weekend now. _____
2 You should **take my advice** when I tell you to spend less time on your phone. _____
3 Could you **do me a favour** and lend me your tablet for five minutes? _____
4 I **take your point** about limiting screen time for young children. _____
5 I want to **do my best** to use social media less, so I've deleted my Instagram® account. _____
6 I have **come to the decision** that I will only use my devices at the weekend. _____
7 Practise a lot and you'll **make progress**. Soon, you'll be the best at this game! _____

a) get better
b) listen to what I say
c) try hard
d) understand what you are saying
e) finally decided
f) do something to help me
g) finally agreed

2 **Complete the sentences with the correct form of collocations in Exercise 1.**

1 I always _____ when I play games and I hate losing.
2 I'm good at _____ and I always listen to what my friends suggest.
3 I think you _____ at school when you relax and stop worrying about grades.
4 I like _____ for people because it makes me feel useful.
5 I find it easy to _____ when I have to choose between different things.

3 **In pairs or groups, say if the sentences in Exercise 2 are true for you. Explain why / why not.**



VOCABULARY 2 Words connected with *technology*

1 **Write the correct word or phrase below for each word or phrase in bold (in sentences 1–5). One word or phrase in bold has two answers.**

fix	gadgets	limit	mend	online
posted on	switch off			

1 I love my electronic **devices**, especially my tablet. _____
2 If my tablet freezes, I usually **turn** it **off** and restart it. _____
3 Holly **uploaded** some photos **to** her Snapchat. _____
4 How much did it cost to **repair** your laptop? _____
5 Many parents want to **control** the amount of time their children spend **on the internet**. _____

2 **Complete the questions with words and phrases from the box in Exercise 1.**

1 Which electronic _____ do you often use?
2 How much time do you spend _____ each day?
3 Do your parents _____ the time you spend on your phone?
4 What was the last thing you _____ social media?

3 **In pairs or groups, ask and answer the questions in Exercise 2.**

Think

How much time should teenagers spend online? Think for a moment, then talk to a partner about it.

▶ Vocabulary reference, page 152

FREE SAMPLE

GRAMMAR 2 *-ing* and infinitives

Grammar in context

Match the words in bold in the sentences (1–4) with the verb patterns (a–d).

1 Dad **made me turn off** my phone and do my homework. _____

2 Tilly **agreed to lend** me her new video game. _____

3 Turning my phone off **involves pressing** two buttons at the same time. _____

4 Do you **want me to teach** you how to play this video game? _____

a) verb + *-ing* form

b) verb + object + bare infinitive

c) verb + full infinitive

d) verb + object + full infinitive

Remember

- Some verbs and phrases are always followed by the *-ing* form, the full infinitive (with *to*) or the bare infinitive (without *to*).
- Some verbs take an object after the verb, e.g. *Dad **asked me to go** to the local shop.*
- Some verbs and phrases can be followed by different patterns without a change in meaning, e.g. *begin doing / begin to do, suggest doing / suggest you do.*
- Some verbs have a different meaning depending on which verb pattern is used, e.g. *remember doing / remember to do, forget doing / forget to do.*

See Grammar reference, Starter, page 138

1 **Read the sentences. If the sentence is correct, put a 0. If it is incorrect, underline the mistake and rewrite it correctly.**

1 Jake attempted to set a new record in the game but failed. _____

2 I'm planning inviting a social media blogger to talk to students at my school. _____

3 I watched my sister to play video games for a while. _____

4 You'd better not leaving your new phone on your desk. _____

5 He pretended being working, but I could see he was chatting online. _____

2 **Compete the sentences with the correct form of the verbs in brackets. Add other words if necessary.**

1 Do you _____ (**deny** / **drop**) my laptop?

2 My mum _____ (**make** / **switch**) the laptop off and study for my maths test.

3 Did you _____ (**see** / **get**) a new high score in my favourite video game?

4 I _____ (**start** / **use**) the app when suddenly my phone went dead.

5 I _____ (**suggest** / **play**) this game for 10 more minutes and then you should turn it off.

VOCABULARY 3 Word formation: adjectives with *-able / -ible*

1 S.02 **Complete the table with the adjective form of the words below. Make any necessary spelling changes. Listen and check.**

~~access~~ ~~admire~~ advice believe fashion horror identify permit reason reverse sense terror

Adjectives with *-able*	Adjectives with *-ible*
admirable	accessible



2 **Complete the sentences with words from Exercise 1. Sometimes more than one answer is possible.**

1 It's a good idea to make your phone _____ by putting your own design on it. That way, you always know it's your phone.

2 It is _____ for parents to limit screen time for young children.

3 It's very _____ to have the latest smartphone, but I personally don't think it's important.

4 Looking at a screen so much can affect your eyesight, but the effect is _____.

5 It would be _____ if my parents said I couldn't use my phone for a week!

6 Most _____ people accept that you can't spend all your time online.

3 **Choose three sentences from Exercise 2. Say whether you agree or disagree with them.**

Research

Find out how much time people spend online in different countries. Share your findings with a partner.

▶ Vocabulary reference, page 152

FREE SAMPLE

1 Lifelong learning



READING Multiple choice | An article

Digital game

1 **In pairs or groups, discuss the questions.**

1 Think about the adults in your life. What do you think schools and classrooms were like when they were at school?

2 Do you think you would enjoy that kind of education? Why / Why not?

EXAM SKILL

Identifying synonyms

- In Reading exam tasks, the questions often use different words from those in the text.
- Before you read the text, identify and underline key words and phrases in the questions.
- Look for synonyms of these words and phrases in the text to help you answer the questions.

2 **Look at the sentences. Then read the first three paragraphs of the article on page 11. Find synonyms for the underlined words and phrases.**

1 Whose responses to how education used to be were shown on a TV programme?

2 What did the TV show find had changed?

3 What was in a normal classroom until the 1940s?

4 What was the main focus of education at that time?

3 **In pairs or groups, ask and answer the questions in Exercise 2.**

OPTIMISE your exam

Exam Multiple choice

- Read the title and the text first for general meaning.
- Then read the questions and find the part of the text that each one refers to. Identify synonyms to help with this.
- Carefully read the questions and all the options again before you choose your answer.

4 **1.01 Read the article. For questions 1–5, choose the answer (A, B, C or D) which you think fits best according to the text.**

1 Before the 1940s, British classrooms were places where students

A learnt only about historical facts.

B found it hard to think usually.

C had to mostly keep quiet.

D could stop going at any time.

2 How did modern teenagers feel about education in the 1950s?

A They found the new subjects useful.

B They found the process odd.

C They found the science lessons unusual.

D They found the work hard.

FREE SAMPLE

Back in time for school

Imagine a classroom where girls learn typing and cooking, only boys learn science, and anyone who is left-handed has to write with their right hand. Now put a modern teacher and a group of teenagers into this type of classroom and film their reactions to 20th-century secondary education. That's what the BBC TV show *Back in Time for School* did. The result showed how much education evolved over the last century.

Each episode of the show was about a different time period, starting with the 1890s and working up to the present day. Up until the 1940s in Britain, a typical classroom had rows of wooden desks and a large number of students of different ages. The teacher was always in control of the class, and students sat in silence while the teacher was talking.

Students had to sit in silence for most of the lessons as they concentrated on what the teacher was saying. The emphasis was on learning facts, dates and multiplication tables. If you didn't enjoy school, at least you didn't have to go for very long because before 1918, most children left school at the age of 12! After that, the leaving age was 14.

As the show followed students through the decades, we saw how education began to change. In the 1950s, for example, the main purpose of school was to prepare children for the world of work. While the boys learnt woodwork and metalwork, the girls learnt secretarial skills. The modern teenagers on the TV show thought it was very strange to teach boys and girls different subjects, and the girls wanted to join the science lessons. The girls also missed playing football, which schools didn't allow them to do then.

