

“

You don't
find
happiness;
you have to
make it.

”

Look at the photo and read the quote. Then discuss the questions.

- 1 What do you think the quote means?
- 2 What, in your opinion, are the ingredients for a happy life?
- 3 To what extent do you think happiness is the result of good luck?



4

Make it happen

READING

topic: teenage athletes in Jamaica

skill: identifying key words

task: multiple choice

GRAMMAR

modal verbs 1

modal verbs 2

VOCABULARY

relationships;

adjectives + prepositions

word formation: adjectives

LISTENING

topic: making up your mind

skill: rewording questions

task: multiple matching

USE OF ENGLISH

key word transformation

word formation

SPEAKING

topic: doing something together

skill: expressing opinions

task: discussion

WRITING

topic: happiness and satisfaction

skill: contrasting and summarising

task: essay

SWITCH ON

video: my 'year 12' life

project: create a vlog post

READING

Power up

- 1 Can you think of a person who inspires you to work hard and achieve something? What do you admire about that person?

Read on

- 2 Read the article quickly and look for this information.

Find the name of a teenage athlete who:

- 1 has already had international success.
- 2 has had problems with injuries.
- 3 is interested in education as well as sport.

- 3 Read the exam tip and complete the task.

exam tip: multiple choice

Don't worry if you find the questions challenging. First find the key words in each question. Look for similar ideas in the text. Then read the options A–D and choose the best one.

Read question 1 in Ex 4. What are the key words?
Now read paragraph 1 in the text and find information about competitors. Which option A–D gives the same information?

- 4 **e** Read the article again and choose the correct answer, A, B, C or D.

- 1 What does it say in the first paragraph about the competitors at Champs?
 - A They are members of athletics teams from around the world.
 - B They think that doing well in their sport can help their families.
 - C Some of them have won Olympic medals.
 - D They win a lot of international running races.
- 2 Competitors who want to succeed at Champs
 - A have less school work than other students.
 - B have to train until very late at night.
 - C have to work very hard.
 - D are advised to eat fewer calories.
- 3 What has happened to Alesha Kelly this year?
 - A She has moved to one school, and then to another.
 - B She has been offered a place at a university abroad.
 - C She has had to travel a long way to school every day.
 - D She has missed her friends and family.

- 4 What does 'scouts' mean in line 36?
 - A People whose job is to find people with particular skills.
 - B People whose job is to organise sports competitions.
 - C People whose job is to train top athletes.
 - D People who want a particular team or individual to win.
- 5 Why is Okhalia Buchanon disappointed at the moment?
 - A She has not been chosen for Champs this year.
 - B She has not had a chance to race in Champs yet.
 - C She has not been as successful recently as she was in the past.
 - D She has not shown her speed in races yet.
- 6 Christopher Taylor's school wants him to
 - A run his fastest ever time at Champs.
 - B help them to win Champs for the first time.
 - C become the world's fastest runner in his age group.
 - D do well in four different competitions at Champs.

- 5 Match the words from the text (1–10) with their meanings (A–J). Which words can you think of an opposite for?

- | | |
|------------------------|-----------------------|
| 1 packed (intro) | 6 optimistic (para 4) |
| 2 intense (para 1) | 7 honour (para 5) |
| 3 sprint (para 1) | 8 conserve (para 5) |
| 4 stick to (para 2) | 9 stands (para 6) |
| 5 scholarship (para 3) | 10 stretcher (para 6) |

- A extreme
- B continue with
- C rows of seats in a stadium
- D save for the future
- E money to pay for someone's education
- F something that you take pride in
- G believing that good things will happen in the future
- H short, fast running race
- I bed used to carry injured people
- J full of people

Sum up

- 6 Work in groups and answer the questions.

- 1 What makes Champs special?
- 2 What has each of the teenagers in the text achieved in the past?
- 3 What do they hope to achieve at Champs?

Speak up

- 7 Is it better to achieve things as a team or as an individual? Why?

I think it's better to do sports as a team because you learn to work together.

CHAMPS

This week, the National Stadium in Kingston, Jamaica, will be packed with 35,000 screaming fans. Of course, fans needn't be there in person. Twenty times that number will be watching at home on live TV. The event? Not a pop concert or an international football match, but Champs – the country's annual high school athletics championship.

Only athletes aged ten to nineteen may enter Champs, but this five-day event is the biggest athletics contest in Jamaica, and unlike anything else in the world. Lots of the older competitors would be fast enough to qualify for the national teams in most countries, so competition is intense. And the athletes have a lot to compete for. They have grown up in the era of Jamaican role models like Usain Bolt and Elaine Thompson, whose speed on the track has earned them millions of dollars as well as Olympic gold medals. Their country of less than three million people has absolutely dominated international sprint events in the last few years, and teenagers see athletics as a way to build a better life for themselves and their families.

Those who want to do well have got to be extremely committed. They can't stay out late in the evening, and they must stick to a healthy but high-calorie diet. Several hours of training on top of school work every day is an exhausting routine.

