

Optimise

Student's Book Pack



B1+

+ Student's Resource Centre

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UNIT	READING	GRAMMAR	VOCABULARY
1 Can't live without it (TECHNOLOGY) p 4–13	<i>1986: A year without technology</i> Understanding purpose Multiple choice	Tense review: present simple and continuous, stative verbs <i>-ing</i> and infinitives	Adjectives with <i>-able / -ible</i> Collocations with <i>come, do, make</i> or <i>take</i> Words connected with <i>technology</i>
2 Live and learn (EDUCATION) p 14–23	<i>What did you learn out of school?</i> Understanding pronoun references Gapped text	Tense review: past simple and past continuous <i>Would, used to, be used to</i>	Words connected with <i>education/learning</i> Adjectives with <i>-ful / -ive</i> Phrasal verbs
Progress check Units 1 and 2: Grammar and vocabulary / Exam skills p 24–25			
3 Viral video (TELEVISION) p 26–35	<i>YouTube stars</i> Scanning Multiple matching	Modals (1): review Modals (2): deductions about the present	Nouns with <i>-ity / -ness</i> Collocations with verbs <i>TV programmes</i>
4 Big city life (PLACES) p 36–45	<i>... things to do in England's capital city!</i> Skimming Open questions	Tense review: present perfect simple and continuous Question review: question tags and question forms	<i>Places in the city</i> Words + prepositions Adjectives/nouns/verbs
Progress check Units 3 and 4: Grammar and vocabulary / Exam skills p 46–47			
5 The weekend starts here! (FREE TIME) p 48–57	<i>History of the weekend</i> Understanding references Multiple choice	The future (1): <i>will, be going to</i> , present simple and continuous Comparatives and superlatives	Verbs/adjectives with <i>-ate</i> Phrasal verbs <i>Hobbies</i>
6 Good food, good mood (HEALTH) p 58–67	<i>Science fact or science fiction?</i> Deducing meaning from context Multiple choice	Conditionals (1): zero, first and second conditionals Relative clauses	Words + prepositions Adverbs formed from adjectives Words connected with <i>health</i>
Progress check Units 5 and 6: Grammar and vocabulary / Exam skills p 68–69			
7 Best friends forever (RELATIONSHIPS) p 70–79	<i>Long lost friends</i> Understanding linking words/phrases Gapped text	Tense review: past perfect simple and continuous Connectors of contrast	Words connected with <i>friendship</i> Nouns with <i>-ance / -ence / -ment / -ship</i> Phrasal verbs
8 The only way is up (NATURE) p 80–89	<i>Reaching the top</i> Understanding implication Multiple matching	The passive Review: countable/uncountable nouns, articles, quantifiers	Words connected with <i>geographical features</i> Nouns formed from verbs Words + prepositions
Progress check Units 7 and 8: Grammar and vocabulary / Exam skills p 90–91			
9 Music to my ears (MUSIC) p 92–101	<i>Teenage violinist given £1m violin ...</i> Understanding text logic Gapped text	Reported speech Indirect questions	Idioms connected with <i>music</i> Phrasal verbs Nouns with <i>-ant / -ist</i>
10 Run till you drop (SPORTS) p 102–111	<i>The Antarctic Ice Marathon</i> Identifying synonyms (1) Open questions	Result clauses: <i>so, such, too, enough</i> Conditionals (2): third conditional	<i>People in sport</i> Adjectives/nouns/verbs Phrases connected with running
Progress check Units 9 and 10: Grammar and vocabulary / Exam skills p 112–113			
11 All in a day's work (WORK) p 114–123	<i>Bad job!</i> Identifying synonyms (2) Multiple matching	Modals (3): modal perfect The causative	Nouns with <i>-er / -or</i> Phrasal verbs Words connected with <i>work</i>
12 My hero! (PEOPLE) p 124–133	<i>Honouring everyday heroes</i> Identifying examples True/false with explanation	The future (2): continuous, perfect simple and continuous Past tenses for the present/future	Nouns with <i>-ism</i> Collocations with <i>do</i> and <i>make</i> Words connected with <i>describing people</i>
Progress check Units 11 and 12: Grammar and vocabulary / Exam skills p 134–135			
OPTIMISE YOUR EXAMS ▶ READING p 136–137 ▶ LISTENING p 138–139 ▶ SPEAKING / ▶ SPEAKING TEST VIDEO p 140–143			
Grammar reference p 148–160	Vocabulary reference p 161–168	Writing reference p 169–174	Irregular verbs reference p 175

LISTENING	SPEAKING	USE OF ENGLISH	WRITING
Listening for agreement (1) Multiple choice (extracts)	Talking about habits Interview ▶ Talk 2 Me	Word patterns (verb phrases) Sentence transformation	Agreeing and disagreeing An essay
Predicting missing information Sentence completion	Comparing Photo task ▶ Talk 2 Me	Verbs (1) (auxiliaries, modals, particles) Open cloze	Giving advice A letter / An email
Identifying attitude (1) Multiple matching	Making suggestions Collaborative task ▶ Talk 2 Me	Nouns (1) (suffixes, spelling changes) Word formation	Using good descriptions A review
Understanding responses to questions Multiple choice (single extract)	Agreeing and disagreeing Discussion ▶ Talk 2 Me	Collocations Multiple-choice cloze	Giving examples An essay
Listening for agreement (2) Multiple choice (extracts)	Talking about hopes and ambitions Interview ▶ Talk 2 Me	Prepositions and short adverbs Open cloze	Giving reasons An article
Identifying attitude (2) Multiple choice (extracts)	Expressing preference and giving reasons Photo task ▶ Talk 2 Me	Adjectives and adverbs Word formation	Engaging the reader An article
Predicting synonyms Multiple matching	Asking for clarification Collaborative task ▶ Talk 2 Me	Verbs (2) (tenses) Sentence transformation	Using narrative tenses A story
Listening for opinion Sentence completion	Expressing and justifying opinions Discussion ▶ Talk 2 Me	Nouns (2) (suffixes, negatives) Word formation	Explaining A letter / An email
Taking notes Sentence completion	Expressing uncertainty and speculating Photo task ▶ Talk 2 Me	Idioms Multiple-choice cloze	Making recommendations A review
Distractors (1) Multiple choice (single extract)	Talking about experiences Interview ▶ Talk 2 Me	Conditionals Sentence transformation	Creating a good plot A story
Identifying attitude (3) Multiple matching	Organising your ideas Photo task ▶ Talk 2 Me	Phrasal verbs Multiple-choice cloze	Using formal and informal language A letter / An email
Distractors (2) Multiple choice (single extract)	Reaching a decision Collaborative task ▶ Talk 2 Me	Verbs (3) (phrasal verbs) Open cloze	Drawing conclusions An essay

