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**skill**: listening for detail  
**task**: sentence completion | key word transformations word formation | **topic**: useful items  
**skill**: making a decision  
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**task**: essay | **video**: eyeborg  
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**task**: discussion | **topic**: creative writing  
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**project**: create a fictional news report |
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**task**: essay | **video**: Does smell sell?  
**project**: create a social media campaign |
| **topic**: giving advice  
**task**: multiple choice: short texts | open cloze key word transformations multiple choice cloze word formation | **topic**: free time  
**task**: interview; long turn; collaborative task; discussion | **topic**: eating together; a weekend trip; a music magazine  
**task**: email, article or review |
The only source of knowledge is *experience*.

Everything else is just information.

Albert Einstein
“I love the buzz of doing something for the first time!”

Look at the photo and discuss the questions.
1. What kinds of activities give you a buzz? Why?
2. Do you think it’s important to try new things? Why?/Why not?

Wake up your senses!

READING
- topic: trying new things
- skill: referencing clues
- task: gapped text

GRAMMAR
- present tenses
- comparative forms: adjectives and adverbs

VOCABULARY
- describing experiences and feelings: phrasal verbs
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LISTENING
- topic: synaesthesia
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- task: sentence completion

USE OF ENGLISH
- word formation

SPEAKING
- topic: comparison of experiences
- skill: comparing photos
- task: long turn

WRITING
- topic: activities for teens
- skill: opinions and recommendation
- task: review

SWITCH ON
- video: chef tests
- project: presentation on food in world festivals
1 Wake up your senses!

READING

Power up

1 Look at the photo and discuss the questions.
   1 What kind of person do you think each activity would suit?
   2 Which activity appeals to you the most/least? Why?
   3 Which activity would you find most challenging and why?

Read on

2 Read the title of the blog post. What do you think ‘The 7 Day Challenge’ is? Read the blog post and check your answer.

3 Read the exam tip and complete the task.

exam tip: gapped text

Look at the words before and after the gap. The sentence you choose will need to make sense with the information that follows it, as well as what comes before. Look for referencing clues in the text which will help you match the sentence with the correct paragraph, for example, time words, pronouns, names, etc.

Read the second paragraph of the blog again and find the sentence from A–G in Ex 4 which fits in gap 1. What referencing clues are there to show the sentence fits in this gap?

4 Read the blog post again and choose which sentence (A–G) fits each gap (2–6). You do not need one of the sentences.
   A Once there, I kind of relax into it and my initial reservations start to disappear.
   B Rob doesn’t actually get a part, but at least he’s brave enough to go through with it!
   C OK, I know it’s early days, but so far I’ve found our challenge fun and actually a bit of an eye-opener.
   D It definitely hasn’t turned out how I expected and I feel a bit annoyed with Rob and Sophia.
   E She had a point as we never sign up for anything new.
   F For someone who loves his creature comforts, it’s not an idea with huge appeal!
   G It hasn’t actually been that difficult as, despite being close friends, we have very different interests!

5 Find the words or phrases in the blog post that mean the following.
   1 warm and comfortable (adj) (para 1)
   2 boring (adj) (para 2)
   3 stressful or terrifying (adj) (para 4)
   4 affecting you very strongly, and you don’t know how to deal with it (adj) (para 4)
   5 ready (adj) (para 5)
   6 not really wanting to do something (adv) (para 6)
   7 quite or very (adv) (para 7)
   8 useful or important enough to spend time on (adj) (para 7)
   9 to have an idea of what type someone or something is (v) (para 7)
   10 reject (v) (para 7)

Sum up

6 Why do you think Tom describes his experience as an ‘eye opener’?

Speak up

7 Work in groups and discuss the questions.
   1 Do you like to set yourself challenges? Why / Why not?
   2 What kind of activities would require you to step out of your comfort zone?
   3 Have you ever tried something new and been surprised by how you felt about the experience?
It all started with me, Rob and Sophia chatting one evening in my room. We’re always complaining about being bored but that evening Sophia interrupted our whingeing and said, ‘Instead of just moaning about our life being dull, let’s do something about it!’ 4          After a few searches on the internet, we came across this ‘7 Day Challenge’.