Things got more interesting for students in the 1960s, with more emphasis on creativity and self-expression. At this time in the UK, all students took the 11+ exam before leaving primary school. Those who passed it went to grammar schools, where they learnt academic skills, while those who failed it went to different secondary schools and often learnt more practical skills. Modern teens on the show were shocked to learn that the result of one exam could be so important and influence so much of your future (even though a few places in the UK still have this system).

The 1970s and 1980s were a time of significant change in British education. The school-leaving age went up to 16 and comprehensive schools were introduced. These were comfortable, attractive buildings, with large glass windows to let in lots of light, and they accepted pupils of all abilities. Social attitudes were also changing, and the relationship between teachers and students became less formal. For the first time, students started to work with modern technology and subjects such as computer studies appeared. More people started to go to university and because of that, there was a lot of emphasis on exam results at the end of secondary school.

During the 1990s, technology such as video and computers became more common in classrooms, and the first version of the internet became available for the public. Schools began to feel more familiar to the people taking part in the show and the teenagers began to feel at home! In some schools, classrooms became more relaxed places where students were able to be creative and learn critical-thinking skills. Coursework and continuous learning became more important, and exams less important. Schools still prepared students for their future careers, but those careers were very different from the types of jobs available in the 1960s and 1970s, particularly for girls.

The students on the TV show were very glad to get back to the present day and the classrooms they know. The past was an interesting place to visit, but they definitely didn't want to stay there!



3 Today's students were surprised that in the 1960s,
- A one grade had a big effect on your life.
- B they could be creative for the first time.
- C less able students learnt practical skills.
- D primary schools made students take exams.

4 In the 1970s and 1980s, changes in society
- A meant more schools were needed.
- B were welcomed by head teachers.
- C produced harder-working students.
- D led to a more relaxed attitude in class.

5 One change that happened in the 1990s was that
- A schools focused less on exams.
- B courses became longer.
- C coursework became more demanding.
- D exams now tested creativity.

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

1 the type of state schools most students in the UK go to: _____
2 the use of imagination or new ideas: _____
3 feelings or actions caused by a situation: _____
4 showing your personality through art, writing, etc.: _____
5 have an effect on: _____
6 comfortable, relaxed: _____
7 special importance: _____
8 large and important: _____

What problems do some people face in getting a good education? What can we do about those problems?

FREE SAMPLE PAGES

Grammar in context

Grammar video

1 Look at the text on page 11 and find all the verbs in the past simple and past continuous, including negative forms. How many did you find? Compare with a partner.

2 Look at these extracts from the text and explain why we use the past continuous, not the past simple, in the part in bold. The reason is different for each sentence.

The teacher was always in control of the class, and students sat in silence while the teacher ***was talking****.*

Social attitudes ***were*** *also* ***changing****, and the relationship between teachers and students became less formal.*

Remember

Use the **past simple** for:

- a completed action or event in the past.
  I ***wrote*** *her a thank you letter and she* ***replied*** *a week later.*
- a habit or repeated action in the past.
  She ***practised*** *on her skateboard every day.*

Use the past continuous for:

- an action or situation in progress in the past at a particular moment or when another action in the simple past happened.
  The sun ***was shining*** *this morning.*
  The sun ***was shining*** *when we arrived at the beach.*
- a developing or changing situation in the past.
  When my grandparents ***were*** *young, schools* ***were becoming*** *nicer places to be.*

See Grammar reference, Unit 1, page 139

1 **Complete the sentences with the past simple or past continuous form of the verbs in brackets. Sometimes both are correct. In that case, explain the difference in meaning.**

1 My sister _____ (**not learn**) how to ride a bike until she _____ (**leave**) primary school.
2 It _____ (**rain**) heavily so we _____ (**not have**) football practice.
3 When _____ (**you / learn**) to play chess so well?
4 Jake _____ (**show**) me how to do a magic trick while I _____ (**stay**) at his house.
5 I _____ (**watch**) a video on YouTube™ when I _____ (**realise**) I was late for class.
6 What _____ (**you / do**) when the fire alarm _____ (**go off**)?
7 Our teacher _____ (**explain**) something when Olivia _____ (**put**) her hand up to ask a question.

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

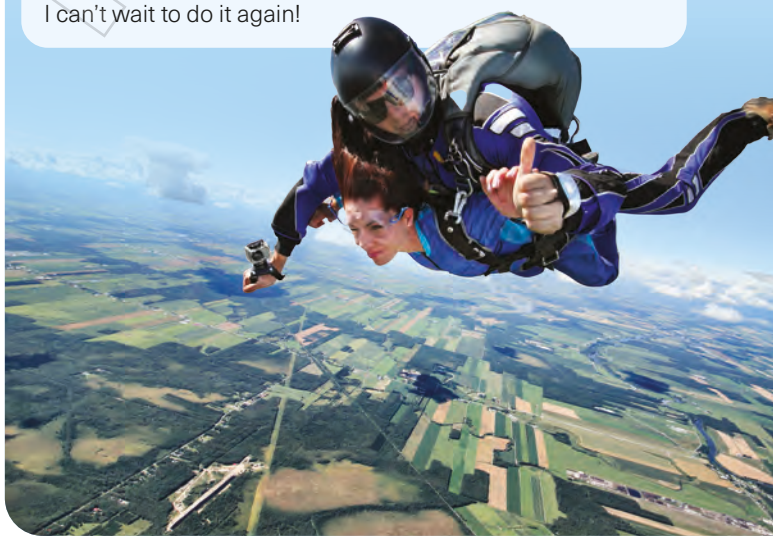
How (**1**) _____ I _____ (**learn**) to skydive? I went to classes and practised!

Three years ago, my family and I (**2**) _____ (**visit**) an air show when I (**3**) _____ (**see**) some skydivers jump from a plane! It looked amazing! I decided that I wanted to do that, but I (**4**) _____ (**not know**) where to start.

As we (**5**) _____ (**drive**) home from the air show, I (**6**) _____ (**go**) online and did some research. By the time we got home, I had a plan! I (**7**) _____ (**find out**) there was a skydiving simulator near where we live – the perfect way to practise.

So, I (**8**) _____ (**start**) to go to classes. It was a lot of fun, but I really wanted to jump from a plane. One day, as I (**9**) _____ (**practise**), my trainer (**10**) _____ (**say**) there was a chance to go up in a plane that weekend. I was so excited!

That Saturday, my trainer and I jumped together – it was the best feeling ever. Then, as we (**11**) _____ (**fall**) towards the Earth, he (**12**) _____ (**open**) the parachute. We came down slowly and landed gently. I can't wait to do it again!



3 **Read the questions. If the question is incorrect, underline the mistake and rewrite it correctly. Then ask and answer with a partner.**

1 What did you do at 8 o'clock last night? _____
2 What were you doing this time last week? _____
3 What were you doing last weekend? _____
4 What were you doing when you last got a message on your phone? _____
5 What did you do when you last got a message on your phone? _____

Digital practice ▶ Workbook Unit 1: Grammar 1, page 6

FREE SAMPLE

Words connected with *education/learning*

1 1.02 **Complete the sentences with the correct form of the verbs below. Sometimes more than one answer is possible. Listen and check.**

beat manage progress succeed

1 The driving test was tough, so she was surprised that she _____ to pass it.
2 It's amazing. It's the first time we've _____ that team in five years.
3 After a lot of practice, I finally _____ in doing an 'ollie' on my skateboard.
4 At first, I was terrible at juggling, but after two weeks I was _____ well.

accomplish achieve come first overcome

5 The explorers _____ a lot of problems before they reached the South Pole.
6 I was pleased that Julia _____ in the class test because she had done a lot of revision.
7 I _____ a new best time for swimming 1,000 m at the weekend.
8 We _____ a lot this morning because everyone worked really hard.

come last fail lose suffer

9 Some of the players started crying when they _____ the final match.
10 I felt awful. I didn't expect to win the race, but I didn't think I would _____ either.
11 Jack was really disappointed when he _____ his French exam for the second time.
12 My team _____ a painful defeat to England in the World Cup Final.

