



# UPRIGHT 6

## STUDENT'S BOOK.....ม.6

ชั้นมัธยมศึกษาปีที่ 6

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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# คำชี้แจง ในการใช้สื่อ

UPRIGHT เป็นชุดสื่อการเรียนรู้รายวิชาพื้นฐาน ภาษาอังกฤษในระดับมัธยมศึกษาปีที่ 4-6 ซึ่งออกแบบเนื้อหาเป็น 4 หน่วยการเรียนรู้ โดยแต่ละหน่วยการเรียนรู้ประกอบด้วย หัวข้อที่น่าสนใจ ภายใต้แนวคิดเดียวกัน มีการบูรณาการทุกทักษะทางภาษาเข้าไว้ด้วยกัน ทั้งการฟัง พูด อ่าน และเขียน มีเนื้อหาและทักษะทางภาษาที่สอดคล้องกับมาตรฐานและตัวชี้วัดของหลักสูตร โดยมุ่งเป้าหมายเพื่อให้นักเรียนสามารถใช้ภาษาอังกฤษได้อย่างคล่องแคล่ว เพื่อนำไปใช้สื่อสารในชีวิตจริง และเตรียมความพร้อมนักเรียนสำหรับศึกษาต่อในระดับอุดมศึกษาและการประกอบอาชีพ

นอกจากการบูรณาการทักษะแล้ว สื่อชุด UPRIGHT ยังสอน grammar (ไวยากรณ์) ซึ่งถือเป็นหัวใจสำคัญของการเรียนการสอนภาษาอังกฤษ เพื่อให้นักเรียนสามารถนำไปประยุกต์ใช้ในการสอบในระดับชั้นเรียน และในการสอบแข่งขันต่าง ๆ รวมทั้งยังส่งเสริมให้นักเรียนใช้ภาษาอังกฤษในการเรียนรู้เกี่ยวกับวัฒนธรรมของเจ้าของภาษา และเชื่อมโยงความรู้กับกลุ่มสาระการเรียนรู้อื่น

สื่อชุด UPRIGHT ยังเน้นการสอนคำศัพท์ที่หลากหลายที่มีความเกี่ยวข้องกับชีวิตประจำวัน มีการสอนแบบเป็นกลุ่มคำหรือวลี และ collocations (คำปรากฏร่วม) ซึ่งจะช่วยให้ นักเรียนสามารถจดจำกลุ่มคำที่ต้องใช้ร่วมกันได้ และทำให้ใช้สำนวนภาษาอย่างที่เขาเจ้าของภาษาใช้จริง ๆ อีกทั้งยังมีไฟล์เสียงประกอบการเรียนการสอน เพื่อช่วยให้นักเรียนฝึกฝนทักษะทางภาษาอังกฤษได้ดียิ่งขึ้น

ผู้จัดทำจึงหวังเป็นอย่างยิ่งว่า สื่อชุด UPRIGHT จะสามารถช่วยพัฒนาทักษะทางภาษาอังกฤษของนักเรียน และช่วยอำนวยความสะดวกให้กับครูผู้สอนได้เป็นอย่างดี



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		Vocabulary	Grammar & Pronunciation	Reading, Listening, Speaking	Writing
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		Vocabulary	Grammar & Pronunciation	Reading, Listening, Speaking	Writing
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## MODULE

# 1

## Things, Places & People

### Before you start ...

- What are two personal belongings you cannot live without?
- Are there any landmarks or attractions in your city?

### Learn about:

#### Vocabulary

- appearance
- character & feelings
- clothes & accessories
- personal belongings
- landmarks & attractions
- city & country living
- the weather
- everyday objects

#### Grammar

- relative pronouns/adverbs (*who, which, that, whose, where*)
- negative adjectives
- relative clauses (defining/non-defining)
- order of adjectives
- linkers
- logical assumptions/possibility (must – can't – may/might)
- the passive
- the causative

### And you can...

- describe people (appearance/character)
- describe objects
- buy things
- make plans
- give a presentation
- write descriptions of family/friends
- write a short article describing your best friend
- write an article presenting yourself
- write an article about your favourite object
- write a presentation on survey results
- write a sightseeing brochure
- write a for-and-against essay
- write a short paragraph about tanning and its effects
- write a presentation on the invention of an object
- write a paragraph giving your opinion on jobs for teens

### Find the page numbers for ...

- a pie chart
- a sightseeing brochure



What's in the module?



# 1.1 Famous faces

## Vocabulary

### Appearance

- 1 a) List the words under the headings.  
 Listen and check. Then say.

- plump • wrinkles • old
- tall • short • of medium height
- thin • moustache • beard • fat
- well built • in her late twenties
- spiky • wavy • long • curly
- round • straight • oval • slim
- small • in his early thirties
- skinny • teenager • overweight
- in his mid-forties • middle-aged
- freckles • dark/pale complexion

Face Hair Height  
 Build Age Special Features

- b) Use the words from Ex. 1a to say what you/your friend look(s) like.

*I'm a teenager. I'm tall and thin with short curly hair. I have got an oval face and blue eyes.*

## Reading

- 2 a) What does 'lucky stars' mean? Do you know the people in the pictures? Do they have a perfect lifestyle?

Listen and read to find out.

- b) Read the text again.  
 For statements 1-4, choose the correct word.

- Stars' lives are **demanding/dramatic/complete**.
- Young stars have to do what their **contracts/family/fans** say.
- Young stars don't get any time to be in the **spotlight/on their own/like their idols**.
- Stars are under constant pressure to be **exceptional/in the news/attractive**.

# Lucky Stars?

## Star Gazing!

Do you like to follow the latest celebrity styles on social media? Would it interest you to know that an actor recently grew a beard or that an actress got her hair cut?

People always want to hear about stars. We want to know about their lives, their relationships and how they look. They always seem perfect and have red carpet lives full of parties, exciting film sets, and designer clothes. They have the kind of life which a lot of people and designer clothes. They have the kind of life which a lot of people dream of. But think about it. Do you really want to live with the pressure of being famous?

Young stars often sign contracts which tell them what they can or can't do. They have to get up very early to start shooting so no late nights or parties. Their bosses are the ones who decide how much they should weigh, what clothes they should wear, and how they should style their hair.

The spotlight is always on young stars. You see them everywhere, on the Internet, in magazines and on TV. They don't have a private life. Cameras follow their every move and there is a lot of pressure on them to keep up their image and be perfect people.

Now, ordinary young people are feeling the same pressure to look perfect like their idols. But they have to remember that everyone is different and each person has a quality that makes them special. So, do you still want to be famous like Chris Hemsworth or Emma Stone whose lives are not their own?

- c) **THINK** What is the author trying to tell us? In three minutes, write a few sentences. Tell the class.

## STUDY SKILLS

### Learning prepositions

Certain verbs, nouns or adjectives go with a specific preposition. Learn them together. This will help you use the language successfully.

- 3 Choose the correct preposition.

- What do you know **on/about** Chris Evans?
- He has a simple life full **of/from** happiness.
- He's **in/on** trouble **to/with** his teachers.
- She's so successful; she has the world **on/at** her feet.
- He suffers **of/from** exhaustion.

# 1.1



The star:  
 Jennifer Lawrence rose to fame when she played Katniss Everdeen in *The Hunger Games*.

The facts: She felt pressured because she was asked to lose some weight for this role.

The star:  
 Robert Pattinson, the international star of the *Twilight Saga* seems to have the world at his feet.

The facts: Robert was in big trouble with his *Twilight* bosses when he cut his hair just before filming began on *New Moon*.

