



หนังสือเรียน รายวิชาพื้นฐาน ภาษาอังกฤษ
Luke Prodromou with Penelope Prodromou

FLASH on English

UPPER INTERMEDIATE
STUDENT'S BOOK

ชั้นมัธยมศึกษาปีที่ 6

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

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ปีที่พิมพ์ 2565 พิมพ์ครั้งที่ 1 จำนวน 3,000 เล่ม ISBN: 978-616-07-1401-8 ราคา 120 บาท

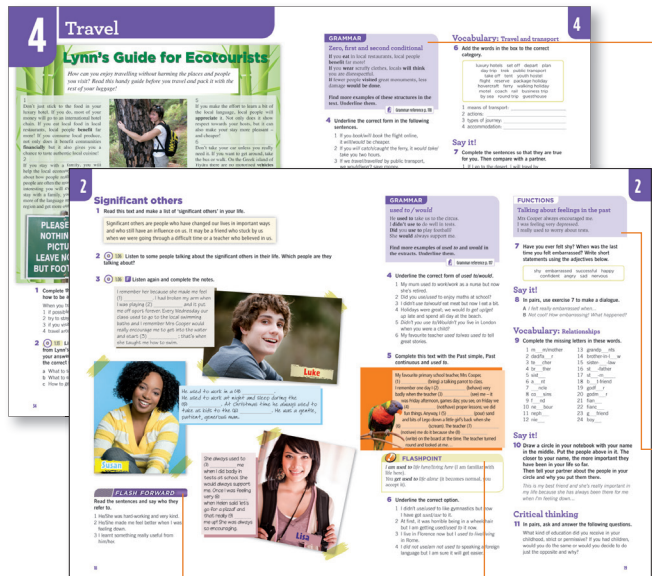
สงวนลิขสิทธิ์ตามพระราชบัญญัติ ลิขสิทธิ์เป็นของบริษัท สำนักพิมพ์เอมพันธ์ จำกัด



Welcome to Flash on English

Flash on English is your new English language course. On these two pages you will find some information to help you learn to use your textbook.

Flash on English contains 10 units, organised in this way:



Flash Forward activities keep fast finishers busy.

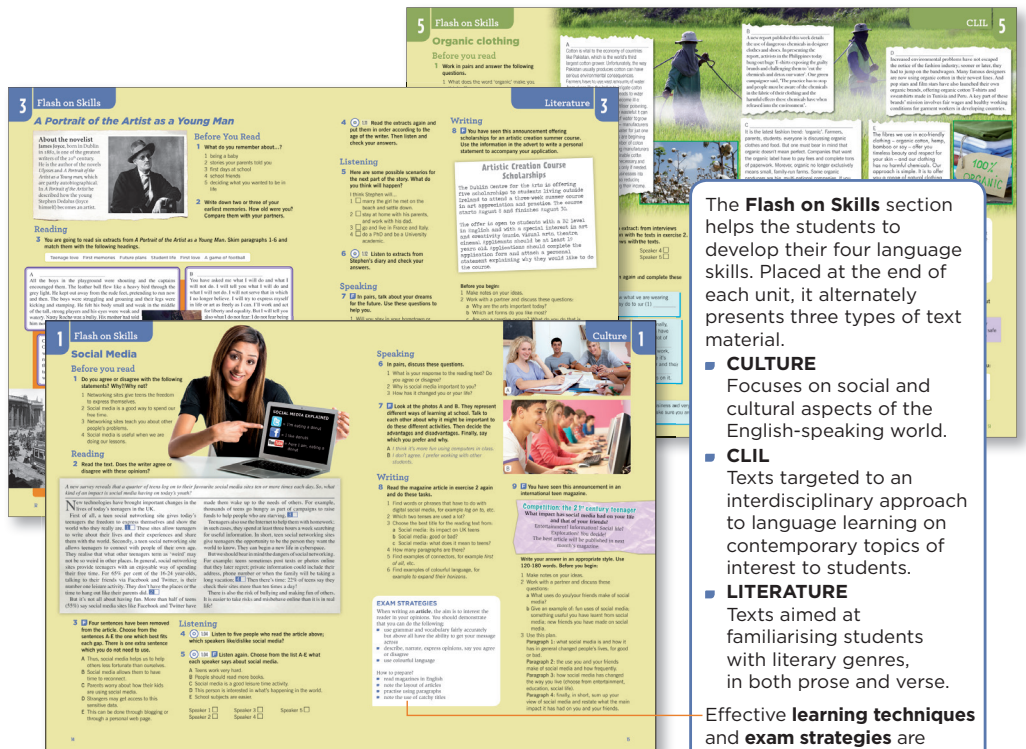
The **Use of English** page focuses on the language knowledge structures and patterns you will need to produce written texts. It includes vocabulary and morphology activities, offering genuine practice of the Use of English paper of the First exam.