The idea of ‘The 7 Day Challenge’ is to encourage your friends, over the course of a week, to do activities they normally shy away from. We each come up with an activity we enjoy, but that the other two friends haven’t tried before. 3          We’ve been doing the challenge for a few days and let’s say it’s had its ups and downs!

OK rewind to day one – audition for something! Clearly not one of my suggestions as the mere idea of performing in front of people sends me into a cold sweat! It’s Sophia’s turn and she’s challenged Rob and me to audition for a play at her local theatre group. So we’re standing in the dark, looking at a lit stage and it’s nerve-racking. The director calls my name first and suddenly it’s too overwhelming. I leg it. My first challenge and I’ve fallen at the first hurdle. 3          Not wanting to lose face I agree to carry on with the challenge. It’s Rob’s turn and he’s invited us to go ‘wild camping’. My first question is ‘What is wild camping?’ To be honest I’m a bit put off by the word ‘wild’. Basically, it means not pitching your tent anywhere near a toilet or hot shower. 4          But it’s only for one night so I’m willing to give it a go.

So how does challenge two compare with my first disaster? Well, I reluctantly turn up at our local woods with a huge rucksack on my back. My gut feeling is that this is not my thing at all. After a few wrong turns (it seems Rob doesn’t have a great sense of direction!) we arrive at this stunning lake and pitch our tents. 4          We cook our food on an open fire and chat into the night and I must admit, I love the sense of freedom of being away from everything.

It’s my turn now and I’ve chosen baking. I love it and I’m pretty good at it. Sophia and Rob, however, are not exactly looking forward to it, but you know what? They might just surprise themselves! So is ‘The 7 Day Challenge’ a worthwhile experience? Definitely. 6          My advice is next time you say to yourself, ‘no thanks, it’s not really me,’ stop and give it a chance. It’s often too easy to pigeonhole yourself and dismiss things without even trying them.

‘... the mere idea of performing in front of people sends me into a cold sweat!’
1 Wake up your senses!

GRAMMAR

Read the sentences below. Read the grammar box and match the sentences to the rules. What is the difference in meaning?

1 This year we’ve decided to take on ‘The 7 Day Challenge’.
2 We’ve been doing the challenge for a few days.

Complete the rules E and F with the correct form of the verbs in brackets.

explore grammar ➝ p142

present tenses

present simple and present continuous

A for present habits, facts and repeated actions
Laura takes lots of photographs.

B for actions happening now and changing situations
They’re watching TV at the moment.

C with always for something that happens often and is usually annoying
Dan’s always forgetting his homework.

D to add dramatic interest when telling a story
Imagine this, they give me the award and I’m feeling so shocked, I don’t even say thank you!

present perfect simple

E for states that started in the past and continue now, recently finished actions or past actions with a present result. The focus is on the result.
I’ve seen this film before, it’s really good.

present perfect continuous

F for an action that started in the past and is still continuing
Mr Lee is teaching us tennis this term.

4 1.2 Watch or listen again and complete the sentences. Then ask and answer in pairs.

1 We ______________________ everything and we ______________________ around the world.
2 So we ______________________ on a photography adventure and journey.
3 You ______________________ what? Life is too short!
4 I think it ______________________ on the person, ______________________, you?
5 I ______________________ anything crazy.

5 Read the text. Use the correct present form of these verbs to complete the gaps.

be  call  find  have (x2)  not feel  not spend  say  send  try

WHAT IS A ‘GUT FEELING’?

you ever ______________________ that sense that something is wrong without knowing why? Sometimes it’s ______________________
a funny feeling in your stomach or a little voice in your head that’s ______________________ you a warning or telling you that something
______________________ right. Gut feelings can also direct us to the help of others. For example, ______________________ a friend ever ______________________, they’re
‘fine’ but your gut feeling tells you they’re not? In most cases our gut feelings are right. Some ______________________ it the body’s second brain
and throughout history people have been fascinated by this special sense that humans’ ______________________. For many years scientists
______________________ to discover why we get this feeling or sixth sense but so far there has been no single answer.
Interestingly, research ______________________ that people who usually follow their gut feelings, and ______________________ a long time
making decisions, are generally more content.

Speak up

6 Work in pairs and discuss in what situations you think it is important to follow your gut feeling and why. Compare your opinions with other pairs.

game on

Write two true and one false statement about yourself. The statements should be about something:

1 you have tried for the first time this year.
2 you have been wanting to do for ages, but are not brave enough to do.

