



# GOLD

## experience

2ND EDITION

STUDENT'S BOOK

**B2+**

Pre-Advanced

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The only  
source of  
knowledge  
is **experience**.

Everything else  
is just information.

Albert Einstein

“

I try to do  
**something**  
 I love  
 every day.

”

Look at the photo and discuss the questions.

- 1 Do you do something you love each day? If so, what?
- 2 What passions did you have when you were younger?
- 3 Are there any disadvantages to being passionate about something?

1

## Passions

### READING

topic: passions  
 skill: identifying attitude  
 task: multiple choice

### GRAMMAR

present tenses and time expressions  
 phrasal verbs

### VOCABULARY

achievements; idioms;  
 adverb collocations

### LISTENING

topic: adversity in sports  
 skill: understanding context  
 task: multiple choice;  
 short texts

### USE OF ENGLISH

key word transformation  
 multiple-choice cloze

### SPEAKING

topic: friends and shared interests  
 skill: using appropriate tone and register  
 task: introductions; social interaction

### WRITING

topic: teens and screens  
 skill: developing an argument  
 task: essay

### SWITCH ON

video: drone trouble  
 project: odd hobbies

## READING

### Power up

- 1** Which three of these activities are definitely hobbies? Which three are definitely not? Work in pairs and discuss your ideas.

blogging   cooking   eating   gaming   hanging out with friends  
listening to music   shopping   supporting a sports team  
surfing   watching box sets

### Read on

- 2** Read the title and introduction to the article (paragraph A). Which of the below do you expect to find in the article? Why?

- reasons why we choose a passion
- the effects of our hobbies on our brains
- how science helps us feel motivated
- ways in which our interests help us learn

- 3** Read the exam tip about paragraphs B and C. Answer the questions.

#### exam tip: multiple choice

Writers don't always express their attitudes or feelings openly but you can identify them by looking at the language they use. Ask these questions to help you:

- 1** Does the writer use any adjectives which express emotions (e.g. *terrible*, *incredible*, etc.)?
- 2** Does the writer use any comment adverbs (e.g. *luckily*, *disappointingly*, etc.)?
- 3** What do these adjectives/adverbs tell us about the writer's attitude? Do they express anger, pessimism, surprise, etc.?

- 4** **e** Read the article and choose the answer (A, B, C or D) which you think fits best according to the text.

- 1** In paragraph B, the writer suggests that the *nucleus accumbens* directly contributes to people
  - A** feeling emotional.
  - B** developing strengths.
  - C** overcoming difficulties.
  - D** attempting a range of tasks.
- 2** According to Dr Holmes in paragraph C, chemicals in our body stop us
  - A** participating in sport.
  - B** feeling discomfort.
  - C** experiencing pleasure.
  - D** getting injured.

- 3** The writer mentions Leonardo da Vinci to make the point that
  - A** good things come to brilliant people.
  - B** creative people do many activities.
  - C** clever people are passionate people.
  - D** successful people pursue their interests.
- 4** What does Dr Holmes suggest people do to make life positive?
  - A** set a goal and work towards it
  - B** copy other people's hobbies
  - C** discover what interests them
  - D** identify what prevents achievement
- 5** Evidence connecting interests and happiness has been weak in research studies because
  - A** too few people were asked to complete the questionnaire.
  - B** participants assessed their own feelings of satisfaction.
  - C** the questionnaires were too complicated to complete.
  - D** they represented people who were already motivated.
- 6** The author is optimistic that future research will prove a link between passions and
  - A** a reduction in poor health.
  - B** an improvement in productivity.
  - C** a greater desire to be successful.
  - D** a better performance in a variety of tasks.

- 5** Find words or phrases in the article that mean the following.

- 1** determination and energy to succeed (para A)
- 2** great and unusual intelligence, ability or skill (para D)
- 3** find by searching for a long time (para E)
- 4** full of enthusiasm (para G)

### Sum up

- 6** Work in pairs and discuss the questions.

- 1** According to the article, what benefits can people gain from having a passion? Do you agree?
- 2** How would you describe the writer's overall attitude towards having a passion? Why?

### Speak up

- 7** Work in groups and discuss the questions.

- 1** How do your hobbies make you feel? Why?
- 2** Do you think your hobbies help you to achieve more in other areas? Why/Why not?
- 3** If you could only follow one passion in your life, what would it be?





## The science of having **PASSION**

**A** We all know someone who has a passion in life – something they seem to live and breathe every day. Having a passion like this can give a person energy and drive, but why is this? What is the science behind people’s passions, and how can having a passion benefit us in our daily lives?

**B** Doing something we are passionate about has a surprising effect both on our brains and our body chemistry. The nucleus accumbens, an area of the brain which plays a central role in the human body’s reward system, lights up and then releases feel-good hormones into the bloodstream when we do something we love. This, in turn, gives us drive; it helps us to push through when things get hard because we’re so committed to the activity. It helps us to get extraordinary things done.

**C** One such astonishing thing is the ability to cope with physical problems that would normally prevent us from carrying on. According to clinical psychologist Dr David Holmes, passion, and the chemical response of our bodies when we feel it, can help us deal with enormous pain. This is undoubtedly the reason why, every now and then, sportspeople finish a match on top of the world only to later discover they’ve actually broken a bone halfway through. It’s only when their chemical responses to the joy of playing disappears that they realise what’s happened.

**D** One man who recognised the importance of passion was Leonardo da Vinci. Renowned for his many achievements, he wrote 500 years ago that: ‘It had long since come to my attention that people of accomplishment rarely sat back and let things happen to them. They went out and “happened to things”.’ Da Vinci ‘happened’ to plenty of things. He painted the *Mona Lisa*; in his journals were the ideas for inventions such as steam cannons and even helicopters. He was an anatomist, a sculptor and a musician. Although we think of someone like da Vinci as being driven by a force of genius, what he said was that truly successful and ambitious people like him make it their life’s work to follow their passions.