Adjectives with *-ful / -ive*

2 1.03 **Complete the table with the adjective form of the words below. Listen and check.**

~~act~~ attract create effect ~~harm~~ pain play product secret stress thank use

Adjectives with *-ful*	Adjectives with *-ive*
harmful	active

3 **Complete the sentences with the adjective form of the words below.**

act create harm play thank use

1 Jack's very _____ . He does really beautiful drawings and paintings.
2 Our new kitten is very _____ and a lot of fun!
3 My sister moved away to college and found that being able to cook was a _____ skill.
4 I need to get more _____ in order to get fit for the athletics competition later this year.
5 Eating junk food can be _____ to your health if you do it too often.
6 I fell during my climbing lesson. I'm _____ I wasn't very high up.

4 **Choose three adjectives from Exercise 2. Think of things or people those adjectives describe. For example, *useful: a smartwatch*. Tell your partner what you have chosen and why.**

Phrasal verbs

5 1.04 **Look at the phrasal verbs in italics in the sentences. Then choose the best meaning (a or b) for each one. Listen and check.**

1 Learning some musical instruments helps you *build up* muscle strength.
a) decrease **b)** increase
2 I understood the instructions, but it was difficult to *carry* them *out* in practice.
a) follow **b)** remove
3 Sarah used to need arm-bands when she went swimming, but she's learnt to *do without* them now.
a) survive without having **b)** use in a different way
4 I didn't listen to Dad's directions and we *ended up* in the wrong place.
a) had to stop **b)** eventually arrived
5 The instructor told them to stop talking and *get on with* packing their equipment.
a) make progress **b)** have a good relationship
6 I don't know how you *put up with* such an annoying neighbour.
a) like, enjoy **b)** accept, allow
7 What did you *get up to* last night? Anything interesting?
a) do **b)** buy
8 I've no idea how you *go about* teaching a dog to dance!
a) travel around **b)** start and continue in the right way

FREE SAMPLE



1 **In pairs or groups, discuss the questions.**

1 Have you ever done these activities? Say when and what happened.

camped in the woods	cooked on a campfire
done first aid on an injured person	
found your way using a map	
got lost in the countryside	
met a wild animal	swum outside at night

2 If you were going on an adventure weekend, what would you take with you? Why?

EXAM SKILL

Predicting missing information

- Predicting what you are listening for can help you decide on the correct answer.
- Before you listen, look at the gaps and decide what kind of word might complete each one. For example, question 1 in Exercise 4 is almost certainly a number. Question 2 might be an adjective.

2 **Look at sentences 1–4 in Exercise 4. For each gap, cross out the options below that couldn't fill the gap. Add one more option that could.**

1 fifteen ten happy many _____
2 cold old excited uncomfortable _____
3 teacher teachers guards tutor _____
4 stone stones metal weapon _____

3 **Look at sentences 5–8 in Exercise 4. Write a word or phrase below that could complete each sentence. Then think of another word that could fill each gap.**

a rope	cold
medical care	together

5 _____ _____
6 _____ _____
7 _____ _____
8 _____ _____

OPTIMISE your exam

Exam Sentence completion

- In this exam task, you have to complete the sentences with the exact words you hear.
- You usually complete the sentence with between one and three words.
- Always read your completed sentences to make sure they make sense.

4 1.05 **Listen to teenager Julie Spencer talking about an adventure weekend. Complete the sentences with a word or short phrase.**

1 Julie spent the weekend with approximately _____ other teenagers.
2 The large hut they slept in was _____ .
3 Kelly was one of the _____ at the camp.
4 Julie says that 'flint' is a kind of _____ .
5 Julie now knows how to do some basic _____ .
6 They would climb a rock face and then come down again _____ .
7 Julie describes the water in the lake as _____ .
8 Another skill they learnt was how to safely use _____ .

5 1.05 **Listen again and check your answers. Don't leave any gaps empty.**

Research

Where can you go rock-climbing in your country? Find out and tell a partner where you can go and what you can do there.



FREE SAMPLE

Grammar in context

Match the extracts (1–3) from the listening on page 14 with the descriptions (a–c).

1 *They would take us into the forest.* ____

2 *I used to be in the Girl Guides.* ____

3 *I'm used to swimming in the swimming pool.* ____

a) This describes a situation which the speaker is familiar with at the moment.

b) This describes a repeated action in the past.

c) This describes a state which was true but isn't true anymore.

Remember

- Use *would* or *used to* for past habits.
  *When I was young, I **would** always **go** swimming on Saturdays.*
  *When I was young, I always **used to go** swimming on Saturdays.*
- Use *used to* for past states, but not *would*.
  *I **used to like** playing the trumpet, but I'm not so keen now.*
- Use *be used to* + *-ing* form / noun for something that we have done often and is not strange or unusual for us.
  *I**'m used to writing** thank you letters, so they don't take me long.*
  *She**'s used to cold water**, so swimming in the ocean doesn't bother her.*

See Grammar reference, Unit 1, page 139

1 **Choose the correct word or phrase. Sometimes both are correct.**

1 Josh isn't used to **make** / **making** his own lunch.

2 My dad **used to** / **would** drive me to school every morning.

3 I **would always** / **always used to** stay up until midnight on New Year's Eve.

4 Lauren never used **listen** / **to listen** to The Weekend until recently.

5 **Are** / **Did** you used to doing lots of homework, or is it unusual for you?

6 Years ago, people **didn't use** / **wouldn't** have video calls like we do now.

7 Tom **would** / **used to** spend hours playing video games while I was studying.

8 My parents go to work early, so I **used** / **'m used** to making my own breakfast.

2 **Rewrite the underlined words using *would*, *used to* or *be used to*. Sometimes more than one answer is possible.**

1 When Diana was a teenager, she was quite shy.

_____

2 But secretly, Diana dreamt of being a famous comedian.

_____

3 She spent hours reading joke books and practising telling jokes in front of the mirror.

_____

4 She didn't tell any jokes at school though because of her shyness.

_____

5 Today, she is a famous and successful comedian and she feels comfortable telling jokes in front of thousands of people!

_____

6 She still feels strange when people recognise her in the street and ask her to tell them a joke.

_____



3 **Complete each sentence with the correct form of *used to* or *be used to*. Tell a partner if each statement is true or false for you and give more details.**

1 I _____ making my own breakfast.

2 I _____ feel differently about English lessons.

3 I _____ working hard for class.

4 I _____ travel to school in a different way.

5 I _____ hate eating vegetables.

6 I _____ spending hours playing video games.

Me

In pairs, tell each other about the topics below:

- two things you used to do, but you don't do now.
- two things you're used to doing.

Digital practice ▶ Workbook Unit 1: Grammar 2, page 7

FREE SAMPLE

1 ▶ **Watch the video and answer the questions.**

1 Why does Jack prefer to learn new skills at school?
2 Why does Ally prefer to learn new skills in a small group?
3 Why does Darius prefer to learn new skills at home?
4 Why does Tilly prefer to learn new skills from a teacher?

2 ▶ **Watch the video again. Choose the phrases in the *Phrase expert* box that you hear.**

Phrase expert

Another way they are similar is …
Both types of … are …
… is far … than …
It isn't as … as …
One key difference is …
One obvious similarity between them is …
One way they differ is …

3 💬 **In pairs, answer the questions.**

- What are some of the things you've learnt at school and things you've learnt at home? Make a list.
- What are the key differences between learning at school and at home? Which do you prefer?

EXAM SKILL

Comparing

- In speaking exams, you sometimes have to compare photos. This means using appropriate language to talk about similarities and differences between them.
- Focus on the main ideas represented by the photos, not small irrelevant details.

4 **Complete the sentences with the words below.**

as both differ key similarity whereas

1 One obvious _____ between them is that you can learn things at home and at school.
2 To start with, you need to be motivated for _____.
3 One _____ difference between them is who decides what you learn.
4 In the classroom, the teacher does all the planning, _____ for self-study you have to do it all.
5 Another way in which they _____ is that teachers are experts in their subject.
6 Studying on your own isn't _____ formal as studying with a teacher.

