

# Starter



## The hidden value of our hobbies

Hobbies are often seen as some time out and a bit of fun. In fact, they're actually far more than that. Here are some examples.

Do you play an instrument? If you do, you should know that the benefits go beyond impressing your friends – it's actually great for your brain health too! In a study of two- and three-year-olds, some children had keyboard lessons and others didn't. Those who had keyboard lessons had a better understanding of space and time. New research also seems to suggest that the brains of people who play musical instruments actually change, in both shape and power. Another advantage is that playing an instrument improves your coordination: have you ever tried playing the piano two-handed while also having to read the music? It's not easy! And a final benefit is improved self-discipline: you have to practise the difficult bits over and over again until you succeed.

How about going to concerts? They're a lot of fun, but have you ever thought about what else they can offer? Exercise, that's what! From walking to the venue, to dancing to the music for a few hours, to walking back home – a concert is better than any trip to the gym! And attending a musical performance can also reduce stress. According to a study from Imperial College,

London, the cortisol (the body's main stress **hormone\***) levels of audience members at a concert dropped significantly. This basically equates to a lower heart rate and lower blood pressure.

Maybe you like the performing arts? Well, that's good for you too! You're enhancing your people skills. Every production requires teamwork, which in turn creates a bond between people. As well as this, from a mental-health perspective, acting, singing and dancing release endorphins. These are proteins that give people a sense of well-being. Finally, you'll have better problem-solving skills. If you can deal with something when it doesn't go according to plan on stage, you can do it in real life too!

Perhaps we should all be **letting our hair down\*** and putting a bit more time into doing the things we love now we know they are good for us!

### Glossary

\***hormone** – a chemical that is carried around the body in your blood

\***let your hair down** – to behave more freely than usual and enjoy yourself

## READING

### An article

1 Look at the title of the text and the photos. What do you think the text will be about?

2 Read the text quickly to check your answer to Question 1. Which hobbies does the writer mention?

3 S.01 Read the text again. Complete the sentences with words and phrases from the text.

- 1 The research showed that children who took \_\_\_\_\_ had better time and space skills.

- 2 Playing an instrument is good for brain health, \_\_\_\_\_ and self-discipline.
- 3 Going to a concert could give you more exercise than going to the \_\_\_\_\_.
- 4 Good \_\_\_\_\_ is needed when you're taking part in theatre productions.
- 5 The proteins released by your body when you're happy are called \_\_\_\_\_.



### Me

What hobbies do you do? What benefits do you get from doing them?



# GRAMMAR 1 Countable and uncountable nouns, articles

## Grammar in context

Look at these extracts from the text on page 6.  
Which words are countable nouns and which are uncountable nouns?

- 1 In a study of two- and three-year-olds, some children had keyboard lessons and others didn't.
- 2 ... a final benefit is improved self-discipline: you have to practise the difficult bits ...
- 3 Those who had keyboard lessons had a better understanding of space and time.
- 4 Perhaps we should all be letting our hair down ...

### Remember

- Countable nouns have a singular and a plural form. Use *a/an* with countable nouns when we mention something for the first time or when it isn't specific.
- Uncountable nouns don't have a plural form. They can be materials (e.g. *glass*), abstract ideas (e.g. *information*) or collections (e.g. *furniture*). Use no article with uncountable nouns when we aren't being specific.
- Use *the* with both countable and uncountable nouns when we are being specific.

See Grammar reference, Starter, page 138

- 1 Write the nouns below in the correct column in the table. If a noun can be both, explain any difference in meaning.

baggage book clothes coffee entertainment  
equipment film glass house interest  
knowledge leisure activity metal money  
music news table time trousers truth

| Countable | Uncountable | Both |
|-----------|-------------|------|
|           |             |      |

- 2 Complete the sentences with *a / an*, or *the*. Put 0 if no article is needed.

- 1 How often do you go to \_\_\_\_\_ cinema with \_\_\_\_\_ group of friends?
- 2 Is \_\_\_\_\_ music important in your life? Do you like \_\_\_\_\_ rap, \_\_\_\_\_ pop or something else?
- 3 Would you prefer to be \_\_\_\_\_ actor or \_\_\_\_\_ musician, or does working in \_\_\_\_\_ entertainment business not interest you?
- 4 Is it easy to find \_\_\_\_\_ information you need about \_\_\_\_\_ local events on \_\_\_\_\_ internet?
- 5 Would you ever go to \_\_\_\_\_ three-day festival and sleep in \_\_\_\_\_ tent? Why / Why not?

- 3 In pairs, discuss the questions in Exercise 2.





# VOCABULARY 1

## Words connected with TV and cinema

- 1 **S.02** Complete the table with the words and phrases below. Explain what each one means. Listen and check.

audience box office broadcast cast channel  
credits director flop on demand programme  
reality show satellite screenplay series  
sitcom release viewer

| TV | Cinema | Both |
|----|--------|------|
|    |        |      |

- 2 Complete the sentences with the correct form of words and phrases in Exercise 1.

- I can't wait for the new *Hunger Games* film to be \_\_\_\_\_!
- The *Harry Potter* actor, Katie Leung, joins the rest of the *Bridgerton* \_\_\_\_\_ for season four of this popular series.
- Did you know his last movie was a complete \_\_\_\_\_ and lost a lot of money?
- I'm sure it'll say what the actor's name is in the \_\_\_\_\_.

- Amy might not like the show, but ten million \_\_\_\_\_ can't all be wrong!
- The *Dune: Part Two* film was a huge success – it made millions of dollars at the \_\_\_\_\_.
- The channel lets you watch some programmes \_\_\_\_\_ for a month after they're on TV.
- The actors did their best in the movie, but I don't think the \_\_\_\_\_ did a very good job of bringing it all together.

- 3 In pairs or groups, discuss the questions. Use vocabulary from Exercise 1.

- What TV series and films have you watched recently?
- Which did you enjoy and which weren't so good?
- What are you looking forward to watching next?



# VOCABULARY 2

## Phrasal verbs

- 1 **S.03** Choose the correct word to complete the phrasal verbs in italics. Listen and check.

- Can we *turn through / over* and watch something else?
- Let's try *acting over / out* the new scenes we've added.
- I had to *sit up / through* the whole three-hour performance!
- I never have much time to *chill out / over* in the evenings.
- My part-time job *takes up / on* so much time at the moment.
- When does that new series *come up / on* Netflix?
- We usually *hang out / on* after school in the town centre.

- 2 Complete the sentences with the correct form of the phrasal verbs in Exercise 1.

- Lydia usually \_\_\_\_\_ in the park with her friends after school.
- My favourite TV programme \_\_\_\_\_ every week at 8 o'clock. It's a quiz show.
- If a film or TV show is really terrible, I can't \_\_\_\_\_ it! I just give up!
- I'm going to \_\_\_\_\_ this weekend and watch my favourite TV series.
- In last week's drama class, we started \_\_\_\_\_ a new play.
- My football club \_\_\_\_\_ so much time, I never do anything else at the weekend.
- My dad doesn't like the same shows as me. He always wants to \_\_\_\_\_ and watch something else.

- 3 Rewrite the sentences in Exercise 2 so they are true for you. Then compare your sentences with a partner.



# GRAMMAR 2 Quantifiers

## Grammar in context

Choose the correct word or phrase.

- 1 I love going climbing. It's **much** / **a lot of** / **lots** fun.
- 2 **None of** / **None** / **No-one** my family knows anything about musicals.

## Remember

- Quantifiers show the number or amount of something. Use some quantifiers with countable nouns only (e.g. *few*, *a few*) and others with uncountable nouns only (e.g. *a little*, *little*). Some quantifiers can be used with both countable and uncountable nouns.
- *All*, *both*, *each*, *either*, *every*, *many*, *much*, *neither* and *some* come before a noun. When they come before an article, a possessive or a pronoun, we use *of*, e.g. *all of my friends*.
- When quantifiers come before an article, a possessive or a pronoun with *every*, we use *one of*, e.g. *every one of my friends*.

See Grammar reference, Starter, page 138

1 Choose the correct word or phrase. In one sentence, both are correct.

- 1 I think **all** / **all of** young people should study drama.
- 2 **Each** / **Each of** person I invited was busy.
- 3 I only have time for **a little** / **a few** activities.
- 4 We need **an** / **some** information about this dance class.
- 5 He got **lots of** / **several** advice about my course.
- 6 **Neither** / **Neither of** us has any interesting hobbies.
- 7 **No** / **None of** my friends are interested in painting.
- 8 **Both** / **Both of** my parents love going to the theatre.

# VOCABULARY 3 Collocations with *do*, *have*, *make* and *take*

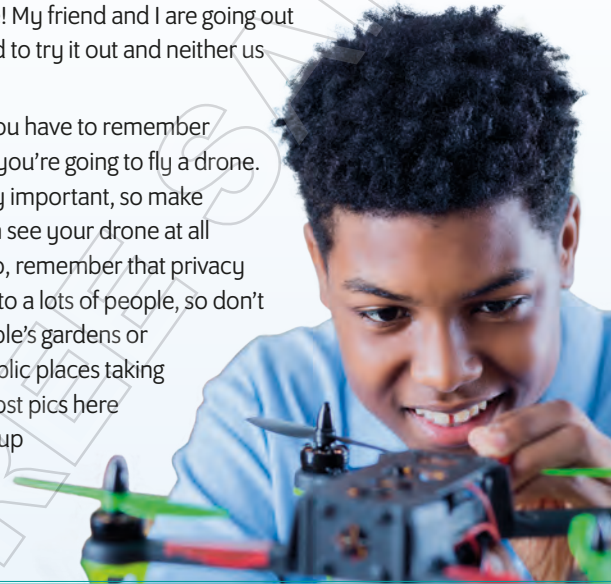
1 S.04 Complete the phrases with *do*, *have*, *make* or *take*. Sometimes more than one answer is correct. Listen and check.