The **Flash on Grammar** page is dedicated to presenting the grammar structures.

Double linguistic input

- Each unit opens with a **first presentation text** which can be in various formats (article, email, report).
- The **second presentation** offers extracts from listenings (interviews, dialogues, reports) which aim at introducing topics, activity types and listening techniques you will need at upper-intermediate level.
- Examples of grammatical structures and functions are presented in the **Grammar** and the **Functions** boxes, in a concise and clear form to allow the student full autonomy in carrying out the activities.

The **Flashpoint** box highlights particular language structures that are commonly used.



The **Flash on Skills** section helps the students to develop their four language skills. Placed at the end of each unit, it alternately presents three types of text material.

- CULTURE**
Focuses on social and cultural aspects of the English-speaking world.
- CLIL**
Texts targeted to an interdisciplinary approach to language learning on contemporary topics of interest to students.
- LITERATURE**
Texts aimed at familiarising students with literary genres, in both prose and verse.

Effective **learning techniques** and **exam strategies** are presented in each unit.

The main grammar items are presented schematically in the **Grammar Reference** at the end of the book, with information about grammar rules and extensive examples.

An extensive **Writing Reference** offers guidance and examples of the writing tasks you are expected to produce at B2 level: formal and informal letters, articles, essays, stories and reviews. Tasks are explained with the help of a model answer for each one.

The **Language Development** section focuses on and practises collocations, easily confused words and idioms you will need in conversation.

Contents

Unit	Grammar	Vocabulary	Functions
1 Connect! p. 8	Present simple and continuous Present perfect simple and continuous Past simple Past continuous	Technology	Agreeing and disagreeing
2 Feelings p. 16	Past perfect simple and continuous <i>used to</i> and <i>would</i> Adjectives ending in <i>-ed</i> and <i>-ing</i>	Feelings Relationships	Talking about feelings in the past
Flashback 1-2 p. 24			
3 Leisure p. 26	<i>be going to</i> and <i>will</i> for future Future continuous Present simple and continuous for future Future perfect	Entertainment	Talking about plans and intentions
4 Travel p. 34	Zero, first and second conditional Third conditional <i>wish</i> for regrets Mixed and inverted conditional	Travel and transport	Expressing regret
Flashback 3-4 p. 42			
5 Fashion and Trends p. 44	Modal verbs: – obligation and advice – <i>needn't/don't have to</i> – deduction Degrees of certainty	Clothes Appearance	Giving advice
6 Crime and Punishment p. 52	Passives Impersonal passive structures Causatives	Crime Trials	Describing a crime scene
Flashback 5-6 p. 60			