**E** According to Dr Holmes, we should all be attempting to make our passions an important part of our lives. He adds: ‘Passion is what can make a good day really great. To be happy, we need plenty of those.’ But it isn’t always easy. Passion is incredibly personal. You have to do something that has meaning to you as an individual – you can’t get it from following someone else’s passions or dreams, or by merely going through the motions. ‘For one person, that sense of satisfaction might come from completing a marathon; for another, it could be finally tracking down a first-edition book they have spent years searching for.’

**F** In recent years, researchers have been trying to prove whether a passion can lead to greater happiness but they have so far been unable to do so. This is down to the fact that participants in studies are usually asked to self-report their own emotions in questionnaires. Such self-assessment is a cheap and simple way to collect data, especially if you want to get information from a very large number of people. However, it relies on participants being honest, as well as interpreting levels of happiness and passion in the same way. So, although we might feel that having things we enjoy is beneficial, unfortunately, science hasn’t confirmed this yet.

**G** However, scientific techniques are improving as we speak, so hopefully one day researchers will be able to show that our passions affect not just our happiness but also our ability to do well in all aspects of our lives. We will hopefully discover that our passions allow us to feel more energised and able to cope with the stresses of everyday life. We may find out that our passions help us to cope with activities we typically don’t enjoy, allowing us to achieve more in a wider range of areas. Wouldn’t it be great if we could prove that spending your weekends on the football pitch could actually improve your maths grades? In the meantime, we’ll have to make do with knowing that our passions can provide the drive we need to get up and enjoy life.

“Passion is what can make a good day really great.”

# GRAMMAR

**1** Read the grammar box. Complete it with time expressions from these sentences.

In recent years, researchers have been trying to prove whether a passion can lead to greater happiness, but they have so far been unable to do so. Scientific techniques are improving as we speak.  
 Every now and then, sportspeople finish a match and discover they've broken a bone.

## explore grammar

→ p142

### present tenses and time expressions

Learning which time expressions are typically used with which tenses can help you to understand and use tenses appropriately.

#### present simple



regularly, typically, several times a year, once in a while, from time to time, every so often, <sup>1</sup> .....



#### present continuous

at the moment, right now, for the time being, currently, this (year), these days, <sup>2</sup> .....

#### present perfect simple/continuous

for, since, this (week), in/over the last/past (two days), so far, all year, recently, my whole life, <sup>3</sup> ..... <sup>4</sup> .....

**2**   1.1 Watch or listen to eight people in London talking about their interests. What is each person's hobby? What has their hobby helped them achieve?

**3**   1.2 Choose the correct verb form in each sentence. Watch or listen again to check your answers.

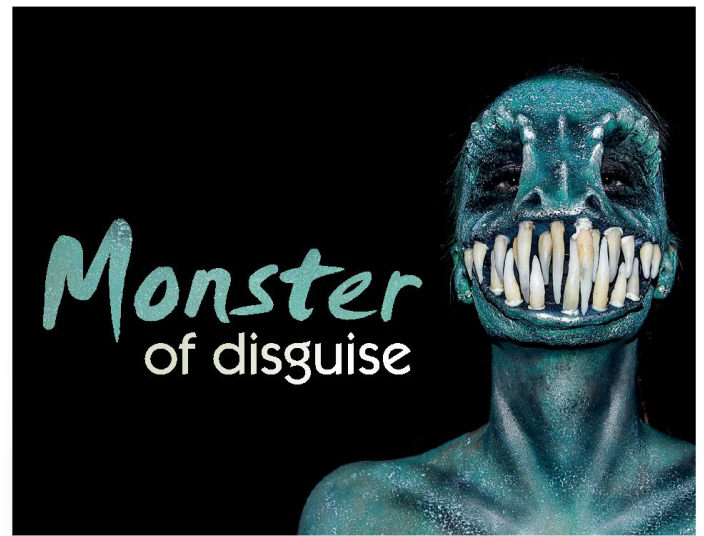
- 1 As we speak, I wear / am wearing a scarf that I knitted myself.
- 2 For several years now, I'm doing / 've been doing pottery.
- 3 Since I was twelve, I'm / 've been doing acting.
- 4 I've been / am being into football for quite a long time.
- 5 I'm actually / 've actually been a cheerleading coach at the moment.
- 6 Over the past few years I've put / been putting it a bit on the back burner.
- 7 I've written / been writing my whole life so it's my main hobby.
- 8 Recently, I've started doing / to do a lot more baking.

## game on

Work in groups. Complete the sentences with true information.

- 1 Three of us have ..... over the past week.
- 2 Two of us ..... from time to time.
- 3 One of us is ..... these days.

Choose one of your answers to tell the class. Can your classmates guess who it's about?



Right now, most sixteen-year-old girls <sup>1</sup> ..... schoolwork, friends and going to concerts but Lara Wirth from Melbourne has quite a different hobby. Several times a week, the self-taught special effects make-up and body artist <sup>2</sup> ..... herself into monsters, reptiles and creative characters. She <sup>3</sup> ..... hundreds of face and body paintings over the last two years and believes that her blue, giant-teethed 'Monster' creation is the best thing that she <sup>4</sup> ..... so far. Her designs <sup>5</sup> ..... bigger and better all year, something you can see from her Instagram page, where she regularly <sup>6</sup> ..... her creations. Lara <sup>7</sup> ..... up many fans since the Instagram homepage featured one of her photos. In fact, this year alone she <sup>8</sup> ..... an extra 50,000 followers. Typically, Lara <sup>9</sup> ..... much of her week on her hobby but as her exams are coming up, she's got less time. So, for the time being, she <sup>10</sup> ..... just one design a week but hopes to pursue her passion as a career one day soon.