Eighteen-year-old Alesha Kelly has changed school twice in the last two years to improve her chances of success. Her new school, St Jago's, is two hours from the village where she grew up, and she lives as a lodger near the school, far away from friends and family. She has had some lonely moments, but she feels sure that it will all be worth it. Her aim for Champs? To win, of course, but also to be offered a scholarship to a U.S. university by one of the many athletics scouts in the crowd who are looking for talent. Can sporting success be her passport to a university education?

One of her rivals, Okhalia Buchanan, has already tasted victory at Champs. When she was fourteen, she won the 400 metres in a time that put her eighth in the world for her age group. She and her mother started to dream of a great future, but they now

feel that they shouldn't have been so optimistic. Since then, Okhalia has had to cope with painful injuries, and she wasn't able to compete in the last two Champs. This year's Champs is her chance to prove what she's capable of. Can she earn her opponents' respect, and make the national team selectors sit up and take notice?

Unlike Okhalia, Christopher Taylor doesn't have to attract the attention of selectors, because he's already a star of the national team. Last year he won a gold medal in the World Youth Championships, becoming the fastest fifteen-year-old in 400-metre history. Many experts believe he has a real chance of glory at the next Olympic Games, but at Champs, he's running for the glory of his school, Calabar High, which has won the competition for the last four years. 'Will you run for us in four events?' his coach has asked him – a great honour, as competitors aren't permitted to enter more than four events. Although he ought to feel proud of that, it'll be tiring so he'll have to conserve energy. The aim will be to win every event, not to break world records. At Champs, it's the team, not the time, that counts.

Tomorrow, school flags will decorate the stands of the stadium in a rainbow of colours, and the prime minister himself will be there to watch. Who will win glory for their school and a better future for themselves and their family? Who will be carried off on a stretcher after pushing their body too hard? We'd better not make any predictions. At Champs, you never quite know.

Those who want to do well have got to be extremely committed.

GRAMMAR

1 Read the grammar box. Match the sentences (1–8) with the uses (A–H).

- 1 Would you help to carry this box, please?
- 2 I shouldn't have run in the race.
- 3 I couldn't sing very well when I was younger.
- 4 Can I go to a party tonight?
- 5 I need to be at training by eight o'clock.
- 6 We haven't got to do any homework today.
- 7 You shouldn't worry about the test.
- 8 My parents said I couldn't join the band.

explore grammar

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modal verbs 1

- A** ability: *can/can't, could/couldn't, be able to*
Can she earn her opponents' respect?
 She **wasn't able to** compete in the last Champs.
- B** permission: *may, can, be allowed/permitted to*
 Only athletes aged ten to nineteen **may** enter Champs.
- C** prohibition: *mustn't, may not, can't, couldn't, not be allowed/permitted to*
 They **can't** stay out late in the evening.
 They **aren't permitted to** enter five events.
- D** obligation: *must, have (got) to, need to*
 They **must** stick to a healthy diet.
 They **have got to** be extremely committed.
- E** no obligation: *don't have to/haven't got to, don't need to/needn't*
 He **doesn't have to** attract the attention of selectors.
 (NOT He ~~mustn't~~ attract ...)
 Fans **needn't be** there.
- F** advice: *should/shouldn't, ought (not) to, had better (not)*
 He **ought to** feel proud of that.
 We'd **better not** make any predictions.
- G** regret about the past: *shouldn't have*
 They **shouldn't have** been so optimistic.
- H** requests: *will, would*
Will you run for us in four events?

- 3 You let the ball touch the back of your stick and the ball touch your foot.
- 4 If you want to start playing, then you join a club.
- 5 I play with both hands, but after hours of practice, now I find it quite easy.
- 6 I forgot my music and I printed it out at home.

4 Work in pairs. Match the answers from Ex 2 to a use from the grammar box (A–H).

5 Choose the correct word or phrase to complete the blog post.

Good vibrations

I was a keen musician at school, until I got an ear problem which got worse and worse. Before long I ¹**wasn't permitted to / couldn't** hear anything at all. Deaf people ²**weren't allowed to / shouldn't have** study at the school so I ³**must / had to** leave. I learnt to live without sound, but it really got me down. Then one day my old singing teacher phoned and said. 'You ⁴**couldn't / mustn't** give up on your music. My friend Jack ⁵**can / ought** help you. You ⁶**may / ought to** meet him. With Jack's help, I discovered that I ⁷**needn't / mustn't** live without music. I found my voice again! I always ⁸**can / need to** take my shoes off now before I sing, so that I ⁹**'m able to / 'm permitted to** feel the vibrations in the floor. An app on my mobile tells me if I'm singing the right note. Music isn't a sound for me now – it's a feeling.

6 Complete the sentences with these words and phrases.

able don't need had better may may not permitted
 shouldn't have would

- 1 we have a rest? I'm exhausted!
- 2 Last year I wasn't to sing it, but now it's easy.
- 3 You aren't to kick other players!
- 4 No, you meet Jim now. It's bed time.
- 5 You to buy a guitar. You can use this one.
- 6 I left my homework at home. Oops!
- 7 I not be late for training and annoy everyone.
- 8 you collect the balls, please?

