

Things from the past

Unit
1

2 e
Language
in use


Housing vocabulary

Another way of – often involuntarily – stepping into the past, is entering a house that hasn't been redecorated for decades. Before you listen to a news-piece about such a house, complete this text with the words from the box.



commission • real estate agent • property • list a house • owner • clients •
immaculate • decorated • inspect • agents

The person who a house belongs to is called the ____¹. When they no longer want the house, they will often ask a ____² (who are for short also called ____³) to help them sell the house. They will ____⁴ the house and then decide on how much money they can ask for the ____⁵. If they find everything working well, if the rooms are ____⁶ nicely and if the place has absolutely no other faults – in other words if it is ____⁷ – they can ask for a lot of money. For their work they get a certain percentage of the price that a house is sold for, this is called a ____⁸. Before this happens though, they need to write up all the details, take pictures of the house and name a price, all of this is called to ____⁹.

2 f
Listening

» Track 3
CD 1

A house from the past

You are going to listen to a news-piece about a very special house. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (1–10) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you.



Test format
Note form
» page 186

0	Where did this story happen?	in Toronto, Ontario
1	Why were the realtors confident that they could sell the house?	
2	How did Joyce feel about selling her house?	
3	How do sellers normally feel when they talk to the estate agents?	
4	Which problems had the realtors seen in homes before? (Give two problems.)	
5	How long had the sisters been in the same business?	
6	How easy was selling houses for the sisters?	
7	What did they expect the house to look like?	
8	What were they most surprised to see?	
9	In which room did the realtors' worries disappear?	
10	How did the public react to the house?	

The toy museum (part I)

Read this first part of the story about Liam. Get into pairs and underline all verbs expressing the past. Can you remember how the tenses are called and what you use them for?

2 g

Structures

After he had talked to his grandparents about some of their childhood memories from the 1950s, the three of them decided to visit a museum about that time period. While they were walking to the city centre, Liam's grandma was telling a story about her favourite toy as a child. She used to play with it every single day and she was crying for hours when she had misplaced it. It was a doll that she named Madame Alexandra. Her mother had bought it at a flea market in London. As Liam and his grandma were reading some information about typical toys from the 1950s on the ground floor of the museum, his grandpa suddenly shouted: "Come over here. Here is the exact same toy fridge I used to play with when I was seven! On a usual day, my brother and I were sorting things in this fridge, while my mother was preparing dinner. When my father shouted, we stopped playing to have dinner together." Before the three museum visitors went upstairs, they had spent another half an hour on the ground floor to inform themselves about toys from the past. At half past four p.m., they were watching old advertisements on a screen on the first floor.

Talking about the past

Read the explanations below, then colour-code the verbs in task 2 g accordingly.

Use the **past simple** to ...

- » talk about things that are over, facts about the past:

*they **decided** to visit a museum; it **was** a doll*

- » simply list activities that happened in the past:

*father **shouted**, they **stopped***

Combine the **past perfect** with the past simple to ...

- » say which of two actions happened first and what next. You'll often – but not always – find words like *after* or *before*:

*After he **had talked** to his grandparents ... the three of them **decided** to ...*

happens first, "older" action happened later, "younger" action

*that she **named** Madame ... Her mother **had bought** it at a flea market ...*

happened second / later happens first / earlier

You can use the **past progressive** to ...

- » show that two actions happened at the same time:

*my brother and I **were sorting** things ... while my mother **was preparing** dinner*

*While they **were walking** to the city centre, Bobby's grandma **was telling** a story*

- » say what was happening around a certain moment in time (so not just at that moment):

*At half past four p.m. they **were watching** old advertisements on a screen ...*

a little before and a little after half past four – the action was not over at half past four

- » show that a longer activity (progressive) is interrupted by another action (past simple):

*Liam and his grandma **were reading** ... his grandpa suddenly **shouted***

longer action short action interrupts / stops

- » show how incredibly long something felt:

*... she **was crying** for hours when she had misplaced it.*

Make use of the phrase **used to + infinitive** (1st form of verb) to ...

- » talk about habits / things you regularly did in the past:

*She **used to play** with it every single day; the exact same toy fridge I **used to play** with*

2 h

Structures

Grammar
reference

» page 167

Things from the past

Unit
1

2i The toy museum (part II)

Structures

Complete each gap with the correct form of the verbs in brackets. Use: past simple, past progressive, past perfect or used to + verb.