The star: Lady Gaga is one of the most famous pop stars in the world with a new look every day.  
 The facts: She suffered from serious exhaustion because of her hectic schedule.

## Grammar

### Relative pronouns

- 4 a) Read the box and find examples in the text in Ex. 2a.

We use:

- **who/that** for people. *Kim is my friend. She lives next door. – Kim, who lives next door, is my friend.*
- **which/that** for animals or things. *Tom lives in a block of flats. It is near the shopping centre. – Tom lives in a block of flats which is near the shopping centre.*
- **whose** to show possession. *This is Mr Smith. His son is an actor. – This is Mr Smith whose son is an actor.*

- b) Choose the correct relative pronoun.

- The girl **that/which** is talking to Sam is from London.
- The party **who/which** they held last Saturday was a lot of fun.
- The man **which/who** had dinner with Ann is her uncle.
- Kate, **whose/who** dress I'm wearing, is my best friend.
- Jane and Sandy, **who/whose** flat we stayed in while on holiday, are from New York.

- 5 Fill in the gaps with **who**, **whose** or **which**.

- A camel is an animal \_\_\_\_\_ can go without food for weeks.
- Jane, \_\_\_\_\_ mother is Spanish, is my best friend.
- Alan, \_\_\_\_\_ is my neighbour, is a professional footballer.
- A lion is an animal \_\_\_\_\_ lives in Africa.
- Sam shouted at a man \_\_\_\_\_ car was blocking Sam's driveway.

## Check these words

celebrity styles, relationship, red carpet lives, film set, designer clothes, pressure, sign a contract, shooting, style hair, spotlight, private life, idol, suffer from, hectic schedule

## Everyday English

### Describing appearance

- 6 Use the words in Ex. 1a to describe your classmates.

A: What does Harry look like?

B: He's tall and thin with blue eyes and short hair.

## Writing

- 7 Find photographs of family members or your friends. Write short descriptions. Show the photos and read out your descriptions to the class.



# 1.2 Characters

## Vocabulary

### Character & feelings

1 a) Listen and say. Which adjectives best describe the people in the photos (a-f)?

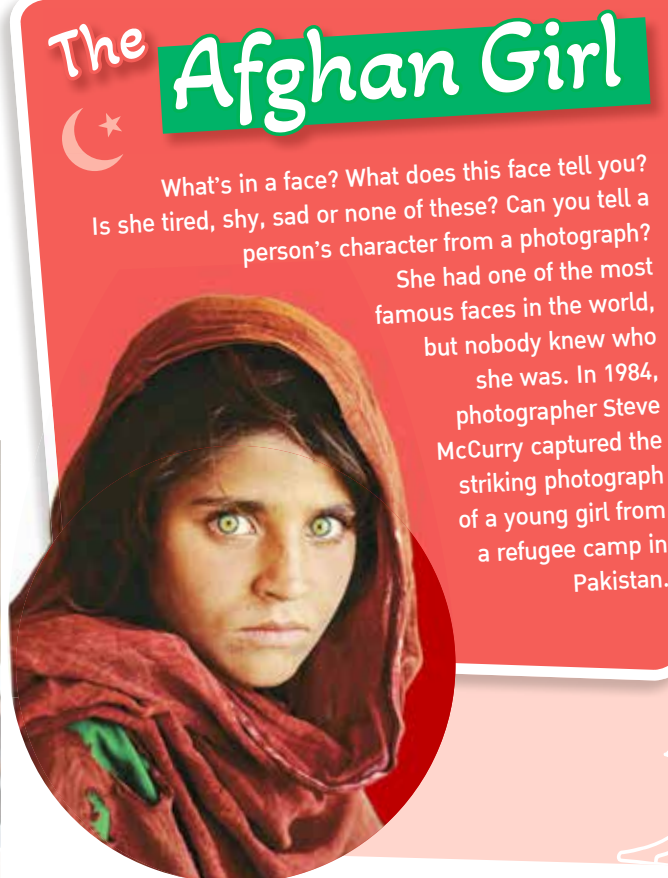
- patient • helpful • selfish • popular
- cheerful • lazy • ambitious • polite
- clever • dishonest • rude • shy



*Ken only cares about himself. He's selfish.*

b) Which of the adjectives in Ex. 1a best describe you? Give reasons why. Tell the class.

*I'm cheerful. I'm always in a good mood and happy.*



## Reading

2 a) Describe the girl in the photograph. What is she like? How does she feel? Why?

Listen and read to find out.

b) Read the text again and choose the correct answer *a, b, c* or *d* to complete the sentences. Justify your answers.

- Steve McCurry's photograph became famous
  - after it was published in a magazine.
  - when he visited a refugee camp in 1984.
  - twenty years after he took it.
  - when the girl's name was finally identified.
- Almost twenty years later, McCurry
  - visited a number of villages.
  - met one of the girl's relatives.
  - saw people demolishing the refugee camp.
  - took more pictures of the local people.
- Sharbat's three children
  - are all of school age.
  - have survived a war.
  - have no access to education.
  - work hard at home.
- The text is about
  - a famous photographer's career.
  - the hardships of war.
  - the story behind a photograph.
  - life in Afghanistan today.

Her piercing eyes looking out at the world through the lens of the camera touched millions of people when the picture appeared on the front cover of *National Geographic* in June 1985.

McCurry didn't know anything about the girl, though, not even her name. He only knew that she was an orphan and that she escaped from Afghanistan during the war in 1984. He spent almost twenty years searching for her.

Now his search is over. When he heard that they were going to demolish the camp, he decided to make one last trip to try to find 'the Afghan girl'. With a team from the magazine he travelled to Pakistan and showed the picture to the people left in the camp. As luck would have it, someone recognised the girl and put the team in contact with her brother. They managed to track her down to a small village.

As he laid eyes on her for the second time Steve remembered their first meeting. It was inside the school tent in the camp. He could feel how shy she was when he approached to ask if he could take her photo. She also remembers the meeting and how nervous and uncomfortable she felt.

Her name is Sharbat Gula. She has a husband and three children now and lives a hard life in a village that has no school or clinic. Still, she has hope for her children's future, that they might go to school, and she is happy that the world knows that she and her people have continued to survive.

### Check these words

capture, striking, refugee camp, piercing eyes, touch, lens, front cover, orphan, escape, demolish, recognise, in contact with, track down, approach, clinic, survive

3 a) Say three things you remember from the text.

b) 'A picture's worth a thousand words.' so the saying goes. What does Sharbat's picture tell you? In three minutes, write a few sentences. Read them to the class.

## Grammar

### Negative adjectives

4 Read the box. Form negative adjectives from the words in brackets. Check in your dictionaries.

We use certain prefixes (**il-**, **in-**, **im-**, **ir-**, **dis-**, **un-**) and suffixes (**-less**) to form negative adjectives: **il** + logical → **illogical**;

**in** + convenient → **inconvenient**;      **im** + polite → **impolite**;

**ir** + responsible → **irresponsible**;      **dis** + honest → **dishonest**;

**un** + trustworthy → **untrustworthy**;      **care** + **less** → **careless**

- He's \_\_\_\_\_ (**polite**). He never says *please* or *thank you*.
- My brother doesn't consider other people's feelings. He's \_\_\_\_\_ (**thought**).
- Richard acts like he is 12. He's very \_\_\_\_\_ (**mature**).
- Diana never keeps her promises. She's very \_\_\_\_\_ (**reliable**).
- Nobody likes Oliver. He's \_\_\_\_\_ (**popular**).

# 1.2

## Everyday English

### Talking about character

5 Use the language in the box and the adjectives in Ex. 1a to talk about your friends or family members, as in the example.

