

4

VOCABULARY

Personality
Family relationships

GRAMMAR

Reported speech:
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Reporting verbs

LISTENING

Five speakers talk
about personality
tests

READING

A magazine article
about an unusual man

GLOBAL SKILLS

Making a positive
impression

SPEAKING

Keeping the
conversation going

WRITING

A description of someone you know

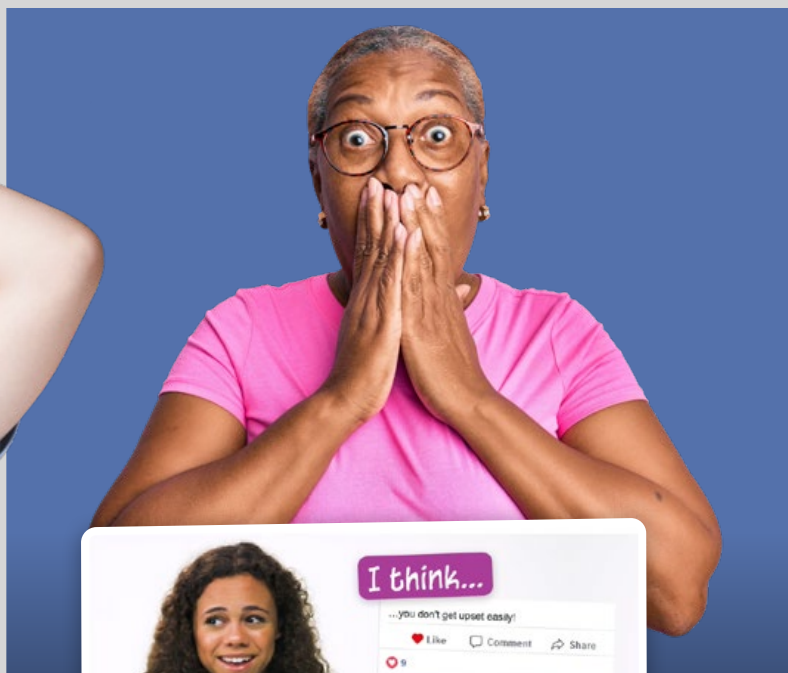
DOCUMENTARY

Shona faces her fear

VOCABULARY BOOSTER P123

GRAMMAR BOOSTER P139-140

This is who we are



You know me so well

- 1** Work in pairs. Compare and contrast the photos. Answer the questions.

 - How do you think the people in the photos were feeling when the photo was taken?
 - Can you tell anything about their characters? What might they be like?
- 2** **4.01** Watch or listen. Answer the questions.

 - What did Alicia ask her followers to do?
 - What does she think of the answers her followers gave?
 - Looking at Alicia in this video, what else can you tell about her personality?

- 3** **4.01** Watch or listen again. Who uses the words and phrase below to describe Alicia's personality? Write **A** for Alicia, **F** for her followers or **E** if everyone thinks so.

1 ambitious ____	6 not as easy-going as others ____
2 determined to succeed ____	7 modest ____
3 extremely sociable ____	8 generous ____
4 shy ____	9 not selfish ____
5 talkative ____	

- 4 **VOCABULARY** Match the sentence halves. Then write + next to the phrases that describe positive qualities and – next to the phrases which describe negative qualities.

- 1 You have a positive attitude
- 2 I don't tend
- 3 I always try to look on
- 4 I lacked
- 5 I think I get
- 6 I'm fairly
- 7 I don't cope

- A confidence and felt awkward in social situations.
 B to complain a lot.
 C upset easily.
 D with stress very well.
 E ambitious and I set goals for myself all the time.
 F the bright side.
 G to life.


- 5 Read the sentences and choose the description (A–C) which does NOT describe the personality.

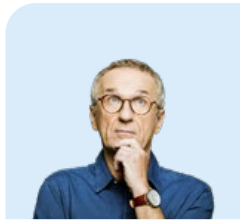
- 1 Nasser doesn't like making presentations in front of the whole classroom.
 - A He's shy.
 - B He lacks confidence.
 - C He copes well with stress.
- 2 I believe that good things will happen to me.
 - A I'm quite selfish.
 - B I have a positive attitude to life.
 - C I try to look on the bright side.
- 3 Sienna loves hanging out and chatting with her friends.
 - A She's sociable.
 - B She's talkative.
 - C She's generous.
- 4 Priyanka worries about little things that happen to her every day.
 - A She isn't easy-going.
 - B She tends to complain a lot.
 - C She gets upset easily.
- 5 Darius wants to study medicine abroad.
 - A He's fairly modest.
 - B He's ambitious.
 - C He's determined to succeed.


- 6 Write two sentences describing the person based on the personality adjective.

- | | |
|------------------------|-------------------------|
| 1 Leo is sociable. | 6 Aziz is determined. |
| 2 Maryam is generous. | 7 Holly is selfish. |
| 3 Ade is shy. | 8 Chidi is modest. |
| 4 Dylan is easy-going. | 9 Ella is hard-working. |
| 5 Isla is talkative. | |

- 1 He likes spending time with friends. He enjoys meeting new people.

- 7  Work in pairs. Look at the photos in Ex 1 and below. Student A: choose a person and describe their personality using words from Ex 3 and 4. Student B: try to guess who it is. Then swap roles.



- 8 **REAL ENGLISH**  4.02 Listen to the phrases from the video and choose the correct meaning: A or B.

- 1 I **can't thank you enough**.

- A I want to thank you very much.
 B I don't want to thank you at all.

