

LUISION

Student Book

B2

หนังสือเรียน รายวิชาพื้นฐานภาษาอังกฤษ ชั้นมัธยมศึกษาปีที่ 5 กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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บรรณาธิการ

นางสุรีย์ รัตนธรรม

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0.1 INTRODUCTION

Saving someone's life

- 1 THINK & SHARE Look at the photos. Why might football fans show such support for a player?
- 2 Read the article. What happened to Fabrice Muamba? Why is he lucky to be alive?

Every **sec©nd** counts

1 Every football fan knows that ¹players are always falling down and rolling around on the ground in pain during a match. Usually it's nothing serious – just a bump or a bruise or perhaps a sprained ankle. Occasionally, it's a severe injury like a broken leg. But professional football players are extremely fit. In many clubs ²they train from nine till three every day, and ³they always eat healthy food and get plenty of sleep. So, no one expects to see a footballer having a cardiac arrest, which is when someone's heart suddenly stops beating and they become unconscious.

2 Incredibly, this is what happened when Bolton Wanderers' star Fabrice Muamba collapsed in a match against Tottenham Hotspur. He was only 23 years old. When someone's having a cardiac arrest, it's essential to act quickly. You put both hands on the person's chest and push down hard and fast between 100 and 120 times a minute.

4 This moves the blood around their body and keeps them alive.

3 In one way, Muamba was lucky that day.
Tottenham's medical team immediately started giving him first aid while waiting for the emergency services to arrive. A top London heart specialist, Dr Andrew Deaner, came out of the crowd to help too, and Muamba was taken to the hospital where Dr Deaner worked, rather than the nearest hospital. It was there, 78 minutes after collapsing, that Muamba's heart finally began working again and he started to recover.

Muamba stopped playing professional football after his cardiac arrest and started working to make more people aware of cardiac health and first aid instead.
⁵Currently, he's working as a coach for an under-16 football team in the north of England. It isn't the same as playing professional football, but for Muamba every day is another day that he's lucky to be alive.



3 **VOCABULARY** Complete the table with the highlighted words in the article.

Injuries and being unwell	Medical experts
	Treatment and getting better

4 Complete the sentences with the words in Ex 3.

	•	
1	1 If you see that someone has	in the street,
	call the immediately on 999	and get help.
2	2 A bad can be blue, brown, p	urple or yellov
	and it can take days for your skin to	·
3	3 If you see that someone is a	nd not
	breathing, you should immediately give the	em
4	4 It's hard to walk with a, but i	t isn't a
	– you just need to rest and p	out some ice

on it.

5 People sometimes have to see a brain _____ on the head.

5 Study the <u>underlined</u> sentences in the article and match them to the rules A–E.

Present tenses

We use the present simple ...

- A for facts and permanent situations.
- **B** for habits and routines.
- **c** for timetables and schedules.

We use the present continuous ...

- **D** for things happening now or around now.
- **E** to describe annoying or repeated behaviour.

Dynamic verbs describe actions, and state verbs describe states, feelings and situations. We do not normally use state verbs in the continuous form.

GRAMMAR BOOSTER P128

6 Complete the post with the present simple or present continuous form of the verbs in brackets.

Ali 2hr	
I 1(do) a f	irst-aid course at school this term.
The classes ²	(take place) in the sports hall on
Mondays after school. I 3_	(think) the course is
great, but two students, To	om and Nick, never 4
· .	(always / joke) in the
lesson even when we 6	(learn) important things.
Our teacher ⁷	(say) everyone should learn first aid
because it ⁸	(save) lives.
Like	○ Comment

- 7 THINK & SHARE Work in pairs. Discuss the questions.
 - 1 Imagine there is a first-aid course at your school this term. Would you do it? Why? / Why not?
 - 2 Have you or anyone you know had a sports injury? What happened? How did you / they recover?

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5

Bringing the outside in

- 1 THINK & SHARE Work in pairs. Discuss the questions.
 - 1 Imagine a café with no plants and the same café with lots of plants. Which would you like more? Why?
 - 2 What differences can plants make to a room?
 - 3 In what way can plants affect your mood?
- 2 Read the article about biophilic classrooms. How are they different from normal classrooms? What difference do they make to the people in them?

Biophilic classrooms - a better way to learn

Over the last few years, houseplants have become incredibly popular, especially with people living in towns and cities. The plants are often thousands of miles from their natural habitat of a tropical forest or rural landscape, but they can survive indoors without much effort. They are also an easy way for people to bring a bit of nature into their homes.

Recently, a school in London has been using many more plants, but not to examine their roots and leaves, or learn how they generate oxygen or how they are used to make biofuels. Instead, it has used a wide variety of indoor plants to transform two of its classrooms into biophilic spaces. From the Greek word biophilia, meaning a love of living things, biophilic classrooms allow teachers and students to have a closer connection with nature during the school day.

The project began when some of the teachers and students started researching the impact of houseplants on the students' mood and their ability to learn. For the experiment, they chose to modify a maths classroom with lots of houseplants and one complete wall of an English classroom with an enormous picture of a forest. For comparison of results, they made no changes to a third room, a psychology classroom.

In these three classrooms, machines were used to monitor the air quality and carbon dioxide levels. Teachers and students also noted how they felt while they were working in them. After only a month, the plants in the maths classroom had managed to increase oxygen levels and improve air quality by 10%. More than three quarters of students reported feeling happier and healthier in that room. Their ability to concentrate had improved too. Nobody had expected such amazing results from



3 Read the article again and find one example of each of the narrative tenses below.

past continuous past perfect simple past simple present perfect continuous present perfect simple

4 Complete the rules with the tenses in Ex 3.

	Past tenses			
ľ	We use the ¹ for finished actions at a known time in the past and the ² for			
	activities in progress at a certain time in the past.			
	We use the ³ for actions that started			
	at an unspecified time in the past and have a connection or			
	result now, and the ⁴ for actions that			
	started recently and are still in progress.			
	We use the ⁵ for a finished action			
1	that happened before another action in the past.			
	GRAMMAR BOOSTER P129			
	omplete the comments with the correct form of the verbs			
	brackets.			
1	Oh no! I think some of the plants (die)			
2	None of us (hear) the word <i>biophilic</i>			
	until our teacher (explain) what it			
2	meant.			
3	I (give) the plants some water last week when I (realise) how much I			
	love nature!			
1	We (try) to learn the names of all the			
7	plants in the classroom recently, but I'm finding it hard.			
	OCABULARY Match the highlighted words in the article to			
	the place where a plant normally grows or an animal lives			
	the place where a plant normally grows or an animal lives			
2	two parts of a plant			
3	two gases in the air			
4	to watch and check something over a period of time			
5	two ways to describe change			
6	plants that you keep inside your home			
7				
8	two types of areas			
	omplete the sentences with words from Ex 6.			
1	The of plants grow under the ground.			
2	We don't like big cities. That's why we live in a			
	part of the country.			
3	You can a dark room by painting the walls a			
	light or bright colour.			
4	Plants take from the air and produce			
5	Bamboo forests are the of pandas.			
	Teachers carefully their students' progress.			
	Perhaps more cars will use in the future.			
8				
	nagine you have transformed an area in your school or home			
	ragine you have transformed an area in your scribbliof nome sing biophilic design. Write an email about it to a friend.			

Tell them how you developed the idea, and the stages of the

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project.

Dreams for the future



- 1 THINK & SHARE Work in pairs. In what way can life for elephants in the wild be dangerous? How can they be protected?
- **2** Read the messages. What are Mia's plans for the summer? How will this help her future career?



Mia



Have a good summer, Anita! I won't see you for six weeks because I'm going to Namibia on Monday. My flight leaves really early in the morning. 🔐

Namibia? Wow! How come you are going there?!