In groups, guess which statements are true and which are false.

‘Always trust your gut. Your brain can be fooled and your heart is an idiot but your gut never lies.’
Please do not touch the art!

Many young people are discouraged from going to art galleries because of the formal atmosphere. Art galleries have traditionally been very visual, which means our other four senses have been deprived of the same experience. But how about a more playful approach where you can touch, smell, taste and hear the art? In recent years, art museums and galleries have been testing the effectiveness of some creative ideas to stimulate all five senses of any art-lovers.

In most cases, this has meant using technology to trigger the senses in order to increase the quality of our experience of pieces of art. For example, to make people understand the message or emotion of a piece of art, a gallery may play music, release smells, offer food to taste and even stimulate their sense of touch through ultrasound vibrations. The public reaction to these ‘multi-sensory’ exhibitions has been extremely positive and clearly the idea is becoming popular.

Speak up

Work in pairs and discuss the questions.

1. What do you usually do when you’re feeling tense?
2. Do you consider yourself a sympathetic person? In which situations do you not feel very sympathetic towards other people?
LISTENING

Power up

1 Work in groups. Which of your five senses (touch, sight, smell, taste and hearing) do you experience when doing these activities? Which is the strongest sense in each case?

- learning to windsurf
- talking to a friend
- playing the guitar
- going shopping

2 Look at the image on the page representing synaesthesia. What do you think synaesthesia is?

Listen up

3 Listen to a girl talking about her experience of having synaesthesia. What is synaesthesia? Were your guesses in Ex 2 correct?

4 Read the exam tip. Look at the other gaps in the task. What part of speech do you think is missing?

Exam tip: sentence completion

Before you listen, read the sentences carefully. Decide what kind of information you need to listen out for. For example, a noun, adjective + noun, adjective, noun phrase. Wait until you hear all the information for each part before completing the gap.

Look at gap 1 in Ex 5. What part of speech do you think is missing – a noun, verb or adjective?

5 Listen again and complete the sentences with a word or short phrase.

Synaesthesia

Rachel is disappointed that she only discovered the 1 _______________ of her condition recently.

Rachel was delighted with a 2 _______________ which gave her useful information about her condition.

Rachel says that 3 _______________ music makes her see dark colours.

Rachel likes the idea of experiencing different 4 _______________ when hearing different sounds, which she doesn’t do.

Rachel used to amuse 5 _______________ by telling them what colour their name was.

Experts say that synaesthesia first develops in a person during 6 _______________.

Rachel agrees with the idea that people with synaesthesia are generally better at 7 _______________ subjects.

Rachel was surprised at how many 8 _______________ painters and composers have the condition.

The strength of Rachel’s synaesthesia is increased when she feels 9 _______________.

Rachel gives the example of 10 _______________ as a noise that can affect her concentration.

6 Read the sentences. What do the highlighted words or phrases mean? Can you think of other sentences using these words?

1 I even went to seminars on the subject.

2 I’m not sure my parents always approved when I’d tell someone their name was a yucky brown.

3 They have concluded that women are more likely to have it than men.

4 Apparently, people with synaesthesia are often not as good as our peers at subjects such as maths or science.

5 You see my synaesthesia is affected by my mood or emotions.

6 All in all though, I do feel it’s a gift and I can’t imagine life without my synaesthesia.

Speak up

7 Work in pairs and discuss the questions.

1 Which is your most and least important sense?

2 If you were able to strengthen one of your senses, which would it be and why?
USE OF ENGLISH 1

1 Read the grammar box. Complete the questions using the correct form of the word in brackets.

1 Do you speak English ________________ (good) than your parents?
2 What time of the day do you study ________________ (efficiently)?
3 If your homework is ________________ (difficult), who do you talk to?
4 Can you run ________________ (fast) as your friends?
5 If you’re stressed, what can help you feel ________________ (relaxed)?
6 Who tells ________________ (funny) jokes in your class?

comparative grammar

A adjectives/adverbs with one or two syllables
Women are more likely to have the condition than men.

B adjectives/adverbs with more than two syllables
Some people experience music more emotionally because of the colours it produces.

C irregular adjectives/adverbs
Our sense of direction is often worse.

D comparing one item in a group with other items in the same group
I have the most common form of the condition.

