



LVISION

Student Book

B1

หนังสือเรียน รายวิชาพื้นฐานภาษาอังกฤษ ชั้นมัธยมศึกษาปีที่ 3 กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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บรรณาธิการ

นางสุรีย์ รัตนธรรม

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Use present tenses and talk about school.



I'm in Bangladesh, one of the wettest countries in the world. When it rains heavily, parts of the country are sometimes under water for five months. Now, because of climate change, the situation is getting worse. That means it's difficult for children to go to school. However, the young people of Bangladesh want to study, and climate change won't stop them.

It's 9 a.m. and we're picking up students in a boat on the Ganges River. However, we aren't taking them to school, because the boat *is* the school! This boat is a classroom and part of the Shidhulai School. All the Shidhulai School boats have solar panels that provide electricity for technology such as computers. Now, 30 primary school students are studying on the boat. They always study for three hours a day, six days a week. Later, secondary school students will use the classroom to study for qualifications that will hopefully help them progress to university to do a degree.

Climate change is very bad for Bangladesh, and the people want it to stop. However, they also understand that we need to learn to live with it if we want life to continue. The Shidhulai School boats teach us how we can.

Climate change and school

- 1 Work in pairs. Look at the photos and answer the questions.
 - 1 Where are the students having their lessons?
 - **2** Why do you think the students have to use these classrooms?
- 2 Read the blog. Which lines in the blog mention things you can see in the photos?
- **3 GRAMMAR** Check the rules for the present simple and the present continuous on page 128.
- **4** Find four examples of the present simple and four examples of the present continuous in the blog post.
- 5 Complete the text with the present simple or the present continuous form of the verbs in brackets.

| Bangladesh ¹ | (haya) yaru dry pariada |
|-------------------------|-------------------------------------|
| Danglauesii | (have) very dry periods |
| and very wet period | s. Between June and October, rain |
| often ² | (fall) every day and today, 12 |
| July, it ³ | (rain) a lot. The water in the |
| river ⁴ | (rise) and it |
| 5 | (cover) some buildings. Most of the |
| schools ⁶ | (not open) this morning |
| because the teache | rs and the children can't |
| get to them. When t | his happens, most children usually |
| 7 | (stay) at home and they |
| 8 | (not study). It was for this |
| reason that Moham | med Rezwan decided to start the |
| Shidhulai School. | |

6 Read the grammar box. Find four more state verbs in the blog.

Dynamic and state verbs

Dynamic verbs describe actions, and we can use them in simple and continuous forms. State verbs describe states and situations and we don't usually use them in continuous tenses. Some common state verbs are: believe, belong, forget, hate, have, know, like, love, prefer, remember.

I believe you.

I'm believing you. X

GRAMMAR BOOSTER P128

7 VOCABULARY Complete the table with the highlighted education words from the blog.

| Adjectives | Verbs | Nouns |
|------------|-------|-------|
| | | |

8 00.01 Add the words below to the table in Ex 7. Listen and check.

assignment canteen essay fail grade pass revise term

- 9 THINK & SHARE Discuss the topics.
 - A good and bad thing about your school canteen.
 - How you revise for exams.
 - The school subjects you hope to progress in this year.
 - The grades you hope to get for each subject.

There are lots of healthy food choices in the canteen.

4 Introduction

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a

0.2 INTRODUCTION

Time flies!

- 1 THINK & SHARE Answer the questions.
 - 1 What are the different stages of life (e.g. childhood)? What do we often do at different stages in our lives (e.g. get married)?
 - 2 What do you think the title 'time flies' means?
- 2 Read the blog. Why does the writer feel close to his uncle?

III MY BLOG



familyman66

Posted 14 September



Fortunately, I really like all my relatives, but I'm very close to an uncle my uncle Jan, my dad's brother. One of the reasons is because they're twins and really look like each other. In fact, Jan has told me that during my childhood, I often thought he was my dad! Another reason is that my dad got married in his early twenties, but Jan didn't meet Elena, his wife, until they were both in their late thirties. So, Jan was always at our house when I was growing up, and because I was an only child, he was like a very, very big brother! Anyway, later Jan got married to Elena and they bought a house in the same street. In fact, the house is exactly the same as ours! The furniture is very similar too! They then started a family. I was a teenager when Alice, their first child, was born, and I did a lot of babysitting for them. Now I'm middle-aged and Jan and Elena are elderly. They're in their midseventies, but we still see each other regularly. They've been married for 35 years now, and we celebrated their wedding anniversary together last week. How time flies!

- 3 VOCABULARY Read the blog again and look at the highlighted words. Find ...
 - seven words or phrases that talk about age or periods of time.
 - five verbs and phrases that describe different events in life.
 - three words or phrases that talk about positions in a family.
- 4 00.02 Listen and check your answers to Ex 3.

5 Complete the text with the correct form of some of the words and phrases from Ex 3.

| My ¹ | sister and I |
|-------------------|------------------------------------|
| 2 | in Paris on 14 July 2005 |
| and we spent th | ne early part of our |
| 3 | in the French capital. |
| However, when | we were seven, our family moved |
| to London. Bec | ause of that, we've |
| 4 | speaking French at |
| home and with | our ⁵ and |
| English at school | ol and with our friends. Now we're |
| 6 | , we don't know if we're |
| British or Frencl | n; we say we're both! |
| | |

- 6 0.03 Listen to a conversation between Amy and Jordan. Are the sentences true (T) or false (F)?
 - 1 Jordan is starting a new school.
 - 2 Amy was born in the local area.
 - **3** Amy's family doesn't come from the local area.
 - 4 Jordan has only got one brother.
 - **5** Amy's brother doesn't live at home with his family.
 - 6 Amy wants her friends to meet Jordan.
- Work in pairs. Use some of the words and phrases from Ex 3 to ask and answer questions about each other and your families.
 - A Where did you grow up?
 - B I've spent all my life here, but my family is from ...
- **8 GRAMMAR** Look at the **bold** examples of *the*, *a* and *an* in the blog. What kind of nouns do they go with: singular countable nouns, plural countable nouns or uncountable nouns?
- **9** Read the sentence from the blog below. Then complete the rules.

They bought a house in the same street. In fact, the house is exactly the same as ours!

Articles

We use ¹_____ when we talk about something for the first time. We use ²____ when we talk about something again.

GRAMMAR BOOSTER P129

10 THINK & SHARE Write a blog post that describes a favourite relative or someone you are close to. Explain your relationship with this person and why you are close to them. Use vocabulary from this lesson. Work in pairs. Share and ask questions about your blogs.

Introduction

If I was eighteen ...

- THINK & SHARE Work in groups. Think of three things that you would like to do if you turned eighteen tomorrow. Explain your choices. Which ones do you think are really possible? Why?
- **2** Read the online questionnaire. Whose plans do you think are the most interesting? Why?