Student's Resource Centre

- Talk2Me videos (flipped classroom)
- Speaking test videos
- *Optimise your grammar* worksheets
- *Optimise your vocabulary* worksheets
- *Say it right* pronunciation worksheets
- Culture and CLIL worksheets
- Class and Workbook audio



1

Can't live without it

READING | Multiple choice | A magazine article

1 In pairs or as a group, answer the questions.

- 1 What modern technology do you use more than once a week? Make a list and compare answers.
- 2 Which things on your list do you think existed in 1986? How have those things changed since then?

EXAM SKILL

Understanding purpose

- Every text is written for a particular purpose or reason – to inform, to entertain, to persuade, to describe, to advise, etc.
- Thinking about the language the writer uses can help you decide what the purpose is.

2 Read the first paragraph of the article opposite and choose the best answer.

- 1 The writer is describing
 - a) something that happened.
 - b) a typical scene.
- 2 The writer is saying that
 - a) we shouldn't use technology.
 - b) we all use technology every day.
- 3 The writer uses mainly
 - a) present tenses.
 - b) past tenses.

3 Read the rest of the article and choose T (True) or F (False). If you choose T, underline the words or phrases that helped you decide.

- 1 In the second paragraph, the writer wants us to think about life in the past. **T / F**
- 2 In the third paragraph, the writer describes what some people did. **T / F**
- 3 In the fourth paragraph, the writer advises parents not to worry. **T / F**
- 4 In the fifth paragraph, the writer describes the effect of the experience. **T / F**

OPTIMISE YOUR EXAM

Multiple choice

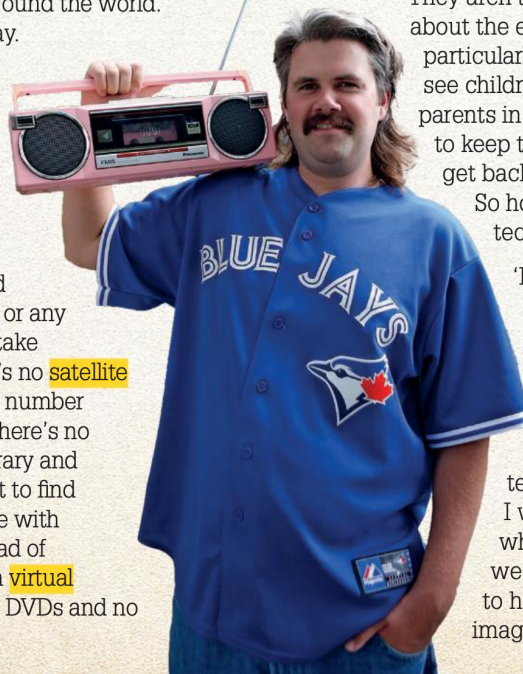
- Read the title and the text first for general meaning and think about how the language and tenses connect to the writer's purpose.
- Then read the questions and find the part of the text that they refer to.
- Carefully read the questions again and all the options before you choose your answer.

1986

A YEAR WITHOUT TECHNOLOGY

The next time you're out in a public place, like a park or a restaurant, look around you. What is happening? Some people are **surfing the internet** on their phones. Others are wearing headphones, listening to music on their MP3 players. Perhaps others are watching a film on a tablet or playing a game with friends halfway round the world. That's just the way life is today. We all spend a fair amount of our time connected to technology, even very young children, who want nothing more than to play with the latest **app** on their big brother or sister's tablet.

Now imagine living in a world without smartphones, tablets or any of the electronic **gadgets** we take for granted these days. There's no **satellite** TV and you only have a small number of channels to choose from. There's no internet and you go to the library and look at a book when you want to find anything out. You play outside with friends in the real world instead of playing online video games in **virtual** worlds. There are no **texts**, no DVDs and no email. Welcome to 1986!



That's the world the McMillan family from Ontario, Canada, decided to live in for a year. Blair, 27, Morgan, 28, and their two sons Trey and Denton, aged five and three, got rid of their **cable** TV, smartphones, internet, new games console, digital camera, DVD player and satnav, and instead used an old TV, a radio, old telephones, a VHS video player, an old games console and maps. They even got hairstyles just like the ones people had in 1986!

They decided to try it after seeing how their young children were becoming **dependent** on technology. They aren't alone. More and more parents today worry about the effect technology is having on their children, particularly very young children. It's not unusual to see children as young as two or three sitting with their parents in a restaurant with a tablet in front of them to keep them occupied. The McMillans decided to get back to basics to see how things have changed.

So how did they find their year without modern technology?

'I thought Blair was mad when he suggested doing this whole thing,' says Morgan, 'but it's made me realise how much time we wasted. We seem much more relaxed now, not checking in on email or Facebook all the time.' The McMillans are now back in the present with a different attitude to today's technology. Blair said, 'I'm not anti-technology. I wanted to taste, and I wanted my kids to taste, what it would be like without it, and to see if we could actually do it.' From now on, they hope to help their kids spend more time using their imagination and less time on the smartphone.