I'm doing voluntary work for the summer at Mangetti National Park there. In two weeks' time, I'll be helping monitor African elephants in the wild. My dream job is to work in wildlife conservation, so it's going to be amazing. And it'll look good on my personal statement when I apply to university in September!

Sounds awesome. What are you going to study?

Biology, but I'm going to choose a degree with modules in animal biology and ecology on the curriculum, and a placement in Year 3. That won't be part of my coursework, but it'll be good to take time out from studying and get a full-time job.

Do you think that kind of work will be well paid?

I don't think so, but I'll earn enough so I won't need a student loan that year. Hopefully, it'll help me get a job offer after I graduate too.

I'm not sure I understand how that will help.

You need to stand out from the other applicants when you apply for a job. Employers want to recruit graduates with the right qualifications, but they also want people with relevant work experience. I'll be able to put the voluntary work in Namibia and the work placement on my CV. That should help me get a job as a trainee wildlife biologist.

> It sounds as if you've got a really good plan! Good luck and I'll see you in September!

- 3 VOCABULARY Work in pairs. Discuss the difference(s) between the highlighted words from the messages.
 - 1 an applicant and a trainee
 - 2 a personal statement and a student loan
 - 3 coursework and a placement
 - 4 voluntary work and work that's well paid
 - 5 a module and a curriculum
 - 6 recruiting someone and working full-time
- **4** Complete the sentences with words from Ex 3.

1	Look at the	to find out which subjects are
	taught on a course.	
2	Voluntary work isn't	- you earn nothing

- Voluntary work isn't _
- 3 Two modules don't have exams at the end of them. You get marks from the _____ that you do.
- graduate trainees who 4 Companies often ____ spent their third year in a placement with them.
- __ should include all their interests and achievements in their personal statements.
- 6 In the UK, graduates start paying back their_ when they get a full-time job.
- 5 Read the messages in Ex 2 again and find one example for each of the future tenses below, then complete the rules.

be going to future continuous present continuous present simple will

Future tenses

We use ¹ for	predictions based on what
we think, for decisions at	the time of speaking and for
promises and offers.	
We use ² for	plans and intentions and for
predictions based on wha	at we can see.
We use the 3	for scheduled timetables.
We use the 4	_ for future arrangements.
We use the ⁵	for actions in progress at a
time in the future.	

GRAMMAR BOOSTER P130

6 Complete the message with the correct future form of the verbs in brackets.

Greetings from Cuzco! This time tomorrow, I (explore) Machu Picchu and I can't wait! Do you remember my cousin, Ade? He's backpacking round South America before university. Anyway, he 2 (be) in Lima at the same time as me, so we ³_ (meet) for lunch on Wednesday! I 4. (tell) you all about it when I get home in ten days. My flight . (arrive) back at 3 a.m.! 🔐

- 7 THINK & SHARE Work in small groups. Imagine you are going to go backpacking and be a volunteer before starting university or a job. Discuss the questions.
 - 1 Which countries will you go to? Why?
 - 2 What will you do to earn money?
 - 3 What do you think will be the best things about your experience?

Introduction

0.4 INTRODUCTION

is Cuba's capital city.

A different kind of tourism

- 1 THINK & SHARE Work in pairs. Think of reasons why travel and tourism are good for you. What makes a good holiday in your opinion?
- 2 Read the blog post. Which kind of tourism do you think is the most interesting? Why?

• • •	New blog post				
Home	Things to do	Places to go	Plan a trip		Q
Carr	14	4	t	: 10 - 0	

Some alternative travel ideas

There are many reasons why people choose to get away every year. Most want to relax in the sun and go somewhere hot on a package holiday. Some choose all-inclusive holidays, where there's no extra cost for meals and drinks at the hotel. But if you prefer a more unusual holiday experience, take a look at these different types of tourism.

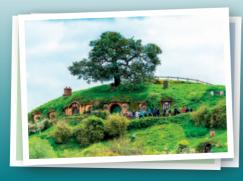
Adventure tourism is for people who want to avoid popular tourist resorts and whose hobbies include activities like rock climbing, mountain biking or canoeing. The more remote the location, the better!

Alphatourism is for holidaymakers who want to see more than just the famous tourist sites in a town or city. On a map, you find the name of the first and last street in the index. You draw a line on the map between these two streets and then follow this route, stopping to look at any interesting places that you discover along the way.

Experiential tourism is for travellers that want to discover the history and culture of a place by doing things which the local people do. A visit to a festival or local market, for example, is a memorable way to experience the sights and sounds of a place. You can observe people, try local food and drink, and practise the language.

Screen four ism is when people love a film so much that they make a booking to visit a place because it's connected to it in some way. New Zealand is popular with fans of The Lord of the Rings films. They go trekking in the Tongariro National Park, where some spectacular scenes were filmed. Or they visit the film set of Hobbiton, which is the town where the characters lived.

Tourism is much more varied than it was in the time of our parents, so don't be afraid to try something different the next time you go on holiday!



3 Read the blog post again and <u>underline</u> examples of the relative pronouns below.

that when where which who whose why

4 Complete the rules with the pronouns in Ex 3.

Relative clauses			
We use defining rel			
talking about. We us	se ¹ c	or ² for	
people and ³		for things.	
We use ⁵	for places, ⁶	for time,	
7 for re	easons and ⁸	to talk about	
possession. We can leave out the relative pronoun when it is			
the object of the rela	ative clause.		
We use non-definin	g relative clauses	to give additional	
information about a	person or thing. T	he pronouns are the	
same as in defining i			
use ⁹ f	or people or 10	for things.	
We always use comr	nas to separate no	n-defining relative	
clauses from the res	t of the sentence.		

	a non-defining relative clause. Then complete the sentences with a relative pronoun where necessary.				
1		_ wrote <i>The Lord of the Rings</i> , was			
	a lecturer at Oxford Univers	ity.			
2	We ate in the restaurant	Daria told us about.			
3	Mo, hobby is	baking, blogs about cakes.			
4	▶ Spring is the time of year	I love to travel.			
5	Alphatourism is something	sounds fun to do.			

5 Look at the sentences and decide if they contain a defining or

- **6 VOCABULARY** Match the highlighted words in the blog post to the definitions.
 - 1 places where a lot of people go on holiday
 - 2 people who are on holiday

6 I want to visit Havana,

3 two things you do outdoors

GRAMMAR BOOSTER P131

- 4 something you do in order to travel somewhere
- 5 a type of holiday which includes the flights and hotel
- 6 something special that you won't forget
- 7 to go somewhere for a period of time for a holiday
- 8 including everything in the price
- 7 Complete the advert with words from Ex 6.

120.3	IF YOU'RE LOOKING TO ¹ AND HAVE A	
3 19	REALLY ² TIME THIS SUMMER, COME TO	
. 3	BEAUTIFUL BORNEO.	30
4	Stay at one of the island's gorgeous beach ³ ,	W
13	where you can relax in the sun. For ⁴ who	
	want to discover Borneo's more adventurous activities, there is	
	canoeing and ⁵ You can even ⁶	7
	in the rainforest, where you might see orangutans if you're lucky!	
	Go to www.trekborneo.com for more information	
	and to ⁷	
Sept.		19

- 8 THINK & SHARE Work in pairs. Discuss the questions.
 - 1 Which do you think is better, package holidays or independent travel? Explain your answer.
 - 2 What's the most memorable place you've visited? Why? What did you do there?