Online questionnaire for class 4A



What would you do if you turned eighteen tomorrow?

I'd like to get a job as a gym instructor. In fact, if I pass my life-saving certificate this year, I'll get a summer job at the beach. It'll be a start!

Simran

I'd start my own business. I love using social media, but lots of adults don't know how to use it to tell people about their businesses, so I'd teach them. Nobody knows about you if you aren't on social media!

Saoirse

I'd travel around South America and practise the Spanish that I've studied at school. If you want to really learn a foreign language, you have to speak it as much as possible.

Freya

I love my family, but I'd really like to be independent, so I think I'd leave home. But I wouldn't want to rent a flat and have to pay bills – I'd go abroad, travel the world and experience different cultures. That's independence!

Conor

If I turned eighteen tomorrow, I'd try and pass my driving test! But then I'd have a problem: I'd need a car!

Daria

I'd love to go to university! If I pass my final exams at school, I'll apply to university to study law. I'll make it if I work hard!

Oliver





- **3 GRAMMAR** Check the rules for zero conditional, first conditional and second conditional on page 130.
- **4** Read the questionnaire again and find an example of each type of conditional.
- **5** Complete the rules with the words below.

past simple present simple (x3)
will + verb would + verb

Conditionals

The zero conditional talks about a result which always follows a particular action. We use the ¹_______ to describe the action and the ²______ to describe the result.

The first conditional says that the result of an action is possible or likely. We use the 3 ______ to describe the action and 4 ______ to describe the result. The second conditional describes an imaginary situation and its result. We use the 5 _____ to describe the action and 6 _____ to describe the result.

GRAMMAR BOOSTER P130

- 6 0.04 Listen to two friends talking about going abroad to study. Answer the questions. Would you like to study abroad? Why? / Why not?
 - 1 Why would Emily be really nervous?
 - 2 What will Emily do if she leaves home?
 - 3 What could Andy and Emily do if they went to university?
 - **4** What happens if you go to university abroad?
 - 5 What will happen if they pass their final exams?
- **7 VOCABULARY** Read the questionnaire again. Complete the table with the highlighted words.

| Becoming an adult | Things adults can have | Studying |
|-------------------|------------------------|--------------------|
| turn eighteen | 1 2 3 | 5 |
| | | |
| Working | Living alone | Leisure activities |
| Working 6 | Living alone | Leisure activities |
| | | |
| 6 | 8 | 12 |

8 00.05 Add the phrases below to the table in Ex 7. Listen and check.

get a credit card open a bank account run a marathon take up a new hobby

9 THINK & SHARE Make a list of three positive things and three negative things about leaving home. In groups, share your lists. Present the most positive ideas to the class.

6 Introduction

Helping

- 1 THINK & SHARE Answer the questions.
 - 1 Which jobs at home do you hate doing the most? Why?
 - 2 Which jobs don't you mind doing? Why?
 - 3 How much time do you spend doing these jobs?
 - 4 Do you think it would be a good idea for parents to pay their children to do jobs at home? Why? / Why not?
- 2 Read the article. Who do you think will grow up to be the most independent: teenagers in Japan, the USA or Kenya?

Helping at home

Do you think it's unfair when your parents ask you to help at home?

Compare what you have to do and don't need to do with what other teenagers around the world do and then decide!

Japan

Japanese children **must help** at home and school from an early age. From the age of five, they help with loading the

washing machine and folding clothes. At school, all students have to clean their classrooms at the end of the day by sweeping the floor, dusting the shelves and desks and taking out the rubbish. If children, even very young children, need to use public transport to get to and from school, then they travel alone.



USA

Children in the USA don't have to help at home often. A recent study showed that they don't do more than 30 minutes of housework a day. The jobs that they do most frequently include making the bed, tidying their room and putting clothes away.



Kenya

In Kenya, most children **mustn't** leave home for school until they have tidied their bedrooms. In the evenings, children help at home at mealtimes by laying the table and washing the dishes. They also often have to do other jobs such as watering the plants or taking out the rubbish.



- **3 VOCABULARY** Read the article again. Answer the questions about the highlighted phrases. Which jobs ...
 - 1 are connected to the kitchen?
 - 2 do you do in your bedroom?
 - 3 are connected to clothes?
 - 4 do you do all around the house?
- 4 (0.0.06) Match the phrases below to categories 1–4 in Ex 3. Listen and check.

cleaning the cooker clearing the table decorating a cake doing the housework drying the dishes emptying the washing machine ironing clothes

- 5 0.07 Listen and match the clues to phrases from Ex 3 and 4.
- 6 00.08 Listen and check your answers to Ex 5.
- Work in pairs. Write definitions for three of the phrases not used in Ex 5. Read your definitions to another pair. Can they guess the phrase?

8 Read the **bold** sentences in the article and complete the rules with the words below.

no obligation obligation prohibition

Modal verbs for obligation

- 1 We use have to, need to and must to talk about.
- 2 We use don't have to and don't need to when there is
- **3** We use *mustn't* to talk about _____

GRAMMAR BOOSTER P131

9 Work in groups. Explain three things that are obligations or prohibitions in your life to the other members of the group.

I have to catch the bus at eight o'clock every morning to get to school. I don't need to catch the bus because I can walk to school in ten minutes.

- 10 THINK & SHARE Work in pairs. Write a paragraph for the online article about the jobs young people do at home in your country.
 - What type of jobs do young people do at home and at school?
 - When do they usually do these jobs?
 - How much time do they spend on helping in the house every week?

Introduction

VOCABULARYGames and gaming
Feelings adjectives

GRAMMAR
Narrative tenses
Used to and
be/get used to

READING
An online article

LISTENING

A story about a bad experience

GLOBAL SKILLS

Online safety

SPEAKING
Telling a story

WRITING

A newspaper report

VISION 360

Games café

VOCABULARY BOOSTER P112-113

GRAMMAR BOOSTER P132-133



1 Nork in pairs. Discuss the questions.

- 1 Do you like vlogs? Why? / Why not?
- 2 If you had a vlog, what would you talk about?
- **3** Why do you think people find vlogs fun to watch?
- **4** Which of the topics below are popular at the moment with young people in your country?

animals beauty and make-up comedy fashion fitness food gaming product reviews technology travel tutorials unboxing

2 D 1.01 Watch or listen. Answer the questions.

- 1 Who are the presenters? What is their relationship?
- 2 What do they decide to do instead of their usual free-time activities?
- **3** Why is Lewis annoyed with Yasmin?

3 (T) or false (F)? Watch or listen again. Are the sentences true

- 1 They watch films and play video games in their free time.
- 2 Lewis doesn't like the card game that Yasmin chooses.
- 3 The first puzzle is about a man who finds a dog.
- 4 Both Yasmin and Lewis want to be the best at the game.
- 5 They don't give the solution to the second puzzle.