- 2 This comment is **spot on!**

- A not true
 B exactly right

- 3 **Not that I'm lazy or anything.**

- A This person isn't lazy or doesn't have a similar quality.
 B This person isn't sure if they are lazy.

- 4 You're **in for a surprise!**


- A It isn't going to surprise you.
 B It's going to surprise you.


- 5 You've **made my day!**


- A You've made me happy!
 B You know it's an important day for me.

- 9 Complete the sentences with the correct form of the phrases in Ex 8.

- 1 I completely agree with you! The way you described Megan was _____.
- 2 This is the best gift I've ever received. _____.
- 3 Tell Bukayo he can go to the concert! It will _____.
- 4 This project is a lot of work. _____ but I don't think I can finish it this week.
- 5 Alex doesn't know about the party. He _____!

- 10  Work in pairs. Choose a famous person you both know. Work individually and write five sentences using the words in Ex 3 and 4 about their personality. Make sure your description is positive!

- 11  Work in pairs. Read out and compare your sentences. Do you agree with how your partner describes the person?

- 12  **THINK & SHARE** Choose one of the topics below and decide if you agree or disagree with it. Give arguments using at least five words or phrases from Ex 3 and 4.

- 1 Personality changes over the years.
- 2 Friends have a big impact on our personality.
- 3 People who have a positive attitude to life are more likely to succeed and be happy.

Reported speech: statements and questions

- 1 Have Alicia's followers told her mostly nice things or have they made unpleasant comments about her personality? Do you hear more compliments or complaints about you?
- 2 Read one of the comments that Alicia received and the message she sent to her friend. Why has she written to Harry?

@Sally Great video! Everyone has said so many nice things about you! I only hear negative comments about me! My parents say that I'm not ambitious and that I wasn't working hard enough last year. In their opinion, I won't be studying abroad next year. I have to focus on my education now, but I can't because of what my parents have been telling me. Has anyone ever criticised you? What should I do?

Harry, I need your help! I read a very sad comment on my latest video. This girl, Sally, said she only **heard** negative comments about her. Her parents said that she **wasn't** ambitious. They also told her that she **hadn't been working** hard enough **the previous year**. Her parents said she **wouldn't be studying** abroad the **following year**. She told me that she **had to focus** on her education, but she **couldn't** because of what her parents **had been telling** her. She asked me **what she should do**, but I don't know what to tell her. She also asked **whether** anyone **had ever criticised** me.
I need your advice! What should I tell her?

- 3 Look at the vlog comment and Alicia's message in Ex 2. Which of the tense and time changes appear in the text?

Reported speech: statements and questions

Grammar animation

In reported speech, we say what someone else has told us. When the reporting verb (*said, asked, told*) is in the past, we change the tenses.

present tenses → past tenses

past and perfect tenses → past perfect tenses

will → *would*

In reported speech, we also change personal pronouns, time and place references.

today → *that day*

now → *then*

last year → *the previous year*

next year → *the next / following year*

this → *that*

here → *there*

When reporting questions, remember that the word order changes. In *yes/no* questions, you can use *if* or *whether* to introduce the reported question.

GRAMMAR BOOSTER P139

- 4 Rewrite the sentences in reported speech. Use *said, told* or *asked* as reporting verbs.

1 'I got really upset yesterday,' Leah told me.

2 'Will you be spending this weekend at the seaside?' asked Eva.

3 'We're going hiking in the valley next week,' Will said.

4 'Before we met last year, Jamie had been fairly shy,' Ryan told us.

5 'Can you tell me how long you've been here?' asked Mum.

6 'I think they must stop being so selfish,' Leo told Erica.

7 'How have you been coping with stress for these past two weeks?' asked Tommy.

8 'If you'd like to have a more positive attitude to life, you probably shouldn't watch all these sad TV shows,' Carla told Joe.

- 5 **4.03** Listen to a voice message and complete the text message that Andy wrote to another friend about it.

Lewis has just called me. He said that he and Colin
1 _____ to go to that workshop about building
confidence² _____. He said he³ _____
some really good reviews. He told me people who
4 _____ part in the workshop⁵ _____
go to a job interview and stay calm. He asked if I
6 _____ to come too. If so, I⁷ _____
register⁸ _____. He told me that he
9 _____ me the link to their website. I think
I'll go, and I thought you might want to go as well.

- 6 **MEDIATION** You received a text message from Kiara, but you are not sure what to answer. You decided to write an email to your friend Olivia to ask for her help. Use the information from the text message to finish the email. Write at least four more sentences. Remember to use reported speech.

Do you remember that book you and Olivia were telling me about a week ago? I've been trying to find it, but I can't. I suppose the problem is I may have the wrong title. Is it *Discover your true self* or *Stay true to yourself*? I'm going to the bookshop today, so I need to know it now!

New email

Hi Olivia,
I have a quick question for you. Kiara's just texted me, but I can't help her. She asked me if ...

- 7 Work in pairs. Choose a question from 1–5. Take turns to ask and answer your questions. Then work in a different pair. Tell your new partner what your old partner asked you and what you answered.

1 What did you last talk about with your best friend?

2 What are you going to do next weekend?

3 When and where do you usually do your homework?

4 How often do you hang out with your friends? What do you do together?

5 How did you spend last summer?

Do personality tests work?



example of a Rorschach Inkblot Test



personality test

STRATEGY Recognising exemplification

Pay attention to examples the speaker gives you while describing or explaining something. These examples will help you understand what they are trying to say or can make their story more personal. Some typical phrases for giving examples are *for example, that is, such as, for instance, like, just to give you an idea of, imagine, to show you what I mean.*

- THINK & SHARE** Answer the questions.