Speak up

- 7 Work in pairs and talk about your school's rules. Should your school keep them all? Or are there rules that it needn't have? Why/Why not? Give reasons.

game on

Work in small groups. Take it in turns to describe a sport or game for the group to guess. Use modals from the grammar box. You get a point for every correct sentence before someone guesses the answer. If you guess wrongly, you lose a point.

Kicking the ball isn't permitted.

2 4.1 Watch or listen to three people talking about things they do outside of school. What activities are they?

3 4.2 Watch or listen again and complete the sentences.

- 1 I mean, you have to be a strong swimmer, but you be big and strong.
- 2 I'm rescue people that are much bigger and heavier than me.

VOCABULARY

relationships


1 Complete the sentences with these words.

coach community company mate referee rival role model

- I think I can win but my main is good too.
- Cara has been my best forever.
- My tennis has helped me improve.
- She's my I want to sing like her.
- The park is enjoyed by everyone in the
- I'm feeling a bit lonely. I'd love some
- The always notices when players cheat.

2 Match the phrasal verbs in bold with their meanings (A-F).

- | | |
|--|---------------------------------|
| 1 Bad test results really get me down , but my friends cheer me up again. | A have a good relationship with |
| 2 I know you're annoyed with me, but let's talk it over . I don't want to fall out with you. | B make me feel happier |
| 3 I usually get on with mum, but she talks too much. When she wants a chat, I can't get away from her! | C discuss the problem |
| | D make me feel depressed |
| | E have an argument with |
| | F escape |

3  4.3 Listen to a girl talking about how to cope with difficult situations. Answer the questions.

- What does she say is sometimes helpful?
- What got her down?
- How did her cousin cheer her up?
- What did she do when she got back home?
- What does she think about her future relationship with her friends?

4 Read the vocabulary box. Then complete the situations (A-D) with the correct preposition.

explore vocabulary

adjectives + prepositions

Some adjectives are followed by a particular preposition:

at: bad, brilliant, good, hopeless

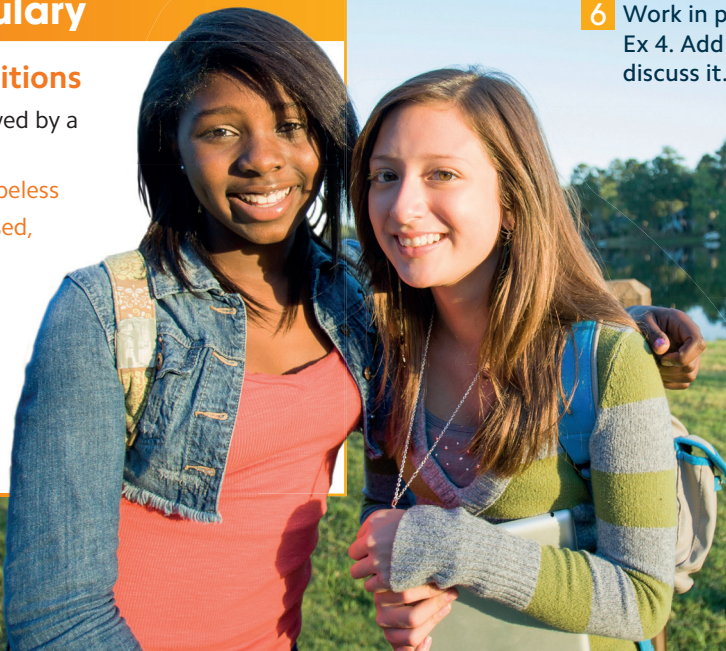
about: anxious, embarrassed, enthusiastic, happy, sad, stressed, worried

of: afraid, bored, capable, frightened, proud

with: fed up, popular

on: keen

to: addicted



- Your friend is really proud a recent achievement, but a lot of people are getting really bored hearing about it. Should you advise your friend to stop mentioning it?
- Your friend is stressed the exams that you both have to do soon. They ask you to help them in a subject that they're hopeless and you're good If you agree, you'll have less time for your own revision. Should you say yes?
- You've shared a funny photo of your friend online. You're happy all the 'likes' that it's getting, but your friend is really embarrassed the photo. Should you delete it?
- You're really keen rock climbing and want to do it with friends on your birthday. Most of them are enthusiastic the idea, but your best mate is afraid heights. Should you choose a different birthday activity?

5 Complete the sentences with adjectives from the vocabulary box. Sometimes more than one answer is possible.

- At primary school, I had only one talent: I was at getting into trouble. My parents got so with me!
- I know theme parks are with most people my age, but I hate them. I'm of falling off the rides.
- I think I'm to video games. I'm a bit about how long I spend playing them!
- I know I'm of passing my exams next week, so I don't know why I'm so about them!