1.1 VOCABULARY Talk about games and gaming.

4 REAL ENGLISH Complete the sentences with the words and phrases below.

| | 0 | chill | Here we go! | just for the | fun of it | munch | nop |
|---|--------------|---|-----------------|---------------|-------------|-------------|--------|
| | 1 | | is | a different w | ay of say | ing, 'No'. | |
| | 2 | 2 If you do something for no reason, for entertainm do it | | | | ntertainme | nt, yo |
| | 3 | То_ | | food means | to eat it s | sometimes | noisil |
| | 4 | | m | eans to relax | • | | |
| | 5 | Weι | ise the phrase | | ' wh | en we're ju | st |
| | | start | ing an activity | | | | |
| 5 | ((1) | 1.02 | VOCABULARY | Listen and | d match t | he definiti | ions |
| | | | ou hear to the | | | | |
| | _ | _ as | k for clues | _ | make | a move | |
| | _ | _ ch | allenge | _ | puzzl | ē | |
| | _ | _ ch | eat | _ | skill | | |
| | _ | _ co | mpetitive | _ | _ soluti | on | |
| | | _ en | tertainment | _ | strate | gy | |
| | | _ fol | low the rules | _ | take p | part | |
| | | _ gi∖ | ve up | _ | take t | urns | |
| | | _ gu | ess | | teamı | mate | |

6 Complete the questionnaire about gaming with the correct form of some of the words from Ex 5.

What kind of gamer are you?

| 1 | Are you upset if you lose? | and do you feel |
|---|---|------------------------|
| 2 | Do youe can't play a game? | easily if you |
| 3 | Do you like doing yourself rather than playing ga | by ames in teams? |
| 4 | Do you get bored when anoth a long time to answer or to their turn? | the |
| 5 | Can you use theyou need to play some video gways in your life? | that games in other |
| 6 | Is it easy to | u enjoy playing? |
| 7 | Do you play games because the you with a or both? | or for |
| 8 | When you play with others, wh | o do you like to |

on your side?

- 7 Work in pairs. Discuss the questions in the questionnaire in Ex 6. Think about your partner's answers and decide which games you think they would enjoy.
- 8 1.03 Complete the description of a game with the correct form of some of the words from Ex 5. Listen and check. Which game is she describing?



Tell the gaming community what it is and why you love it!

| Harriet | 12.30 | 04/09 |
|---|----------------|-------------|
| | | |
| I started playing it a few years ago and I no | ow play a | t a club, |
| as well as on my computer and online. It's | a game f | or two |
| players and each player ¹ to | move the | eir pieces. |
| You also have to play against the clock and | d ² | |
| quite quickly, and that makes it more excit | ing! I love | it |
| because it's a real mental 3a | and I'm al | ways |
| learning new ⁴ I suppose I'r | n quite | |
| 5 because I hate ⁶ | | 0 |
| even when it's clear that I'm | | |
| going to lose. | 4 | |
| | | |

12.30 04/09

- 9 THINK & SHARE Think of a game that you enjoy playing. Make notes about it using the ideas below. In pairs, explain your game to your partner. Guess the game that your partner is talking about.
 - the rules
 - the number of players
 - where you can play it
 - why you like it

VOCABULARY BOOSTER Unit 1

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have as a_

1.2 GRAMMAR

Narrative tenses

THINK & SHARE 1.06 Work in pairs. Read the card. What do you think happened? Then listen to Erika, Lara and Sam's explanation. Is it the same as yours?

Harry went to the police to report that someone had broken into his house and had stolen his gold watch. The police visited Harry's house. While they were searching, they saw that the window was broken, but the thieves hadn't damaged anything else. The detectives were looking for fingerprints on the window when they noticed that Harry's carpet was also very clean. The next day, the police arrested Harry. Why?



2 Read the **bold** sentences in Ex 1. Then choose the correct alternative to complete the rules.

Narrative tenses

- Grammar animation
- 1 We use the past **simple / continuous** to talk about activities that were in progress around a certain time in the past.
- 2 We use the past **simple** / **continuous** to talk about completed actions in the past.
- 3 We use the past simple / continuous for an action or event that interrupted a background event; we use the past simple / continuous for the background event.
- 4 We use the past perfect to show that one action happened after / before another in the past. We form the past perfect simple with had / have and the present / past participle of the main verb.

GRAMMAR BOOSTER P132

attack Mr Andrews from behind.

3 Complete the crime report with the correct past simple, past continuous and past perfect form of the verbs in brackets.

| Оппетероп | | | | |
|------------|-----------------------|--------------------|-------------|------------|
| Victim: | Thomas Andrews | | | |
| Address: | 231 Henley Lane, | Coventry C | CV3 4SQ | |
| | | _ | | |
| Mr Andrev | vs said that while he | e ¹ | (rea | ad) a text |
| message, | a young man in a re | ed jacket 2. | | (take) |
| his phone. | . Mrs Abbott told me | e she ³ | | _ (notice) |
| a young m | nan in a red jacket o | n the same | e street a | moment |
| before the | attack. We 4 | (sr | oeak) to a | nother |
| witness ar | nd he explained that | t he ⁵ | | (leave) a |
| shop wher | n he ⁶ | (see) a ma | an in a rec | diacket |

- **4** Rewrite the sentences using the past simple, past continuous or past perfect.
 - 1 They created the video game. They made a film version of the video game.
 After they had created the video game, they made a film version of it.
 - 2 Pria won the game. I tried to think of the answer.
 Pria won the game while I was trying to think of the answer.

| 3 | Bukayo saw an advert for the card game. Bukayo bought it. |
|---|---|
| | Bukayo because for it. |
| 4 | Alex started to watch a video, but then I arrived. When, Alex |
| 5 | We ate all the pizza. Then we watched the film. We didn't until we |
| 6 | Your dad waited for you in the car. You got off the train. Your dad when you |
| 7 | Maya was in hospital. She broke her arm playing football. Maya because she |
| 8 | Sara cheated. You spoke to your brother on the phone. Sara while |
| 9 | We couldn't go to the concert. We didn't remember to buy tickets. Because we, we |
| | |

5 Complete the questions with the correct form of *be*, *do* or *have*. What tense is used in each question?

10 We played online. Suddenly an unknown player

joined the group.

player_

| 1 | What | _ the woman drinking? |
|---|-----------------------|-------------------------------|
| 2 | When | _ she see the fly? |
| 3 | When | _ the waiter served her? |
| 4 | Where | _ the waiter go? |
| 5 | What | she just done when she called |
| | the waiter for the se | econd time? |
| 6 | What | _ she say? |

- 6 1.07 Listen to Erika describing another situation. Then answer the questions in Ex 5.
- 7 **1.07** Listen again and then in pairs discuss the question that Erika asks at the end.
- 8 THINK & SHARE Work in pairs. Student A: read the information on page 149. Student B: read the information on page 150. Complete the exercise.