5 💬 **In pairs, look at these two photos. Where are the people and what are they doing?**

A



B



6 **Look at the photos in Exercise 5 again and complete the table.**

Similarities between Photo A and Photo B	They both show someone learning a skill.
Differences between Photo A and Photo B	
What might be good about the way of learning shown in Photo A?	
What might be good about the way of learning shown in Photo B?	

OPTIMISE your exam

Exam Photo task

- Don't worry if you don't know or can't remember a word or phrase. For example, Photo A shows a *cooking class*, but you might not know the name of that school subject.
- It's fine to say you don't know something – try to find another way to express it. For example, *This picture shows a lesson at school. I don't know what that subject is called, but the students are learning how to make things out of wood.*

7 **Talk while your partner listens. Compare the two photos in Exercise 5 and say what might be good about learning in these ways. Talk for about a minute and then swap roles.**

FREE SAMPLE

1 **In pairs or groups, discuss the question.**

Have you ever trained a pet? If yes, explain what you did. If no, say how you think you would train a pet.

EXAM SKILL

Verbs (1)

- Some exam tasks test your understanding of different verb forms, e.g. specific tenses, auxiliary verbs, participle forms, phrasal verbs and their particles, and modal verbs.
- When you need to complete a gap in a text, check if part of a verb or verb pattern is missing.

2 **Complete the sentences with the correct word or phrase. Then choose the correct words or phrases in the explanations in italics.**

1 _____ you going to take the exam next week?

This is talking about the future, so we need a(n) ***auxiliary*** */* ***modal*** *verb in the present simple to fill the gap.*

2 _____ you help me fix my bike, please?

This is a request for help, so we need to fill the gap with a ***positive word*** */* ***modal verb****.*

3 When my grandparents were young, they _____ used to wear seatbelts, but now it's compulsory.

This is contrasting the past with now, so we need a(n) ***auxiliary verb*** */* ***negative word*** *to fill the gap.*

4 I _____ several mistakes in the test, but thankfully, I still passed.

Although there were several mistakes, we see making them as a single, completed action in the past, so we need a(n) ***main*** */* ***auxiliary*** *verb in the past simple to fill the gap.*

5 Elaine _____ hoping they'd ask her to sing a solo, but they didn't.

This is the past continuous, so we need a(n) ***modal*** */* ***auxiliary verb*** *in the past simple to fill the gap.*

6 I don't know how you put _____ with Phillip's constant complaining!

This is a phrasal verb, so we need a ***particle*** */* ***verb*** *to fill the gap.*

OPTIMISE your exam

Exam Open cloze

- This task tests your understanding of grammar, including verb forms and tenses, set phrases and phrasal verbs.
- Other parts of speech tested include prepositions, articles, pronouns, possessive adjectives and quantifiers.

3 **Read the text in Exercise 4 and answer the questions.**

a) Which gaps need verbs / verb forms? _____

b) Which gaps needs other parts of speech? _____

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

Training a CAT

We all know that you can teach a dog to do many things, but is it possible **(1)** _____ train a cat? The answer is yes – if you are patient. In many ways, training a cat is just **(2)** _____ training a dog. First, make **(3)** _____ you have your cat's attention. This is harder **(4)** _____ with a dog, because cats aren't **(5)** _____ to following orders. Start with simple commands, **(6)** _____ as 'sit' or 'come', and give your cat a small treat when it responds **(7)** _____ the right way. Repeat these commands regularly **(8)** _____ that your cat starts to connect the command with the treat. Soon, you'll have a trained cat!



Me

Are you a 'dog person' who prefers dogs, or a 'cat person' who prefers cats? Or do you prefer another kind of animal? Tell a partner and explain why.



▶ Workbook Unit 1: Use of English, page 9

FREE SAMPLE



1 **In pairs or groups, say if you agree or disagree with these statements. Explain why.**

- I often ask my friends or my older siblings for advice when I have problems.
- Parents are a good source of advice because they know you best.
- It's better to work out your own problems rather than asking for advice.

EXAM SKILL

Giving advice

- For some writing tasks, you have to give advice to someone.
- Use a variety of advice words, phrases and grammatical structures. Some of these appear in Exercises 3 and 5.
- Give sensible advice and explain your suggestions.

2 **Read the letter. Decide if the sentences are T (True) or F (False). Correct the false sentences.**

1 Hannah starts the letter by giving the first piece of advice. **T / F**

2 She refers to something that Molly wrote in her last letter. **T / F**

3 She gives three main pieces of advice. **T / F**

4 Each main piece of advice is given in a separate paragraph. **T / F**

5 She just gives her main advice without any further explanation. **T / F**

3 **Find and highlight all the words and phrases in the letter which give advice. Choose which of the following are used:**

1 a modal
2 a question
3 a conditional
4 a causative
5 an imperative

Dear Molly,

It was great to hear from you! I'm so glad you had a good birthday. I loved the photos!

Anyway, you asked for my advice on choosing a language school in the UK. I agree that it'll really help your English, and you'll have great fun too. One thing you should do is think about where in the UK you want to go to. Why not make a list of all the things you'd like to see and do there? You might find that it'll help you choose between, say, London and Edinburgh!

If I were you, I'd do a lot of research. Make sure you check how much they charge, as some schools are more expensive than others. One idea is to contact some local language schools and ask them about costs.

Finally, my advice is to not make the decision on your own. Ask your English teacher and your parents to help you, and see what other students say online about their experiences.

I hope these ideas help. I have to go now because dinner is ready. Write soon!

Lots of love,

Hannah

OPTIMISE your exam

An informal letter/email

- The letter you need to write in this exam task is to an English-speaking friend, so use an informal style that is friendly and chatty.
- As well as answering the question in your letter, use informal language, expressions and idioms that you would use if you were writing to a real-life friend.

FREE SAMPLE

4 **Look at the writing task below. In pairs or groups, discuss the problem. What advice would you give Lucy?**

You have received a letter from an English-speaking friend.

> Also, I need your advice. I'm in a band with two other friends from school. We usually just play for fun at home. Now the other two want us to enter a talent show on TV, but I'm not sure if I want to. Do you think it's a good idea? If I say 'no', I think my friends might be very unhappy. What do you think I should do?
>
> Write soon,
> Lucy

Write your **letter**.

5 Plan **Complete the paragraph plan.**

Part	Purpose	Useful phrases	My notes
Paragraph 1	Thank the other person for their letter and refer to a piece of news.	*Thanks for your letter.* *I'm glad you passed your test,* etc.	
Paragraph 2	Give your first piece of advice.	*You asked me about …*	
Paragraphs 3/4	Give further advice.	*Have you thought about …?* *You could always …* *Why not …? How about …?* *You should also think about …*	
Closing expressions 1	Say you hope it helps and offer to help further / ask them to reply.	*Hope that helps! Let me know if you need …* *Write soon!*	
Closing expressions 2	Express love, etc.	*Love,* *Best wishes,*	

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

7 Check **Before you hand in your letter, complete this checklist.**

- ◯ I've started with an informal greeting.
- ◯ I've thanked the person for their letter / referred to their news.
- ◯ I've given three or four main pieces of advice.
- ◯ I've used good phrases to give advice.
- ◯ I've written at least four paragraphs.
- ◯ I've ended the letter in an informal way.
- ◯ I've checked my spelling and grammar.

Learning to Learn

Being an active learner

Learning is more than just remembering the information that your teacher or your coursebook tells you. Follow these tips to become a more active learner.

- Be curious. Ask yourself questions about what you learn and ask your teacher questions that you don't know the answer to.
- Connect ideas. Think about how new information you learn connects to things you already know. For example, if you learn a new phrase in English, do you know any other phrases that mean something similar?
- Set goals. On your own or with a teacher's help, be clear about what you want to achieve this week, this term and this year.
- Consider your learning preferences. Do you prefer to work on your own or with others? Do you prefer visual 'mind maps' or written notes? Understanding how you learn helps you to learn in the best way.
- Test yourself. When you have a spare moment, think about what you have learnt and see what you remember. Check your notes to see if you are right!