Speak up


6 Work in pairs and discuss the situations in Ex 4. Add one more situation of your own and discuss it.

LISTENING

Power up

- 1 Look at the photo. What is the boy doing? What might he be thinking?
- 2 Do you find it easy or difficult to make important decisions? What are some decisions you might have to make in the next two years, that could really affect your life?
- 3 Work in pairs. Which of these might you do in the situations in Ex 1?
 - 1 write a list of possible choices
 - 2 write a list of pros and cons
 - 3 ask your friends' opinions
 - 4 discuss with your parents
 - 5 ask for advice online


Listen up

- 4  4.4 Listen to five students talking about making up their mind. Which speaker mentions the situation in the photo? What is he worried about?
- 5 Read the exam tip and complete the task.

exam tip: multiple matching

Read through all the statements before you listen. The speakers won't use exactly the same words, so try to think of other ways of expressing the information in each statement.

Look at statement A in Ex 6. How could you reword it without losing the meaning?

- 6  4.5 Listen again. Match the speakers (1–5) with what they say about making up their mind (A–H). There are three options you do not need.

- | | |
|--|-----------------|
| A I worry about making choices that aren't even really that important. | Speaker 1 |
| B A small decision that I made had a big effect on my life. | Speaker 2 |
| C Decisions never turn out to be as important as I think at the time. | Speaker 3 |
| D There was an accident because of a bad decision I made. | Speaker 4 |
| E I like to discuss my decisions with people who really understand my situation. | Speaker 5 |
| F My friends always help me to make up my mind. | |
| G I'm surprised that I have to make this decision. | |
| H It was the right decision to share my problem with others. | |

- 7 Which of the statements (A–F) in Ex 6 are true for you? Why?

- 8 Work in pairs. Discuss the meaning of the words and phrases in bold.

- 1 I'm hopeless when it comes to things that **don't really matter**.
- 2 I **kept it to myself** for ages, but in the end I decided to tell my parents.
- 3 I **rushed** back in to get it.
- 4 Things are **way better** at school now.
- 5 I could **get homesick**.
- 6 They wouldn't **leave me alone**.
- 7 I just got a few **bruises** – nothing serious.
- 8 They've offered me a place, and I don't know if I should **take it up**.
- 9 There's always someone out there who's **been through the exact same thing** as you.

Speak up

- 9 Work in pairs. Think of some silly decisions you've made and tell your partner about them. Try to make your partner laugh.



USE OF ENGLISH 1

1 Read the the grammar box and then situations 1–3. What would you say in each situation? Which modals (A–D) could you use?

- 1 You heard something about a friend that you don't believe.
- 2 Someone invites you to an event but you're not sure.
- 3 A school trip is coming up and you wonder what it will be like.

explore grammar

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modal verbs 2

A certainty: *must/can't*

My friends **must** get so fed up with me. I'm late for everything.
It **can't** be very warm in Finland because it's so far north.

B possibility (present and future): *may (not)/might (not)/could*

It **might** be brilliant. But I **could** get homesick.
They **may** be lying.

C general statements about the past: *could* (Note: You can't use *couldn't* for generalisations.)

The teasing was constant. They **could** be so mean.

D predictions: *should (not)*

I **should** be fine in a couple of days.

2 Read the pairs of sentences. Decide which ones have the same meaning (S) or a different meaning (D).

- 1 **A** The weather may be bad but the party will still be on!
B The weather is not very good but the party is still on!
- 2 **A** I can hear a car – that must be Maria.
B I can hear a car – that could be Maria.
- 3 **A** Nobody believes that – I'm sure it isn't true.
B Nobody believes that – it can't be true.

3 Read a student's blog post about an important day in his life. Choose the correct modal verbs to complete it.



I've often thought it **1** *must / can* be awful to study a subject you're not interested in, but I never thought it **2** *might / should* happen to me!
I **3** *may / must* not be the world's greatest student

but I'm not bad at sciences. So I chose to study them at school. I also thought they **4** *must / could* be really useful for my future career. However, after only two weeks, I felt things were all wrong. I was bored! 'Oh no!' I thought, this **5** *can't / shouldn't* be true! However, I **6** *couldn't / should* ignore my feelings, so I went to see the Director of Studies and explained everything. She said that I **7** *couldn't / should* choose different subjects. I felt such a sense of relief! So you see, sometimes it requires courage to change your mind!

4 Read the exam tip and complete the task.

exam tip: key word transformation

Key word transformation can test your knowledge of grammar, vocabulary and collocations. You must express a particular idea in a different way, without losing any of the meaning.

Look at question 1 in Ex 5. 'It can't be easy ...'. What is the opposite of 'easy'? Will you need it in the answer? Think carefully.

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

- 1 It can't be easy to decide what to do.

MUST

It to decide what to do.

- 2 Christine couldn't understand her friend's attitude.

ABLE

Christine understand her friend's attitude.

- 3 This is probably not the best time to talk about things.

MIGHT

This the best time to talk about things.

- 4 I think you'll find the talk really enjoyable.

SHOULD

You the talk.

- 5 It's a pity Stella didn't give Mike some better advice.

HAVE

Stella Mike some better advice.

- 6 It will be necessary to choose your options soon.

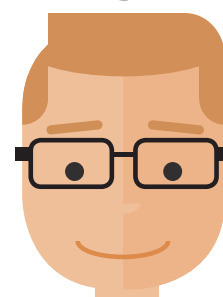
WILL

You choose your options soon.