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Unit 1

1.3 READING

I've heard that one before!

- 1 Mork in pairs. Discuss the questions.
 - 1 Look at the picture. It shows a scene from a famous story. Which story is it from?
 - **2** What was your favourite story as a child? How did it end?
 - 3 What are your favourite sorts of stories now?

STRATEGY Previewing and predicting

You will understand a text better if you activate your knowledge of the topic. To do this, you can look at pictures, titles, paragraph headings and the first sentence of each paragraph. You can also use your own experience.

- 2 Read the strategy. Then answer the questions. In pairs, compare your answers.
 - 1 Read the first sentence of the article. What does it say about stories?
 - 2 Read the paragraph headings. What do you think the paragraphs will be about?
 - **3** What words do you expect to find in an article like this? Write down five words.
- **3 VOCABULARY 1.08** Read the collocations. Are they examples of verb + noun, adjective + noun or verb + adverb? Listen and repeat.

achieve success bad place difficult start end the argument finish badly get better improve quickly meet the challenge perfect lifestyle



5 Read the article again and match the questions to the different story types (A–F). Sometimes more than one answer is possible.

Which story type is about people who:

- 1 are not satisfied with what they have?
- 2 finish the story more or less as they started it?
- 3 have problems because of others?
- 4 are wrong about what is happening in their lives?
- 5 choose to do the wrong thing?
- 6 make their own lives better?
- 6 Work in pairs. Discuss the questions about the article.
 - 1 According to the article, how many story types end well and how many finish badly for the characters?
 - 2 Order the types of story from the one you like most to the one you like least. Explain why you've put them in this order.
 - 3 Can you think of a well-known story for each type?
- 7 THINK & SHARE Work in groups. Describe your favourite story to your group. Say what type of story it is. Do not give the title or say the names of the characters. Can they guess which story it is?

| 4 | 1.09 | Complete | the article with | the correct form | of the collocation | s in Ex 3. Lis | ten and check. |
|---|------|----------|------------------|------------------|--------------------|----------------|----------------|
|---|------|----------|------------------|------------------|--------------------|----------------|----------------|

That sounds familiar!

Storytellers have known for years that the same types of stories are regularly repeated, but nobody could agree on how many basic story types existed. Some guessed there were five, while others said there were as many as nine. Now a university professor has ¹________. After a computer program had studied 1,700 novels, it discovered that there were six basic story types. Do you recognise them?

For tragedy to really work, the main character has to suddenly find real happiness and ⁴______ at the start of the story. Then, we sit and watch as they lose everything as quickly as they found it. Why do they lose it? Perhaps they found success in a bad way or they didn't realise how lucky they'd been, and they had wanted more and more. As a result, life

C Tragedy, part 1

punished them!

D Tragedy, part 2

In some ways, Tragedy part 2 is crueller than part 1! Life was ⁵______ for the main character, but usually because of the mistakes they had made in the past, problems soon appeared and changed all that. However, after these first problems, their situation improved again and they started to believe that all their problems were finally behind them. Unfortunately, that's their biggest mistake, as life gets a lot worse and the story ⁶_______ ... very badly for them!

E Cinderella syndrome

The main character is a good person who began the story in a ⁷_____ with lots of difficulties, usually because they were poor and the people around them had been mean or cruel. Then, something happened to give them hope, but as things were ⁸_____, more problems came. In the end, however, hope wins, their dream becomes true and the main character lives happily ever after.

F Meeting the challenge

Our hero is an ordinary person who was happy with their ordinary life, but one day everything suddenly changed when a big problem appeared. However, the main character ⁹______ and faced the problem. The story ends with our hero returning to their normal life, but they are now a better person thanks to their experience.

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Discuss online safety strategies.

Online safety

- 1 Mork in pairs. Discuss the questions.
 - 1 What are the advantages and disadvantages of using the internet? Make a list.
 - 2 What types of crime take place online?
- 2 VOCABULARY (1) 1.10 Match the news headlines to the cybercrimes below. Listen and check.

cyberbullying friendship scam hacking identity theft phishing piracy virus attack

Top secret files stolen from government computers.

Details of doctors' professional lives sold online to create false medical websites.

Lonely woman lends and then loses thousands of dollars to virtual 'friend'.

Teenager attacked on social media about lifestyle.

Thousands of unprotected computers affected.

Studios promise to stop illegal copying of films. False email sent to thousands asking for bank details.

3 Read the emails. Which two cybercrimes do they show?

From: Unknown Subject: Hi! Hi Jack.

I'm on holiday at the moment and it has been great so far, but there has been a small problem. The other day I lost my wallet. We were sitting in a café when I suddenly realised it was missing! I looked everywhere and asked in shops too, but no luck!

I hate asking this, but I didn't know who else to ask ... Do you think you could send me a little money? I'd only need enough to get by for a few more days. If you can click on this $\underline{\text{link}}$, you can send me the money directly.

By the way, I really hope we can meet up when I'm back. From your friend in need!

B

From: National Lottery

Subject: Your Lottery Winning Ticket

Congratulations!

Your email address won a prize in the National Lottery in category 'B'. This means you have won £1,500,000.00 (one million, five hundred thousand pounds).

Please contact us to receive your prize. We ask you to provide the following information: name, telephone number, nationality, age, occupation and bank account number.

Please do not tell family and friends about your success until we have sent you the money.

Yours faithfully, Mrs Annie Smith Online Coordinator

- 4 Match the sentence halves. What type of cybercrime do you think each piece of advice is for? Which advice would you use for the scams in Ex 3?
 - 1 Be careful with what you share
 - 2 Speak to family members about great offers
 - **3** Do not answer emails or give personal information to people
 - **4** Be careful of new online friends who you have never met in real life
 - 5 Install security software
 - **6** Avoid clicking on
 - A you receive before sending any money.
 - **B** and who soon ask for favours.
 - **C** special offers, 'fun' online questionnaires, etc. that then ask for personal information.
 - **D** and update it frequently.
 - **E** because once it's online it's out of your control.
 - **F** you don't know or companies that you have never used.
- 5 **1.11** Listen to a podcast about online communities and cybercrime. Answer the questions.
 - 1 What does Aaron do?
 - 2 What does Helen do?
 - **3** What do they say are the good things about online communities?
 - **4** What is one example of behaviour in other members of a community that you should be careful about?
 - **5** What are two things you can do if someone does something wrong?
- 6 THINK & SHARE Work in groups. Think of three ways of avoiding cybercrime to add to the list in Ex 4. Share your answers with the class.
- 7 MEDIATION Read the email about the National Lottery in Ex 3 again. Complete the email to a friend asking for advice.