FREE SAMPLE

2 Go viral!



READING Gapped text | An article

1 You're going to watch a video about a woman who tries not to use social media and the internet for a week. Before you watch the video, discuss as a class how easy or difficult this would be for you.

2 Watch the video. As you watch, note down how successful she is, and how she feels, each day. Then discuss what she said as a class.

3 In pairs or groups, discuss the questions.

1 Do you watch videos online? What types do you like?
2 Do you like online dance crazes? Why / Why not?
3 Have you ever taken part in an online dance craze? Would you ever do this (again)?

EXAM SKILL

Understanding pronoun references

- Pronouns are words like *she, his, them, it, this, these*, etc. They connect ideas in a text.
- To understand a written text, you often have to understand exactly what the pronouns refer to (*Who is 'she'? What is 'this'?*, etc.).

4 Read the article on page 21 quickly to get a general idea of what it is about. In which paragraphs are topics A–D mentioned?

A different types of crazes _____
B learning the dance moves _____
C staying safe _____
D dance crazes in the past _____

OPTIMISE your exam

Exam Gapped text

- In this task, you need to decide which sentences are missing from a text.
- Underline any pronouns in the missing sentences (*they, this, these*, etc.).
- Look carefully at the sentences before and after the gaps for people, places, things, etc. that the pronouns in the missing sentences refer to.



FREE SAMPLE

We're crazy about online crazes!



1 The Harlem Shake, The Box, Gangnam Style, Renegade. What do these things all have in common? That's right! They are all social media dance crazes, and users of online platforms such as TikTok® can't get enough of them! (**1**) _____ And it isn't difficult to take part. All you have to do is create and upload your own performance of the dance.

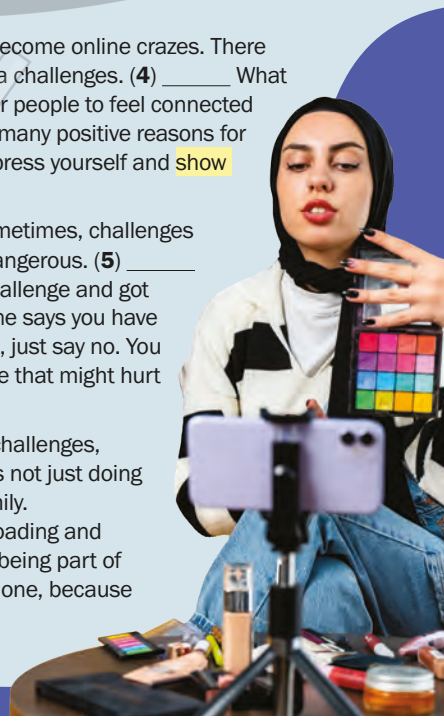
2 Of course, you also have to learn the dance routine first. (**2**) _____ Especially if you're practising with friends or family. If you need help, there are usually online videos to guide you once a dance catches on. But remember, you can always change and adapt the routine to suit your needs and abilities if you like. And it's not about being the best dancer. It's about having fun! Once you've finished, don't forget to ask everyone taking part if you can post the video online.

3 Online dance crazes have a long history. One of the first was the Harlem Shake, which went viral on YouTube™ way back in 2013. Since then, there have been many dances. Sometimes, they're started by celebrities or influencers. (**3**) _____ Renegade, which spread around the world in 2020, was started by a 14-year-old girl called Jalaiah Harmon, who posted her dance on Instagram®.

4 Of course, it's not just dances that become online crazes. There are many other kinds of social media challenges. (**4**) _____ What they all share is that they're a way for people to feel connected with a community. And there are so many positive reasons for doing them: you can be creative, express yourself and show off your talent all at the same time!

5 However, you have to be careful. Sometimes, challenges involve doing something stupid or dangerous. (**5**) _____ Sadly, some people accepted the challenge and got hurt. Don't let that be you! If someone says you have to do something that sounds unsafe, just say no. You should never take part in a challenge that might hurt you or put you in danger.

6 As long as we avoid the dangerous challenges, online crazes can be brilliant fun. It's not just doing a silly dance with your friends or family. (**6**) _____ Then filming, editing, uploading and replying to viewers' comments. And being part of a social media moment. Or creating one, because it could be you who starts the next dance craze!



5 **In pairs or groups, discuss what the underlined words in Exercise 6 might refer to.**

6 2.01 **Read the article again. Six sentences have been removed. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.**

A That can take a little time, but it's a fun part of the process.

B There have been a few of these in recent years where people were encouraged to eat things that were harmful.

C For example, these might involve anything from lip-syncing to make-up to cooking.

D They're popular because they're a great way for people to have fun and connect with other people around the world.

E Their original idea instantly became popular worldwide.

F It's organising it, persuading people to join you and learning the dance routine.

G Sometimes, though, they're started by normal people.

7 **Complete the sentences with highlighted words or phrases from the article.**

1 People who have an effect online on what other people like or buy are often called _____ .

2 If an idea _____ , it becomes popular.

3 When you _____ something _____ with someone, it means you share the same ideas, hobbies, etc.

4 Learn the dance, video it and then you can _____ it _____ online.

5 In the _____ stage, you take out parts of the video you don't want and make the final video.

6 The opinions posted online by the people who have watched the video are _____.

Research

Go online and find videos of a dance craze from the past. Write a set of instructions in English describing how to do the dance. Or make your own video, explaining and showing how to do the dance.

▶ Workbook Unit 2: Reading, pages 12–13

FREE SAMPLE

Grammar in context

Grammar video

Look at these extracts from the article on page 21. What do the modals in bold express? Choose the correct option (a or b) for each one.

1 *… don't forget to ask everyone taking part if you **can** post the video online.*
a) permission **b)** ability

2 *If someone says you **have to** do something that sounds unsafe, just say no.*
a) permission **b)** obligation

3 *You **should** never take part in a challenge that might hurt you or put you in danger.*
a) criticism **b)** advice

4 *… these **might** involve anything from lip-syncing to make-up to cooking.*
a) possibility **b)** ability

Remember

Modals are auxiliary verbs and are followed by the bare infinitive. They express ideas such as:

- ability or possibility (*can, could*)
- advice or criticism (*should, ought to*)
- obligation or necessity (*must, have to*)
- permission (*can, could, may, be allowed to*).

See Grammar reference, Unit 2, page 140

1 **Choose the best modal to complete each sentence.**

1 You _____ click 'upload' when you finish recording, to put your video online.
a) have to **b)** may **c)** shouldn't

2 I _____ watch videos online at home because the connection is too slow.
a) mightn't **b)** can't **c)** don't have to

3 You _____ watch this Vimeo video – it's really funny!
a) should **b)** might **c)** could

4 _____ I borrow your tablet to check something online?
a) Ought **b)** Could **c)** Must

5 Twenty years ago, you _____ go to one single website to watch lots of videos.
a) mightn't **b)** shouldn't **c)** couldn't

6 Hey! You _____ press the screen like that.
a) shouldn't **b)** couldn't **c)** haven't

7 Tom's new video _____ be online now. Let's check.
a) can **b)** should **c)** mustn't

2 **Complete the sentences with the modals below. Sometimes more than one answer is possible.**

can't	could	might	ought	should

1 Young people _____ to spend less time watching things online and _____ get out and do something more active.

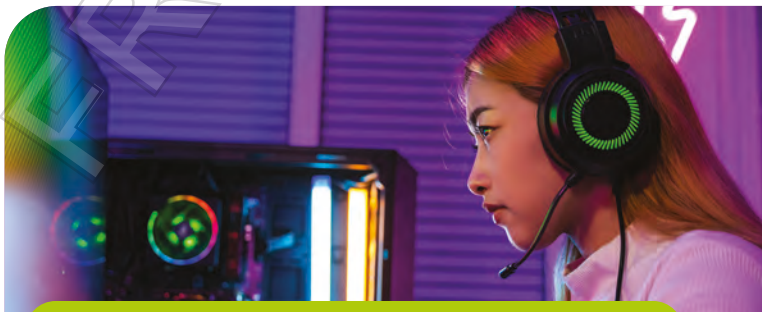
2 People_____ watch online videos to learn new skills as an alternative to TV.

