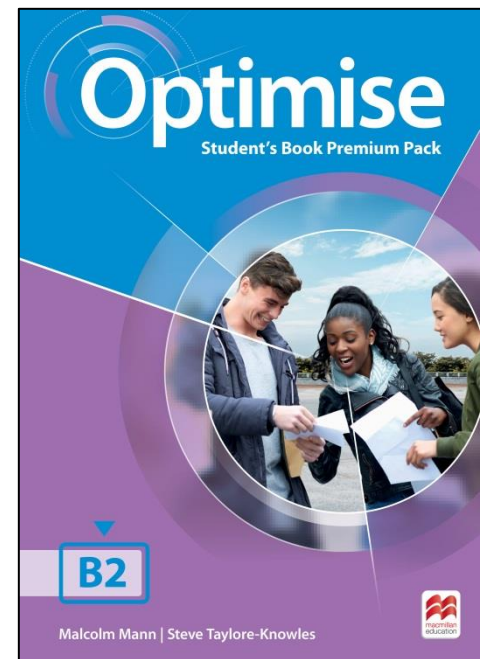
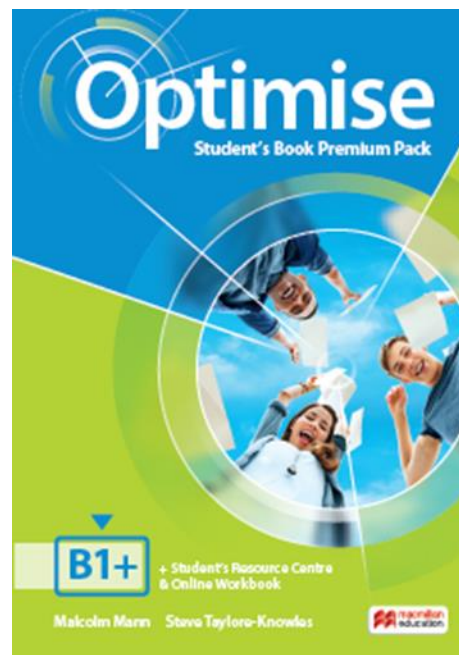
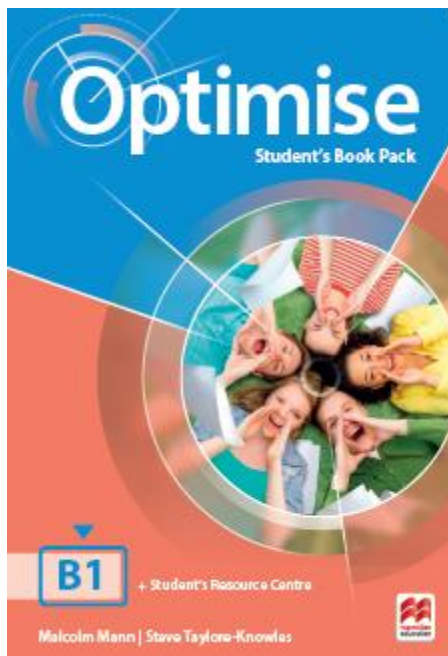
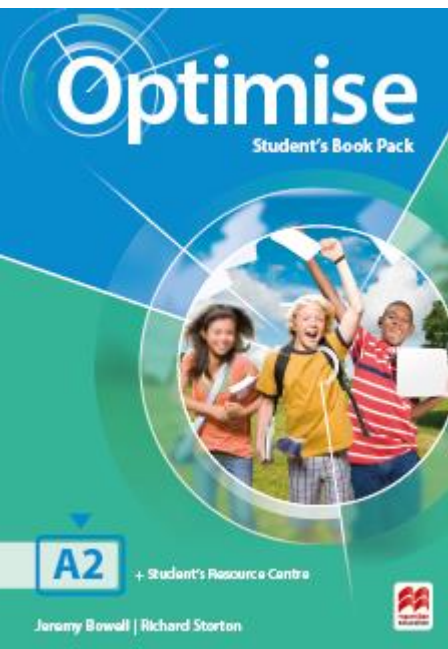


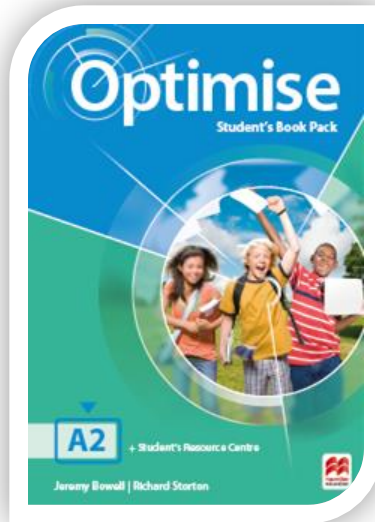
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EXPERT GUIDANCE

EXAM SUCCESS





TEENAGE

LEVELS
4CEFR
A2 – B2

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Print components **Digital components**

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 - Workbook
 - Teacher's Book
- Digital Student's Book
 - Student's Resource Centre
 - Online Workbook
 - Teacher's Resource Centre

Optimise: structure

- 12 topic-based units
- Each unit follows
the same 10-page structure
Reading – Grammar 1- Vocabulary – Listening – Grammar 2 –
Speaking – Use of English - Writing
- 2-page ‘Progress Check’ review
after every 2 units

6

Good food, good mood



READING | Multiple choice | A magazine article

- 1 Look at these sayings and statements. What do you think they mean? Which of them do you agree with?

An apple a day keeps the doctor away.

Don't go outside with wet hair or you'll catch a cold.

Don't go swimming for an hour after you've eaten.

Feed a cold, starve a fever.

Chicken soup cures a cold.

EXAM SKILL

Deducing meaning from context

- When you need to guess the meaning of a word/phrase in a text, think about the general idea and subject of the text.
- Then focus on the sentence/paragraph the word/phrase appears in and look for clues to its meaning.
- This context can help you to make a logical guess.

- 2 Find these sentences in the article. Choose the best word or phrase to complete each description.

1 *But are all old wives' tales false, or does modern science back any of them up?*
The second part of the sentence begins with 'or', suggesting contrast, so the phrasal verb 'back up' here probably means **disprove / support / negate**.

2 *They say it's to avoid muscle cramps, because the body is busy digesting the food.*
The advice is aimed at avoiding something, so 'muscle cramps' are probably some kind of **exercise / food / pain**.

- 3 Choose the correct word. If you aren't sure, find the phrases in the article and deduce the meaning.

- | | |
|------------------------------|--|
| 1 fever (paragraph 3) | low / high temperature |
| 2 dehydration (paragraph 3) | condition caused when the body has too much / little water |
| 3 nutrient (paragraph 3) | unhealthy / healthy things we get from food |
| 4 inflammation (paragraph 4) | red, hot / cold and/or swollen area of the body |
| 5 inevitably (paragraph 5) | used to say that something is unlikely / certain to happen |

READING 6

Science fact or science fiction?