**4** Read about Lara Wirth's interest. Complete the text with the correct present form of these verbs. Look at the time expressions to help you. More than one verb might be possible.

create do gain get juggle make pick share  
 spend transform


## Speak up


**5** Work in pairs and discuss the questions.

- 1 What skills has Lara learnt from working with special effects make-up?
- 2 What skills have you learnt from your hobby?

# VOCABULARY

## achievements

**1**  1.3 Listen to Max and Katy presenting a podcast. What does each one argue? Who do you mostly agree with?

**2**  1.4 Match the first half of each sentence (1–8) with the second half (A–H). Listen and check your answers.

- 1 School isn't always the best thing for helping you to **accomplish**
- 2 You can learn more from **pursuing**
- 3 It's not only knowledge that helps you **flourish**;
- 4 Hobbies present new **challenges**
- 5 There are always other people to help you overcome
- 6 Schools can't cater for everyone's interests
- 7 Lots of students have to do out of school activities to **fulfil**
- 8 The key thing is not to let homework **occupy**

- A which push us to achieve.
- B or **talents**.
- C your interests outside of school.
- D those **setbacks**.
- E all your time.
- F their potential.
- G your goals.
- H you need skills too.

**3** Match the words in bold in Ex 2 with these synonyms. Some words may match more than one synonym.

abilities   achieve   difficult tasks   following   problems  
reach   succeed   take up

**4** Complete the comments about the podcast with six of the words in bold in Ex 2.

**Candy4**

[Add message](#) | [Report](#)

I agree it's important to <sup>1</sup>..... interests outside of school as we all have a different set of <sup>2</sup>....., but school is important. Work hard at both and you can **have the best of both worlds**.

**ZakBe**

[Add message](#) | [Report](#)

School has helped me to <sup>3</sup>..... a lot of things. I recently passed the highest violin exam **with flying colours** thanks to my music teacher there.

**Bluecaramel**

[Add message](#) | [Report](#)

I've taught myself quite a few skills **from scratch** using online videos so that was my support. My latest <sup>4</sup>..... is to learn how to do card tricks, but that's not going to get me into college. I think school and free time pursuits **go hand in hand**.

**Jonny2000**

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School gets you **on track** in life, but exams <sup>5</sup>..... too much of our time. Focussing purely on academic stuff doesn't teach you the skills to deal with <sup>6</sup>..... later in life.

**5** Work in pairs. Talk about your achievements so far. Try to use as many words from Ex 2 as you can.

## idioms

**6** Read the language box. Choose the correct word in the example.

### explore language

↪ p160

#### idioms

An idiom is a group of words with a special meaning different to the meaning of each separate word. As an idiom is a fixed or semi-fixed expression, it's important to remember the exact words to avoid it sounding strange.

Mountain biking taught me to **have / keep** my cool.

**7** Work out the meaning of the idioms in bold in Ex 4. Check your ideas in a dictionary.

**8** Write three questions, each one with a different idiom from Ex 4. Ask and answer your questions in pairs.

## Speak up

**9** Work in pairs. Whose responsibility is it to teach you life skills such as managing money, cooking or changing a tyre? One of you argue for 'school', the other argue for 'parents'.



# LISTENING

## Power up

- 1 Work in pairs and discuss the questions.
  - 1 What's your biggest dream for the future?
  - 2 What challenges might you face when trying to pursue that dream? How will you overcome them?
- 2 Read the news story. What do you think the words in bold mean? Check your ideas in a dictionary.

Many **1**gifted sportspeople have had to overcome problems to **2**ultimately achieve their dreams and gain **3**respect in their field. One common **4**obstacle is a lack of access to good facilities and coaching **5**expertise for children. Parents sometimes **6**campaign through online **7**petitions or even **8**demonstrations, to get the **9**funding they want for their children or force the local authority to **10**compromise.


## Listen up

- 3 Read the exam tip. Then look at the task in Ex 5 and answer the questions in the exam tip.


### exam tip: multiple choice: short texts

To follow a conversation, it is important to understand the relationship between the speakers and the context so that you are prepared for what they might say.

Read the introductory sentence for each pair of questions and the question or stem of each one. Who are the speakers? What topic are they talking about? What do you expect them to say?

- 4  1.5 Listen to the three short conversations about sport. Check your ideas from Ex 3.



- 5  1.6 Listen again. Choose the answer (A, B or C) which fits best according to what you hear.

### Extract 1

You hear two teammates talking about playing American football.

- 1 Why did the girl fight to be allowed to play football with the boys?
  - A She was convinced she was stronger than some other team members.
  - B She felt confident that she could contribute to the success of the team.
  - C She resented the way decisions about the team were taken.
- 2 What is the boy's opinion about how the girl should continue her campaign?
  - A It would be worth appealing to the media.
  - B She ought to attempt to increase her support online.
  - C Holding protests on the streets might be particularly effective.

### Extract 2

You hear two friends discussing opportunities for Olympic athletes.

- 3 They agree that sportspeople
  - A can win without access to good facilities.
  - B should be praised for working hard.
  - C only achieve success when they face adversity.
- 4 How does the woman feel about big sporting events?
  - A She is annoyed by the way athletes are exploited.
  - B She is concerned about how fair some events are.
  - C She is annoyed by the approach of some countries.

### Extract 3

You hear two friends talking about some research into sports and child development.

- 5 What is the woman's attitude to the research?
  - A She is surprised by the overall results.
  - B She is concerned about the methods used.
  - C She is doubtful it will have an impact on school sports.
- 6 What are the man's feelings towards his own past experience at school?
  - A He is annoyed at having been held back academically.
  - B He is irritated at having been forced to do sports.
  - C He is happy with his choices.