- |                         |                          |
|-------------------------|--------------------------|
| 1 _____ a break         | 8 _____ part in          |
| 2 _____ a good time     | 9 _____ someone a favour |
| 3 _____ a difference    | 10 _____ your best       |
| 4 _____ a holiday       | 11 _____ work to do      |
| 5 _____ time off work   | 12 _____ your time       |
| 6 _____ nothing all day |                          |
| 7 _____ an effort       |                          |

2 Find and correct six mistakes in the text.

I've got a really exciting news! I've finally got my drone! For those of you who don't know, drone flying is becoming really popular. In the past, little people had drones, but now more and more of my friends are getting them – including me! My friend and I are going out this weekend to try it out and neither us can wait!

Of course, you have to remember few things if you're going to fly a drone. Safety is very important, so make sure you can see your drone at all of times. Also, remember that privacy is important to a lots of people, so don't fly over people's gardens or crowded public places taking photos. I'll post pics here when I get it up in the air!



3 Complete the sentences so they are true for you. Then compare your sentences with a partner.

- 1 Every person in the world should \_\_\_\_\_
- 2 All of my friends have \_\_\_\_\_
- 3 One of my family members is \_\_\_\_\_
- 4 None of the students at my school \_\_\_\_\_

2 Complete the dialogue with the correct form of the collocations from Exercise 1.

A: We've been studying all day. Why don't we (1) \_\_\_\_\_ for an hour?

B: Go ahead if you want, but I need to do some more. I feel like I've (2) \_\_\_\_\_ today! At least this weekend we'll (3) \_\_\_\_\_ at Sam's party.

A: Yeah, I can't wait! And after the tests, you're going to (4) \_\_\_\_\_ in France! You're so lucky!

B: But I have to (5) \_\_\_\_\_ a cycling competition when I'm there. I'm a bit nervous about it.

A: Well, you always (6) \_\_\_\_\_ and work hard at the gym, so just (7) \_\_\_\_\_. Then you can just relax and have fun.




# 1

# Forever learning

## READING

### Multiple matching | An article

**1** Have you ever taught yourself to do anything? What?

**2**  Watch the video. Complete the summary with the correct words.

William Kamkwamba is from Malawi. He built a (1) \_\_\_\_\_ using a photo in a textbook. In William's village of Wimbe, there was very little rainfall in the year (2) \_\_\_\_\_, so crops didn't grow. There was no (3) \_\_\_\_\_ and nothing to sell. William had to drop out of school, but he kept on (4) \_\_\_\_\_. The villagers used William's invention to pump (5) \_\_\_\_\_ from the well. This saved his village from the (6) \_\_\_\_\_.

Later, William told his story in a (7) \_\_\_\_\_ and he became world-famous. But fame isn't (8) \_\_\_\_\_ for William. Despite this, he agreed for there to be a (9) \_\_\_\_\_ about him.

**3** Read the text on page 11 quickly. Match the people (A–D) with the overall messages (1–4).

- A Oliver James \_\_\_\_\_  
B Ella McEwan \_\_\_\_\_  
C Jason Arday \_\_\_\_\_  
D Kuttyamma Konthi \_\_\_\_\_

- 1 Patience is sometimes the key to success.  
2 You're never too old to learn new things.  
3 Don't let your past behaviour decide your future.  
4 Don't believe everything people tell you.

**4** Scan the text and find the following information.


- 1 the number of Americans who can't read or write
- 2 the year when Oliver James decided to learn to read
- 3 the name of the college where Ella studied after she left school
- 4 the name of the headteacher at Ella's former school
- 5 the age Jason was when he first spoke
- 6 the name of the university where Jason is a professor

## OPTIMISE your exam



### Multiple matching

- Read each question, then scan the text, looking for information connected with the question.
- When you find relevant information, read this part of the text carefully to check it relates to the question.
- Some words in the questions may be exactly the same as words in the text, but they aren't the correct answer.

**5**  1.01 Read the text again. For each question, choose from the people A–D. The people may be chosen more than once.

### Which person ...

- 1 combines reading with their current training schedule? \_\_\_\_\_
- 2 wasn't confident about learning to read at first? \_\_\_\_\_
- 3 had a parent who made them believe in themselves? \_\_\_\_\_
- 4 was praised by their university for their work? \_\_\_\_\_
- 5 decided to continue studying after university? \_\_\_\_\_
- 6 never expected popularity on social media? \_\_\_\_\_



# Believe in yourself

We all have to face challenges at some point in our lives. Here are four people who prove that you should always believe in yourself and never give up.

## A Oliver James

'What's up! I can't read.' These five words were the start of Oliver James' success story on the internet. James was one of an estimated eight million Americans who can't read or write. Throughout his time at school, he had learning and behaviour difficulties and was put in special education. He says, 'No-one ever told me there was a reason to take school seriously'. Although he graduated from high school, his lack of reading limited his career options and he was too ashamed to tell anyone. Then, in 2021, he turned his life around. He discovered he was going to be a father, and added reading to his daily workout. He began making videos about learning how to read. Oliver now has over 300,000 followers and continues to inspire others. They like how honest he is about his struggle and his determination to reach his goal.

## B Ella McEwan

After she was told by her previous school that she'd never pass her exams, Ella McEwan's parents decided she should change schools. They didn't know if it would be the right choice for their daughter or not. They'd certainly never imagined that she'd go to one of the best art universities in the UK one day. But that's just what she did! In fact, University of the Arts London Chelsea College of Art and Design said Ella's work was the best they'd seen that year. Ella, who has severe dyslexia, moved to Millfield School when she was 13. This school is used to teaching students with learning difficulties, and gave her extra support. She soon saw the benefits of this, and achieved top marks in her Art and Design course. 'Her story is a remarkable one of hard work, resilience and determination', said headteacher, Gavin Horgan.

## C Jason Arday

Jason Arday's success is something no-one saw coming. As a child, he had global development delay and autism. He didn't speak until he was 11 and couldn't read or write until the age of 18. Despite this, his mother used to encourage him to be self-confident and played him music to help develop his language skills. It worked, and Jason got a place to study at university. After achieving a degree in PE and Education Studies, he was motivated to work towards a PhD. Today, he is the youngest ever black person to become a professor at Cambridge University, but he has never forgotten his mother's early musical influence. Much of Jason's academic work uses a song lyric for a title. Academic language tends to be complex, but Jason's students have got used to their professor using song lyrics to make the message clearer.

## D Kuttiyamma Konthi

A woman learning to read is rarely a big internet sensation. But this Indian woman is not your usual student. Kuttiyamma Konthi, from Kerala, spent most of her 104 years working. She would cook, clean and feed her animals and there was little time to learn to read. Even going to school would have been impossible for someone of Kuttiyamma's social background a century ago. 'I wanted to become a teacher, but that couldn't happen because I never went to school', she said. Neighbour, Rehna John, noticed how curious Kuttiyamma was about her grandchildren's school books and decided to help. As luck would have it, Rehna was a literacy teacher. Although Kuttiyamma was a little unsure at first, she finally agreed. Apart from Kuttiyamma's poor hearing and eyesight, Rehna described her as the perfect student. And Kuttiyamma proved her right by passing her regional tests with 89% in literacy and 100% in maths!

- 7 tries to teach in a way their students understand? \_\_\_\_\_
- 8 always dreamt of becoming an educator? \_\_\_\_\_
- 9 has their family to thank for moving to a new school? \_\_\_\_\_
- 10 would have problems behaving appropriately during lessons? \_\_\_\_\_

## 6 Find the words (1-7) in the text. Match them with the definitions (a-g).

- |              |  |
|--------------|--|
| 1 complex    | a) motivate and encourage                                  |
| 2 graduated  | b) something that creates a lot of excitement and interest |
| 3 remarkable | c) complicated and difficult to understand                 |
| 4 inspire    | d) enthusiastic about doing something                      |
| 5 motivated  | e) a physical or mental fight                              |
| 6 sensation  | f) successfully completed university                       |
| 7 struggle   | g) very special or unusual                                 |



According to a UNICEF report, 129 million girls worldwide are out of school. Why might this be? How can we make sure more girls have access to education?



## Grammar in context



## Grammar video

Find these extracts in the text on page 11. Identify the tenses in bold and explain why they are used.

- 1 Oliver now **has** over 300,000 followers ...
- 2 He **didn't speak** until he was 11 ...

## Remember

- Use the present simple to describe general truths and facts, present situations and states and to say how often things happen.
- Use the past simple to describe single, completed actions and situations at a specific time in the past.

See Grammar reference, Unit 1, page 139

### 1 Complete the sentences with the present simple or past simple form of the words in brackets. Sometimes more than one answer is possible.

- 1 This new app \_\_\_\_\_ (be) great – every day I \_\_\_\_\_ (learn) new English words!
- 2 Last year I \_\_\_\_\_ (go) to Germany and I really \_\_\_\_\_ (enjoy) myself!
- 3 Students \_\_\_\_\_ (not / usually / stand) up when teachers enter a room, do they?
- 4 Why \_\_\_\_\_ (you / not / come) to guitar practice earlier? \_\_\_\_\_ (you / be) ill?
- 5 Don't worry – you won't take the exam until your teacher \_\_\_\_\_ (say) you're ready.
- 6 Hurry up! It \_\_\_\_\_ (start) in two minutes and they \_\_\_\_\_ (not / like) it when we \_\_\_\_\_ (be) late!

## Remember

- Use *used to* + verb for a past habit or state.  
... his mother **used to encourage** him ...
- Use *would* + verb to describe a past habit only.  
She **would cook, clean and feed** her animals ...
- Use *be used to* + -ing form to describe a situation that is familiar and not strange.  
This school **is used to teaching** students with learning difficulties ...
- Use *get used to* + -ing form to describe the process of a situation becoming familiar.  
Jason's students have **got used to** their professor **using** song lyrics ...