Chocolate makes you live longer. Carrots help you to see in the dark. If you go outside with wet hair, you'll catch a cold. These are some of the old wives' tales that have been passed down through generations. If I had a pound for every time my mum stopped me leaving the house with wet hair, I'd be rich. But are all old wives' tales false, or does modern science back any of them up? I've been to see GP, Dr Jane Turner to ask if there's any scientific proof for any of these common myths.

By Dani Wells, Year 11

'Don't go swimming for an hour after you've eaten.'

My mum and dad often say this. They say it's to avoid muscle cramps, because the body is busy digesting the food. Interestingly, Dr Turner thinks there's an element of truth to this. She told me, 'I wouldn't agree it has to be an hour – that seems too long to me – but I would say if you've had a big meal, you should at least wait until you've started to digest it. I'd say at least 15 or 20 minutes would probably be enough.'

'Feed a cold, starve a fever.'

I've never fully understood what it meant, so I asked Dr Turner to explain it. 'Well, this is saying: if you have a cold, eat and drink well, but if you have a fever, don't. It's totally wrong, and I believe it's based on a misunderstanding with the word "starve". Originally, the saying used to be "feed a cold, starve off a fever". This means eat and drink well to prevent your cold developing into a fever. That was probably sensible advice. You should try to eat and

drink well as it's important to avoid dehydration. And if your body doesn't get the vitamins and nutrients it needs, it loses strength.

'If you have a cold, eat chicken soup.'

We've all heard this one, haven't we? And Dr Turner agreed. 'I think it's probably good advice – unless you're vegetarian or vegan, of course! A bowl of chicken soup is comforting, so it may well have a positive psychological effect. Also, I've heard of a study which suggests it may reduce inflammation, so it's worth a try.'

So what about going outside with wet hair? Does it inevitably lead to getting a cold, or can I tell my mum she's wrong? 'No, this one's not true at all. Colds are caused by viruses, not wet hair or generally "being cold". This has actually been tested several times. They've split people into two groups, one where the people were warm, and one where the people were cold. They then exposed them to a virus. There was no difference between the two groups in terms of how many people caught a cold.'



line 46



OPTIMISE YOUR EXAM

Multiple choice

- Always start by reading everything carefully.
- For some questions you need to refer to a whole paragraph, e.g. Exercise 4, questions 1 and 2.
- Find the correct reference in the paragraph. Some options may look correct but may refer to something different.

- 4 2.07 For questions 1–5, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 What do we learn about the writer's mother in the first paragraph?
A She probably never believes in her sayings.
B She only regularly tells Dani one folk saying.
C She'd never let Dani go outside with wet hair.
D She often says what some people call 'old wives' tales'.
- 2 What advice does Dr Turner give in the second paragraph?
A Don't swim for more than 20 minutes with a full stomach.
B Don't go swimming just after a large meal.
C Completely ignore the old wives' tale about swimming.
D Digest your food very quickly before going swimming.

- 3 Dr Turner suggests that the phrase 'stave off' in line 25
A is used to mean 'starve' but doesn't mean that anymore.
B means something similar to 'eat and drink well'.
C changed over time into 'starve' and this made the saying false.
D not heard in modern-day English.
- 4 Talking about chicken soup, Dr Turner says
A she doesn't understand the science behind the treatment.
B she always has a bowl whenever she has a cold.
C it only helps us get well because it affects us psychologically.
D vegetarians and vegans are at a disadvantage if they get ill.
- 5 The word 'exposed' in line 46 means they allowed them to
A see the virus.
B avoid the virus.
C come into contact with the virus.
D study the virus.

THINK | RESEARCH | CULTURE | LEARN | ME

What old wives' tales and sayings, similar to the ones in the article, do you have in your own culture/language?

6

Good food, good mood



READING | Multiple choice | A magazine article

1 Look at these sayings and statements. What do you think they mean? Which of them do you agree with?

An apple a day keeps the doctor away.

Don't go outside with wet hair or you'll catch a cold.

Don't go swimming for an hour after you've eaten.

Feed a cold, starve a fever.

Chicken soup cures a cold.

EXAM SKILL

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- Then focus on the sentence/paragraph the word/phrase appears in and look for clues to its meaning.
- This context can help you to make a logical guess.

2 Find these sentences in the article. Choose the best word or phrase to complete each description.

1 *But are all old swimmers...*

The second part of the sentence begins with 'or', suggesting contrast, so the phrasal verb 'back up' here probably means **disprove** / **support** / **negate**.

2 *They say it's to avoid muscle cramps, because the body is busy digesting the food.*

The advice is aimed at avoiding something, so 'muscle cramps' are probably some kind of exercise / food / pain.

3 Choose the correct word. If you aren't sure, find the phrases in the article and deduce the meaning.

- | | |
|------------------------------|--|
| 1 fever (paragraph 3) | low / high temperature |
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| 3 nutrient (paragraph 3) | unhealthy / healthy things we get from food |
| 4 inflammation (paragraph 4) | red, hot / cold and/or swollen area of the body |
| 5 inevitably (paragraph 5) | used to say that something is unlikely / certain to happen |

Large photo

- Describe
- Predict what the unit is about
- Relate to unit title

Warm-up activity

- Gets the students thinking and speaking about the topic

Exam Skill (B1+ only)

- Focuses on one key language or exam sub-skill relevant to the exam task



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OPTIMISE YOUR EXAM


Multiple matching

- This task may include inference questions. These often include words like *suggests* and *implies*.
- For example, in Exercise 3, question 4, none of the four teenagers says explicitly that their climb was 'for educational purposes', but one of them suggests (implies) it.

EXAM SKILL

Understanding implication

- Some exam tasks require you to 'read between the lines.'
- Not everything in a reading text is stated directly. Some information is implied by the writer.
- For example, in a tourist brochure, it might say, *We strongly suggest you take wet-weather clothes with you.* So we can infer that it probably rains often there.

3  2.18 For each question, choose from the people A–D. The people may be chosen more than once.

Which person

- | | |
|--|--------------------------------|
| 1 mentions a famous mountaineering expedition? | <input type="text" value="1"/> |
| 2 made an effort to enjoy the trip? | <input type="text" value="2"/> |
| 3 suggests the place they visited was cold? | <input type="text" value="3"/> |
| 4 suggests that they visited the place for educational purposes? | <input type="text" value="4"/> |
| 5 suffered from being so high up? | <input type="text" value="5"/> |
| 6 had a different experience from what they imagined? | <input type="text" value="6"/> |
| 7 gives advice on how to organise a trip? | <input type="text" value="7"/> |
| 8 stresses how many routes there are? | <input type="text" value="8"/> |

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Exam Skill

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OPTIMISE YOUR EXAMS | Listening
OPTIMISE


1 **1329** Listen to the five conversations. There is one question for each conversation. For each conversation, choose the correct answer (A, B or C).