BE



While they _____¹ (still / watch), another museum visitor suddenly _____² (shout) the name of Liam's grandma. It _____³ (be) an old school friend, who _____⁴ (explain) her decision to come to the museum: "When my grandson _____⁵ (show) me some advertisements from the 1950s on YouTube, I _____⁶ (get)

really sentimental. So after he _____⁷ (refresh) my memories, I _____⁸ (decide) to come here. You see, I always _____⁹ (watch) those advertisements after my dad _____¹⁰ (buy) our first TV."

While the two ladies _____¹¹ (have) a conversation about their school days, Bobby and his grandpa _____¹² (examine) some typical clothes from the 1950s. Suddenly, Bobby _____¹³ (notice) a police uniform which his great grandfather _____¹⁴ (wear) every day as an officer.

Before they _____¹⁵ (leave) the museum, Bobby's grandparents _____¹⁶ (find) many more fascinating things reminding them of their childhood days. At half past six p.m., the three of them _____¹⁷ (have) dinner together and _____¹⁸ (chat) about their visit. They all _____¹⁹ (agree) that it _____²⁰ (be) a wonderful idea to see the museum.

2j

Writing

An important toy

Reading about old toys has reminded you of your own childhood days. As some of your best friends have since moved away, you decide to write an email to one of them. In your **email** you should:

- » explain why a certain toy reminded you of them
- » write in detail about one episode with that toy
- » find a way of closing the email

Write around **180 words**.



Writing reference
Informal email
» page 194

2k

Speaking

The year you were born

You may know about what was cool in the past five years, but what were the trends the year you were born in? Do a little research on what was cool the year you were born in. Prepare a PowerPoint presentation with five pictures and present them in class. Try to talk for four minutes. You can look into aspects such as:

- » toys
- » TV series
- » Oscar winners
- » music (number one hit on your birthday)
- » technological innovations
- » mobile phones
- » political situation (government, wars)



Characterising the good, the normal and the evil







2

It's all about appearances

Look at the table. Look up those words that you don't know. Then complete the sentences below. Use the words from the VocabBooster.

2 a

Vocabulary

face 	hair 		eyes 	nose 	lips / teeth 	body type 
	colour / type	style				
oval	blonde	bald	green	long	narrow	bony
round	fair	shaved	blue	short	full	thin
fattish	light-brown	bushy	hazel	straight	thin	slim / skinny
chiseled	ginger	short/ long	brown	crooked	pursed	lean
baby-faced	brunette	straight	grey	narrow	chapped	in good shape
freckles	dark brown	wavy		pointed	pouting	athletic
tanned / pale	black	curly	bloodshot	flat		well-trained
wrinkled	grey	crew cut	cross-eyed	upturned	crooked	muscular
		gelled	tired	hooked	protruding	overweight
	stubble	ponytail	piercing	snub	perfect	obese
	beard	plait	watery	runny	prominent	frail
	moustache	shoulder-length				

VocabBooster

- If you put a hair product in your hair to style it to your head, your hair is g_____ 1.
- She looks much younger than expected. That must be because she is b_____ 2.
- The criminal looks very dangerous with his c_____ 3 nose and his p_____ 4 eyes that stare daggers at everybody.
- Captain America has got a really m_____ 5 body.
- How did you make your hair so w_____ 6? Did you put it in p_____ 7 overnight?
- You can't really see his c_____ 8 face because he has such a long b_____ 9.
- My grandfather has a w_____ 10 face, g_____ 11 hair, t_____ 12 eyes and a f_____ 13 body because, after all, he is already 93.
- Her face is t_____ 14 but you can still see her f_____ 15 especially on her s_____ 16 nose which is really cute.
- The man I saw as a t_____ 17, handsome stranger with b_____ 18 hair, a bit of a s_____ 19 on his cheeks.
- The victim said that the thief had a l_____ 20 body, b_____ 21 eyes that were quite red and c_____ 22 lips that looked very dry.

Guess who I see!

Get into pairs. Then choose a person you both know and describe her / him. Your partner should guess whom you are describing. In your description you should:

- » *not* use your classmate's name
- » describe the face, hair, eyes and nose
- » use words from the VocabBooster in activity 2 a for the description

Take turns.

2 b

Speaking

Heroes, scoundrels and everything in between

Unit
2

4 f
Listening



» Track 5

Test format
Multiple matching
» page 185

What makes heroes great?

You are going to listen to a recording about heroes. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–6) with the sentence endings (A–I). There are two sentence endings that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.