3 It _____ be interesting to try to make a living from uploading videos.

4 You _____ expect to get famous by posting videos on YouTube™ – only a few become viral.

3 **In pairs, look at the sentences in Exercise 2 again. Which sentences do you agree/disagree with? Discuss with a partner.**

4 **Choose the correct modal verbs to complete the online comment. Sometimes both are correct.**



Are you addicted to social media? Let us know in the comments below.

Comments

AmyB *16:32 today*

Yes, I admit it – I'm addicted to YouTube™. In particular, watching video game walkthroughs – you know, when people video themselves playing a game, giving a commentary, to show viewers what you (**1**) **must** / **have to** do. I (**2**) **shouldn't** / **can't** get enough of them! I spend about two hours a day watching. That's a lot, so I suppose I (**3**) **should** / **am allowed to** cut down, but they're so entertaining. In fact, I think I (**4**) **might** / **could** start recording my own videos soon. I mean, I've completed lots of games and I think I have a good sense of humour. How hard (**5**) **can** / **can't** it be? It (**6**) **must** / **might** even be the start of a new career. Some of the people who upload these videos make money out of them. The only problem is time. The videos (**7**) **should** / **can** take hours to make sometimes, and with all the homework I (**8**) **have to** / **might** do for my final exams, I simply don't have the time.

How easy is it to become addicted to social media? What can we do to avoid becoming addicted?

FREE SAMPLE

Nouns with *-ity / -ness*

Remember

Be careful! Sometimes when we add a suffix like *-ity* or *-ness*, we need to make other changes to the spelling. For example, *active – activity*.

1 2.02 **Complete the table with the noun form of the adjectives below. Make any necessary spelling changes. Listen and check.**

~~active~~ ~~aware~~ clever complex creative happy open original popular simple weak youthful

Nouns with *-ity*	Nouns with *-ness*
activity	awareness

2 **Complete the sentences with nouns in Exercise 1.**

1 We've put a video on the internet raising _____ of bullying at school.
2 She talks about her personal problems with incredible _____ .
3 I'm not surprised by the _____ of video sites such as Vimeo.
4 My mum has a real _____ for funny cat videos.
5 Most good music videos combine _____ and _____ .
6 I love the _____ of vlogging, with just one person talking to a camera in their bedroom.

Collocations with verbs

3 2.03 **Complete the collocations in italics with the words below. Listen and check.**

do find go have make take (x 2) tell

1 It will _____ *you good* to get out and meet your friends once in a while.
2 I watched his YouTube™ channel, but I didn't _____ *it funny*.
3 It was fun to _____ *part in* my friend's latest video.
4 I often _____ *friends round* and we play games or watch videos online.
5 You should _____ *a break* and do something fun.
6 Why don't we _____ *online* and see if there are any funny videos to watch?
7 I can't really _____ *jokes* very well, so I wouldn't be a very good comedian.
8 You shouldn't _____ *fun of* people in your videos. It's not nice.

4 **Explain the meaning of the collocations in Exercise 3.**

TV programmes

5 **In pairs or groups, discuss how often you watch the types of TV show below.**

chat show cookery show documentary
game show music show reality show
sitcom soap opera talent show the news
weather forecast wildlife programme

6 **In pairs or groups, think of examples of the TV shows in Exercise 5. Which are your favourites? Which do you like least? Why?**



FREE SAMPLE

1 **In pairs or groups, discuss the questions.**

1 How often do you watch videos on YouTube™?
2 Do you subscribe to any channels on YouTube? Which ones?
3 Have you ever thought of starting your own YouTube channel?



EXAM SKILL

Identifying attitude (1)

- In some listening tasks, you need to listen for a speaker's view or their attitude towards something.
- Look for questions asking you about opinions, where speakers are more likely to express a view or an attitude.
- Remember that the words speakers use are often different from the ones in the questions.

2 **Look at the task in Exercise 4 and read the statements (A–H). Choose the statements which refer to a speaker's opinion.**

3 **Match the words and phrases (1–8) with their synonyms (a–h).**

1 not easy ____
2 feel like a different person ____
3 get bored ____
4 amazed ____
5 really interested ____
6 have fun ____
7 be yourself ____
8 frustrating ____

a) annoying
b) surprised
c) hard/difficult
d) have a different personality
e) enjoy
f) lose interest
g) fascinated
h) act naturally

OPTIMISE your exam

Exam Multiple matching

- The first time you listen, make a note of which statement you think matches the speaker you are listening to. If you aren't sure, make a note of all the possible answers.
- The second time you listen, focus on the differences between these possible answers and choose the answer you think fits best.

4 2.04 **You will hear five extracts about YouTube™. Choose from A–H what each speaker says about it. There are three extra letters you do not need to use.**

A I don't make any money from my videos.
B One of my videos became really popular.
C Making videos for YouTube wasn't as easy as I thought.
D I think people who perform on YouTube should be themselves.
E I don't have the time to create my own videos anymore.
F I feel like a different person when I'm making videos.
G Lots of people enjoy my vlog about my life and my friends.
H I prefer watching videos to making them.

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

5 2.04 **Listen again and check your answers. Note down the words and phrases which help you choose the answer.**

Speaker 1: _____
Speaker 2: _____
Speaker 3: _____
Speaker 4: _____
Speaker 5: _____

Think

In pairs, come up with an idea for a YouTube™ channel. What will it focus on? Give it a name, and write a short description of the channel for new visitors.



FREE SAMPLE

Grammar in context

Look at this extract from the listening on page 24. Answer the questions.

People must be interested in that because the video went viral!

1 Does the speaker think people are interested in the thing they're talking about?
2 Why does the speaker think that?
3 Which other modals do we use to make deductions?

Remember

- Use modals to speculate and make deductions.
- Use *must* or *can't* when we are certain.
- Use *could*, *may* and *might* when we are not sure about something.

See Grammar reference, Unit 2, page 141

1 Complete the sentences with an appropriate modal.

1 I hope you get millions of viewers on your new video channel! You _____ make a lot of money from it!
2 Liam's posts on TikTok® _____ be very popular, or he'd have more 'likes'.
3 I'm not sure what's wrong with my tablet, but this button _____ be broken. It doesn't seem to do anything.
4 Today it says that over a million people have watched my video, but that _____ be right. It was only 10,000 yesterday!
5 Your phone just made a noise. Someone _____ be trying to contact you.
6 Did Freddie really spend four hours uploading videos? His eyes _____ be tired from looking at the screen for so long!

2 Write what you would say.

1 You are sure that the person in the video isn't Josh because he wasn't there.
A: Is that Josh in your video?
B: _____
2 You are sure that Amy is here because you saw her car.
A: Have you seen Amy?
B: _____
3 You think it's possible that your friend's tablet is in the classroom.
A: I can't find my tablet!
B: _____
4 You think that the bag your friend has found belongs to Sophie.
A: Do you know whose this bag is?
B: _____
5 You are sure your friend Harry is ill in bed at home.
A: I've just seen Harry in the school library.
B: _____

3 Look at the two photos in Exercise 4 but don't read the text yet. With a partner, discuss who the people in the photos might be.

They might be mother and daughter.

4 Read the messages. If a word or phrase in bold is correct, put a 0. If it's incorrect, rewrite it correctly.

ABBY: Hey, Dad! Who's this?



DAD: Not sure! I guess it (1) **could** _____ be your Aunty Fi, but I'm not sure. I haven't seen her for ages.

ABBY: No, it isn't Aunty Fi. It's me!

DAD: Abby, don't be silly. That (2) **might** _____ be you!

ABBY: It is! I'm using a filter on my phone. It (3) **can't** _____ be a very good one if you didn't recognise me!