See Grammar reference, Unit 1, page 139

### 2 Complete the text with one word in each gap.

## Doctors with clean hands

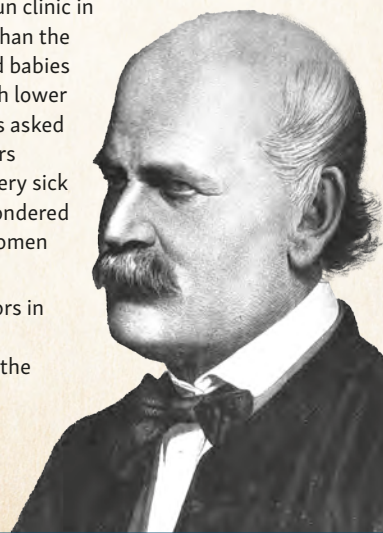
It's natural for ideas to change as new evidence is discovered. Experts like scientists (1) \_\_\_\_\_ used to questioning how things are done and this is particularly true of medicine.

Take, for example, the question of clean hands. Today, we have all (2) \_\_\_\_\_ used to washing our hands regularly and we know about the importance of this in stopping the spread of infectious diseases. But, unfortunately, in the past, doctors (3) \_\_\_\_\_ routinely wash their hands.

Therefore, until the mid-19th century, hospitals (4) \_\_\_\_\_ often dirty places, which would only give patients the most basic care. Without realising it, doctors (5) \_\_\_\_\_ to go from patient to patient, spreading germs. A person actually (6) \_\_\_\_\_ three to five times the chance of dying at hospital than at home!

That all changed in 1848, when Ignaz Semmelweis, a Hungarian physician, observed that the midwife-run clinic in Vienna lost fewer patients to sickness than the Vienna General Hospital. Both delivered babies but the mortality rate (7) \_\_\_\_\_ much lower for the midwives' patients. Semmelweis asked himself why. He realised that the doctors (8) \_\_\_\_\_ go straight from treating very sick patients to delivering babies, and he wondered if particles were being transferred to women on the doctors' hands.

In 1847, after asking students and doctors in the hospital to wash their hands, there (9) \_\_\_\_\_ a massive improvement in the care of pregnant mothers. Despite this, his ideas (10) \_\_\_\_\_ accepted by the medical profession until years after his death.



### 3 Complete the sentences for you. Then compare your sentences with a partner.

- 1 When I was young, I used to \_\_\_\_\_
- 2 During the summer holidays, we would always \_\_\_\_\_
- 3 At primary school, I was used to \_\_\_\_\_
- 4 When I went to secondary school, I got used to \_\_\_\_\_
- 5 Now I \_\_\_\_\_ every week, but in the past, I didn't.

## Research

Research a person who made a contribution to science and medicine like Ignaz Semmelweis in Exercise 2. Tell the class what you found out.





### Words connected with *studying* and *learning*

- 1** **1.02** Complete the sentences and definitions with the words below. Don't use all the words. Listen and check.

pass revise take

- 1 We've got a test tomorrow, so I'm going to \_\_\_\_\_ tonight.
- 2 Jason's going to \_\_\_\_\_ his first guitar exam next month even though we're not sure he'll \_\_\_\_\_.

coach instructor lecturer

- 3 this person teaches at a university: \_\_\_\_\_
- 4 this person trains a sports player or team: \_\_\_\_\_
- 5 this person teaches you how to do something, such as drive a car: \_\_\_\_\_

certificate degree licence qualification

- 6 this allows you to do something, such as drive a car: \_\_\_\_\_
- 7 this is a piece of paper showing you've achieved something: \_\_\_\_\_
- 8 this is a course of study that you take at university: \_\_\_\_\_

graduate pupil undergraduate

- 9 this person has successfully completed a course at university: \_\_\_\_\_
- 10 this person is studying at university: \_\_\_\_\_

### Phrasal verbs

- 2** **1.03** Match the phrasal verbs in *italics* with the meanings below. Listen and check.

approach create discover/find  
finish/complete increase

- 1 If you don't know a word in your language, do you *look it up* in the dictionary? \_\_\_\_\_
- 2 Do you want to *set up* a business when you leave school? \_\_\_\_\_
- 3 What would you do if I *crept up behind* you? \_\_\_\_\_
- 4 Who do you have to regularly tell to *hurry up*? \_\_\_\_\_
- 5 What's the best excuse you've ever *thought up* for not doing something? \_\_\_\_\_
- 6 Would it be hard to *catch up with* lessons if you were off school for a week? \_\_\_\_\_
- 7 Do you ever need to *speak up* because it's hard for someone to hear you? \_\_\_\_\_
- 8 What do you think you'll *end up* doing this weekend? \_\_\_\_\_
- 9 Do you get annoyed if someone *uses up* the milk/bread/oil? \_\_\_\_\_
- 10 What interesting information have you had to *dig up* for a school project? \_\_\_\_\_

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

### Word patterns: words + prepositions

- 4** **1.04** Complete the sentences with one preposition in each gap. Use the words in *italics* to help you. Listen and check.

- 1 My brother's just *qualified* \_\_\_\_\_ a nurse and we're all really proud.
- 2 There's nothing *wrong* \_\_\_\_\_ deciding you don't want to go to university.
- 3 I'm going to quit the swimming team for a while as I have to *concentrate* \_\_\_\_\_ my studies.
- 4 Warren's *decided* \_\_\_\_\_ becoming a pilot and now wants to be a surgeon.
- 5 How *interested* are you \_\_\_\_\_ watching a documentary about archeology?
- 6 We need to find someone who's *experienced* \_\_\_\_\_ teaching young children.
- 7 If you don't *pay attention* \_\_\_\_\_ anything I say, you're not going to learn anything!
- 8 All his explanation *succeeded* \_\_\_\_\_ doing was to confuse me further!
- 9 The new education laws were *criticised* \_\_\_\_\_ not addressing the problem of class sizes in secondary schools.
- 10 I'm so *bored* \_\_\_\_\_ doing homework – I can't wait to meet my friends afterwards.







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

- Why is it important to learn new skills?
- What would you like to try that you haven't done yet?

### 2 Read the dialogues (1–5). Decide if the statements are T (True) or F (False).

- Anna:** It's not as easy as it looks, is it?  
**Zach:** No, it isn't!  
 Zach disagrees with Anna. T / F
- Anna:** You don't seem to have a problem, though.  
**Zach:** Oh, I wouldn't say that.  
 Zach agrees with Anna. T / F
- Anna:** I had no idea you could do that.  
**Zach:** Me neither!  
 Zach agrees with Anna. T / F
- Anna:** I thought she'd done a really good job.  
**Zach:** Yeah, to some extent, I suppose.  
 Zach completely agrees with Anna. T / F
- Anna:** I can't imagine why he's the new instructor.  
**Zach:** I can't see why not.  
 Zach completely disagrees with Anna. T / F

### 3 Rewrite the false statements in Exercise 2 to make them true.

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## OPTIMISE your exam



### Multiple choice | Extracts

- When a question asks what the speakers agree or disagree about, you may hear all the ideas that are in the three options.
- Don't choose the answer the first time you listen. The answer may come in the middle or at the end of the extract. Listen to the complete extract twice and then choose.
- Remember that a negative phrase like *Me neither!* doesn't always mean someone disagrees. A positive phrase doesn't mean they agree.

### 4 1.05 You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- You hear two friends talking about doing an online course.  
What do they agree about?  
 A doing a similar course in the future  
 B how much they have learnt  
 C the quality of the teaching
- You overhear a girl talking on the phone about a new arts and sports centre.  
What does she think her friend would most enjoy?  
 A dance classes  
 B aerobics sessions  
 C acting lessons
- You hear two teachers talking about an exam.  
What do they agree about it?  
 A All the students found it challenging.  
 B It was harder than last year's exam.  
 C It had some questions that were unfair.
- You hear part of an interview with a professional magician.  
What is she doing?  
 A describing her working day  
 B promoting a series of events  
 C justifying her choice of career
- You hear a boy talking about learning to ride a bike.  
What does he remember most clearly?  
 A his father's support  
 B his sister's enthusiasm  
 C his mother's pride
- You hear two friends talking about revising for an exam.  
What do they disagree about?  
 A where they should do their revision  
 B who they should study with  
 C whether they have enough time
- You hear a teacher talking about a charity event.  
Why is she talking to her class?  
 A to encourage them to continue raising money  
 B to inform them about the outcome  
 C to remind them why the event was held
- You hear two friends talking about an adventure weekend.  
What do they both agree to do next?  
 A Find out prices.  
 B Invite other friends to come with them.  
 C Ask their parents for permission.

### 5 Write sentences about skills that you have or someone you know has. Write three true sentences and one false sentence. Then read your sentences to a partner. Your partner must guess which sentence is false.



## Grammar in context

Look at these extracts from the listening on page 14. Answer the questions.

- Well, you've always **been** much better at computer programming than me ...  
Why does the speaker use the present perfect? Can you use the past perfect? Why / Why not?
- I **couldn't** wait to show my mum I'd **learnt** how to do it.  
Why does the speaker use the past perfect? Can you use the present perfect? Why / Why not?

## Remember

- Use the present perfect simple to talk about:
  - an action or situation that started in the past and continues up to the present.
  - an action or situation that happened at an unspecified time in the past.
  - a completed action in the past when we focus on the present result.
- Use the past perfect simple to talk about an action that happened before a time in the past.
- We often use time words like *already, yet, before, since, ever, never, just, still* with the present and past perfect. We often use *so far* with the present perfect and *up to that point* with the past perfect.

