

Feeling good

1

Vocabulary: Feelings: nouns;
Feelings: phrasal verbs

Grammar: Present perfect
review; Verb patterns (1)

Speaking: Describing
recent experiences

Writing: A personal
profile

VOCABULARY Feelings: nouns

I can identify and describe different feelings.

1 Read the title of the text and the introduction. Have you used any emojis today?

The international language of emotion

Are emojis the new global language? More than 90% of social media users use emojis to add emotion to messages, and there's an emoji for almost every feeling and social situation. How emoji-literate are you? Can you spot which two emojis are with the wrong messages?

So my phone hadn't been stolen after all – I've just found it under the sofa. What a **relief**!



I'm so excited as we're about to go to the Ed Sheeran concert. I'm jumping for **joy**!

I've just finished my 10 km 'fun run'. So this is what total **exhaustion** feels like!



We're feeling a great sense of **pride** today. Our son has just graduated! Congratulations, Ben!

Does anyone else suffer from **depression** in winter? Grey skies make me feel really miserable.



Has anyone got any tips for managing **anxiety**? I've got exams next week and I'm feeling so stressed.

Right now, I'm chilling out at the beach and listening to music. This is my idea of **relaxation**!



Thanks for the birthday wishes! Sending love and **affection** to you all!

Much to my **amusement**, our dog is singing along to the radio. She must really like Taylor Swift!



I don't understand my Maths homework! Is anyone else in a state of total **confusion** or is it just me?

I've just got to school and realized I'm still wearing my slippers! Imagine my **embarrassment**!



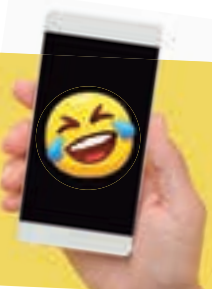
I'm feeling a lot of **anger** this morning. To the person that stole my bike lights – have a horrible day!

2 1.1 Read the text and complete the table with the noun forms. Listen and check.

Adjective	Noun	Adjective	Noun
affectionate	<i>affection</i>	embarrassed	
amused		exhausted	
angry		joyful	
anxious		proud	
confused		relaxed	
depressed		relieved	

FUN FACT

Over 60 billion emojis are sent every day. One of the most popular emojis on social media is this laughing face.



Now watch the vlog.

3 Which two emojis are with the wrong messages? In pairs, compare your answers.

4 Work in pairs. Discuss when you experienced some of the feelings in Exercise 2.

FAST FINISHER

Write definitions or example sentences for other emojis (real or imagined).

My happy place

READING

I can understand comparison in texts.

- Look at the picture. Read the title of the text and the introduction. Where do these teenagers live, and why are they smiling?
- 1.2 Read and listen to the whole text. Put topics a–e in the order that they are mentioned in the text.
 - A healthy lifestyle
 - Feeling respected
 - Stress-free studying
 - Different, but just as good!
 - Lots of freedom
- 1.2 Read and listen to the article again. Are the sentences true (T) or false (F)? Correct the false sentences.
 - Frankie hasn't been living in the Netherlands for very long.
 - The most important thing for Dutch parents is the grades that their kids achieve at school.
 - Frankie thinks that Dutch teenagers are given a lot of freedom.
 - Dutch teenagers only use their bikes when the weather is good.
 - In Ruben's opinion, Dutch schools are more relaxed than American schools.
 - Ruben's teachers in San Diego haven't been supportive.
 - Dutch teenagers form strong relationships more quickly than American teenagers.
 - Ruben has found it easy to make new friends at his new school.
- Word Power** Study the table. Then look at the words in bold (1–8) in the text. Is each word an adjective, an adverb or a noun?

Suffixes		
suffix	form	example
-able/-ible, -ic, -ive	adjective	<i>reliable, energetic, creative</i>
-ly	adverb	<i>happily, enthusiastically</i>
-ance/-ence, -ment, -(t)ion, -ness	noun	<i>annoyance, embarrassment, frustration, unhappiness</i>

- COMPARE CULTURES** How is life for teenagers in your country similar to life in the Netherlands? How is it different? Where would you rather live and why?

The world's

happiest

teenagers?

by Frankie Walsh, 17

Have the Dutch found the recipe for happiness? A UNICEF report has just identified the Netherlands as the happiest country in the world for teenagers!

Although I'm American by birth, I've lived in Amsterdam since I was eight. Here are three things I've learned to love about Dutch culture.

There's less anxiety about academic ¹**achievement** in the Netherlands. Students do less homework and take fewer tests, and teachers and parents prioritize teenagers' well-being over their grades. In other words, they think it's more important to raise happy kids than smart ones!

Teenagers enjoy a great deal of ²**independence** here. For example, I've been making my own way to school since I was ten. My parents trust me to behave ³**sensibly** – most of the time! At school, teachers treat students as equals, and they respect our opinions.

The Dutch are very ⁴**enthusiastic** about outdoor activities, and cycling is a national passion. Whatever the weather, Dutch teens love to get on their bikes. Scientists say that physical activity not only improves our ⁵**fitness**, but it also protects us against depression and lifts our mood!

COMMENTS



Ruben Smit

Interesting article, Frankie! I was born in Amsterdam, but I've been living in San Diego for six months now. I've been very happy in both places.

I sometimes miss the freedom I had in Amsterdam. My new school has so many rules that I haven't learned them all yet. And we have a lot more tests here, so it can get quite stressful.

On the other hand, my new teachers are great. They've encouraged me to have more ⁶**ambition**. So I've been learning how to become an internet entrepreneur! My classmates have been so ⁷**supportive**, too. Dutch teenagers often take time to build relationships, while Americans seem to be ⁸**capable** of making friends for life in seconds. I've made lots of new friends here.

GRAMMAR Present perfect review

I can use the present perfect simple, the present perfect continuous and the past simple appropriately.

Now watch the grammar animation.

- 1 Read the grammar box and complete the rules with *present perfect simple* or *past simple*.

Present perfect simple vs past simple

I've **made** lots of new friends here.
My family **moved** here six months ago.
How long **have** you **lived** in Amsterdam?
I've **lived** here for nine years / since I was eight.
How long **did** you **live** in London?
I **lived** there for two years, from 2016 to 2018.