Introduction

VOCABULARY Skills and natural talents Learning and life stages

GRAMMAR

Past perfect simple and past perfect continuous

Used to, would, be | get used to

- LISTENING
 A podcast about autodidacts
- READING

 An extract from a coming-of-age novel
- GLOBAL SKILLS
 Emotional
 intelligence

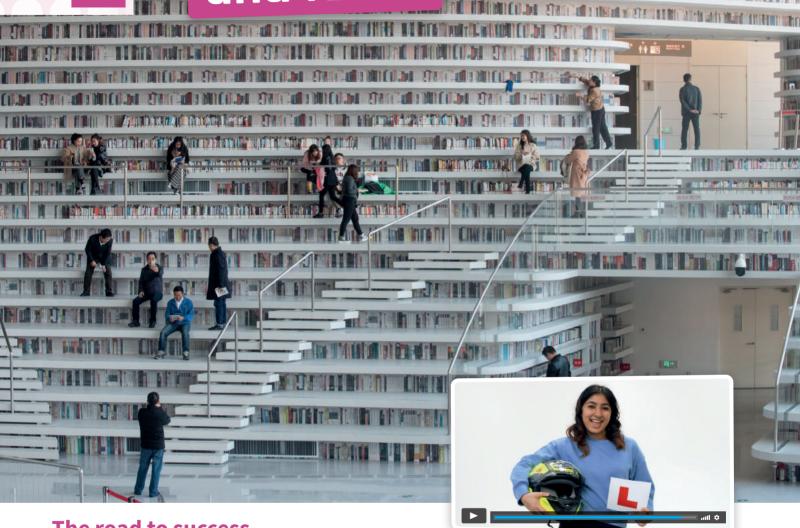
authorit no bredient l'ette

- SPEAKING
 A social exchange
- WRITING
 An article
- VISION 360° Places of learning

VOCABULARY BOOSTER P120

GRAMMAR BOOSTER P132-133





The road to success

- 1 Work in pairs. Look at the photo from the video and discuss the questions.
 - 1 What do you think might be difficult about learning to ride a motorbike?
 - 2 When you learn something new, do you pick it up quickly or do you have to work hard at it?
- 2 (T) or false (F)?
 - 1 Yasmin has had several motorbike lessons before today.
 - 2 Today's lesson started well but finished badly.
 - 3 Yasmin struggled to go in and out of the cones in her lesson.
 - **4** Zaki learned sign language from a new student at school who was hard of hearing.
 - 5 Zaki got better at signing when he came up with a new method of learning.

- 3 VOCABULARY 1.01 Check the meaning of the **bold** words and phrases. Then watch or listen again. Answer the questions.
 - 1 Which **dream** is Yasmin hoping to **fulfil** one day?
 - 2 How easily did Yasmin pick up the basics of riding a motorbike?
 - **3** What manoeuvre did Yasmin **attempt to** do at the end of the lesson? Was she successful?
 - 4 What does Yasmin say was a boost to her confidence?
 - 5 Why did Zaki decide to watch online tutorials?
 - **6** Why **was** Zaki **motivated** at first when he started to learn sign language?
 - 7 How many signs did Zaki **master** each week with his new method?
 - 8 What really helped Zaki overcome the problem?

8 Unit 1

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Talk about skills and natural talents.

- 4 REAL ENGLISH Choose the correct meaning for the phrases in **bold**.
 - 1 I spent some time **getting the feel of** the controls.
 - A becoming familiar with
 - **B** checking for damage
 - 2 That's always a plus.
 - A It's an advantage.
 - **B** It's a disadvantage.
 - 3 Drawing comes naturally to me.
 - A I can do it, but not very well.
 - **B** I find it easy, and I do it well.
 - 4 It all went downhill after that.
 - A started to go wrong
 - B got to the bottom of a hill
 - 5 | wasn't getting anywhere.
 - A not going to the right place
 - **B** not making progress
 - 6 That made all the difference.
 - A had an important effect
 - **B** had no effect
- 5 Nork in pairs. Answer the questions.
 - 1 What do you think is the difference between a skill and a natural talent?
 - 2 What skills and natural talents do you have that you are particularly proud of?
 - **3** If you could be gifted with any natural talent, what would it be? Why?
- **6 VOCABULARY** Complete the comments about learning new skills with the words below.

attention capable gain hopeless inspired potential theory

- I practised in front of a mirror every night to ______ experience.
- I think I have the ______ to do this as a career.
- At first, I was ____ at getting the lighting right.
- A friend who had developed his own app

 me to have a go myself.
- I learned that I had to **focus my** _____ **on** my body language.
- Once I'd finished the course, I had to **put the**into practice and take some
 pictures of my own.
- 7 I didn't think I'd ever **be** _____ **of** standing up in front of a whole room of people.

7 Work in pairs. Match comments 1–7 in Ex 6 to photos A–C. Some comments match more than one photo.







- 8 1.02 Listen to Alisha and Ethan, two students, talking about a skill they have learned. Answer the questions.
 - 1 Who inspired Alisha to learn to play the drums?
 - 2 What did she focus her attention on first?
 - 3 What did she do to gain experience?
 - 4 Has she had to overcome any problems?
 - 5 How did Ethan attempt to learn how to surf?
 - 6 How easy did he find it to put the theory into practice?
 - 7 What was a boost to his confidence?
 - 8 How long did it take him to master surfing?
- **9** You are going to talk about a skill you have learned. Make notes on what you are going to say. Use the questions in Ex 8 to help you.
- Work in small groups. Take turns to tell each other about your skill. After each turn, ask at least one follow-up question per person about the skill.
- 11 THINK & SHARE Work in pairs. Discuss the questions.
 - 1 Which skills and talents have been the most useful for you so far in your life?
 - 2 Which new skills do you think you may have to learn in the future in order to fulfil your dreams?

VOCABULARY BOOSTER Unit 1

Use the past perfect simple and continuous to talk about talented young people.

Past perfect simple and past perfect continuous

- 1 Read the post on Yasmin and Zaki's blog. Answer the questions.
 - 1 Who is the subject of the post?
 - 2 What did she achieve?
 - **3** What record did she break?







Q

Posted by Yasmin and Zaki

One talented young person I admire is Japanese skateboarder Kokona Hiraki. Kokona was only twelve years old when she participated in the 2020 Tokyo Olympics. At the time, ^ashe had been skateboarding for seven years. She was inspired to take up the sport by her mother, Minako, who ^bhad been a skate fan since she was young. Kokona soon picked up the basics and went on to master more complicated tricks. When it was announced that skateboarding would be an Olympic sport at the Tokyo Games, I bet Kokona began dreaming of winning a medal.

Kokona was probably delighted when she discovered ^cshe had qualified for the Games. I'm sure she passed the qualifying round because ^dshe had been practising so much! When she came second in the final of the

women's park event, she became the youngest Japanese medallist of all time.

I think Kokona is amazing, and she has inspired me to improve my skateboarding skills.



Posted by Fatima@4TT

Comment

2 Study the <u>underlined</u> sentences a–d in the blog post. Then complete the rules with *past perfect simple* or *past perfect continuous*.

Past perfect simple and past perfect continuous

● Grammar animation

- 1 We use the ________ to talk about an action or situation that finished before another action or situation in the past. The form is had / hadn't + past participle.
- 2 We use the _______ for longer actions or situations that happened before another action or situation in the past. The form is had / hadn't + been + verb + -ing.
- **3** With state verbs (*be, have, know, believe*, etc.), we use the _____ with *for* and *since* to talk about the duration of an action.
- **4** With action verbs (*go*, *jump*, *play*, *run*, etc.), we usually use the _____ with *for* and *since* to talk about the duration of an action.

GRAMMAR BOOSTER P132

3	Complete the sentences with the past perfect simple or
	past perfect continuous form of the verbs in brackets.

1	My cousin	tor years betore sh
	became a doctor. (study)	
2	Before his injury, Jamal	the
	potential to become a world-class s	swimmer. (have)
3	They for m	onths when the
	competition was cancelled. (train)	
4	Wefor long	g when the first
	speaker came onto the stage. (not v	vait)
5	By the age of 25, she	the
	youngest actor to win an Oscar. (be-	come)

4 1.03 Listen to a podcast about musician Sheku Kanneh-Mason. Complete the timeline with Sheku's age at the time of each event.