See Grammar reference, Unit 1, page 140

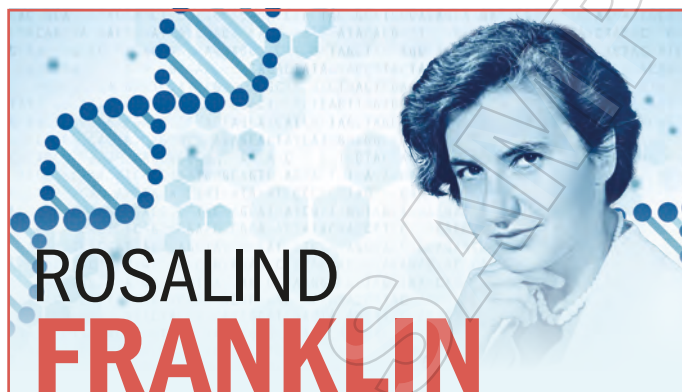
## 1 Choose the correct word or phrase.

- Was it the first time you **have been** / **had been** there?
- I **have** / **had** just graduated and I'd like to do a bit of travelling before I start my new job.
- It's the second time she **went** / **has been** to the gym today!
- We **haven't been** / **hadn't been** in India long when I **realised** / **had realised** I had lost my passport.
- I **have wanted** / **wanted** to go on the school trip last year, but I **didn't have** / **hadn't had** enough money.
- So far, we **have looked** / **looked** at how the brain works. It's so interesting, but I **hadn't understood** / **didn't understand** most of what we did yesterday!

## 2 Complete the sentences with appropriate time words.

- Have you \_\_\_\_\_ had a dream about flying?
- Jo's had her driving licence \_\_\_\_\_ May.
- I'd never taken an important exam \_\_\_\_\_ so I was extremely nervous.
- You can't have finished your homework \_\_\_\_\_. You've only \_\_\_\_\_ started!
- Haven't you done your report \_\_\_\_\_? Hurry up then!
- I've won three swimming trophies \_\_\_\_\_ far and I'm hoping to get another one this year.

## 3 Complete the text with one word in each gap.



## ROSALIND FRANKLIN

If you (1) \_\_\_\_\_ never heard of Rosalind Franklin, then it's time you found out about her.

Born in London in 1920, she was a very able student. Like most girls back then, she wasn't encouraged to study science. Despite this, she (2) \_\_\_\_\_ chemistry at Cambridge University. After she (3) \_\_\_\_\_ completed her PhD, she moved to Paris, where she became interested in DNA. After getting a job at King's College, London, Franklin returned to the UK, but she (4) \_\_\_\_\_ get on with her new colleague, Maurice Wilkins.

While she was working at King's, she (5) \_\_\_\_\_ an important discovery: DNA structure was like a double ladder, or helix. Without telling her, Wilkins showed two other scientists some of Franklin's work. They (6) \_\_\_\_\_ known this information before, and it resulted in them understanding the structure of DNA. In a later article about their discovery, they didn't mention Franklin and, in 1962, all three men won the Nobel Prize. Sadly, Rosalind Franklin had (7) \_\_\_\_\_ died four years earlier in 1958, when she was just 37.

Although she was not acknowledged at the time, Franklin's huge contribution to science (8) \_\_\_\_\_ thankfully been recognised since that time.

## 4 Use the prompts to write questions with the present perfect and past perfect.

- this / the first time / you / study / this grammar / ?  
\_\_\_\_\_
- you / learn / speak / English / before / you / be / 11 / ?  
\_\_\_\_\_
- you / get / a job / for the summer holidays / yet / ?  
\_\_\_\_\_
- you / manage / ride a bike / by / the age of five / ?  
\_\_\_\_\_
- you / ever / think of / become / a scientist / ?  
\_\_\_\_\_

## 5 In pairs, discuss the questions in Exercise 4.

## Learn

What tenses do you use to talk about the past in your language? Are they similar or different from the tenses used in English?





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

- What places for school trips are mentioned?  
\_\_\_\_\_
- Which type of trip would the people prefer to go on?  
\_\_\_\_\_
- What do the people say students can learn from going on school trips?  
\_\_\_\_\_

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

**Phrase expert**

However, ... | Absolutely!  
 But don't you think that ...?  
 Do you really think so / that?  
 I agree / disagree because ...  
 I'm sorry, but I (really) don't agree because ...  
 I suppose so, but ... | Me neither! | Me too!  
 Neither do I. | So do I. | Yes, but what about ...?  
 You're right about that. | You've got a point, but ...

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

- What is the best school trip you have been on?
- What are the advantages and disadvantages of going on school trips?

**4** In pairs or groups, make notes about the benefits of going to each place on a school trip.

- a theme park  
get to know classmates better,
- a beach  
\_\_\_\_\_
- a science museum  
\_\_\_\_\_
- a market  
\_\_\_\_\_
- an art gallery  
\_\_\_\_\_

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

- I'm sorry, but I'm **not** / **don't** agree.
- A:** I don't think that's true.  
**B:** Yes, neither I **do** / **do** I.
- But **don't** / **won't** you think that ...
- You've **had** / **got** a point, but ...
- I **supposed** / **suppose** so, but ...
- A:** I think it's a great idea.  
**B:** So **do** / **think** I.

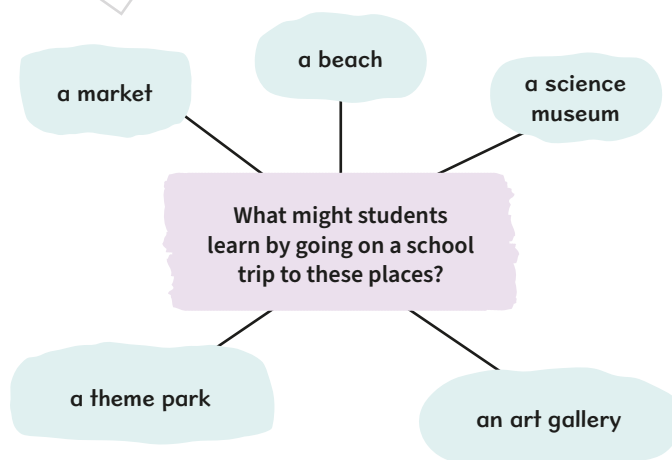
**OPTIMISE** your exam

**Exam** Collaborative task

- Learn and use phrases to agree, disagree or partly agree with your partner.
- You don't have to always agree with your partner. If you don't agree, be polite and explain why. Give reasons and examples to support your opinions.

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

Imagine that a secondary school is organising a trip for its students. Talk about what students might learn by going on a school trip to these places.


**7** Talk for a minute and decide which two places would be the best places to visit. Try to disagree with each other about one thing and expand your ideas.




### 1 Look at the suffixes below and answer the questions.

-ful -ing -less -ly -ship -sion

- Which of the suffixes do we use for the following?  
 nouns \_\_\_\_\_ adverbs \_\_\_\_\_  
 verbs \_\_\_\_\_ adjectives \_\_\_\_\_
- Can you think of examples of words that end with the suffixes in Exercise 1?

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

## A RECORD-BREAKING MEMORY

Some people are (1) \_\_\_\_\_ good at remembering things. Take Dr Nabal Pajiyar from Nepal, who holds the Guinness World Record for remembering the longest sequence of objects. He's so (2) \_\_\_\_\_ that in 2022, he attempted to beat the record he set himself! (3) \_\_\_\_\_, he'd remembered a sequence of 54 objects in the space of just one minute. This time, he (4) \_\_\_\_\_ an incredible 59 objects. Having (5) \_\_\_\_\_ trained his memory, Dr Pajiyar has been sharing his knowledge and wants to help young people to see the (6) \_\_\_\_\_ between memory skills and doing well at school. He is keen for them to learn a few techniques to improve both their academic (7) \_\_\_\_\_ and their confidence. And the good news is, he strongly believes that every one of us has the (8) \_\_\_\_\_ to do this.

EXTREME

COMPETE

PREVIOUS

MEMORY

SUCCESS

RELATE

PERFORM

ABLE



### OPTIMISE your exam



#### Key word transformation

- Write the correct number of words in each gap.
- Contractions such as *didn't*, *haven't*, etc. count as two words, except *can't*, which counts as one word.

### 3 Look at the sentences in Exercise 4 and answer the questions.

- Which sentences rely on knowing the structure *used to* + bare infinitive?  
 \_\_\_\_\_
- Which rely on knowing the structure *be/get used to* + *-ing* form?  
 \_\_\_\_\_



Me

What techniques do you use to help you remember and learn things? Tell the class.

### 4 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.

- In the past, we didn't usually use computers in class.  
 We \_\_\_\_\_ use computers in class. **USE**
- I thought I'd get the geography prize, but I actually got the biology prize.  
 I thought I'd get the geography prize, but I actually \_\_\_\_\_ the biology prize. **UP**
- It's been over two years since Aisha last took exams.  
 Aisha \_\_\_\_\_ over two years. **TAKEN**
- They have started the aerobics club in the school gym.  
 The aerobics club \_\_\_\_\_ in the school gym. **SET**
- It took me about two years to become comfortable with speaking French in public.  
 It took me about two years to \_\_\_\_\_ French in public. **USED**
- I don't know how he managed to remember so many numbers.  
 I don't know how he \_\_\_\_\_ so many numbers. **SUCCEEDED**





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

- 1 Look at the photos. What do you think the relationship between the two people might be?
- 2 What skill do you have that you can teach someone?

## 2 Read the essay below. Complete the essay question.

'Teenagers \_\_\_\_\_.' Do you agree?

Some people think teenagers are bad at teaching because they are too young and inexperienced. While it's true they are not old enough to work at a school, I would argue that teenagers can teach people many different things.

One area where teenagers often have an advantage over older people is new technology. For example, my parents often ask me for help and advice about smartphones, computers, tablets and apps. Whereas adults sometimes seem to struggle with new gadgets, it seems to me that teenagers understand them almost instantly – and can teach others how to use them.

In my view, another area where teenagers lead the way is in environmental awareness. My friends, for example, understand green issues more than their parents, and are often good at persuading them to change their ways, for instance with recycling. Similarly, teenagers often have specific interests and skills which they can teach. My sister loves fashion, for example, and often helps my dad choose stylish clothes.