Rules

We use the ¹... to connect the past with the present, for an action or situation that started in the past and continues in the present and for a completed action in the past when we don't specify when it happened.

We use the ²... with past time expressions, e.g. *last Saturday, three weeks ago*, and to talk about an action or situation that is complete.

- 2 Complete the text with the past simple or the present perfect simple of the verbs in brackets.



Happy day!

For centuries, people ¹... (celebrate) the start of spring as a happy, optimistic time. So, in 2012, when the United Nations decided to create an International Day of Happiness, they ²... (choose) 20th March! The first festival ³... (take) place in 2013, and since then it ⁴... (inspire) numerous happiness events and projects around the world.

For the second festival in 2014, Pharrell Williams ⁵... (create) the world's first 24-hour music video, featuring people dancing to the song 'Happy'. ⁶... (you / see) it on YouTube? I ⁷... (watch) the 'Happy' video for about 20 minutes last night and I really ⁸... (enjoy) it.

- 3 Read the grammar box and complete the rules with *simple* or *continuous*.

Present perfect simple vs present perfect continuous

Tom's **been reading** *The Hunger Games*.
He's enjoying it. (He's still reading it.)

Tom's **read** *The Hunger Games*. He loved it!
(He isn't reading it any longer.)

I've **been playing** basketball regularly since I came to San Diego.

I've **played** basketball two or three times since I came to San Diego.

We're thirsty because we've **been playing** basketball all morning.

I've **had** a bike since I was eight.
(NOT I've been having...)

Rules

We use the present perfect ¹...

- for actions that are complete now.
- to say how often something has happened.
- with stative verbs (e.g. *be, have, know, like*).

We use the present perfect ²... for

- actions that started in the past and continue in the present.
- long and repeated actions that continue in the present.
- long and repeated actions that have a present result.

- 4 Choose the correct answers.

- I've *seen* / *been seeing* the film *La La Land* three times – I love it!
- She's *done* / *been doing* her homework, so now she can relax.
- You've *studied* / *been studying* all day. Why don't you stop and have a break?
- Sorry I'm late! How long have you *waited* / *been waiting*?
- I've *visited* / *been visiting* Amsterdam several times.
- She's *been knowing* / *known* Adam since they were at school.

- 5 Work in pairs. Talk about a hobby that makes you happy.

I've been ... -ing ... since ...

I've always enjoyed ... because ...

The first time I ...

Recently, I've been ... -ing ...

FAST FINISHER

What have you done this week that's made you happy? Write sentences with the present perfect simple, present perfect continuous and the past simple.

Music for every mood

VOCABULARY and LISTENING Feelings: phrasal verbs

I can listen for specific information in a radio programme.

1 When and where do you usually listen to music?



PLAYLIST

TO YOUR
LIFE

They say there's music for every mood and situation! So which song or piece of music ...

A ... always **cheers you up** and makes you smile, even when life's been **getting you down**?

B ... **gets to you** and makes you feel really sad or annoyed?

C ... could help you **get over** a broken heart when a relationship ends?

D ... didn't you like at first, but it **grew on you** and now you love it?

E ... did you use to like before, but now you've **gone off it**?

F ... is so exciting or energising you sometimes **get carried away** (maybe you even start dancing)?

G ... helps you to **calm down** or even **chill out** completely when everyday problems are **stressing you out**?

2 Read the questionnaire. Match the phrasal verbs in bold with definitions 1-9.

make you sad **get you down**

- 1 stop liking something
- 2 make you stressed
- 3 feel completely relaxed and happy
- 4 get too excited
- 5 start to like something more and more
- 6 make you happier
- 7 recover emotionally from
- 8 become more relaxed
- 9 make you feel upset or angry

3 In pairs, do the questionnaire. Do you have similar musical tastes?

4 1.3 Listen to the radio programme and choose the best summary.

- a A musician talks about which songs make her feel happy.
- b A music psychologist talks about scientific research into music and emotions.
- c A professional DJ talks about the songs she likes to play in different situations.

5 1.3 Listen again and choose the correct answers to complete the sentences.

- 1 When we listen to a song, the thing that most makes us feel happier is ...
 - a the type of music.
 - b the speed.
 - c the lyrics.
- 2 The title of the happiest song in the world is ...
 - a 'Apparently'.
 - b 'Don't Stop Me Now'.
 - c 'Queen'.
- 3 When we sing along to a song, we ...
 - a feel a sense of well-being.
 - b really understand the lyrics.
 - c improve our singing.
- 4 When we're feeling down, sad music can ...
 - a make us feel worse.
 - b have an instant effect on us.
 - c have a reassuring effect on us.
- 5 Amy recommends that we listen to ...
 - a music more often.
 - b happy music all the time.
 - c various types of music.

6 FIND OUT What's the best-selling song in the world? How does it make you feel? Why?

GRAMMAR Verb patterns (1)

I can use the *-ing* and *to + infinitive* forms accurately.

Now watch the grammar animation.

- 1 Read the grammar box and choose the correct answers to complete the rules.

Singing creates feel-good chemicals in your body.

Dad **loved playing** rock music in the car.

We listen to sad music **to explore** our feelings.

We **need to match** our music to our moods.

You should listen to any song you **like listening to**!

Many of us **like to sing** along to this song.

I **remember listening** to that when I was a kid.
(past memory)

Just **remember not to listen** to sad songs all the time. (advice)

Rules

We use the *-ing* form as the subject of a sentence, and after certain verbs, e.g. *love, don't mind, feel like, suggest*.

We use *to + infinitive* to give a reason, and after certain verbs, e.g. *decide, help, need, plan, refuse, would like*.

We can use both forms after certain verbs, e.g. *start, like, prefer*. The meaning ¹*changes / doesn't change*.

We can use both forms after certain verbs, e.g. *remember, forget, stop, try*. The meaning ²*changes / doesn't change*.

- 2 Complete the blog post with the correct *-ing* or *to + infinitive* form of the verbs in brackets.