Use of English	Skills	Language development
Collocations and phrasal verbs Multiple-choice cloze Key words transformations	Culture – Social media Reading A survey about teens and social media Listening Five people talking about social media Speaking Comparing different learning methods Writing An article about the impact social media had on our life Exam strategies: Writing an article	Verb and preposition collocations Email and spoken English p. 9
Life events Phrasal verbs with <i>up</i> Open cloze	CLIL – Psychology Reading A text about Abraham Maslow and his idea of self-esteem Speaking The Rosenberg test Listening A lecture about Abraham Maslow's theory of self-actualisation Writing A brief biography Exam strategies: Writing a narrative text	<i>really</i> p. 9
<i>get</i> Phrasal verbs with <i>down</i> Open cloze	Literature – A Portrait of the Artist as a Young Man Reading A passage from the book Listening An extract from the book Speaking A conversation about your dreams for the future Writing A personal statement to accompany an application Exam strategies: Letter of application	<i>so</i> Compound nouns: Entertainment p. 9
Compound nouns Word building Collocations Word formation Open cloze	Culture – USA: the beginning Reading A text about The Mayflower Listening A radio interview Speaking An interview Writing A diary page Exam strategies: Writing a diary page	Modal verbs in conditional sentences p. 9
Word building: verbs > nouns and adjectives Phrasal verbs and expressions with <i>keep</i> Word formation Multiple-choice cloze	CLIL – Natural Sciences Reading Articles about organic clothing Listening Five extracts from interviews Speaking Describing pictures Writing An essay about organic clothing Exam strategies: Writing an essay	<i>actually</i> Adjectives and adverbs Vague language Confusing words: Fashion p.100 p. 99
Collocations: crime and trials Multiple-choice cloze	Literature – Oliver Twist Reading A passage from the book Listening An extract from the book Speaking A police report Writing A book review Exam strategies: Writing a review	Confusing words: Crime Informal English/Slang p. 10

Contents

Unit	Grammar	Vocabulary	Functions
7 Learning p. 62	Reported statements Reporting verbs Reporting commands and requests Prepositions followed by gerunds	Education Formal vs informal words	Reporting commands and requests
8 Time is Money p. 70	Relative clauses Relative pronouns and adverbs Prepositions in relative clauses	Money idioms	Making excuses
Flashback 7-8 p. 78			
9 Health and the Environment p. 80	Inversions <i>such, so... (that)</i> <i>too, very, quite, enough</i>	Food and health The environment	Talking about problems Criticising
10 Work and Employment p. 88	Verb patterns Verb + <i>-ing</i> Verb + <i>to</i> infinitive	Work and employment Jobs	Stating preferences
Flashback 9-10 p. 96			
Language development		p. 98	
Word building		p. 102	
Writing reference		p. 108	
Grammar reference		p. 116	
Phrasal verbs		p. 126	
Irregular verbs		p. 130	
Audioscripts		p. 132	

[illegible]

Connect!

A day in the life of a digital native

1 How many hours a day do you do the following?

- | | |
|------------|---------------------|
| 1 texting | 3 sending emails |
| 2 blogging | 4 being on Facebook |

2 1.02 Listen and read the text quickly. Then answer these questions.

- How many hours do teens spend playing computer games?
- What can digital natives remember easily?
- What is Martha's problem?

3 Read the sentences and choose the best option A, B or C.

- According to the text, Terri's use of digital technology is...
A scientific. B realistic. C expensive.
- According to the text, at school, teenagers...
A spend a lot of time with digital devices.
B only pay attention in the technology class.
C are not motivated by classroom lessons.
- We have evidence that digital natives...
A have better memories than other people.
B remember words better than pictures.
C pay less attention to content than to visuals.
- What is the aim of marketing experts?
A To sell more goods to teenagers.
B To understand how the web works.
C To increase internet advertising.
- Which of the following define the way digital natives behave?
A They like slow explanations.
B They talk to more than one person at once.
C They lose interest quickly.
- In the last paragraph, the expression 'at my fingertips' emphasises that something is...
A easy. B pleasant. C normal.

FLASH FORWARD

Read the text again. Underline the things that describe you and your life. Compare with a partner.



Terri Thomson lives in a digital world: every day, she texts her friends from a television control box, she finds songs on the radio with her mobile phone, she downloads photos from her phone directly onto her blog and she can video-call a television chat show from her mobile phone and participate live in the programme. She uses 12 technology services every day; so her parents have a big bill. Terri is a digital native; she has been using digital devices since her childhood.