1. Where is Karen's bag?




A B C

2. What time does the film start?




A B C

3. Where are Kevin and his sister going at the weekend?




A B C

4. What is Dad going to buy Mum for her birthday?



A B C

5. What's the weather going to be like tomorrow?



A B C

OPTIMISE In Part 1, you listen to five short conversations. Each one has a question and you choose the correct picture (A, B or C) to answer the question. There is an example to help you. Read the questions first and underline the important words. When you listen to the audio, listen for words with a similar meaning to your underlined words.

OPTIMISE In Part 2, you listen to a conversation and match two lists of items, using key information from the audio. There is an example to help you. Read the example and cross out the answer it matches, so you don't choose it again. Cross out other answers as you hear them. Check that the answers you didn't use are not needed. Focus on meaning. Just hearing one of the answer words on the audio doesn't mean it is a correct answer.

OPTIMISE In Part 3, you listen to a conversation and answer five multiple-choice (A, B or C) questions. There is an example to help you. Make notes of words in the possible answers the first time you listen. Check the answer options you didn't choose.

OPTIMISE In Part 4, you listen to a conversation and answer five multiple-choice (A, B or C) questions. There is an example to help you. Make notes of words in the possible answers the first time you listen. Check the answer options you didn't choose.

OPTIMISE In Part 5, you identify specific information (e.g. days, dates, numbers) and use the information to complete notes. There is an example in each part to help you. Read the questions and think about what sort of words you might hear. Sometimes the answers are more than one word. Think about what the missing information might be (days, dates, numbers, prices, etc).

2 **1330** Listen to Fiona talking about what she did on her holiday last week. For each day, choose a place she went to (A-H). There are three extra letters which you do not need to use.

1. Monday A the beach
2. Tuesday B the park
3. Thursday C a farm
4. Friday D the mountains
5. Saturday E the river
F a waterfall
G the forest
H the cinema

3 Read the sentences and options A-C in Exercise 4. Underline the important words. Write short notes predicting what you will hear.

4 **1337** Listen to Matt talking to his friend Joe about going to a concert and choose the correct answers.

1. Matt and Joe are going to the concert with

A Tim
B Peter
C Jill

2. What time does the concert start?

A 6.30
B 7.15
C 7.30

3. The Birds' latest song is

A Time After Time
B Time to Dance
C Time to Sing

4. Matt and Joe are going to the concert

A by bus
B by train
C by taxi

5. How much did the tickets cost each?

A £15
B £25
C £45

5 **1338** Listen to a boy, Adam, telling his mum about a school trip to the theatre. Complete the information.

SCHOOL TRIP - THEATRE	
Student's name:	Adam Field
Day:	1
Bus leaves at:	2
Play:	3
Theatre:	4
Price of tickets:	5

6 **1339** Listen again and check your answers.

7 **1339** Listen to Kay talking about a charity event she organised. Complete the information.

Brother's name:	Ben
Charity:	1 for the blind
Brother's dog:	2
Key organised:	3 morning
Money made:	4
Phone number:	5 099236

OPTIMISE YOUR EXAMS section at the back of the Student's Book provides exam strategies with advice on how to perform well under exam conditions

6 GRAMMAR 1 | Conditionals (1): zero, first and second conditionals

Grammar in context

In pairs, find and underline these conditional sentences in the text on page 59. Identify the grammar in each sentence.

- If you go outside with wet hair, you'll catch a cold.
- If I had a pound for every time my mum stopped me leaving the house with wet hair, I'd be rich.
- And if your body doesn't get the vitamins and nutrients it needs, it loses strength
- I think it's probably good advice – unless you're vegetarian or vegan, of course!

REMEMBER

Conditionals use different tenses depending on what we are talking about:

- We use the zero conditional to talk about general truths and scientific facts: *If you **don't eat** for a few days, you **start** to feel very weak and dizzy.*
- We use the first conditional to talk about real or likely situations now, generally or in the future: *If you **eat** four ice creams, you'll **be sick**!*
- We use the second conditional to talk about hypothetical, impossible or unlikely situations now, generally or in the future: *If you **lived** at the North Pole, you **would probably eat** a lot of fish.*

Sometimes we use different words instead of *if* in conditionals:

- unless* means 'if not' or 'except if': *If it is not urgent, I won't call the doctor.*
= *Unless it is urgent, I won't call the doctor.*
- as long as* is similar to *if* and means 'on condition that': *I will go to the doctor as long as you come with me.*

▶ See Grammar reference, Unit 6, page 153

More detailed explanation given at the back of the book

1 Match to make sentences.

- If you bite your tongue, it _____
- If you yawn, _____
- Put half an onion under your bed _____
- If you put half an onion under your bed _____
- If someone's nose is itchy, it means they're _____
- The visitor will be female if _____
- If it's the left side of the nose, the visitor _____
- It means you might _____
 - if you're ill.
 - it's the right side of the nose that's itchy.
 - when you're ill, it will help you get better.
 - means that you've recently told a lie.
 - will be male.
 - go on a journey soon if your right foot itches.
 - it often means that danger is nearby.
 - going to have a visitor.

2 If a word or phrase in bold is correct, put a tick. If it's incorrect, rewrite it correctly.

- If I have a headache, I usually took a couple of aspirin and it disappears. _____
- If you don't feel well tomorrow, you aren't able to play in the match. _____
- I'll make an appointment to see a doctor if I were you. _____
- If Carla won't feel well, she should lie down for a while. _____
- You won't get any cake unless you eat your vegetables. _____
- If I told you to put half an onion under your bed, will you do it? _____

3 Complete each second sentence so that it means the same as the first sentence. Use zero, first or second conditionals.

Example: Eat more fruit and you'll feel better.
If you eat more fruit, you'll feel better.
Unless you eat more fruit, you won't feel better.
As long as you eat more fruit, you'll feel better.

- Don't go swimming on a full stomach or you might get cramp.
If _____.
- The only thing that will make my headache go away is drinking a lot of water.
Unless _____.
- Ellie has a lot of energy when she gets enough sleep.
As long as Ellie _____.
- It's not weird that doctors don't believe most old wives' tales.
It would _____.
- People who eat carrots regularly have great eyesight.
If you _____.
- Take my advice and you'll recover very soon.
If you _____.
Unless you _____.
As long as you _____.

THINK | RESEARCH | CULTURE | LEARN | ME

In pairs, decide which of the sayings and ideas in Exercise 1 you think are sensible and which you think are silly.

GRAMMAR REFERENCE

GRAMMAR REFERENCE | Unit 1 | Tense review: present simple and continuous, stative verbs

Present simple

FORM: I/You/We/They live / don't live ...
He/She/It lives / doesn't live ...
Do I/you/we/they live ...? Does he/she/it live ...?

I We form the emphatic present simple with do/does: Yes, it's true! Sophie does have a dog!