DAD: Well, actually at first I thought there's a chance it (4) **might** _____ be you, but then I thought you never use filters like that.

ABBY: I do now! They're fun! I sent it to Mum too, but she hasn't replied yet, so she (5) **must** _____ be busy.

DAD: Or she (6) **can't** _____ be laughing so much she can't reply! Send me the original too, please!

ABBY: Here you go!



FREE SAMPLE

1 ▶ **Watch the video and note down the students' answers to the questions.**

What can you learn from doing these things online?

1 playing games
2 chatting to people
3 making videos

2 ▶ **Watch the video again. Underline the phrases in the *Phrase expert* box that you hear.**

Phrase expert

How about we ...? | I suggest we ... | ... might choose ... | One thing we ... | What about ...? | Why don't we ...?

3 **Note down things you might learn or gain from doing each activity in the list.**

1 making videos
how to edit videos
2 researching information online
3 playing games online
4 chatting online to people around the world
5 using social networking sites

EXAM SKILL

Making suggestions

- In speaking exams, you sometimes have to make suggestions when you are talking to another candidate.
- Learn some expressions to make suggestions, e.g. *Why don't you ...?, You could / should ... , Have you thought about ... +ing?*

4 **Choose the correct words.**

1 One thing we **might / shall** consider is making videos for TikTok® or YouTube™.
2 How **about / for** chatting to people around the world?
3 So **which / what** about using social networking sites?
4 Why **not / don't** we talk about online games then? I am not sure you learn anything from them.
5 In fact, I suggest we **choose / choosing** playing online games as the number one way to learn skills via the internet.

5 **In pairs, take turns to make suggestions for videos you could make together.**

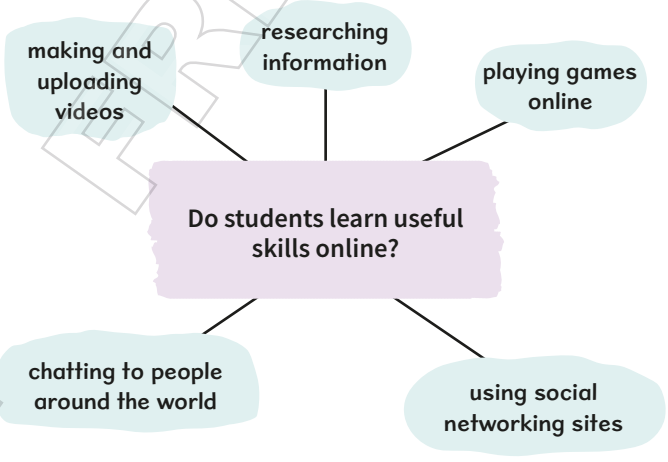
OPTIMISE your exam

Exam Collaborative task

- In collaborative tasks, you should express your opinions and suggestions clearly and say whether you agree or disagree with your partner.
- Don't worry if your partner's English is not as good as yours, or if they don't speak much. You are marked on your own performance separately from the other candidate.

6 **Talk in pairs for two minutes. Follow the instructions.**

Here are some things that students might do online and a question for you to discuss. Talk to each other about whether students learn useful skills online.



7 **In pairs, you have about a minute to decide which two things most help students learn useful skills online. Write your choices below.**

1 _____
2 _____



FREE SAMPLE



EXAM SKILL

Nouns (1)

- Some nouns are formed using a suffix, such as *-ity*, and others by making spelling changes to the verb: *live* (v) → *life* (n).
- Sometimes more than one noun exists in a word family: *teacher* (person), *teaching* (activity).
- Nouns for people are often formed by adding *-er* to the verb: *teach* → *teacher*.

1 **Write the nouns for these words. There may be more than one.**

1 achieve	_____	7 give	_____
2 believe	_____	8 lose	_____
3 capable	_____	9 natural	_____
4 choose	_____	10 personal	_____
5 create	_____	11 sad	_____
6 decide	_____	12 think	_____

2 **Complete the sentences with nouns from Exercise 1.**

1 I share your _____ that it's easy to get addicted to TikTok®.
2 The first prize in the film competition was great, but the _____ got nothing.
3 There's something about Leo's _____ I love. He always seems to have lots of fun.
4 Do you think that if sites like YouTube™ or TikTok disappeared tomorrow it would be a great _____ ?
5 I watched her talk about her problems in an online video and I shared her _____ .
6 The _____ of the Vube channel finally decided to close it down.

OPTIMISE your exam

Exam Word formation

- Word formation tasks often include at least one negative word.
- Negative forms usually have a prefix at the beginning, e.g. *un-*, *in-*, *dis-*.

3 **Look at the text in Exercise 4. For each gap, decide what kind of word (noun, adjective, etc.) is probably required. Then choose which gaps might need negatives.**

1 _____ ☐		5 _____ ☐	
2 _____ ☐		6 _____ ☐	
3 _____ ☐		7 _____ ☐	
4 _____ ☐		8 _____ ☐	

4 **Write a form of the word in capitals in each gap to complete the text.**

GIVING TUTORIALS AND TIPS ONLINE

Many people watch tutorial videos and have the same (**1**) _____ : 'I could do that.' Perhaps you want to do something similar to videos you've seen online and which you really like. Or perhaps you think that many videos that give tips are dull and (**2**) _____ , and you have a new way that people will love. But do you really have the (**3**) _____ to produce fun, interesting videos that people will want to watch? It takes a special (**4**) _____ to really connect with people through a screen. — THINK / ORIGIN / CAPABLE / PERSONAL

As well as being (**5**) _____ , you need to be able to communicate well. This involves developing an (**6**) _____ of how you come across on screen. Practise in front of a camera as much as you can. — CREATE / AWARE

The (**7**) _____ of some of the most popular tips and tutorial videos think carefully about their appearance and their image, and aim to appear (**8**) _____ in front of the camera. You should too! — CREATE / NATURE

FREE SAMPLE



1 In pairs or groups, discuss the questions.

1 Do you read reviews of films, books and games? Why / Why not?

2 Do you watch reviews online? If so, for what kinds of things? Are the reviews helpful?

2 Read the review and choose T (True) or F (False).

The writer …

1 describes what the videos look and sound like. T / F
2 describes the content of the videos. T / F
3 describes Abigail's appearance in detail. T / F
4 only mentions positive things. T / F
5 makes a recommendation at the end. T / F

FUNNYGIRL23 ON TIKTOK®

A popular TikTok video creator at the moment is FunnyGirl, who's a teenage girl from the UK called Abigail. In her videos, she tells jokes and talks about her life. Her videos have really taken off recently, so I decided to take a look.

Abigail uploads a new video almost every day. She's great at making the videos and they have a professional look. Each one lasts for a couple of minutes, so they aren't too long. The sound quality is always excellent, and you get a really good idea of Abigail's personality from the videos.

It's true that some of the jokes she tells are old ones, but she makes them funny by the way she tells them. She talks about subjects that young people find interesting, and she always has an unusual point of view. She describes things that happen to her in a very funny way. Although she does talk a lot about her close friends, she always explains who they are so you can understand what she's talking about.

I would definitely recommend Abigail's videos to any teenager who likes comedy. I hope she continues to make videos for a long time!

EXAM SKILL

Using good descriptions

- Good descriptions help your reader to imagine what you are talking about.
- Use a variety of adjectives to describe things, and not just simple adjectives like *good* and *bad*.
- Give reasons for your opinions, and examples. If you think something is amazing or awful, explain why.

3 Find and highlight the adjectives in the review which show that the writer has a positive view of Abigail and her videos.

OPTIMISE your exam

A review

- When you write a review, describe the positive and/or negative aspects of the thing you are reviewing.
- Finish your review with a recommendation to help your readers make a decision.

4 Look at this writing task. Who is going to read your review if it is chosen for the website?

You see this advert on a website aimed at teenagers.

Reviews wanted!

We are looking for reviews of the most popular online video creators, whether their videos are about music, comedy, tutorials – or something else! Your review should include information about the content, the quality of the videos and the presenter(s). Would you recommend their videos to other young people?