12 Unit 1

Feelings adjectives

1 Read the dictionary definition. Then look at the headings and pictures on the web page below. What do you think the coincidences will be?

coincidence /kəuˈɪnsɪdəns/ noun [C/U] two or more similar things happening at the same time by chance, in a surprising way: We hadn't planned to meet; it was just a coincidence.

2 Read the web page. Which coincidence do you think is the most unusual? Why?



Top three incredible but true coincidences!

Surprise extras

TV reporter Irv Kupcinet used to travel frequently, but on one trip he was to find another man's things in his London hotel bedroom. Was he in the wrong room? When he looked more closely, he was ². discover that they belonged to a friend, Harry Hannin. Kupcinet wanted to tell Hannin the story, but Hannin contacted him first. Hannin had a hotel room in Paris, where he had found a tie with Kupcinet's

The lightning conductor

Most people are

of lightning, but Walter Summerford got used to it because it hit him three times! On the first occasion, he was horse riding and on the second, fishing. Sometime later, Summerford was walking in a park when lightning hit him again.

Although Summerford had become _ that lightning wasn't dangerous, this time the experience

A familiar book

U.S. novelist Anne Parrish used to visit bookshops when she travelled, and she was 6 _ to find a copy of a children's book that she used to have at home in a bookshop in Paris. She opened the old book and couldn't believe the words that were written inside: Anne Parrish, 209 N. Weber Street, Colorado Springs. It was her own handwriting in her old book!



3 1.12 VOCABULARY Check the meaning of the adjectives below. Which ones do you think describe positive feelings and which ones describe negative ones? Listen and check.

amazed annoyed cheerful confused convinced delighted disappointed embarrassed fascinated frightened lonely nervous painful relaxed

- 4 Complete the web page with six of the adjectives from Ex 3. More than one adjective is sometimes possible. Then compare answers in pairs.
- **5** Replace the highlighted words in the questionnaire with some of the adjectives in Ex 3.

- 6 Work in pairs. Discuss the questions in the questionnaire in Ex 5.
- 7 THINK & SHARE Work in groups. Describe a coincidence that you have experienced recently, for example having the same birthday as someone else or meeting a friend while on holiday. Use some of the adjectives from Ex 3. Think of possible explanations for the coincidences.

Jack and I had just messaged about United's new manager and I was amazed when I went into the sitting room and found that my dad was watching the TV news and they were talking about it too!

I'm not convinced that it's a real coincidence because everybody has been talking about that story recently.

Questionnaire \(\times \)

- When are people ¹really interested to discover a coincidence: when it happens to themselves or other people?
- How do most of us feel when we discover that a coincidence involves someone we know: annoyed or ²happy and positive?
- When are we most likely to experience coincidences: when we are ³a bit angry and ⁴worried about something or when we are happy and feel 5calm?
- Do you think coincidences make people feel ⁶alone or more connected to other people?
- Do you think people usually feel proud of coincidences that have happened to them or do they feel ⁷bad and uncomfortable about them? Why?
- If you experienced an amazing coincidence, would you be ⁸sad to find that there was a very logical explanation, or would it help you feel less confused?

VOCABULARY BOOSTER Unit 1

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Use used to, get used to and be used to to talk about habits.

Used to

1.6 GRAMMAR

1 Read the dialogue. Find three reasons why Sean nearly lost his life in the sea.

Tom So tell me about that coincidence at your local beach.

Kate It's about four-year-old Sean Barrett, who used to love going to the beach. He was a very brave child, but he didn't use to notice danger.

Tom Really? What did he use to do?

Kate Well, for example, he had got used to playing in the water and was very confident, but he still hadn't learned to swim.

Tom I'm sure his mum enjoyed watching him though.

Kate Not really! She was used to Sean playing on the beach, but she always used to watch him carefully. But on one trip, he escaped. He went into the water and tried to swim, but the sea was too strong and pulled him under.

Tom Oh no.

Kate Fortunately, a woman on the beach, Alice Manley, saw what was happening and ran into the water, rescued him and saved Sean's life.

Tom And the coincidence?

Kate I'm coming to that! Anyway ...

2 Read the dialogue again and complete the rules.

Used to

Grammar animation

didn't use to use to used to

When we want to talk about a repeated situation or action that is not true now, we can use _____ + infinitive.

2 The negative form is _____ + infinitive.

3 In questions, the form is *Did* + subject + ____ + infinitive.

GRAMMAR BOOSTER P133

3 Complete the sentences with the correct form of *used to* and the verbs below.

be like live not do not read not speak walk write

1 Did you use to be frightened of the dark?

2 Harry ______ science fiction films, but he hates them now.

3 _____ he __ a blog before he started a vlog?

4 She _____ novels before, but now she finishes one every week!

5 Emily _____ any exercise, but now she goes to the gym every day.

6 Where ______ they _____ before they came to Liverpool?

7 I ______ to Bella very often, but now we chat every day.

8 ______ you ____ to school before you got a bicycle?

Get used to and be used to

We use *get used to* + -*ing* / noun to say that something wasn't familiar to you before, but now you are becoming more comfortable with it.

Luis soon <u>got used to</u> the different timetable when he started university.

I've been in Japan for a month and I'm <u>getting used to</u> cycling on the other side of the road.

I don't think I'll <u>get used to</u> the long, dark winter nights in Finland.

When we want to say something has now become very familiar to us and that it has become a normal habit, we can use *be used to +-ing /* noun.

I'm used to cycling on the other side of the road now.

GRAMMAR BOOSTER P133

- **4** Rewrite the sentences with the correct form of *get used to* or *be used to*.
 - 1 Reading novels on my tablet has now become normal for me

I've got used to reading novels on my tablet now.

| 2 | We now know hov | v to use the ne | ew camera. |
|---|-----------------|-----------------|----------------|
| | We | | the new camera |
| | perfectly | | |

3 Are you becoming more comfortable with driving on the other side of the road?

| Are you | on the other side of |
|-----------|----------------------|
| the road? | |

4 In Alex's country, it doesn't rain a lot. He now lives in Ireland where it rains all the time.

| | , |
|------------------------------|----------------------------|
| where it rains all the time! | |
| You'll soon be comfortable s | peaking Spanish every day. |
| You'll soon | Spanish every |

in a country like Ireland

You'll soon _____ Spanish every day.

6 It isn't normal for me to eat a lot of meat.

I a lot of meat.

5 **1.15** Listen to Tom and Kate talking about Sean. What was the incredible coincidence?

6 1.15 Listen again and answer the questions.

- 1 What did Sean still use to do?
- 2 What did he use to do less of?
- 3 Why had the man fallen into the sea?
- 4 What did Sean do?

5

- 7 Write three sentences about things that you used to do, but do not do now and things that you did not use to do, but do now. Then write three sentences about changes in your life that you have got used to.
- 8 THINK & SHARE Tell your partner about your sentences from Ex 7. Ask your partner questions about them.