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

- What is the writer's purpose in the first paragraph?
 - A to describe a nice day out in the park
 - B to advise people against using too much technology
 - C to show how much everyone uses technology today
 - D to criticise people who use technology
- What is the writer's purpose in the second paragraph?
 - A to help us understand the McMillans' experience
 - B to show that the present is better than the past
 - C to make us realise that we don't need technology
 - D to show why life today is so unhealthy
- Which of the following does the writer **not** say the McMillans changed?
 - A their appearance
 - B their forms of entertainment
 - C their forms of communication
 - D their house
- According to the writer, other parents
 - A don't understand what the McMillans did.
 - B share the same concern as the McMillans.
 - C rely on technology too much in their lives.
 - D don't think about their young children enough.

- What is the writer's purpose in the final paragraph?
 - A to show how the experience has changed the McMillans
 - B to suggest that other families do the same as the McMillans
 - C to explain a mistake that the McMillans made
 - D to show why we need technology more these days

5 Complete the sentences with highlighted words or phrases from the article.

- If you've got _____ or _____ TV, you can watch channels from all around the world.
- I haven't received any _____ on my phone this week. Maybe there's a problem.
- I've got a great _____ on my phone. It shows you exactly where you are in the world.
- Do you think young people are _____ on technology these days?
- I can't live without my _____, like my phone, my tablet and my MP3 player.
- You're always _____ the _____. Why don't you read a book instead?
- To play this game, you go into a _____ world online and control a character.

Grammar in context

Find and underline these words in the text on page 5. In each case, explain why the writer has used this tense.

Some people *are surfing* the internet on their phones.

We all *spend* a fair amount of our time connected to technology, ...

We *seem* much more relaxed now ...

REMEMBER

- The present simple is used for facts, habits, routines and permanent situations.
- The present continuous is used for actions happening now and temporary or changing situations.
- Stative verbs describe states and are not normally used in continuous tenses. Common stative verbs include: *seem, like, believe, own*.
- Some verbs can be either stative or action verbs, depending on the meaning:
I think your new phone is amazing. think = believe (stative)
I'm thinking of buying a new phone. thinking (of) = considering (action)

▶ See Grammar reference, Unit 1, page 148

1 Choose the correct word or phrase.

- 1 Right now I **watch** / **'m watching** TV with my brother.
- 2 Do you agree that people **rely** / **are relying** on technology too much these days?
- 3 How often **do you use** / **are you using** microblogging services like Twitter?
- 4 Gadgets **become** / **are becoming** more and more a part of everyday life.
- 5 **Do you have** / **Are you having** satellite TV at home?
- 6 I **don't post** / **'m not posting** to Facebook as much as my friends do.
- 7 I'm sure your parents **have** / **are having** a good reason for limiting your use of technology.
- 8 I **use** / **'m using** this phone while my smartphone is being repaired.

2 Complete the dialogue with the correct form of the verbs in the box. Use contractions where possible.

call | come | get | have got | look
not joke | queue | sell | stand | want

Jake: Hello.
Oscar: Jake. It's me, Oscar. Listen – I (1) _____ you from town. I (2) _____ outside PhoneLand, and they (3) _____ the new Samsung in the shop. I seriously (4) _____ !
Jake: No! Really? Wow! What (5) _____ it _____ like?
Oscar: Really cool. And they (6) _____ really fast. I mean, people (7) _____ round the block to get one. Everyone (8) _____ one!
Jake: OK – I (9) _____ ready right now and I (10) _____ down there to meet you. I have to see this!
Oscar: OK – and hurry up!

3 Find and underline eight mistakes with tenses in the text. Write the correct form above each mistake.

HOME ABOUT LINKS ARCHIVE

One hour a day

Posted at 18:45 on 17 September

I am owning quite a few gadgets: a smartphone, a games console, a tablet and others. My parents are thinking that I spend a bit too long on them, at the moment. Now I am having one hour of screen time a day during the week, and two a day at weekends. I am choosing what I want to spend that time on, but when the time is being up, my parents are switching all devices off. I am supposing I do spend quite a bit of time on them, so I've decided to give it a go. Wish me luck – it isn't going to be easy!

SAY IT RIGHT

Resource centre: Unit 1
Emphatic stress

THINK | RESEARCH | CULTURE | LEARN | **ME**

How important is it to keep up with the latest technology, such as new smartphones, tablets and software updates?

Adjectives with *-able / -ible*

1 1.02 Write the adjective form of each word in the correct column. Make any necessary spelling changes. Listen and check.

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

adjectives with <i>-able</i>	adjectives with <i>-ible</i>
<i>admirable</i>	<i>accessible</i>

2 Write an adjective from Exercise 1 in each gap to complete the sentences. Sometimes there is more than one answer.

- Your parents don't let you surf the internet! That sounds _____!
- It is _____ for parents to limit screen time for young children.
- I think setting limits on children's use of technology is very _____.
- Playing video games has affected your eyesight, but don't worry – the effect is _____.
- Make sure your phone is _____ by getting a case for it that no-one else has.
- Most _____ people accept that you can't spend all your time online.

Collocations with *come, do, make or take*

3 1.03 Complete the phrases in italics with the correct form of *come, do, take or make*. Listen and check.

- My parents and I have _____ *to an agreement*. I'm only going to use my games console at the weekend.
- You should _____ *my advice* when I tell you to spend less time on your smartphone.
- Could you _____ *me a favour* and lend me your tablet for five minutes?
- I do _____ *your point* about very young children and limiting screen time, but I disagree when it comes to teenagers.
- I'm really _____ *my best* to use the internet less. I've deleted my Facebook account.
- I have _____ *to the decision* that I will only use electronic gadgets at the weekend.
- I spend too much time online, but I'm _____ *progress*. I've got it down to three hours a day!