For digital natives like Terri, 'digital' is their first language. Digital natives have grown up with technology, and so they have IT their fingertips. According to a recent survey, in their teens, digital natives usually spend about 100,000 hours playing computer games, they send and receive 250,000 emails and they spend 10,000 hours on a mobile phone. In contrast, they spend only 9,000 hours in school (many teens do not take part in lessons, unless the lessons have something to do with sport).

How is digital technology changing teens' brains? The latest research shows that digital natives can recall 90% of images days after seeing them, despite only seeing them for a few seconds. In fact, the eye 'reads' images much faster

GRAMMAR

Present simple and continuous

Every day, she **texts** her friends.
Right now, I **'m writing** this message on my iPad.

Find more examples of the Present simple and the Present continuous in the text. Underline them.

 Grammar reference p. 116

4 Underline the correct tense.

- I *talk*/*'m talking* on my mobile; can you open the door for me, please?
- I *am always beginning*/*always begin* the day by checking my emails.
- At the moment, I *'m learning*/*learn* to use PowerPoint.
- Do you use*/*Are you using* a lot of digital devices normally?

than text; moreover, digital natives often ignore content, unless colours catch their attention.

Advertisers are working out a way to use the Internet with teens; they want to use internet marketing to meet the needs of young consumers.

Digital teens:

- need speed in information flow;
- look at images and information at the same time;
- enjoy hyper-linking;
- get bored following step-by-step processes;
- network simultaneously with many people;
- don't want loads of information;
- prefer instant pleasure and instant reward;
- filter out any information that is not necessary or fun.

But digital technology has other advantages; here is what an American teen with special needs, Martha, says: 'I have problems with physical movement – but with digital devices I've got everything I need at my fingertips. They've given me more independence. I've had an iPad for 3 years and now I can't do without it. Right now, I'm writing this message on it and I'm also learning to keep a blog.'



GRAMMAR

Present perfect simple and continuous

Digital natives **have grown up** with technology. She **has been using** digital devices since her childhood.

Find more examples of the Present perfect simple and the Present perfect continuous in the text. Underline them.

 Grammar reference p. 116

5 Underline the correct tense.

- I *'ve been finishing*/*'ve finished* writing my blog – I can go out now.
- I *'ve used*/*'ve been using* a computer since I was five.
- She *has never been paying*/*has never paid* attention in class.
- My grandmother *has never used*/*has never been using* a laptop.

Vocabulary: Technology

6 Which of the following words are nouns, verbs or both? Write them in the correct column.

Internet download blog IT email
text message mobile chat megabyte
networking store program

Noun	Both	Verb

7 Find words in the text that have to do with digital technology, for example: she *texts* her friends. Add them to the table.

8 Complete the sentences with words from exercise 6.

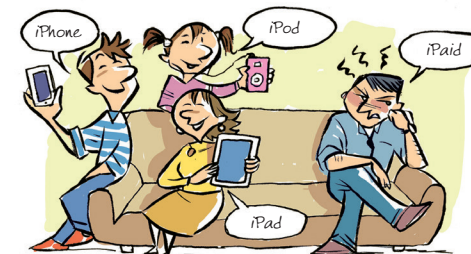
- Do you know it's illegal to _____ films from the Internet?
- Do you often have online _____ with friends?
- Do you keep your _____ near your pillow when you're sleeping?
- Have you sent any _____ on your mobile today? If so, who did you send them to?
- Do you have _____ classes at school?
- Do you belong to any social _____ sites?

Say it!

9 Work in pairs. Ask the questions in exercise 8 and give answers which are true for you.

10 Talk to your partner about a day in your digital life. Use these questions to help you.

- Did you grow up as a digital native?
- How many hours a day do you spend using digital devices?
- Which digital devices could you not do without?



1 I bought an amazing new ebook

1 Answer these questions with your partner.

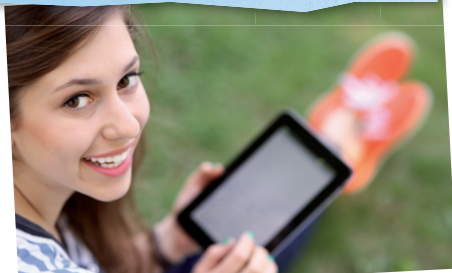
- 1 ☐ What are the dangers of using the Internet?
- 2 ☐ How do you use digital technology at school?
- 3 ☐ What do you think of ebooks?
- 4 ☐ Can you use mobile phones in class?