0	Joseph Campbell believed that all heroes ...
1	Before the hero can go on his journey, he ...
2	To get his prize the hero ...
3	How the hero puts distance between him and the bad guys ...
4	After his journey the hero's life ...
5	Campbell exemplifies that popular works of fiction ...
6	Campbell believes that the myth exists because humans ...
A	have experienced comparable events
B	go on the same quest
C	isn't the same as before
D	has to find someone who will help
E	has to say goodbye to his loved ones
F	have followed the same recipe for success
G	is different in such stories
H	have changed this ancient formula for success
I	has to overcome his biggest obstacle

0	1	2	3	4	5	6
B						

Comparatives and superlatives

= equality

Witches are as smart as wizards.

⇒ as ... as

> comparison <

Gandalf is smarter than Saruman. (one syllable)

Hermione is more intelligent than Goyle. (three or more syllables)

⇒ -er / more than

Saruman is less smart than Gandalf. (one syllable)

Goyle is less intelligent than Hermione. (three or more syllables)

⇒ less ... than

++ superlatives --

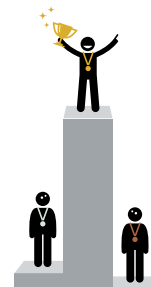
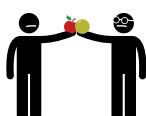
Dumbledore is the smartest. (one syllable)

Grindelwald is the most dangerous wizard. (three or more syllables)

⇒ the -est / most

Bibi Blocksberg is the least dangerous witch.

⇒ the least



Grammar
reference
» page 179

Heroes, scoundrels and everything in between

Unit
2

5

Real life heroines and heroes

5 a

Meeting your hero or heroine

Speaking

Imagine you have a chance to meet one of your heroes or heroines in real life.

In your conversation you should discuss:

- » What would you say to your heroine or your hero?
- » Who would you tell about your meeting?
- » What would you tell them?
- » How can you document your meeting?

5 b

A blog or an old-fashioned paper diary?

Lead-in

Answer the following questions.

1. What is a diary and why do people write in a diary?
2. Who usually reads diaries?
3. Have you ever met anyone you look up to?

5 c

Freedom Writers

Reading

Read a diary entry from one of the Freedom Writers' diaries. Answer the questions (1–6) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you.

AE

Diary 42

Dear Diary,

As a fifteen-year old, the only heroes I ever read about ran around in tight, colorful underwear and threw buildings at each other for fun. But today, that all changed. A true hero leapt off the pages of a book to pay my class a special visit. Her name is Miep Gies and she is the lady Anne Frank wrote about in her diary. I can't believe that the woman responsible for keeping Anne Frank alive in the attic came to speak to us in person!

As I entered the Bruin Den teen center, I could feel the excitement. Many of us stayed after school yesterday to make welcome signs to decorate the walls. We wanted everything to be perfect. After proper introductions were made, Miep made her entrance. Everybody stood up and cheered as she made her way into the hall. I was thrilled to see her in person after seeing her portrayed in movies and reading about her in the book.

After she settled in, Miep described to us first-hand how she hid the Frank family from the Nazi soldiers and how she found Anne's diary.

Miep told everyone that not a day goes by where she doesn't think about Anne.

When she said this, my friend stood up and told her she was his hero. Then he asked her if she believed that she was a hero. We expected her to say yes, but I think she surprised us all. She said, "No. You, my friends, are the true heroes." Heroes? Us? Having her say that made me realize more than ever how special my classmates are. Like she said, we are the heroes and it is up to us to let the younger generation know what's going on.

After she finished and we all had the opportunity to give her a hug or have her sign our books, I realized how lucky we were. Most people will probably never have the opportunity to hear her story in person. A legacy left by one girl, carried by one woman, was passed on to a new generation of teens who have the chance to make a difference like Anne's diary did.

Now after meeting Miep, I can honestly say that my heroes are not just made-up characters – my hero is real.

Test format
Note form
» page 182

opportunity:
possibility

10 legacy: sth a
person leaves
behind to be
remembered

15 to settle in: to
feel comfortable

20 delighted:
happy

0	What did the heroes in comics and films the author read usually throw at each other?	buildings
1	How did the students feel about Miep Gies' visit?	
2	How did the writer learn about Miep Gies and Anne Frank?	
3	How did they feel when Miep Gies replied with a no?	
4	Who does Miep Gies believe is a hero?	
5	What did Miep Gies do after the talk?	
6	What do the author and his friends hope to do with their diary?	