## Speak up

- 6 Work in groups and discuss the questions.
  - 1 How much do you think people are affected by their gender and background in terms of being successful?
  - 2 What personal qualities do you think a person needs to be successful?
  - 3 Should girls and boys be allowed to play sports together at school? Why/Why not?

# USE OF ENGLISH 1

1 Read the summary. What do the phrasal verbs in bold mean?

Development plays a hand in a child's sporting success. A child too small to **knock** an opponent **down** in a football game won't get picked for the team and may **end up** believing they're no good and **give in**. Conversely, an early developer flourishes at first but may later fail to **live up to** expectations.

2 Read the language box. Complete it with the phrasal verbs from Ex 1. Can you think of more phrasal verbs for each category?

explore **language** ↪ p142

**phrasal verbs**

There are four types of phrasal verb:

- 1 An object is not needed, e.g. ....
- 2 The verb and particle can be separated. An object is needed, e.g. .... Pronouns must go between the verb and particle.
- 3 The verb and the particle cannot be separated. An object is needed, e.g. ....
- 4 There are three words which cannot be separated, e.g. ....

3 Read the article. What fear did each sportsperson suffer from?

## OVERCOMING FEAR on the way to SPORTS SUCCESS

To become a swimmer, Adam Peaty had to <sup>1</sup>..... his biggest fear: water. He was so terrified of it that, at a young age, he refused to shower and even <sup>2</sup>..... standing up in the bath rather than sitting. Despite screaming whenever he was taken for swimming lessons, he <sup>3</sup>..... them ..... and eventually went to the Olympic Games in Rio, where he <sup>4</sup>..... winning two gold medals aged twenty-one.



Cliff diver Gary Hunt <sup>5</sup>..... his fear of heights every time he competes. It's hardly surprising as he must enter the water feet first from a twenty-seven-metre high platform or risk serious injury. Despite this, he hasn't let his fear <sup>6</sup>..... him ..... in his career. He's managed to <sup>7</sup>..... stiff competition to win several championships.

Tennis player Rafael Nadal's childhood coach knew he was afraid of storms, so he <sup>8</sup>..... the idea of telling him the thunder gods would punish him if he didn't play his best. It obviously worked.



4 Complete the article in Ex 3 with the correct form of these phrasal verbs. You may need to put the particle after the object.

- beat off   come up against   come up with   end up  
get over   hold back   see through   take to

5 **e** Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. Use between three and six words.

1 Taking part in the tournaments was fun at first but soon became very stressful.

**OUT**

Taking part in the tournaments ..... fun but soon became very stressful.

2 Ignoring the opportunity to enter the competition means you won't win.

**PASS**

If you ..... compete, you won't win.

3 Withdrawing from the competition meant that Marnie could now relax.

**PULLED**

Because Marnie ..... , she could now relax.

4 If competitors make a mistake, they will be given a second chance.

**MESS**

Competitors ..... will be given a second chance.

5 There were more sponsorship opportunities for Ben once he started winning.

**OPENED**

Sponsorship opportunities ..... once he started winning.

6 Lily won the tournament after surviving a challenging match.

**CAME**

Lily ..... win the tournament.

## Speak up

6 Work in groups and discuss the questions.

- 1 What fear might hold you back in future? How can you get over it?
- 2 If something becomes really difficult, do you see it through or give in?
- 3 Are you a good loser? How easily do you bounce back from defeat?

# USE OF ENGLISH 2

1 Work in pairs. What is the typical stereotype of a gamer? Do you think these ideas are accurate or are they misconceptions?



2 1.7 Listen to four gamers. What misconception does each one talk about?

3 1.8 Read the language box. Listen again and complete each example sentence with an adverb.

## explore language p160

### adverb collocations

Using adverb + adjective collocations and adverb + verb collocations will make your language sound natural.

It's <sup>1</sup>..... unknown.

Games are <sup>2</sup>..... considered to be a waste of time.

Games have <sup>3</sup>..... increased my intelligence.

It's a misconception that <sup>4</sup>..... annoys me.

4 Choose the correct adverbs to complete the collocations in the quotes. Which syllable in each collocation has the main stress?

I think gaming is <sup>1</sup>generally / newly accepted to be a mainstream activity these days. It's <sup>2</sup>highly / virtually impossible to ignore its popularity. The fact that games appear in mainstream media <sup>3</sup>clearly / fully shows they're not just for nerds!

I don't think games are a good way for kids to spend time. Some are so <sup>4</sup>easily / well designed they're almost too real. When games are that <sup>5</sup>closely / widely modelled on the real world, they might confuse young kids. That's why I don't think they should be <sup>6</sup>immediately / readily available.

5 Read the exam tip and the article below. How does the writer of the article answer the question in the title?

### exam tip: multiple-choice cloze

Read the text quickly before you fill in the gaps. Understanding the gist will help you make better choices.

16  
SEP

## Are hobby stereotypes dangerous?

6 COMMENTS

Stereotypes exist everywhere and pastimes are no <sup>1</sup>..... . If you're a surfer, people <sup>2</sup>..... assume the same thing – you're relaxed but lazy. They think people who like cosplay – dressing up as a fictional character – should go out and find more friends; people who go to the gym love themselves and book lovers are boring, librarian types. But are these <sup>3</sup>..... stereotypes just a bit of harmless fun or are they <sup>4</sup>..... dangerous?

One way of answering this question is to consider whether such stereotypes <sup>5</sup>..... influence a person's decision to be friends with us or not. The truth is that it is <sup>6</sup>..... unlikely as people mostly decide if they like us long before they find out what our interests are. However, our hobbies themselves may be influential. This is because our interests help to <sup>7</sup>..... our character, and a person's decision to be friends with us is <sup>8</sup>..... based on that character. So, a hobby could indirectly prevent a friendship from forming but a stereotype is unlikely to.