Speak up

6 Work in pairs to prepare a roleplay. Follow these steps.


- 1 Think of a situation that's causing a problem.
- 2 Decide on your roles, for example, friends, brother and sister, parent and child.
- 3 One person needs to give advice to the other.
- 4 Act out the roleplay to the class. Does the class approve of the advice?



USE OF ENGLISH 2

- 1 Which of these adjectives would you say describe your personality? Would you use the same ones to describe your best friend?

active ambitious anxious competitive confident
creative outgoing sensible sensitive

- 2  4.6 Read the vocabulary box. Then listen and complete the descriptions of each person with suitable adjectives.

- 1 The girl is
- 2 The girl's sister is
- 3 The boy is

explore **vocabulary****word formation: adjectives**

Suffixes: use **-ous**, **-ive** and **-ent** to make adjectives from verbs or nouns.

-ous: curiosity (n) – curious, generosity (n) – generous

-ive: aggression (n) – aggressive, sense (n, v) – sensitive

-ent: depend (v) – dependent, patience (n) – patient

Prefixes: use **un-**, **il-**, **im-**, **in-**, **ir-**, **dis-** to give adjectives the opposite meaning.

un-: pleasant – unpleasant

il-: logical – illogical

im-: possible – impossible

in-: decisive – indecisive

ir-: responsible – irresponsible

dis-: obedient – disobedient



- 3 Complete the sentences so they are true for you.

- 1 I think someone is independent if they
- 2 It's unfair that we
- 3 In my opinion, it's irresponsible to
- 4 Most of our generation are confident about

- 4 Read the exam tip and answer the questions.

exam tip: word formation

Don't be in a hurry to write the first word you think of – check first that it fits grammatically in the sentence. Remember also to check for appropriate prefixes that fit with the meaning.

Look at gap 4 in Ex 5. What type of word do you need here? Noun? Adjective? Adverb? Do you need to add a prefix?

- 5 **e** Complete the article with the correct form of the words in capitals.

On the **same team**

Lewis and his brother Alexis were active little boys when they were young and often got into trouble. They were also really ¹..... For example, Lewis could become very ²..... if Alexis screamed louder than he did! Fortunately, their parents had a lot of ³..... and hoped that things would improve in the future.

Indeed, at junior school, the boys were always together. However, at secondary school, Lewis became more ⁴..... and found his own friends. He didn't always want his brother hanging around! Their parents became ⁵..... about them, but Lewis and Alexis were always so busy that it was ⁶..... to find time to talk.


As things turned out, there was no need to worry. Both boys shared an ⁷..... to become top footballers. During a match one Saturday, Alexis was kicked by a very ⁸..... player. This made Lewis really angry and he started to score goal after goal. From then on, the brothers knew they needed to be on the same team – always!

COMPETE**PLEASANT****PATIENT****DEPEND****ANXIETY****POSSIBLE****AMBITIOUS****AGGRESSION****Speak up**

- 6 Who would you most like to be like and why? What qualities do they have that you admire?


SPEAKING

Power up

- 1 What kinds of social events are young people interested in? Would you offer to help organise one of those events? Why/Why not?
- 2 What would you expect if you attended the following social events? Are there any you would not want to attend? Why not?
Battle of the Bands multicultural feast games evening
- 3  4.7 Listen to two students answering a question about social events. Which events from Ex 2 do they mention?

useful language: expressing opinions

I think ...	Personally, ...	As far as I know, ...
I would say that ...	In my experience, ...	It depends on ...
In my opinion, ...		

- 4  4.8 Read the useful language and listen again. Listen for the phrases from the useful language that the students use.
- 5 Work in pairs and ask and answer the questions using phrases from the useful language.
 - 1 What do you think about karaoke nights?
 - 2 What's the best way to meet new people at your school or college?
 - 3 Does your school organise enough social activities for young people?

Speak up

- 6 Read the exam tip and complete the task.

exam tip: discussion

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Make sure that you give full answers to the questions you are asked and include reasons and/or examples to back up what you say.

Work in groups of three. Read question 1 in Ex 7 and the possible answer below. Discuss any other possible answers to this question. Students A and B should discuss and Student C should give feedback on their answers.