Do you know who the Freedom Writers are?

Read the fact sheet about the Freedom Writers. Some parts are missing. Choose the correct part (A–K) for each gap (1–8). There are two extra parts that you should not use. Write your answers in the box grid below. The first one (0) has been done for you.

Who are the Freedom Writers?

The Freedom Writers' diaries are a (0) ___ of texts written by the students of a US high school. Those students came from poor neighborhoods and families that had to work really hard to have enough money to survive. A lot of the students in the school dropped out after the first few years and did not graduate from high school. Instead they took a different path. Many joined (1) ___ and then had to face death threats because of their illegal activities.



So, why and how were those students (2) ___ from their peers? Well, they had a teacher who played a key role in their lives. Ms Gruwell believed in her students and tried to make her class more (3) ___ and relevant for them. They built a relationship with each other and Ms Gruwell made sure that her students stayed in school. In the end, almost all her students and graduated from high school. Some of them were the first in their families to have done that. During their time at school, Ms Gruwell made her students keep diaries so that her students could remember all that they've learnt, the visits of (4) ___ people and the trips they took. An example is the diary entry number 42 which is about Miep Gies' visit, a woman who made history by trying to (5) ___ Anne Frank. Ms Gruwell then collected some of the texts her students wrote and published them in the Freedom Writers' diaries. This is how the students made a name for themselves. Now they help and support other students from (6) ___ and poor neighborhoods and try to inspire them to stay in school as well. Together they break down the barriers by making it (7) ___ for them to stay in school. That way they hope that those children will have the chance to have a (8) ___ life.

- | | | |
|-------------------------|----------|---------------|
| A better | E easier | I interesting |
| B collection | F famous | J safe |
| C dangerous | G gangs | K save |
| D different | H groups | |

0	1	2	3	4	5	6	7	8
B								

5 d

Language in use

AE

to drop out: to leave school

threat: warning



Test format
Banked gap-fill
» page 188

3 Food matters – how food matters



In this unit you are going to ...

- | | | |
|---------------|---|------------------------|
| 5 b | » describe your food likes and dislikes, discuss problems people may have with food, deal with recipes and ways of preparing food | <i>Speaking</i> |
| 4 f | » read about why Australians eat Kangaroo | <i>Reading</i> |
| 3 g | » write a blog about how cooking made your day, write a blog post about how cooking with a friend made your day and a story | <i>Writing</i> |
| 7 c, 7 e, 8 a | » listen to a recording about food preservation | <i>Listening</i> |
| | » complete texts about critical points concerning food | <i>Language in use</i> |
| | » practise structures: modal verbs, imperatives | |
| | » boost your vocabulary: food words, kitchen utensils, ways of preparing food, measurements | |

1

Warm-up: Preheat the oven

1 a

Help yourself and dig in!

Vocabulary

Look at the illustration and identify as many food words / items / ingredients as possible.

1 b

Food in our lives: Do we live to eat or eat to live?

Speaking

The way we eat, what food we (dis)like or cannot eat and the way we prepare food are issues frequently discussed these days. Get into pairs. You have five minutes to discuss the following questions. Then report back to the rest of the class.

- » What food do you / don't you like? What is your personal idea of a healthy diet?
- » Have you ever tried any exotic food? Would you ever try anything that doesn't look very attractive? How far would you go? Share your experience.
- » What food-related health issues (e.g. food intolerances, allergies) have you heard of? What foods do the people concerned have to avoid?

1 c

Food quotes

Speaking

Think about the meaning of the following quotes about food. Choose the one you like best and explain to your neighbour what you think it is aiming at. Then your partner will do the same for you with the quote of his or her choice.



“Food is the ingredient that binds us together.”

“One cannot think well, love well, sleep well if one has not dined well.” – Virginia Woolf, 1882–1941, British writer and editor

“Eat breakfast like a king, lunch like a prince, and dinner like a pauper.”

“You don’t need a silver fork to eat good food.” – Paul Prudhomme, 1940–2015, US celebrity chef, restaurant owner and cookery book writer

Ready, steady – cook!

Can’t cook – won’t cook!

Get into pairs and tell each other about your personal cooking careers for two to three minutes. Take down the most important information you get from your partner.

- » Why do you or don’t you like cooking?
- » What meals can you prepare?

Now briefly report back to your class about your partner’s cooking talents.