TWO SONGS THAT SAY IT ALL ...

THE SONG THAT MEANS 'FAMILY'

¹... (perform) is in my blood – my mum was a pop star! I'll never forget ²... (see) her sing live on TV when I was a kid. I was so proud! Next month, I'm taking part in a singing competition on TV because I'd like ³... (become) a famous singer like her one day. I've decided ⁴... (sing) 'We Are Family' by Sister Sledge, as it's my family's favourite song!

THE SONG THAT MEANS 'FRIENDS'

⁵... (hang out) with my friends is so important to me. I love ⁶... (spend) time with my 'besties'. My friends help ⁷... (cheer) me up if I'm feeling down and when I don't feel like ⁸... (smile), we put on some music and dance! My favourite song about friendship is 'I'll Be There For You' by the Rembrandts – it's the theme song for the TV series *Friends*. Sometimes I play it ⁹... (remind) myself how lucky I am!

3 PRONUNCIATION Stress in verb patterns

- 1.4 Are *to* and *-ing* stressed or unstressed? Listen and repeat.

- I love playing the guitar, and I'd like to be in a band one day.
- I don't like dancing and I generally try to avoid it!

- 4 In pairs, take turns to ask questions with the correct *-ing* form or *to + infinitive*. Give as much detail as possible in your answers.

Do you enjoy / dance / or / sing?

A: Do you enjoy dancing or singing?

B: I don't mind dancing, but I can't sing! My friends cover their ears when I try to sing!

- Why is / learn / the lyrics of pop songs good for your English?
- What music do you play / relax?
- Are there any instruments you'd like / learn?
- What talents do pop stars need / have?
- Which singer or band will you never forget / see / in concert?
- Which singer or band do you really want / see / in the future?

- 5 What are your 'two songs that say it all'? Look at Exercise 2 again. Then complete sentences 1–4 with your own ideas.

The song that means 'family'

- I'll never forget hearing / listening to / seeing ...
- I listen to / play ... to remind myself of ...

The song that means 'friends'

- Being with my friends is ...
- We love listening to / playing / dancing ... when ...



- 6 Work in pairs. Tell your partner about your 'two songs that say it all'. What's the most interesting or surprising thing you learn about your partner?

FAST FINISHER

Write about your 'two songs that say it all'. Include as many *-ing* and *to + infinitive* forms as possible.

KEEP TALKING!

Have you been to any good gigs recently?

READING and LISTENING

I can understand information about events.

a *La Traviata*
Central Opera House
Sunday, 10 May
Time: 2.30 p.m.
Seat: H11

b WEEKEND PASS
Phoenix Music Festival
7th and 8th July
Music – dance –
jamming sessions –
workshops and much
much more!

c **GRAND FINALE**
TONIGHT'S THE NIGHT!
Come along and support this year's
Battle of the Bands
in the school hall
£5

d **OPEN MIC NIGHT**
With host Jess Glenn
Coconut Tree Club
All kinds of musicians and
music welcome!
Saturdays, 8.00 – 11.00 p.m.
Free entry

e **ROYAL OPERA HALL**
Kanye Michaels
performs Mozart's
Violin Concerto No. 3
Door 7
Seat: H15
Price: £30
Doors open 45 minutes
before the performance.

f THIS IS YOUR TICKET
Circular Waves
present their new album
SEA
O2 ARENA, OXFORD
Saturday, 9th October
Doors open 7pm.
Standing only

g **DANCE CLASSES.COM**
Home About Classes
Street dance classes
Dynamic, fun and energetic!
Open to anyone aged 11 to 18.
Wednesdays and Saturdays, 4.30–6.00 p.m.
Ace Community Centre
£6 per class or £40 for 8 classes.

1 Look at the adverts, tickets, posters and passes. Which one is different to the others?

2 Match the sentences with the events in Exercise 1.

- 1 You don't have to pay to go to this event.
- 2 You can't do this if you're over 18.
- 3 This is an afternoon performance.
- 4 This is taking place on Saturday and Sunday.
- 5 There aren't any seats for this event.
- 6 There will be a solo performer at this event.
- 7 This event is taking place at a school.

3 **1.5** Listen to the dialogue. Which of the events in Exercise 1 do Marco and Lucy decide to go to at the weekend?

4 **1.5** Listen again. Are the sentences true (T) or false (F)?

- 1 Lucy doesn't want to do anything at the weekend.
- 2 Lucy suggests going to a football match.
- 3 Marco isn't very keen on the street dance class.
- 4 They're too old to go to the street dance class.
- 5 Marco has been to the Coconut Tree Club before.
- 6 Lucy thinks Marco should perform a song on Saturday.

5 Work in pairs. Find out if your partner has ever been to any events like those in Exercise 1.

A: Have you ever been to a street dance class?

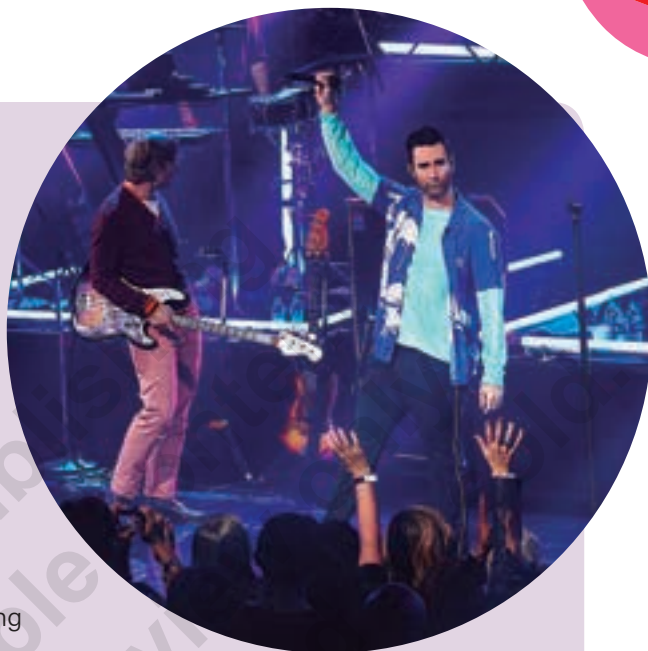
B: Yes, I have. I went to a hip hop class last year.