E adjectives/adverbs that show when something is more than necessary (too) or not sufficient (not enough)
Suddenly the background sounds can become too loud.

F comparing two equal things (as ... as) or two different things (not as ... as)
They perform as well as others in most subjects.

G double comparatives for emphasis and to show continual change
The older I get, the keener I am to keep it to myself.

H adverbs of degree
If I feel very stressed, the colours feel much stronger.

2 Work in pairs and discuss the questions in Ex 1.

3 Read the article and complete it with these words or phrases.

as well as better finer more accurately more upset not as good as the most debated too

Science of senses

A stinky gym bag in your kitchen? Who will be ________________ by the smell – the men or the women in your family? Some scientists suggest that women not only smell, but feel, taste, and hear ________________ than men.

Take colours, for example. One study suggests that men are ________________ women at distinguishing between shades of colour, although they focus well on rapidly changing images. As for touch, small fingers have a ________________ sense of touch, whether male or female.

Hearing is possibly one of ________________ areas, when talking about the senses. Evidence shows that boys hear ________________ girls at birth, but with age, a man’s hearing may soon deteriorate. However, environmental factors could play a role in this. Women may also be ________________ at identifying different flavours, as studies have shown that they have more taste buds on their tongue.

Going back to the stinky gym bag – yes, it’s likely that Mum will be the most freaked out by it. But is that because women’s brains have more ‘smell cells’ or because you were ________________ lazy to move it?

4 Rewrite the sentences using the word given. Use between two and five words, including the word given.

1 I couldn’t hear her because she spoke too quietly.
   LOUDLY
   She didn’t speak ________________ hear her.

2 The coffee was weaker than I liked.
   AS
   The coffee ________________ I liked.

3 Sam is a deeper thinker than Ben.
   THINKS
   Sam ________________ Ben.

4 The experience was too boring to repeat.
   INTERESTING
   The experience was ________________ to repeat.

5 She’s the best cook in her class.
   CAN
   She ________________ else in her class.

6 I’ve never had such a strange feeling.
   EVER
   That’s the ________________ had.

Speak up

5 Work in pairs. Talk about the things you have tasted, smelled, seen and heard over the last 24 hours.
Wake up your senses!

USE OF ENGLISH 2

1 Listen to three people talking about dancing. Which speaker thinks they can dance well?

2 Read vocabulary box 1. Add the correct suffix to make nouns or adjectives.
   1. achieve (v) .............................................. (n)
   2. athlete (n) ............................................. (adj)
   3. pain (n) .................................................. (adj)
   4. lazy (adj) ............................................... (n)
   5. comfort (n) ............................................ (adj)
   6. excite (v) ............................................... (n)

explore vocabulary 1

word formation – suffixes
Adding a suffix at the end of a word changes the meaning.
Noun suffixes: -ence, -ment, -ness, -ity, -y
Adjective suffixes: -able, -ful, -ible, -ic, -ish, -ive, -less
verb → noun differ → difference
dedicate → dedication
adjective → noun tired → tiredness
verb → adjective access → accessible
noun → adjective fool → foolish

Note: Sometimes the spelling changes
happy → happiness, energy → energetic

3 Listen again. Tick the words the speakers use.

childish comfortable competitive confidence confident difference dreadful fitness hopeless movement painful painless visible

4 Read the article. Who do you think is a good dancer? How would you rate your dancing?

5 Read the exam tip, then complete the article with the correct form of the words in capitals.

exam tip: word formation
Read the words around the gap and decide what type of word you need for the space.
Read the words before and after gap 1 in Ex 5. What type of word is needed between the and the preposition of - noun, adjective or verb?

Scientists discover why you can’t dance

Have you ever found yourself leaping around to music with the 1. ...................... of a young puppy and suddenly realised that you’ve emptied the dance floor? Maybe your skills are 2. ...................... to you but others are wondering why you have absolutely no sense of rhythm. Now scientists may have the answer.

Apparently there is a condition called 3. ...................... , which means you can’t coordinate your movements with the rhythm in the music. Although you have the 4. ...................... to produce repeated beats by tapping your feet or clapping, once music is added you can get into 5. ...................... . So, at least now you can offer a 6. ...................... reason for some of your awkward moves. In the meantime, why not forget about appearing 7. ...................... and enjoy the exercise? Who knows, your unique style of dancing might soon become a 8. ...................... alternative on the dance floor.