Asking	Responding
<ul style="list-style-type: none"> <li>What's he/she like?</li> <li>What sort of person is he/she?</li> </ul>	<ul style="list-style-type: none"> <li>He/She is (funny, bossy, arrogant etc.).</li> <li>He/She's a very/rather/quite (shy, helpful, energetic etc.) person.</li> </ul>
<b>Note:</b> rather + negative adjective	

**A:** *What's your brother like?*

**B:** *He's quite popular. He has a lot of friends. He's a very helpful person too, but he can be rather bossy at times.*

## Listening

6 Listen and match the people (1-5) with the characters (a-f). One adjective doesn't match.

1	Edward	a talkative
2	Steven	b honest
3	Sandra	c popular
4	Paul	d helpful
5	Jane	e energetic
		f arrogant

## Writing

7 Write a short article describing your best friend. Follow the plan (80-100 words).

### PLAN

- Para 1** name, age, job, how you first met
- Para 2** what he/she looks like
- Para 3** what he/she is like
- Para 4** why you like him/her



## Vocabulary

### Clothes & accessories

- 1 a) In a minute, write down as many words as you can think of under the headings:

## Clothes Accessories

- b) Listen and say. Which of these adjectives best describe the people in the pictures?

- casual • sporty • trendy
- old-fashioned • chic • scruffy

- c) Use the words from the boxes to describe what each person is wearing.

### Style

baggy, casual, formal, sporty, tight/loose, fitted, tailored, trendy, modern

### Pattern

flowery, plain, striped, polka-dot, checked, patterned

### Material

velvet, leather, silk, cotton, wool, nylon, linen, denim

Steve is wearing a casual striped T-shirt, plain black trousers and sporty trainers.

## Reading

- 2 a) Look at Kate. What can her hobbies be? What does she want to be?  
b) Listen, read and check.

- b) Read the text again and mark the sentences T (true) or F (false).

- Kate is passionate about winter sports. \_\_\_\_\_
- Her taste in clothes is casual. \_\_\_\_\_
- Kate likes spending time in the kitchen. \_\_\_\_\_
- She has written travel articles. \_\_\_\_\_
- Kate finds the Chinese language difficult. \_\_\_\_\_
- Kate knows what she wants out of life. \_\_\_\_\_

### Goals

I'd really like to be a travel writer. That way, I'd visit all the fabulous places I've only read about in travel articles. I think writing about places is important because it spreads knowledge and encourages understanding and tolerance between different cultures. It's difficult to relate to a country which you know nothing about! The first place on my list is China. I'm so fascinated by the Chinese culture and language and I want to learn more about them first hand.

### Check these words

in a nutshell, slope, hang out, hoodie, truly, bake, have a sweet tooth, spread knowledge, encourage understanding, tolerance, culture, relate to, first hand

### Hobbies

When I'm not playing in the snow, I'm usually skateboarding with my dog, Diego. He's truly the coolest dog on the planet. I also love baking because I have a big sweet tooth. My favourite thing to make is basically anything that has chocolate in it, especially brownies. Having said that, I enjoy experimenting with recipes of all kinds. I also love watching old Kung-Fu films with my little brother, Jack, who likes keeping me company.

### In a Nutshell

Hello out there! I'm Kate from Colorado. I'm 17 years old and I live for sports! You can find me on the slopes any time there's snow on the ground. Otherwise, I'm usually hanging out at Joe's, which is my favourite café, drinking hot chocolate with my friends – I'm the girl who is always wearing jeans and a striped hoodie. You never catch me wearing anything too formal if I can help it!

Steve

Anna

Kate

# All about me

- 5 Join the sentences using *who*, *which*, *whose*. Which relative clauses are **defining (D)**? **non-defining (ND)**?

- There's a man living next door. He's a plumber.  
*The man who lives next door is a plumber. (D)*
- This is Mrs Jones. Her daughter plays the violin.
- Tim is very shy. He rarely goes out.
- They stayed at a cottage. It was near the seaside.

## Listening

- 6 You will hear someone talking about dressing for teenage job interviews. For sentences 1-4, choose the correct answer a, b or c.

- Maxime says one reason young people are not successful at interviews is that they
  - have limited experience.
  - are incorrectly dressed.
  - are underqualified.
- At an interview for a student job, you
  - must wear business clothes.
  - should avoid overdressing.
  - have to look presentable.
- Maxime suggests that wearing jeans
  - makes teens appear too young to work.
  - conveys the wrong image.
  - is only suitable for certain job interviews.
- When it comes to accessories and hairstyles,
  - boys should not have long hair.
  - it's best not to wear too much jewellery.
  - you should try to cover body piercings.

## Grammar

### Relative clauses

- 4 a) Read the box. Find examples in the text in Ex. 2a.

**Defining relative clauses** give necessary information essential to the meaning of the main clause. We never put them between commas.  
*The boy who sits next to me in class is my friend.*

**Non-defining relative clauses** give extra information that is not essential to the meaning of the main clause. We put them between commas. We cannot use **that** instead of **who** or **which**.  
*Karl, who sits next to me in class, is very funny.*

- b) Fill in the gaps with the correct relative pronouns. Add commas where necessary.

- My mum \_\_\_\_\_ is a teacher can't drive.
- The house \_\_\_\_\_ we live in is very cosy.
- Matt \_\_\_\_\_ dad is a doctor sings very well.
- The girl \_\_\_\_\_ is sitting over there is my best friend.

## Speaking & Writing

- 7 a) Make notes under the headings in the text about Kate, and then about yourself. Use your notes to compare yourself to Kate.

*Kate is from Colorado. I'm from London.*

- b) Use your notes to write an article presenting yourself for a teen website (80-100 words). You can use the text in Ex. 2a as a model.



# 1.4 Favourites

## Vocabulary

### Personal belongings

- 1 a) Match the words (1-10) with the pictures (a-j).  
 Listen and check. Then say.

1	mobile phone	6	cap
2	headphones	7	wallet
3	bike	8	watch
4	scarf	9	tablet
5	sunglasses	10	laptop

- b) Which of these objects do you often, sometimes, usually, never use?

## Reading

- 2 a) Read the first line in the texts. Why is each teenager hooked on these devices? How do you think they use them?  
 Listen and read to find out.

Is there something you couldn't live without? It seems we all have something that's really important in our everyday lives. Meet Jess and Tom, two 19-year-olds, and read about the things they couldn't live without ...

Mobile phones are the fastest way to communicate and I can't imagine how people lived without them! Post a letter? Send an email? Go to an Internet café? No thanks! I send so many messages to friends every day; I really can't count how many! It's a great way to say hi, share a joke or the latest gossip! I make all my plans to meet people via text message. It's so easy and clear that way. I really like my mobile phone; it has a sleek silver design, loads of features and is very easy to use. I get a new mobile phone every time my old one looks worn. I also like to be up to date with the latest technology. I'd feel lost without it!  
 (Jess)

### Check these words

hooked on, via, shiny, sleek, feature, worn, up to date, compact, (be) on the move, crash, shell, scratch, replace

Hooked on ...?



I can use my tablet wherever I am! It's really compact and light and I can put it in my backpack when I'm on the move, no problem! I use it all the time on campus; you can get wireless Internet nearly everywhere now. It's my way to stay in touch with friends and family; I use my tablet to check emails and go on social media every day. I remember when my old tablet crashed and I couldn't contact anyone for days – that was really bad! The tablet I have now is black and has a really cool red shell. That's a hard plastic cover that just snaps on and protects it from scratches. I've just bought the shell to replace the old leather case it used to have. My tablet is only about 6 months old and looks really modern. I can't picture my life without it!  
 (Tom)

- b) Read the text again. Then choose the correct answer a, b, c or d to complete the sentences.