SPEAKING Describing recent experiences

I can talk about a recent experience.

1 1.6 Listen and read. What did Jack do last weekend?

- Jack:** Hi, Nora. How's it going?
- Nora:** Fine, thanks. I haven't seen you for ages. Have you been to any good gigs recently?
- Jack:** Yes, I have, actually. I went to see Maroon 5 on Saturday.
- Nora:** Wow! I'm so jealous! I've never seen them live. Where did you see them?
- Jack:** In Manchester. They're only doing three shows in the UK.
- Nora:** Wow! That's a long way to go! You really are a super-fan. Who did you go with?
- Jack:** I went with Oscar.
- Nora:** Nice! So, come on, tell me. What was it like?
- Jack:** It was absolutely brilliant! They're even better live.
- Nora:** That sounds amazing! It seems like you had an amazing weekend.
- Jack:** Yes, I did.



2 1.7 Listen and repeat the **Useful language**. Which phrases are used in Exercise 1?

Useful language

Talking about a recent experience

Have you been to / seen any good ... recently?

I've just been to / seen ...

I went to / saw ... last weekend.

Asking follow-up questions

Where did you see it / them?

Who did you go with?

What was it like?

Showing interest and responding

Cool! / Wow! / Nice!

I'm so jealous!

I've never been / seen / done ...

I can imagine!

That sounds amazing!

4 Work in pairs. Prepare a dialogue about an event from the list below. Follow the steps in the **Speaking plan**.

- an open mic night
- a film
- an opera
- a concert
- a music festival
- a football match

Speaking plan

Prepare

- › Choose an event for your dialogue.
- › Make notes for your dialogue.

Speak

- › Practise your dialogue.
- › Use phrases from the **Useful language** box.
- › Act out your dialogue without notes.

Reflect

- › Swap roles and choose a new event.
- › Did you ask follow-up questions and show interest?
- › How can you improve next time?

3 Put the dialogue in order. Then work in pairs and practise the dialogue.

- a That's far! Who did you go with?
- b I've just been to a music festival, actually.
- c Have you been to any good concerts recently?
- d It was in Reading, to the west of London.
- e Nice. What was the music like?
- f No, it wasn't! We had fun though.
- g That doesn't sound great at all.
- h I went with my older brother and his friends.
- i Wow! That's exciting. Where was it?
- j It was a bit disappointing, actually. I didn't know any of the bands.



Now play **Keep moving!**



FAST FINISHER

Write a dialogue about an event you have been to recently.

THE FAB FOUR

This week we've chosen four decades in British music that we think have had a major impact on music today.

1 The Swinging Sixties

This was a time of creativity and innovation for British music. Britain was experiencing a period of economic growth and in the 1960s, teenagers wanted to be different from their parents. They were the first generation to create a genuine youth culture and they expressed their identity through their fashion and their tastes in music. The Beatles defined this decade. They had a huge influence on popular culture and their distinctly British sound had simple melodies, clever lyrics and rhythmic guitar work. They loved playing chords and using vocal harmonies and their music cheered people up.



2

Sounds of the Seventies



The early 1970s was the era of Glam rock with artists like David Bowie and Queen. In the mid-1970s, a new type of music emerged at the same time as an economic decline in the UK: punk. It was aggressive and loud and many people saw punk as anti-establishment, anti-politics and anti-pop. A lot of young people felt angry and rebellious because they were unemployed and thought that they had no future. They had strong opinions so they used punk to express their concerns and frustrations. Siouxsie and the Banshees, with Susan Ballion on lead vocals, were a famous British punk band.



4

COOL BRITANNIA

With the end of the Cold War and the introduction of the World Wide Web, the 1990s was an optimistic decade and 'Britpop' was born. Bands like Oasis and Blur used their local identities and regional accents to create a sense of belonging and pride with songs about British places and culture. Until now, all-male bands had dominated the British pop scene, but in 1996, the all-girl band, the Spice Girls, with the 'girl power' message of their debut single 'Wannabe' and album 'Spice', became the fastest-selling British group since the Beatles.

3

Electric Eighties

The early 1980s produced a new wave of manufactured pop bands and techno pop using synthesizers, percussion and saxophones. These included bands like Depeche Mode.

However, it was the Manchester indie rock band, the Smiths, which became one of the most important bands of this decade. They reacted against the superficial techno pop of the early 1980s and instead they wrote socio-political songs. Their songs were observations on the lives of ordinary people and expressed their feelings about the government and the monarchy in Britain at the time. Many of their songs were rather depressing, so, unless you were in the right mood, their songs could really get you down.



1 In pairs, discuss the questions.

- 1 Which British bands or singers do you know?
- 2 Which British bands or singers are popular in your country?
- 3 Which British bands or singers do you enjoy listening to?

2 Read the article quickly. Match the singers and bands with the decades.

- | | |
|-----------------------------|---------|
| 1 The Spice Girls | a 1960s |
| 2 The Smiths | b 1970s |
| 3 The Beatles | c 1980s |
| 4 Siouxsie and the Banshees | d 1990s |

3 1.8 Read and listen to the article. Are the sentences true (T) or false (F)?

- 1 The 1960s was a decade of prosperity in Britain.
- 2 In the 1960s, British teenagers wore similar clothes to their parents.
- 3 There was a strong connection between socio-political events and the start of punk in Britain.
- 4 British people of all ages identified with punk music in the 1970s.
- 5 The Smiths were one of the most important techno pop bands of the 1980s.
- 6 The Smiths' songs were usually happy and joyful.
- 7 In the 1990s, British pop groups wanted to show they were proud of their culture.
- 8 The Spice Girls were much more successful than the Beatles.

4 THINK CRITICALLY In groups, discuss the questions.

- 1 How do social and political events influence a country's music?
- 2 What can you learn about another culture from its music?