SHEKU KANNEH-MASON 1 Sheku started playing the cello. 2 He passed the final cello exam. 3 He appeared on TV for the first time. He first performed with the Chineke! Orchestra. 4 He became Young Musician of the Year. 5 He entered the Royal Academy of Music. He made his first album, Inspiration. 6 He made his second album, Edgar.

5 Complete the biography with the phrases below. Use the past perfect simple or past perfect continuous form of the verbs.

become one of the best-known classical musicians make two successful albums master the instrument appear on TV perform in an orchestra play the cello

Biography >

A talented young musician

When Sheku Kanneh-Mason was seventeen, he won the Young Musician of the Year award. At the time, he

1 _______ for eleven years. He started playing at the age of six, and he 2 ______ by the time he was nine. When Sheku finished school, he went on to study music at the Royal Academy of Music. By then, he 3 ______ for two years, and he 4 ______ many times. By the time he was 21, Sheku 5 ______ and he 6 ______ in the UK.

- 6 Work in pairs. You are going to tell each other about another talented young person. Student A: Turn to page 149. Student B: Turn to page 151. Follow the instructions.
- 7 THINK & SHARE Work in pairs. Discuss the questions.
 - 1 Which of the young people would you most like to meet: Kokona Hiraki, Sheku Kanneh-Mason, Gitanjali Rao or Jack Cable? Why?
 - 2 What three questions would you ask the young person you chose?

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1.3 LISTENING

Teaching yourself

1 Work in pairs. Read the information about a podcast. What do you think an 'autodidact' is?



AUTODIDACTS

In this week's podcast, we look at six famous people who have something fundamental in common.

Gustave Eiffel (1832–1923) French civil engineer, best known for the world-famous Eiffel Tower.

Jane Austen (1775–1817) English novelist, known primarily for her six major novels, including *Sense and Sensibility*.

Katherine Johnson (1918–2020) American mathematician, one of the first African American women to become a top NASA scientist.

Vincent van Gogh (1853–1890) Dutch painter, famous after his death for works such as *Sunflowers* and *Starry Night*.

James Cameron (1954–present) Canadian film-maker, best known for making sci-fi and epic films such as *Avatar* and *Titanic*.

Kató Lomb (1909–2003) Hungarian interpreter, translator and one of the first simultaneous translators in the world.

2 1.04 Listen to the introduction to the podcast and check your ideas in Ex 1. What do you learn about Jane Austen and James Cameron being autodidacts?

STRATEGY Using key words to identify the main point

It is sometimes helpful to make a note of key words while you are listening to a recording. After listening, you can use these words to write a sentence summarising the gist of each part of the recording. These sentences will help you distinguish between the different parts of the recording and identify the main points.

- 3 ① 1.05 Read the strategy. Then listen to the rest of the podcast. Make a note of the key words you hear for each of the other autodidacts in Ex 1.
- 4 Work in pairs. Use your key words to write one or two sentences summarising the information about each autodidact.
- **5** Use your summary sentences to help you complete the sentences with the name of the autodidacts from Ex 1.

1	acquired a second skill in later life that
	contributed to an important technological development.
2	developed their skill through detailed study of
	some novels.

learned a further skill in middle age after playing a vital role in a series of historic events.

4 ______ began developing their skill from books and other professionals in early adulthood.

- 6 1.05 Listen again. Are the sentences true (T), false (F) or not given (NG)?
 - 1 Kató Lomb developed her own method of learning languages because she didn't find conventional language lessons interesting.
 - 2 Lomb used the margins of the book to write down words she didn't recognise.
 - **3** Vincent van Gogh had his first experience of drawing when he was at school.
 - 4 In his later works, van Gogh put much of the theory he had learned at art school into practice.
 - **5** Gustave Eiffel was one of the best students in his class at engineering college.
 - **6** Eiffel used his own research facilities to carry out his experiments.
 - 7 Katherine Johnson was overqualified to do the first job she was hired for in NASA.
 - 8 Johnson's job on the Space Task Force was tracking the route of spacecraft once they had left the Earth.
- 7 VOCABULARY Check the meaning of the phrasal verbs below. Then complete the extracts from the podcast. Change the form of the verb if necessary.

catch up on come across drop out figure out go on to (do sth) go through live up to pick up

1	She noted the words she	could	
		from the context i	n the
	margins of the book		
2	She looked up the unkno	wn words she more than once.	
3	Grammar rules sheshe went along.		_ as
4	He was already 27 when lartist, so he had a lot to _		
5	He had notand was dismissed after	'	tations
6	He soon with the professors.	after argu	uing
7	He bridges and other structu		s of
8	She worked as a 'human	computer', the calculations o	f flight
	tests and adding up the r		O

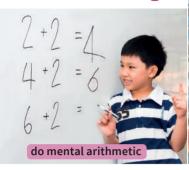
- 8 THINK & SHARE Work in pairs. Discuss the questions.
 - 1 Have you ever taught yourself a skill? If so, what was it? If not, which skill would you like to learn?
 - 2 Are there any skills that you think are impossible to pick up without having lessons? Which ones?
 - 3 Do you think anyone can be an autodidact? Why? / Why not?
 - **4** Do you think it's easier or more difficult to be an autodidact today than it was in the past? Why?

Unit 1 11

1.4 VOCABULARY

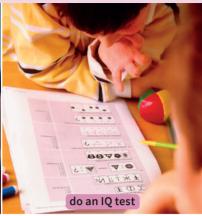
Talk about the ages we do things best.

The best age









- 1 Work in pairs. Look at the photos. At what age do you think people do these skills best?
- 2 Read the infographic. Check your answers in Ex 1. Which 'best age' surprised you most?

Peak ability

What's the best age to do an IQ test? How about running a marathon? Read on to find out the best ages, according to science.

- Researchers say that the best age to ^a<u>acquire a</u>
 second language is around six or seven, when it's
 easiest for us to ^b<u>absorb information</u>. As we approach
 adolescence, our studies begin to ^c<u>distract</u> us, and it
 becomes harder
- Our brains appear to learn the fastest when we're in our late teens. Scientists have found that two regions of the brain work together when a teenager is doing a learning task; when an adult does the same task only one area is involved. This may be because teenagers have to learn so many new things before they can become independent.
- Having entered adulthood, we reach our peak in all kinds of different mental and physical skills. Research has shown that we are more capable of drecalling people's names at 22 than at any other age. And an analysis of the finishing times of over 45,000 athletes in the New York Marathon has revealed that the best age to take part for men is 27 and for women 29.
- According to academics, our brains don't become fully developed until we reach 30 or beyond. At this age, we have picked up enough information in our field and gained enough life experience that many of us are potential geniuses! Famous scientists and inventors like Marie Curie and Henry Ford made their big discoveries in their mid to late 30s.
- Our emotional intelligence seems to improve as we become more mature, and we get better at 'reading' the emotions on people's faces. This may be why we are best at judging people's characters in middle age. Researchers have also found that we are also better at making financial decisions at this age. Fifty-year-olds have been shown to be the best at emental arithmetic.
 - Have you ever wondered why your gran is so good at crosswords? Well, that's because the older generation tend to ^fhave an extensive vocabulary. And more people appear to ^gbe wise after retirement. In an experiment to find the best solution to a conflict, the oldest group, comprising those between 60 and 90, performed much better than all the other groups.

- **3 VOCABULARY** Match the highlighted life stages in the infographic to the descriptions below.
 - 1 between the ages of about 45 and 60
 - 2 the time when you stop work because you have reached a particular age
 - 3 people in society who have lived for a long time
 - 4 in many cultures, the state of being over eighteen
 - 5 the period when a person is developing from a child into an adult
 - 6 behaving in a sensible way, like an adult
 - 7 the years between seventeen and nineteen
- 4 Work in pairs. Discuss the questions, justifying your answers. Use the life stages in Ex 3.

At what age do you think people ...