- |                   |                 |                |                 |
|-------------------|-----------------|----------------|-----------------|
| 1 A occasion      | B novelty       | C contrast     | D exception     |
| 2 A intentionally | B automatically | C reliably     | D impulsively   |
| 3 A interpreted   | B perceived     | C understood   | D believed      |
| 4 A potentially   | B likely        | C certainly    | D possibly      |
| 5 A happily       | B negatively    | C considerably | D closely       |
| 6 A easily        | B fully         | C highly       | D significantly |
| 7 A impact        | B bend          | C shape        | D invent        |
| 8 A largely       | B relatively    | C greatly      | D extremely     |

6 Read the article in Ex 5 again. Decide which answer (A, B, C or D) best fits each gap.

## Speak up

7 Work in pairs and discuss the questions.

- 1 What misconceptions do people have about your interests?
- 2 Are some interests simply cooler than others? Why/Why not?

# SPEAKING

## Power up

1 Read the questions (1–6) and match them with the answer prompts (A–F).


- 1 How do you usually spend free time with your friends?
- 2 How important is it for you to spend time with your family?
- 3 Are you the kind of person who works hard to accomplish your goals?
- 4 What would you say is a perfect day for you?
- 5 If you could visit any city in the world, where would you go?
- 6 How good are you at doing more than one thing at the same time?

- |                                  |                            |
|----------------------------------|----------------------------|
| A One where I ...                | D I'd probably ...         |
| B We tend to ...                 | E I think so because ...   |
| C I'm not that great because ... | F It's crucial because ... |

2 Match these words and phrases with a possible answer to each question in Ex 1. Can you think of more words or phrases you might use to answer each question and demonstrate a high level of English?

backpack be on the same wavelength chill out  
determined hang out with immediate family  
I'm rubbish at not really my thing

3 Work in pairs. Take turns to ask and answer question 1 in Ex 1. Use phrases from Ex 2 to help you, and include two or three pieces of information.

4  1.9 Listen to four speakers, each answering a different question from Ex 1. Which question does each speaker answer?

5  1.10 Listen again and choose the correct words.

- 1 Ela sounds **interested** / uninterested.
- 2 Ben sounds **friendly** / too formal.
- 3 Rei sounds **interesting** / uninteresting.
- 4 Martin sounds **friendly and interested** / too formal and uninterested.

6 Read the exam tip. Complete it with adjectives from Ex 5.

### exam tip: interview

When speaking to people we don't know well, like an examiner, we use a polite but <sup>1</sup>..... tone with a mix of neutral and less <sup>2</sup>..... language, like phrasal verbs and idioms. We use stress and intonation to sound <sup>3</sup>..... and engage the listener.

7 Look at the audioscript and follow these steps.

- 1 Expand Ela's answer by adding three more pieces of information.
- 2 Make Ben's tone sound friendlier and less formal. Use language from Ex 2 to help you.
- 3 Find the words that Rei should stress and decide where she should pause.

## Speak up

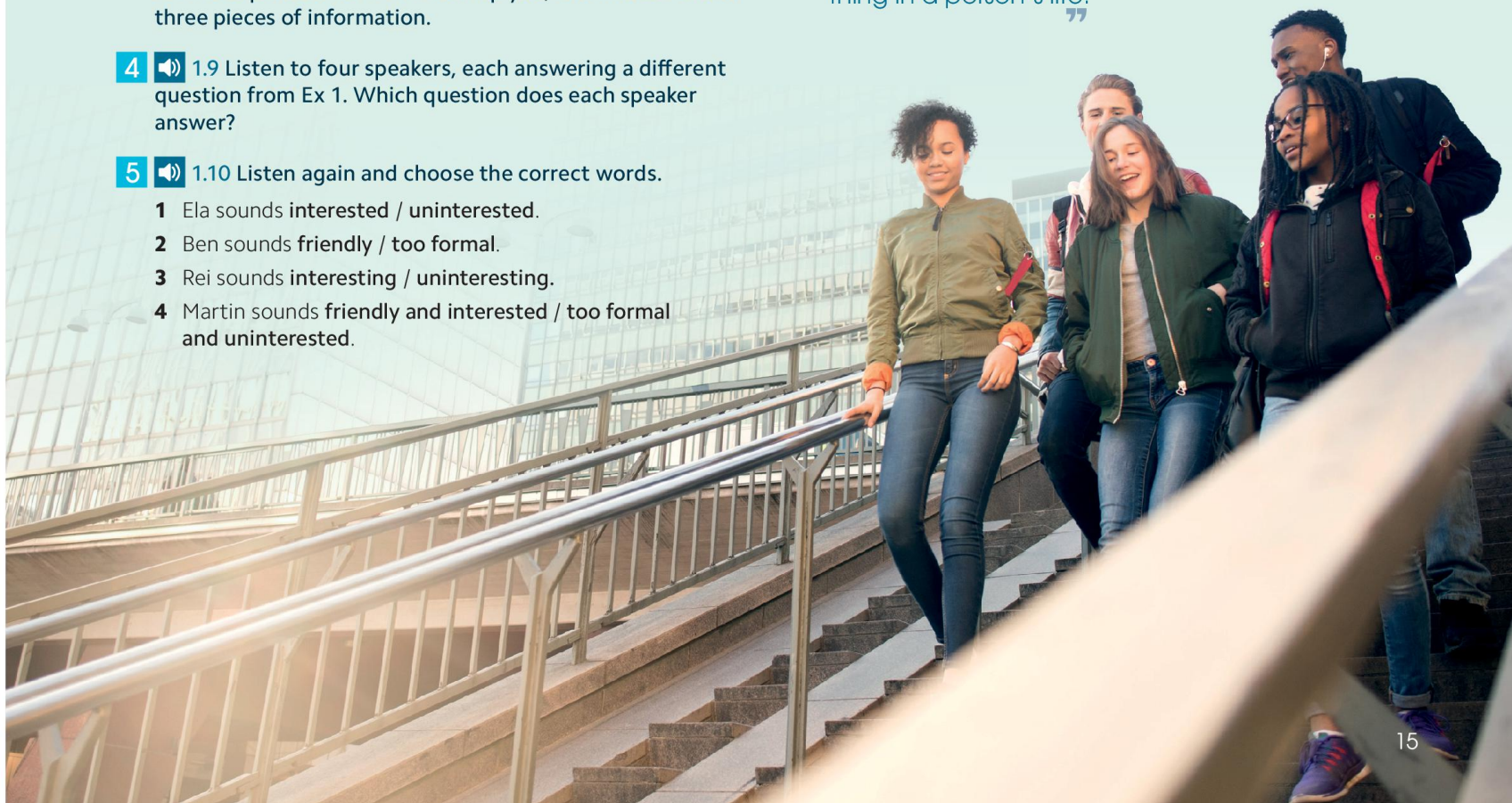
8 **e** Work in pairs. Ask and answer the questions in Ex 1. Listen to your partner's answers. Does he/she:

- 1 sound friendly and have an appropriate tone?
- 2 sound interested
- 3 expand answers sufficiently?

## Speaking extra

9 Work with another pair. Read the opinion below. Two of you argue for this view; two of you argue against it.

“Friends are the most positive thing in a person's life.”



## WRITING

### Power up

- 1 Work in pairs. Read the quote and discuss the questions below.

“Young people spend so much time looking at a screen; they’re just not active anymore.”

- 1 Do you agree or disagree with the view in the quote? Why?
- 2 Is it important for young people to be active? Why/Why not?
- 3 If yes, whose responsibility is it to ensure this? Why?

### Plan on

- 2 Read the task. In pairs, add two more opinions related to each idea in the notes.

In your class you have listened to a radio debate about how to encourage young people to be more active. You have made the notes below:

Ideas for encouraging young people to be more active:

- school sports
- youth clubs
- parental leadership

Some opinions expressed in the debate:

‘Only a few sports are offered at school so if teens don’t like these, they’re put off doing anything.’

‘There just aren’t enough local facilities for young people, so they end up staying at home.’

‘Parents don’t limit the time their children spend looking at a screen.’

Write an essay for your teacher discussing **two** of the ideas in your notes. You should **explain which idea for encouraging young people to be more active is more effective, giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the debate, but you should use your own words as far as possible. Write your essay in **220–260** words.

- 3 Read the essay. Which two ideas from the notes has the writer used? Does she include the opinions from the notes or her own ideas? Do you agree with what she says? Why/Why not?

Many young people do regular activities that keep them fit, but with the growing popularity of online activities, some teenagers are becoming less active. Two potential ways of addressing this issue are to increase the variety of sports offered at school and to fund more youth clubs.

Offering a wider variety of sports at school is likely to be the best method of encouraging young people to be more active. This is because currently, there are just a small number of sports offered, which do not engage everyone. The majority of the sports are team sports such as hockey. However, not everyone enjoys these so they stop playing. Offering activities such as yoga or T'ai Chi **may** tempt more people to do sport.

A second option is to provide more youth facilities locally. As young people often stay home, the purpose is to allow more opportunities for young people to leave home and participate in arts and crafts and drama, as well as the kinds of sports mentioned above. These youth clubs encourage young people to be active while pursuing their interests and socialising with others. However, funding is required by local government to facilitate these ideas.

In conclusion, both schools and local government can encourage young people to be more active through more sports being offered at school and more youth club activities. The former will **probably** have greater success as all school students are required to do school sports, whereas youth clubs **often** attract younger teens. Older teens **tend to** feel they are uncool and stop attending.



**4** Decide if each statement about the essay in Ex 3 is true or false. Give reasons or examples.

- 1 The content of the essay is appropriate.
- 2 Each paragraph has a clear purpose.
- 3 The writer gives reasons for her opinions.
- 4 The writer has used simple grammar and vocabulary.
- 5 The writer has used contractions and abbreviations.
- 6 The writer connects ideas with linkers and other phrases.

**5** Answer the questions.

- 1 What phrases are used in paragraphs 2 and 3 to introduce reasons?
- 2 Which of these phrases could be used to do the same thing?

A second option is to    One reason for this is that  
This is due to    Two potential methods are

**6** Look at the highlighted words and phrases in the essay. What is their purpose? What kind of words/phrases are they?

**7** Complete the examples in the language box with the highlighted words and phrases in the essay.

### explore language

Academic writers often don't want to sound too sure of their opinions, so they use adverbs of frequency (e.g. <sup>1</sup>.....), adverbs of certainty (e.g. <sup>2</sup>.....), modal verbs (e.g. <sup>3</sup>.....) and phrases like 'be likely to' or <sup>4</sup>..... to make them sound less definite.

**8** Look at the task in Ex 2 again. Make the three opinions in the quotes sound less definite.

## Write on

**9** Work in pairs. Read the task on page 171 and brainstorm as many additional opinions for each idea as possible. Make notes.

**10** Work with another two pairs. Each pair should argue for one different idea in the notes. Debate your opinions and reasons. Which pair presents the best arguments? The best idea is ... for the reason that ...