14 Unit 1

I'll never forget the day!

- 1 Work in pairs. Discuss the questions.
 - 1 What type of story from page 11 would be most popular with an audience? Why?
 - 2 How would you feel about telling a story to an audience? I'm certain that I would feel very nervous!
 - 3 If you had to tell a story in a class presentation, what could you do to prepare? Use the words below to help you.

audience character context emotions practise short

- 2 VOCABULARY Work in pairs. Read the questions. What do the words in **bold** mean? Then ask and answer the questions.
 - 1 Where could you find a **bird's nest** outside? What part of someone's appearance might you compare to a bird's nest?
 - 2 Do you receive any **pocket money**? What do you spend it on?
 - 3 When was the last time you went to the **barber's** or the hairdresser's?
 - 4 When was the last time you were really grateful? Why?
 - 5 Who was the last person you saw **burst into tears** during a film or TV series? What was happening in the film or TV series?
 - 6 When was the last time you made a real mess of something? What happened?
 - 7 If someone makes fun of you, do you get annoyed or do you laugh at yourself?

STRATEGY Predicting

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Before you listen, think about the context of what you are going to hear. If you understand the context (a story, a conversation, a lecture, etc.), you can use this knowledge to think about the possible content and language you will hear. While you are listening, think about what seems likely to happen next and then see if you are correct. This can help you to understand better.

3 Read the strategy. Look again at the words and phrases in Ex 2 and the podcast screen below. What do you think the listening is going to be about? In pairs, discuss your ideas.

The Once Upon a Time



Jack Barrett, The Barber

- 4 1.16 Listen to Part 1 of a story. Were any of your predictions correct?
- 5 1.16 Listen again. Put the events in the order that they happened.

Someone ...

- A looked in the mirror.
- **B** went to the bathroom.
- C laughed.
- **D** went to the kitchen.
- E cried.
- F asked Jack to do something.
- 6 **1.17** Make predictions about the conclusion of the story. Listen to Part 2. Were your predictions correct?

What do you think ...

- Jack's mother will say?
- Jack will do?
- Jack will learn from the experience?
- 7 Complete the table with the different parts of the story.
 - **A** The people involved in the main action
 - **B** How people first reacted to the event
 - C What was happening in Jack's life
 - **D** A change in Jack's behaviour
 - E Jack's age
 - F His mum's reaction
 - **G** A description of the main event
 - **H** Where the event took place

| Introduction | Situation |
|--------------|-----------------------------|
| 1 2 | 3 4 |
| Action | Consequences and conclusion |
| 5 6 | 7 8 |

- 8 THINK & SHARE Work in pairs. Answer the questions below.
 - 1 Did you enjoy the story? Why? / Why not?
 - 2 Do you think Jack is a good storyteller? Why? / Why not?
 - **3** Write a list of three things a storyteller should do and three things a storyteller shouldn't do.
- **9** Tell a story to your partner. Think about the points below and use the table in Ex 7 to plan it.

audience character context emotions length

I think it would be a good idea to think about the age of the audience and the sort of stories that they probably like.

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Unit 1 15

1.8 SPEAKING

Once upon a time ...

STRATEGY Making notes

To prepare to speak in public, make a few notes about your main ideas. These notes should just include a few key words or phrases which refer to each idea and help you to move steadily from one idea to the next.

1 Read the strategy. Then read the notes below. In pairs, try to tell the story from the notes.

Meeting Maria's family

Nearly fourteen - same class
Lunch at her house - full of Maria's family - celebrate grandparents' 50 years together - nervousl

Be careful with the water jug and glasses! - only wedding presents - others lost / broken

Eating lunch - annoying fly - tried to hit fly - hit the water jug! Hundreds of pieces!

Silence - embarrassed - then ...
Maria's grandparents laughing!

- 2 1.18 Listen to the story. Was it similar to the story you told? What were the differences? Discuss in pairs.
- 3 1.18 Read the Phrasebook. Listen again. Which of the phrases did the storyteller use?

PHRASEBOOK Telling a story

It was the end / the beginning of ...

I'll never forget the day / time when ...

I was (nearly) ... (years old).

I was ... -ing at the time.

Then one day, ...

There were ... of us in the room / house / classroom, etc.

Next, ... / After that, ... / Then ...

As soon as ..., / Suddenly, ...

After that experience, I...

After all this, I learned ...

PRONUNCIATION -ed

Regular verbs in the past simple and some adjectives end in -ed. We can pronounce -ed in three different ways: /id/, /t/ or /d/.

- **4 PRONUNCIATION 1.19** Read the pronunciation box. Listen and repeat the *-ed* sounds.
- 5 **1.19** Complete the table with the words below. Then listen again and check.

annoyed delighted embarrassed noticed relaxed remembered repeated robbed wanted

| /id/ | /t/ | /d/ |
|------|-----|-----|
| | | |

6 **1.20** Listen and complete the tips for storytelling from the *Once Upon A Time* website.

The Once Upon A Time

where storytellers meet

Here are a few tips to make sure your story is a winner!

- Start with an opening line that your audience can 1______ to.
- Give your story a ²_____
- Make ³______. Don't write down the whole story only use key words and phrases.
- Express your ⁴______; audiences love them.
- Talk about something that is ⁵_______ to you.
- Tell a story about a character who ⁶______ in some way.
- 7______ at yourself; audiences love storytellers that don't take themselves seriously.
- Learn your story so you can say it, not read it.
- Practise, practise and practise so you can be ... YOU!
- 7 You're going to tell a short story. It can be true or invented. Think of a topic that you want to talk about. Use the ideas below to help you.

a day that you lost something a difficult journey a funny accident a great / terrible meal a perfect day a pleasant / unpleasant surprise a special birthday a special event an unforgettable holiday



- 8 Prepare your story. Organise your story into four sections: the introduction, the situation, the action and the consequences. Make notes for each section.
- **9** Work in pairs. Practise telling your story. Make sure you ...
 - connect with the audience.
 - tell them when, who, where and why.
 - use narrative tenses.
 - use appropriate vocabulary.
 - use Phrasebook phrases.
- **10 REFLECT** Work in pairs. Give your partner feedback on their storytelling. What did they do well? What could they improve?

16 Unit 1

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Use sequencing words in a news report.

_

RESCUE STORIES

CONTACT

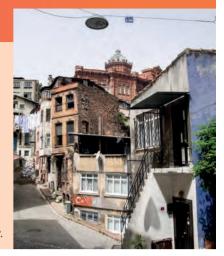
ABOUT

STORIES

Q

Teen to the rescue!