 - Do you recognise the tests in the pictures? Have you ever taken a test like this before?
 - Why and when do people take personality tests?
 - Do you think a personality test can correctly describe what kind of person you are? Why? / Why not?
- EXAM 4.04** Listen to five people talking about personality tests and match the speakers 1–5 to what they think about these tests (A–H). There are three sentences that you do not need.

 - Speaker 1
 - Speaker 2
 - Speaker 3
 - Speaker 4
 - Speaker 5

A says that personality tests may not be specific enough and give people a wrong idea about their personality.
 B gives an example of a personality test where people might find it difficult to answer the questions correctly.
 C believes personality tests are a form of entertainment.
 D explains how the way you take the test can tell someone who you are.
 E thinks that people should take personality tests when they need some directions in their life.
 F is convinced that after taking a good personality test, anyone can find a perfect job.
 G agrees that there is a certain number of personality types.
 H knows that results of a personality test depend on how you feel on the day you take the test.

- 4.04** Read the **strategy**. Listen again and decide if the sentences are true (T) or false (F).

 - Speaker 1 gives examples of online personality tests.
 - Speaker 1 remembers an option that was easy to answer for her during a personality test.
 - Speaker 2 gives examples of two different personality types from the Myers-Briggs Type Indicator.
 - Speaker 3 describes a few examples of pictures in a Rorschach Inkblot Test.
 - Speaker 4 mentions different types of test results he got.
 - Mood and concentration are two examples of things that influence your personality test results, according to speaker 5.
- Work in pairs.** Choose three personal qualities from lesson 4.1 and write questions which might test someone's personality. Your questions can be in different forms, for example, these can be multiple-choice questions like in the example below.

ambitious

1 I'm motivated to work hard.

A very true B a bit true C not true at all

- Work in groups of four.** Ask each other questions from your personality tests. Write down the answers you hear.
- THINK & SHARE** Answer the questions.

 - Have you changed your opinion about personality tests after listening to people talking about them in Ex 2?
 - Do you think students at school should take personality tests? Why? / Why not?
 - Why, in your opinion, do people believe they need personality tests to know who they are?

Types of relatives

1 **EXAM** Who in your family comes to visit you most often? Choose three of the family members below and say how often you see them.

- aunt cousin grandma grandpa
nephew niece uncle

2 **Work in pairs.** Read the article and answer the questions. Explain your answers to your partner.

Which type of a relative ...

- A wouldn't you tell a secret to?
- B could help you prepare a family tree?
- C is fun to be around?
- D can't you stand listening to?
- E makes you feel uncomfortable after the first five minutes?

3 **VOCABULARY** Match the correct form of the highlighted words and phrases in the article in Ex 2 to the definitions below.

- 1 all the people who were born at about the same time in the history of a family
- 2 belonging to the same family
- 3 your father's family
- 4 people in your family who lived a long time ago
- 5 to look or behave like your older relatives
- 6 to admire and respect someone
- 7 to care for a child, teaching him or her how to behave
- 8 to do the same job, have the same style of life, etc., as somebody else in your family

4 **VOCABULARY** Write definitions for the remaining eight highlighted words in the article.

5 Complete the sentences with the correct form of the words in Ex 3 and 4.

- 1 When I was younger, I called Mrs White 'auntie', but in fact I'm not _____ to her. She's my mum's best friend.
- 2 Our next family _____ will be at my _____ sister's wedding, but it'll be a small ceremony. She's only invited _____.
- 3 My grandma on my mum's _____ was born in Wales, but she lived almost all her life in Scotland. When she was three, her parents died. She was _____ by a Scottish family.
- 4 My brother and his wife are coming to visit. They haven't visited us since they got married, so I'm really looking forward to finally spending some time with my _____-in-_____.
- 5 Senyo's dad is an engineer. Senyo _____ to him very much and thinks it might be a good idea to _____ and study environmental engineering.
- 6 Amanda _____ her mother. They both have black wavy hair and brown eyes.
- 7 My _____-grandmother, Lidia, never worked. She was busy _____ my grandma and her five sisters. A lot of women from her _____ stayed at home and didn't get a job.

6 **PRONUNCIATION** **4.05** Listen to the pairs of words. Underline the word where you hear the /ɔ:/ sound and (circle) the word where you hear the /əʊ/ sound.

- | | | |
|-----------------|------------------|----------------|
| 1 law /low | 5 caught / coat | 9 saw / so |
| 2 called / cold | 6 boat / bought | 10 walk / woke |
| 3 ball / bowl | 7 chose / chores | |
| 4 call / coal | 8 hall / hole | |

7 **4.05** Listen again and check. Then repeat.

8 **Work in pairs.** Look at the name for some other types of relatives below and answer the questions about them. Use as many words from Ex 3 and 4 as you can.

Always ready to help The annoying kid
The career adviser The family doctor

- 1 Why are they called this? What kind of things do they do?
- 2 Is there a person like this in your family or among your friends?

Types of relatives

Families come in all shapes and sizes, but in every family we seem to find the same types of relatives!

The party animal

My uncle Steve is like that. He's extremely talkative, tells lots of jokes and laughs the loudest at family get-togethers. And if there's music, he'll ask my mum and all his other siblings to dance!

