

Optimise

Student's Book Pack



B2

+ Student's Resource Centre

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UNIT	READING	GRAMMAR	VOCABULARY
1 Time on your hands (LEISURE AND ENTERTAINMENT) p 4–13	<i>Stop watching movies and start making them!</i> Understanding references (1) Gapped text	Countable and uncountable nouns, articles Quantifiers	Words connected with <i>TV</i> and <i>cinema</i> Phrasal verbs Collocations with <i>do, have, make</i> and <i>take</i>
2 Learning about learning (EDUCATION AND LEARNING) p 14–23	<i>Teenagers, sleep and learning</i> Deducing meaning from context Multiple choice	Tenses (1): present/past simple, <i>used to, would, be/get used to</i> Tenses (2): present perfect simple, past perfect simple	Words connected with <i>studying</i> and <i>learning</i> Phrasal verbs Words + prepositions
Progress check Units 1 and 2: Grammar and vocabulary / Exam skills p 24–25			
3 Invent and innovate (SCIENCE AND TECHNOLOGY) p 26–35	<i>Young inventors</i> Scanning Multiple matching	Tenses (3): continuous tenses Comparatives and superlatives	Words connected with <i>manufacturing</i> and <i>tools</i> Phrasal verbs Collocations with <i>top</i> and <i>high</i>
4 Crime doesn't pay (CRIMES AND SOCIAL PROBLEMS) p 36–45	<i>Has someone got their eye on you?</i> Identifying synonyms (1) Questions with short answers	Tenses (4): the future Conditionals (1): zero and first conditionals	Words connected with <i>law</i> and <i>order</i> Phrasal verbs Collocations with <i>crime</i>
Progress check Units 3 and 4: Grammar and vocabulary / Exam skills p 46–47			
5 You win some, you lose some (SPORT AND GAMES) p 48–57	<i>Video games and life skills</i> Understanding text logic Gapped text	Modals (1): ability, permission, advice/criticism, obligation Modals (2): degrees of certainty	Words connected with <i>sports</i> Phrasal verbs Words + prepositions
6 Next steps (WORK AND CAREERS) p 58–67	<i>You, your subjects and your future career</i> Identifying synonyms (2) True/false with explanation	Verb patterns (1): verb + infinitive/ <i>-ing</i> Verb patterns (2): infinitives of purpose	Words connected with <i>the world of work</i> Phrasal verbs Collocations with <i>go</i> and <i>get</i>
Progress check Units 5 and 6: Grammar and vocabulary / Exam skills p 68–69			
7 Exploring art (ART AND THE ARTS) p 70–79	<i>Lighting up the city</i> Understanding implication Gapped text	Pronouns Result clauses, connectors of contrast	Words connected with <i>the arts</i> Phrasal verbs Collocations from the art world
8 The world around us (NATURE AND THE ENVIRONMENT) p 80–89	<i>National parks</i> Understanding attitude and opinion Multiple matching	Conditionals (2): second, third and mixed conditionals Unreal past and past wishes	Words connected with <i>environmental issues</i> Phrasal verbs Words + prepositions
Progress check Units 7 and 8: Grammar and vocabulary / Exam skills p 90–91			
9 A word to the wise (LANGUAGE, LITERATURE AND CULTURE) p 92–101	Extract from <i>Vanity Fair</i> Understanding references (2) Multiple choice	The passive The causative, direct and indirect objects	Words connected with <i>literature</i> Phrasal verbs Collocations with <i>say, speak</i> and <i>tell</i>
10 Spending power (MONEY AND CONSUMERISM) p 102–111	<i>Spending decisions</i> Understanding purpose Multiple choice	Relative clauses Participle clauses	Words connected with <i>spending money</i> Phrasal verbs Collocations with <i>do, get, go</i> and <i>make</i>
Progress check Units 9 and 10: Grammar and vocabulary / Exam skills p 112–113			
11 A long way from home (TRAVEL AND TOURISM) p 114–123	<i>An alternative holiday</i> Understanding linking words/phrases Gapped text	Reported speech Indirect questions	Words connected with <i>travelling</i> Phrasal verbs Words + prepositions
12 Achieve the impossible (FEATS AND ACHIEVEMENTS) p 124–133	<i>Get inspired!</i> Identifying synonyms (3) Multiple matching	Inversions Cleft sentences	Easily-confused words Phrasal verbs Idioms with <i>keep</i> and <i>lose</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
Predicting missing information Sentence completion	Talking about habits and routines Interview ▶ Talk 2 Me	Word formation Open cloze	Creating an appropriate style An article
Listening for agreement and disagreement Multiple choice (extracts)	Agreeing and disagreeing (1) Collaborative task ▶ Talk 2 Me	Word formation Sentence transformation	Expressing and justifying opinion An essay
Listening for opinion and attitude (1) Multiple matching	Comparing and contrasting Photo task ▶ Talk 2 Me	Word formation Multiple-choice cloze	Making recommendations A review
Listening for synonyms (1) True/false	Expressing and justifying opinions Discussion ▶ Talk 2 Me	Word formation Sentence transformation	Giving reasons and examples (1) A letter / An email
Listening for relevant information Multiple choice (single extract)	Talking about experiences Photo task ▶ Talk 2 Me	Word formation Open cloze	Formality (1) A letter / An email
Avoiding unnecessary detail Sentence completion	Making suggestions Collaborative task ▶ Talk 2 Me	Word formation Multiple-choice cloze	Making suggestions A letter / An email
Listening for purpose Multiple choice	Expressing preference and giving reasons Photo task ▶ Talk 2 Me	Word formation Sentence transformation	Creating a good narrative A story
Predicting and anticipating Multiple matching	Qualifying your opinion Discussion ▶ Talk 2 Me	Word formation Open cloze	Giving reasons and examples (2) An article
Recognising difference in meaning True/false/not stated	Speculating and expressing uncertainty Interview ▶ Talk 2 Me	Word formation Multiple-choice cloze	Using descriptive language A story
Understanding responses to questions Multiple choice	Reaching a decision Collaborative task ▶ Talk 2 Me	Word formation Open cloze	Introducing and concluding An essay
Listening for synonyms (2) Sentence completion	Talking about hopes and ambitions Interview ▶ Talk 2 Me	Word formation Sentence transformation	Formality (2) A letter / An email
Listening for opinion and attitude (2) Multiple choice (extracts)	Agreeing and disagreeing (2) Discussion ▶ Talk 2 Me	Word formation Multiple-choice cloze	Using your imagination A review