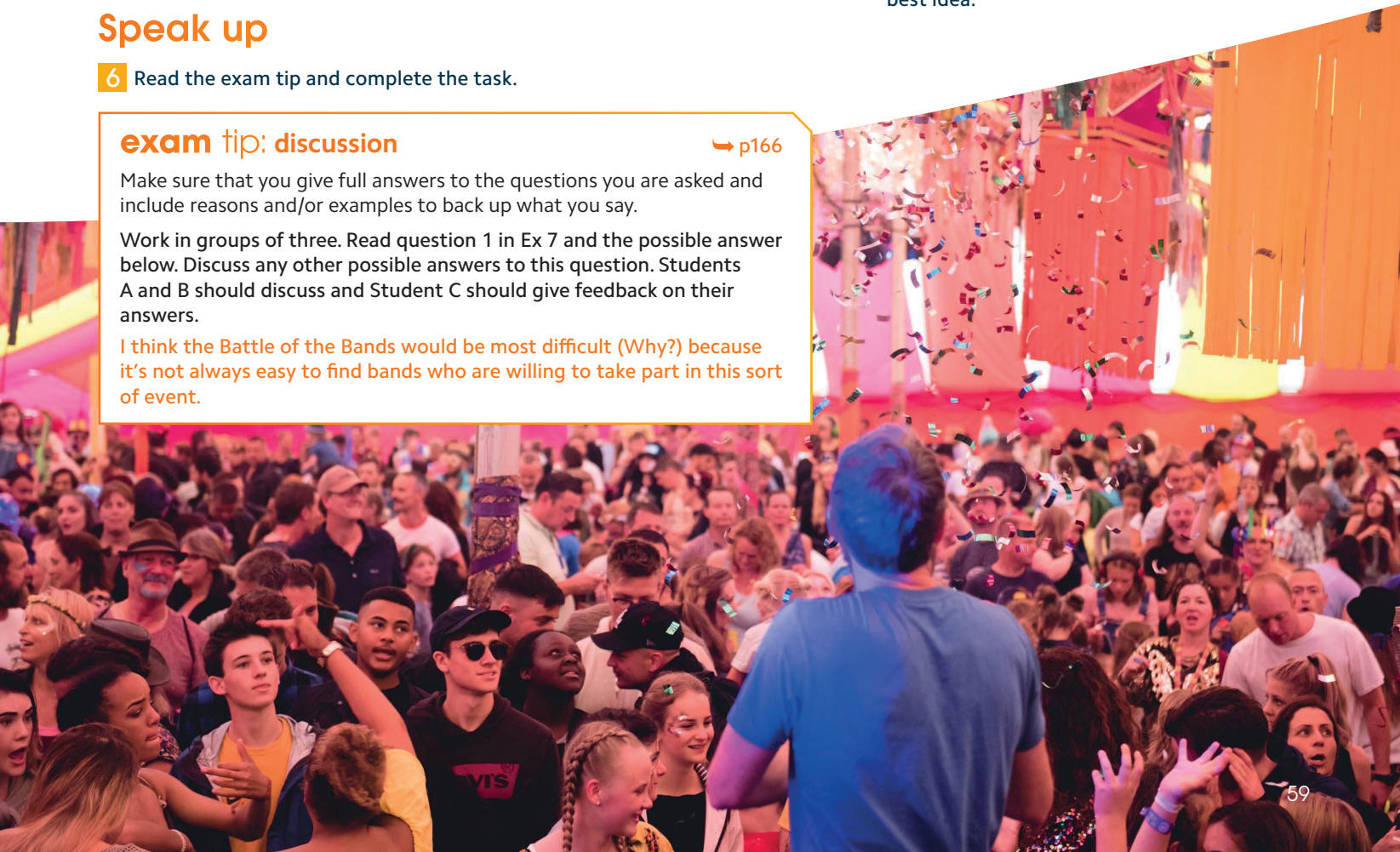
I think the Battle of the Bands would be most difficult (Why?) because it's not always easy to find bands who are willing to take part in this sort of event.

- 7 **e** Work in pairs and take it in turns to answer the questions.

- 1 Which of the events you have talked about would be most difficult to organise?
- 2 What personal qualities are useful if you want to organise an event?
- 3 What is the best type of event that would involve the majority of students?
- 4 If you could choose one event of your choice to go to, which would it be?
- 5 Why is it important to learn about other cultures?
- 6 What can students do in class after attending an event similar to the ones on this page?

Speaking extra

- 8 Work in pairs to organise a social event for the students at your school. Talk about:
 - 1 when and where this will happen.
 - 2 the cost.
 - 3 the amount of effort needed to organise the event.
 - 4 how much general interest there will be.
- 9 Present your ideas from Ex 8 to the class. Take a class vote on the best idea.



WRITING

Power up

- 1 Work in pairs and look at the photos. What do you think is making these people feel happy?
- 2 How important is to be happy? What things make you happy? Make a list of the top five things. Share with a partner.



Plan on

- 3 Read the essay task. Work in pairs and discuss what you might include for the third point.

In your English class, you have been talking about the importance of happiness. Now your English teacher has asked you to write an essay for homework.

Write your essay using all the notes and giving reasons for your point of view.

Many people these days think that happiness is something you can buy. What do you think?

Notes

Write about:

- your possessions
- your personal relationships
- (your own idea)

- 4 Read a student's essay. Is the third point she chose the same as yours? Do you agree with what she says?

Nowadays, we live in a 'consumer society' and we often think that we will be happy if we have certain things. But is this always true?

On the one hand, it is lovely to have the latest gadgets, to live in a pleasant home and to have nice clothes to wear. On the other hand, many people have all these things but despite that, they are unhappy in themselves. So perhaps we have to look elsewhere to find real happiness.

Two things that cannot be bought are friendship and love. We are truly glad when we have people around us who love and support us, and who we can spend time with. However, people sometimes think they can buy love by giving expensive presents. That doesn't work, in my opinion. Although a diamond ring is an amazing gift, a bunch of flowers may bring more pleasure.