- A When he got under the window, he realised that the two-year-old girl was in very real danger of falling from the second floor of the building. While he was watching the girl and wondering what to do, she suddenly fell and Feuzi quickly held his arms out and caught her. Following that, other members of the public realised what had happened and immediately came to help, but Feuzi had done the important job of saving the girl's life.
- **B** In the end, despite the girl's fall, neither of them had any injuries. Naturally, her parents were delighted to meet Feuzi afterwards and gave him a reward. Later, a video of Feuzi saving the child's life went viral and the story soon became news all around the world.
- © Seventeen-year-old Feuzi Zabaat was walking down a street in the Fatih district of Istanbul when he suddenly noticed a young child near the edge of a window in a building. At first, Feuzi watched the girl from the middle of the street, but as she got closer to the window, he decided to stand under the window.



Breaking news

- 1 Work in pairs. What is a 'rescue story'? Why do you think they are popular? Can you remember any dramatic rescue stories? What happened and who was involved?
- 2 Look at the photo and headline of the news report. What do you think the newspaper article will be about? Discuss in pairs.
- 3 Read the news report. Put the paragraphs in the correct order. What was the most dramatic part of the story? Why?
- **4** Read the news report again. In which paragraph do we learn about ...
 - 1 the physical condition Feuzi and the girl were in?
 - 2 other people's reaction?
 - **3** where everything happened?
 - 4 how Feuzi saved the child?
 - 5 how Feuzi became famous?
 - 6 the hero for the first time?
- **5** Which words and phrases helped you decide on the order of the paragraphs?

STRATEGY Using sequencing words

When you write a narrative, you usually put the events in the order that they happened. You can make this clearer for your readers by using sequencing words such as *first*, *then*, *next*, etc. These words help the reader follow the development of the narrative.

6 Read the **strategy**. Complete the table with the **highlighted** words and phrases in the article.

| Beginning | first, firstly, first of all, 1 | | |
|--|---|--|--|
| Ordering events | before, after, next, then, after that | | |
| Introducing new events | unexpectedly, ⁴ , ₅ | | |
| Describing events that happen at the same time | 6,7 | | |
| Ending | finally, lastly, ⁸ | | |

7 Choose the correct alternative.

- 1 Sam heard the explosion. Later / Lastly, he saw lots of fire engines driving towards the factory.
- 2 We were walking past a bank. **Suddenly / While**, a man who was wearing a mask and holding a big bag came running out!
- **3 While / Immediately** they were rescuing the swimmer, a camera was filming them.
- 4 **Before / At first**, I didn't understand what was happening. I thought it was all part of a film!
- 5 I phoned for an ambulance. Following that / Suddenly, I tried to speak to the injured man while we were waiting for the ambulance.
- 8 THINK & SHARE Work in groups. Decide what have been the biggest local, national and international news stories recently. What makes a story interesting?
- **9** Read the task. Think of a story for a news report that will interest your audience.

Write about a local, a national or international story for your school website or newspaper. Use your own ideas.

10 Plan your work. Make notes.

- 1 Think about what happened and when. Where did it happen and who did it happen to?
- 2 What could you include to make the report interesting?
- **3** Remember to use three paragraphs and think of a headline.
- 4 Think about which phrases from Ex 6 you can use.

11 Write your news report.

12 CHECK YOUR WORK Did you ...

- answer all the questions about the event?
- organise your ideas into clear paragraphs and order the events clearly?
- use narrative tenses correctly?
- check your spelling and grammar?

Unit 1 17

Grammar

1 Complete the sentences with the correct past simple, past continuous or past perfect form of the verbs below.

| ħ | orget | leave | look | play | send | think | |
|----|--------------|-----------------------|-----------|---------|-----------|-------------------|--------------------------------|
| 1 | We arrive | | | а | video g | game wh | en the package |
| 2 | I didn | 't go to s | sleep ur | ntil I | | | a few messages. |
| | | | | | | ore they | |
| | at the | solutio | n? | | | | |
| 4 | Sam v | | king ho | | | emembe hool. | ered he |
| 5 | Lara h | | _ | | | meeting ammate | , but she |
| 6 | Sean (| | | | | | about my next move. |
| ge | et used | to and | the ver | bs in b | rackets | S. | rm of used to or be / |
| Τ | NOW | nat you | ı nave II | | | | or six months, you / speak) |
| 2 | , , | | | | | | emails she received, |
| 3 | It tool | k a few v | weeks t | | | | $_{-}$ all the extra work at |
| 4 | | rsity. (do d Shake | | 's play | s difficu | ult at firs | t, but I |
| | | | | | | | • |
| 5 | | | | Ca | ard gan | nes, but | we really enjoy them |
| 6 | now. (| | | | _ before | they mo | oved here? (they / live) |
| | | | | | | | |

Vocabulary

18

Review

3 Complete the text with the words below. There are four words that you do not need.

| challenges cheat follow the rules skil | | | | |
|--|---|-----------------------------|------------------------------------|------|
| I love all types of ¹ describe myself as ² lose! Of course, I prefer | | , althou | s and I would igh I know how | / to |
| and would never 4 own 5 | · | Í like to v ies or thank | win because of is to the help o | |

- 4 Choose the correct answer: A, B, C or D.
 - 1 I felt really ... when I asked Tom's mum if she was his grandmother! B embarrassed C annoyed D displeased
 - 2 We were ... when my sister told us she was going to have a baby.
 - A delighted **B** relaxed **C** lonely **D** interested
 - 3 I was ... that I had won the game, but then Harry made a great
 - move!
 - A disappointed B cheerful C convinced D comfortable
 - **4** Unfortunately, some old people are ... and nobody visits them.
 - **B** fascinated **C** confused **D** worried A lonely
 - **5** I usually like horror films, but I was really ... by that one!
 - **A** relaxed **B** amazed C frightened D uncomfortable
 - 6 I was really ... with Sam and the way he cheated!
 - A embarrassed B annoyed C nervous D confused

Cumulative review

5 Read the text and choose the correct answer: A, B or C.

'You're never going to believe this! We were in Paris for the summer holidays and of course, one day we visited the Eiffel Tower. As we ¹____ towards the tower, my mum asked us to stop for a photo of all the family in front of it. Anyway, she asked a young woman to take our picture, and 2 who it 3? It was Ms Roberts, our French teacher from our school in Manchester! We were all 4____ to see her there!'

We are ⁵____ by coincidences, and mathematicians ⁶____ hearing about incredible stories that they say aren't real coincidences. So, what do they say about the Eiffel Tower story?

