

Letter to the Student

Dear Student,

Welcome to **i-world**!

i-world is a modern, dynamic course that gives you a truly blended approach to learning. It integrates online activities with classroom materials to provide you with the 21st century skills necessary for the world outside the classroom. **i-world** will help you communicate effectively in all modern-day social, family, academic, and work situations.

In your *Student's Book* you will find:

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- Communicative activities that you can relate to your own experience.
- A focus on modern-day issues that helps you compare ideas.
- Continuous opportunities for project work and cooperative learning.

About your *Student's Book*:

Your *Student's Book* has ten units. Each unit is divided into four sections:

- *My World* introduces you to the topic of the unit.
- *Views* relates to people's personal experiences about the topic.
- *Out and About* provides cultural information from around the world related to the topic.
- *My Writing* gives you extensive practice in producing a variety of texts.

Each section contains a balance of activities to help you develop all four skills. The unit opener contains instructions for a group *Project*, and exam practice is provided after every two units.

At the back of your book, you will find *Pairwork* activities that are relevant to certain units, a *Grammar Reference*, and *Irregular Verbs* and *Phrasal Verbs* lists.

We at University of Dayton Publishing sincerely believe that **i-world** will provide you with a solid foundation in English and enable you to progress in a positive way.

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Look for and click on these icons in your *Digital Book*:

- Online Reader value
- Online practice activities
- Videos
- World Book Online Encyclopedia links

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1 Learning to Learn

Value Receptivity Flexible thinking is a sign of intelligence 

1 Number the words in order of how important they are for learning new information or skills.

- Confidence
- Commitment
- Motivation
- Self-reflection
- Adaptability

2 Work in pairs. Discuss your ideas.



Do you remember?

1 Underline the correct options to complete the e-mail.

Hey Jack,

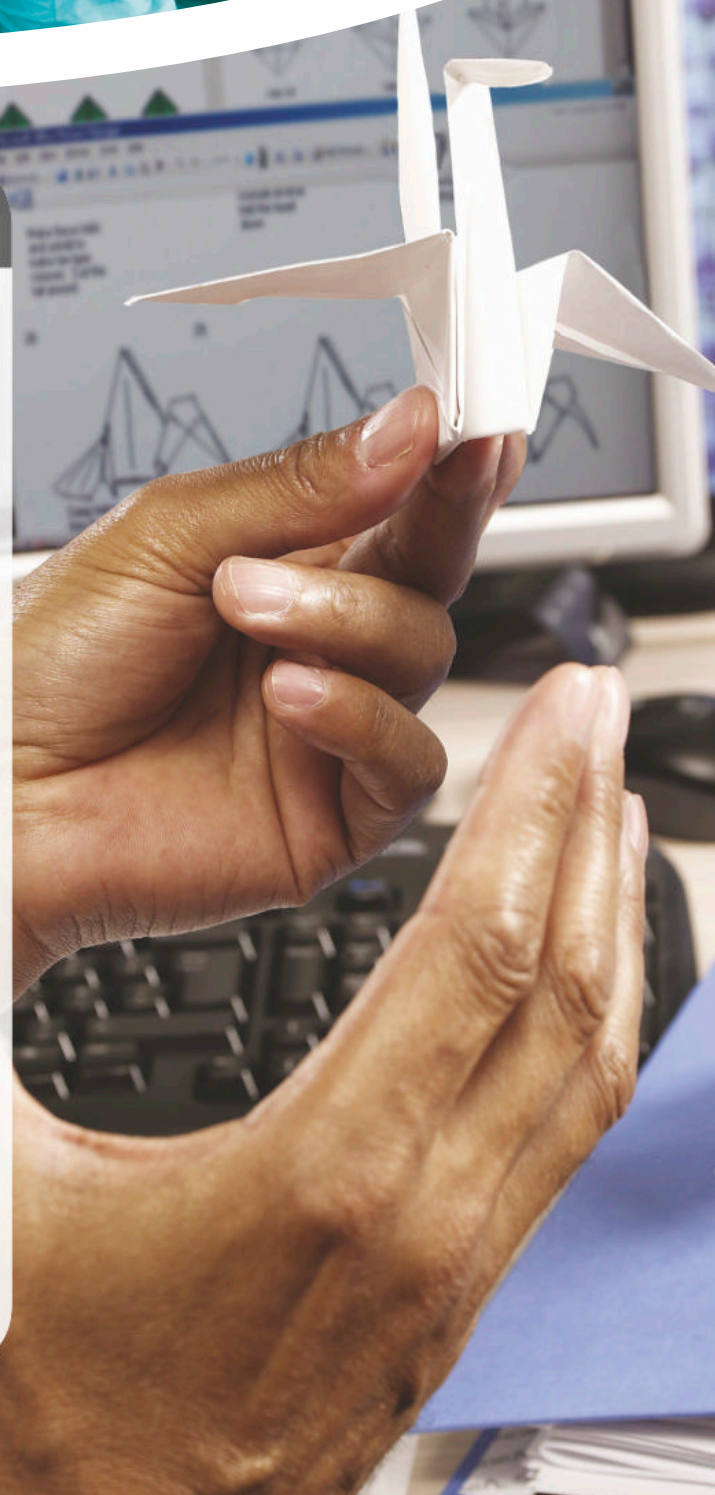
Wow! I just had the weirdest afternoon. John and I 1) *went/were going* to that coffee shop at 222 Pine Street—Nelsons, remember? We 2) *haven't been/hadn't been* there for a long time, but we 3) *thought/had thought* we'd try it again because now they are doing lots of different things to get people through the door. There was a "free cake" sign, so John 4) *headed/has headed* right in. The coffee was alright, but the great thing was they had this guy there who 5) *taught/was teaching* people how to cup stack.