5 Word Power Find the words in the article. Can you explain their meaning?

album chord harmony lyrics
percussion single vocals

6 Complete the Music Quiz questions with words from Exercise 5. Ask and answer the questions in pairs.

7 GET CREATIVE In groups, choose a key decade or period for music in your country. Prepare a short presentation. Include the following information and any audio clips:

- decade, year
- socio-political situation
- bands, artists/musicians
- type of music
- albums, singles/songs
- reasons for your choice

MUSIC QUIZ

1 Which British musician helped Justin Bieber write the ¹... for 'Love Yourself'?

- a Adele
- b Elton John
- c Ed Sheeran

2 Who sings lead ²... for the British band Coldplay?

- a Chris Martin
- b Jonny Buckland
- c Guy Berryman

3 What was the name of Adele's first ³...?

- a 'Hello'
- b 'Skyfall'
- c 'Hometown Glory'

4 Which singer's self-titled ⁴... is one of the most-streamed on Spotify?

- a Dua Lipa
- b Rita Ora
- c Ellie Goulding

5 Boy bands like One Direction are famous for singing beautiful ⁵... . Where are One Direction from?

- a Wales and Scotland
- b Scotland and Ireland
- c England and Ireland



Now watch the culture video.



FAST FINISHER

Write your own quiz question for the music quiz and test your partner.

About me

WRITING A personal profile

I can write a personal profile.

- 1 Read Laura's personal profile. What is her favourite free-time activity?

International Student Chat

Profile

Hi! I'm Laura and I'm sixteen. I was born in Medellín, Colombia, but I ¹**grew up** in Barranquilla. I've never wanted to live anywhere else since it's such an exciting city. However, I'd also like to travel – especially around North America.



So, what am I into? Well, I love ²**hanging out with** friends, and I enjoy seeing live music and watching films, too. However, my main passion is dancing. I ³**got into salsa** when I was little, and I've been practising ever since. Dancing makes me happy even when life's ⁴**getting me down**, so I do it whenever I can. Every year in Barranquilla we have a huge carnival, and the whole community joins in.

At the moment, I'm studying at high school, and after that, I'd really like to go to university in the USA. That's why I've joined this site. I'd love to chat with an English speaker from the USA or Canada in order to improve my English.

Where do you live and what are you into? Send me a message and we can start chatting!



- 2 Which of the features below make Laura's profile more effective?

- 1 using a chatty, informal style
- 2 using a serious, formal style
- 3 using phrasal verbs and idioms
- 4 using connectors to organize the information
- 5 giving personal details and opinions
- 6 talking to the reader directly
- 7 giving long, factual descriptions

- 3 Look at the **Useful language** box. Find examples of these connectors in Laura's profile.

Useful language

Adding ideas

and, also, too, as well as, what's more

Contrasting ideas

but, however, although, even though

Giving reasons

because, as, since

Explaining consequences

so, that's why

Explaining the sequence of events

then, next, after, before, after that, later

- 4 Read the **Look!** box. Match phrases 1–4 in Laura's profile with phrasal verb types a–d in the box.

Look! Phrasal verbs

Separable phrasal verbs

- a Some transitive phrasal verbs
It **cheers me up**. (me = object)

Inseparable phrasal verbs

- b Three-word phrasal verbs
I'm **looking forward to** my holiday.
c Intransitive phrasal verbs
We **eat out** every night. (no object)
d Some transitive phrasal verbs
She **looked after us**. (us = object)

- 5 Complete the sentences in your notebook.

- 1 I grew up in ...
- 2 I got into ... when ...
- 3 ... always cheers me up.
- 4 I'm looking forward to ...

- 6 Write your own profile for an international student website. Follow the steps in the **Writing plan**.

Writing plan

Prepare

- Write notes for your profile.

Write

- Organize your profile into paragraphs.
➤ Include at least one sentence from Exercise 5.
➤ Follow the ideas in Exercise 2 to make your profile more effective.

Reflect

- Check your use of the present perfect.
➤ Check your use of connectors and phrasal verbs.

REVIEW

UNITS 1-3

▶ LISTENING

- 3 ① R1 Match 1-5 with a-e to make questions. Listen and check.



- 1 Could you tell me how
- 2 You haven't always been a news presenter,
- 3 Can you tell us what
- 4 You aren't always as calm as you look on TV,
- 5 What can help me
- a the most important thing for you in your job is?
- b are you?
- c have you?
- d you ended up working as a news presenter?
- e to get a job in the media?

- 4 ① R1 Choose the correct words in each sentence. Listen and check.

- 1 When Fiona left school, things didn't go to plan / wrong.
- 2 She won a radio / magazine competition to be a news presenter for a month.
- 3 She used to work as a reporter / journalist and she has travelled all over the world.
- 4 There are differences between TV news and online / newspaper journalism.
- 5 Eyewitnesses / Viewers should not be aware of how you are feeling.

- 5 ① R1 Listen again. Copy and complete the sentences. Write one to three words.

- 1 Fiona didn't fulfil her ... becoming an actor because she failed to get into drama school.
- 2 The most important thing for Fiona is to use
- 3 TV presenters need to ... news stories really quickly.
- 4 She has sometimes felt ... , irritation and anger, but she's always professional.
- 5 Not many people who want to work as a news presenter

▶ READING

- 1 Complete the article with the correct form of the verbs in brackets.

How small acts of kindness went global

For over twenty years, people in a lot of countries ¹... (celebrate) official World Kindness Day on 13 November. The inspiration behind this special day was a Japanese university professor called Seiji Kaya.

One morning in 1963, he ²... (wait) for his train to go to work at Tokyo University. There were a lot of people in the station. As Mr Kaya ³... (get on) the train, he realized that someone ⁴... (steal) his bag. He ⁵... (shout) for help, but no one ⁶... (do) anything to help.

Instead of getting angry about the situation, Mr Kaya decided ⁷... (take) the opportunity to turn this negative experience into something positive. He ⁸... (share) his story with his students ⁹... (demonstrate) to them that we need ¹⁰... (be) brave and practise small acts of kindness every day. That is how the Japan Small Kindness Movement ¹¹... (begin). Since then, millions of people across the world ¹²... (do) kind things every day.