- Jess uses her mobile phone to
  - work out calculations.
  - see street maps.
  - make new contacts.
  - exchange recent news.
- She changes her phone
  - whenever a new model appears.
  - if she gets bored with the design.
  - to keep up with new developments.
  - when she loses her old one.
- Tom says one benefit of having a tablet is it
  - is useful for studying.
  - doesn't weigh very much.
  - impresses his friends.
  - hardly ever crashes.
- Tom recently
  - bought a new cover.
  - damaged his tablet.
  - upgraded his tablet.
  - took some pictures.

## Grammar

### Order of adjectives

- 3 a) Study the table.

When we have more than two adjectives before a noun we usually put them in the following order.  
 We don't normally use more than three adjectives.

Order of adjectives								
	opinion	size	age	shape	colour	origin	material	purpose
a	nice	tiny	old	square	brown	Spanish	metal	coffee
								table

- b) Put the adjectives in the correct order.

- a(n) 1 old 3 Italian 2 blue scarf
- a square black small box
- a(n) gold oval expensive picture frame
- a modern beautiful silk shirt
- a(n) linen pink old-fashioned skirt

an old blue Italian scarf



- c) Now look at the pictures.  
 Listen and say which objects are described.

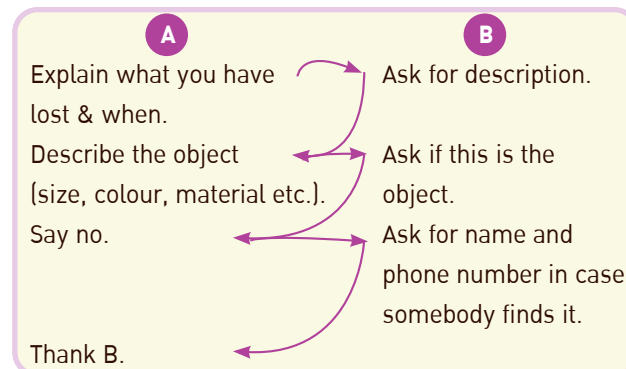
## Listening & Speaking

- 4 a) Pauline lost something at the library. What did she lose? Did she find it?  
 Listen and read the dialogue to find out.

P: Excuse me, I was studying here this morning and I've lost my watch. I was wondering if anyone handed it in.  
 L: What does it look like?  
 P: It's a cute little watch with a black leather strap.  
 L: Is it gold or silver?  
 P: It has a round silver face.  
 L: I'll have a look in the Lost and Found.  
 P: OK, thanks.  
 L: Is this it?  
 P: No, that's not it.  
 L: I'm sorry. Why don't you leave your name and number and I'll contact you if anyone finds it?  
 P: Thank you.

- b) Use the diagram in the box and the ideas below to act out similar dialogues.

- new red pair of sunglasses – cafeteria
- yellow baseball cap – sports centre



## Writing

- 5 What are you hooked on? Write an article similar to the ones in Ex. 2a. Write:

- why it is important to you
- what it looks like



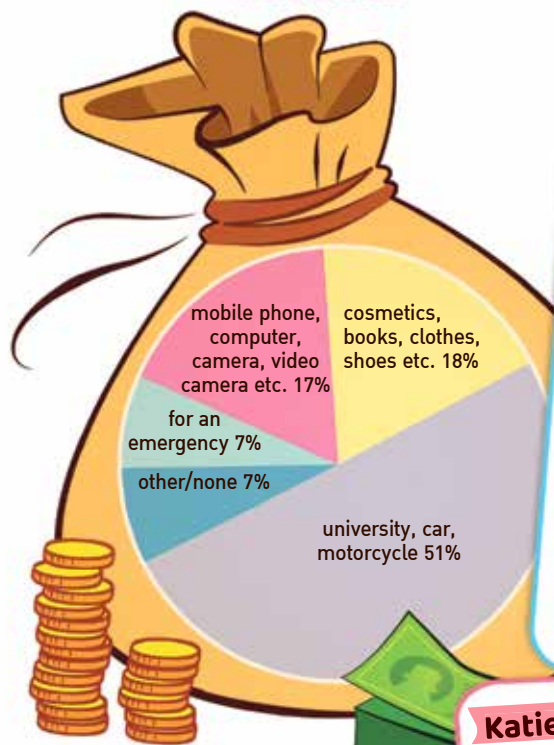
# 1.5 Money and teenagers

1 a) Look at the pie chart. What different things do teens save for? Use the phrases to make sentences.

- most/the majority of
- some
- a few
- very few

Most teens save their money to pay for university expenses or buy a car or a motorcycle.

## What Teens Save For



b) What about you? What are you saving up to buy? Tell the class.

## Money Matters

How does the average teen manage their money? Meet David and Katie who tell us about what they do with their money.

### David McIntosh

David lives at home with his parents and younger brother. He is studying engineering at university and he has a part-time job.

#### How much money do you get a week?

I work 3 nights a week and Sundays in my local delicatessen. I make about £60 a week.

#### What do you do with your money?

I don't spend much of the money I make. I don't really have time to go out. At the weekend I usually play football or basketball with my friends, which doesn't cost anything, and we go to the cinema maybe once a month. I only buy clothes when I really need them and I use my parents' home computer. I give my parents £10 a week to contribute towards bills and food. I don't care about having the latest mobile phone or a new digital camera because I'm saving up to buy a car.

### Katie Jackson

Katie is an only child. She is at university studying economics and lives in halls of residence.

#### How much money do you get a week?

I don't have a part-time job. I get a loan of about £12,000 a year instead, which covers my expenses so I can concentrate on my studies.

#### What do you do with your money?

Well, I never seem to have much money left at the end of the week. I like going to the shopping centre with my friends at the weekend and I always come back with something, whether it's a new dress, a bag or a magazine. I also love buying new shoes. I must have about thirty pairs. But I'm trying to cut down on my spending because I need a new computer and I don't want to have to ask my parents for help. Especially when they keep telling me I should save some money for an emergency.

#### Check these words

average, engineering, contribute towards bills, latest, save up, economics, halls of residence, loan, cover expenses, concentrate on, cut down on, emergency

## Reading

2 a) What does each person spend their money on?

Listen, read and check.

b) Read the text again. Then choose the correct answer a, b, c or d to complete the sentences.

- David doesn't spend a lot of money because
  - he never goes out.
  - his parents give him money.
  - he finds things too expensive.
  - he seldom needs to.
- In the future, David hopes to
  - have his own transport.
  - buy a digital camera.
  - spend more money on clothes.
  - upgrade his mobile phone.
- Kate's money comes from
  - working as a shop assistant.
  - a weekly allowance.
  - an amount she has borrowed.
  - a weekend job.
- Kate's parents
  - refuse to give her money.
  - warn her to spend less.
  - won't let her use their computer.
  - have some emergency savings.

3 a) Use the words from the **Check these words box** in the correct form to complete the sentences.

- Susan \_\_\_\_\_ her studies and got straight A's.
- My mobile phone bill is too high. I need to \_\_\_\_\_ my calls.
- I give my mum £30 a week to \_\_\_\_\_.
- She can't afford a new car, so she's getting a \_\_\_\_\_ from the bank.
- Jamie always has to have the \_\_\_\_\_ gadget.

## STUDY SKILLS

### Effective learning

Use phrases in sentences of your own. This helps you become a competent user of the target language.

# 1.5

b) Fill in the gaps with *save up*, *digital*, *cut down on*, *part-time*, *contribute*, *cover*. Use the completed phrases in sentences of your own.