2 Read these extracts and match them with the questions above.

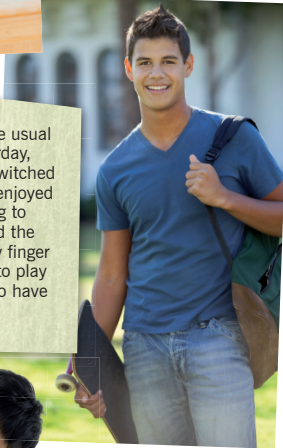


A 'Now guys, yesterday, while I was writing on the board, Nancy's mobile went off and I took it off her. Let me explain. We've decided to ban mobile phones at all times while you are in the school buildings.'

B 'I bought an amazing new ebook a month ago, but I still read books in the old-fashioned way. I like the feel and smell of paper; ebooks are always new: they don't smell!'



C 'We were having the usual boring lesson yesterday, when the teacher switched on the new IWB. I enjoyed getting up and going to the board: I touched the whiteboard with my finger and we all wanted to play with it, you know, to have a go.'



3 1.03 Listen to four people talking about new technologies and write T (true) or F (false).

- 1 Nancy lost her mobile phone at school. _____
- 2 The school rules say pupils must never bring mobile phones to school. _____
- 3 Speaker B likes ebooks because they don't smell. _____
- 4 In the interactive whiteboard lesson there were technical problems. _____
- 5 The students had a good time using the whiteboard. _____
- 6 Speaker D doesn't trust electronic communication. _____

4 Find the word or phrase in the extracts which means the following.

- 1 to try _____
- 2 to forbid _____
- 3 not modern _____
- 4 to suddenly understand _____

FLASH FORWARD

How many digital devices do you have with you now/at home? Make a list. Do you really need them? How would you feel without them?

FUNCTIONS

Agreeing

Yes, you're right. That's right.
I agree (absolutely). I (totally) agree.
Yes, I see what you mean. I couldn't agree more.

Disagreeing

Do you think so? I'm not sure. I disagree.
I don't agree with you. That's not true.
That's not totally/always true.

Say it!

5 In pairs, say whether or not you agree with the following statements. Why?/Why not?

- 1 An ebook is better than a real book.
- 2 Pupils should be allowed to use mobiles in class.
- 3 Downloading films from the Internet without paying is OK.
- 4 Social media is for people without real friends.

Vocabulary: Computer words

6 Which is the odd one out? Underline it.

- 1 link, clip, shelf, website
- 2 site, flat, mobile, hack
- 3 virus, email, network, building
- 4 noisy, digital, browser, download
- 5 online, download, smell, voicemail

GRAMMAR

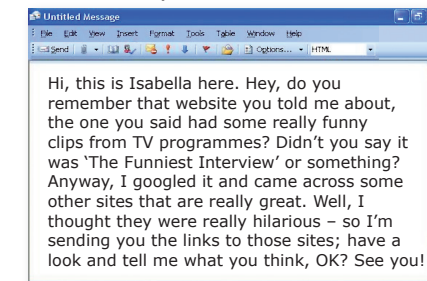
Past simple

I **bought** an amazing new ebook a month ago.
I **didn't carry** a single book.
Did you **have** your mobile with you yesterday?

Find more examples of the Past simple in the extracts. Underline them.

Grammar reference p. 117

7 Read this email message and find examples of the Past simple.



GRAMMAR

Past continuous

While I **was writing** on the board, Nancy's mobile went off.
What **were you doing** there when your best friend came along?
We **weren't having** an interesting lesson yesterday until the teacher switched on the IWB.

Find more examples of the Past continuous in the extracts. Underline them.