In conclusion, I disagree with the idea that teenagers make bad teachers. In my experience, I have seen them successfully teach and influence many people.

## 3 Find these phrases in the essay. Choose the phrases that the writer uses to express an opinion.

- 1 Some people
- 2 I would argue that
- 3 ... it seems to me that
- 4 In my view,
- 5 Similarly,
- 6 In conclusion,
- 7 I disagree with
- 8 In my experience,

## 4 Look at the essay again. Find the reasons and examples the writer gives to justify their opinions.

| Main point                     | Reason and / or example given to justify it |
|--------------------------------|---|
| teenagers are good at teaching |   |
| how to use modern technology   |   |
| green issues                   |   |
| particular interests or skills |   |

## OPTIMISE your exam



### An essay

- When you write an essay, use phrases to show your opinion, such as *I would argue that*, *It seems to me*, *In my view*, *In my opinion*.
- Give reasons and examples to support and justify your opinions. Use words and phrases like *because*, *since*, *as*, *this is why*, *for example*, *such as*, *that is to* connect and explain your ideas.



## 5 Look at this writing task. In pairs or groups, discuss the questions after the task.

In your English class you have been discussing how schools prepare teenagers for the future. Your English teacher has asked you to write an essay for homework.

| 'Schools don't prepare teenagers well enough to be adults in the modern world.' Do you agree? |  |
|---|--|
| 1 everyday tasks, such as cooking, car maintenance, etc.                                      | Notes – Write about:<br>_____<br>_____<br>_____<br>_____ |
| 2 getting a job   |  |
| 3 _____ (your own idea)   |  |

- How well do you think schools prepare teenagers to be adults in the modern world?
- You have to write about everyday tasks, such as cooking and car maintenance. How well do schools prepare teenagers for these kinds of tasks?
- You have to write about the idea of getting a job. What are the main points to make here?
- You have to come up with your own idea too. What could this idea be?

## 6 Plan Make a paragraph plan.

| Part        | Purpose   | Useful phrases  | My notes |
|-------------|---|---|----------|
| Paragraph 1 | Introduce your essay and state your opinion.                                  | <i>I would argue that ...</i><br><i>It seems to me that ...</i>                                     |          |
| Paragraph 2 | Give your opinions about how schools prepare students to do everyday tasks.   | <i>In my view, ...</i><br><i>In my opinion, ...</i><br><i>I agree/disagree with ...</i>             |          |
| Paragraph 3 | Write about how schools prepare students to get a job, and add your own idea. | <i>While ...</i><br><i>Whereas ...</i><br><i>For example/instance, ...</i><br><i>Similarly, ...</i> |          |
| Paragraph 4 | Write your conclusion.  | <i>In conclusion, / To conclude, / To sum up, ...</i>   |          |

## 7 Write Write your essay in an appropriate style. Write 140–190 words.

## 8 Check Before you hand in your essay, complete this checklist.

- |   |  |
|---|--|
| <input type="radio"/> I've written at least four paragraphs.    | <input type="radio"/> I've also discussed my own idea.       |
| <input type="radio"/> I've expressed and justified my opinions. | <input type="radio"/> I've concluded my essay appropriately. |
| <input type="radio"/> I've discussed everyday tasks and jobs.   | <input type="radio"/> I've checked my spelling and grammar.  |



## Learning to Learn

### Developing self-awareness

Developing self-awareness can help you understand yourself better and become a better, more confident learner. Follow these tips to develop your self-awareness.

- Write down your thoughts and feelings in a daily journal so you can learn about how you react in different situations.
- Meditate. Take a few minutes each day to sit in a comfortable, quiet space and focus on your breathing.
- Evaluate your strengths and weaknesses. Identify the skills you need to develop. Don't be too critical of yourself!
- Think of three things every day that you are grateful for.
- Ask for feedback from friends and family about how you come across from their perspective.



# 2

## Inventive minds



### READING

Multiple choice | An article



#### Digital game

1 In pairs or groups, discuss the questions.

- 1 Look at the photo below. What does it show?
- 2 What do you know about the technology in the photo?

### OPTIMISE your exam



#### Multiple choice

- Some questions ask about the meaning of a word or phrase.
- If you don't know the meaning, try to guess it from context before you look at the answer options.
- Read the sentences before and after the word or phrase. Look for a similar or opposite word or phrase or an idea that explains it.
- Identify if the word or phrase contains a word that is the same or similar in your language.



2 In pairs, find these words and phrases in the text. Answer the questions and deduce the correct meaning, a or b, from context.

1 *digital native* (paragraph 1)

Is a native a stranger or someone who was born in a particular place? Are they likely to be familiar with the place where they were born?

- a) a person who buys a lot of digital technology
- b) a person who is familiar with digital technology because they grew up with it

2 *common* (paragraph 2)

Who has a bank card? Do bank cards look different or all the same?

- a) ordinary
- b) special

3 *get your head around* (paragraph 3)

Is it easy or difficult to use a bank card? Is the way a bank card works simple or complicated?

- a) understand
- b) use

4 *performance-enhancing* (paragraph 5)

What does an elite athlete try to do? What effect do the trainers have on athletes?

- a) making someone look cool
- b) making someone do better



# The hidden genius of MODERN TECHNOLOGY

**1** Technology is everywhere in modern life and it's easy to take it for granted when you're a digital native. Your grandparents, or maybe even your parents, can remember a time before mobile phones, as technology was moving fast in the 80s and 90s. But, without a doubt, you're completely used to it. Maybe it's time we appreciated how hard our everyday objects have been working for us?

**2** Take, for instance, the common bank card. It's actually been around for almost 60 years. But don't be fooled by its rather unimpressive appearance. A lot has been going on if you **scratch the surface** – most recently, the technology that lets us make contactless payments.

**3** A bank card is mostly made up of plastic. Put it in nail-polish remover, however, and it looks very different after 30 minutes. The plastic has **melted away**, leaving only a small chip and a thin wire. This is all you really need to pay for something: the chip stores information and the wire acts as an antenna which picks up power from the signal sent out by the card reader. From the card, radio waves which share your bank details are then sent to the card reader. Hard to get your head around, isn't it?

**4** Then there's the smartwatch. We all have that friend who is always **updating** us on their daily step count. But do you know how this is calculated? Or how it knows if we've been walking, running or standing still? It's all because of a 3-axis accelerometer – a tiny sensor of roughly 2 mm<sup>2</sup>. Imagine a comb which is **interlocked** with another comb. One moves and the other doesn't, so the distance

between these combs changes with movement. This then sends an electrical signal to your device, telling it that you're moving. A single pair of combs can only record up and down. That's why two other pairs are needed for left and right, and forwards and backwards.

**5** Finally, something controversial that is revolutionising the world of athletics – scientifically proven performance-enhancing trainers that do just that, at least if you're competing as an elite athlete: the carbon-fibre running shoe.

**6** Although first introduced in the early 2000s by Adidas, it was not yet known how the technology – from the aerospace and motorsport industries – in the trainers actually worked. It is now believed that five **stiff**, black, carbon plates hidden in the sole of the shoe act like the bones in your foot. They reduce the energy needed for the big toe to bend the shoe. This takes the effort out of moving yourself forwards, unlike non-technology shoes. The Adizero® range helped to break seven world records in 2021! While some think they give a runner an unfair advantage, others think it's the future of running.

**7** So, when you reach your parents' age, who knows how you'll be paying for things, **monitoring** your health data or what you'll be wearing when you jog. **Only time will tell**. But one thing's for sure, it will probably be the result of new hidden technology.



**3** **2.01** Read the text. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1** What does 'take it for granted' in paragraph 1 mean?
  - A use something very badly
  - B spend too much on something
  - C have a lot of interest in something
  - D fail to recognise the value of something
- 2** What is the writer's tone in paragraph 2?
  - A positive
  - B negative
  - C neutral
  - D aggressive
- 3** What is the writer's main point in paragraph 3?
  - A Your bank card cannot easily be destroyed.
  - B Contactless relies on two small parts of the card.
  - C Radio waves are only able to carry a little energy.
  - D The card reader doesn't work without a chip.
- 4** What is true about how a smartwatch functions?
  - A Step counts require three sets of combs.
  - B All parts of the 3-axis accelerometer move.
  - C The electrical signal records lack of movement.
  - D The sensor is in a separate location to the combs.

- 5** What do we learn about carbon-fibre shoes in paragraph 6?
  - A They allow the foot to move more easily in the shoe.
  - B How they make runners faster is still unknown.
  - C Some people think they're a form of cheating.
  - D To begin with, they require more effort to use.
- 6** What's the writer's message about hidden technology in the final paragraph?
  - A It will take years to develop.
  - B It is going to be here to stay.
  - C It may not be used when you're older.
  - D It will be used with the same types of devices.

**4** Find these words and phrases in the text. Work out what they mean from the context.

interlocked (adj) melted away (v) monitoring (v)  
only time will tell (phr) scratch the surface (phr)  
stiff (adj) updating (v)

## Think

Which hidden technology in the article do you think is the most useful? Why?





## Grammar in context

Find these extracts in the text on page 21. Identify the tenses in bold. Then match the sentences with the rules in the **Remember** box.

- 1 ... if we've **been walking**, running or standing still
- 2 ... that friend who **is always updating** us ...
- 3 ... technology **was moving** fast in the 80s and 90s.
- 4 ... if you're **competing** as an elite athlete ...
- 5 ... how hard our everyday objects **have been working** ...

## Remember

- Use the present continuous and the past continuous for an action or situation that is or was in progress at a particular moment.
- Also use the present and the past continuous for a temporary or changing action or situation.
- Use the present continuous with *always* for annoying habits.
- Use the present perfect continuous for an unfinished action or situation that continues up to the present, or an action or situation that was in progress and stopped just before now.