2

2 a

Speaking

Ingredients galore!

Food comes in many different kinds. Form teams of two to focus on three food categories of your choice and collect as many items as possible that match your category. Use an online dictionary for support. Make a grid and share your results in class to complete your list.

Food categories you may want to deal with

vegetables • fruit • berries • nuts • meat • poultry • grains • herbs • spices • dairy • condiments • superfoods • ethnic ingredients • other

2 b

Vocabulary



VocabBooster

What type of food?

Use words from the VocabBooster in 2 b to complete the following sentences.

1. I grow chives, lovage, parsley and other _____ in my garden.
2. Betty neither eats beef nor pork nor veal. She doesn’t like any kind of _____
3. Instead of very sweet desserts, the Greeks often just have a piece of fresh _____ after the main course.
4. Ketchup, brown sauce and mustard are three of the most popular British _____
5. Potatoes, pumpkins and carrots are my children’s favourite _____
6. In a supermarket’s _____ department you can find yogurt, milk and cheese.
7. Garlic, chili and pepper are _____ frequently used in Mexican and Spanish cuisine.

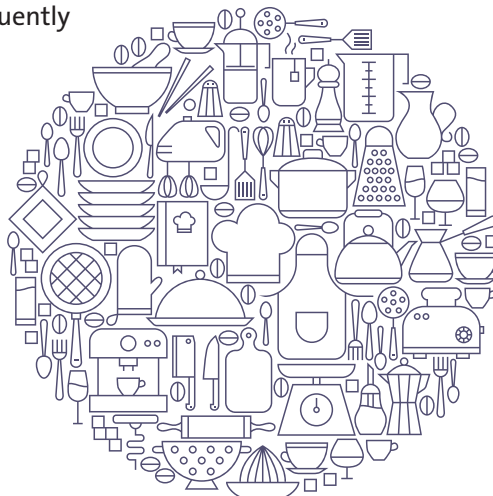
2 c

Language in use

Cut and squeeze, chop and freeze!

In order to prepare food, whatever the type or category, cooks will be confronted with many different kitchen tools or cooking utensils from the very first minute.

Look at the illustration. How many kitchen tools can you identify? Work together with your neighbour and write the items down. Then check with your teacher.



2 d

Vocabulary

Food matters – how food matters

Unit
3

2 e Kitchen utensils and tools

Vocabulary Complete the words in the grid by filling in the missing vowels.

1 s _ c _ p _ n	12 l _ d	23 c _ p b _ rd	34 sp _ _ n
2 fry _ ng p _ n	13 f _ l	24 w _ sh _ ng _ p l _ q _ _ d	35 f _ rk
3 t _ _ p _ t	14 b _ n l _ n _ r	25 gr _ t _ r	36 kn _ f _
4 k _ ttl _	15 s _ _ v _	26 wh _ sk	37 m _ g
5 c _ ff _ _ m _ k _ r	16 c _ l _ nd _ r	27 p _ t	38 ch _ pst _ cks
6 t _ bl _ cl _ th	17 fr _ _ z _ r	28 pr _ ss _ r _ c _ _ k _ r	39 gl _ ss
7 t _ _ t _ w _ l	18 fr _ dg _	29 c _ p	40 t _ n _ p _ n _ r
8 w _ k	19 m _ cr _ w _ v _	30 s _ _ c _ r	41 c _ rkscr _ w
9 k _ tch _ n _ p _ p _ r	20 s _ nk	31 pl _ t _	42 l _ m _ nsqu _ _ z _ r
10 cl _ ngf _ lm	21 _ v _ n	32 b _ wl	43 tr _ y
11 n _ tcr _ ck _ r	22 sh _ lf	33 c _ tl _ ry	44 r _ ll _ ng p _ n

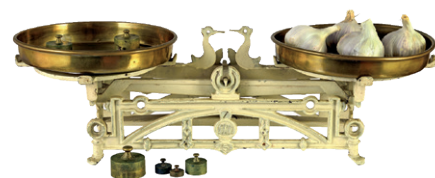
2 f Tools for all purposes

Follow-up Together with your teacher, decide which of the tools to use in which situation or for what purpose. Make up definitions, e.g. "A fridge is used for keeping food fresh. Mugs are containers for hot drinks such as tea or coffee." Write some of the examples you have collected into your exercise book.

3 From theory to practice – from measurements to actual recipes

3 a Neither too much nor too little

Vocabulary What do you call the following kitchen tools?