Student's Resource Centre

- *Talk2Me* videos
- 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

Time on your hands



READING | Gapped text | A magazine article

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

- 1 What's your favourite film? Why do you like it?
- 2 What types of people work in the film industry?

2 Read the article quickly to get a general idea of what it's about. Choose the sentence that best summarises each paragraph.

Paragraph 1	___	Paragraph 5	___
Paragraph 2	___	Paragraph 6	___
Paragraph 3	___	Paragraph 7	___
Paragraph 4	___		

- a) You need to choose an idea that works with the resources you have available.
- b) Show your movie to lots of people and see what you learn from the experience.
- c) Some young people make films while the rest of us just watch them.
- d) Solving problems and never giving up are important skills.
- e) You should see what a few people think of your movie once you've finished.
- f) Film-making classes might help you to think about what's possible.
- g) Only you can make your movie, no-one else.

3 Look at the sentences in Exercise 4 that have been removed from the text. Write all the reference words. The first one has been done.

They _____

OPTIMISE YOUR EXAM

Gapped text

- Look out for words such as pronouns that refer to things or people in the main text and the gapped sentences.
- Look carefully at the sentences before and after the gap and try to find reference words that are connected. Remember that a pronoun could refer to something two or more sentences away from the gap.

Stop watching movies and start making them!



Every time you see a trailer for the latest 3-D blockbuster, it can seem as if making successful films is something that only happens in Hollywood. You need years of experience, a huge budget, an all-star cast and fantastic special effects, right? Wrong! You might be surprised to hear that some of the most exciting screenwriters and directors in the industry are young people, whose passion for storytelling is producing original new films without the million-dollar budgets or CGI sequences.

Being a teenage director is probably the toughest challenge of all. Often, no-one takes you seriously, and everyone wants to tell you how to make your movie. Luke Jaden, a young film-maker from Detroit, USA, has already written and directed four critically-acclaimed films and documentaries. 'Nobody can do it for you ... You're the only one with your particular

vision,' Luke says. Use whatever equipment and money you have available and get started.

However, that might be easier said than done. In one sense, all you need is the smartphone in your pocket, an idea and some willing friends. But how do you make sure that the end result doesn't just look like you and a group of friends messing around? You need a few key skills, one of which is making sure your plan works.

They're the ones who can make action movies and large-scale epics. Your story may be more low key and your movie may be shorter, but that doesn't mean it can't be great.

And then there's the technical side. Many young film-makers enrol on a course to learn the basic skills, and it's easy to find advice and information on courses online. Sometimes that may mean accepting the limitations that you are forced to work with. It's not always easy to record high-quality sound, for example, so why not think about making a silent movie? A film-making course teaches you to explore possibilities like this.

Film-making is also in some ways a test of your character and your ability not to panic or give up. You have to learn to overcome problems, because there are always problems! And you have to learn to work with what you've got. As Luke Jaden says: 'No matter where you are located on this earth, you can film.' Only

those people who are really determined will get to the point where they have an edited film in their hands.

Once you've got your film, then what? Many people don't realise how important it is to test screen your film. That doesn't mean that you have to change your vision to keep people happy. However, watching your movie with 20 or 30 other people who weren't part of the film-making process can help you to see it in a different way. Seeing where they laugh and where they seem to lose interest can help you edit your film more effectively.

"Your story may be more low key and your movie may be shorter, but that doesn't mean it can't be great."

After that, it's time to think about how you get your movie in front of a wider audience. Film festivals and competitions are a great way to do this. They provide a fantastic opportunity to see your work on the big screen and get feedback on what is successful (or not!) in your work. And the lessons you learn along the way will make your next movie even better!



4 1.01 Read the text again. Choose which sentence A-G fits each gap 1-6. There is one extra sentence you do not need.

- A They'll teach you how to plan, shoot and edit your film to get the best results.
- B This involves showing it to a small audience to see how they react.
- C It's a problem that makes many young film-makers question why they are trying to make a movie.
- D There's no point taking Hollywood on at its own game.
- E They are often free to enter and many of them focus on movies made by teenage film-makers.
- F One piece of advice he offers to young people wanting to get into film-making is to just go for it.
- G You'll get nowhere if you wait until you find the perfect place to shoot or get perfect weather.

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

blockbuster (n) | budget (n) | cast (n)
 determined (adj) | enrol (v) | epic (n)
 messing around (phr v) | overcome (v)
 special effects (n) | trailer (n) | willing (adj)



THINK | RESEARCH | CULTURE | LEARN

ME

What type of things do you and your friends like to film?
 What was the last thing you filmed?
 Would you like to have a go at film-making?

Grammar in context

Look at these sentences from the article on page 5. Underline any countable nouns and circle any uncountable nouns.

- 1 Many young film-makers enrol on a course to learn the basic skills.
- 2 It's easy to find advice and information on courses online.
- 3 They provide a fantastic opportunity to see your work on the big screen and get feedback on what is successful.