You 6) *know/knew* how John is—he had to take a turn and obviously 7) *was picked/picked* it up really easily. It's so annoying—he's good at everything he tries! I 8) *tried/have tried* it out after him and made a complete mess of it!

Anyway, we 9) *are having/have* a great time, and we 10) *can/will* see you next week. We're 11) *going/gone* to go to the beach on Saturday, if you 12) *want/wanted* to come.

Speak soon,
Sarah

2 Work in pairs. Check your answers on page 152.



Project ▼

A How-to Video

Step 1: Plan

- Think of a skill you have learned outside of school: how to make something, how to perform a trick, how to play a game, etc.
- Work in groups. List the skills your members have. Discuss each skill and what you need to do to learn it.
- With your group, choose a skill to create instructional material for.

Step 2: Research

- Look for examples of instructions in books, magazines, or on how-to videos on the Internet.
- Decide what information to include in your instructional material (steps, pictures and diagrams, tips to remember, etc.).
- Divide your group into pairs. Assign each pair a section of the materials to create.

Step 3: Create

- In your pair, write your part of the material.
- In your group, edit the material for clarity and completeness.
- Put the material together and create a design for your instructions.
- Practice following the instructions exactly to check that they make sense.
- Record one of your group members following the steps in your written instructions. Take turns reading the instructions to your group member while he or she performs the steps on camera.

Step 4: Present

- Present your how-to video to the class.
- Take a class vote on the most interesting video and the best instructions.



World School



Publish your video online.

Reading > Skating to Success

Pronoun Reference

While reading, pay attention to the pronouns that refer to nouns that come before them (*Leticia—she, professional skaters—they*). This will help you to understand the text better.

1 Work in pairs. Look at the article and discuss the questions.

- Who is the woman and where is she from?
- What sport has she been successful in?
- Do you think this is a traditionally female or male sport? Why?

2 Skim the article quickly to answer the questions.

- Where was Leticia brought up?

- Where is she based today?

- How many trophies has she won?

Skater Profile:

Leticia Bufoni—The Sao Paulo Shredder!

Brazilian skateboarding star Leticia Bufoni would not have become a star skater if her grandmother Maria had not supported her skating from the beginning. As a nine year old growing up on the back streets of Sao Paulo, Brazil's largest city, Leticia was obsessed with skating. 1) Her dad, however, was old school and believed that skating was a boys-only thing. He never imagined that Leticia was going to become one of the top pro skaters in the world.

Luckily, Leticia's mom and grandma had other ideas. "My grandmother, Maria, who lived down the street, bought me my first skateboard when I was eleven," Leticia remembers. "I got into it right away. She watched me from the skate park sidelines all day, making sure I had enough to eat and drink." But even her grandmother couldn't have known how Leticia's life would end up. "I picked it up really quickly," Leticia continues. 2) She soon began taking part in—and winning—local competitions, where she was often the only female participant. Within a

3 Read and complete the article with the correct sentences.

- Leticia's father soon started taking her to the skate park and supporting her in competitions in the same way that her mom and grandma had supported her.
- She often twists her ankles, too.
- Before then, she had wanted to be a pilot, until a school friend let her borrow her board.
- At that point, she realized that skating would gain her the success she had always dreamed of.
- "All my friends had started skating before me, so I had a lot to catch up on, but it took no time at all."