USE: to talk about 1 general truths and facts, 2 current habits, 3 how often things happen, 4 permanent situations, and 5 states:

- The Moon goes round the Earth.
- I drive to work.
- Ben goes on holiday twice a year.
- We live in Portugal.
- I love my hair!

Present continuous

FORM: I am / 'm not working ... You/We/They are / aren't working ... He/She/It is/isn't working ...
Am I working ...? Are you/we/they working ...? Is he/she/it working ...?

GRAMMAR REFERENCE | Unit 1 | -ing and infinitives

Verbs/phrases usually followed by the full infinitive (+ to)

be able, agree, appear, arrange, ask, attempt, choose, decide, hope, manage, offer, plan, prepare, pretend, promise, refuse, seem, tend, want, would like

Some of these verbs/phrases can be followed by an object before the full infinitive.
My parents want me to study medicine.

Verbs/phrases usually followed by the -ing form
admire, appreciate, avoid, can't, deny, discuss, dislike, enjoy, fancy, feel like, mention, mind, miss, practise, put off, risk, succeed, suggest, understand

Some of these verbs/phrases can be followed by a possessive form or object before the -ing form.
Do you mind me/my using your tablet?

Verbs and phrases with prepositions can often be followed by the -ing form.
I'm interested in buying a new laptop.

Thanks for helping me install that new software.

Verbs/phrases usually followed by an object + bare infinitive

USE: to talk about 1 actions happening now, 2 temporary situations, 3 changing and developing situations, 4 temporary series of actions, and 5 annoying habits (= always).

- I'm not enjoying this show.
- Where are you living at the moment?
- Technology is becoming more important.
- I'm driving hard to work this week.
- You're always interrupting me!

Stative verbs

USE: to refer to states rather than actions. Stative verbs include verbs about thinking (believe, know, think, etc.), existence (be, exist, etc.), emotions (love, like, hate, etc.), human senses (hear, see, smell, etc.), appearance (appear, look, seem, etc.) and possession or relationships between things (belong to, have, include, etc.).

Some verbs can refer to either states or actions, but their meaning changes (e.g. feel, have, imagine, look, see, smell, think and taste).

Can you see that plane over there? (state)
Are you seeing Lucas this weekend? (action)

Verbs/phrases followed by the full infinitive or -ing form with little or no change in meaning
begin, continue, have, intend, love, start

Verbs/phrases followed by the full infinitive or -ing form with a change in meaning
forget, go on, like, mean, regret, remember, stop, try
Oh! I've forgotten to upload the photos. / I'll never forget getting my first smartphone.

prefer, would prefer, would rather and had better

FORM:

prefer (+ object) + -ing	I prefer reading on an e-reader.
prefer (+ object) + full infinitive	I prefer to read books rather than play games.
prefer + noun	I prefer books to games.
would prefer (+ object) + full infinitive	I would prefer to go to Russia on holiday this year.
would prefer + noun	I would prefer a holiday in Russia.
would rather (+ object) + bare infinitive	I would rather not go out this evening.
would rather (+ object) + past tense	I would rather you didn't use my laptop.

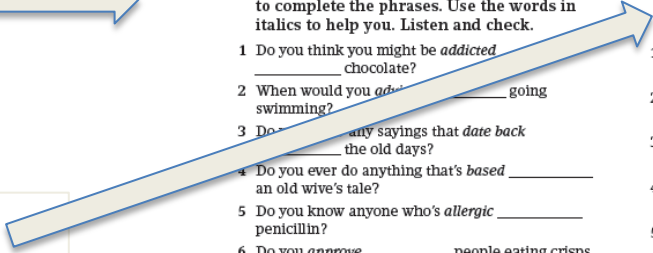
Plus one of:

- Collocations
- Phrasal verbs
- Patterns
- Idioms



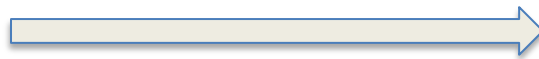
In every unit:

- Topic vocabulary



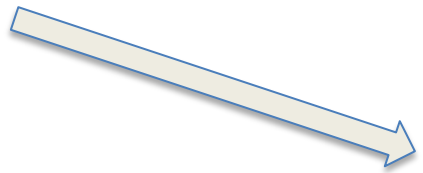
In every unit:

- Word formation



Say It Right

- Focuses on one aspect of pronunciation



VOCABULARY | Word patterns | Word formation | Topic vocabulary

Words + prepositions

- 1 2.08 Write one preposition in each gap to complete the phrases. Use the words in italics to help you. Listen and check.
- Do you think you might be *addicted* _____ chocolate?
 - When would you *advise* _____ going swimming?
 - Do you think any sayings that *date back* _____ the old days?
 - Do you ever do anything that's *based* _____ an old wife's tale?
 - Do you know anyone who's *allergic* _____ penicillin?
 - Do you *approve* _____ people eating crisps for breakfast?
 - What diseases do you think they will have found a *cure* _____ by 2050?
 - If you had to *get rid* _____ one thing from your diet, what would you choose?
- 2 In pairs, decide what the phrases in italics mean then ask and answer the questions in Exercise 1.

Words connected with health

- 4 2.10 Choose the correct word to complete the sentences. Use a dictionary if necessary. Listen and check.
- Joe picked up a very hot pan that was in the oven and there's a nasty *burn* / *cut* on his hand.
 - I've felt ill for ten days. I think I must have a *cramp* / *virus*.
 - 40.1 degrees is a very high *allergy* / *temperature*. You should go to the doctor.
 - Anna *sprained* / *cut* her finger with a knife in the kitchen. I think she needs a plaster.
 - Lots of people catch *flu* / *burns* in the winter.
 - One of the symptoms of flu can be a *sore throat* / *virus*.
 - Max has got a headache and a fever / *bruise*. I think he's got flu.
 - Beatrice can't walk very well. She *burnt* / *sprained* her ankle playing tennis today.
 - I've been sitting down all day and now I've got an *allergy* / a *cramp* in my leg.
 - You've got a bad *sprain* / *cold* so make sure you wear some warm clothes and take some tissues with you.
 - My eyes are sore and my skin is red. I think I've got an *allergy* / a *virus*. It must be your cats.
 - David had a nasty *bruise* / *fever* on his arm after he fell off his bike.