See Grammar reference, Unit 2, page 140

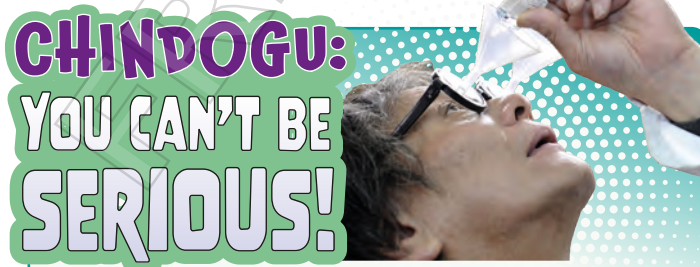
- 1 If the tense in bold is correct, put a 0. If it's incorrect, rewrite it correctly and explain why.

- 1 You're tired because you **go** to bed late recently.  
\_\_\_\_\_
- 2 Francesca **is taking** 30-minute showers all the time. It's so annoying! \_\_\_\_\_
- 3 What **were** you **doing** when the accident happened?  
\_\_\_\_\_
- 4 We **live** here this summer to get some work experience. \_\_\_\_\_
- 5 Luckily, they **weren't camping** when the storm started.  
\_\_\_\_\_
- 6 You look hot. **Have you played** in the hockey tournament? \_\_\_\_\_

- 2 Choose the correct word to complete the dialogue.

- Sofia: How are your computer coding lessons going?
- Lois: Oh, great! I (1) **have / has** been working on something really interesting lately.
- Sofia: That's good. The last time we spoke, you (2) **was / had** been getting a bit bored with computing.
- Lois: Well, I (3) **were / was** thinking about giving it up. But I'm definitely staying for this new project!
- Sofia: What is it?
- Lois: We (4) **have / had** been building a new app for young inventors. It (5) **guides / guided** you through turning your ideas into reality, how to approach companies, that kind of thing.
- Sofia: That sounds really interesting. You know, I (6) **was / have** been thinking recently about inventing something myself. It must be great to come up with something new.
- Lois: I've met some fantastic young inventors through it. Most of them (7) **have / were** been working on their ideas for months, and sometimes years. And now they (8) **is / are** getting the rewards for their efforts. Amazing, really.
- Sofia: Cool! Let me know when it's finished and I'll download it!

- 3 Complete the text with the correct continuous form of the verbs in brackets. Sometimes more than one answer is possible.



When it comes to technology, Japan is one of the world's front-runners: its population (1) \_\_\_\_\_ (ride) on bullet trains since 1964, and Dr Hideo Kodama (2) \_\_\_\_\_ (already / develop) his idea for 3D printing in the 1980s, long before anyone else had even heard of it.

But the Japanese (3) \_\_\_\_\_ (recently / create) less useful inventions too. This is thanks to the *chindogu* movement, started by artist Kenji Kawakami in the 1990s. Frustrated that companies (4) \_\_\_\_\_ (tell) people to buy things all the time, *chindogu* – which means 'strange tool' – acted as a direct reaction to materialism. Ever since then, people (5) \_\_\_\_\_ (invent) bizarre devices just for fun.

There are the funnel glasses, which help with putting in eye drops, the chopstick fan, which cools your noodles and the book-shaped pillow for when students (6) \_\_\_\_\_ (study) and need a rest!

If you (7) \_\_\_\_\_ (think) about coming up with your own *chindogu*, there are some rules: the object can't be sold, it must be humorous and the idea cannot be patented.

Which *chindogu* would you use: the eye drops, the chopstick fan or the book-shaped pillow?

## Research

- Find out about another *chindogu*. Tell the class what you found out.





### Words connected with *manufacturing and tools*

#### 1 2.02 Choose the correct word. Listen and check.

- You need to **develop** / **create** the product further before it can be sold.
- Stephanie L Kwolek **invented** / **discovered** the first bulletproof material, Kevlar, in her lab in the 1960s.
- I'd love someone to **generate** / **create** technology that actually did exercise for me!
- The cars are **generated** / **manufactured** in a factory in Japan and then shipped to America.
- Scientists **developed** / **discovered** the existence of gravitational waves a few years ago. This is exciting because it means time travel may be possible one day!
- The average wind turbine can **generate** / **manufacture** enough energy in 46 minutes to power an average home in the USA for a month.

#### 2 2.03 Complete the sentences with the correct form of the words and phrases below. Listen and check.

appliance engine machine  
motor remote control tool

- The plane is powered by four enormous jet \_\_\_\_\_.
- The bikes used in the city's cycle-hire scheme are powered by an electric \_\_\_\_\_.
- Oh no! My bottle of water is stuck inside the vending \_\_\_\_\_.
- Can you pass me the \_\_\_\_\_? I want to change the channel.
- The \_\_\_\_\_ box had a hammer, a screwdriver and a saw for doing jobs around the house.
- The company manufactures a number of kitchen \_\_\_\_\_, including fridges and cookers.

### Phrasal verbs

#### 3 2.04 Complete the second sentence so that it has a similar meaning to the first. Use a form of the phrasal verbs below. Use any other necessary words. Listen and check.

carry out come on come up with figure out  
look into plug in

- I couldn't understand how the app worked at first, but now I've got it.  
I wasn't able \_\_\_\_\_ how the app worked at first, but now I've got it.
- The machine won't work without electricity!  
The machine won't work if you don't \_\_\_\_\_ first!
- The source of the radiation is being investigated by physicists.  
Physicists \_\_\_\_\_ the source of the radiation.
- The project's developing nicely – I'm very optimistic.  
The project's \_\_\_\_\_ nicely – I'm very optimistic.
- They do a number of tests on the equipment to check that it's safe to use.  
A number of tests \_\_\_\_\_ on the equipment to check that it's safe to use.
- Who had such a brilliant idea first?  
Who \_\_\_\_\_ such a brilliant idea first?

### Collocations with *top* and *high*

#### 4 2.05 Complete the collocations with *top* or *high*. Listen and check.

- Do you like to buy \_\_\_\_\_-tech equipment?
- If your friend told you something was \_\_\_\_\_ secret, would you tell anyone?
- What would you like to win a \_\_\_\_\_ award for – sport, science or peace?
- Would you like to have a \_\_\_\_\_-powered job? Why / Why not?
- Do you enjoy watching \_\_\_\_\_-performance car races like F1? Why / Why not?
- What is the \_\_\_\_\_ speed that you are allowed to drive at in your country?
- What is it \_\_\_\_\_ time you did in your life?
- Do you prefer watching films on \_\_\_\_\_-definition TV or at the cinema?
- Would you rather travel by \_\_\_\_\_-speed railway, by plane or by car? Why?
- What issue should be \_\_\_\_\_ priority in your country?

#### 5 In pairs, discuss the questions in Exercise 4.







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

- Look at the photo. What does it show? Do you have a TV programme like this in your country?
- What information should someone include when they are trying to sell a new invention to a group of investors?

### 2 Listen to six people expressing their opinion. Choose the correct word to complete the sentences.

- Speaker 1 is **certain** / **uncertain** what her own opinion is.
- Speaker 2 **thinks** / **doesn't think** people would want to invest in the product.
- Speaker 3 says she **doesn't like** / **likes** something.
- Speaker 4 believes they like products and businesses which have **already** / **not yet** made a profit.
- Speaker 5 is making a **request** / **a suggestion**.
- Speaker 6 **doesn't want** / **wants** to support the product.

### 3 Listen again and complete the phrases.

- I'm not \_\_\_\_\_ that ...
- I'd be \_\_\_\_\_ if ...
- I'm not particularly \_\_\_\_\_ on ... / it doesn't really \_\_\_\_\_ to me.
- I \_\_\_\_\_ to think that ...
- I \_\_\_\_\_ if ...
- I can't \_\_\_\_\_ why ...

### 4 Match these phrases (1–8) to the ones with the same meaning (A–H) in Exercise 5. Think of other ways to express the same ideas.

- how simple it is to operate \_\_\_\_\_
- you can carry it around easily \_\_\_\_\_
- the product selection on offer can be developed \_\_\_\_\_
- it's not expensive \_\_\_\_\_
- you'll be able to buy it in different countries \_\_\_\_\_
- it's an answer to several issues \_\_\_\_\_
- people use top-class products to make it \_\_\_\_\_
- how it looks \_\_\_\_\_

## OPTIMISE your exam



### Multiple matching

- Read the instructions carefully. For example, in Exercise 5, you have to choose what each speaker likes most from the list A–H.
- A speaker may mention a number of things in the list. Listen carefully for them to say or suggest that they like one thing more than the others.

### 5 You will hear five people on a TV programme talking about an invention. Choose from the list (A–H) what each speaker likes most about it. There are three extra letters which you do not need.

- A how easy it is to use
- B its appearance
- C the quality of the materials used in its production
- D how affordable it is
- E the possibility of selling it abroad
- F how it can expand into a wider range of products
- G how it solves a number of problems
- H that it's portable

Speaker 1 ☐

Speaker 2 ☐

Speaker 3 ☐

Speaker 4 ☐

Speaker 5 ☐

### 6 Listen again and check your answers.

## Think

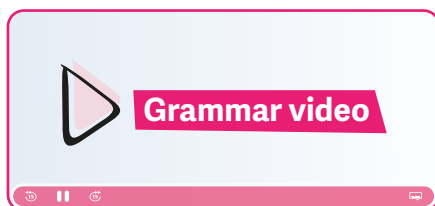
... Invent a new product. Think about: What does it do? Who needs it? What is its USP (unique selling point)? Share your ideas with another group and discuss problems with the product and improvements that could be made to it.



When we buy something, is quality better than quantity? Why? What effect does buying quality products have on the environment?



## Grammar in context



Look at these sentences from the listening on page 24. Underline the comparatives and superlatives and explain what is being compared.

- 1 I wonder if your product would be better if it was more portable.
- 2 Invest in Me! is a great programme to watch, but I'm not sure that it's the best way of finding businesses to invest in.