REMEMBER

- Countable nouns have both singular and plural forms and can be counted. We use *a/an* (singular, not specific or mentioned for the first time), *the* (singular or plural, specific) or no article (plural, not specific) with countable nouns.
- Uncountable nouns can't be counted and don't have a plural form (although a few uncountable nouns are in plural form and take a plural verb, e.g. *jeans*). We don't use an article with uncountable nouns when we are being general. We use *the* when we are being specific.
- Uncountable nouns are often materials (e.g. *glass*), abstract ideas (e.g. *information*) or collections (e.g. *luggage*).
- Some nouns can be either countable or uncountable, with a change in meaning (e.g. *hair, a hair*).

► See Grammar reference, Unit 1, page 148

- 1 Look at the list of words. Put them into the correct noun category: countable, uncountable or both. 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 Insert articles in the sentences where appropriate.

- 1 I went to great show at theatre last week with group of friends.
- 2 Music is big part of my life and I like listening to latest tracks on radio.
- 3 Lisa saw great interview on internet with local TV presenter.
- 4 Would you prefer to be actor or musician, or does working in entertainment not interest you?
- 5 Way we get our entertainment is changing quickly and lots of people watch films online now.
- 6 I'd rather go to cinema and see movie than stay at home and watch programme on TV.

- 3 Write one word in each gap to complete the text. If no word is necessary, put a dash (-).



Acting in your free time

If you have (1) _____ decent theatre in your town, then there's (2) _____ good chance that they offer drama workshops for anyone who is interested in giving acting (3) _____ go. And they're not just for (4) _____ stars of tomorrow who are thinking of working in (5) _____ media. Many young people who get involved in drama as (6) _____ free-time activity usually gain a lot from (7) _____ experience.

What are (8) _____ benefits of getting involved in something like (9) _____ acting? First of all, it's (10) _____ great way to meet new friends. And drama brings people closer because it involves taking (11) _____ risks together. Acting in front of an audience can be scary, but sharing that fear of (12) _____ failure with someone else makes it easier. Secondly, acting teaches you to consider your emotions carefully. This can be a good thing for teenagers going through (13) _____ emotionally challenging period of their lives. It will definitely make you a more confident person.



THINK | RESEARCH | CULTURE | LEARN | ME

How popular is acting as a free-time activity in your area? Would you like to try it?
Why do you think people enjoy it?

Words connected with TV and cinema

1 1.02 Complete the table with the words and phrases. Explain what each one means. Listen and check.

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

TV	cinema	both

2 Write a word or phrase from Exercise 1 in each gap in the correct form.

- I can't wait for the new *James Bond* film to be _____!
- There's a new _____ on Channel 7 tonight about six teenagers trying to make it in the music business.
- 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 last *Star Wars* 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.



Phrasal verbs

3 1.03 If a word in bold is correct, put a tick. If it's incorrect, write the correct word. Listen and check.

- What time does the new reality show *come up*? I don't want to miss it. _____
- Jen's just going to *chill out* this weekend and watch a few episodes of her favourite TV series. _____
- In last week's drama class we started *acting out* a new play. _____
- This programme is boring. Why don't you *turn down* and see what else is on? _____
- My schoolwork *takes up* so much time that I don't really watch much TV. _____
- Tim likes to *hang off* with his friends at the weekend and play video games. _____
- I *sat through* the film all the way to the end, even though I really wasn't enjoying it. _____

Collocations with do, have, make and take

4 1.04 Complete the phrases with do, have, make or take. There may be more than one correct answer for some gaps. Listen and check.

- _____ a break
- _____ a good time
- _____ a difference
- _____ a holiday
- _____ time off work
- _____ nothing all day
- _____ an effort
- _____ part in
- _____ someone a favour
- _____ your best
- _____ work to do
- _____ your time

5 Choose six phrases from Exercise 4. Write a sentence for each one, showing how it is used.

SAY IT RIGHT

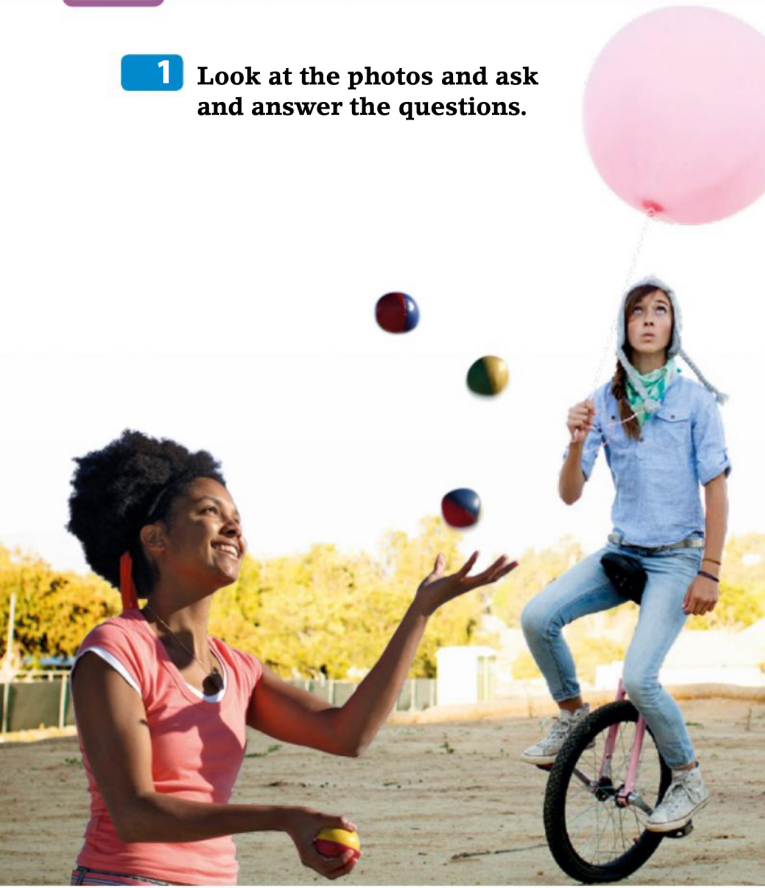
Resource centre: Unit 1
Stress in phrasal verbs (1)



THINK | RESEARCH | CULTURE | LEARN | ME

How often do you watch on-demand TV? What difference has it made to TV watching in your country? Are TV series in your language more popular than those in English? What are the main differences between them?