- \_\_\_\_\_ job
- \_\_\_\_\_ to buy
- \_\_\_\_\_ towards
- \_\_\_\_\_ camera
- \_\_\_\_\_ expenses
- \_\_\_\_\_ my spending

## Speaking

c) Which of the two teenagers seem to spend their money reasonably? In three minutes, write a few sentences giving reasons. Tell the class.

## Everyday English

### Buying things

4 You need to buy a present. Use the language in the box to act out exchanges, as in the example.

Enquiring	Replying
<ul style="list-style-type: none"> <li>Can I help you?</li> <li>Do you need any help?</li> <li>What can I do for you?</li> </ul>	<ul style="list-style-type: none"> <li>I'm looking for ...?</li> <li>Do you have ...?</li> <li>I'm trying to find ...</li> </ul>
Agreeing on a price	
<ul style="list-style-type: none"> <li>This one is £ ...</li> <li>How about this/these? It's/They're £ ...</li> </ul>	<ul style="list-style-type: none"> <li>I'll take it.</li> <li>That's a bit expensive. I'll keep looking ...</li> </ul>

A: Can I help you?

B: I'm trying to find a silver picture frame.

A: This one is £10.

B: I'll take it.

## Writing

5 Conduct a survey of your friends asking them what they are saving money for. Draw up a pie chart and present your findings to the class. You can use the pie chart in Ex. 1a as a model.



# 1.6 Sightseeing

## Vocabulary

### Landmarks & attractions

- 1 a) Listen and say. Which of these attractions can a tourist visit in your town/city?
- aquarium • art gallery • amusement park
  - zoo • palace • museum • public gardens
  - library • castle • town hall • monument
  - bridge
- b) Listen to three people talking about their visit. Which place in Ex. 1a did each person visit? Which words helped you decide?

Carol Doug Patty

## Reading

- 2 a) Look at the map and the pictures. What do you know about these places? Where are they? What can someone see there?
- Listen and read to find out.
- b) Read the text and then write the names of the attractions of the words in bold.
- There's a very big bell **there**. \_\_\_\_\_
  - Royalty used to live **there**. \_\_\_\_\_
  - You can enjoy stunning views of London from **there**. \_\_\_\_\_
  - You can see the Crown Jewels **there**. \_\_\_\_\_
  - It hosts famous works of art. \_\_\_\_\_
  - There's a glass tunnel in **it**. \_\_\_\_\_
- c) Choose the correct word.
- London is well known for its new **additions/attractions**.
  - The **collection/selection** includes a lot of new paintings.
  - Just **relax/marvel** and enjoy the journey.
  - You can see amazing sights from the **pier/viewpoint**.
  - Jodie loves old things. She always wants to see **historical landmarks/modern art**.



**Westminster** – Start the tour at Westminster Pier next to the Houses of Parliament. Its most famous tower is the Clock Tower, where you can see the famous bell Big Ben and listen to the huge 13-ton bell strike on the hour.

**The London Eye** – The London Eye is an observation wheel. You can see spectacular views of the city, including Buckingham Palace where the ruling king or queen lives.

**London Aquarium** – The aquarium is an impressive building where you can see Europe's largest collection of marine life. You can walk through the glass ocean tunnel and admire green turtles. At the end of the tunnel you can view amazing sharks.



### Check these words

attraction, historical landmark, marvel, new addition, perspective, spectacular view, marine life, renovated, power station, date from

## 3 THINK Complete the sentence.

I'd like to visit \_\_\_\_\_ because \_\_\_\_\_.

## Grammar

### Where (relative adverb)

## 4 a) Read the box. Find examples in the text.

We use **where** (= in which) to refer to places.

*This is the hotel **where/in which** we stayed last year.*

- b) Join the sentences using *where/in which*.
- Coco's is a café. We often have coffee there.
  - This is the restaurant. My parents met here.
  - New York is the city. I grew up there.
  - Here's the gallery. My brother works here.
  - Tate Modern is an art gallery. You can see a lot of paintings there.

## Listening

## 5 Listen to two people talking about the Tate Modern art gallery. Complete the gaps.

## Tate Modern

Open 1) \_\_\_\_\_ days a week  
Monday- 2) \_\_\_\_\_ : 10 am- 3) \_\_\_\_\_  
Entrance 4) \_\_\_\_\_ (except for special exhibitions)  
Current 5) \_\_\_\_\_ of Gauguin's work.

## Everyday English

### Making plans

## 6 Use the language in the box and the places in the brochure in Ex. 2a to act out exchanges, as in the example.

Asking	Responding
<ul style="list-style-type: none"> <li>Where would you like to go?</li> <li>What would you like to do/see?</li> <li>Is there anything special you want to see/do?</li> </ul>	<ul style="list-style-type: none"> <li>I'd like to ...</li> <li>I want to ...</li> <li>Could we ...?</li> <li>Nothing/Nowhere in particular.</li> <li>I don't mind.</li> </ul>

**A:** *Is there anything special you want to do today?*

**B:** *Could we go to the Tower of London?*

**A:** *Sure, why not?*

**B:** *I also want to go to ... etc.*

## Writing

## 7 ICT Collect information about a city in your country to prepare a sightseeing brochure like the one in Ex. 2a. Write a short description of each place. Write:

- what the place is
- what it is famous for
- what you can see and do there



# 1.7 City life – country life

## Vocabulary

### City & country living

1 Listen and say. Which phrases best match each picture (a-b)?

- variety of entertainment
- medical services
- beautiful countryside
- crowded streets
- fast pace of life
- air and noise pollution
- high quality of education
- heavy traffic
- peace and quiet
- convenient public transport
- fresh air

## Reading

2 a) Read the title and the first sentence in each paragraph. What is the text about?

Listen and read to find out.

b) Read the article and complete the table.

FOR	
Arguments	Reasons/Examples
1 <i>more space</i>	<i>houses with big gardens</i>
2	
3	
AGAINST	
Arguments	Reasons/Examples
1	
2	
3	

# Country Living

Although city populations continue to grow steadily, not everyone is happy living in the city. Despite the many benefits of city life, there are still many people who prefer living in the country. So is country life better than city life?

There are a lot of advantages to living in the countryside. To begin with, there is more space to actually live in. Houses with big gardens offer more independence from neighbours and room to move around. The countryside also offers a more peaceful style of living. There are fewer cars and no motorways or underground that create so much noise pollution in the city. Moreover, the pace of life is slower, so life is less stressful. You don't get stuck in rush-hour traffic and your schedule is less hectic.

On the other hand, there are also some downsides to country life. For one thing, it is quite difficult to find work in the country. Job opportunities are very limited. Furthermore, things can be a long way apart. Everyday tasks take longer to do as you might have to travel to the next town to do your shopping. Lastly, there is a lack of privacy. As there are fewer people living there, it seems everyone knows each other's business.

All in all, although there are some disadvantages to living in the country, I believe that it is still a far better place to have your home than the city. Being able to live in a peaceful place with fresh air makes country life worth living.

### Check these words

population, benefit, prefer, stuck in traffic, downside, limited, lack of privacy, know somebody's business

c) **THINK** Why does the author prefer country life? Do you share the same opinion? In three minutes, write a few sentences. Read them to the class.

## Grammar

### Linkers

3 a) Read the box. Find examples of linkers in the text in Ex. 2a.

We use **linkers** to introduce a point, add points, order, show contrast and join sentences.

Introduce a point: **to start with, to begin with, firstly**

Add information: **another point is, in addition to, also,**

**and, as well as, moreover, furthermore**

Show contrast: **however, but, although, on the one hand, on the other hand**

Conclude: **to sum up, in conclusion, all in all**

b) Read the paragraph below and circle the correct linking word/phrase.