4 Explain the meanings of the collocations in Exercise 3.

Words connected with *technology*

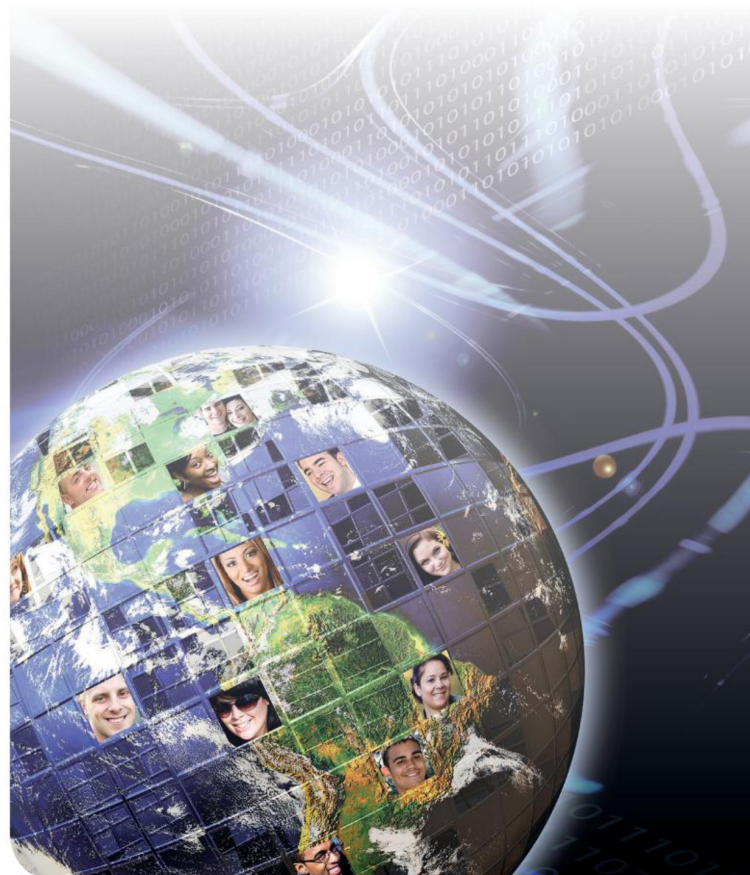
5 1.04 Choose words from the box that are synonyms for the words in bold. Listen and check.

fix | gadgets | limit | mend
 online | posted on | switch off

- She **uploaded** some photos to her Facebook page. _____
- If our computer freezes, we usually **turn it off** and restart it because that often solves the problem. _____
- I am addicted to my electronic **devices**, especially my tablet. _____
- How much did it cost to **repair** your computer? _____
- Many parents want to **control** how much time their children spend playing games **on the internet**. _____

6 Match these words to their antonyms in Exercise 5.

- break _____
- turn on _____
- offline _____
- download _____



1 LISTENING | Multiple choice (extracts)

1 Ask and answer the questions.

- 1 When was the last time you disagreed with someone? Describe what happened.
- 2 Do you ever disagree with people in your family? If you do, what do you disagree about? If you don't, what things do you think families often disagree about?

EXAM SKILL

Listening for agreement (1)

- In listening tasks, you often need to decide if one speaker agrees or disagrees with another, or what they agree/disagree about.
- Listen for agreement and disagreement phrases, but also listen to the different points the speakers make. A speaker may agree with one point but disagree with another.

2 1.05 Listen and decide if each speaker is agreeing or disagreeing. Make a note of the phrase they use.

Speaker 1 is **agreeing / disagreeing**.

Phrase used: _____

Speaker 2 is **agreeing / disagreeing**.

Phrase used: _____

Speaker 3 is **agreeing / disagreeing**.

Phrase used: _____

Speaker 4 is **agreeing / disagreeing**.

Phrase used: _____

Speaker 5 is **agreeing / disagreeing**.

Phrase used: _____

OPTIMISE YOUR EXAM

Multiple choice (extracts)

- Always read the questions before you start listening so you know what you are listening for.
- In this multiple-choice exam task (Exercise 4), some questions test listening for agreement and disagreement.
- Check that the phrases show agreement or disagreement about the main point in the question and not something else.

3 Look at the questions in Exercise 4. Which ones are about agreement or disagreement?

4 1.06 You will hear people talking in five different situations. For each question, choose the best answer (A, B or C).

- 1 You hear a boy and his mother talking. What do they disagree about?
A the amount of time he spends online
B how much fun social networks are
C whether he should see his friends more
- 2 You hear two friends talking about an app they are creating. What do they disagree about?
A how popular the app will be
B how much the app should cost
C what the app should be called
- 3 You hear a man and a woman talking. What do they agree to buy?
A a new games console
B a new television
C a new computer
- 4 You hear two people on the radio reviewing a smartphone. What do they disagree about?
A how hard the phone is to use
B how fast the phone is
C how fashionable the phone is
- 5 You hear two friends talking about a new product. What do they agree about?
A how popular it'll be
B how useful it'll be
C how expensive it'll be



THINK | RESEARCH | CULTURE | LEARN | **ME**

What do your parents feel about young people spending time online or playing video games? Are there rules in your family about how much screen time you're allowed? Do you think rules like that are a good idea?

Grammar in context

Match these sentences from the audio in the listening lesson to the verb patterns they use.

- 1 They **expect people to pay** a lot for them.
- 2 Turning it on **involves pressing** two buttons.
- 3 I think I should **make you spend** more time in the real world.
- 4 I'm not sure I **want to try** them.