4 Answer the questions. Underline the parts of the text that support your answers.

- How does the writer describe Leticia's father at the beginning of the article?
 - Angry.
 - Old-fashioned.
 - Indifferent.
- What does "Leticia's mom and grandma had other ideas" refer to?
 - Disagreement
 - Encouragement
 - A lack of interest with Leticia.
 - for Leticia.
- How does the writer describe Leticia's father's reaction to seeing her skate?
 - Astonished.
 - Annoyed.
 - Embarrassed.
- Which word best describes Leticia's attitude after moving to California?
 - Nervous.
 - Determined.
 - Fearful.

year, she had caught the eye of her first major sponsor, a local clothing brand, as well as her father, who had begun to understand the depth of her talent. Things were beginning to come together for Leticia.

"I was skating in a local contest one day when my dad showed up. When he saw me skating, it blew his mind. At that point, he began to see this wasn't going to be just a hobby." 3) In 2007, at just fourteen years of age, Leticia moved to Los Angeles as a rising star on the skate circuit. "It was something I knew I had to do," she says, thinking back. "My mind was made up."



5 Work in pairs. Discuss the questions.

- Which people in Leticia's life supported her ambitions from the start?
- Which do you think is more important for success: natural talent or hard work? Why?
- Who in your life is most supportive of your ambitions?

Vocabulary > Phrasal Verbs 

1 Write the phrasal verbs underlined in the article next to the definitions.

- _____ : result in something
- _____ : stop trying or abandon something
- _____ : to apply oneself, work hard
- _____ : to learn
- _____ : to participate in
- _____ : to start enjoying

2 Complete the article with the correct form of the phrasal verbs from activity 1.

Shredder Magazine

Achieving your Ambitions-

When today's top skaters were teens, very few of them imagined what they would 1) _____ being as young adults. Here are a few tips for choosing your path.

- 2) _____ as many activities as possible. Eventually, you will find the one you can really
- 3) _____ and develop your skills in.
- Just because you don't 4) _____ something _____ easily doesn't mean it's something you can't learn. Leticia Bufoni has never 5) _____ her dreams, so why should you?
- Hard work is the key. All you have to do is 6) _____ and work hard at it. Anything is possible!

Shredder Magazine

It took her no time at all to fit in at the California skate parks where she still practices. Just three years after moving, she won her first X Games medal (silver) in women's street skating. 4)

Since then, she has collected many more X Games medals—including three gold, and overall, she has won more than 150 trophies.

With more than ten sponsors backing her career ambitions, Leticia is buckling down and focusing on training. She works with a personal trainer at the gym for an hour three times a week, and skates in the park for three hours almost every day. This enables her to do tricks most of her competitors will not even attempt.

"When I'm riding, I'm not thinking about falling or getting hurt," Leticia admits. Most days she walks away from the skate park with her elbows and shins bashed up. 5)

Her commitment to her sport poses a simple question: Would she be the success she is today even without all the practice? "I don't know. Giving up was never an option. It still isn't," she says, smiling. "I love skateboarding, so I will keep going until I get where I need to be." Perhaps Leticia's determination always guaranteed that she would be the success she is today.



1 Read the examples from the article and match the descriptions to the underlined phrases.

Before then, she had wanted to be a pilot, until a school friend let her borrow her board. ____
 He never imagined that Leticia was going to become one of the top pro skaters in the world. ____
 "I was skating in a local contest one day when my dad showed up." ____
 Since then, (...) she has won more than 150 trophies. ____
 She works with a personal trainer at the gym. ____
 "When I'm riding, I'm not thinking about falling." ____
 Perhaps Leticia's determination always guaranteed that she would be the success she is today. ____

See Grammar Reference, page 140.

- A routine or habit
 - Refer to the future from a past perspective (x2)
 - A past action in progress interrupted by another action
 - A past action or state that occurred before another action in the past
 - Two continuous actions happening simultaneously
 - Events that happened at an unspecified time in the past
- 2 Work in pairs. Read the sentences about the future in the past and focus on the underlined forms. Mark the sentences *P* (plan) or *Pr* (promise).
- Leticia said she would bring her skateboard. ____
 - Leticia told them she was going to practice. ____
 - She said she would show them a few tricks. ____
- 3 Work in pairs. Refer to the article and find more examples of the forms and functions from activity 1.
- 4 Underline the correct options to complete the sentences.
- That day, Leticia told me that she was going to move/ moves to California.
 - Most days, while Leticia is skating/was skating at the park, her friends are hanging out at the beach.
 - She had already moved/was moving to California when she did win/won the X Games.
 - When Leticia arrived/was arriving at the park, the film crew was shooting/shot there.
 - Leticia trains/trained very hard every day and was participating/has participated in many competitions.
 - When Leticia was a child, her family never was imagining/ imagined she would move/would be moved to California.