Adverbs formed from adjectives

- 3 2.09 Write the adverb form of each adjective in the correct column. Listen and check.

accidental | anxious | automatic | basic
cheerful | comfortable | current | day
early | easy | extraordinary | fast | frequent
good | gradual | happy | hopeful | regular
relative | remarkable | short | surprising
traditional | true | unbelievable

adverb is adjective + -ly	adverb is not just adjective + -ly but does ends with -ly	adverb does not end with -ly
accidentally	automatically	

SAY IT RIGHT
Resource centre: Unit 6
Pronunciation of adjectives ending with -ly



UNIT 5

WORD FORMATION Verbs/adjectives with -ate	
Core word	Derivatives
active (adj)	activate (v), (in)active (adj), acting (n), activation (n), (in)action (n), (in)activity (n), actor (n), actress (n), actively (adv)
affection (n)	affectionate (adj), affectionately (adv)
consider (v)	(in)considerate (adj), consideration (n), (in)considerately (adv)
décor (n)	decorate (v), decoration (n), decorator (n)
despair (v/n)	desperate (adj), desperation (n)
equal (v/adj)	equate (v), (in)equality (n), equally (adv)
fortune (n)	(un)fortunate (adj), misfortune (n), (un)fortunately (adv)
motive (n)	(de)motivate (v), (de)motivation (n), motivational (adj), motivator (n)
special (adj)	specialise (v)/specialize (US-V), specialisation (US-N)/specialization (US-N), specialism (n), speciality (n), specialist (n), (especially) adv
stimulus (n)	stimulate (v), stimulating (adj), stimulation (n)
value (v/n)	undervalue (v), overvalue (v), evaluate (v), (in)valuable (adj), evaluation (n), valuables (n)

PHRASAL VERBS

Phrasal verb	Meaning	Example sentence
drop off (Type 2)	fall asleep	Dad was watching TV and dropped off on the sofa.
feel up to doing (Type 4)	feel well enough to do sth	I felt so ill yesterday I didn't feel up to getting out of bed.
get (sb) down (Type 2)	make sb feel upset or depressed	Hearing that terrible news today really got me down.
let (sb) off (Type 1)	not punish	Mr Tibbbs caught me texting in class but let me off with a warning.
look back (on) (Type 2)	think about sth from the past	When Dad looks back on his childhood, he's amazed by how little technology there was then.
put (sb) down (Type 1)	say negative things to/about sb	Dont put Ben down just because he's not very good at history.
sort out (Type 1)	solve, resolve	Let's sort out who's sleeping on the sofa and who's in the tent.
stand for (Type 3)	put up with, tolerate	I won't stand for rudeness in my classroom, Alex.

TOPIC VOCABULARY | Hobbies

Word	Example sentence
blogging (n)	If you're interested in blogging, you need to think how to make your blog interesting.
board game (n)	My family and I love playing traditional board games like Monopoly and Cluedo.
DJing (n)	Joe's hobby is DJing, which means we frequently hear music coming from his bedroom.
martial arts (n, pl)	They say that doing martial arts is good for your body and your mind.
mountain biking (n)	Mum knows I want to go mountain biking but she's worried that I'll hurt myself.
online gaming (n)	How many hours do you spend at your computer online gaming each week?
painting (n)	I wish I was good at painting but unfortunately I'm simply not artistic at all.
photography (n)	Digital cameras have made photography a lot easier; everyone can take good photos now!
programming (n)	Beck is doing a course on programming then she hopes to get a job in the gaming industry.
scuba diving (n)	Have you ever been scuba diving and seen all the brightly coloured fish that live underwater?
social networking (n)	Flo's a big fan of social networking and says that it's helped her to make new friends all over the world.
yoga (n)	Yoga helps you to relax and it's good exercise as well.

UNIT 6

WORD PATTERNS Words + prepositions	
Core words	Example sentence
addicted to	George goes running every day - he's addicted to exercise!
advise against	Our PE teacher advises against exercising right after a big meal.
allergic to	I'm allergic to strawberries so when I eat them, my face goes red and spotty.
approve of	Do you approve of people who never do any exercise and eat fast food every day?
based on	Mum's plan for healthy meals is based on the idea that fruit and vegetables are good for you.
cure for	Do you think scientists will find a cure for all diseases one day?
date back to	Grandma says her recipe for apple pie dates back to the 19 th century!
get rid of	What can I do to get rid of a headache without taking any pills?

WORD FORMATION | Adverbs formed from adjectives

Core word	Derivatives
accident (n)	accidental (adj), accidentally (adv)
anxious (adj)	anxiety (n), anxiously (adv)
automatic (adj)	automatically (adv)
basic (adj)	basically (adv)
believe (v)	(un)believable (adj), belief (n), believer (n), unbelievably (adv)
cheer (v/n)	cheerful (adj), cheerfully (adv)
comfort (n)	(un)comfortable (adj), discomfort (n), (un)comfortably (adv)
current (adj/n)	currently (adv)
day (n)	everyday (adj), midday (n), today (n), daily (adj)
easy (adj)	(un)easy (n), easily (adv)
fast (adj/adv)	fasten (v)
frequent (v/adj)	infrequent (adj), frequency (n), (in) frequently (adv)
good (adj/n)	better (adj/adv), best (adj/adv), goodness (n), well (adj/adv)
gradual (adj)	gradually (adv)
happy (adj)	unhappy (adj), (un)happiness (n), (un)happily (adv)
hope (v/n)	hopeful (adj), hopeless (adj), hopefully (adv), hopelessly (adv)
ordinary (adj)	extraordinary (adj), (extra)ordinarily (adv)
regular (adj)	irregular (adj), regularity (n), (ir)regularly (adv)
relate (v)	relative (adj/n), relation (n), relationship (n), relatively (adv)
remark (v/n)	(un)remarkable (adj), (un)remarkably (adv)
short (adj)	shortness (n), shortage (n), shortly (adv)
surprise (v/n)	(un)surprising (adj), (un)surprisingly (adv)
tradition (n)	traditional (adj), traditionally (adv)
true (adj)	untrue (adj), truth (n), truly (adv)

TOPIC VOCABULARY | Words connected with health

Word	Example sentence
allergy (n)	Some of my classmates have an allergy to nuts.
bruise (v/n)	How did you get that bruise on your leg?
burn (v/n)	Be careful you don't burn your hand on the oven!
cold (n)	Mum says I should stay in bed and drink lots if I've got a cold.
cramp (n)	It can be dangerous if you get cramp while you're swimming.
cut (v/n)	Olle cut his finger while he was chopping the onions.
fever (n)	I feel hot, then cold, then hot again - I think I've got a fever.
flu (n)	Callum was in bed for ten days when he had the flu.
temperature (n)	Your temperature ought to be about 37° Celsius, not 39!
throat (n)	It can be difficult to talk properly when your throat is sore.
sprain (v/n)	Kalis can't walk because she sprained her ankle playing tennis yesterday.
virus (n)	Four of my classmates are off school today and they're all suffering from the same virus.

Words + prepositions

- Write one preposition in each gap to complete the phrases. Use the words in italics to help you. Listen and check.
 - Do you think you might be *addicted* _____ chocolate?
 - When would you *advise* _____ going swimming?
 - Do you know any sayings that *date back* _____ the old days?
 - Do you ever do anything that's *based* _____ an old wife's tale?
 - Do you know anyone who's *allergic* _____ penicillin?
 - Do you *approve* _____ people eating crisps for breakfasts?
 - What diseases do you think they will have found a *cure* _____ by 2050?
 - If you had to *get rid* _____ one thing from your diet, what would you choose?

- In pairs, decide what the phrases in italics mean then ask and answer the questions in Exercise 1.