Well, both the student and teacher were from the same school, so it isn't surprising that they ⁷____ a holiday at the same time. Also, they ⁸_ from Manchester, a city with a major airport and frequent cheap flights to Paris. Also, the Eiffel Tower is the world's most popular place to visit. In the past, when people didn't ⁹____ to travel so much, perhaps a story like this was a coincidence. But today, mathematicians aren't 10____. What do you think?

| 1 | Α | were walking | В | had walked | С | used to wall |
|----|---|--------------|---|-------------|---|--------------|
| 2 | Α | guess | В | cheat | С | give up |
| 3 | Α | asked | В | was | С | was asking |
| 4 | Α | annoyed | В | cheerful | С | amazed |
| 5 | Α | embarrassed | В | fascinated | С | lonely |
| 6 | Α | used to | В | get used to | С | were |
| 7 | Α | were having | В | had had | С | had |
| 8 | Α | flew | В | had flown | С | were flying |
| 9 | Α | use | В | used | С | get used |
| 10 | Α | confused | В | frightened | С | convinced |

Think & share

- 6 Speak or write. Answer the questions.
 - 1 What does it mean to be lucky? How important do you think luck is in life?
 - 2 Think of a recent news story in your country that involved good luck. What happened?
 - 3 When have you been lucky / unlucky? Why do you think you were lucky / unlucky on that occasion?
 - 4 Think of three things people do that they hope will bring them good luck for a special event, e.g. an exam, a wedding, etc. Do you think these things work?

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Reading

EXAM STRATEGY

When you complete a text with missing sentences, you will need to look for both general clues and specific information. Look at the topic of the sentences on either side of the gap, key words, pronouns and use of tenses.

1 Read the strategy above. Then look at the exam task in Ex 2. Read the article and look at the first gap. What is the topic of the sentences before and after the gap? What tense is used? What pronouns are used? What are the key words? Which sentence fits the gap?

Write your own fan fiction!



What happens when you finish reading all the Harry Potter books or when you finish the final book in your favourite series? It's quite simple: you write your own story about the characters! Well, that's what I decided to do! 1

As a teenager, I started writing short stories about some of JK Rowling's characters. Not many people read them, at first. ²___ This encouraged me to start writing stories with my own characters. Today, I am a professional writer and I have published two novels.

The idea of writing stories about characters created by other writers is called fan fiction, or fanfic for short. Fans of a particular writer or series have written their own stories using the original characters for years. Star Trek was one of the first TV series to have fans who wrote new stories themselves. 3

Fan fiction has become even more popular with the development of the internet. This is because it is free to have your story published on specialist websites. Today, fan fiction can be almost as popular as the original work!

What do authors think about fan fiction? JK Rowling herself encourages fans to write stories using her characters. Anne Rice, who wrote The Vampire Chronicles, thinks that fan fiction is wrong, however. 5____. Fans have to respect the writers who created their fictional heroes. After all, where would we be without them?

- **2** Five sentences have been removed from the article. Choose from sentences A–H the one which fills each gap (1–5). There are three extra sentences which you do not need to use.
 - A It is also a very easy way for thousands of people to read vour stories.
 - **B** So I decided to give up and stop writing.
 - **C** Stories about her characters are always removed from fan fiction websites.
 - **D** In the 1960s, however, this wasn't possible.
 - **E** These early stories were often published in comics or fan magazines.
 - **F** They weren't well known at the time.
 - **G** It was one of the best decisions I ever made in my life!
 - **H** However, slowly the numbers grew, and I attracted a group of fans who regularly read my stories.

Speaking

EXAM STRATEGY

When the examiner asks you questions in a speaking exam, it's important to speak for the right amount of time: a short answer when giving simple information and a longer answer when you need to go into more detail. Only give one-word answers when it's appropriate.

- **3** Read the **strategy** above. Which question below needs a short answer? Which question needs a longer answer? How would you answer the question with the longer answer?
 - **A** Which country do you come from?
 - **B** What do you enjoy doing in your free time?



- 4 Work in pairs. Ask and answer the questions.
 - 1 What's your name?
 - **2** Which country do you come from?
 - 3 What do you enjoy doing in your free time?
 - **4** Do you spend your free time with friends or family?
 - 5 Tell me about the last time you tried a new activity.
 - 6 How often do you do exercise?
 - 7 Tell me about what sort of exercise you do.
 - 8 Which do you prefer: playing sport with other people or exercising alone?

Exam skills 19



- 1 THINK & SHARE Work in pairs. Discuss the questions.
 - 1 Do you prefer board games or video games? Why?
 - 2 Why do we play games?
 - 3 What can we learn from playing games?

Access the interactive 360° content now!

- 2 Look around the photo. Work in pairs and discuss the questions.
 - 1 What can you see in the photo?
 - 2 What kind of place is this?
- **ALL HOTSPOTS** Explore the hotspots. Write the names of events or games that ...
 - are suitable for families with children.
 - require physical skill, e.g. a steady hand
 - are based on strategies and finding solutions
 - involve using language and guessing
 - are suitable for people who want to make new friends

- **4** Listen and complete the text.
 - Thirsty Meeples is a 1 _______ in 2 ______. You can go there between 3 ______ a.m. and 4 ______ a.m. A table costs 5 ______ for adults and 6 ______ for younger children. There are 7 ______ games to choose from. Catan is popular with 8 ______. In this game, you create 9 _____ and 10 _____. A 11 _____ is a thing that players use when they take part in a board game.
- **5** Read the poster and answer the questions.
 - 1 What do games gurus do?
 - 2 How does the 'Try and buy' scheme work?
- 6 Read the text. In pairs, take turns to describe how to play your favourite game.
- 7 Look at the cards in the video. Work in pairs and play Taboo.
- 8 Look at and listen to the information in these hotspots:

 (a) (b) (c). Put the hotspots in order of how useful the information is for someone wanting to visit the café.
- 9 Work in pairs. Compare and explain your answers in Ex 8.
- **10** THINK & SHARE Make a list of skills we can learn from playing games and compare with your partner. Can you think of any video games that also teach these skills?

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Vision 360





CREATE ... a game

STEP 1

M RESEARCH IT!

Go online and find the answers to the questions.

- 1 Which are the most popular board or card games in your country?
- 2 Which website did you get this information from? Why did you choose this one?
- **3** What do you think makes these games so popular?

STEP 2

You are going to create your own game. Work in pairs and brainstorm ideas. Make notes to answer the questions. Use the phrasebook expressions to help you.

- What type of game is it?
- What is the name of your game?
- What are the rules?
- What equipment do you need?
- How do you win the game?
- What skills do you need to do well in the game?

PHRASEBOOK

The objective is to ...

Players take turns to ...

You roll a dice ...

The game ends when ...

The winner is ...

To do well, you need to ...

STEP 3

Think about the information you found in Step 1. In pairs, discuss the questions.

- 1 Why will your game be popular?
- 2 Will your game include similar features?
- **3** Do you want to make any changes to your game now?

STFD 4

Design a poster to show the class what your game looks like and how you play it.

STEP 5

Display your poster on the wall and present it to your class. Then read the posters, choose your favourite new game and explain why you like it.

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