- 2 Choose the correct words in the comments.

Tell us what your last small act of kindness was!

This morning, I calmed my best friend ¹down / up after she had ²gave up / messed up a test. It not only ³cheered her up / grew on her and made her happy, but also did me ⁴good / well. I enjoy making ⁵a fortune / an effort for other people.

Elise

I ⁶did / made without meat at dinner because there wasn't enough for everyone. It was only a small act of kindness, but I try not ⁷to miss / to take the opportunity to be kind at some point every day. I used to complain ⁸of / about my life a lot, but now I realize that actually, I'm really lucky. Helping people gives me a sense of ⁹exhaustion / pride.

George

▶ SPEAKING

- 6 Work in pairs. Look at the pictures. Ask and answer the questions. Then choose a picture and tell another pair the story behind it.



- 1 What is the people's relationship to each other? How long have they known each other?
I think they're best friends and they've known each other since they were children.
- 2 What do you think the people were doing five minutes before these pictures were taken?
- 3 What emotions were they feeling before the pictures were taken? And after?
- 4 What do you think has just happened? How has it affected the people?

▶ WRITING

- 7 Choose three of the topics below and write a paragraph about each situation. Think about how you felt and what you learned.

A time when you felt a lot of relief

A problem you have overcome recently

A time when things didn't go to plan for you

An idea you once had to make a fortune

Something you would do every weekend as a young child

Something you weren't used to at first, but later you got used to

Something you've been criticized for in the past

Something you didn't like at first but has grown on you

TEST YOUR MEMORY!

Give the noun forms of the adjectives: *joyful, proud, relaxed, amused.*

Say what you were doing at 8 a.m. and what you had been doing before that.

Make tag questions with: *isn't it? haven't you? will we?*

Complete these sentences: *I plan..., I've decided..., I can't stand..., I suggest...*

Describe a time when something went wrong, but you didn't give up.

Name six phrasal verbs for feelings.

Make expressions with *do, make or take* and these words: *time off, without, an effort, sense.*

Write two sentences about things you have been doing recently.

Name two news stories you have read about or seen this week.

Write four sentences about your past habits with *would* and *used to*.

Describe something you're used to, and something you're getting used to.

Write the prepositions that go after these verbs: *warn, react, comment, boast, respond.*

PROJECT

UNITS 1-3

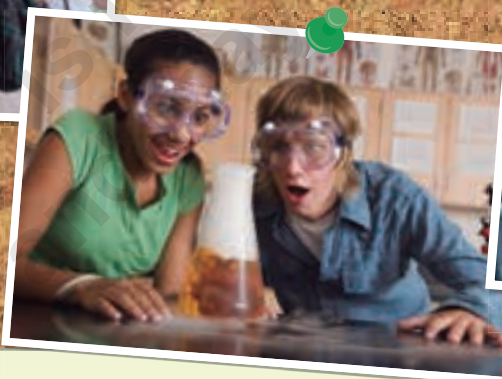
TASK

Create a school newsfeed

I can work in pairs and write stories for a school newsfeed.

PREPARE

Our school news



Step 1 Get ideas

- Look at the pictures. What is the news story in each?
- What has happened at your school recently?

Step 2 Choose your activities

- Think about recent stories and events connected with your school. Choose three.

21st Century Skills Find out

How can you find out about interesting stories and events about your school? Where can you look for information? Who can you ask?

Step 3 Choose ideas

- Make a list of all the stories that you've found out about.
- Work in pairs. Compare your lists and agree on three or four news stories to include in your newsfeed.
- If necessary, find out more details about each story.

Look! Fact checking

Always make sure your stories contain true facts. If possible, check your information by asking more than one person, or reading about it in more than one place.

DO

Step 4 Plan your newsfeed

- Read the newsfeed below.
- Plan the layout of your newsfeed. Think about the text and interesting pictures that you can include.
- Decide who will write each story.

Step 5 Write the text for your newsfeed

- Make notes with all the information about each story.
- Write your news stories from your notes. Use the **Useful language** box to help you.
- Give your text to another student to check your spelling, grammar and punctuation.

Step 6 Create your newsfeed

- Print or download any pictures and your text.
- Put your newsfeed together.
- Share your newsfeed with the rest of the class.

REFLECT

Step 7 Evaluate the projects

- Look at all the newsfeeds. Which stories are the most interesting? Which are well written? Which pictures make you want to read the stories?
- Tell your partner which stories you already knew about, and which were new. Did you disagree with any of the information?

Step 8 Reflect

- Think about your own newsfeed. Is there anything you can improve?

Useful language

Congratulations to ...

... is/are celebrating after ...

... put on a wonderful performance/concert

There was good news for ...

One student told us, ' ... '



Greenwood School

 Sign in



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NEWSFEED

GREENWOOD STUDENTS JOIN CLIMATE CRISIS PROTEST

Greenwood students joined last Friday's Climate Crisis protest. Students left school at 11 a.m. and arrived in the city centre half an hour later. They marched through the city centre with more than 1,000 other students from schools and colleges across the city.

One student told us, 'Unless we take urgent action immediately to deal with this climate emergency, there will be no future for our planet. Don't forget to join us on our next strike.'



SPANISH ADVENTURE FOR YEAR 9

Fifty Year 9 students have arrived in Alicante to spend two weeks living with Spanish families as part of the European schools exchange programme. During their stay, they'll go to a Spanish secondary school every day, explore Alicante and the region, and have some unforgettable experiences. And, we hope, they'll come back speaking excellent Spanish! We will welcome fifty students from Alicante to Greenwood in the second part of the exchange next month.



SUCCESS FOR GREENWOOD GIRLS

Greenwood Girls 3 Milton Girls 1

Congratulations to the Year 10 girls' football team, who are celebrating after a 3-1 win over local rivals, Milton High, in the Year 10 County Cup Final. Our captain, Shannon Brown, was the star of the match, scoring two goals and Paula Fox scored the other. After a close first half, Greenwood Girls scored twice in the last ten minutes to send their fans home happy! Shannon told us, 'It was such an exciting match, and we are thrilled to have won the cup for Greenwood!'