Adverbs formed from adjectives

- Write the adverb form of each adjective in the correct column. Listen and check.

accidental | anxious | automatic | basic
cheerful | comfortable | current | day
early | easy | extraordinary | fast | frequent
good | gradual | happy | hopeful | regular
relative | remarkable | short | surprising
traditional | true | unbelievable

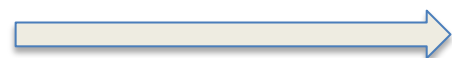
adverb is adjective + -ly	adverb is not just adjective + -ly but does ends with -ly	adverb does not end with -ly
accidentally	automatically	

Words connected with health

- Choose the correct word to complete the sentences. Use a dictionary if necessary. Listen and check.
 - Joe picked up a very hot pan that was in the oven and there's a nasty **burn** / cut on his hand.
 - I've felt ill for ten days. I think I must have a **cramp** / **virus**.
 - 40.1 degrees is a very high **allergy** / **temperature**. You should go to the doctor.
 - Anna **sprained** / cut her finger with a knife in the kitchen. I think she needs a plaster.
 - Lots of people catch **flu** / **burns** in the winter.
 - One of the symptoms of flu can be a **sore throat** / **virus**.
 - Max has got a headache and a fever / **bruise**. I think he's got flu.
 - Beatrice can't walk very well. She **burnt** / **sprained** her ankle playing tennis today.
 - I've been sitting down all day and now I've got an **allergy** / a **cramp** in my leg.
 - You've got a bad **sprain** / **cold** so make sure you wear some warm clothes and take some tissues with you.
 - My eyes are sore and my skin is red. I think I've got an **allergy** / a **virus**. It must be your cats.
 - David had a nasty **bruise** / **fever** on his arm after he fell off his bike.



Vocabulary Reference section at back of book



SAY IT RIGHT
Resource centre: Unit 6
Pronunciation of adjectives ending with -ly

Optimise

Benefits in action: Confidence in Speaking



Talk2Me videos



Speaking Test videos

Become more confident in exam
and functional speaking

Developing fluency and accuracy



Optimise

Benefits in action: Personalisation



THINK | **RESEARCH** | CULTURE | LEARN | ME

Find two more facts online about each of the four places in the article and turn them into eight questions. In pairs or groups, give each other a quiz.



THINK | RESEARCH | CULTURE | **LEARN** | ME

What are the differences between 'active' and 'passive' sentences in your language? Are they similar to or different from the active and passive forms in English?

Do you find forming and understanding the passive in English easy, or is it confusing?



THINK | RESEARCH | CULTURE | LEARN | **ME**

Imagine Carol in Exercise 3 was your friend, and you could leave a comment under her blog post. What would you write?

Develop essential 21st century skills for language exams and life beyond the classroom

Think, Research, Culture, Learn and Me features

1 In pairs or as a group, match the food sayings to their meanings.

- Don't cry over spilt milk.
 - Don't be unhappy about something that's already happened.
 - Don't be upset if you spill milk on something.
- Take something with a pinch of salt.
 - Don't have too much salt in your diet.
 - Be sceptical about what you are told.
- Don't bite off more than you can chew.
 - Don't take on too much.
 - Don't eat too much at mealtimes.

EXAM SKILL

Engaging the reader

- A key skill when you write is to find ways to hold the attention of the reader so they will want to keep reading.
- There are a number of ways you can do this depending on the type of text.
- We will look at some in exercises 2 and 3.

2 Read this article and make notes to answer the questions.



A COMMON SAYING

You know what it's like. You're hungry and you grab some crisps or you're rushing off to school and haven't got time for breakfast.

Have you ever heard the saying 'you are what you eat'? It means that in order to be fit and healthy, you need to eat good food. I'm sure it's the kind of thing you've heard your parents say!

Although it's a common saying, I've never stopped to think about what it actually means. Apparently, nine of out ten of us eat junk food on a daily basis and we've probably all had the short-term sugar rush after snacking on chocolate. But there's a real link between what we eat and how we function. Think about smart snacking – eating healthy snacks, such as fresh fruit and popcorn instead of sweets to give us more energy and improve our concentration, which actually helps us study and perform better.

Do you know what the strangest thing is? I've started paying attention to what I eat and I think it's having a positive effect on my energy levels and my ability to study more effectively. Maybe I really am what I eat!

- Did you find the article interesting?
- Do you think the writer tried to make the article interesting to read?
- If yes, what language and techniques did they use? If no, what should they have done to make it more interesting?

3 Look at the article again. Find these sentences and answer the questions.

You know what it's like.

- Who is 'you'?
- By the end of the sentence, do we know what 'it' refers to?
- What effect does this have?

Do you know what the strangest thing is?

- Is the reader supposed to answer this question?
- By the end of the question, do we know what is strange?
- What effect does this have?

4 In pairs or as a group, discuss your answers to exercises 2 and 3.

OPTIMISE YOUR EXAM

An article

- An article should entertain and engage the reader so try to keep their attention throughout, starting in the introduction.
- Asking the reader questions, or saying something that surprises the reader, makes them think about what you might say next.

5 Look at this writing task and complete the information.

You see this notice in an international English-language magazine for teenagers.

ARTICLES WANTED

We're looking for articles about unusual or interesting sayings about health and fitness. Does anyone you know use a saying to give advice on how to stay healthy? Tell us about it – describe the saying and explain what makes it unusual or interesting. The best articles will be published in our next issue.

Write your article.

What is the saying in English? It doesn't have to be a real saying. You can make one up. Use your imagination!	
What is it used for? Make sure it's connected in some way to health and fitness and staying healthy.	
What makes it unusual or interesting? What does the saying mean and how is it relevant today?	
How are you going to start? Write the first one or two sentences. Try to interest and engage the reader and make them want to read on.	

6 Plan Make a paragraph plan.

Part	Purpose	Useful phrases	My notes
Title	interest the reader		
Paragraph 1	engage the reader and get them interested in the subject	<i>You know what it's like. Have you ever heard ...?</i>	
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Paragraph 4	conclude	<i>So, next time you hear someone say ... Listen out for ...</i>	

7 Write Write your article in an appropriate style. Write 140–190 words.

8 Check Before you hand in your article, complete this checklist.

Checklist

- I've included all the information from my notes in Exercise 5.
- I've followed my paragraph plan.
- I've tried to engage the reader and make them want to continue reading.
- I've used a friendly style that's not too formal.
- I've checked my spelling and grammar.

6

WRITING | An article

1 In pairs or as a group, match the food sayings to their meanings.

- 1 Don't cry over spilt milk.
 - a) Don't be unhappy about something that's already happened.
 - b) Don't be upset if you spill milk on something.
- 2 Take something with a pinch of salt.
 - a) Don't have too much salt in your diet.
 - b) Be sceptical about what you are told.
- 3 Don't bite off more than you can chew.
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- A key skill when you write is to find ways to hold the attention of the reader so they will want to keep reading.
- There are a number of ways you can do this depending on the type of text.
- We will look at some in exercises 2 and 3.