- a) verb + full infinitive _____
- b) verb + object + full infinitive _____
- c) verb + *-ing* _____
- d) verb + object + bare infinitive _____

REMEMBER

- Some verbs or phrases are usually followed by either the *-ing* form of the verb, the full infinitive or the bare infinitive. There may or may not be an object after the verb. Learning patterns like this is very important in English.
- Be careful! Some verbs and phrases can use more than one structure. For example, the verb *want* can be used with two structures:

I want to buy a new tablet. (verb + full infinitive)

He *wants me to buy* a new tablet. (verb + object + full infinitive)

▶ See Grammar reference, Unit 1, page 148

1 Tick the correct sentences. Underline the mistakes in the other sentences and correct them.

- 1 Jake attempted to set a new record on the game, but failed. _____
- 2 I plan inviting a social media blogger to talk to students at my school. _____
- 3 I watched my brother to play video games for a while. _____
- 4 You'd better not leaving your new smartphone on your desk. _____
- 5 She pretended being working but I could see she was chatting online. _____

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

- 1 Do you _____ the laptop on the floor? (**deny, drop**)
- 2 My mum _____ the laptop off and do my homework. (**make, turn**)
- 3 Do you _____ your phone to look for something on the internet? (**mind, use**)
- 4 I _____ the app when suddenly my phone went dead. (**start, use**)
- 5 Can I _____ for ten more minutes and then going to do something else? (**suggest, play**)

3 Complete the text with the correct form (*-ing* or infinitive) of the verbs in the box. Use one verb twice.

be | check | limit | play | set
spend | take | use | watch

Screen time



Next time you feel like (1) _____ TV or playing a video game, think about your screen time. Add up the total time you spend looking at tablet screens, phone screens, computer screens and TV screens and you might be surprised. We all tend (2) _____ more and more time using technology these days, and we'd all better (3) _____ it seriously or we'll face health problems later. Experts suggest (4) _____ your screen time. You might dislike (5) _____ limits, and you might miss (6) _____ your favourite games, but there are many other things you can do. Here are a few tips.

- Avoid (7) _____ technology for more than two hours a day. This involves putting your gadgets away where you can't use them. Put your phone in a drawer in the evening and read a book instead of watching TV.
- Maybe you enjoy (8) _____ Facebook just before going to sleep, but don't do it. It affects your sleep and you don't get enough rest.
- Take the TV out of your bedroom. It might seem (9) _____ difficult at first, but you'll soon get used to it. Find something else to do instead, such as a hobby.

Don't put off (10) _____ control of your screen time. Your body and your mind will both thank you for it!



THINK | RESEARCH | CULTURE | **LEARN** | ME

Use a dictionary to find out what structures these verbs take: *agree, dislike, imagine, refuse*. Write an example sentence for each verb.

Flipped classroom

- 1 Watch the *Talk2Me* video and answer the questions.
- Who has the most / the least amount of free time per day?
 - Which activities do the people say they do in their free time?
 - How many people play video games every day?

- 2 Watch the video again. Underline the time expressions in the *Phrase expert* box that you hear on the video.

PHRASE EXPERT

a/per day | from time to time | hardly ever |
I tend (not) to | my usual routine |
now and again | up to (an hour / two hours)

EXAM SKILL

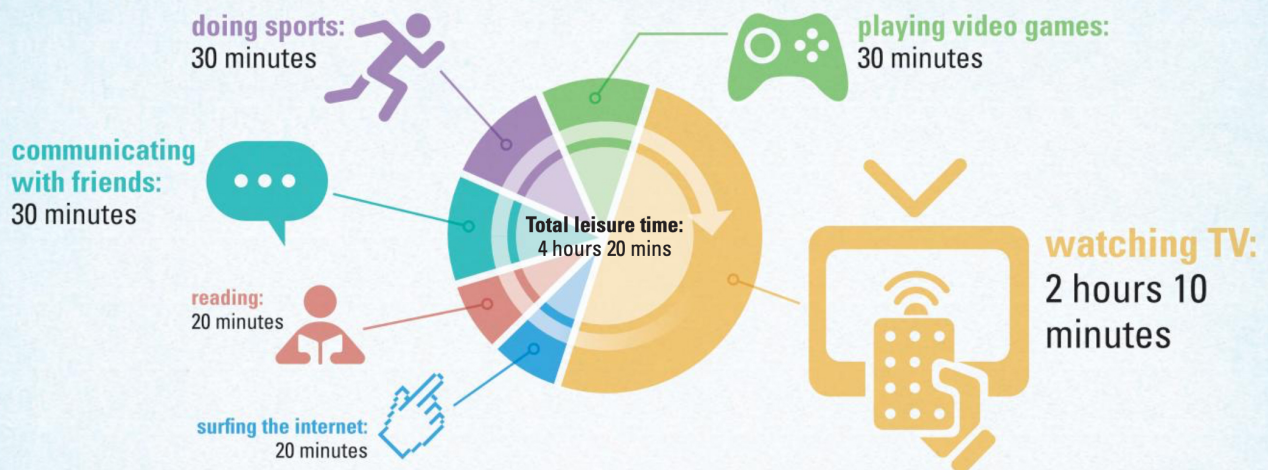
Talking about habits

- When you talk about your own routines and habits, you may need to use adverbs of frequency. As well as the common adverbs like *sometimes*, *usually*, and *never*, you can use phrases like *hardly ever*, *from time to time*, *now and again*, etc.

- 3 In pairs or groups, answer the questions.

- Do you have a daily routine or is each day different?
- What are the good and bad things about having a routine?

- 4 Look at the chart below, showing someone's typical use of leisure time in a day. Describe what it tells you and say what you find interesting or surprising about it.



- 5 Complete the sentences with a word or phrase from the *Phrase expert* box.

- _____ get distracted, and I stick to what I have planned.
- You'll _____ find me just sitting around watching TV, for example.
- _____ is to get up around seven and check my texts.
- Sometimes I spend an hour _____ online.
- I guess _____ two or three hours on a Saturday is _____.