## Remember

- Use comparatives to compare two things or people.

The red bag is **more expensive than** the blue bag.

This singer **isn't as popular as** that one.

- Use superlatives to compare one member of a group with the whole group.

The new robot is **the most expensive** one we've ever made.

**The smallest** chip goes in this part of the device.

See Grammar reference, Unit 2, page 141

- 1 Complete the questions with the comparative or superlative form of the adjective in brackets. Then ask and answer the questions with a partner.

- 1 Would you like to live \_\_\_\_\_ (far) away from your family? Why / Why not?
- 2 What is the \_\_\_\_\_ (useful) device you own and why do you like it?
- 3 Is it \_\_\_\_\_ (good) to buy a new device, or get an old one fixed?
- 4 Would you rent the \_\_\_\_\_ (expensive) room to save money as a student?
- 5 Is one social-media platform just as \_\_\_\_\_ (bad) another?
- 6 What did you think would be \_\_\_\_\_ (difficult), but turned out to be easier?

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

- 1 I've never heard such a good idea as that for helping people improve their lives!  
That's the \_\_\_\_\_ EVER heard for helping people improve their lives!
- 2 This is the coolest phone I've ever owned by far.  
This phone \_\_\_\_\_ MUCH all the others I've ever owned.
- 3 No-one I know has Olivia's talent for programming computers.  
Olivia is \_\_\_\_\_ THE computer programmer I know.
- 4 Thomas Edison enjoyed more success than other inventors.  
Other inventors \_\_\_\_\_ SUCCESSFUL Thomas Edison.
- 5 Jake works much faster than anyone else in the group.  
No-one in the group \_\_\_\_\_ AS Jake does.

- 3 Complete the text with the comparative or the superlative form of the words below. Add any other words you need.

good healthy late long poor simple small wide

## Shoes that **grow** with you!

When we think of technology, we tend to think of (1) \_\_\_\_\_ high-tech digital gadgets. However, in some countries, much (2) \_\_\_\_\_ inventions are making a real difference to people's lives. One example is The Shoe That Grows. A common problem for children is that, as their feet grow, they outgrow their shoes and need another pair. However, children in (3) \_\_\_\_\_ communities can't afford new shoes and so they often wear shoes that are (4) \_\_\_\_\_ their feet, causing a number of problems. That's where The Shoe That Grows comes in.

The design is basically a rubber and leather sandal with press studs. As the child's feet grow, the press studs can be adjusted to increase the length of the shoe. They can also make the shoe (5) \_\_\_\_\_ across the middle. In this way, the shoe can fit up to five sizes and last up to five years. That's much (6) \_\_\_\_\_ a traditional pair of shoes.

Not only that, but because a number of diseases can be passed on through not wearing shoes, The Shoe That Grows means that kids are (7) \_\_\_\_\_. Simple but thoughtful inventions like these can help young people to live

(8) \_\_\_\_\_ in many parts of the world.







A



B

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

- What gadgets do the people have at home? How often do the people use the gadgets?
- What advantages and disadvantages of technology and gadgets are mentioned?
- Which of these adjectives are mentioned by the people on the video?

angry annoyed bored excited  
fed up happy lonely stressed

**2** Watch the video again. Choose the words and phrases in the *Phrase expert* box you hear.

### Phrase expert

However, ...

I think the people are feeling (excited) because ...

It's as ... as ... | It's far better than ...

It's (far) more / less than ...

There aren't **as** (many people here) **as** ...

(This) is better **than** / more stressful **than** ...,  
whereas, ... | , while ...

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

- What gadgets do you have at home?
- How much time do you spend on your mobile phone every day? What do you use it for?
- Do you chat to your friends on social media? Which social-media platforms do you use?
- What are the advantages and disadvantages of using technology?

**4** Complete the sentences with words from the *Phrase expert* box.

- It's \_\_\_\_\_ easier to type messages on my phone than on yours.
- The wi-fi connection here isn't \_\_\_\_\_ fast \_\_\_\_\_ the connection at home.
- I think the small headphones deliver a better sound, \_\_\_\_\_ the bigger ones are cheaper.
- I definitely spend \_\_\_\_\_ time playing video games than I used to. I hardly ever use my games console now.
- The silver smartwatch is \_\_\_\_\_ expensive than the black one. I don't have the money for the black one.

**5** In pairs, look at these two photos which show people using different kinds of technology. Make notes to complete the chart.

|   | Photo A                        | Photo B                         |
|---|--------------------------------|---------------------------------|
| Briefly describe the photos you are about to compare.                             | <i>In the first photo, ...</i> | <i>In the second photo, ...</i> |
| Are there any similarities between the photos?                                    |                                |                                 |
| Are there any differences between the photos?                                     |                                |                                 |
| How do you think the people might feel? Think of adjectives to describe feelings. |                                |                                 |

## OPTIMISE your exam



### Photo task

- Compare the photos. Don't describe them in detail.
- Give a short description of what you see. Then identify and describe two or three similarities or differences between them.
- Answer the question about the photos. This often asks how you think the people are feeling

**6** In pairs, take turns to compare the photos in Exercise 5 and say how you think the people in the photos might be feeling. Ask your partner to time you for one minute.



**1** Look at each gap in the text in Exercise 2. Answer the questions.

- Does the gap need a noun, a verb, an adjective or an adverb?
- Do any of the gaps need a negative prefix or suffix for the sentence to make sense?

### OPTIMISE your exam



#### Word formation

- If you need to form a noun, read the sentence carefully to identify whether it's countable or uncountable. If it's countable, decide whether you need the singular or plural form.

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

## Crazy inventions



Here at *TechUNeed* magazine, we know there are (1) \_\_\_\_\_ everywhere who, after a hard day finding (2) \_\_\_\_\_ to serious problems, sit back and have some fun. For this reason, we never cease in our (3) \_\_\_\_\_ of the far corners of the internet, looking for their fabulous gadgets and weird inventions. This week, we bring you two of the latest inventions.

This first invention is a real (4) \_\_\_\_\_ : the Ping Pong Door, which comes from the hugely (5) \_\_\_\_\_ mind of designer Tobias Fränzel. It's a real door that opens and closes, but it also folds down to reveal a table tennis table. Innovative!

We're not so sure about our second (6) \_\_\_\_\_ : plastic Pen Cap Eating Utensils. Designed for students and office workers who eat at their desks, there's a knife, a fork and a spoon pen cap. You

(7) \_\_\_\_\_ put them on the end of a pen to create what you need to eat your meal. Is the inventor the saviour of working lunches? Sadly, and (8) \_\_\_\_\_, we're not convinced.

SCIENCE  
SOLVE

EXPLORE

ACHIEVE

CREATE

DISCOVER

SIMPLE

FORTUNATE

**3** Look at the gaps and answer options in Exercise 4. Which gaps need part of a phrasal verb?

### OPTIMISE your exam



#### Multiple-choice cloze

- Look carefully at the word(s) immediately after the gap. If the missing word is a preposition and the answer options are verbs, the missing word may be a phrasal verb.

**4** Choose the correct word to fill each gap.

## Always listen to your dad!

The story of Daedalus and Icarus is very well known. Icarus thought he was invincible, but flew too close to the sun. His wings made of wax and feathers melted, and he crashed into the sea and drowned. He died because he'd been too (1) \_\_\_\_\_ and self-confident.

But it's important not to forget Icarus' father Daedalus, who was one of the greatest inventors in Greek mythology. It was Daedalus who (2) \_\_\_\_\_ up with the idea of making wings out of feathers. He was in a difficult (3) \_\_\_\_\_ with his son on Crete, and they had to escape from the island as a top (4) \_\_\_\_\_. He (5) \_\_\_\_\_ out that the only way to leave the island was to fly. Daedalus was responsible for the (6) \_\_\_\_\_ of the wings. Although Icarus didn't survive the (7) \_\_\_\_\_, it needs to be remembered that Daedalus did. He landed safely because he'd understood the physics, firmly (8) \_\_\_\_\_ Icarus from flying too high. Unfortunately, Icarus didn't listen.

- |                |                 |
|----------------|-----------------|
| 1 A superior   | C high-powered  |
| B proud        | D extraordinary |
| 2 A came       | C went          |
| B made         | D did           |
| 3 A complaint  | C condition     |
| B state        | D situation     |
| 4 A value      | C significance  |
| B importance   | D priority      |
| 5 A estimated  | C figured       |
| B calculated   | D computed      |
| 6 A production | C cause         |
| B conclusion   | D fashion       |
| 7 A trial      | C test          |
| B ordeal       | D suffering     |
| 8 A excluding  | C rejecting     |
| B prohibiting  | D dismissing    |





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

- 1 How do you feel when you go to buy a new piece of technology?
- 2 Do you read reviews or ask friends about the product you want to buy before you shop, or do you rely on the expertise of the assistant in the shop?

## 2 Read the review and answer the questions.

- 1 What is the best feature of this watch and why?  
\_\_\_\_\_
- 2 What is the worst feature of this watch and why?  
\_\_\_\_\_
- 3 Who does the writer recommend the watch to?  
\_\_\_\_\_

## 3 Find words and phrases in the review that mean the same as these words and phrases.

- 1 ... there are some negative points. (paragraph 1)  
\_\_\_\_\_

- 2 ... the positive points. (paragraph 2) \_\_\_\_\_

- 3 There is one disadvantage ... (paragraph 3) \_\_\_\_\_

- 4 Generally, ... (paragraph 4) \_\_\_\_\_

- 5 It's ideal for ... (paragraph 4) \_\_\_\_\_

## 4 Read these recommendations and decide what kind of device each one might be referring to. Then compare your answers with a partner.