ENTHUSiastic
IMPress
DEAF
ABLE
DIFFicult
SCIENCE
FOOL
FASHION

6 Read vocabulary box 2. Which of these ‘senses’ is most important to you and why?

explore vocabulary 2

introduction to collocations
It’s useful to remember words that go together.
a sense of …
achievement adventure direction fun freedom humour rhythm

Speak up

7 Work in pairs and discuss the questions.
1. What type of activities are suitable for a person with a sense of adventure?
2. Who do you know with a good sense of humour?
3. When do you feel a sense of achievement?
4. How would you describe your sense of direction?
SPEAKING

Power up
1 What do you and your friends do when you want to have a good time or celebrate? Where do you go?
2 Look at photos A and B. What are the friends enjoying about being together?
3 Read the exam tip and complete the task.

examp tip: long turn
In part two of the exam you are given two photos. Avoid talking about each photo separately. Instead compare the two photos before you answer the question. How many similarities and differences can you find between photos A and B?

<table>
<thead>
<tr>
<th>Similar</th>
<th>Different</th>
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4 1.8 Read the useful language and listen to a student talking about the photos. Which phrases are used?

useful language: comparing photos
In both photos, ...
Both photos show ...
The photos are similar because ...
One/Another similarity is that ...
One of the main differences is that ...
In the first photo ..., whereas in the second one ...
One photo is brighter/darker/more atmospheric, etc. than the other one.

5 1.9 Listen again. Where does the student think the two photos were taken? Do you agree? Why / Why not?

Speak up
6 Work in pairs.

Student A: Compare these two photos. What are the friends enjoying about spending time outdoors?
Student B: How many of the phrases in the useful language box did your partner use?
Now turn to the photos on page 171, then answer the questions.

Speaking extra
7 Work in pairs or small groups. Choose one of the photos and imagine a conversation that is taking place. Act out your conversation to the rest of the class.
1 Wake up your senses!

WRITING

Power up

1 Work in pairs. Have you been doing anything unusual in the last few months? Have you tried any new activities?

2 What activities can people of your age do where you live? Does it change according to the season?

Plan on

3 Read the task and underline the key parts that you need to include in your review.

You recently saw this notice on a tourist website for your area.

Reviews wanted

What’s on in your area?

We’re looking for reviews of leisure activities that young visitors can do in your area. Tell us about an activity you have tried yourself. In your review describe your experience, positive or negative, of trying the activity, and say whether or not you would recommend it to other people your age who are visiting your area.

Write your answer in 140–190 words in an appropriate style.

4 Work in pairs and answer the questions.

1 Who is the target reader?
2 What is the purpose of the review?
3 What is an appropriate style for the review?
4 What kind of layout do you need to use?
5 What kind of information would you expect in a review?
6 What information do you think you need to include in your conclusion?

5 Read the review of a ceramics workshop and answer the questions in pairs.

1 Is the style of review appropriate? Why / Why not?
2 How does the writer get the reader’s attention?
3 Does the writer use a variety of vocabulary? If so, can you find examples?

Have a go at ceramics!

If you’re looking for something new to try then how about a ceramics workshop? And if you believe ceramics is for middle-aged people and old-fashioned, then think again! Bridge Art Centre offers one-day workshops for 14- to 18-year olds and they’re really worth checking out!

The first thing you notice when you arrive at the workshop is the laid-back atmosphere. It’s held in a brightly-lit room with really cool art on the walls. The workshops are suitable for all levels and abilities and you can choose to make all sorts of things from mugs and bowls to jewellery.

The instructor, Pete, is a 26-year-old, well-known local artist who’s extremely patient and really encourages you to experiment and be creative. The workshop is very informal and there are plenty of laughs, especially when things go wrong! In fact it’s useful to have a sense of humour!

Doing a ceramics workshop is a fantastic and memorable experience and I would highly recommend it to other people my age. Don’t be put off because you think you’re not ‘artistic’ enough. That’s what I thought but I loved it!

6 Read the vocabulary box. How many compound adjectives can you find in the review?

explore vocabulary

In a review you need to use language of description, opinion and recommendation. Make sure you use varied vocabulary and try to avoid repeating adjectives.