The 'spot the similarities' master

They'll look at you and tell you who you take after. They recognise the nose, the eyes and even the fingers. Then they'll be guessing if you are following in your mum's footsteps. Or maybe you're more like your grandma because she brought you up. This person knows everyone from the older generation in your family and now tries to find the similarities!

The kisser and hugger

One of the aunts on my dad's side can't wait for family get-togethers. For her, it's an occasion to tell us how much she's missed us and kiss us on the cheek at least five times! The problem is, she isn't even close family and I just don't feel comfortable with it.

The perfect one

Do you know someone who believes they're absolutely perfect? My stepbrother, in his own opinion, goes to the best school, gets the best grades and is the fittest. We should all look up to him!

The gossip queen / king

They know everything that happens in the family, for example, my grandma is the one who passes information on about everyone else. Thanks to her, we know why my cousin's brother-in-law decided to change his job or what his parents-in-law bought in the sales last weekend.

The family history expert

In my family, this is my grandpa's brother, Uncle George. He's the only person who knows all the stories about our ancestors. He can explain how I'm related to my third cousin, Paul, or why my great-grandfather was adopted.

Reporting verbs

- Who in your family do you disagree with most often? What causes the problems?
- Read Matt's blog post. Why was Matt angry with his sister? How do you think Hailey explained her behaviour?

Matt's BLOG

Sept 8

On Monday, I caught my younger sister, Hailey, looking at something on my phone. At first, she **denied** reading my messages. She told me that she was only checking the time. Then, she started crying and **admitted** logging into my email account. She **apologised** for taking my phone and **promised** not to do it ever again. When I **asked** her to tell me why she did it, she became hysterical and **refused** to say anything. I **agreed** not to get Mum involved and **warned** her about checking my messages again, or else. But then it happened again on Friday so I **told** Mum to talk to her. She didn't want to get involved so she just **suggested** that I should lock my phone with a new PIN.

- Look at the verbs in **bold** in Matt's blog post and complete the rules with the correct verbs.

Reporting verbs

Grammar animation

To report what someone has said, we can use *say*, *tell* or other reporting verbs.

Different reporting verbs use different sentence structures:

- verb + *to* + infinitive: _____, *offer*, _____
- verb + object + *to* + infinitive: *advise*, _____, *invite*, *order*, *remind*, _____, *warn*
- verb + *-ing*: _____, _____, *recommend*, *suggest*
- verb + preposition + *-ing*: _____ *for*, *complain about sb*
- verb + object + preposition + *-ing*: *blame sb for*, *congratulate sb on*, _____ *sb about*
- verb + *that* + *should* clause: *advise*, *recommend*, *request*, _____

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- Complete the sentences with the correct form of the verbs in brackets.

- Dad told my stepsister _____ the earlier bus when she goes to school. (*get*)
- The psychologist advised the brothers _____ to each other regularly when they don't live together any longer. (*talk*)
- Yasmin admitted _____ a bit shy when she was younger. (*be*)

- My cousin invited _____ a weekend with him and his parents at the lake. (*me / spend*)
- We congratulated _____ his first summer job. (*Jack / get*)
- Mum suggested _____ only close family to our wedding. (*invite*)
- The doctor checked my blood test results and ordered _____ some vitamins. (*me / take*)
- Why didn't you apologise _____ a fight with your stepbrother? (*have*)

- Rewrite the sentences using the verbs in brackets.


- Jessica's parents-in-law said they didn't want to lend her any money. (*refuse*)
- My brother said that he could help with my maths homework. (*offer*)
- Grandma told me not to follow in my uncle's footsteps and give up my studies after the first year. (*warn*)
- Aunt Lidia said she had an idea to make a family album and give it to our grandparents as their anniversary present. (*suggest*)
- My cousin Mark said he didn't argue with his siblings. (*deny*)
- I told my dad I was sorry about lying to him about the party. (*apologise*)
- Amy said she would help me organise a family get-together. (*promise*)
- Ellie was the first person who told me she was happy I got the job. (*congratulate*)


- Work in pairs. Choose a photo and decide what is happening. Imagine the conversation the people might have had. Take turns in retelling the conversation between the people in the photo. Use different reporting verbs each time.

Mum ordered her daughter to tidy her room.



Brought up with wolves

- 1**  Look at the photo and answer the questions.

 - What do you think the title of the text means?
 - Do you think animals can look after people? Why? / Why not?
- 2**  **4.08** Read the article. Ignore the gaps for now. Which sentence (A–C) is NOT true about the article?



 - The author of the article describes what Rodríguez's childhood had been like before he began to look after goats.
 - The author of the article gives examples of problems Rodríguez had when he got back to society.
 - The author of the text tries to explain how and why Rodríguez made friends with animals.
- 3** **EXAM** Read the article again and complete gaps A–F with sentences 1–7. There is one sentence that you do not need.

 - It wasn't just food that kept him alive.
 - They both lived in a cave, drank goat's milk and hunted for rabbits.
 - He lay down on the ground until he saw wolves coming near him.
 - He believed that they were ⁵trapped inside the device.
 - He tried to catch fish and leave traps for animals, but he wasn't able to get much food.
 - He was asked many questions, and people wondered if he was telling the truth.
 - When they ⁶approached him, he wasn't able to answer their questions.
- 4** **VOCABULARY** Match the highlighted words above and in the article to the definitions A–F.

 - to come near to somebody / something
 - to get used to a new situation by changing the way you behave and/or think
 - a health condition which is connected with the state of mind
 - a person whose job is to take care of sheep
 - to put somebody in a dangerous place that they cannot get out of
 - to see or notice somebody / something

STRATEGY Understanding the order of events in a text

When reading a text which describes past events, it's important to realise that events in the text might not be presented in chronological order. To understand which event happened first, pay attention to linking phrases (*before, after, while, as soon as, etc.*), time references and dates.