- 1 Look at the photos and ask and answer the questions.



- 1 What do you think is happening in the photos?
- 2 Have you ever been to the circus? If so, what was it like? If not, what do you imagine it is like?

- 2 Look at Exercise 4 and quickly read all the sentences. For sentences 1–3 below think of different words or short phrases that might fill each gap.

- 1 Jamie became interested in circuses when _____ took him to see a performance.
- 2 The most difficult thing at the beginning was a lack of _____.
- 3 Most people don't realise that you need to be _____ to be a good performer.

- 3 Write the number of the gap in Exercise 4 that each word or short phrase could possibly fill. There may be more than one correct answer for some gaps.

- | | |
|---------------------|-------|
| 1 carefully | _____ |
| 2 his mother | _____ |
| 3 an acrobat | _____ |
| 4 stand on his head | _____ |
| 5 exciting | _____ |
| 6 shocked | _____ |
| 7 confident | _____ |
| 8 exercising | _____ |
| 9 sleep | _____ |
| 10 the park | _____ |

OPTIMISE YOUR EXAM

Sentence completion

- Before you listen, read through the sentences so you know what to expect.
- Try to guess what kind of words or phrases could complete the gap so that you can listen for the right information, e.g. pronouns, adjectives, places.

- 4 1.05 Listen to a teenager called Jamie Moody talking about learning circus skills as a free-time activity. Complete sentences 1–10 with a word or short phrase.

- 1 Jamie became interested in circuses when _____ took him to see a performance.
- 2 Jamie's family were _____ at first when he said he wanted to take up the activity.
- 3 The most difficult thing at the beginning was a lack of _____.
- 4 Jamie's circus skills teacher suggested _____ as a way of getting in better shape.
- 5 Jamie tries to do things _____ when he starts to learn a new routine.
- 6 Regularly performing in _____ helps Jamie stay in practice and learn new routines.
- 7 Jamie uses the word _____ to describe the reaction to his first performance.
- 8 The next skill Jamie wants to learn is how to _____ so that he can include that in his performances.
- 9 Most people don't realise that you need to be _____ to be a good performer.
- 10 In the future, Jamie hopes to work as _____ because it would use all his skills.

- 5 1.05 Listen again and check your answers to Exercise 4. Don't leave any gaps empty.



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

The words and phrases in Exercise 3 showed you what kind of word or phrase to listen for. Did that help you do Exercise 4? Explain how you found the correct answers.

Grammar in context

Look at these sentences from the audio in the listening lesson. Choose the correct phrase to complete each sentence.

- I have quite an unusual free-time activity, I suppose, but it's ___ fun.
a) much b) a lot of c) lots
- ___ my family know anything about the circus.
a) None b) No-one c) None of



REMEMBER

- Quantifiers show the number or amount of something. Some can be used with both countable and uncountable nouns (e.g. *a lot of / lots of*), some only with countable nouns (e.g. *a few / few*) and some only with uncountable nouns (e.g. *a little / little*).
- Some quantifiers (*all, both, each, either, every, many, much, neither, some*) can come immediately before a noun. – *all people*
- When we want to use these quantifiers before an article, a possessive or a pronoun, we use **of**. – *all of my friends, both of the people, neither of us*. With *all* and *both*, we can leave out *of* before an article or a possessive, but not before a pronoun.
- When we want to use *every* before an article, a possessive or a pronoun, we use **one of**. – *every one of my friends*
- With *no* and *none*, we use *no* when we are talking generally and *none* before an article, a possessive or a pronoun. – *No phones are allowed. None of the phones was black.*

▶ See Grammar reference, Unit 1, page 148

1 Choose the correct word or phrase to complete each sentence. In one sentence, both options are correct.

- Could you give me **an / some** information about this dance class?
- Nowadays, I only have time for **a little / a few** activities.
- I got **lots of / several** advice about the best camera to buy for my photography course.
- I'm afraid that **neither / neither of** us has any interesting hobbies.
- No / None of** my school friends is interested in painting as a leisure activity.
- Each / Each of** person I invited to come to the cinema with me was busy.
- Both / Both of** my parents love watching plays at the theatre.
- I think **all / all of** young people would benefit from getting involved in drama.

2 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.

- Do you have a lot of free time? **MUCH**
Do you _____ free time?
- We don't have much time before the gig. **ONLY**
There _____ left before the gig.
- Olivia has few interests outside school. **MANY**
Olivia _____ interests outside school.
- Andy and I don't like the new sitcom. **US**
_____ the new sitcom.
- Abi advised me what equipment I needed to buy. **BIT**
Abi _____ advice on what equipment I needed to buy.
- I asked some of my friends to come over to watch the latest Divergent film. **FEW**
I invited _____ to come over to watch the latest Divergent film.

3 Find and correct six mistakes in the text.

HOME • ABOUT ME • ARCHIVE • LINKS

It's here!

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!



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

Find out more information about drone flying as a leisure activity. Tell the rest of the class what you find out.



Flipped classroom

- 1 Watch the *Talk2Me* video and answer the questions.
- How much free time do the people have per week?
 - Do the people do more indoor or outdoor activities?
 - How many of the people watch TV on demand?
- 2 Watch the video again. Underline the expressions in the *Phrase expert* box that you hear on the video.