OPTIMISE YOUR EXAM

Interview

- An examiner may ask you to talk about yourself, your life, your interests, etc.
- Listen carefully to the question and give an appropriate answer.
- Be honest – the examiner wants to hear you talk about yourself in a relaxed, natural way.

- 6 In pairs, ask and answer these questions.

- How much free time do you have?
- What do you like doing in your free time?
- How much time do you usually spend online?
- What are your favourite online activities?
- How often do you play video games?
- Do you do much sport?

- 1** In pairs, agree on two advantages and two disadvantages of young people playing video games.



EXAM SKILL

Word patterns

- Many exam tasks test your knowledge of word patterns, the grammar associated with particular words or phrases. In Grammar 2, we looked at word patterns with certain verbs and phrases.
- In the *Vocabulary reference*, page 162, you can find more examples of the word patterns from this level.

- 2** Choose the correct sentence endings. Sometimes there is more than one answer.

- 1 He denied _____
a) losing my phone. b) that he lost my phone.
- 2 Kelly suggested _____
a) playing a game. b) to play a game.
- 3 I finally succeeded _____
a) in fixing my tablet. b) to fix my tablet.
- 4 Would you mind _____
a) lending me a DVD? b) to lend me a DVD?
- 5 Are you planning _____
a) getting a laptop? b) to get a laptop?
- 6 I'd rather _____
a) have a smartwatch. b) to have a smartwatch.
- 7 Would you prefer _____
a) this app? b) to buy this app?
- 8 You'd better not _____
a) stay up too late. b) to stay up too late.

OPTIMISE YOUR EXAM

Sentence transformation

- Read the instructions for the task carefully.
- Make sure you don't write more than five words for each question and don't change the word given.

- 3** Look at each pair of sentences in Exercise 4 and answer these questions.

- 1 What word pattern is used with *able*?

- 2 What verb means 'say you didn't do something' and is followed by *-ing*?

- 3 What word pattern is used with *tend*?

- 4 What word patterns are used with *suggest*?

- 5 What phrase using *make* means 'force someone to do something'?

- 6 What is another word for *manage* which is followed by *in*?

- 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.

- 1 Some people can't stop themselves playing video games for hours on end. **ABLE**
Some people _____ themselves playing video games for hours on end.
- 2 Oliver says he didn't break your phone. **BREAKING**
Oliver _____ your phone.
- 3 Older people often find it hard to understand technology. **TEND**
Older people _____ it easy to understand technology.
- 4 Playing a video game was my idea. **SUGGESTED**
I _____ play a video game.
- 5 You can't force me to play games if I don't want to. **MAKE**
You can't _____ games if I don't want to.
- 6 I finally managed to solve the mystery at the end of the video game. **IN**
I finally _____ the mystery at the end of the video game.



THINK | RESEARCH | **CULTURE** | LEARN | ME

How popular are video games with young people in your country?
How much of a problem is video game addiction in your country?

1 In pairs or as a group, answer the questions.

- Are there any children under five in your family? How much screen time do they have?
- What are the possible negative effects of young children having too much screen time?

EXAM SKILL**Agreeing and disagreeing**

- In some writing tasks, you might need to express agreement or disagreement with different ideas.
- Try to use a range of phrases for agreeing or disagreeing, such as *I am for/against the idea that ...* or *I agree/disagree with the argument that ...*, etc.

2 Read the statement and the essay. Does the writer agree or disagree with the statement? Do you agree or disagree with the writer?

Parents should limit the amount of time very young children spend using gadgets. Do you agree?

It is very common today to see children as young as two playing games on tablets or smartphones. It is my belief that this has some negative effects and I completely support the idea that parents should set limits on screen time for very young children.

It is important that young children develop social skills by playing with other children. They cannot do this while they are playing with apps on their own. I totally agree with the idea that the colours and music of most games are attractive but young children need to learn to develop real relationships with people.

I do not accept the argument that children can set limits themselves. At this age, young children have no idea how playing games may affect them later. In my opinion, only a child's parents, with their experience of life, can decide how much screen time is appropriate.

Of course, parents should discuss the situation with their child. I am not in favour of setting limits when the child does not understand the reason. Parents should also make sure that their child does activities with other children, such as visiting playgrounds.

3 Find and underline places in the essay where the writer agrees or disagrees with something.**4 Complete each phrase with a word from the box.**

accept | against | convinced
favour | support | totally

Agreeing

- I completely _____ (+ noun / -ing / the argument/idea/suggestion that ...)
- I am in _____ of (+ noun / -ing / the argument/idea/suggestion that ...)
- I _____ agree with (+ noun / -ing / the argument/idea/suggestion that ...)

Disagreeing

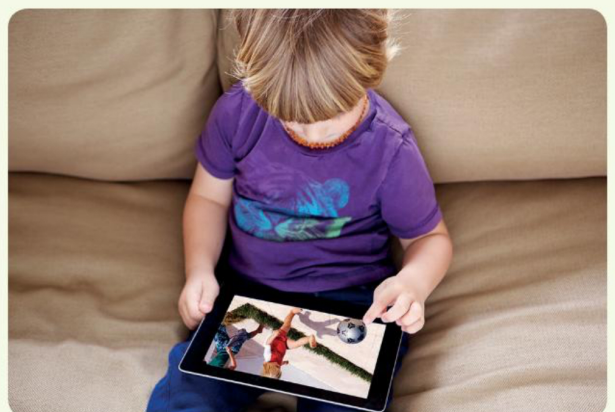
- I do not _____ (+ noun / the argument/idea/suggestion that ...)
- I am _____ (+ noun / -ing / the argument/idea/suggestion that ...)
- I am not _____ by (+ the argument/idea/suggestion that ...)