- 5**  Read the strategy. Underline 6–10 main events in the story.
- 6**  Work in pairs. Write the events from the article that happened in Rodríguez's life in chronological order.

 - Rodríguez lived in the mountains with the shepherd.
- 7** Work in small groups. Compare the order of events in Ex 6.
- 8** **MEDIATION** Work in groups of three or four. You are doing a project on children raised by wild animals. Look online for another example and take notes on:

 - where it happened
 - the animals that looked after the child
 - how the child adapted to life with wild animals

Use your notes to tell the others in your group what you learned.

Brought



Marcos Rodríguez Pantoja was in his early twenties when he went to the cinema for the first time. It was a Western, and he got so scared of cowboys riding towards him on the screen that he ran out of the cinema. Rodríguez was also confused when he first heard people talking on the radio. ^A_____ As he couldn't find a door to let the people out, he threw the radio against the wall, but nobody left or answered him. At that moment, he thought he had killed them. Marcos Rodríguez Pantoja didn't suffer from any ¹mental illness. He wasn't used to technology. For the past twelve years, he had lived alone in the Sierra Morena, a mountain range in Spain.

up with wolves



It all started when Rodríguez was seven years old. Together with an elderly ²shepherd he was taking care of goats and sheep that were kept in the mountains. ^B _____ However, one day the man went to the woods to find food and never came back.

Rodríguez did all he could to survive. ^C _____ Soon he began to ³observe animals and ate whatever they ate. For example, he picked the same berries the birds did or the same plants that wild pigs found in the ground.

^D _____ As Rodríguez explained later, he managed to go on for twelve years alone because he had made friends with animals. He learned to communicate with them. Rodríguez believes that

wolves were looking after him and shared their food with him while snakes and foxes kept him company.

In 1965, Rodríguez was found by the police.

^E _____ He understood the policemen, but had lost the ability to pronounce words. After being taken to hospital, Rodríguez spent months learning how to speak, walk straight and eat. It took him many years to ⁴adjust to society again.

After he had been rescued, Rodríguez was visited by experts like anthropologists and biologists.

^F _____ Did he make friends with wolves? Was he able to communicate with animals? Did they offer him food? One of the specialists believes that Rodríguez saw it this way because it helped him cope with the situation.



Making a positive impression

- THINK & SHARE** Look at the photos of people at a job interview. Do you think they are making a good impression? Why? / Why not?
- Read the first part of the article and cross (X) the piece of advice which, in your opinion, will not help you make a good impression.

How to make a **GOOD** first impression

It might be your first day at a new school, a job interview or perhaps you're going to meet some new people. It doesn't matter what the occasion is – you just want to make a good first impression.

Dress in the right way. Choose clothes that are tidy, fit you well and are appropriate for the occasion. And no, you don't have to wear designer clothes.

Body language matters. You might not realise it, but the way you stand, where you put your hands or whether you keep your back straight – all these things say something about you. Before your big meeting, look in the mirror and practise. Check how you walk, how you sit and what you do with your hands.

Even if you're nervous, smile. A warm smile shows that you're friendly and ready to meet new people. Just make sure it doesn't look fake!

Time for a role model. Think about a person you look up to and try to be a bit like them. When you meet someone for the first time, you don't have to be yourself. You can pretend to be a better version of who you are.

Watch your language. Remember to speak clearly and make sure you're talking neither too loudly nor too quietly. People usually tend to overuse some words, but if you want to make a good impression, control your language.

- Read the article again and answer the questions.
 - When do people want to make a good first impression according to the author of the article? Can you think of some other situations?
 - What advice does the author give about clothes? What clothes wouldn't you wear to an important meeting?
 - Can you think of some examples of body language or facial expressions that annoy or make a really bad impression on others?
 - How should you speak to make a good impression? Can you think of some words you or your friends overuse?
- Work in pairs. Look at the headings from the rest of the article. What do you think these pieces of advice refer to? Why are they important?
 - Be on time.
 - Be positive.
 - Look confident.
 - Make eye contact.
 - Listen actively.
 - Put your phone away.
- Work in pairs. Choose two headings from Ex 4 and write two or three sentences explaining the pieces of advice similar to the article.
- THINK & SHARE** Discuss the questions.
 - Imagine you have a job interview soon. What things do you need to change or improve to make a good impression?
 - Do you think it's difficult to learn to make a good first impression? Why? / Why not?
 - When you meet new people, what things make you like some people more than others?
- MEDIATION** Work in pairs. Your non-English-speaking friend has got an interview for a part-time job in a local shop and they are very nervous. In your own language tell your friend the main ideas in the article about making a good first impression.

You know what they're like ...

- EXAM** In your opinion, what are the three most common causes of arguments between teenagers and their parents?
- 4.09** Listen to Liam and Millie talking. Answer the questions.
 - What good news does Liam want to share with Millie?
 - Why aren't Liam's parents happy about it?
 - What does Millie advise Liam to do?



- 4.09** Listen again. Which phrases from the **Phrasebook** do the speakers use? Write M for Millie or L for Liam.

PHRASEBOOK Keeping the conversation going

Starting a new topic

Guess what!
Listen to this!
You'll never believe what ...
Have you heard ... ?

Changing the topic

Speaking of ...
That reminds me ...
Oh, by the way ...
Anyway, ...
Now that you mention that, ...
Before I forget, ...