3 b Tricky business!

Speaking Together with your class, decide why the first and the last tool are particularly important for cooking. Discuss why it's necessary to use the correct amount. What might happen if you don't stick to it?

3 c Measure for measure

Follow-up When cooking and dealing with recipes, getting the exact amount of each ingredient needed can become a decisive issue and, in fact, a matter of success or failure. This is especially relevant whenever you want to try out a British or American recipe as the measures indicated are often different from those commonly used by "mainland Europeans".



Study the following table. Then match the measures in A with their equivalents in B.

1 oz = one ounce 1 fluid ounce = 1 oz = ~ 28 ml 100 ml = ~ 3,4 fl oz
 1 pint = ~ 568 ml half a pint = ~ 284 ml 1 pound (lb) = 454 g
 1 tsp = 1 teaspoon 1 tbsp = 1 tablespoon
note: 1 US fluid ounce = 1.0408 imperial (Br) fluid ounces
 Further frequently used measures: a glass, bunch, dash, packet, bag,
 loaf, box, cup, bar, carton, basket, pinch, scoop, slice of ...



A		B		A		B
an ounce of	1	<input type="checkbox"/>	5 fluid oz or ¼ pint	1 US pint	6	<input type="checkbox"/> ~ 120 grams
1 pint (UK)	2	<input type="checkbox"/>	~ 473 ml	16 US fluid ounces	7	<input type="checkbox"/> ~ 355 ml
a cup of (e.g. flour)	3	<input type="checkbox"/>	~ 568 ml	a pound (UK)	8	<input type="checkbox"/> 118,3 ml
200 ml	4	<input type="checkbox"/>	~ 473 ml	10 oz (fluid ounces, US)	9	<input type="checkbox"/> 28,35 grams
4 US fluid ounces	5	<input type="checkbox"/>	~ 454 g	12 oz (US)	10	<input type="checkbox"/> ~ 296 ml

All-time favourites

A recipe is an informative text you normally find online or in cookery books. It describes what ingredients you need to make a certain dish and how much of them. It also provides a very clear step-by-step description of what you have to do to prepare the meal accordingly.

Go online and find a recipe in English that looks attractive to you. You have 15 minutes to prepare to present the recipe you have chosen to your class. In a two-minute presentation briefly inform your friends about your dish:

- » Why did you choose precisely this recipe?
- » What ingredients do you need to prepare it and how much of each?
- » What do you have to do to make the dish?



3 d Speaking



Delicious or disgusting?

While listening to your classmates presenting their recipes (3 d), decide why you would like to try the dish or not. Provide some feedback on the presentations you hear. The phrases from the VocabBooster will support you.

What I like about ... is that ... • X's dish sounds really nice because ... • I would love to try ... •
 I don't particularly like ... because ... • I think Y's recipe is not for me as I ...

3 e Follow-up

VocabBooster

The heart and soul of cooking

"A recipe has no soul. You, as the cook, must bring soul to the recipe." –
 Thomas Keller, American cook, gastronome and cook book author, born 1955



3 f Speaking

Get into pairs. Together, you have four minutes to discuss and comment on this quote. Also, inform each other about the following three questions:

- » How creative a cook are you, i.e. do you strictly stick to a recipe or are you brave enough to experiment? What speaks for either of them?
- » How do you think a cook can bring "soul" into her / his food?
- » How do people you know to be good, passionate cooks achieve exactly that?

Your partner is allowed to ask questions in-between.

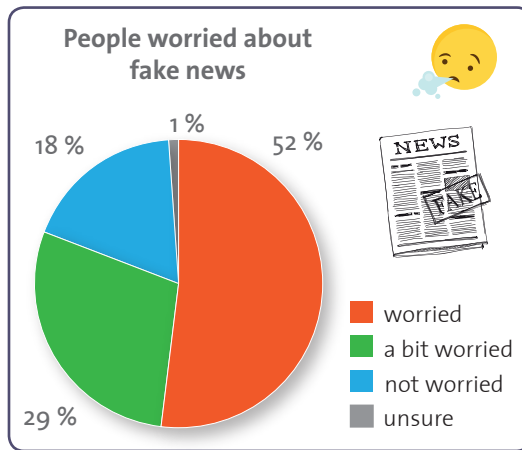
Social media

2 h Should we worry about fake news?

Language in use

The pie chart below shows the results of a survey that asked how many people are worried about fake news. Read the description of the chart and complete it with the missing information.