5 Complete the interview with the pro skater with the correct forms of the verbs in parentheses.

INTERVIEWER: When you were young, did you always know you 1) _____ (go) to be a professional skater?

SKATER: No, I 2) _____ (want) to be a surfer.

INTERVIEWER: What 3) _____ you _____ (do) when you first saw yourself on TV?

SKATER: My dad 4) _____ just _____ (make) dinner and we 5) _____ (sit) at the dinner table. Suddenly, my sister 6) _____ (scream) and we all 7) _____ (start) laughing. It 8) _____ (be) a really weird feeling.

INTERVIEWER: How 9) _____ you _____ (prepare) for last year's X Games?

SKATER: Well, before the competition, I 10) _____ (practice) a lot, so I _____ (feel) prepared physically.

INTERVIEWER: And mentally?

SKATER: No! I never 11) _____ (imagine) how stressful it 12) _____ (be), but it was fun too.

Speaking > Reliving the Past

- Write five questions to ask a friend about something he or she does well, and how he or she learned to do it in the past.
- Work in pairs. Ask and answer the questions.
When you started playing soccer, did you...?
No, I never imagined I would become...



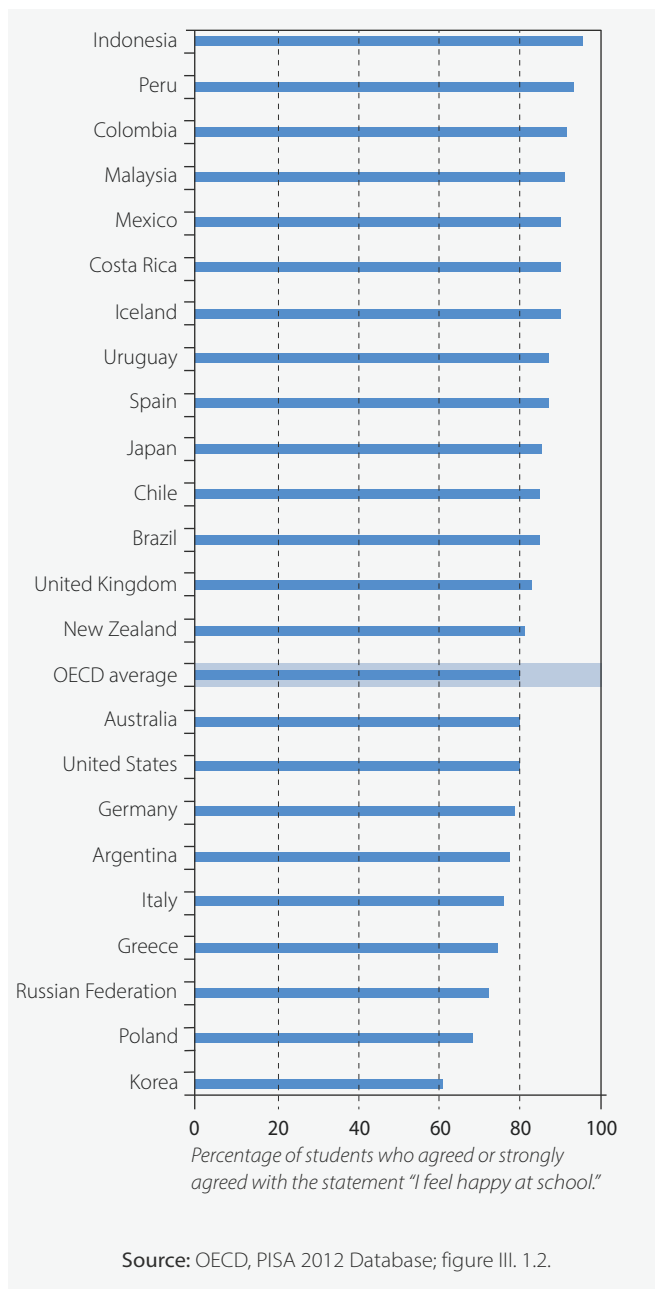
Listening > Success at School

Using Graphic Information

When listening to a talk that includes statistics, study any graphic data that accompanies the talk. This will help you to better understand what you hear.

1 Work in pairs. Look at the chart and discuss the questions.

- Do you think that happy students are more successful academically? Why or why not?
- What other factors contribute to academic success and overall happiness?
- Are you surprised by any of the information in the chart? Why or why not?



2 Listen to some students talking about student life. Label the speakers *H* (happy), *S* (successful), or *N* (neither) according to what they say.