I nearly forgot to say / tell you / mention ...
There's something else I meant to ask / tell you ...
Funny you should mention that ...

Continuing the topic

Back to what I was saying, ...
As I was saying, ...
In any case, ...
Where was I?

STRATEGY Using reported speech

When you're saying what someone else told you, remember to use reported speech. Try to use a variety of reporting verbs such as *explained*, *denied*, *admitted*, etc.

- STRATEGY** Read the **strategy**. Rewrite what someone else told Liam and Millie.
 - 'You are very creative.'
Mr Brown said _____.
 - 'Don't forget to bring sketchbooks and pencils.'
She reminded _____.

- 'We can help you financially if you decide to study at our school.'
The Art College offered _____.
- 'I've always hoped you'll follow in your dad's footsteps and become a doctor.'
Yesterday my mum told me _____.
- 'Don't be an artist!'
She warned me _____.
- 'Don't spend so much time online.'
My dad ordered _____.
- 4.10** Listen and check.
- Work in pairs. Read the messages some teenagers left on a teen magazine website looking for advice. Then follow the instructions.

TEEN WORLD

HOME ARTICLES ADVICE



'Please help me! My parents say I spend too much time on my phone. A few weeks ago, they installed this app which tells them what my screen time is. Is seven hours a day really that much?! I know it sounds bad, but I need to stay in touch with my friends or check some things when I do my homework. How can I explain to my parents that this is an absolute minimum?' **Darshna, 18 years old**



'I had a huge argument with my parents last week. In their opinion, I shouldn't wear the clothes I wear. For them, my clothes are too colourful and too bright. "You look like you're going to the beach," they said. I don't understand why I can't dress in this way. These colours make me feel happier and put me in a good mood. What should I tell my parents?' **Jasper, 15 years old**



'I have a big problem with my parents. They think my room is too messy and I need to tidy it more often, but I like it the way it is. Once I tidied it and then I couldn't find anything for weeks! Believe me, it was a nightmare! I like to have lots of books and sheets of paper on my desk and piles of clothes on my armchair. I see what I have and it's easier for me to find what I need. What should I do?' **Ava, 17 years old**

- Student A: choose one of the situations above and tell Student B what you read about. Remember to use reported speech and the phrases from the Phrasebook.
- Student B: listen to Student A. Comment on what they are telling you. During your conversation, try to change the topic at least once and mention one of the things below or your own ideas. Use the phrases from the Phrasebook.

an app you like
your homework for tomorrow
what clothes you need / want to buy
what happened to you in the morning
what your parents told you yesterday
what you're going to do after school
your new desk / chair / furniture

- REFLECT** Work in pairs. Answer the questions.
 - What did you think of the problem you talked about?
 - Which phrases did you use from the Phrasebook to start, change or continue the topic?
 - Did you manage to report correctly someone else's words?

Description of a person

- Who did you use to look up to when you were younger? Who do you admire now? What makes these people special for you?
- Read the description below. Match questions A–D to paragraphs 1–4.
 - What does she look like?
 - Who is it? How did you meet? Where do you know her from?
 - Why do you like her?
 - What is she like?



- I have a cousin called Julia. She's rather well known back in Durham where I come from. Julia plays for her university football team. She's the captain of the team and the goalkeeper. Julia is 22 years old, and I've looked up to her for as long as I can remember.
- Julia is a bit taller than me. She's skinny but quite strong. She usually looks really stylish and wears incredibly gorgeous clothes. I try to dress similarly to her whenever I can. Julia has long, straight, brown hair and big, green eyes. Our grandma always says how beautiful Julia is and I think she's absolutely right.
- I love spending time with Julia. She's friendly, easy-going and cheerful around people she is comfortable with. However, Julia can be fairly shy when she's with someone she doesn't know too well. Julia is definitely the most determined and ambitious person I've ever met. She does her best at practices and is extremely competitive. At football matches she gets so emotional that she may even cry at the end, no matter if her team wins or loses.
- It's really hard for me to pick one thing that I like most about her. Julia has such a positive attitude to life and it makes me want to hang out with her all the time!

- Complete the **Phrasebook** with the correct form of the phrases in **bold** in the description.

PHRASEBOOK Describing people

General appearance

attractive good-looking gorgeous handsome sporty
1 _____ well dressed

Height and build

short 2 _____ medium-height 3 _____
overweight slim

Hair

short long wavy curly 4 _____ dark blonde
brown fair grey red bald

Face

moustache beard blue / brown / 5 _____ eyes

- Work in pairs. Describe the people in the pictures using the words from the **Phrasebook**.



STRATEGY Using modifying adverbs

To make your writing more interesting, use adverbs to modify and strengthen the meaning of the adjectives. Here are some common modifying adverbs:

absolutely completely extremely fairly
incredibly quite rather really totally very

- Read the **strategy**. Underline eight examples of modifying adverbs in the text. What are the differences in meaning between these adverbs?
- Rewrite the sentences adding modifying adverbs.
 - Actors need to be easy-going and ambitious.
 - My history teacher is talkative.
 - I'm ambitious.
 - An optimist is someone with a positive attitude to life.
 - Bank managers are well-dressed.
- Choose someone who inspires you or a person who has been your good friend for a long time. Make notes to answer the questions in Ex 2.
- Write a description of your chosen person. Use the notes you made in Ex 7.
- CHECK YOUR WORK** Did you ...
 - write who it is, what they look like and what they are like?
 - include relevant vocabulary describing their appearance and personality?
 - include modifying adverbs?
 - check spelling, grammar and punctuation?