- 1 I'm happy to recommend this device for people who need to work when they are travelling.  
\_\_\_\_\_
- 2 I would recommend it for people who lead an active lifestyle. \_\_\_\_\_
- 3 This device is suitable for anyone who travels and likes reading. \_\_\_\_\_
- 4 People who are interested in music will find this device very interesting and easy to use. \_\_\_\_\_
- 5 This device is ideal for drivers who like to know where they are at a glance. \_\_\_\_\_

## 5 Underline the phrases in Exercise 4 that you can use to make recommendations for any device.

## OPTIMISE your exam



### A review

- When you write a review of a product, describe the key positive and negative features. These can include the product's size and weight, technical details and other functions.
- Make a clear recommendation to the reader based on one or two key features of the product.

# SmartFit2

might be the one for you!

I've had a SmartFit2 for a few months now. I've tried out all the features and I'd like to share some of my thoughts and maybe help you decide whether to buy one or not. It's a fantastic gadget, although it's not all good news.

First of all, the advantages. It's faster than the SmartFit1 and has an even more modern-looking design. You'll find the biggest upgrade, though, in the camera. It really is the best on the market. With the built-in HD camera, you can capture all the detail you need, even in low light. It's perfect for those all-important selfies!

There is a downside to this watch, though. It's slightly wider than other similar smartwatches. This might not seem like a big difference at first, but you'll notice it after you've been wearing it for a while.

On the whole, the SmartFit2 is a very good smartwatch. It's particularly suitable for people interested in photography. I'm happy to recommend it, especially if you're one of those people who are snap happy.





## 6 Look at this writing task and make notes to answer the questions (1–6). Use your imagination if necessary.

You see this advert in an English-language magazine for young people.

### Reviews wanted!

Our next issue is all about the latest gadgets and we want your reviews! Write a review of a device you've bought or used recently. Your review should include information about the device, its features and other relevant information. Would you recommend this device to other people your age?

We'll use the best reviews in our next issue!

Write your **review**.

- 1 What device are you going to review?
- 2 What is the single best feature of the device?
- 3 Why is that a useful feature?
- 4 What is the single worst feature of the device?
- 5 Why is that a problem?
- 6 Who would you recommend the device for?

## 7 Plan Make a paragraph plan.

| Part        | Purpose   | Useful phrases  | My notes |
|-------------|---|---|----------|
| Title       | Name the device and add a short phrase that summarises your opinion.                    |   |          |
| Paragraph 1 | Introduce the device, and describe your experience of it.                               | <i>I've used this device for ...</i>  |          |
| Paragraph 2 | Describe the best feature of the device, giving details and saying why it's useful.     | <i>The big advantage of this device is ...<br/>One of the positive features of this device is ...</i> |          |
| Paragraph 3 | Describe the worst feature of the device, giving details and saying why it's a problem. | <i>Unfortunately, one of the minuses is ...<br/>On the downside, this device ...</i>                  |          |
| Paragraph 4 | Say if you recommend the device and who you recommend it for.                           | <i>In conclusion, / To conclude, /<br/>To sum up, ...</i>   |          |

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

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

- |   |   |
|---|---|
| <input type="checkbox"/> I've given my review a title.                                      | <input type="checkbox"/> I've said who should or shouldn't use this device. |
| <input type="checkbox"/> I've written at least four paragraphs.                             | <input type="checkbox"/> I've checked my spelling and grammar.              |
| <input type="checkbox"/> I've described the key positive and negative points of the device. |   |



### Learning to Learn

#### Managing your workload

We all have a lot to do. Managing a heavy workload can be challenging. When you organise and plan your time, you will be able to work more efficiently. Follow these tips to help manage your workload.

- Make a weekly timetable that includes down time, as well as study time.
- Prioritise the most urgent and important tasks and do these first.
- Break larger projects down into smaller tasks and tick them off as you complete them.
- Don't try to 'multitask' and do too many different things at once. Focus on one task at a time.
- Use an alarm and make sure you take breaks between study periods.
- Turn your phone off and avoid distractions so you can stay focused.



## Optimise your well-being

### Discover your study style

Studying alone can sometimes be challenging. Which of these statements are true for you?

- ☐ I prefer to work alone in class, but I know there are times when I need to work with others.
- ☐ I don't like working alone, but I find it difficult to talk to people I don't know.
- ☐ I prefer working with other people to working alone.

Connecting with others is important for your well-being. Look at these ways of connecting with your classmates. Add two more ideas.

- Find things you have in common.
- Ask 'open' questions with *Where, Why, When* and *Who*.
- Be a good listener.

**...** Speak to three people in the class and find three things that you have in common, e.g. hobbies, family, TV and film, food or travel. In the next class, tell other students what you found out and how this activity made you feel.



## Revise Grammar and vocabulary

### 1 Choose the correct word.

- 1 The technicians carried **out** / **up** a number of tests.
- 2 My **top** / **high** priority this year is passing my exams.
- 3 Aren't you bored **with** / **in** playing video games?
- 4 We thought we'd go to the cinema, but we ended **up** / **with** staying in.
- 5 How did you come **up** / **in** with such an unusual idea?
- 6 I'm thinking of **taking** / **setting** up a club for people who like making videos.
- 7 Would you mind plugging **up** / **in** the printer for me?
- 8 We took the **top-** / **high-**speed train to Paris.
- 9 After missing the lesson, Jess had to **catch** / **hold** up with the rest of the class.
- 10 This news is **top** / **high** secret, so don't tell anyone! \_\_\_\_\_ / 10

### 2 Write one word in each gap.

- 1 Can everyone pay attention \_\_\_\_\_ this, please?
- 2 You can't criticise Liam \_\_\_\_\_ trying his best.
- 3 My sister's just qualified \_\_\_\_\_ a dentist.
- 4 There's nothing wrong \_\_\_\_\_ using a dictionary if you don't know the meaning of a word.
- 5 You need to concentrate \_\_\_\_\_ your studies and spend less time online.
- 6 I don't know how you succeeded \_\_\_\_\_ persuading Ben to lend you his new bike. \_\_\_\_\_ / 6

### 3 Complete the sentences with the correct form of the words in brackets.

- 1 Why \_\_\_\_\_ (you / look) at me like that? Is there something on my face?
- 2 Everything was expensive last year because fuel prices \_\_\_\_\_ (rise) constantly.
- 3 Your text message arrived just as I \_\_\_\_\_ (write) you a message!
- 4 My dad \_\_\_\_\_ (not go) to university.
- 5 He \_\_\_\_\_ (be) interested in becoming a nurse since he was little.
- 6 I \_\_\_\_\_ (finish) lunch by the time my friends arrived yesterday.
- 7 It \_\_\_\_\_ (get) dark. Let's turn the light on.
- 8 You're late! What \_\_\_\_\_ (you / do) all day? \_\_\_\_\_ / 8

### 4 Choose the correct option.

- 1 It's so annoying! He **is always looking** / **always looks** at his phone when I'm talking to him!
- 2 This pizza is bad, but the ones from that restaurant are even **worse** / **worst**.
- 3 Let me know as soon as your plane **is landing** / **has landed** on Friday.
- 4 The faster you finish your work, the **sooner** / **soonest** you can go out with your friends.
- 5 This is the **more silly** / **silliest** game I've ever played!
- 6 It took a while, but **I used** / **I'm used** to getting the bus to school now. \_\_\_\_\_ / 6



- 5** Complete the sentences with the words below. There are three extra words that you do not need to use.

certificate create discover engine  
generate graduate licence motor  
pass remote control revise

- It's illegal to drive a car without a \_\_\_\_\_ in the UK.
- Can you pass me the \_\_\_\_\_ so I can turn the volume down?
- At the graduation ceremony, everyone got a \_\_\_\_\_ for completing the course.
- The \_\_\_\_\_ on my friend's motorbike broke, and she had to get the bus home.
- I've got exams next week, so I need to \_\_\_\_\_ at the weekend.
- Rosalind Franklin's research helped her colleagues \_\_\_\_\_ the structure of DNA.
- My sister had to \_\_\_\_\_ a lot of exams before she qualified as a doctor.
- A combination of intelligence and imagination allowed Tim Berners-Lee to \_\_\_\_\_ the World Wide Web. \_\_\_\_\_ / 8

- 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.

- Ava's app design is more innovative than Zoe's. **NOT**  
Zoe's app design is \_\_\_\_\_ Ava's.
- For a long time, Emma found living in a foreign country difficult. **USED**  
It took a long time for Emma \_\_\_\_\_ in a foreign country.
- It was my second time in a helicopter. **BEEN**  
It was the \_\_\_\_\_ in a helicopter.
- I started working on this idea over eight months ago. **BEEN**  
I \_\_\_\_\_ eight months on this idea.
- My granny often baked cakes when we visited. **WOULD**  
When we visited, my granny \_\_\_\_\_ cakes.
- In the past, I didn't like reading fiction, but I love it now. **TO**  
I \_\_\_\_\_ like reading fiction, \_\_\_\_\_ but I love it now. \_\_\_\_\_ / 12

**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  |
|---|--------------|
| <input type="radio"/> scan an article to find specific information                                | Unit 1, p 10 |
| <input type="radio"/> listen for agreement and disagreement in dialogues                          | Unit 1, p 14 |
| <input type="radio"/> use phrases for agreeing and disagreeing in a collaborative task            | Unit 1, p 16 |
| <input type="radio"/> form words using prefixes and suffixes                                      | Unit 1, p 17 |
| <input type="radio"/> express and justify my opinions in an essay                                 | Unit 1, p 18 |
| <input type="radio"/> deduce the meaning of unknown words and phrases from context                | Unit 2, p 20 |
| <input type="radio"/> identify speakers' attitudes and opinions in short extracts                 | Unit 2, p 24 |
| <input type="radio"/> compare photos in a photo task  | Unit 2, p 26 |
| <input type="radio"/> form singular and plural nouns and complete phrasal verbs with prepositions | Unit 2, p 27 |
| <input type="radio"/> describe a product and make recommendations in a review                     | Unit 2, p 28 |