Using compound adjectives can make your descriptive vocabulary more varied. Below are some of the different types.

number + noun = a ten-year-old boy (Note: year is always singular when part of a compound adjective)

adjective + noun = high quality

noun + adjective = child-friendly

adjective/adverb + past/present participle = well-known

verb + preposition/adverb = laid-back

self + verb/adjective/noun = self-confident
Complete the sentences expressing recommendation with these words and phrases.

<table>
<thead>
<tr>
<th>not really worth</th>
<th>perfect</th>
<th>thoroughly</th>
<th>won’t regret</th>
<th>wouldn’t recommend</th>
</tr>
</thead>
</table>

1. It’s well ____________________________ street dance.
2. I _________________________________ it to anyone who doesn’t like heights.
3. I _________________________________ recommend hiking.
4. In my opinion, it’s ____________________________ the money.
5. Kite-surfing is ______________________________ for anyone who has a sense of adventure.
6. If you get a chance to try this, you ________________________________ it.

**Write on**

8. Read the task in Ex 3 again and decide which activity for young people in your area you’re going to write about.

**Exam Tip: Review**

Make sure it is clear in the final paragraph of the review what your overall opinion is and whether or not you would recommend the experience/film/product to someone else.

Make a note of the words in the review that show the writer’s opinion and recommendation.

9. Read the exam tip. Plan your review. Use the following tips to help you.

1. Think of an interesting title for your review.
2. In the first paragraph, say what you are reviewing. Questions can be a good way of getting your reader interested.
3. In the next two paragraphs, give your opinion of the activity. Remember your review can include negative points. Make sure you use a good range of descriptive language.
4. In the final paragraph, summarise your opinion and give a recommendation.

10. Write your review in 140–190 words.

**Improve It**

11. It’s a good idea to read your review once you’ve finished and check the following:

   Have you included all the content points?
   Have you organised your ideas clearly into paragraphs?
   Do you make a recommendation in your review?

12. Read your review again and correct any grammar or vocabulary mistakes.
INDEPENDENT LEARNING

Self-assessment

1. Work in pairs and read the three possible definitions of self-assessment. Which one is correct?

   Self-assessment is:
   A. a way of assessing how well students can work by themselves.
   B. the process of students evaluating their own progress and performance.
   C. a formal way of testing a student’s ability in a subject.


3. Complete the list of benefits of self- and peer assessment with the words and phrases.

<table>
<thead>
<tr>
<th>critical</th>
<th>each others’ feedback</th>
<th>independent learners</th>
<th>learn more</th>
<th>reflect responsible</th>
<th>strengths and weaknesses</th>
</tr>
</thead>
</table>

   Self-assessment:
   1. helps students become ________________.
   2. encourages students to ________________ on their learning progress and performance.
   3. encourages students to be more ________________, for their own learning.
   4. helps students develop their ________________ skills.
   5. helps students be more aware of their ________________.

   Peer assessment:
   6. encourages students to critically reflect on ________________ work.
   7. offers students additional ________________.
   8. helps students ________________ from each others’ work.

4. Now look at one of the lessons from this unit and identify two things you have done well and two things you need to focus on more.

   Things I have done well are:
   1. ____________________________
   2. ____________________________

   Things I should focus on are:
   1. ____________________________
   2. ____________________________
UNIT CHECK

Wordlist

Experiences and feelings
anxious (adj)
delighted (adj)
determined (adj)
insulted (adj)
moved (adj)
offended (adj)
petrified (adj)
relieved (adj)
strong-willed (adj)
sympathetic (adj)
tense (adj)
terrified (adj)
thrilled (adj)
understanding (adj)

Collocations
feel a sense of achievement
have a sense of adventure
have a sense of direction
have a sense of fun
have a sense of freedom
have a sense of humour
have a sense of rhythm

Suffixes
Noun endings
achievement
confidence
dearness
difference
excitement
fitness
happiness
laziness
tiredness

Adjective endings
accessible
achievable
childish
comfortable
competitive
dreadful
energetic
excitable
fashionable
foolish
hopeful
hopeless
painless
painful
repetitive
scientific
visible