Grammar

1 Complete the second sentence using reported speech.

- 'You've been fairly quiet today.'
Joe told me that _____.
- 'What time does the show start?'
Nathan asked me what time _____.
- 'Kaya should be more determined if she wants to do well at her exams next month.'
Someone told Kaya that she _____.
- 'Are you going to complain about the service like you did last week?'
Ali asked me _____.
- 'Tomorrow at 10 a.m. we'll be shopping in Berlin.'
Ted said _____.
- 'I'll leave this book here so you can have a look at it later today.'
Mum told me _____.

2 Choose the correct alternative.

- They **blamed** / **warned** me for ruining their family get-together, but I don't think it was my fault.
- My younger sister apologised for **take** / **taking** my clothes without asking.
- Leyla **suggested** / **advised** Mark to be more easy-going.
- My parents **encouraged** / **agreed** us to go to Alfie's party.
- Finn **refused** / **admitted** being a bit too selfish recently.
- Dad **requested** / **offered** that we should invite the whole family on his side to their wedding anniversary.

Vocabulary

3 Complete the sentences with the words and phrases below. There are three words or phrases that you do not need.

ambitious cope well with stress easy-going
fairly generous have a positive attitude to life
lack confidence shy talkative

- I've never known anyone who is as _____ as my grandma. She loves giving presents to everyone, even if there's no occasion.
- You should have seen Sarah before the performance on Friday. She was playing the main character, but I was worried she wouldn't say a word on stage. She definitely doesn't _____.
- I wish my parents were more _____ and let me spend more time playing computer games or hanging out with friends.
- Frankie and Abe are best friends, but they're completely different. Frankie is quiet, whereas Abe is extremely _____. It's hard to interrupt him when he begins telling one of his stories.
- It's a great book for young people who _____. They can read how to stop feeling bad about themselves and worrying what others think of them.
- Sophie is _____ hard-working. She knows what she has to do, but she never does more than she's asked to.

4 Complete the sentences with family and relations words and phrases.

- Felix _____ after his dad. They look really similar.
- My mum says we're _____ to a pop-singer from the '90s, but I've never seen him at a family _____.
- Izzy was born and _____ up in a small village in the south of Spain.
- When I was younger, I _____ up to Natasha, my older cousin. She played the piano, so I decided to take it up too.
- Mo doesn't know the family on his dad's _____. They live in Australia.
- We mustn't pollute the atmosphere so that future _____ can also enjoy fresh air.

Cumulative review

5 Choose the correct answer: A, B or C.

If I had to choose one person who had the biggest influence on my life, it'd definitely be my grandma, Maria. She is my dad's mum and I'm very close to her. I remember when I was a child, my grandma was much more ¹ than my parents. For example, I once asked my parents if they ² allow me to have a sleepover with my friends, and they said no. Luckily, Grandma somehow ³ them to change their minds.

She has taught me how to be ⁴ and never give up. When I started school, reading and writing seemed hard. She suggested ⁵ it slow. She's also the least ⁶ person I know. All she does is care about others – what they need and how to help them. What I like most about Grandma is that she has such a positive ⁷ to life and always cheers me up no matter how sad I feel.

Next month, my grandma will turn 70, so we're having a big family ⁸. There will probably be around 30 people because Mum was ⁹ and invited the whole family ¹⁰ my dad's side. The party is a surprise, but I'm sure Grandma will love it.

- | | | |
|------------------------|----------------|---------------|
| 1 A modest | B easy-going | C related |
| 2 A would | B are going to | C will |
| 3 A persuaded | B admitted | C recommended |
| 4 A sociable | B talkative | C determined |
| 5 A that I should take | B me to take | C talking |
| 6 A ambitious | B generous | C selfish |
| 7 A attitude | B ancestor | C generation |
| 8 A sibling | B get-together | C footsteps |
| 9 A generous | B ambitious | C shy |
| 10 A of | B at | C on |

Think & share

6 EXAM Answer the questions.

- Who do you take after in your family and whose footsteps would you follow in?
- Have you learned a lot from your parents? What did they often tell you when you were a small child?

Listening

EXAM STRATEGY

When you do a multiple-choice listening task, read the task and the questions and options carefully. This will give you an idea of what the recording is going to be about and what kind of information to listen for.

- 1 Read the **strategy** above. Then read the exam task in Ex 2 and try to predict what the programme will be about. Which animals will Irina mention?
- 2 **4.11** For each question 1–5, choose the correct answer: A, B or C.

You will hear a radio programme about health and fitness.

- 1 We learn that Irina is ...
- A a professional sports player.
 - B someone who works with animals.
 - C on the programme quite often.
- 2 What does Irina say about dogs as pets?
- A They need a lot of exercise.
 - B They can improve our state of mind.
 - C Owning one can be stressful.
- 3 Irina says having a pet is good for children because ...
- A it helps them develop important skills.
 - B it teaches them about a healthy lifestyle.
 - C it helps them make friends when they are older.
- 4 Irina says that people ...
- A don't talk enough about owning horses.
 - B think of horses differently to cats and dogs.
 - C may regret buying a pet later in life.
- 5 What does Irina NOT say about owning a horse?
- A It can have a lot of advantages.
 - B Owners need to be in good physical shape.
 - C It is only appropriate for a few people.

Use of English

EXAM STRATEGY

In a key word transformation task, you must not write more than the word limit. An answer longer than five words will not be accepted, even if it is correct.