PHRASE EXPERT

(at least) once/twice/three times a week/month |
 I don't often/ever ... because ... |
 In an average / a normal week, I ... |
 I usually/normally/sometimes/never ... |
 My usual/normal routine involves (+ -ing) ... |
 On average / In general, I ... | quite often



- 3 In pairs or groups, answer the questions.
- Do you have a fixed routine each week, or do you do different things every day?
 - Do you plan your weekends carefully or just let things happen? Explain why.
 - Which activities do you tend to do with your friends?
 - Which activities do you tend to do with your family?
 - Which activities do you tend to do alone?

4 Write a word or short phrase in each gap to complete the sentences.

- In a _____ week, I spend four hours playing video games.
- _____ average, I study at home for an hour a day.
- I go to the cinema at _____ once a month.
- I'd say that in an _____ month I meet my friends most weekends.
- During the week, my _____ routine _____ going to school, doing homework and watching TV.

5 Complete the table. Write how often you do each of these activities (e.g. *every day, once a week, never*, etc.). Add two more activities and write how often you do them.

activity	how often you do it
watch TV	
go to the cinema	
go to the theatre	
meet up with my friends	
go scuba diving	
go out to eat	
chat on social media	
play video games	
listen to music	

OPTIMISE YOUR EXAM

Interview

- Remember that we use the present simple tense to talk about repeated actions that we do or don't do often or regularly.

6 In pairs, ask and answer these questions.

- How much free time do you usually have each week?
- What kind of things do you like doing in your free time?
- What is a typical weekday like for you?
- How often do you listen to music?
- What sports do you do? How often do you do them?

1 Look at the words in capitals in Exercise 2 and answer the questions.

- The first four words are verbs. Can you form any adjectives from them?

- Which two words are adjectives? What nouns can you form from them?

- Which two words can form nouns ending in *-nce*? _____

OPTIMISE YOUR EXAM

Word formation

- Use the words before and after the gap to help you decide what part of speech you need, e.g. a preposition is often followed by a noun.



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

Cosplay

One free-time activity that brings (1) _____ and enjoyment to thousands of young people around the world is cosplay. Cosplayers create or buy costumes that copy the (2) _____ of their favourite character from video games, movies, TV series or comic books. They wear these (3) _____ costumes to attend conventions, such as Comic Con, and other meetings with other cosplayers. Although many people don't know about the (4) _____ of this activity, among gamers it is increasing in (5) _____.

One of the main (6) _____ you have to make as a cosplayer is which character you want to look like. The possibilities are (7) _____ and new characters appear all the time as new video games and comics come out. Whether you go for a classic character or someone from the (8) _____ game, cosplay can be a fantastic activity for the superhero in you!

- PLEASE
APPEAR

IMPRESS
EXIST
POPULAR

DECIDE
END

LATE**

3 Read the text in Exercise 4 quickly. Answer the questions.

- Which two gaps test your understanding of phrasal verbs? _____, _____
- Which gap needs to be filled with an article? _____
- Which gap tests your understanding of quantifiers? _____
- Which gaps test collocations? _____, _____, _____, _____

OPTIMISE YOUR EXAM

Open cloze

- Read the title and the text quickly for general understanding.
- Decide what kind of word is needed in each gap, e.g. a preposition, auxiliary verb (*has, is*), noun.
- Remember to write only one word in each gap, so do not use a contraction (*isn't, didn't*).

4 Write one word in each gap.

Scuba diving

One of the more unusual free-time activities that a few young people take part (1) _____ is scuba diving. This involves diving underwater using a self-contained underwater breathing apparatus (or 'scuba'). It can be very demanding and the activity (2) _____ up a lot of time, but it can also be very rewarding. For those who are willing to (3) _____ the effort, scuba diving can be (4) _____ absolutely fascinating experience.

Most people start by joining a scuba diving club. There, they can hang (5) _____ with experienced divers and begin to learn what is involved in scuba diving. The important thing is to (6) _____ your time and learn as much as you can before you make your first dive. You have to remember that scuba diving can be very dangerous and it's important to (7) _____ your best to prepare for any dive. Only a (8) _____ people out of the many who join a club go on to become expert divers.



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



- 1 What do you think the person in the photo is doing?
- 2 How difficult do you think this activity is?

2 Read this article and answer the questions in your own words.

Slacklining: An unusual activity

Have you ever seen someone balancing on a rope between two trees? If so, you've seen someone slacklining. It's an activity my cousin and I have done for a couple of years, and it's great fun!

You need a special rope made out of nylon and you also need something to pull the rope tight. Take my advice and buy a kit – it's the easiest way! Slacklining involves balancing on the rope and doing tricks. Popular tricks include walking along the rope, jumping and bouncing. It's hard at first, but practice makes perfect!

Why is it unusual? Well, first of all, not many people know about this activity. Secondly, it's unusual because you can do it with your friends anywhere you can find a couple of trees! It's lots of fun to practise tricks together, and you'd be amazed at how many people stop and talk to you about it.

So, why not give it a go? Find out more about slacklining online. There might even be a club near you. You won't regret it, even if you get a few bruises while you're learning!

- 1 What is slacklining?

- 2 What does the writer say this activity involves?

- 3 What does the writer say is enjoyable about this activity?

3 Read the questions and choose the correct answers. There may be more than one correct answer for some questions.

- 1 How formal is the language the writer uses?
 - a) quite formal
 - b) fairly informal
 - c) very informal
- 2 How would you describe the style the writer uses?
 - a) friendly
 - b) serious
 - c) academic
- 3 Which of these things does the writer use to help create the style?
 - a) complex sentences
 - b) exclamation marks
 - c) rhetorical questions

4 Read this paragraph that the writer didn't include in the article. Rewrite it using your own words and a more appropriate level of formality and style. Use the words and phrases in the box to help you.

came up with | catch on | fun
have you ever wondered ...?