- 1 have the greatest life satisfaction?
- 2 have the strongest muscles?
- **3** have the strongest bones?
- 4 have the greatest desire to settle down?
- **5** are best at recognising the faces of strangers?
- 6 make the biggest decisions?
- 5 **1.06** Listen and check your answers in Ex.4. How many did you guess correctly?
- **6 VOCABULARY** Replace the **bold** words with the <u>underlined</u> words and phrases a–g in the infographic.
 - 1 Do you sometimes find it hard to **learn and understand facts**? What can you do to make it easier?
 - 2 Have you ever made a decision that you consider to **be very sensible**? What was the decision?
 - 3 Why might it be useful to know a lot of words?
 - **4** What can **stop you paying attention** when you're trying to study? What do you do to focus?
 - 5 How useful do you think it is to learn English or Mandarin? Why?
 - 6 At what age were you capable of doing **maths in** your head?
 - 7 How good are you at remembering what people are called?
- 7 Nork in pairs. Ask and answer the questions in Ex 6.
- 8 THINK & SHARE Work in pairs. Discuss the questions.
 - 1 What do you think are the advantages and disadvantages of being a teenager?
 - 2 What do you think are the advantages and disadvantages of being an adult?
 - 3 In your opinion, what is the best age? Why?

12 Unit 1 VOCABULARY BOOSTER

1.5 GRAMMAR

Used to, would, be | get used to

1 Nork in pairs. Think back to your childhood. Discuss the questions.

Can you remember ...

- 1 a TV show you watched when you were five?
- 2 a kind of food you enjoyed / couldn't stand when you were four?
- 3 a story you loved hearing when you were three?
- 4 a children's song you sang when you were two?
- 5 a toy you played with when you were one?



- 2 Read the article and answer the questions.
 - 1 What is childhood amnesia, and how does it affect us?
 - 2 What explanation is given for people who have memories from early childhood?

Our earliest memories

Few of us are capable of remembering anything from the first three or four years of our lives. The things we do recall are often influenced by photos we have seen or stories we have been told. Scientists call this loss of early memories 'childhood amnesia,' but the phenomenon is still not fully understood. Researchers have discovered that children and teenagers have earlier memories than adults, which suggests that childhood memories gradually disappear as we get older. They have also found that the people with the earliest memories are those who, as children, were used to hearing their families talking about happy times in the past. They may have reminisced about places the family used to go on holiday and what they would do there. They might mention the day the whole family went snorkelling and saw some amazing fish. Perhaps they discussed what the neighbourhood used to be like when the family first moved in and the primary school the children attended for six years. One thing your parents are sure to remember is the food their children didn't use to like at mealtimes. Reminiscing is all about sharing experiences with others, and we get used to doing it more as we grow older. Science has shown that it's one of the best ways of maintaining our earliest memories.

3 Study the <u>underlined</u> sentences in the article. Then choose the correct alternative to complete the rules.

Used to, would and be | get used to

Grammar animation

We use *used to* and *would* + infinitive to talk about habits and situations that were different in the past.

- 1 We don't use **used to / would** to talk about past states.
- 2 We use *used to / would* for past questions and negatives.
- **3** We always use **the past simple** / *used to* for a finished action which happened only once in the past.
- **4** We use **the past simple** / **used to** to say how long a past habit or situation lasted.
- 5 We use be used to to talk about things we are already familiar with and get used to to talk about things we are becoming familiar with. We use be used to and get used to with the infinitive / -ing form.

GRAMMAR BOOSTER P133

- **4** In which sentences can *used to* be replaced with *would*? Why?
 - 1 My brother used to distract the other students in his class.
 - 2 Eva used to believe her dreams were out of reach.
 - 3 My parents didn't use to watch online tutorials.
 - 4 I'm not used to getting up early.
 - 5 I can't get used to living in a big city.
- first sentence in Ex 4. Circle the correct pronunciation of *used to*: A or B. Then practise saying the rest of the sentences.

A /ˈjuːst tu/

Commente >

B /iu:zd tu/

6 Complete the forum post with *be | get used to, used to or would* or the past simple where *used to | would* is not is possible.

What is your happiest childhood memory?

0	
When I was little, I 1	
(always / look forward) to m	ny grandparents coming to
visit. I ²	(not see) them very
often as they lived abroad. T visit was that my grandad ³	he best thing about their
(always / bring) me a new to	oy plane. I soon
4	(receive) the same
present every time, and I wa	s never disappointed.
	(love) those planes!
Every afternoon, we ⁶	
(go) to the field opposite my	house to fly them. I never
wanted to use those planes	with anyone else because
17	(fly) them with my
grandad. I remember one da	ay the plane we were flying (crash) into a tree, so we
had to go home and mend it	t. My grandad mended it so
well that it ⁹	(last) for the
rest of their visit.	

7 **1.08** Listen to four speakers reminiscing about the past. Match the speakers to the topics below. There are two extra topics.

clothes	friends	holidays	
school	siblings	toys	
Speaker 1		Spe	eaker 3
Speaker 2		Spe	eaker 4

- **8** Write at least two sentences about each of the speakers in Ex 7. Use *be | get used to, used to* or *would.* Compare with a partner.
- 9 Practise reminiscing with a partner about the topics in Ex 7.
- 10 THINK & SHARE Work in pairs. What do you think is your happiest memory? Why?

Unit 1 13

The Outsiders

1 Work in pairs. Read the description of 'coming of age'. Then answer the questions.

• • •

Coming of age

The term 'coming of age' refers to the period in a young person's life when they make the transition from childhood to adulthood. The specific age for this moment varies between societies, and different cultures celebrate it in different ways. Literature, cinema and music often refer to the theme of coming of age because of the challenges associated with this change.

- 1 When is a person's coming of age in your country? Do you think this is the right age? Why? / Why not?
- 2 What might some people find challenging about the transition from childhood to adulthood? Why?
- 2 1.09 Read the background and the extract from The Outsiders by S.E. Hinton. Ignore any new words for now. What do you learn about the main character?

STRATEGY Understanding new words and phrases

When you come across a new word or phrase, there are several things you can do to try to guess its meaning.

- 1 Focus on the context. Read the sentence containing the word or phrase and look for clues to the meaning.
- 2 Look at each part of the word or phrase. You may recognise one part, which may help you guess the rest.
- 3 Think about your own language. There may be a word that is similar to the new word or phrase.
- **3** Read the **strategy**. Then use the information to help you choose the correct meaning for the **highlighted** words and phrases 1–6 in the extract.
 - 1 A likes very much
- **B** hates
- 2 A pleasantly surprised
- **B** suddenly attacked
- 3 A wealthy and fashionable people
 - **B** people who fly a lot
- **B** closely linked
- 4 A closely monitored5 A think about things carefully
- **B** study for exams
- **6 A** driving past
- **B** following

The Outsiders

Background

The Outsiders is a coming-of-age novel written by S.E. Hinton when she was in her mid-teens. The book explores the conflict between two rival gangs: the working-class 'Greasers' and the upper-class 'Socs' (pronounced /ˈsəʊʃɪz/). The main character is fourteen-year-old Ponyboy Curtis, who, like his two older brothers, Darrel and Soda, is a Greaser. The boys' parents were killed in a car crash some time ago. In the story, Ponyboy has to chart a path between right and wrong on his journey from teenager to adult.



Extract

I had a long walk home and no company, but I usually lone it anyway, for no reason except that I like to watch movies undisturbed so I can ^aget into them and live them with the actors. When I see a movie with someone it's kind of uncomfortable, like having someone read your book over your shoulder. I'm different that way. I mean, my second-oldest brother, Soda, who is sixteen-going-on-seventeen, never cracks a book at all, and my oldest brother, Darrel, who we call Darry, works too long and hard to be interested in a story or drawing a picture, so I'm not like them. And nobody in our gang ¹digs movies and books the way I do. For a while there, I thought I was the only person in the world that did. So I loned it.

. . .