The best reviews will appear on our website!

Write your **review**.

FREE SAMPLE

5 **Which video creator are you going to review? Complete the notes. Use your imagination!**

Real name(s) of creator(s): _____

Username: _____

Platform(s) (YouTube™, TikTok®, etc.): _____

_____

Type of content (music, comedy, gaming, tutorial, etc.):

_____

_____

6 **Make notes to answer each of the questions.**

1 Where did you hear about this video creator? Why did you choose this one to review?
2 What is/are the presenter(s) like? What kind of personality/personalities do they have? What adjectives could you use to describe them?
3 Are the videos well made? What adjectives could you use to describe them?
4 What is usually in the videos?
5 Why do you like/dislike the videos? Say as much as you can.
6 Would you recommend the videos to other young people? Why / Why not?

7 Plan Complete the paragraph plan.

Part	Purpose	Useful phrases	My notes
Paragraph 1	Explain what you are reviewing.	*One of the most popular …* *I decided to have a look at …*	
Paragraph 2	Describe the quality of the videos and the content, and give your opinion.	*The videos show …* *They are generally very high/poor quality …* *In my view,* *It seems to me that …*	
Paragraph 3	Describe the presenter(s) and give your opinion.	*The presenter comes across as …* *He/She seems very confident/friendly,* etc. *I find him/her entertaining/annoying …*	
Paragraph 4	Say whether you would recommend the videos.	*I'd be very happy to recommend …* *I certainly would/wouldn't recommend …*	

8 Write Write your review in an appropriate style. Write 140–190 words.

9 Check Before you hand in your review, complete this checklist.

- ◯ I've clearly stated what I am reviewing.
- ◯ I've clearly given my opinion on the videos.
- ◯ I've described the video creator and the content.
- ◯ I've used a range of adjectives.
- ◯ I've given reasons for my opinions.
- ◯ I've written at least four paragraphs.
- ◯ I've checked my spelling and grammar.



Learning to Learn

Staying focused

Sometimes it's difficult to stay focused when studying. Here are some tips on how to concentrate.

- Make sure you have a comfortable place to work. Your desk should be tidy and you need good lighting. The place should be quiet, although it's fine to have calming music on in the background when you work.
- Plan your studying in advance and stick to the plan. Make a timetable. Decide when you're going to sit down to work, and for how long.
- Don't let your phone distract you! Put it on silent. And don't check social media at all while you're working.
- Take regular short breaks. These are great for stretching your legs, clearing your head and getting some fresh air. And you can check your messages.
- If you forget to eat or drink, your brain won't work so well. So drink plenty of water and snack on fruit or nuts.

▶ Writing reference, page 160 ▶ Workbook Unit 2: Writing, page 18 and Review, page 19

FREE SAMPLE

Optimise your well-being

Be a good friend

In groups of three or more, talk about your close friends. What are they like? What positive qualities do they have? What kind of relationship do you have with them? Use the words and phrases below. Add your own ideas too.

a good listener fun to be with funny give good advice
good to talk to have a sense of humour have similar interests
help with problems helpful keep a secret kind



In groups of three or more, follow the instructions below to play a game.

- Describe a positive quality of a friend, e.g. *A good friend is kind.*
- The next person repeats what the first person said and adds another quality, e.g. *A good friend is kind and helps you with your problems.*
- The next person repeats what the previous people said and adds another quality.

Revise Grammar and vocabulary

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

Technology is an integrated part of our lives, so it isn't (**1**) _____ to think it should also be an (**2**) _____ part of education. However, many people are dependent on their gadgets to the extent that they can find it (**3**) _____ to be without them. So it's vital that schools and colleges avoid the (**4**) _____ effects of too much screen time. However, gadgets can be an (**5**) _____ way to learn. Students who struggle to focus may find it more (**6**) _____ to use technology. It can also encourage (**7**) _____ if used in the right way. So, we must consider all the (**8**) _____ benefits of technology and use it in a balanced way.

REASON
ACTIVE
STRESS
HARM
EFFECT
PLAY
CREATE
USE

____ /8

2 **Choose the correct word.**

1 You shouldn't **make** / **do** fun of someone because of where they live.
2 Let's **make** / **take** a 10-minute break and then do some more filming.
3 I'm not very good at **speaking** / **telling** jokes.
4 Getting some fresh air this afternoon will do you **well** / **good**.
5 We played a joke on Gabe, but he didn't **find** / **take** it very funny.
6 Can you **do** / **make** without milk in your coffee? I've run out.
7 What are you getting **up** / **out** to this weekend?
8 They wonder how you **put** / **make** up with the bad weather there.
9 She ended **in** / **up** moving to Chicago to get the job she wanted.
10 How do we **find** / **go** about organising the party without him finding out? ____ /10

3 **Complete the sentences with the words below. There are three extra words that you do not need.**

accomplish complexity documentary
forecast overcome reality suffer simplicity

1 Tonight, there's a _____ about the Amazon that I'd like to watch.
2 We love the _____ of the explanations, making it really easy to understand.
3 Did you watch the weather _____ ? I'm wondering what to wear tomorrow.
4 She was the first woman to _____ a solo flight across the Atlantic.
5 Noah comes across as serious, but in _____ , he's a bit of a joker.
6 It's important not to let animals _____ – we should look after them well.
7 We're surprised at the _____ of the problem – it's going to be difficult to solve.
8 I'm doing relaxation exercises to _____ my anxiety. ____ /8

FREE SAMPLE

4 **Complete the sentences with the correct form of the words in brackets.**

1 _____ (**you** / **have**) any pets when you were little?
2 What _____ (**I** / **say**)? Oh, yes! I'm having a party.
3 We _____ (**eat**) dinner early yesterday so we could go to the cinema.
4 Amelia _____ (**still** / **write**) when the teacher told us that the exam was over.
5 My parents _____ (**get**) married two years before I was born.
6 What _____ (**you** / **do**) when I texted you last night?
7 They _____ (**not tell**) us about the party because they thought we were away.
8 Sam _____ (**not watch**) the football last night when we called – he was in bed! ____ /8

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

1 Don't you think you **should** / **can't** stop gaming and go out for a walk?
2 Lucia **mustn't** / **can** go out tonight – her mum said it was OK.
3 When I was younger, I **should** / **could** climb that tree – not anymore!
4 Are you allowed **eat** / **to eat** in front of the TV? We can't!
5 She's not in the living room, so she **must** / **can** be in her bedroom.
6 I'm not sure. It might **raining** / **rain** later – take an umbrella. ____ /6

6 **Complete the second sentence so it has a similar meaning to the first. Do not change the word given. Use two to five words, including the word given.**

1 Josh, I'm sure Zara's not on holiday in Berlin – I saw her earlier!
Josh, _____ on holiday in Berlin – I saw her earlier! **BE**
2 I think you should enter the competition.
I think you ought _____ the competition. **PART**
3 I imagine it's incredible living in New York.
New York _____ incredible city to live in. **BE**
4 My mum often drove us to school in the morning.
My mum _____ us to school in the morning. **DRIVE**
5 You should stop playing games and continue to do your homework.
You should stop playing games and _____ your homework. **GET**

____ /10
Total score: _____ **/50**

Action plan Exam skills

Choose the statements that are true for you. Review the skills in the unit if you need more help and make an action plan for more practice.

I can ...		Unit/page
○	identify synonyms in an online article	Unit 1, p10
○	predict missing information in a short talk	Unit 1, p14
○	find another way to talk about something you don't know the word for	Unit 1, p16
○	understand different forms of verbs and apply them in an open-cloze exercise	Unit 1, p17
○	use the correct language to give advice in a letter / an email	Unit 1, p18
○	understand pronoun references in an article	Unit 2, p20
○	identify speakers' attitudes in short extracts	Unit 2, p24
○	make suggestions in a collaborative task	Unit 2, p26
○	understand how nouns are formed and use them in word-formation exercises	Unit 2, p27
○	use good descriptors in a review	Unit 2, p28

FREE SAMPLE