OPTIMISE YOUR EXAM**An essay**

- When you write an essay, remember that the purpose is to present your opinion in a clear way, with reasons for that opinion.
- Start a new paragraph for each main point. Make the main point clearly in the first sentence of the paragraph then give reasons and examples.
- Always plan your writing and check your finished work.

5 Choose the correct words to complete the opinion phrases.

- It is my **belief** / **believe** that ...
- I **tend** / **intend** to think that ...
- From** / **In** my point of view ...
- As far as **my** / **I'm** concerned ...
- In** / **On** my opinion ...
- To** / **From** my mind ...



6 Look at this writing task. Do you agree or disagree with the statement? Briefly say why.

In your English class, you have been talking about teenagers and their use of modern technology. Now your English teacher has asked you to write an essay for homework.

Parents should limit the amount of time their teenage children spend online. Do you agree?

NOTES

Write about:

- 1 school
- 2 friends
- 3 (your own idea)

7 Read these sentences and explain why you agree or disagree with each idea.

- 1 Parents should trust teenagers to set their own limits.
I agree/disagree because _____.
- 2 Teenagers today are too dependent on modern technology in their social lives.
I agree/disagree because _____.
- 3 Teenagers should have limits on their screen time during the school week.
I agree/disagree because _____.
- 4 Teenagers should be free to do whatever they want at the weekend.
I agree/disagree because _____.
- 5 Teenagers are old enough to be in control of their own lives.
I agree/disagree because _____.

8 Plan Make a paragraph plan.

Part	Purpose	Useful phrases	My notes
Paragraph 1	give your general opinion on whether parents should limit teenagers' time online	<i>One important issue today is ...</i> <i>Many people argue that ...</i>	
Paragraph 2	give your opinion in connection with school	<i>In my view, it is important to remember that ...</i> <i>School is a time when ...</i>	
Paragraph 3	give your opinion in connection with weekends	<i>We all need time to relax and ...</i> <i>After a busy week at school ...</i>	
Paragraph 4	give your opinion on a third area of your own choice	<i>A third area that may be affected is ...</i> <i>People are also concerned about the effects on ...</i>	

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

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

Checklist 

- | | |
|---|---|
| <input type="checkbox"/> I've clearly agreed or disagreed with the statement. | <input type="checkbox"/> I've given reasons for my opinion. |
| <input type="checkbox"/> I've used an appropriate style for an essay. | <input type="checkbox"/> I've written at least four paragraphs. |
| <input type="checkbox"/> I've started each paragraph with a main point. | <input type="checkbox"/> I've checked my spelling and grammar. |

2

Live and learn



READING | Gapped text | Blog posts

1 In pairs or as a group, answer the questions.

- 1 What things did you learn to do between the ages of (a) one and five, and (b) five and ten?
- 2 Is there anything that you've tried to learn but didn't manage to get the hang of?

EXAM SKILL

Understanding pronoun references

- Pronouns are words like *she*, *his*, *them*, *it*, 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 it?*, etc.).

2 Look at these sentences. For each underlined word, guess what it might refer to. Make notes.

It's great fun when you finally get the hang of it!

Example: _____ *perhaps it's skateboarding or whistling*

- 1 While he was studying, I stood in front of the mirror and practised.

- 2 My older sister Emily was doing them at school.

- 3 Our parents always made us write them on our birthdays.

3 Read the text quickly to get a general idea of what it's about. Add more information to your notes in Exercise 2.

OPTIMISE YOUR EXAM

Gapped text

- In this task, you need to decide which sentences are missing from a text.
- Underline any pronouns in the missing sentences (e.g. *I*, *he*, *she*, *our*, etc.).
- Look carefully at the sentences before and after the gaps for people, places, things, etc. that might correspond to the pronouns in the missing sentences.



What did you learn out of school?



We learn things at school – of course! But we also gain a whole load of skills beyond the school gates. What skill or ability did you acquire from friends or family? Was it easy to learn? How old were you when you first learnt it? Tell us your stories!



Adrian

10 October - 17.32

When I was about 14, I went to stay with my older brother, who was at university. He had a set of juggling balls, and he taught me how to juggle. The thing about juggling is that learning how to do it is not enough. You have to practise a lot before you can do it well. It was OK, though – I had the time as my brother had quite a lot of studying to do. 1 It was really difficult at first, and I kept dropping the balls instead of catching them, but after three or four days, I started to get better.



Stephanie

10 October - 17.54

My skill's a bit like Adrian's because I had to practise for ages until I could do it properly, too. I suppose I was about eight when some older kids in the neighbourhood showed me how to do an 'ollie' on a skateboard. It's all about pushing the back of the skateboard down to the ground, and then lifting your front leg and bending your knee and your ankle. 2



Alexandra

10 October - 18.23

Most people learn their times tables at school when they're about seven, but I learnt them at home – when I was three! 3 In the evenings, while my mum was getting dinner ready, she tested my sister. I just sat there quietly listening. I wasn't trying to learn them, but I did! One day a few weeks later, my mum was buying some new books for my sister and me. She was working out the prices of something and she said, 'So, that's seven times eight. Seven eights are ...' 4 The shop assistant was totally amazed!



Daniel

10 October - 18.25

You might think this is a bit boring, but one significant thing I learnt when I was quite young was the importance of writing a thank-you letter when someone gives you a present. 5 Now I'm older, it's great to get a short card or email from one of my young nieces or nephews when I've given them a present. It doesn't have to be long – just a few sentences saying thank you and sharing your news.



Ed

10 October - 18.28

Stephanie's post reminded me of what I learnt last summer, when we went on holiday to the north coast of Cornwall. For those of you who don't know it, it's famous for its waves. They're perfect for surfing. I was really lucky, because my cousin Bruce from Canada, who was with us, is a bit of an expert. 6 He was also responsible for deciding if the waves were right for a beginner like me, or if it was too dangerous. I learnt a huge amount in two weeks, and can't wait to go surfing again one day. I just wish everything we learn at school was as much fun!