LITERATURE

UNITS 1-3

BEFORE YOU READ

- 1 Work in pairs. Look at the picture. Which century do you think it shows? Why?
- 2 Read the outline to *Jane Eyre*. Put the events in order 1-6.
 - a ... Jane leaves school.
 - b ... Jane's uncle dies.
 - c ... Jane goes to school.
 - d ... Jane's parents die.
 - e ... A visitor comes to see Jane.
 - f ... Jane moves in with her uncle and his family.

OUTLINE

Jane Eyre by Charlotte Brontë

Jane Eyre's parents died when she was very young so Jane moved to live with her uncle, Mr Reed and his wife and their children, John, Eliza, and Georgiana in their house, Gateshead. Mr Reed died soon after that, and Mrs Reed took care of Jane. Mrs Reed was a cruel woman. She didn't like Jane. Her son John often hit Jane but never got in trouble for it. The only person in the house who cared for Jane was Bessie, the maid.

When Jane was ten, Mrs Reed sent her away to boarding school. It was a cold and unhappy place, but thanks to a kind teacher, Miss Temple, Jane got an education. She lived there for many years and never returned to Mrs Reed's house.

After eight years at the school as a student and then a teacher, Jane decided to leave. She was offered a job teaching an eight-year-old girl at Thornfield Hall, a large country house. The night before she left school, she received a visitor.

READ

- 3  **L1** Read and listen to the extract from *Jane Eyre* and answer the questions.

- 1 Where are the people in the picture?
- 2 Who is Jane speaking to?
- 3 Which two families does Jane receive news about?
- 4 Why has the woman come to see Jane now?

Jane Eyre



A servant appeared in my room and announced a visitor downstairs. I ran down and as I passed the kitchen a voice cried out, 'It's her, I am sure! I could have recognized her anywhere!'

The voice belonged to a very good-looking woman with black hair and eyes. In another moment I was kissing her excitedly. 'Bessie! Bessie! Bessie!' was all I said. She gave me news of Gateshead.

'I am now married and have a little boy and a girl that I've called Jane,' she said. 'We live near Gateshead. But you have not grown very tall, Miss Jane, and you are very thin. I suppose they have not fed you properly at school. Miss Eliza Reed is much taller than you. And Miss Georgiana is twice as wide.'

'I suppose she is also very beautiful?'

'Very. And she was a great success in London society last winter.'

'And how is John Reed?'

'Oh, he is not doing as well as his mother would wish. He was asked to leave university. But he is such a wild young man.'

'And Mrs Reed?'

'She is well enough in her body, but not easy in her mind. Mr John's behaviour does not please her. He spends a great deal of money.'

'Did she send you here, Bessie?'

'No. I heard that you were moving to a different part of the



country. I thought I must see you before you got out of my reach.'

'I'm afraid you are disappointed in me, Bessie.'

'No, Miss Jane. You look like a lady. You are what I expected: you were no beauty as a child. I'm sure you are clever though.' And she went on to admire my piano playing, my painting, my French and my sewing.

'Oh, you are quite a lady, Miss Jane! I always said you would do better in learning than the Miss Reeds! You will get on very well without your relatives. Oh, there was something I wanted to ask you. Have you ever heard anything from your father's family, the Eyres?'

'Never in my life.'

'Well, you remember that Mrs Reed said they were poor. Well, one day, nearly seven years ago, a Mr Eyre came to Gateshead and wanted to see you. Mrs Reed said you were at school fifty miles away. He was very disappointed. He said he could not stay because he was going on a journey to a foreign country, an island - Madeira, I think - in two days' time. The ship was leaving from London. He looked quite a gentleman, not poor, and I believe he was your father's brother - your uncle. My husband, Robert, believes he was a wine merchant.'

We talked a little longer and then she left. I saw her the next morning at Lowton, while I was waiting for the coach. She went back to Gateshead. I went in the other direction, towards another new life.

Extract from **Richmond Readers:**
Jane Eyre by Charlotte Brontë

4 Read the extract again. Choose the correct answer.

- Bessie thinks Jane looks ...
 - healthy.
 - overweight.
 - like she hasn't been eating enough.
- According to Bessie, John Reed ...
 - has been doing well at university.
 - has probably disappointed his mother.
 - has become successful in London.
- Bessie is pleased that Jane ...
 - has become educated.
 - has got a good job.
 - is more successful than Georgiana Reed.
- Bessie tells Jane about ...
 - a recent visit from one of Mrs Reed's relatives.
 - a visit from one of Jane's relatives years ago.
 - a visit from someone selling something.
- According to Bessie, the visitor looked like ...
 - he was quite poor.
 - he had a lot of money.
 - he wanted some money.

5 **Word Power** Read the sentences and rewrite them in informal English.

- She **gave me news of** Gateshead.
- I **suppose** they have not fed you properly.
- Mr John's behaviour **does not please her**.
- I'm afraid** you are disappointed in me, Bessie.
- Oh, you **are quite a lady**, Miss Jane!

6 **L2** Listen to the next part of the story. Answer the questions.

- What words does Jane first use to describe the house? How do you think she feels about her new home at Thornfield Hall?
- What surprises Jane about the way that Mrs Fairfax treats her? How did she expect to be treated?
- What mistake does Jane make about the child that she is going to teach?
- How do you think Mrs Fairfax feels about Jane? Why do you think this?
- When did the child arrive at Thornfield Hall? Does Jane find out where she came from?

REFLECT

7 **GET CREATIVE** Imagine you are Jane Eyre. Write a letter to Bessie about your first week at Thornfield Hall. Write about:

- the house, the gardens, your room and how you feel there.
- the people who live and work there, including Mrs Fairfax and Adèle Varens.
- your daily life at Thornfield.

Glossary

coach: a closed vehicle for carrying people
servant (n): a person who works in another person's home, cleaning and cooking

EXAM PRACTICE

UNIT 1

Reading

Gapped text

Look! About the task

In this reading task, you read a text from which six sentences have been removed. You are given seven sentences and have to choose which six sentences best fit the gaps.