Slacklining originated from tightrope walking, which was commonly included in circus performances. During the 1970s, climbers developed slacklining as a pleasurable way to improve balance. The activity became increasingly popular and impressive tricks were created.

OPTIMISE YOUR EXAM

An article

- Remember that the style of an article is different from an essay. An article can usually be more informal.
- Think about who you are writing to. Address your reader directly and use imperatives to tell your reader what you think they should do.
- Remember that you may have to describe something briefly first and give an opinion about it in your conclusion.

- 5** Look at this writing task and make notes to answer the questions. Use your imagination if necessary.

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

Articles wanted

We're planning a special issue on unusual leisure activities, and we want your articles!

Do you, or does anyone you know, have an unusual free-time activity?

Tell us about it. Describe the activity and what it involves. Explain what makes it unusual and why it's enjoyable. Would you recommend it?

We'll print the best articles in our special issue!

Write your **article**.

- Who does this activity: you or someone else? Be specific.

- What is the unusual leisure activity?

- What does this activity involve?

- Do you need any special equipment?

- Why is it unusual?

- Why is it enjoyable?

- 6 Plan** Make a paragraph plan.

Part	Purpose	Useful phrases	My notes
Title	show clearly what you are writing about		
Paragraph 1	engage the reader and briefly describe the free-time activity and your / someone else's involvement	<i>Have you ever ...?</i> <i>Are you one of those people who ...?</i> <i>Do you ever ...?</i> <i>I've been doing it for ...</i>	
Paragraph 2	describe the activity in more detail, saying what it involves and any special equipment you need	<i>You don't need much, just ...</i> <i>You need a few pieces of equipment, such as ...</i> <i>The activity involves ...</i> <i>You also have to ...</i>	
Paragraph 3	explain what makes the activity unusual and why it's enjoyable	<i>One of the unusual aspects of this activity is ...</i> <i>Very few people have heard of this free-time activity so ...</i>	
Paragraph 4	suggest your readers try this unusual activity	<i>Take my advice ...</i> <i>Give it a go!</i> <i>Go online and find out about ...</i>	

- 7 Write** Write your article in an appropriate style. Write 140–190 words.

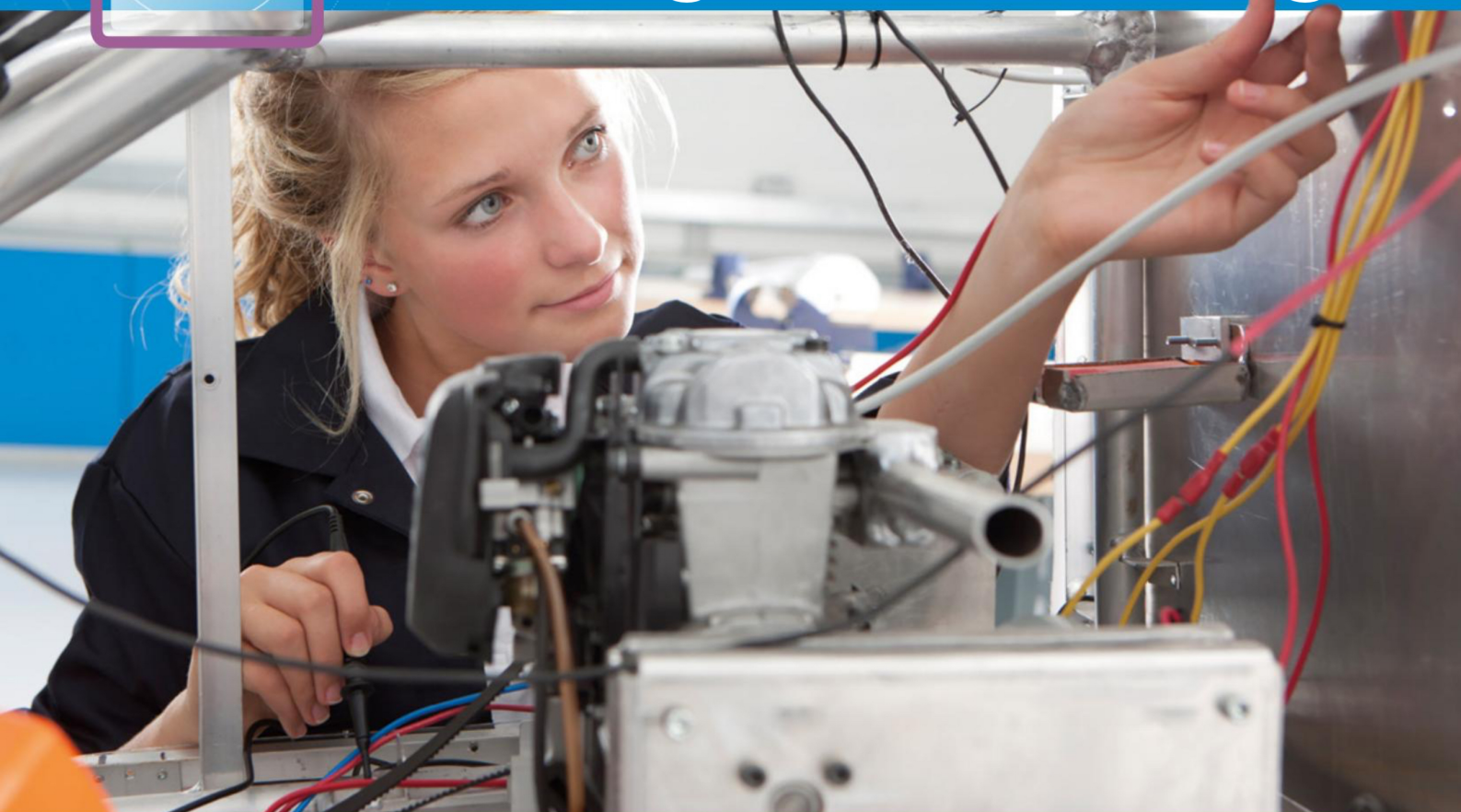
- 8 Check** Before you hand in your article, complete this checklist.