I went on walking home, thinking about the movie, and then suddenly wishing I had some company. Greasers can't walk alone too much or they'll get ²jumped, or someone will come by and scream 'Greaser!' at them, which doesn't make you feel too hot, if you know what I mean. We get jumped by the Socs. I'm not sure how you spell it, but it's the abbreviation for the Socials, ³the jet set, the West-side rich kids. It's like the term 'greaser', which is used to class all us boys on the East Side.

. . .

I could have waited to go to the movies until Darry or Sodapop ^bgot off work. They would have gone with me, or driven me there, or walked along, although Soda just can't sit still long enough to enjoy a movie and they bore Darry to death. Darry thinks his life is enough without inspecting other people's. Or I could have gotten one of the gang to come along, one of the four boys Darry and Soda and I have grown up with and consider family. We're almost as close as brothers; when you grow up in a ⁴tight-knit neighborhood like ours you ^cget to know each other real well. If I had thought about it, I could have called Darry and he would have come by on his

14 Unit 1

- 4 Read the extract again and choose the correct answer: A, B, C or D.
 - 1 Ponyboy is different from his brothers because ...
 - A he gets into trouble for fighting and stealing.
 - **B** he's always happy and smiling.
 - **C** he dresses differently from the boys in the neighbourhood.
 - **D** he's clever and enjoys reading books and watching films.
 - 2 When Ponyboy is walking home, he regrets ...
 - A not being a 'Soc'.
 - **B** being alone on the street.
 - **C** leaving the cinema early.
 - **D** seeing the film.
 - 3 In paragraph 3, we learn that the other gang members tend to ...
 - A treat Ponyboy like a child.
 - **B** argue with Ponyboy's brothers about him.
 - **C** look after Ponyboy because he is one of them.
 - **D** ignore Ponyboy because he's too young.
 - 4 Ponyboy didn't ask anyone to pick him up because ...
 - A he didn't think about it.
 - **B** everyone else was busy.
 - **C** he didn't want to annoy his brother.
 - **D** nobody knew that he went to the cinema.
 - **5** By the end of the extract ...
 - A Ponyboy has been joined by his friend Johnny.
 - **B** Ponyboy's brothers have found him.
 - **C** Ponyboy has reached the safety of his home.
 - **D** Ponyboy is aware he is in danger.
- **5 VOCABULARY** Match the <u>underlined</u> words and phrases with *get* a–f in the extract to definitions 1–6.
 - 1 leave work with permission
 - 2 spend time with somebody so that you gradually learn more about them
 - 3 leave a closed vehicle
 - 4 become interested in something
 - **5** fetch somebody
 - 6 find and capture someone

- **6** Complete the sentences with the words and phrases with *get* in Ex 5.
 - **1** When I _____ a novel, I completely forget about the world around me.
 - 2 I definitely should have asked one of my brothers to come and ______ from the cinema.
 - 3 I was hoping my brothers would arrive before the Socs could _____ me.
 - 4 I try not to ask Darry to _____ work on my account if I can avoid it.
 - 5 You have a good idea of what's going to happen when a car stops and a gang of Socs
 - **6** Darry's quite sensitive once you ______him.
- 7 MEDIATION Read the extract again. Write a profile of Ponyboy for a friend who will play him in a play, in at least six sentences. Include information on his age, living / family / economic situation, type of friends he has and his attitude to life.
- 8 Work in pairs. *The Outsiders* is set in 1960s America. Which of the themes below can you identify in the extract? Give examples from the text.

family friendships sense of identity social conflict social groups

THINK & SHARE Work in small groups.
Think about the issues that are important for your generation. What would be the themes of a coming-of-age-novel set now?

way home and picked me up, or Two-Bit Mathews – one of our gang – would have come to ^dget me in his car if I had asked him, but sometimes I just don't ⁵use my head. It drives my brother Darry nuts when I do stuff like that, 'cause I'm supposed to be smart; I make good grades and I have a high IQ and everything, but I don't use my head. Besides, I like walking.

I about decided I didn't like it so much, though, when I spotted that red Corvair ⁶trailing me. I was almost two blocks from home then, so I started walking a little faster. I had never been jumped, but I had seen Johnny after four Socs ^egot hold of him, and it wasn't pretty. Johnny was scared of his own shadow after that. Johnny was sixteen then.

I knew it wasn't any use though – the fast walking, I mean – even before the Corvair pulled up beside me and five Socs ^fgot out.



Emotional intelligence

- 1 Work in pairs. Read the quote and answer the questions.
 - Emotions are what make us human they are beautiful but they can also lead to problems if we let them control us.
 - 1 Which emotions would you describe as 'beautiful'?
 - 2 Which emotions do you think might lead us to do something we later regret?
 - **3** How can we stop our emotions from controlling us?
- 2 Work in pairs. Look at the photos and answer the questions.
 - 1 What is happening in each one? How do you think the people are feeling? Why?
 - 2 What might they do next?
 - 3 How might their reaction affect the outcome of the situation?







3 Read the introduction to the article. What is the difference between IQ and EQ?

IMPROVING YOUR EQ

Most people have heard of IQ, the test score that indicates a person's level of intelligence. But have you ever come across EQ? EQ refers to emotional intelligence: the ability to recognise emotions and feelings and to understand the effect that they have on you and on other people. EQ is an extremely useful skill, so here are some tips on how to learn it.



Identify your own strengths and weaknesses

Are you patient and honest? Or do you 1 and blame others before looking at yourself? Being honest with yourself helps you to

Control your emotions

understand your ²

Know what you want

Show empathy

Try to see things from other people's ⁶______. It's important to understand other people, even if you don't agree with them. If you understand people's feelings, it will help you to understand their actions and decisions.

Demonstrate good social skills

Good social skills make interaction go smoothly and help

To bealing with

and apologising when you make a mistake takes courage and shows you're taking responsibility for your actions.

4 VOCABULARY Check the meaning of the words or phrases below. Then complete the article in Ex 3.

assertive be justified criticism judgement lose your temper maintain relationships perspective state of mind

- 5 Nhich tip in the article do you think is the most useful? Why?
- 6 **1.10** Listen to a student called Keira describing a problem to a friend. Answer the questions.
 - 1 What kind of job did Keira use to have?
 - 2 What were David's strengths and weaknesses?
 - 3 What did Keira do that she later regretted?
 - 4 What were the immediate consequences of Keira's actions?
- Work in pairs. What do you think Keira did to resolve the issue? Use the tips in the article to help you.
- 8 **1.11** Listen to Keira describing how she resolved the issue. Compare your answers in Ex 7. Which actions did she take for each of the tips in Ex 3?
- 9 THINK & SHARE Work in pairs. Discuss the questions.
 - 1 Look at the photos in Ex 2 again. How could the people use emotional intelligence to achieve a positive outcome to the situations?
 - 2 How could emotional intelligence be useful a) at exam time and b) in a future career?

16 Unit 1

A social exchange



- 1 Work in pairs. Imagine you start talking to someone on a train. What do you think you might talk about?
- 2 1.12 Listen to a conversation between two people who have just met on a train. Answer the questions.
 - 1 Which topics do they talk about?
 - 2 What do they have in common?
- Work in pairs. Imagine you have just met the person opposite you on a train. Start a conversation using your list of topics in Ex 1. Can you find anything you have in common?
- 4 1.13 Listen to three students having a social exchange in a speaking exam. Match the students to descriptions A-C of their answers. Who gave the best answer? Why?

1 Layla

- A rehearsed and irrelevant
- 2 Ali
- **B** short and incomplete
- **3** Kate
- c spontaneous and complete
- 5 1.14 Read the question cards A–D. Then listen to two more students in a speaking exam and answer the questions.

1	Which	auestions	2006	Incl	ancimor
т.	V V I I I C. I I	UNESTIONS	UNES	Jack	allovel

____ and _

2 Which questions does Geeta answer?

_____ and _

3 How would you describe their answers? Use a description from Ex 4.

A Childhood

- 1 What did you enjoy doing as a child?
- 2 What is your first memory of your childhood?
- 3 Did you have a lot of friends when you were a child?