Short warm-up

2 Read this article and make notes to answer the questions.



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You know what it's like. You're hungry and you grab some crisps or you're rushing off to school and haven't got time for breakfast.

Have you ever heard the saying 'you are what you eat'? It means that in order to be fit and healthy, you need to eat good food. I'm sure it's the kind of thing you've heard your parents say!

Although it's a common saying, I've never stopped to think about what it actually means.

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- 5 By the end of the question, do we know what is strange?
- 6 What effect does this have?

4 In pairs or as a group, discuss your answers to exercises 2 and 3.

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An article

- An article should entertain and engage the reader so try to keep their attention throughout, starting in the introduction.
- Asking the reader questions, or saying something that surprises the reader, makes them think about what you might say next.

Model :Right length Right level
= achievable

Start working towards the production of the student's own composition

Writing task

- * Check comprehension
- * Brainstorming / ideas generation

Detailed and guided planning

Students produce first draft of their composition

5 Look at this writing task and complete the information.

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WRITING REFERENCE

AN ARTICLE | Example task

You see this announcement on a website for teenagers:

Articles wanted!

Do you live in a tourist destination?
What does your local area have to offer tourists?
Tell us why someone might want to visit your local area and what attractions they might enjoy.
The best articles will appear on the website!

Write your article.

Always give your article a title.

Rhetorical questions are a good way of engaging your reader.

Use a friendly, conversational style.

Speak directly to your readers, using 'you' and 'your' where appropriate.

Use linking words and phrases.

AN UNEXPECTED TOURIST DESTINATION

Do you always spend your holidays in the same old places? It's time to try something a bit different. My home town of Bolton, in the north of England, has lots to offer the adventurous tourist!

The first stop on our tour of the town is the local museum. This dates back to 1939 and has a fantastic natural history section, with lots of animals and birds to look at. If you're interested in ancient history, you'll find the museum's collection of objects from Ancient Egypt absolutely fascinating.

After visiting the museum, perhaps you'd like to go shopping! The Market Place is a large shopping centre, which has all the big names. You can find some real bargains, as well as souvenirs of your visit.

Finally, when you get hungry, Bolton is a great place to eat out. Whether you like Indian food, Chinese food or traditional British food, you'll find everything in Bolton town centre. Your only problem will be deciding which restaurant to choose!

Bolton might not be on everyone's holiday list, but give it a chance and I'm sure you won't be disappointed!

Use exclamation marks to add a sense of excitement where appropriate.

Use a variety of sentence types, including conditionals where appropriate.

Give your opinion where appropriate.

USEFUL PHRASES

Rhetorical questions	Introducing points in order	Introducing further points	Introducing your opinion
Do you usually ...? Are you one of those people who ...? Have you ever ...? Do you ever ...?	Firstly, First of all, To begin with, Secondly, Next, Finally,	Also, In addition to that, Having done that, Another point is that ... Apart from that	I'm sure that ... I tend to think that ... Personally, I believe that ... I'm sure you'll agree with me that ... In my view, in my opinion, if you ask me ...

Writing reference 169

If they need more help, they can refer to the Writing reference section

5 Look at this writing task and complete the information.

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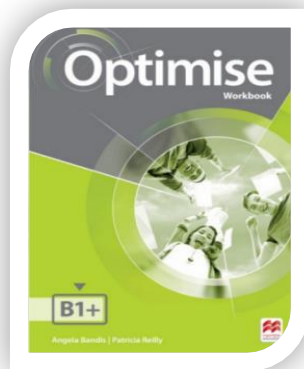
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Optimise

Student Resources

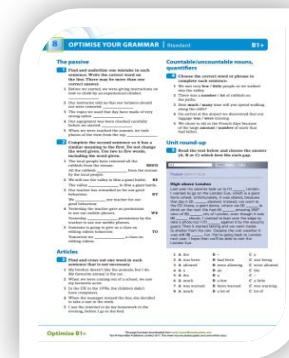


Develop learner autonomy

Flexible and interactive learning approach

Student's Book

Workbook



Online Workbook

Digital Student's Book

Student's Resource Centre

Digital Student's Book

- For a complete interactive learning experience

The screenshot displays a digital student book interface with the following components:

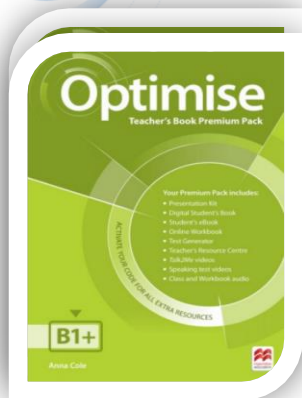
- Page Header:** Pages 80-81
- Section 8:** "The only way is up" with a large number 8 in a blue box.
- Reading Passage 1:** "Machu Picchu" by Rocio Montoya. The text describes the ancient Inca city and a challenging hike. It includes a photo of a person taking a picture of Machu Picchu.
- Reading Passage 2:** "Mount Ruapehu" by Sam Freeman. The text describes a hike to the summit of a volcano. It includes a photo of a person climbing a mountain.
- Exercises:**
 - 1:** In pairs or groups, imagine you're planning to climb a mountain. Make two lists.
 - Problems you could have on the way up and down.
 - Things you should take with you.
 - 2:** Find these sentences in the article and read the sentences around them. For each one, decide what is implied. Choose the correct word.
 - It's not for everyone - your feet and legs will ache. This trip is quite **impressive** / boring.
 - It's been described as the busiest mountain in Britain, and for good reason. It's busy because lots of people visit it / work there.
 - As my mum and I are huge fans of The Hobbit, we went on a dream holiday to New Zealand last year. They went to New Zealand to relax / to visit the tourist locations.
 - The chair-lift ride to Knoll Ridge Chalet, New Zealand's highest café at 2,020 metres, is out of this world. The writer was impressed / not impressed.
 - 3:** For each question, choose from the people A-D. The people may be chosen more than once.

Which person	
1 mentions a famous mountaineering expedition?	<input type="checkbox"/>
2 made an effort to enjoy the trip?	<input type="checkbox"/>
3 suggests the place they visited was cold?	<input type="checkbox"/>
4 suggests that they visited the place for educational purposes?	<input type="checkbox"/>
5 mentioned being so high up?	<input type="checkbox"/>
6 had a different experience from what they imagined?	<input type="checkbox"/>
7 gives advice on how to organise a trip?	<input type="checkbox"/>
8 stresses how many routes there are?	<input type="checkbox"/>
 - 4:** In pairs, compare your answers to Exercise 3. If you agree, find the part of the text which gives you the answer. If you disagree, justify your choices.
 - 5:** Find each word in the text and write a short definition or close synonym. Use a dictionary if necessary.