Grammar reference p. 117

8 Complete these sentences with the Past simple and continuous using the words in brackets.

- 1 Yesterday I _____ (take) my ebook to the beach.
- 2 I _____ (lie) on the beach reading an ebook, when my friend _____ (turn) up.
- 3 We _____ (download) songs from the Net when there _____ (be) a blackout.
- 4 It was a lovely day, the sun _____ (shine) so we _____ (decide) to go for a walk.
- 5 She _____ (watch) a soap opera while I _____ (do) the washing up. I was so angry.
- 6 My computer _____ (always break) down and so I _____ (waste) a lot of time.

Write it!

9 Write a reply to the email in exercise 7 following these guidelines.

- 1 Greet your friend and say it was great to hear from her. Tell her what you were doing when you received her email.
- 2 Thank your friend for the links she sent you.
- 3 Tell her your reaction to the sites. Did you like them?
- 4 Conclude your message and say goodbye.

Write your answer in 120-150 words.

Critical thinking

10 Work in pairs and discuss the following topics.

- 1 Thousands of people waited for hours outside Apple stores for the new iPhone5 in September 2012. Do you think it was worth the wait?
- 2 It is estimated that the number of mobile-connected devices will have exceeded the number of people on earth by the end of 2013. What can you deduct from this statement?

1 Use of English

Collocations

Collocation is the natural way words go together.

Verb and noun

I **do** homework but I **make** a mistake.

These verbs and nouns go together: **ban** drugs, smoking; **cause** problems, an accident; **reach** a destination, a place; **start** the car, a family; **tell** the truth, a story.

1 Underline the correct word.

- Who *does/makes* the most housework in your family?
- Can you *do/make* a pizza?
- Have you ever *told/said* a lie?
- Do you know what *causes/makes* earthquakes?
- Would you *ban/obstruct* mobiles on trains?
- The car's not working: the engine won't *start/begin*.

Verb and preposition

Teens **look at** images on the screen.

I never **listen to** classical music.

Talk about a day in your digital life.

Adjective + preposition

I am very **keen on** Italian cuisine.

She is **responsible for** looking after the children.

Language development p. 98

2 Complete with the correct preposition.

- What are you looking _____?
- What do you talk _____ on the phone?
- What household duties are you responsible _____?
- What digital devices are you keen _____?
- What music do you like listening _____?

3 F Do mobiles help cheats? Decide which answer best fits each gap (A, B, C or D).

Mobile phones, apart (1) _____ being important status symbols among teens, are useful when pupils want to cheat in exams. Many parents are (2) _____ on their children carrying mobile phones with them when they go (3) _____ in case there's an emergency; but for teachers, mobile phones anywhere on school premises can (4) _____ problems, in addition (5) _____ the cheating threat. While mobile phones may not be responsible (6) _____ cheating, some teachers believe they have a negative effect. While there are kids with expensive phones, there are other children with less trendy models, creating a form of discrimination.

- | | | | |
|----------|---------|----------------|---------|
| 1 A for | B from | C to | D with |
| 2 A fond | B happy | C enthusiastic | D keen |
| 3 A off | B on | C out | D for |
| 4 A make | B do | C cause | D begin |
| 5 A to | B with | C of | D from |
| 6 A for | B at | C in | D with |

Phrasal verbs

A phrasal verb consists of a verb and a preposition or adverb that modifies or changes the meaning of the verb.

The IWB **broke down** a couple of times.

I googled it and **came across** some other sites.

I have had an iPad for three years and now I can't **do without** it.

The thing that really **put me off** the Internet was security.

You must **switch** your mobiles **on/off**.

Advertisers are busy **working out** a way to use the Internet.

4 Write the corresponding phrasal verb.

- look for a solution _____
- the opposite of turn on _____
- live successfully without something _____
- stop working _____
- find by accident _____
- make someone not like something _____

5 F 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. You must use between two and five words including the word given. Here is an example.

- I learnt a lot about computers by just trying things out.
UP
I picked up a lot about computers by just trying things out.
- The thing I don't like about using email is all the junk mail.
PUT
The thing that _____ using email is the spam.
- Look, I've found this really brilliant website. Do you want the link?
ACROSS
Look, I _____ this brilliant website. Do you want the link?
- My mum grew up in a house where there were no computers.
BROUGHT
My mum _____ a house where there were no computers.
- I don't understand how this program works.
OUT
I can't _____ how to use this program.
- I really need to have my laptop with me when I travel.
DO
I _____ my laptop when travelling.