BE



The pie chart presented provides information about the degree to which people are worried about fake news. The study was conducted by ResearchInc last month. The chart clearly shows that the largest slice and clear majority, namely _____¹ percent are worried, closely followed by about a third (_____² %) of the people questioned who are a bit worried. Surprisingly, nearly a quarter is not worried by fake news, that is nearly _____³ percent of all participants of the survey.

3

Media use and entertainment

3 a

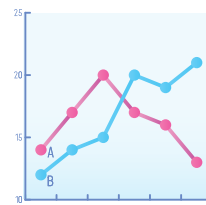
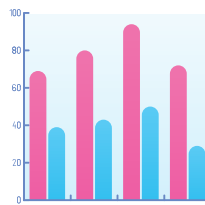
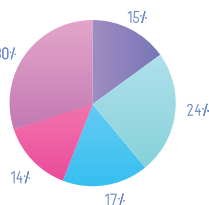
Identifying and describing diagrams

Vocabulary

Have a look at the different types of graphs and charts in the VocabBooster and match them with the appropriate pictures. Then get into pairs and compare your results.

VocabBooster

table • line graph • pie chart • bar chart



Networks	16-25	26-35	36-45
Facebook		x	xx
Instagram	x	xx	
Snapchat	xx	x	
WhatsApp	xx	xx	xx

1

2

3

4

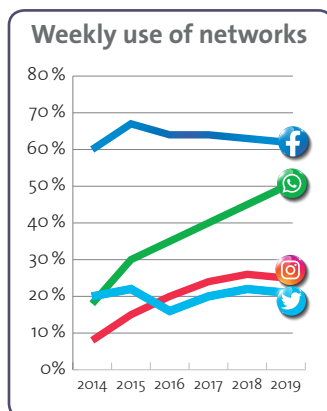
3 b

Interpreting statistics

Writing

Describe the diagram. Use expressions from the VocabBooster and the phrases below. Write around 100 words.

VocabBooster



describing data

same =	to remain constant / steady / unchanged / the same	to fluctuate slightly to level out
more <	to increase, to go up, to rise, to climb	< to leap, to jump, to soar, to rocket, to shoot up
less >	to decrease, to fall, to decline, to go down	> to drop, to collapse, to deteriorate, to plummet
amount	majority (70%) half = two quarters a large number	minority (30%) a third, a fifth a small number

The diagram is a ... that illustrates ...
 It presents data collected in a survey by the ...
 The period under review are the years ...
 The ... shows / presents that ...

According to the diagram, ...
 While ...
 Whereas ...
 In conclusion, ... / All things considered, it can be concluded that ...

VocabBooster

How do social media sites work?

Read the infographic text about the way social media sites work. Write down the verbs from the text in the appropriate category according to the prepositions that go with them. An example has been given.



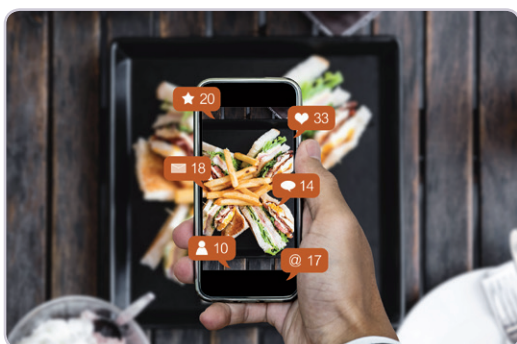
3 c

Language in use

As soon as you click on the icon, you are on the homepage of the network. After you log in to your account you can comment on posts or pictures and post or tweet about topics that interest you. This allows you to communicate, chat and interact with the other users of the network. Most social media sites also offer their users the possibility to send private messages to other users and chat with their friends. However, keep in mind that everything you upload to social networks remains on servers that store all the data. That means that even if you cannot personally download it anymore, it still carries on existing in cyberspace. So be careful what you put online!

on	in	to	about	with
to click				

Online or offline



3 d

Speaking

Test format
 Individual long
 turn
 » page 192

Give a three-minute talk about the use of social media platforms when eating out in which you

- » speculate why people might share and take photos of eating out,
- » comment on which online platforms are suitable for such posts,
- » discuss who profits from such posts.