1 sea level (para A)	_____
2 ascent (para B)	_____
4 estate (para C)	_____
5 sake (para C)	_____
6 sera (para D)	_____
7 scenery (para D)	_____
8 breathtaking (para D)	_____
- EXAM SKILL:** Understanding implication. Some exam tasks require you to 'read between the lines'. Not everything in a reading text is stated directly. Some information is implied by the writer. For example, in a tourist brochure, it might say: We strongly suggest you take wet-weather clothes with you. So we can infer that it probably rains often there.
- EXAM SKILL:** Multiple matching. This task may include inference questions. These often include words like suggest and imply. For example, in Exercise 3, question 4, none of the four teenagers says explicitly that their climb was for educational purposes, but one of them suggests (implies) it.
- EXAM SKILL:** OPTIMISE YOUR EXAM. Multiple matching. This task may include inference questions. These often include words like suggest and imply. For example, in Exercise 3, question 4, none of the four teenagers says explicitly that their climb was for educational purposes, but one of them suggests (implies) it.
- RESEARCH:** Find two more facts online about each of the four places in the article and turn them into eight questions. In pairs or groups, give each other a quiz.
- Workbook that 8:** Reading pages 60-61, exercises 1, 2, 3

- Works offline
- Auto-marked activities, plus open-grading for productive tasks
- Embedded Class audio and videos
- Note-taking function to annotate exercises
- Link to the Macmillan Dictionary
- Syncs and feeds into score report when online
- Link to Grammar, Vocabulary and Writing pages for easy reference
- Speak and playback function for speaking practice

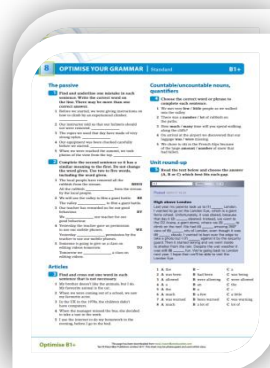
Optimise



Teacher's Book



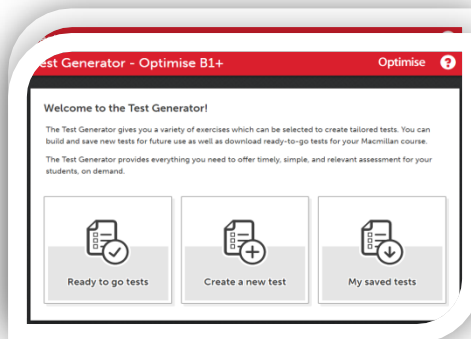
Online Workbook



Teacher's Resource Center



Digital Student's Book & Teacher's Presentation Kit



Test Generator

Teacher Resources

Deliver heads-up interactive lessons

Truly flexible teaching approach

Prepare students well for exams

Prepare for mixed-ability classes

Teacher's Presentation Kit (Student's Book and Workbook)

- For dynamic and motivating digital lessons

The screenshot displays a digital interface for an English textbook. It features several sections:

- 8 SPEAKING | Discussion:** Includes a video activity, a 'PHRASE EXPERT' box with expressions like 'I agree / don't agree with you', and a 'Discussion' section with prompts for opinion.
- USE OF ENGLISH | Word formation:** Contains a 'Word formation' section with a text about an earthquake in Nepal and an 'EXAM SKILL' section on noun formation.
- LISTENING | Sentence completion:** Features a '3 EXAM TASK' where students listen to Sandra Atkins and complete sentences about mountains.

The interface includes navigation icons at the top and a 'So, what do you think?' prompt in a yellow box.

- Downloadable, for use offline
- Interactive Student's Book activities with key
- Workbook pages with answer keys in situ
- Complete Class and Workbook audio
- Talk2Me and Speaking Test videos
- Extra support for answers in Reading and Listening exercises
- Complete IWB toolkit
- Toggle between Student's Book and Workbook

Test Generator: printable tests

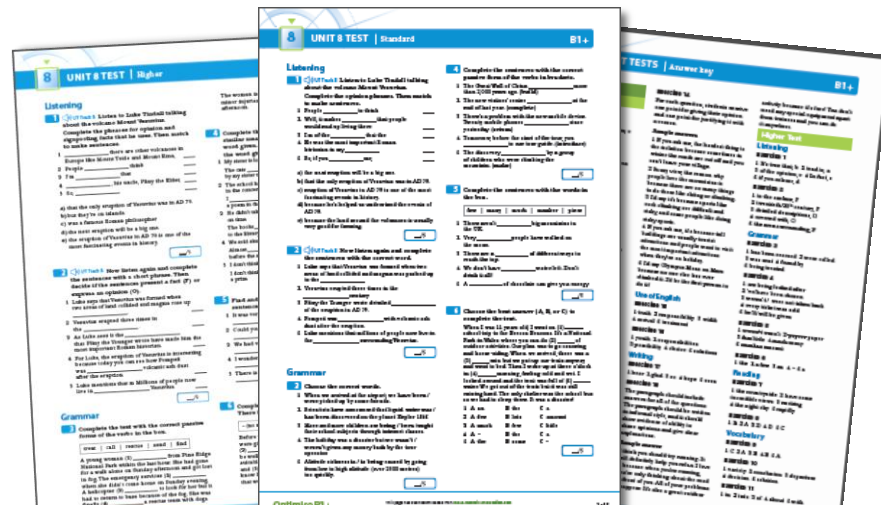
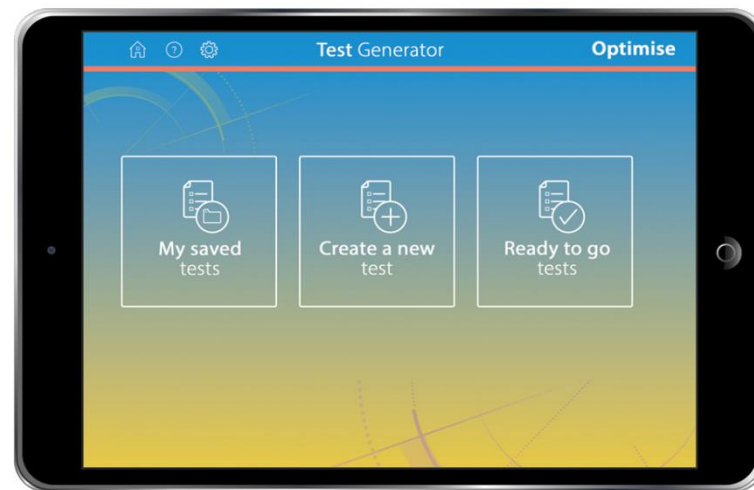
A complete testing package to assess students' progress and prepare them for exams

CONTENT

- Unit, Progress and End-of-Year Tests at STANDARD and HIGHER level
- Diagnostic test
- Placement test
- Complete Exam Practice Test

ACCESS

- Downloadable PDF, Word and MP3 files on the **Teacher's Resource Centre**
- Pre-authored 'mix and match' content in the **Test Generator**





Thank you