Present simple and continuous

1 Complete these sentences using the verbs in brackets.

- I always _____ (switch off) my mobile when I'm in class.
- I _____ (switch off) the computer now.
- They usually _____ (get up) early and immediately turn on their computers.
- A Where are you?
B I _____ (wait) for you outside the cinema!
- She _____ (stay) in her friend's house for the summer.
- If I don't know a word I _____ (just/ google) it.

2 Read the answers first and then write the questions using the prompts given.

- talk on mobile
A _____
B No, I am not.
- your brother / surf / Net / every afternoon
A _____
B No, he does his homework.
- snow / in Paris
A _____
B Yes, everything's white.
- study / Chinese
A _____
B I want to learn it, that's why!

WB p. 6

Present perfect simple and continuous

3 Complete the sentences using the words in brackets.

- How long _____ (you/know) how to use a computer?
- I _____ (learn) Japanese but I still don't know much.
- We can go out now because I _____ (finish) the work I was doing.
- Do you know how long I _____ (stand) here waiting for you?
- I _____ (you/visit) those sites I recommended?
- She _____ (write) a book for years and she still _____ (not finish).

4 In pairs, ask and answer questions with **ever** and **never**.

- | | |
|-----------------|----------------------------------|
| 1 eat / snails? | 5 meet / famous person? |
| 2 play / rugby? | 6 sleep / friend's house? |
| 3 go / London? | 7 read / an ebook? |
| 4 find / money? | 8 anybody / steal / your mobile? |

WB p. 6

Flash on Grammar

1

Past simple vs Present perfect

5 Underline the correct tense.

- Yesterday, I wrote/have written down the name of a website, but I can't find it anywhere.
- My laptop broke down/has broken down again.
- I have had/had an iPad for 3 years and I use it every day.
- I learnt/have learnt to use a computer when I was at school.
- I worked/have worked very hard when I was a pupil.
- Last night, we downloaded/have downloaded a video clip.

Past simple and continuous

6 Complete these sentences using the words in brackets.

- We _____ (chat) online when mum _____ (tell) us to go to bed.
- I _____ (watch) TV when the earthquake _____ (take) place. What _____ (you/do)?
- The sun _____ (shine) so we _____ (decide) to go for coffee.
- Why _____ (you/run) away when the police officer _____ (arrive)?
- I _____ (try) to hide something? _____ (not steal) anything from the shop; I _____ (look) for a new laptop.

WB p. 7

Round up!

7 Complete this email with the most suitable verb tense.

break write (x 2) sit enjoy be visit
study stay live bring

Hi Helen,
I (1) _____ this message from an internet café in Rome. I (2) _____ here for hours checking my emails. I (3) _____ my laptop with me to Italy but it (4) _____ down yesterday, which is really annoying! I (5) _____ with a friend near the pyramid in San Paolo. My friend (6) _____ near the cemetery where Keats is buried. Remember Keats? He (7) _____ that lovely poem about Autumn that we (8) _____ at school. A couple of days ago we (9) _____ the place and it was very moving. I (10) _____ here for a almost a week now and I (11) _____ every minute of it. It really is the most beautiful city in the world.

1 Flash on Skills

Social Media

Before you read

1 Do you agree or disagree with the following statements? Why?/Why not?

- 1 Networking sites give teens the freedom to express themselves.
- 2 Social media is a good way to spend our free time.
- 3 Networking sites teach you about other people's problems.
- 4 Social media is useful when we are doing our lessons.

Reading

2 Read the text. Does the writer agree or disagree with these opinions?

A new survey reveals that a quarter of teens log on to their favourite social media sites ten or more times each day. So, what kind of an impact is social media having on today's youth?

New technologies have brought important changes in the lives of today's teenagers in the UK.