Other
affect (v)
apparently (adv)
approve (v)
conclude (v)
cosy (adj)
dismiss (v)
dull (adj)
gift (n)
nerve-racking (adj)
overwhelming (adj)
pigeonhole (v) (n)
pretty (adv)
reluctantly (adv)
seminar (n)
willing (adj)
worthwhile (adj)

Phrasal verbs
add to
get sth across
give sth away
give sth up
miss out on sth
put sb off doing sth
take off
try sth out

Practice

1. Complete each sentence with a word or phrase from the wordlist.

1. Karen never tries anything new, she’s got no ________________________ adventure!
2. Don’t be ________________________ by how the food looks, it’s actually really tasty.
3. The weather on the camping trip was ________________________, it rained continuously for four days!
4. My cousin is so ________________________ – he’s always doing some kind of sport, he never stops!
5. I’m very ________________________, once I get an idea in my head, I’m determined to do it whatever the cost.
6. The house was barely ________________________ in the thick fog.
7. Lara used to be very shy, but now she has lots of ________________________.
8. The school is easily ________________________ by bus or train.

2. 1.10 Listen and write the missing word. Use words from the Other section of the wordlist.

1. ________________________
2. ________________________
3. ________________________
4. ________________________
5. ________________________
6. ________________________

3. 1.11 Listen and check your answers.

4. Work in pairs. Describe three words from Ex 2 and see if your partner can guess which words they are.
UNIT CHECK

Review

1. Complete the sentences with the correct form of these verbs.

   burn  go  persuade  plan  see  think

   1. Tim ____________, to drama club every week.
   2. ____________ anyone ever ____________, you to try something new?
   3. I’ve asked Jake to go camping with me. He ____________, about it and will let me know tomorrow.
   4. We ____________, this trip for weeks; I really hope it goes well.
   5. Mark ____________, just ____________, that new art exhibition and he said it’s really worth going to.
   6. What’s that dreadful smell? ____________, something ____________,?

2. Match the first half of the sentences (1–6) with the second half (A–F).

   1. My cooking skills are definitely worse
   2. I’m probably the most
   3. Can you turn the TV up?
   4. Mark’s as tall
   5. Thanks for helping me
   6. This is definitely the

   A. quiet, I can’t hear what they’re saying.
   B. toughest challenge I’ve ever faced.
   C. than my brother’s – he makes the most delicious meals!
   D. as his sister – in fact, they’re exactly the same height.
   E. adventurous person in my family.
   F. easier with two people.

3. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between two and five words, including the word given.

   1. It’s been ages since I last saw Sam.
      SEEN
      I ____________, ages.
   2. They didn’t see the fireworks because they arrived too late.
      EARLY
      They didn’t arrive ____________, the fireworks.
   3. The tickets were more expensive than we’d expected.
      AS
      The tickets ____________, we’d expected.
   4. Tom began playing the drums five years ago.
      BEEN
      Tom ____________, the drums for five years.
   5. The film wasn’t half as bad as the review suggested.
      MUCH
      The film was ____________, the review suggested.
   6. Maria performs more confidently than Kate.
      PERFORMER
      Maria is ____________, Kate.

4. Complete each gap with one word.

   Have you got a good sense of direction?

   Who’s ____________, best map reader in your family? Is it your mum or dad giving directions? It has ____________, a long-held stereotype that men have a better sense of direction ____________, women, but is it really true? Research conducted in a Norwegian university ____________, suggested that it is true. Scientists at the Norwegian University of Science and Technology set 18 men and 18 women the challenge of locating various objects in a virtual maze. Not only were the men able to solve 50% ____________, of the tasks than the women, but they were also faster. Scientists suspect that this is due to how our brains have evolved ____________, ancient times, when men were hunters and women were gatherers. The researchers ____________, also concluded, however, that while men may have a better sense of direction, they are ____________, worse than women at finding objects locally, e.g. things in a house.

5. 1.12 Listen to two friends talking. What is Anna trying to do? Is she successful?

6. 1.13 Listen again and complete the summary with a word or short phrase.

   1. Anna ____________, to dance club for two weeks.
   2. Joe doesn’t think he ____________, a sense of rhythm.
   3. Anna says that Joe is ____________, at dancing than some of the people at the club.
   4. Joe thinks he ____________, the wrong clothes.
   5. Joe hopes the club is ____________, Anna says it is.

7. Write a short email to your friend persuading him or her to join you in an activity.