There are many positive things about living in the city. **1) To sum up/Firstly**, convenient public transport makes getting around easier. **2) In addition/In conclusion**, there is a large variety of entertainment. **3) However/All in all**, there are still many drawbacks to city life, like pollution. **4) Also/All in all**, each person must decide where he or she prefers to live.

## STUDY SKILLS

### Topic/Supporting sentences

In a for-and-against essay, start the main body paragraphs with a topic sentence which summarises the paragraph. Support the topic sentence with supporting sentences that give details and examples which further explain the main idea of the paragraph.

4 Find the topic sentences in the essay in Ex. 2a. Suggest alternative sentences to start each main body paragraph.

## Writing

5 a) Match the arguments (1-4) with their justifications (a-d).

### Arguments

- |   |              |
|---|--------------|
| 1 | convenient   |
| 2 | can be noisy |
| 3 | costs less   |
| 4 | less space   |

### Justifications

- a cheaper rent than a house
- b many people live in a block of flats
- c be close to shops, public transport, restaurants
- d most flats tend to be small

b) Use the arguments and justifications from Ex. 5a to complete the paragraphs below.

1 There are some arguments in favour of living in a flat.

2 However, there are certainly some negative aspects about flats.

6 Use your answers in Ex. 5b to write a for-and-against essay about living in a flat (120-150 words). Follow the plan below.

### PLAN

- Para 1 state topic (*Despite the many benefits of living in a house, many people prefer living in a flat.*)
- Para 2 pros (*advantages & examples*)
- Para 3 cons (*disadvantages & examples*)
- Para 4 summarise the topic (*To sum up/All in all, ... In my opinion/I believe ...*)



# 1.8 Come rain or shine!

## Vocabulary

### The weather

1 Listen and say. Which weather conditions are common in your country in different seasons?

**Sun**

sunshine blazing sun

heat wave 40°C/104°F warm 20°C/68°F cool 10°C/50°F

**rain**

shower downpour

drizzle thunderstorm

**Snow**

sleet hail

snow blizzard

In summer it's warm and temperatures reach 25°C/77°F.

## Reading

2 Read the title of the text and look at the picture. Where is the man? What is he doing? Is it safe?

Listen and read to find out.

### Check these words

popular, exposure, skin cancer, serious risk, develop, prematurely, ignore, fatal, diagnosed, SPF, UVA and UVB protection, instance, concentrated, increase risk

# ENJOY THE SUNSHINE!

Along with having that certain haircut, a pair of jeans or shoes, it seems like the latest must-have for young adults is the perfect tan. You don't have to wait for the sun to get a tan either. You can go to a tanning salon and get a tan whatever the weather. Judging by the number continuing to open up in towns and cities they must be very popular.

### THE TRUTH ABOUT TANNING

Too much tanning and sun exposure may cause skin cancer. It's a serious risk for anyone, but especially for young people. As Dr Julie Sharp of Cancer Research UK says, "Younger skin is more easily damaged than older skin, and the earlier in life you expose your skin to the sun and UV rays, the greater the risk that you could develop skin cancer later on."

Tanning causes sunburn, which could make the skin age prematurely, causing wrinkles and lines. "Millions of young people don't buy sunscreen because they think it's too expensive," says Dr Sharp. "They know the risks but choose to ignore them."

Many young people think that skin cancer must be an old person's disease, but this just isn't true. Melanoma, a very aggressive and sometimes fatal form of skin cancer, can affect people of all ages.

Melanoma is now the most common kind of cancer diagnosed in young adults aged 25-29 in the United States.

### GIVE YOUR SKIN A BREAK!

Everyone enjoys the sunshine but we need to take better care of our skin! As Dr Julie Sharp says, "Use a sunscreen with SPF 15 or higher, with UVA and UVB protection, and apply every two to three hours." Stay away from sunbeds! Being pale can't be so bad after all!

In a recent study, one in three young adults said that they hope to get a tan, and one in ten of this 18-to-34 age group do not use any sunscreen products.

### FOUR TANNING MYTHS

#### MYTH 1. Skin cancer is easy to treat.

Melanoma can be fatal if you don't notice it.

#### MYTH 2. Tanning is OK in moderation.

Cancer is a risk even when you spend only a little time tanning. Just one instance of sunburn may have damaging effects.

#### MYTH 3. Your body needs a lot of sunshine to be healthy.

We get vitamin D from the sun, a very important vitamin for our health, so sunshine is good for us, but in small amounts. Fair-skinned people should really spend no more than 15 minutes in the sun without sunscreen.

#### MYTH 4. Sunbeds are safer than the sun.

Sunbeds are more concentrated than the sun's rays and can cause deeper skin damage. "Getting a tan on a sunbed will increase your risk of cancer and make you look old," says Dr Julie Sharp.

3 a) Read the text again. Then choose the correct answer a, b, c or d to complete sentences.

- Tanning salons
  - are open in all seasons.
  - exist in all main towns.
  - mainly attract young people.
  - tan you better than the sun.
- According to Dr Sharp,
  - older skin has less need of sunscreen.
  - young people are at greater risk from tanning.
  - skin cancer rarely occurs in old people.
  - the young are unaware that tanning is dangerous.
- Recent research suggests that
  - melanoma has reached epidemic proportions.
  - most people sunbathe for at least 2 to 3 hours.
  - sunbeds are no more dangerous than direct sunlight.
  - 10% of young adults don't wear sunscreen.
- Vitamin D
  - should only be taken in small quantities.
  - is not recommended for fair-skinned people.
  - must be taken 15 minutes before sunbathing.
  - is directly available from natural sunlight.
- The main purpose of the text is to
  - give reasons for some common misunderstandings.
  - report on some research results.
  - warn about a serious health issue.
  - describe a modern beauty trend.

b) Use the words from the **Check these words** box in their correct form to complete the sentences.

- Sun \_\_\_\_\_ can cause skin cancer.
- Sunburn could cause skin to age \_\_\_\_\_.
- Without quick treatment, melanoma might be \_\_\_\_\_.
- Dr Julie Sharp says that we should use a high \_\_\_\_\_ sunscreen.
- We shouldn't \_\_\_\_\_ doctors' warnings about tanning.

## Grammar

### Logical assumptions/Possibility (must – can't – may/might)

4 a) Read the box. Find examples in the text.

- We use **must + base form of verb** when we are sure that something is true/real. *It **must be** really hot. It's 38°C.* (positive logical assumption - I'm sure it is hot.)
- We use **can't + base form of verb** when we are sure that something isn't true/real. *She **can't be** at the beach. She said she was ill.* (negative logical assumption - I'm sure she isn't at the beach.)
- We use **may/might + base form of verb** when we are not sure if something is possible. *We **may/might go** swimming later if the weather stays nice.* (I'm not sure if we are going swimming later.)

b) Choose the correct item.

- Take an umbrella; it **might/must** rain.
- You **can't/might** be cold – it's 25°C in here!
- The temperature **might/must** get as high as 40°C today.
- Mark isn't back yet. He **may/can't** still be at the beach.
- You **must/might** be tired after your journey.
- They **can't/mustn't** be at home; all the lights are off.

## Writing & Speaking

5 **ICT** Collect more information about tanning and its effects and write a short paragraph. Present your findings to the class.



# 1.9 Inventions

## Vocabulary

### Everyday objects

1 a) Match the items (1-8) with the pictures (a-h).

Listen and check. Then say.

1	correction fluid	5	stapler
2	sticky notes	6	rubber bands
3	paper clips	7	calculator
4	glue	8	Sellotape

b) What do we use each item for? Use the phrases to make sentences.