B Learning

- 1 Do you prefer to learn on your own or with others? (Why?)
- 2 Have you attempted to learn a new skill recently? (Which one?)
- 3 How useful do you think English will be for you in the future?

STRATEGY Being able to backtrack and reformulate to correct errors or slips

It is normal to make mistakes when you are speaking. The important thing is to recognise the mistake so that you can go back and correct it.

6 **1.14** Read the strategy and the Phrasebook. Listen to the social exchanges in Ex 5 again and complete the Phrasebook.

PHRASEBOOK Restating your ideas

Admit that you didn't say the right thing

Sorry, that didn't ¹_____ right

That came out wrong.

That isn't what I meant to say.

Continue with what you were saying

Let me try that one more time.

Let me rephrase that.

Let me ² again.

Clarify what you meant to say

What ³_____ was ...

What I'm trying to say is ... Let me put that another way.

7 Work in pairs. Follow the instructions. Then swap roles.

Student A

You are the examiner. Ask Student B four questions from the question cards in Ex 5, one from each section. Listen to their answers so that you can give them feedback on their performance.

Student B

Answer Student A's questions. Give complete, interesting and spontaneous answers. Use phrases from the Phrasebook to restate your ideas if necessary.

- **8 REFLECT** Work in pairs. Give feedback to your partner. Think about the following questions.
 - 1 Did they give complete, interesting and spontaneous answers to all four questions?
 - 2 Did they use phrase(s) from the Phrasebook to restate their ideas?
 - **3** What could they do to improve their performance in a social exchange?

C Memorable occasions

- 1 What did you do on your last birthday?
- When was the last time you really enjoyed yourself?
- 3 What's the best holiday you've ever had?

D Memory

- 1 What can you remember about your first day at school?
- 2 Would you say you have a good memory? Why? / Why not?
- 3 Have you ever forgotten someone's name? (What happened?)

Unit 1 17

An article







- 1 Work in pairs. Look at the photos and discuss the questions.
 - 1 Why might it be useful to learn these skills?
 - 2 What is the most useful skill that you have ever learned?
- 2 Read the task and a student's article. Answer the questions.

Your school website has asked students to write an article about the most useful skill they have ever learned. Write an article in which you say what the skill is, who you learned it from and why you find it useful.

- 1 Which useful skill does the writer mention in the introduction? How does she grab the reader's attention?
- 2 Which question from the task does she answer in the second paragraph?
- 3 Which question does she answer in the third paragraph?
- **4** What opinion does she express in the conclusion?

The most useful thing I've ever learned

Have you ever learned a skill that made a difference to your life? In my case, it was learning how to repair and maintain a bike.

It was my grandmother who inspired me to learn this skill. Whenever I used to visit as a child, I would spend several hours with her in the garage. She would often be repairing her bike. Initially, she would let me watch while she explained what she was doing, but then she let me carry out the repairs myself. Admittedly, the first time I tried to fix a puncture I made another hole while I was fixing the first one, but I soon mastered that repair. My grandma was an excellent teacher, and everything I know about repairing bikes I have learned from her.

These days, I'm a keen cyclist myself, and I'm very proud of my bike! Obviously, the skills I learned have been extremely valuable to me as I can do all my repairs myself. Consequently, I save a lot of money because I don't need to take my bike to a repair shop. On top of that, I never have to worry about going on long cycle rides because I know I can overcome any practical problems with my bike – or my friends' bikes! Not surprisingly, my friends all turn to me if their bikes aren't working properly.

Personally, I think it is fundamental for any bike owner to know how to repair their equipment. Not only does it save money, but it also makes the bike much safer to ride. I have my grandmother to thank for all the pleasure I get out of cycling.

STRATEGY Using comment adverbs to make your writing more interesting

Comment adverbs are words which add information about the writer's opinion of events. They normally come at the beginning of a sentence. When you write an article, you can make your writing more interesting by using comment adverbs.

3 Work in pairs. Read the **strategy** and the **Phrasebook**. Find six comment adverbs from the **Phrasebook** in the article.

PHRASEBOOK Comment adverbs

Admittedly, ... Initially, ...
Amazingly, ... Interestingly, ...
Basically, ... Obviously, ...
Consequently, ... Personally, (I think) ...
Hopefully, ... (Not) Surprisingly, ...
Ideally, ... Unfortunately, ...

- **4 VOCABULARY** Complete the sentences with the six comment adverbs in the **Phrasebook** which are not used in the article.
- 5 You are going to write your own article in answer to the task in Ex 2. Plan your article. Think about ...
 - which skill you have found most useful, and why.
 - whether you learned the skill from a person or a website.
 - how you progressed in mastering the skill.
 - what effect the skill has had on your life.
- **6** Write the article based on your answers in Ex 5. Write four paragraphs and include at least four comment adverbs. Write your article in a semi-informal conversational style.
- 7 CHECK YOUR WORK Did you ...
 - use the correct style and register?
 - write four paragraphs?
 - use at least four comment adverbs?
 - check your spelling, grammar and punctuation?

18 Unit 1

Grammar

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

have learn not bring not listen read wait

:	1	Ivan didn't want to see the film because he the book.				
:	2	Amira	English for six years, so			
		she was pretty fluent.				
:	3	I had just got to school w	hen I realised I my PE kit.			
4	4	How long	your new phone			
		before you dropped it?				
!	5	We didn't know what to c	lo because we			
			to the teacher.			
(6	How long	(you) when the bus			
		finally arrived?	,			
1	WC	ould where possible. Alex	nd the verbs in brackets. Use (not do) any sport, but he			
1	WC	ould where possible.				
	_	does now.	(not do) driy spore, but he			
:	2	We we moved to the country	(live) in a big city, but then			
;	3	At first, I couldn't sleep w but then I the traffic.	hen I moved to the city centre, (hear) the noise of			
	4	When I was younger, I	(walk) to			
•	7	, , , , , , , , , , , , , , , , , , , ,	•			
		school, but now I ride my	bike.			
!	5	school, but now I ride my I'm tired! I	bike (not get up) so early.			
!		school, but now I ride my I'm tired! I	bike.			

Vocabulary

3 Match a word in A to a word in B and complete the sentences.

	Α	capable extensive hopeless late mental motivated older online
	В	arithmetic at generation of teens to tutorials vocabulary
1		You can sometimes work out how to fix your computer b watching
2		Tony's learn German because he needs it for his job.
3		The didn't grow up with the internet.
4		She's got such an because she reads so much.
5		l know you're better work than this.
6		He must be in his, because he's just started university.
-	3	I'm cooking. I burn everything! You don't need to write these prices down if you're good at

4 Complete the sentences with the correct form of the verbs.

	acquire	distract	focus	give	pick up	
1	Stop_		me! I	'm tryii	ng to conc	entrate!
2	How m	any peopl	e do you	ı know	who have	!
	more th	nan three l	anguag	es?		
3	When y	ou're learr	ning to c	drive, y	ou first ha	ve to
		yo	ur atten	tion or	n using the	pedals.
4	Once l'o	d	th	ie basio	cs, I could	start playing
along on my guitar with my favourite songs.						ζS.
5	My frier	nds said th	ey'd eni	joyed t	he play wh	nich
						s an actor.