Checklist

- | | |
|---|--|
| <input type="radio"/> I've given my article a title. | <input type="radio"/> I've given a brief description and engaged the reader. |
| <input type="radio"/> I've written at least four paragraphs. | <input type="radio"/> I've used an appropriate style for an article. |
| <input type="radio"/> I've included all the information I was asked to. | <input type="radio"/> I've checked my spelling and grammar. |

2

Learning about learning


READING | Multiple choice | An online article

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

- 1 What do you do in the hour or two before you go to bed at night?
- 2 How many hours' sleep do you get at night? Do you think it's enough?
- 3 Do you usually wake up in the morning feeling refreshed?

2 Read the article quickly and tick the ideas that are mentioned.

- | | |
|-----------------------------|--------------------------|
| 1 activities before bedtime | <input type="checkbox"/> |
| 2 not getting enough sleep | <input type="checkbox"/> |
| 3 food, drink and diet | <input type="checkbox"/> |
| 4 light and dark | <input type="checkbox"/> |
| 5 different types of bed | <input type="checkbox"/> |
| 6 electronic equipment | <input type="checkbox"/> |
| 7 TV distractions | <input type="checkbox"/> |
| 8 scientific experiment | <input type="checkbox"/> |

3 Choose the correct word or phrase and give a reason based on the context.

- 1 The phrase 'forbidden zone' in paragraph 2 is probably connected with the idea of **forcing** / **not allowing** someone to go to sleep because ...
- 2 The word 'alert' in paragraph 2 is probably closest to the word '**sleepy**' / '**awake**' because ...
- 3 The phrase 'sleep deprivation' in paragraph 3 probably means '**getting too much sleep**' / '**not getting enough sleep**' because ...
- 4 The word 'trigger' in the final paragraph probably means '**start**' / '**stop**' because ...

OPTIMISE YOUR EXAM
Multiple choice

- Some questions test the meaning of a word or expression. You can't use a dictionary in an exam, so try to guess the meaning from context. Use these ideas to help you:

Is the word/phrase similar to a word in your language?

Read the sentences before and after the word. Is there a similar or opposite word/phrase that explains it?

Can you find it repeated later in the text?

- Try to work out its approximate meaning BEFORE you look at the four options.

Teenagers, sleep and learning

What we know about teenagers' need for sleep, and how sleep affects learning



What do you do in the hour before your bedtime? How many hours' sleep do you get at night? Do you wake up in the morning feeling refreshed? These are some of the questions researchers have been asking teenagers all round the world in order to better understand teenagers' sleep patterns, and how those patterns can affect learning at school.

Sleep patterns change depending on your age. Most younger children get a good night's sleep and wake up fresh and energised the next day. In contrast, teenagers' body clocks change, creating a 'forbidden zone' for sleep at around 9 or 10 pm. It's propping them up just as they should be feeling sleepy. Later on, in middle age, the clock changes again, making it hard for parents to stay awake just when their teenage kids are at their most alert.

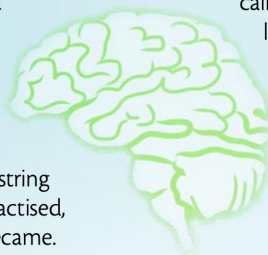
To make matters worse, recent research has shown that using an electronic device in the hour before going to bed greatly affects sleep patterns. According to studies, teenagers who used a computer or mobile phone before bedtime were much more likely to need more than an hour to fall asleep, and were also more likely to sleep several hours less each night. Teens

who used other electronic devices such as an MP3 player, tablet, game console or TV also experienced some sleep deprivation. Greg Dickson, 16, is a prime example. 'I usually chat to a few mates on WhatsApp before bed, and maybe watch a couple of videos on YouTube or Vimeo,' he says. 'I don't feel like going to sleep after that. And I really don't feel like getting up the next morning and spending the day in the classroom either!'

But how does this lack of sleep affect learning? In experiments carried out in North America, students were taught a series of skills and then slept for various lengths of time. For example, some students were trained to catch a ball attached by a string to a cone-like cup. The more they practised, the faster and more accurate they became. The students who then had a good sleep improved further. The other students who got less than six hours' sleep either didn't improve or actually fell behind. What this shows is that the brain consolidates and practises what has been learnt while you're asleep. This means sleep after learning is as important as getting a good night's rest before a test or exam.

Because of this, some researchers, such as Professor Paul Kelley from Oxford University, are pushing for later school start times. He's suggested that children aged 8 to 10 should start school at 8:30 am or later, 16-year-olds should start at 10 am and 18-year-olds as late as 11 am.

Other researchers are exploring the effect of light in setting sleep patterns, as darkness seems to trigger the release of melatonin, often called 'the sleep hormone', and light emitted from electronic devices tricks the brain into thinking it should be active rather than winding down. The solution here may involve the introduction of a 'digital sunset', where music, social media and all electronic devices are turned off a couple of hours before bed, similar to how the sun sets in the evening. And, finally, try not to binge-sleep at the weekend – if you're used to getting up at 6:30 am during the week, you shouldn't sleep until noon on a Saturday. That simply confuses the body.