Social media

3 e

Language in use

Unit
5

Test format
Banked gap-fill
» page 188

AE

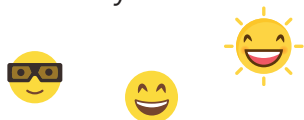
purchases: sth that
you have bought

to delight sb: to make
sb happy

variety: many differ-
ent types of things
aside from: besides,
apart from
thereby: because of
this
effortless: uncompl-
icated, easy

Social media and entertainment

Read the article about the role of entertainment in social media. Some words are missing. Choose the correct part (A–N) for each gap (1–11). There are two extra words that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.



Let the internet entertain you



The majority of young people use the internet not only for information or to send messages but as a source (0) ___ entertainment. That means that they play online games, watch videos or use (1) ___ services instead of watching TV or movies in the cinema.

In the early days of social media, users mainly wrote on virtual walls, (2) ___ pictures, articles or left messages for each other. However, with increasing usage new forms of entertainment have been created. Today there are multiple ways to use social networks. Users can share videos, comment on pictures, videos and tweets, check (3) ___ at locations, make virtual purchases, play online games and stay connected and amused with several apps. In fact, the majority of people log in to their accounts to be (4) ___. That does not mean that communication is no longer important but if a network does not delight its users then it won't be effective.

The most popular social media networks effectively (5) ___ entertainment and instant interaction and communication. Snapchat and Instagram, for example, allow users to upload normal pictures. Moreover, they offer the possibility to add filters while they're (6) ___ photos. Furthermore, users may include a short text with the images. Thereby, users can add (7) ___ details and amuse themselves. Even Whatsapp, which is mainly used for messaging, added gifs, moving images, in addition (8) ___ a variety of emojis to keep users entertained.

However, aside from content sharing and streaming of videos, playing games is one of the most widely used social media activities. Most entertainment platforms allow their users to log (9) ___ with their social network login, thereby making its use effortless. Furthermore, the choices for apps and games seem limitless and many are offered (10) ___ free which makes them even more addictive.

Even streaming services like Netflix have added a gaming element to some of their programs. Users can not only like and recommend films and series to each other, but they can also decide on the story lines of specific programs. That means that for certain Netflix series users can choose what the characters should do and, through that, they are playing and (11) ___ the story line.

- | | | |
|---------------|-----------------|-------------|
| A combine | F influencing | K streaming |
| B entertained | G making | L tagged |
| C funny | H of | M taking |
| D for | I on | N to |
| E in | J out | |

0	1	2	3	4	5	6	7	8	9	10	11
H											

Be present

Read the text in activity 3 e again and highlight all the verbs in the present simple.

3 f

Structures

It's all about the rules

Complete the tables with the missing words.

3 g

Structures

Present simple

	affirmative		negative
I / you / we / they	_____ have	_____	_____ know
she / he / it	wants _____	_____	doesn't text

Most verbs add - _____ for the third person (she / he / it).

Verbs ending in -ss, -sh, -ch, -x, -o add -es dresses publishes relaxes does

Grammar
reference

» page 166

Questions and short answers

Do I / you / we / they text?

Yes, I do. / No, I do not (don't).

Does she / he / it text?

Yes, she does. / No, he doesn't.

Question words are put in front of the yes / no question.

What do you text? ⇒ Text messages. / Whom do you always call? ⇒ I always call my friend.

Who in the third person: Who texts? Who posts photos? ⇒ My friend / she / he texts.

Practice makes perfect

Complete the sentences with the correct verb in the present simple. There are two extra verbs that you should not use.

3 h

Structures



publish • not tell • make • play • text •
do • watch • upload • not spend • see

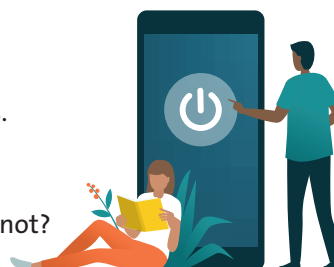


1. The newspaper _____ headlines.
2. Teenagers _____ enough time offline.
3. _____ you _____ a lot of photos to social media?
4. I _____ my friends daily.
5. When _____ they _____ candy crush?
6. I _____ a lot of videos on YouTube.
7. She _____ me to turn off my phone.
8. What _____ he _____ on the computer?

Talking about current trends on social media

Get into pairs and discuss the following questions:

- » What platforms are popular at the moment? Why?
- » Which social networks do you check every day? Give reasons.
- » How often do you check social networks in a day? Explain.
- » Which social network don't you ever use? Explain why not.
- » Can you imagine your life without social media? Why / why not?



3 i

Speaking