- join broken things together
- correct writing errors
- hold papers together
- write short notes
- fasten sheets of paper together firmly
- put it around things to keep them together
- make maths calculations
- stick papers on a wall

We use correction fluid to correct writing errors.

## Creative minds

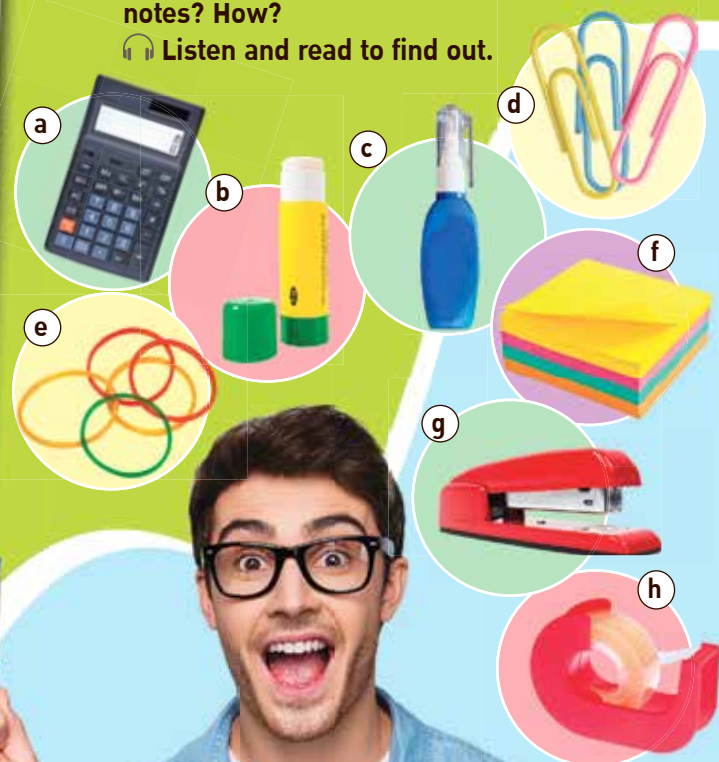
Most of us have learnt about the famous inventors at school. We all know that the telephone was invented by Alexander Graham Bell and that the inventions of Thomas Edison included the light bulb and a type of motion picture camera. But what about the inventors of the simple items that are used in everyday life? Their contributions are just as valued.

Art Fry and Spencer Silver were scientists who were employed by a company called 3M. In 1968, Silver came up with a very weak type of glue, but no one could find a use for it. Then, in 1974, Fry had an idea. Fry, who sang in a choir, used small pieces of paper to mark the pages of the songs in his book. The pieces of paper kept falling out, but with Silver's glue they stayed in place and he could lift them off without damaging the pages. That's how sticky notes started.

## Reading

2 a) Who invented correction fluid and sticky notes? How?

Listen and read to find out.



Correction fluid was the clever idea of Bette Nesmith Graham, a secretary who worked in a bank in Dallas. Graham, whose job involved typing documents on a typewriter, got frustrated whenever she made a mistake. So, one day, she went home to her kitchen and created a white mixture that she could use to paint over her typing errors. It was a huge success, and Graham became a millionaire! (Herson, Michael Nesmith, achieved success around the same time – as a member of the hugely popular 60s musical group The Monkees.)

### Check these words

inventor, light bulb, contribution, weak, glue, choir, mark, damage, type, document, typewriter, get frustrated, mixture, error, success

b) Read the text and correct the sentences.

- Thomas Edison invented the telephone.
- Spencer Silver invented the motion picture camera.
- Art Fry used glue to keep chairs together.
- Bette Nesmith Graham was a bank clerk.
- Bette made a white mixture at work.

3 a) Fill in the gaps with *get, become, sing, light, famous, typing, stay, have*. Use the completed phrases to make sentences based on the text.

- |                  |                    |
|------------------|--------------------|
| 1 _____ inventor | 5 _____            |
| 2 _____ bulb     | a millionaire      |
| 3 _____          | 6 _____ an idea    |
| frustrated       | 7 _____ in a choir |
| 4 _____ errors   | 8 _____ in place   |

Thomas Edison was a famous inventor.

b) **THINK** Which of the two stories impressed you more? Why? In three minutes, write a few sentences. Read them to the class.

## Grammar

### The passive

4 a) Read the box. Find examples in the text.

	ACTIVE	PASSIVE
Present simple	People use computers worldwide.	Computers <b>are used</b> worldwide.
Past simple	Steven Perry invented the rubber band.	The rubber band <b>was invented</b> by Steven Perry.

We use the **passive** when we don't know who did the action or it is obvious from the context (*The shops **are closed** today.*) or when the action is more important than the person who did it (*Glue **was used** by the Egyptians around 3,000 BC.*).

### Changing from active to passive

	Subject	Verb	Object
Active	Steven Perry	<b>invented</b>	the rubber band.
Passive	The rubber band	<b>was invented</b>	by Steven Perry.
	Subject	Verb	Agent

The **object** of the active verb becomes the subject in the passive sentence. The **active verb** changes into a passive form. The **subject** of the active verb becomes the agent. The **agent** is introduced with *by* or it is omitted.

# 1.9

b) Fill in the gaps with *is, are, was or were*.

- Sir Alexander Fleming \_\_\_\_\_ known for discovering penicillin.
- The boxes \_\_\_\_\_ sealed with tape before we sent them.
- Paper clips \_\_\_\_\_ used to hold papers together without damaging them.
- Correction fluid \_\_\_\_\_ made in a kitchen.
- Some people \_\_\_\_\_ blessed with the gift of creativeness.

5 Rewrite the sentences in the passive.

- Percy Spencer invented the microwave oven.
- The company employs 200 people.
- Vincent van Gogh painted *The Starry Night*.
- John Atanasoff and Clifford Berry built the first electronic digital computer.
- Columbus discovered America.
- They make paper in Finland.

6 Join the sentences using the linkers in brackets.

- He used to lock the door behind him. He left the house. (**whenever**) *He used to lock the door behind him whenever he left the house.*
- Seatbelts can save lives. Not many people wear them. (**although**)
- It was raining heavily. He left the house. (**even though**)
- He didn't want to go out. He wasn't feeling well. (**besides**)
- She studied hard. She could pass the exam. (**so that**)
- He stood up. He wanted to see what was happening. (**in order to**)

## Writing & Speaking

7 **ICT** Choose one of the objects in Ex. 1a. Do Internet research about how it was invented. Give a presentation to the class.



## Reading

1 What jobs do the young people in the picture do? Which other ones are suitable for a teenager?

2 a) Read the introduction to the text and the first sentence in each paragraph? What do you think each teenager's working life is like?

Listen and read to find out.

b) Read the text again and mark the sentences T (true) or F (false). Justify your answer.

- Luke works for 6 hours at the weekend. \_\_\_\_\_
- Luke's job is his only source of income. \_\_\_\_\_
- Scarlet stopped working at weekends because it affected her studies. \_\_\_\_\_
- Ben only works in the holidays. \_\_\_\_\_
- Tara wants to help her parents financially. \_\_\_\_\_
- Tara made £5 per hour when she worked at the shoe shop. \_\_\_\_\_

3 Use the words from the **Check these words** box to replace the words in bold.

- The main **tasks** of the job are speaking to customers and taking orders.
- My parents worry that my job will **get in the way of** my school work.
- His company sometimes asks him to work an extra shift when they are **a few people down**.
- Arthur gets to **watch** his boss working on the job.
- Some teenagers want to **give their parents money for the house**.
- I had to **reduce** the amount of time I spent at work.
- He doesn't earn very much; he only gets the **lowest amount possible**.
- There are a number of **extra benefits** to this job.