4



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

- What does 'propping them up' in paragraph 2 mean?
 - making them even more tired
 - keeping them energised and awake
 - stopping them from thinking clearly
 - supporting and encouraging them
- What does Greg Dickson's quote demonstrate?
 - Many teenagers are careful to limit their usage of electronic devices.
 - It makes no difference whether you use a tablet or a mobile phone.
 - It's very common for teenagers to use the internet at night.
 - It's important to have close friends when you're a teenager.
- What is the experiment with the ball designed to show?
 - The more you practise something, the better you become at it.
 - If you don't sleep well after learning something, you might lose the skill.
 - Testing is an essential part of the learning process.
 - Some people are much better at physical tasks than others.
- What point does the writer make in paragraph 4?
 - The most important thing is to sleep well before an exam.
 - Teenagers' brains are more complex than scientists thought.
 - Teenagers should be encouraged to sleep at school.
 - We continue to learn things while we are sleeping.
- What is suggested about melatonin in the final paragraph?
 - It is only produced when we are asleep.
 - It is most effective in a brightly lit room.
 - It naturally helps the human body feel sleepy.
 - Most teenagers don't produce enough of it.
- The writer uses the word 'binge-sleeping' in the final paragraph to describe
 - only getting up when you feel refreshed.
 - getting up but still feeling tired.
 - getting a lot less sleep than usual.
 - getting a lot more sleep than usual.

Grammar in context

Look at the article on page 15 and find examples of each of the following:

- 1 present simple (question and negative)
- 2 past simple (negative and irregular form)



REMEMBER

- We use present simple and past simple to describe: general truths and facts, permanent situations, states, how often things happen.
- We use past simple to describe single, completed actions and situations.

► See Grammar reference, Unit 2, page 149

1 Put the verbs into the correct tense. Sometimes there is more than one answer.

- 1 This new vocabulary app _____ (be) great – every day I _____ (learn) new English words!
- 2 Last year I _____ (go) to Germany on a language exchange and I really _____ (enjoy) myself a lot!
- 3 These days, students _____ (not / usually / stand) up when a teacher enters a room, do they?
- 4 Why _____ (you / not / come) to guitar practice today, Dan? _____ (you / be) ill?
- 5 Don't worry – you won't take the exam until your teacher _____ (say) you're ready.
- 6 Hurry up! The workshop _____ (start) in two minutes and they _____ (not / like) it when _____ (we / be) late!



REMEMBER

- We use *used to* to describe a past habit or state – *We **used to** have PE twice a week, but now it's only once a week.*
- We use *would* to describe a past habit but NOT a past state – *We **would** usually do experiments in the school lab.*
- We use *be used to* to describe a situation that is familiar and not strange. – ***Are you used to** getting the bus to school every day, or is it still a bit strange?*
- We use *get used to* to describe the process of a situation becoming familiar and not strange. – *It took me about 3 months to **get used to** going to a new school.*

► See Grammar reference, Unit 2, page 149

2 If a phrase in bold is correct, put a tick. If it's incorrect, rewrite it correctly.

- 1 At my dad's school, the boys **used to wearing** shorts until they were 11 years old. _____
- 2 At the age of 11, they **would start** wearing long trousers. _____
- 3 **Did you used to use** to write your school essays by hand? _____
- 4 I **never use to like** physics but I do now. _____
- 5 We've had a lot of practice doing exam tasks, so I **really used to doing** them now. _____
- 6 Until recently, we did our homework in a notebook, so **I'm still getting used to do** it all on a tablet. _____

3 Write one word in each gap to complete the text.




GÖBEKLI TEPE

Learning is part of our everyday life and work and experts such as scientists (1) _____ used to changing their minds when they learn new evidence that questions their accepted ideas. This is particularly true with archeology, and the excavation of Göbekli Tepe in Turkey is a good example.

Archeologists used (2) _____ believe that before humans first started farming, people did (3) _____ have enough spare time or energy to build temples and other religious sites as they (4) _____ too busy hunting and gathering food. They believed that the development of agriculture led to the building of towns, which in turn made it possible to build large religious monuments.

The findings at Göbekli Tepe have changed that view. Recent excavations suggest that stone-age hunter-gatherers (5) _____ in fact able to work together to build incredible religious sites – before farming, before cities, and thousands of years before the invention of the wheel. So when (6) _____ our ancestors build Göbekli Tepe? The evidence suggests that it (7) _____ more than 11,000 years ago!

Words connected with *studying* and *learning*

1  1.07 Write a word from the box in each gap. Don't use all the words. Listen and check.

certificate | degree | licence | qualification

- This allows you to do something, such as drive a car. _____
- This is a piece of paper showing you've achieved something. _____
- This is a course of study that you take at university. _____

pass | revise | take

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


coach | instructor | lecturer

- This person teaches at a university. _____
- This person trains a sports player or team. _____
- This person teaches you how to do something, such as drive a car. _____

graduate | pupil | undergraduate

- This person has successfully completed a course at university. _____
- This person is studying at university. _____


Phrasal verbs

2  1.08 Match each phrasal verb with a meaning from the box. Use each meaning twice. Listen and check.

approach | create | discover/find
finish/complete | increase

- If you don't know a word, *look it up* in a dictionary. _____
- I want to *set up* a computer-coding club at school. _____
- Alex *crept up behind* Jake while he was doing his homework and surprised him. _____
- There's only five minutes left, so *hurry up!* _____
- Laura *thought up* a ridiculous excuse about why she hadn't written her essay. _____
- When a student returns after being ill, they have to *catch up with* the rest of the class. _____
- Go online and see what information you can *dig up* about the Romans for the class project. _____
- I was going to do my presentation just on Antarctica, but I *ended up* doing it on the Arctic as well. _____
- Speak up*, Simon! We can't hear you at the back. _____
- Who's *used up* all the glue? There's none left! _____

Words + prepositions

3  1.09 Write one preposition in each gap to complete the sentences. Use the words in *italics* to help you. Listen and check.

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