Useful strategies

- Read the text and sentences quickly to get an idea of the topic. Underline the key words in the sentences.
- Read the paragraph the gap appears in. Which sentence makes sense in the context of the whole paragraph?
- Identify pronouns, conjunctions and time expressions that fit with the text before and after the gap.

1 Read the paragraph below. Which sentence, A or B, best fits the gap?

Art has been around since early man lived in caves and scratched images of wild animals on the walls.¹... Indeed, it can pop up where we least expect to see it, such as in train stations or even public toilets!

- A Discoveries of prehistoric art have helped us understand much about our ancestors.
- B These days, however, art appears in all manner of places.

2 Why does it fit the gap? Why doesn't the other sentence fit?

3 Which words helped you match the correct sentence to the gap?

4 Complete the EXAM TASK.

EXAM TASK

Six sentences have been removed from the article. Choose from sentences A-G the one which fits each gap. There is one extra sentence that you do not need to use.

The impact of art on our lives

Why is art so powerful? Perhaps the simplest answer to this question is that art touches us emotionally. It can also potentially influence so many areas of our lives.

Firstly, art has the power to educate people about almost anything.¹... In a world where a great deal of people don't have access to effective education, art makes education an even greater equalizer of society.

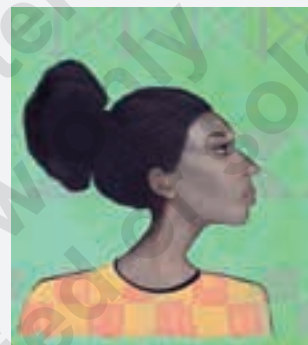
Art also promotes cultural appreciation.

²... That would be a tragedy for us all. As well as this, art can break down cultural, social and economic barriers. While it can't really solve poverty or promote social justice on its own, it can be used to encourage discourse and expression. The reason why we can all relate to art is that we all have emotions and personal experiences.³... And that is a good thing.

Art can help us heal, and experts have long supported the idea of art therapy. This includes drawing, painting, sculpture and various other creative outlets. The focus of this kind of therapy within a medical setting is to work with individuals through creating artwork in addition to existing care, in an effort to promote successful recovery.⁴... Additionally, it can increase self-esteem and coping skills.

Art accesses higher orders of thinking.⁵... Rather, it makes us think about current ideas and inspires us to make our own. This is why creativity is a form of intelligence. It can be said that it is a special ability that unlocks the potential of the human mind, and studies have shown that exposure to art can make us better in other fields of knowledge.

There will always be debates about what art is and what it is not.⁶... Whether or not we are aware of it, art affects our lives one way or another. There are many reasons why we make art and it helps people thrive in a world of modern distractions.



- A It doesn't just make us absorb information.
- B Therefore, anyone can learn to appreciate art regardless of their background, level of wealth or political affiliation.
- C It can create awareness and present information in a way that can be absorbed by many easily.
- D However, the truth is that many of us have yet to recognize its value and importance.
- E It could even be said that if it weren't for art, our history and traditions would be in danger of being completely forgotten.
- F But no matter what the definition may be, art has been around for us as long as humans have existed.
- G It can lead to better pain management and a reduction in stress or anxiety.

LANGUAGE SUMMARY

UNIT 1

GRAMMAR

Present perfect review

Present perfect simple	Ian has joined the gym. How long have you known Adam? I've known Adam for six years. / since I was at school.
Past simple	Ian joined the gym last week . How long did you stay in Rome? I stayed in Rome for a day then I came home.

Rules

We use the present perfect simple to connect the past with the present. We use it for completed actions in the past when we don't specify when the action happened. We also use it for actions that started in the past and continue in the present. We often use it with *ever, never, for, since, just, already* and *yet*.

We use the past simple for completed actions or situations that started and finished in the past. We usually say when they happened, e.g. *last week, two weeks ago* and *in 2015*.

Present perfect simple vs present perfect continuous

Laura's **done** her homework. It's complete now.
Laura's **been doing** her homework. It isn't complete.
I've **written** three songs this week.
I've **been writing** songs since I was eleven years old.
I'm thirsty now because I've **been playing** tennis.
We've **known** each other since we were five years old.

Rules

We use the present perfect simple for completed actions that are connected to the present, and to say how often something has happened. We use the present perfect continuous for long and repeated actions that continue in the present or have a present result. We use the simple form with stative verbs, e.g. *be, have, know* and *like*.

Verb patterns (1)

The -ing form	My brother enjoys listening to rap music. I stopped watching the film and went to bed. Doing yoga every day helps me to relax.
to + infinitive	Sean offered to help me with Maths. I stopped to chat to Jo in the park. I went to the shop to buy a cake.

Rules

We use the *-ing* form as the subject of a sentence, and after *don't mind, enjoy, can't stand, feel like, avoid, miss, suggest*.

We use *to + infinitive* to give a reason, and after *hope, plan, agree, decide, need, offer, help, promise, refuse, want*.

We can use both forms with no meaning change after *start, begin, continue, hate, like, prefer*. The meaning changes after *stop, try, remember, forget, regret, mean*.

VOCABULARY

Feelings: nouns

affection	embarrassment
amusement	exhaustion
anger	joy
anxiety	pride
confusion	relaxation
depression	relief

Feelings: phrasal verbs

calm down	get over (sth/sb)
cheer (sb) up	get to (sb)
chill out	go off (sth/sb)
get carried away	grow on (sb)
get (sb) down	stress (sb) out

sb/sth = somebody/something

SPEAKING

Describing recent experiences

Have you been to / seen any good ... recently?

I've just been to / seen ...

I went to / saw ... last weekend.

Where did you see it / them?

Who did you go with?

What was it like?

Cool! / Wow! / Nice!

I'm so jealous!

I've never been / seen / done ...

I can imagine!

That sounds amazing!

WRITING

A personal profile

and	as
also	since
too	so
as well as	that's why
what's more	then
but	next
however	after
although	before
even though	after that
because	later

Phrasal verbs

It **cheers me up**.

I'm **looking forward to** my holiday.

We **eat out** every night.

She **looked after us**.