## Teen WORK!

Some teenagers have a part-time job to earn some extra cash or to help out with bills at home. But do you think teens should work? Do you think it helps prepare them for adult life or should they be concentrating on their studies and just enjoying being a kid? Here are some teens' experiences of working life.

**Luke**, who is 17, works in the reception of his local gym. He works 10 till 6 every Saturday. His duties include answering the telephone, checking membership cards and signing up new members. He enjoys chatting with the customers about exercising, and soon they'll have their exercise plans designed by him because he is being promoted to the position of trainer. He doesn't need to work because his parents give him pocket money, but the £4 he gets per hour gives him extra spending money. Luke's parents are concerned that he is doing too much, though, and worry that his school work will suffer.

### Check these words

help out with, duties, membership card, sign up, promote, work experience, observe, perks, cut back on, marks (were) suffering, pay packet, wage, short-staffed, interfere with, save up, contribute towards household bills, business (was) slow, let sb go, take care of, flexible, minimum wage



**Scarlet** is a hairdresser's assistant. She works three evenings after college. Even though it's tiring, Scarlet loves her job, and it's great work experience for her. She mostly sweeps the floor and washes hair, but she also gets to observe the stylists. There are perks that go with the job too – she has her nails done and her hair styled for free. She used to work weekends, but she had to cut back on her hours because her school marks were suffering. Even though she only gets £2.50 an hour, she still has enough in her pay packet at the end of the month.



16 year-old **Ben** doesn't work during the school year, but he does have a summer job as a kitchen assistant in a busy hotel and he earns a wage of £100 per week. His basic duties are cleaning and pot washing, but sometimes, when they are short-staffed, he chops the vegetables as well. The chef has given Ben some basic cooking lessons,

which has pleased his mum; she now has her dinner prepared for her at the weekends. Because he only works during the holidays his job hasn't interfered with his studies and he is saving up to go to university.



**Tara** is 18 and has a job as a babysitter. She believes that she should contribute towards household bills. For this reason she got a job in a shoe shop but, unfortunately, business was slow so they let her go. Since then, she's been babysitting her younger cousins. Tara's aunt is very pleased to have her kids taken care of by a relative when

she works late, and Tara is happy too because the job is flexible. It also pays better than the minimum wage she got at the shoe shop; her aunt gives her £5 per hour. And she has plenty of time to do her assignments after she reads her cousins their bedtime story.

## What's the law?

- During term time, 14 to 15-year-olds can only work for 2 hours on weekdays but in the holidays, they can work up to 5 hours on weekdays.
- Teens aged 16-17 are not allowed to work between the hours of 10 pm and 6 am.
- 16 to 17-year-olds are entitled to a break of 30 minutes for every 4.5 hours worked. They must also receive 2 days off per week.
- A worker aged 18 or over can work up to 6 days out of every 7, and 12 days out of every 14; but they cannot work more than 48 hours per week.
- Over 18s must receive a 20-minute break after working more than 6 hours.

## Grammar

### The causative (have sth done)

4 a) Read the examples. Which sentence shows that someone is doing something for someone else? Find examples in the text.



Ann is doing her hair.



Sue is having her hair done.

b) Complete the sentences using the **causative**.

- The beautician does Sue's nails every week.  
Sue \_\_\_\_\_.
- The mechanic repaired Ben's car.  
Ben \_\_\_\_\_.
- A local chef is preparing the food for the company party.  
The company \_\_\_\_\_.
- The repair man has fixed Jean's washing machine.  
Jean \_\_\_\_\_.
- The trainer is going to design my exercise plan next week.  
I \_\_\_\_\_.
- A professional will decorate our house.  
We \_\_\_\_\_.

## Listening

5 Listen to Ian being interviewed and complete the sentences.

- Ian is applying to work as \_\_\_\_\_.
- Last summer he worked at \_\_\_\_\_.
- Right now he's studying \_\_\_\_\_.
- He read about the position in \_\_\_\_\_.
- He can start \_\_\_\_\_.

## Speaking & Writing

6 a) **THINK** Which of the jobs in the text would you like to do? Why? Why would you not like to do the others? Tell the class.

b) **THINK** At what age do you think teenagers should get a part-time job? Do you think getting a job at an early age helps teens develop their personalities? Write a paragraph on the topic. Tell the class.



**1 Fill in the gaps with mood, move, hectic, first hand, late, lack, worth, private, capture, track.**

- Robert is young; he's only in his \_\_\_\_\_ twenties.
- She knows \_\_\_\_\_ what it's like to live in Spain.
- Nothing gets her down; she's always in a good \_\_\_\_\_.
- The amazing sights makes London \_\_\_\_\_ visiting.
- Sue managed to \_\_\_\_\_ a photo of a butterfly.
- Dan never sits down; he's always on the \_\_\_\_\_.
- They managed to \_\_\_\_\_ Sharbat down using her photograph.
- Bob has a \_\_\_\_\_ schedule. He's very busy.
- It's very difficult for famous people to have a \_\_\_\_\_ life.
- There is a \_\_\_\_\_ of privacy when you share a room.

**2 Underline the correct relative pronoun.**

- The man **which/who** lives next door is a baker.
- They renovated the museum **where/which** is close to the town hall.
- Bob is the boy **who's/whose** father is a doctor.
- He bought a new car **that/who** is very expensive.
- Is this the gallery in **where/which** he works?

**3 Rewrite the sentences in the passive.**

- The Mayor will open the new gallery on Monday.  
The new gallery \_\_\_\_\_.
- They must renovate the building.  
The building \_\_\_\_\_.
- He has designed the building to look like a ship.  
The building \_\_\_\_\_.
- Leonardo da Vinci painted *Mona Lisa*.  
*Mona Lisa* \_\_\_\_\_.
- The hairdresser cut Ann's hair.  
Ann \_\_\_\_\_.
- The mechanic will repair Tony's car.  
Tony \_\_\_\_\_.
- The repair man has fixed Ben's fridge.  
Ben \_\_\_\_\_.

**4 Underline the correct item.**

- It isn't my pen. It **can't/must** be John's.
- This **can't/must** be true. You're lying.
- Why don't you ask Jack? He **may/must** lend you some money.
- The dog **can't/might** bark when we pass by the gate.
- Her life **can't/must** be easy. She has got five children.

**5 Listen and circle the correct response.**

- a Of course. b I'll take it.
- a He's tall. b He's quite bossy.
- a I'm looking for a shirt. b I'll take them.
- a Nowhere in particular. b I'll keep looking.
- a No, he's arrogant. b No, he's the tall one.

**6 Read the email and underline the correct linker.**

New Message

Dear Miranda,

My new flat is great! City life is very different from life in the country. **1) Firstly/Also**, there is lots to do as this place is in a busy neighbourhood. **2) Although/Also**, there is a variety of entertainment right outside my door **3) and/but** my neighbours are very friendly. **4) However/To begin with**, it has its drawbacks. **5) To start with/To sum up**, it's noisier because of the heavy traffic, **6) and/on the other hand** I miss the fresh air of the country. **7) Another point is/Although** that it is very hectic here, everyone is always in such a hurry. **8) All in all/In addition**, it's a big change, but I think I'm really going to enjoy living here. Come and visit soon,

Trish

**7 Write a similar email (100-120 words) to your pen friend about the place where you live.**

## CHECK YOURSELF

- describe people's appearance & character
- describe places & things
- buy things & make plans
- write a for-and-against essay