First of all, a teen social networking site gives today's teenagers the freedom to express themselves and show the world who they really are. **1** These sites allow teenagers to write about their lives and their experiences and share them with the world. Secondly, a teen social networking site allows teenagers to connect with people of their own age. They realise that what other teenagers term as 'weird' may not be so weird in other places. In general, social networking sites provide teenagers with an enjoyable way of spending their free time. For 65% per cent of the 16-24 year-olds, talking to their friends via Facebook and Twitter, is their number one leisure activity. They don't have the places or the time to hang out like their parents did. **2**

But it's not all about having fun. More than half of teens (55%) say social media sites like Facebook and Twitter have

made them wake up to the needs of others. For example, thousands of teens go hungry as part of campaigns to raise funds to help people who are starving. **3**

Teenagers also use the Internet to help them with homework; in such cases, they spend at least three hours a week searching for useful information. In short, teen social networking sites give teenagers the opportunity to be the person they want the world to know. They can begin a new life in cyberspace.

But we should bear in mind the dangers of social networking. For example: teens sometimes post texts or photos online that they later regret; private information could include their address, phone number or when the family will be taking a long vacation; **4** Then there's time: 22% of teens say they check their sites more than ten times a day!

There is also the risk of bullying and making fun of others. It is easier to take risks and misbehave online than it is in real life!

Listening

4 1.04 Listen to five people who read the article above; which speakers like/dislike social media?

5 1.04 **F** Listen again. Choose from the list A-E what each speaker says about social media.

- A Teens work very hard.
- B People should read more books.
- C Social media is a good leisure time activity.
- D This person is interested in what's happening in the world.
- E School subjects are easier.

Speaker 1 ☐ Speaker 3 ☐ Speaker 5 ☐
Speaker 2 ☐ Speaker 4 ☐



Speaking

6 In pairs, discuss these questions.

- 1 What is your response to the reading text? Do you agree or disagree?
- 2 Why is social media important to you?
- 3 How has it changed you or your life?

7 **F** Look at the photos A and B. They represent different ways of learning at school. Talk to each other about why it might be important to do these different activities. Then decide the advantages and disadvantages. Finally, say which you prefer and why.

- A I think it's more fun using computers in class.
- B I don't agree. I prefer working with other students.



Writing

8 Read the magazine article in exercise 2 again and do these tasks.

- 1 Find words or phrases that have to do with digital social media, for example *log on to*, etc.
- 2 Which two tenses are used a lot?
- 3 Choose the best title for the reading text from:
 - a Social media: its impact on UK teens
 - b Social media: good or bad?
 - c Social media: what does it mean to teens?
- 4 How many paragraphs are there?
- 5 Find examples of connectors, for example *first of all*, etc.
- 6 Find examples of colourful language, for example *to expand their horizons*.

EXAM STRATEGIES

When writing an **article**, the aim is to interest the reader in your opinions. You should demonstrate that you can do the following:

- use grammar and vocabulary fairly accurately but above all have the ability to get your message across
- describe, narrate, express opinions, say you agree or disagree
- use colourful language

How to prepare?

- read magazines in English
- note the layout of articles
- practise using paragraphs
- note the use of catchy titles

Culture

1

9 **F** You have seen this announcement in an international teen magazine.

Competition: the 21st century teenager
What impact has social media had on your life and that of your friends?
Entertainment? Information? Social life? Exploration? You decide!
The best article will be published in next month's magazine.

Write your answer in an appropriate style. Use 120-180 words. Before you begin:

- 1 Make notes on your ideas.
- 2 Work with a partner and discuss these questions:
 - a What uses do you/your friends make of social media?
 - b Give an example of: fun uses of social media; something useful you have learnt from social media; new friends you have made on social media.
- 3 Use this plan.

Paragraph 1: what social media is and how it has in general changed people's lives, for good or bad.

Paragraph 2: the use you and your friends make of social media and how frequently.

Paragraph 3: how social media has changed the way you live (choose from entertainment, education, social life).

Paragraph 4: finally, in short, sum up your view of social media and restate what the main impact it has had on you and your friends.