Finally, you can also find happiness through being successful – at school, in your work, or in your hobbies. And that can only come through hard work.

To sum up, we can chase happiness, we can sometimes find happiness – but we can never buy it.



- 5 Read the language box. Find some of these linking words in the essay in Ex 4.

explore language

useful linking phrases for essay writing

contrasting

On the one hand, .../On the other hand, ...
Although ... ,
However, ...
Despite that, ...

summarising

To sum up, ...
Overall, ...
In general, ...
In conclusion, ...

- 6 Complete the sentences with your own ideas.

- 1 I feel I need to get out more and meet new people. However, ...
- 2 Although I am close to my family, ...
- 3 On the one hand, I think I should ... , but on the other hand, ...
- 4 I spend a lot of time on the internet. Despite that, ...

Write on

- 7 Read the exam tip and complete the task.

exam tip: essay

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You should try to evaluate different opinions in your essay. This means balancing one opinion against another and reaching a conclusion about them. Using linking phrases can help to hold the opinions together.

Read the sentences and complete the gaps with suitable phrases from the language box.

..... it is fairly easy just to do your homework and follow the lessons.
..... if you have a goal, that will make you push yourself more.

- 8 Read the essay task and make a list of ideas for the third point. Work in pairs and share your ideas and opinions.

In your English class, you have been talking about the importance of having goals in your life. Now your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view.

We all need goals to aim for in different areas of our lives. What do you think?

Notes

Write about:

- academic goals
- personal development goals
- (your own idea)

- 9 Make some notes for each part of the essay and organise your argument. Remember to show both sides of the argument clearly.

- 10 **e** Write your essay in 140–190 words.



Improve it

- 11 Work in pairs. Swap your essays and check each other's work. Comment on any areas you think might be improved.



SWITCH ON

My 'Year 12' life

- 1 Work in pairs. Do you know any famous vloggers? What's the purpose of their vlogs?
- 2  Watch the clip. What do Alex and Angela say is important to them?
- 3  Watch again. Are these sentences true (T) or false (F)?
 - 1 The teenagers are filmed for one year.
 - 2 Alex and Ezra are brothers.
 - 3 This year, Angela is focusing on her studies.
 - 4 Taekwondo helped Angela gain confidence.
 - 5 Angela regrets taking time off school.
- 4 Would you like to be a vlogger? Why/Why not? What would you vlog about?

Project

- 5 Work in pairs to create a vlog about a hobby or interest.
 - 1 Research some well-known young vloggers. Compare their vlogs and make notes about:
 - if they always talk about the same topic.
 - the style of their vlogs.
 - where they vlog.
 - how often they vlog.
 - 2 Choose a topic for your vlog. Create a mind map with ideas for what you will talk about.
 - 3 Write a script for your vlog and practise it or video it.
 - 4 Share it with another pair and give each other feedback.

INDEPENDENT LEARNING

Reading and writing

- 1 Work in pairs. Look back at the reading task (Ex 4) on page 52. Think about how you did with this kind of task. Put ticks next to each of the skills:

✓✓✓ = great ✓✓ = OK ✓ = needs improvement

 - 1 inferring meaning from clues in the text
 - 2 deducing the meaning of unknown words and phrases
 - 3 understanding what pronouns in the text are referring to
- 2 Work in pairs and compare your answers to Ex 1. For any skills with only one tick, discuss the strategies you can use to improve them.
- 3 Read this paragraph from a student's essay. Look at the highlighted words and phrases. What mistakes has the student made?

On the one hand, you can't buy **peoples** friendship with generous presents or money. **On other hand**, it's a challenge to be close **frends** with people who have much more money **that** you. I used to be friends with a group who met every Saturday for lunch in a café. I didn't have much money then, so I **culdn't** buy **some** food, and I felt quite embarrassed **on** this. I **must** to sit and watch them eat every week, pretending that I wasn't hungry. Those Saturdays **defnitly** didn't make me happy!

- 4 Work in pairs. Give the paragraph in Ex 3 a mark from 1 (not very good) to 5 (excellent) for each of these criteria.

1 clear meaning	3 wide vocabulary
2 wide variety of structures	4 accurate grammar
	5 accurate spelling
- 5 Work in pairs. Choose a paragraph from the essay you wrote on page 61 and show it to your partner. Review each others' work using the criteria in Ex 4.
- 6 Complete the sentences with your own reading and writing goals.
 - 1 One thing I will do to improve my reading skills is
 - 2 One thing I will do to improve my writing skills is



UNIT CHECK

Wordlist

People

coach (n)
community (n)
company (n)
mate (n)
referee (n)
rival (n)
role model (n)

Phrasal verbs

cheer sb up
fall out (with sb)
get away (from sb/sth)
get on (with sb)
get sb down
go through sth
stick to sth
take sth up
talk sth over

Adjectives + prepositions

addicted to
afraid of
anxious about
bad at
bored of
brilliant at
capable of

embarrassed about
enthusiastic about
fed up with
frightened of
good at
happy about
hopeless at
keen on
popular with
proud of
sad about
stressed about
worried about

Personality adjectives

active
ambitious
anxious
competitive
confident
creative
outgoing
sensible
sensitive