**11** Prepare to write your essay.

- 1 Use your notes from Ex 9 and choose the best two ideas to write about.
- 2 Select the best one or two opinions and reasons for each idea to explain in more detail.
- 3 Outline what information will go in each paragraph in the plan below. Write key words/phrases.

Paragraph 1:  
introduction

Paragraph 2: first idea  
and reasons

Paragraph 3: second  
idea and reasons

Conclusion: which  
idea is best and why

**12 e** Write your essay in 220–260 words.

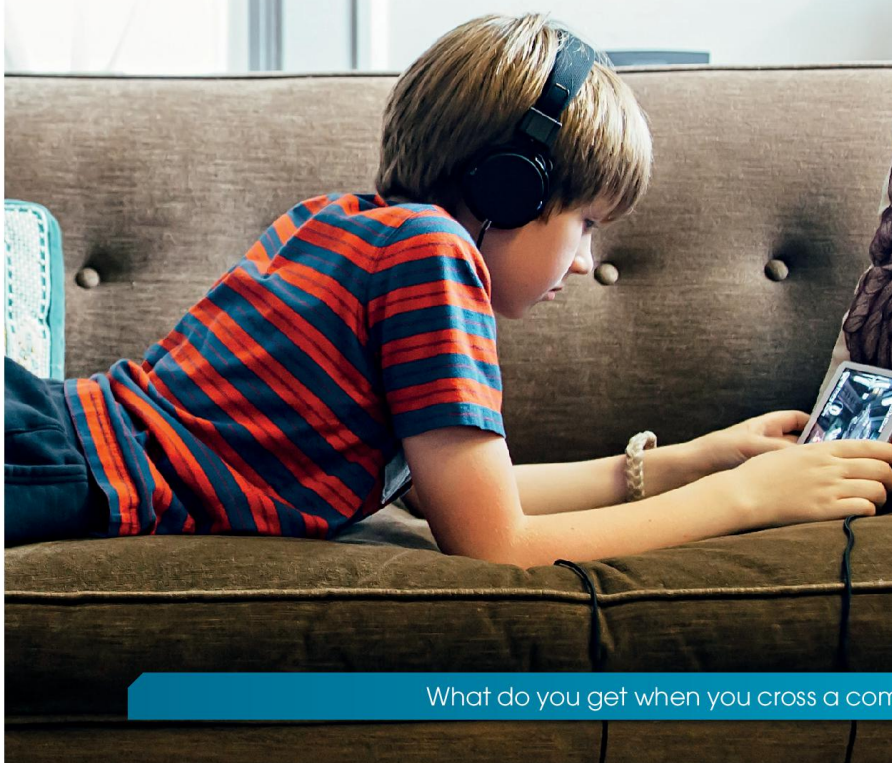
## Improve it

**13** It's a good idea to read your essay twice, once for content and again for accuracy. Read your essay. Have you:

- answered the question effectively?
- organised your ideas clearly into paragraphs?
- given reasons for your opinions using appropriate phrases?
- used language to make opinions sound less definite?
- used formal language (e.g. no contractions)?

**14** Use your answers to Ex 13 to improve your essay. Make changes where appropriate.



**15** Read your essay again and correct any grammar or vocabulary errors.





## SWITCH ON

### Drone trouble

- 1** Work in pairs.
  - 1 Imagine that you have your own weekly vlog with a large following. Discuss the name of your channel, the theme and the content.
  - 2 If you already have your own vlog, tell your partner all about it.
- 2**  Watch the clip. Why does Stefan want to film the Natural History Museum with a drone?
- 3**  Watch again. Explain why Stefan resents having to take a test in order to use his drone camera.
- 4** Work in pairs and discuss the questions.
  - 1 What would you film if you had the licence to fly a drone? Why?
  - 2 What rules do you think drone pilots should follow? Why?
- 5** Work in small groups and discuss. Stefan breaks the rules trying to get footage that he really wants. Would you bend the rules to achieve something you are passionate about?

### Project

- 6** Work in pairs to write a blog.
  - 1 Search for new hobbies that you haven't heard of before or don't know much about.
  - 2 Choose one that intrigues both of you and learn more about it.
  - 3 Write a blog post about the hobby. Explain:
    - what you love about it
    - when and how it is done
    - the benefits and challenges
    - who you would recommend it to.

# INDEPENDENT LEARNING

## Self-assessment

- 1** Complete the sentences about self-assessment with these words. Which do you agree with the most strongly?

improve mistakes plan regularly review

- 1 Self-assessment is important because it can help you ..... your work.
- 2 It is important to ..... your work to learn about what you do well and where you can do better.
- 3 You should look back at your work ..... and check for ..... that you can correct.
- 4 Making a ..... for how you will improve your skills is very important.

- 2** Work in pairs and match these skills with self-assessment strategies A–F below. Some may match more than one skill. Can you think of any more ideas?

Reading Writing Speaking Listening  
Vocabulary Grammar

- A** Compare pieces of work you have done and pick out good points as well as things that could be better.
- B** Look back at the unit goals and rate the skills with numbers 1–5 (1 = need to work on, 5 = mastered).
- C** Reread your work, paying attention to how accurate your use of language is.
- D** Go back and look at exam tips. See which ones you could use more to improve your language skills.
- E** Think about how easily you can give opinions or share your ideas clearly with others.
- F** Record yourself speaking and assess your range of language.

- 3** Write down ways you would find helpful to assess your own work and progress.