4 1.07 Read the text again. Choose which sentence A–G fits each gap 1–6. There is one extra sentence you do not need.

- A Before she could finish her sentence, I shouted out, '56'!
- B It's great fun when you finally get the hang of it!
- C While he was studying, I stood in front of the mirror and practised.
- D He chose the boards we used and where to go.
- E My older sister Emily was doing them at school.
- F I took quite a few notes while she explained exactly what to do.
- G Our parents always made us write them on our birthdays.

5 Write the highlighted words or phrases from the text which match these definitions.

- 1 someone who knows a lot about a subject _____
- 2 similar to _____
- 3 lots of _____
- 4 made me remember _____
- 5 for a long time _____
- 6 correctly, the right way _____
- 7 learn, gain, get _____
- 8 completely _____

THINK | RESEARCH | CULTURE | LEARN | **ME**

Write your own short comment in response to the blog post and other comments in the text above.

Grammar in context

Look at the introduction and Adrian's post (including the removed sentence) on page 15 and do the following:

- 1 Find eight verbs in the past simple affirmative.
- 2 Find an example of a question in the past simple.
- 3 Look at this sentence from the text. *In the evenings, while my mum was getting dinner ready, she tested my sister.*

Explain why we use the past continuous for the underlined words, not the past simple.



REMEMBER

We use the past simple for:

- a single completed action or a series of completed actions – *I **wrote** her a thank you letter and she **replied** a week later.*
- a habit or repeated action – *She **practised** on her skateboard every day.*
- emphasis or to contradict something; in this situation, we use the auxiliary verb *did* + bare infinitive – *I **did finish** my homework last night, but I forgot to bring it to school.*

We use the past continuous for:

- an action or situation in progress – *The sun **was shining** when we arrived at the beach.*

► See Grammar reference, Unit 2, page 149

- 1 Put the verbs into the correct tense, past simple or past continuous. Be careful! In some sentences, the verbs can be in the same form.

- 1 We _____ (watch) a video on YouTube when I _____ (realise) I _____ (want) to learn the guitar.
- 2 My dad _____ (not learn) how to do up a tie until he _____ (go) to work in a bank.
- 3 Pete _____ (learn) that magic trick while he _____ (stay) with his best friend, Simon.
- 4 I _____ (know) how to make a sandwich but my little brother _____ (not know).
- 5 Who _____ (teach) you to tie your shoelaces?
- 6 _____ (you / wear) a helmet when you _____ (fall off) your bike?
- 7 When _____ (you / learn) how to solve a Rubik's Cube?
- 8 Yes, I _____ (clean [emphatic]) my teeth after breakfast, I promise!

- 2 Complete the text with the past simple or past continuous form of the verbs in the box.

ask | be | decide | get up
lead | not realise | practise
rain | say | suggest | tickle

Tongue Twisters

When I (1) _____ yesterday morning, it (2) _____ heavily. My sister Tammy and I were bored because we couldn't go out, and because our internet was down, we couldn't chat with our friends either. We (3) _____ Mum for suggestions and she (4) _____ that when she was younger (in the days before the internet), she and her sister would play games on days like this to pass the time. She (5) _____ we practise some tongue twisters:

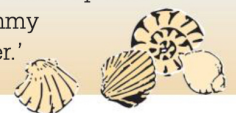
'She sells seashells by the seashore.'

'How much wood could a woodchuck chuck if a woodchuck could chuck wood?'

'Fred fed Ted bread and Ted fed Fred bread.'

'Red lorry, yellow lorry.'

I (6) _____ how difficult they were. Tammy (7) _____ much better than me, so I (8) _____ to make things a bit more difficult for her. While she (9) _____ them, I (10) _____ her! It's very difficult saying a tongue twister when you're being tickled too! And that (11) _____ us to make up a new tongue twister: 'Tickling talkative Tammy made Tammy's tongue twisters trickier.'



THINK | RESEARCH | CULTURE | LEARN | ME

1.08 Listen to the tongue twisters in Exercise 2 and then try them yourself.

What tongue twisters do you know in your own language? Practise saying them in pairs.



Words connected with education/learning

- 1** 1.09 Write a verb from the box in the correct form to complete each sentence. There may be more than one correct answer for some gaps. Listen and check.

beat | manage | progress | succeed

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

accomplish | achieve
come first | overcome

- The explorers _____ a lot of problems before they reached the South Pole.
- I was pleased that Julia _____ in the class test because she had done a lot of revision.
- I _____ a new best time for swimming 1000m at the weekend.
- We _____ a lot this morning because everyone worked really hard.

come last | fail | lose | suffer

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

Adjectives with -ful / -ive

- 2** 1.10 Write the adjective form of each word in the correct column. Listen and check.

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

adjectives with -ful	adjectives with -ive
<i>harmful</i>	<i>active</i>



REMEMBER

All the adjectives in Exercise 2 can become adverbs by adding *-ly*. Remember that adjectives usually describe things, but adverbs usually describe the verb or the whole sentence, and can also describe adjectives (*extremely clever*) and other adverbs (*very quickly*):

- 3** Write the correct form of the word (adjective or adverb) in each gap to complete the sentences.

- It's important for parents to encourage their kids to be _____ (**create**) from an early age.
- Our puppy's really _____ (**play**) and lively.
- I found surfing difficult at first but _____ (**thank**) it got easier the more I practised.
- Being able to read a map is a very _____ (**use**) skill.
- I'm not _____ (**act**) looking for a new guitar teacher but if you hear of a good one, let me know.
- Do you think some video games are _____ (**harm**) to children's development?

Phrasal verbs

- 4** 1.11 Look at the phrasal verbs in italics in these sentences and choose the best meaning. Listen and check.

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