- 3 Read the **strategy** above. Then read the instructions for the exam task in Ex 4 and the example below. The answer is grammatically correct but too long. What is the correct answer?

Because of how the doctor helped, I recovered fast.

HELP

Thanks to the help the doctor gave me, I recovered fast.

- 4 For each question, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between two and five words, including the word given.

- 1 Were they able to find a cure for the disease?

SUCCEED

Did _____ a cure for the disease?

- 2 Are there many calories in this drink?

IF

Do you _____ many calories in this drink?

- 3 'You should try to eat more fruit,' he told us.

SUGGESTED

He _____ eat more fruit.

- 4 I tried to concentrate, but I couldn't follow the film's plot.

ABLE

I tried to concentrate, but I _____ the film's plot.

- 5 Answering his question was easy for me.

DIFFICULT

I didn't find _____ his question.

Reading

EXAM STRATEGY

When you match people to texts, read the descriptions of the people, then read the texts carefully. Underline any information which matches both the texts and the descriptions. The correct text should match all the points in the description.


- 5 Read the **strategy** above and look at the information about the first person in the exam task in Ex 6. Underline key words which match words in the activities. Which text matches all the points in the description of Oscar?
- 6 The people below (1–5) all want to do a new activity. Read the descriptions of eight different activities (A–H). Decide which activity would be the most suitable for each person. There are three extra activities.
- 1 ___ Oscar often travels to other countries for his job. He loves learning about other cultures, but would like to be able to communicate better when he's abroad. He's very sociable, so he would love to do something that involves meeting other people.
- 2 ___ Priti has been feeling a bit depressed recently and is determined to have a more positive attitude to life. She is interested in finding out about different ways to improve her mental health.
- 3 ___ Soroush loves nature and is keen to do something that has a real impact on the environment. He's quite shy and lacks confidence, so would prefer to work alone or with only a few other people.
- 4 ___ Mario is taking an important exam next month. He lives on his own and studies every evening, but he's looking for some ideas about how to cope better with stress.
- 5 ___ Sue loves reading anything from magazines to novels. She works hard during the week and has little free time. She'd like to take up an activity to do by herself at home.

- A** We can all feel a bit negative about things occasionally – it's perfectly natural! But you don't have to deal with things on your own. We're all different, which is why we offer a range of treatments. Start by taking one of our online personality tests to find out more!
- B** We're looking for enthusiastic people to join our local book club. We meet once a month on a Thursday evening. Members take turns to organise the meetings in their homes. It's a lot of fun and a great way to socialise!
- C** For all fans of stage and screen! Are you interested in learning about acting, film-making or costume design? Maybe you've got an idea for a great plot? Whether you're looking for career ideas, or just want to have fun, we can help. Contact us for more details.
- D** Does your life involve a lot of pressure from work or college? Are you looking for suggestions that will help you manage your work-life balance? Join one of our online meetings and share ideas with other friendly people. Choose from four different one-hour meetings every weekend.
- E** Are you tired of seeing plastic waste everywhere? Do you want to do something to improve the area where you live? Why not join us every Saturday – we organise small local groups to pick up litter and send it for recycling. You can really make a difference!
- F** Have you ever thought about learning a new foreign language? Well, now's the ideal time! Try out one of our classes – there are lots to choose from, whether you're a beginner or at a more advanced level. Improve your skills and make new friends too.
- G** If you're someone who loves books and literature, how about trying a writing course? Our flexible online courses are perfect for people with busy lifestyles. Learn how to create effective articles for the media, entertaining stories, and even poems. We've helped thousands of successful writers.
- H** Our walking club is a great way to get fit and healthy and explore beautiful surroundings. We have between ten and twenty people on our monthly walks. We even arrange trips to other parts of Europe. Breathtaking views and friendly company guaranteed!

Speaking

EXAM STRATEGY



If you don't understand what someone says in a speaking task, or you didn't hear it clearly, ask them to repeat it.

- 7** Read the **strategy** above. Then choose the correct words to complete each of these questions and statements.
- Would / Could** you mind saying that again, please?
 - Sorry, **could you / are you able to** repeat the question?
 - I'm sorry, but I **wasn't understanding / didn't understand** you.
- 8**  Answer the questions about lifestyles.
- How important is it for young people today to have a healthy diet?
 - What sort of food do you particularly like or dislike cooking? Why?
 - Would you describe yourself as a fan of fast-food restaurants?
 - What sort of physical activities do you enjoy most?
 - Tell me about the outdoor activities available where you live.
 - Which do you think is most effective for good physical health: a healthy diet or regular exercise?
 - What advice would you give someone who wants to improve their mental health?
 - Why do you think some people have a more positive attitude than others?

Writing

EXAM STRATEGY

When you write an email to a friend, make sure that you use informal language.

- 9**  Read the **strategy** above then rewrite these sentences in your notebook in an informal style.
- Could you please inform me of your opinion?
 - I am in agreement with you.
 - I regret that I am unable to be of assistance to you.
 - I look forward to seeing you in the near future.
- 10**  Read this email from your English-speaking friend Ben. Write an email reply to Ben, answering his questions.

← →

FROM: Ben

SUBJECT: Keeping fit

Hi

I've recently decided that I need to make more effort to keep in shape. Do you think that's a good idea?

I'm not sure what to do though, and I'd like your advice. My cousin asked me to join his local football club, but I'm not very sociable – in fact I'm quite shy! What do you think I should do?

Can you suggest any other ways that I can get fit?

Hope to hear from you soon!

Ben