Cumulative review

5 Read the text about a memory athlete. Choose the correct answer: A, B or C.

Triple world-record memory athlete

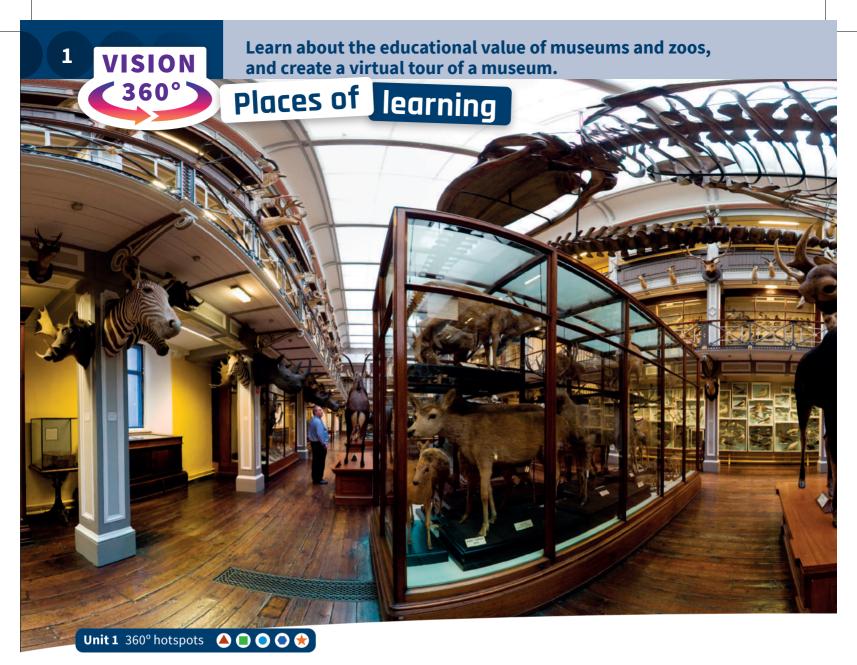
Twenty-seven-year-old Yänjaa Wintersoul is a famous memory champion, but she hasn't always had such a good memory. It was Joshua Foer's bestselling book Moonwalking with Einstein that 1____ her to learn memorisation. At school, she had been no different from other students. She ²_____to remember formulae in physics and chemistry, and she ³____ sometimes be disappointed with her marks. During ⁴____, there were times she thought she might not ⁵ her dream of going to university. In the end, she succeeded in gaining a place at Stockholm Business School, which is where she came across Foer's book. The techniques he described helped her ⁶ information, and she soon ⁷ her previous difficulties. She was so keen to put the theory into 8 that she entered her first memory competition when she 9____ memorisation for only two months. Although she came 18th out of 20 overall, she won the event that required her to ¹⁰____ names and faces. Yänjaa currently holds three world records in memorisation: names and faces, random images and random words.

1	Α	focused	В	inspired	С	mastered
2	Α	had been	В	had struggled	С	was
		struggling				struggling
3	Α	got used to	В	was used to	С	would
4	Α	adolescence	В	adulthood	С	retirement
5	Α	fulfil	В	gain	С	pick up
6	Α	absorb	В	focus	С	distract
7	Α	attempted	В	gained	С	overcame
8	Α	confidence	В	potential	С	practice
9	Α	had been practising	В	used to practise	С	would
						practise
10	Α	remind	В	recall	C	reminisce

Think & share

- **6** Work in pairs. Discuss the questions.
 - 1 There is a theory that it takes 10,000 hours of practice to master a skill. What's your view on this?
 - 2 Why are mistakes important in learning?

Review 19



- 1 THINK & SHARE Work in pairs. Discuss the questions.
 - 1 Why do people visit museums and zoos? What do you think people can learn there?
 - 2 When was the last time you went to a museum or zoo? What did you like and dislike about it?
 - **3** Do you think museums and zoos are more for education or entertainment? Or both equally? Explain your answers.

EXPLORE (360°)



Access the interactive 360° content now!

- Work in pairs. Explore the Natural History museum. Talk about what people of different ages can learn and experience here.
- 3 **ALL HOTSPOTS** Explore the hotspots. Which hotspot ...
 - 1 mentions some reasons to visit a museum?
 - 2 shows the type of museums that are famous around the world?
 - 3 discusses some of the problems with zoos?
 - 4 includes the history of museums and zoos?
 - 5 shows how animals hide themselves?

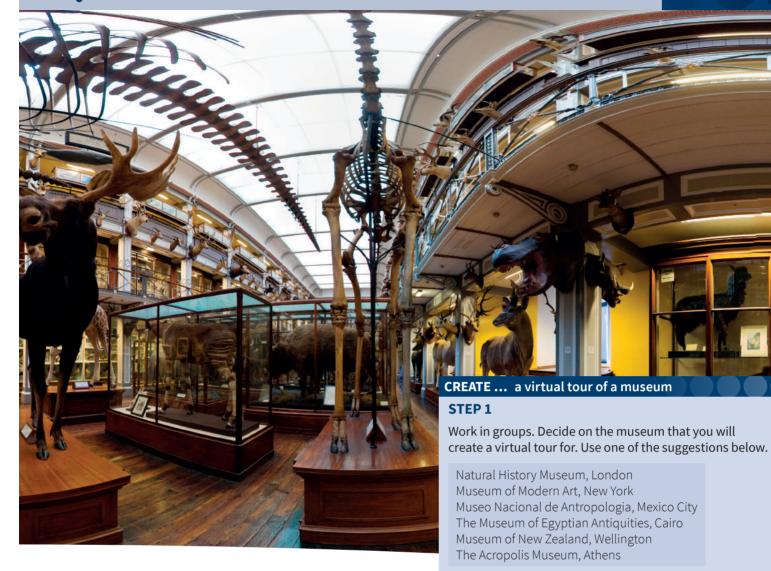
- 4 Watch and listen to the video about the history of museums and zoos. Are the sentences true, false or not mentioned? Correct the false sentences.
 - 1 The first zoos and museums appeared in the 19th century.
 - 2 Natural History museums helped to fund scientific research.
 - 3 Many of the animals in museums were killed by hunters.
 - 4 At first, zoos were not popular with the public.
 - 5 Many zoo animals were originally taken from the wild.
 - **6** Animal Rights campaigners think zoos should do more to keep the animals entertained.
- **5** Read about the educational benefits of museums for young people. Then match the benefits (A–E) to the four statements from a feedback questionnaire below. More than one answer is possible.

Q: What did you like best about the museum?

- I really appreciated being able to ask the museum educator anything I wanted without feeling stupid.
- 2. Knowing that this was the place where some of the world's greatest scientists did their research made me think differently about it.
- 3. Looking at some of the objects helped me to think differently about them and feel closer to the people who used them.
- 4. What I loved most was the talk given by one of the older people. I could have listened to her all day.

20 Vision 360





6 Listen to the interview about education and zoos. Complete the notes on the arguments for and against zoos.

For	Against
Education: Awareness: Protection:	Animals in captivity: TV documentaries: Cruelty:

- 7 THINK & SHARE Work in pairs. Discuss the questions about the interview in Ex 6.
 - 1 Who do you agree with more, Lucy or Nasser? Why?
 - 2 Do you think zoos play an important role in educating us about animals and the natural world? Explain your answers.
 - **3** What do you think is the best way to learn about the lives of wild animals?
- 8 Watch the video. Identify the animals in their natural habitats. How many can you see?
- 9 Nork in pairs. Visit London Zoo's website and find out about the workshops for schools. Choose one that is suitable for students your age and make notes about what it is, and what you will learn on it. Present the information to the class.

STEP 2 RESEARCH IT!

Go online and do some research into the museum. Find out about:

- location and opening times
- ticket prices
- highlights of the museum
- special exhibitions
- cafés and shops

STEP 3

Find a map of the museum online and photos of some of the highlights.

STEP 4

Use your notes from your research to prepare your virtual tour

- Decide when and how long your visit will be.
- Decide on the route that you are going to take through the museum.
- Choose five highlights you will visit and write short descriptions about them.
- Add photos to show the highlights.
- Plan a break for drinks and snacks.
- Don't forget to include a stop at the gift shop!

STEP 5

Make your presentation. Each member of the group presents a short section. Listen to the other presentations. Which museum would you most like to visit? Why?

Vision 360 21