Word formation: verbs, nouns and adjectives

aggression (n) – aggressive (adj)

curiosity (n) – curious (adj)
depend (v) – (in)dependent (adj)
generosity (n) – generous (adj)
patience (n) – (im)patient (adj)
sense (n,v) – sensitive/sensible (adj)

Word formation: adjective prefixes un-, il-, im-, in-, ir-, dis-

decisive – indecisive
logical – illogical
obedient – disobedient
pleasant – unpleasant
possible – impossible
responsible – irresponsible

Other

bruise (n)
conserve (v)
courage (n)
gadget (n)
homesick (adj)
honour (n)
intense (adj)
keep sth to yourself (phr)
leave sb alone (phr)
optimistic (adj)

packed (adj)
possessions (n pl)
rush (v)
scholarship (n)
sprint (n)
sth doesn't matter (v)
stand (n)
stretcher (n)
way better (phr)

Extra

championship (n)
compete (v)
competition (n)
competitor (n)
consumer society (phr)
contest (n)
gadget (n)
multicultural (adj)
opponent (n)
personal relationship (phr)
possessions (n pl)
qualify (v)
victory (n)

Practice

1 Complete the sentences with the correct prepositions.

- People are really enthusiastic the new film club at school. It's popular everyone.
- Why don't you go out on your bike to get from everything for a while? That might cheer you a bit.
- Anna is capable becoming a fantastic athlete, but she isn't very keen her coach.
- I'm fed up my friends at the moment. They keep falling with each other.
- I used to be hopeless understanding people's feelings, but I'm better it now.
- I'm really anxious changing school. I hope I get with my new classmates.

2 4.9 Listen and write the missing word from the *Personality adjectives* and *Word formation* sections of the wordlist.

- | | | |
|---------|---------|---------|
| 1 | 3 | 5 |
| 2 | 4 | 6 |

3 4.10 Listen and check your answers.

4 Choose the correct words to complete the sentences.

- Ben is really pleased because the team he supports won the **victory** / **championship** last year.
- Our tennis **coach** / **referee** makes us work hard but he certainly gets results.
- People often worry about their personal **relationships** / **possessions** with family and friends.
- The new chess champion quickly beat her **competitor** / **opponent**.
- I can't say I'm **worried** / **optimistic** about winning because the other team are really good.
- One aspect of a **role model** / **consumer society** is that people always want to buy more and better things.
- It's important for us to feel we live in a **community** / **company** of caring people.
- The atmosphere in the stadium was **packed** / **intense** as the athletes lined up for the final.

UNIT CHECK

Review

1 Complete the text with these words.

allowed can't had have may need should shouldn't

Five ways to communicate better with your parents



- 1 In any conversation with your parents, you be willing to compromise if necessary. You always have everything your own way.
- 2 Parents have to read your mind to find out why you are upset. Tell them what the matter is!
- 3 If you aren't to do something, such as stay out late, there is probably a good reason for that.
- 4 If, on the other hand, your parents say that you stay out a bit later than usual, you better not forget the time!
- 5 If you've done something that you shouldn't done, tell your parents yourself before they find out some other way.
- 6 Make sure you thank your parents when they do something for you. Parents have feelings, too, and they to know you love them!

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

- 1 It will not be possible for me to attend training on Thursday.
ABLE
I attend training on Thursday.
- 2 It was a mistake to ask her about James.
SHOULD
I her about James.
- 3 Why don't you take up a new hobby?
OUGHT
I think you a new hobby.
- 4 I must see a doctor about this cough.
GOT
I a doctor about this cough.
- 5 We started to perform together two years ago.
FOR
We two years.
- 6 It is not necessary to get there before five o'clock.
NEED
We there before five o'clock.

3 Complete the text with one word in each gap.

A bit of courage goes a long way!

I used to be shy. When a situation made me nervous, I ¹ go bright red in the face – awful! Anyway, it ² getting me down and my best friend agreed that I ³ better do something about it.

The opportunity came when I went out for a family meal at a local restaurant. My parents wouldn't ⁴ me to go to a friend's party, so I was in a mood.

When we got there, I marched crossly into the restaurant. Suddenly, I noticed some kids from my school at a corner table. I knew I ⁵ go straight over to them before I lost my courage, so that's what I ⁶ I started chatting and they were really friendly!

Without realising it, my family ⁷ helped me to become more self-confident. I feel very proud of myself and I know that things ⁸ never be that bad!

4 4.11 Listen to a girl talking about her life and complete the sentences with these words or phrases. There is one extra that you do not need.

can't could have to might must mustn't

- 1 Penny's sister be a bit annoying when she was younger.
- 2 Penny stay out too late in the evening.
- 3 Penny's sister be proud of what she has achieved.
- 4 Penny says that everyone look better than you do.
- 5 She also says that you don't listen to people who make you feel bad!

5 Read the student's problem and write a short email giving them your advice. Use 2–3 examples of modal verbs.

My teachers at school are always comparing me to my older cousin, Mark, because he was one of the best students. My parents do the same thing as well. How can I improve things at school and what should I say to my parents?