# UNIT CHECK

## Wordlist

### Achievements

accomplish (your goals) (v)  
 flourish (v)  
 fulfil (your potential) (v)  
 occupy (your time) (v)  
 (overcome) a setback (n)  
 (present) a challenge (n)  
 pursue (your interest) (v)  
 talent (n)

### Idioms

(be) a pain (phr)  
 (do smth) from scratch (phr)  
 go hand in hand (phr)  
 keep your cool (phr)  
 (be) on track (phr)  
 (have) the best of both worlds (phr)  
 (pass) with flying colours (phr)

### Phrasal verbs

beat off (competitors)  
 come up against (a problem)  
 come through (a difficult time)  
 come up with (an idea)  
 end up (doing smth)  
 get over (a problem)  
 give in  
 hold back  
 knock out (an opponent)  
 live up to (expectations)  
 mess up (an exercise)  
 open up (opportunities)  
 pass up (an opportunity)  
 pull out (of smth)  
 see (smth) through  
 start out  
 take to (swimming)


### Adverb collocations

automatically assume (adv + v)  
 clearly show (adv + v)  
 closely modelled (adv + v)  
 consistently annoy (adv + v)  
 generally accepted (adv + v)  
 generally considered (adj + adj)  
 greatly increase (adv + v)  
 highly (un)likely (adv + adj)  
 largely based (on) (adv + v)  
 negatively influence (adv + v)  
 potentially dangerous (adv + adj)  
 readily available (adv + adj)  
 relatively unknown (adv + adj)  
 virtually impossible (adv + adj)  
 well designed (adv + adj)

### Other

campaign (v/n)  
 compromise (v/n)  
 demonstration (n)  
 drive (n)  
 energised (adj)  
 engage (v)  
 expertise (n)  
 funding (n)  
 genius (n)  
 gifted (adj)  
 obstacle (n)  
 petition (v/n)  
 related to (adj)  
 respect (v/n)  
 track down (phr v)  
 ultimately (adv)

## Vocabulary

**1**  1.11 Listen to six people. What word from the *Achievements* and *Idioms* sections of the wordlist does the beep represent?

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

**2**  1.12 Listen and check your answers.

**3** Replace the highlighted word(s) in each sentence with a verb from the *Phrasal verbs* section of the wordlist.

- 1 Films that people love rarely **meet** my expectations.
- 2 The tennis player **defeated** a tough opponent.
- 3 Our team had to **withdraw from** the competition due to illness.
- 4 If you **think of** a good plan, let me know.
- 5 I never **decline** the opportunity to meet new people.
- 6 It was a horrible task but we decided to **continue to the end**.

**4** Complete each sentence with an adverb collocation or a word from the *Other* section of the wordlist.

- 1 You can't get your own way in life all the time. Sometimes you have to .....
- 2 I'd love to be an actor but it's ..... to make a living from it.
- 3 Einstein was very clever. He was obviously a(n) .....
- 4 Because I'm shy, people ..... I'm boring but I'm not.
- 5 Fast food advertisements aimed at children are ..... and could harm their health.
- 6 It's ..... that the storm will hit us tonight, according to the weather report.
- 7 Problems ..... running include painful muscles and joints.
- 8 This novel is ..... on the life of a real-life female adventurer from the 1950s.


# UNIT CHECK

## Review

**1** Match the first half of each sentence (1–6) with the second half (A–F).

- 1 I've entered several teen dance competitions
- 2 She doesn't take photos every day but she does it
- 3 School drama competitions are increasing in number
- 4 We've already performed our song
- 5 He's been practising his piano piece
- 6 They've been top of the league

- A all day.
- B every so often.
- C today.
- D over the past few years.
- E since 2016.
- F these days.

**2**  **1.13** Complete the sentences with these verbs in the correct form. Listen and check your answers.

check concentrate create improve  
look sell take try

- 1 This year I ..... to turn my hobby into a job.
- 2 I ..... over ten new paintings in recent weeks to sell.
- 3 Every now and then I ..... them to a market to sell them.
- 4 I ..... around ten so far, which is positive.
- 5 For the time being, I ..... on producing more items to sell.
- 6 My productivity ..... over the last few weeks.
- 7 Several times a week, I ..... how many people visit my website.
- 8 Three people ..... at my site as we speak.

**3** Complete the blog post with these phrasal verbs in the correct form and one of these objects where necessary.

come up with end up get through  
knock out mess up

a business idea it our presentation winning

## Challenges, challenges

What have you done to challenge yourself in recent years? Last year I entered a competition with some classmates where we had to <sup>1</sup> ..... to present to some of the top business leaders in the area. The whole thing was pretty daunting but we worked hard on it. We <sup>2</sup> ..... a bit at first but managed to <sup>3</sup> ..... all the way to the end. We got <sup>4</sup> ..... but we didn't mind because we had some really nice feedback from the judges and it gave me lots of confidence. There were a lot of really good teams and actually, someone I know from my neighbourhood <sup>5</sup> ..... first prize.

So, over to you. What have you done to push yourself?

**4** Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. Use between three and six words.

- 1 A seventeen-year-old cellist won BBC Young Musician of the Year after overcoming stiff competition.

### BEAT

A seventeen-year-old cellist ..... win BBC Young Musician of the Year.

- 2 Sheku began by competing in the strings competition before getting to the overall final.

### OUT

Sheku ..... a competitor in the strings competition before getting to the overall final.

- 3 A broken string didn't stop him doing well in the first round.

### HOLD

He didn't let ..... in the first round.

- 4 Sheku's sister got to a previous final but didn't win the competition.

### ENDED

Sheku's sister reached the final in a previous year but ..... the competition.

- 5 Sheku's new-found fame will no doubt create new opportunities for him.

### OPEN

Sheku's new-found fame is likely ..... new opportunities for him.

- 6 Despite performing brilliantly on a TV talent show in 2015, a dancing dog beat Sheku's family to the main prize.

### LOST

Sheku's family performed brilliantly in a 2015 TV talent show ..... on the main prize to a dancing dog.

**5** Write a reply to the blog post in Ex 3. Use at least four different phrasal verbs from the wordlist on page 19.