- Hye Win, age 16 _____
- Jake, age 17 _____
- Seth, age 16 _____
- Sarah, age 16 _____
- Ana, age 15 _____

3 Listen again. Match the speakers to the summaries of what they say. There is one extra summary.

- _____ Success at school requires the ability to organize one's time.
- _____ Learning is easier through methods other than traditional tests.
- _____ Overcoming personal problems resulted in success at school.
- _____ Success came easily.
- _____ The education system teaches pointless things.
- _____ The school day is regularly extended.

4 Work in pairs. Discuss the questions.

- Which of the speakers can you relate to? Why?
- In what ways do you think your happiness is linked to your success at school?
- How do you feel when you receive your grades?

Pronunciation > Linking Sounds /w/

1 Work in pairs. Read the words in the sentence separately. Then read the complete sentence quickly and answer the questions.

I've no idea.

- Which words in the sentence join together when you pronounce them quickly?
- What sound do you make between the underlined letters in the sentence?

2 Listen and check.

3 Listen and repeat the sentences, paying attention to the sound you make between the underlined words.

- I rush home for something quick to eat.
- School sets you up for life.
- I go to a training session every evening.

4 Work in pairs. Practice the dialogue. Focus on the linking sounds.

- A: Are you on the soccer team?
 B: Yes. I'm going to a training session now.
 A: I'll come later. I'm going to eat something first.
 B: OK. See you at the field!

1 Read the examples from *Track 2*. Circle the main clauses and underline the time clauses.

I'll get out as soon as I can.

After I leave school, I'm going to be a teacher.

As long as I don't let my grades drop, I'll be happily playing on the field.

I'm going to keep studying when I leave school.

I'm not going to stop working like that until I finish school.

Before the season starts, I'm turning in my last big project for the semester.

See Grammar Reference, page 143.

2 Write the time expressions from activity 1 next to their definitions.

- a. _____: earlier than
- b. _____ and _____: immediately following
- c. _____: sometime later than
- d. _____: for all the time
- e. _____: up to that point

3 Underline the correct options to complete the sentences about the examples in activity 1.

- a. The examples talk about two activities related in *the present/a future* time.
- b. A *present tense/future* verb form is always used in the main clause.
- c. A *present tense/future* verb form is always used in the time clause.
- d. We use commas when the time clause comes *first/second* in a sentence.

4 Underline the correct options to complete the text.

I'm moving to a new school 1) *after/until* this semester. I'm keeping up with my studies at my current school 2) *until/as soon as* I leave, but I can't wait to move. It's a special school. There are no tests. Instead, students do projects. 3) *As long as/As soon as* I register, I'm going to join the science club. They're building a space shuttle. 4) *Until/When* I get there, I will help them. 5) *As long as/After* they challenge me, I'll be happy at my new school.

5 Complete the sentences with the correct form of the verbs in parentheses.

- a. She will be excited when she _____ (learn) she has been accepted at college.
- b. As soon as he arrives, we _____ (tell) him.
- c. I _____ (talk) to my parents before I make a decision.
- d. As long as you _____ (work) hard, you will be fine.
- e. I'll give you a call after I _____ (finish) my homework.
- f. I won't give up until I _____ (understand).

6 Use the prompts to write what the students say. Use commas as needed.

- a. I/become/a lawyer/after/I/graduate

- b. I/work hard/until/leave school

- c. as soon as/he/get out/of school/he/get/job

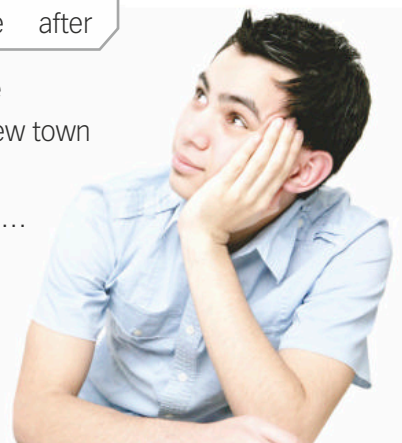
- d. I/do/well/on the exam/as long as/I/not forget/to study

- e. when/they/arrive/the students/be/surprised

7 Work in pairs. Use the prompts and the words in the box to describe your plans for the future.

when until as soon as
as long as before after

- a. (not) go to college
- b. (not) move to a new town
- c. (not) get a job
- d. (not) work hard to...



Speaking > Star on the Rise

1 Work in pairs. Look at the pictures in the profile and say who the person is and why she is famous.

Jennifer Lawrence

Name: Jennifer Lawrence
Born: August 15, 1990, Kentucky, USA
Career: Actress

Jennifer Lawrence was discovered at age fourteen while she was visiting New York City with her family on vacation. By the time she won her first Academy Award in 2013, she had already made several feature films. She never imagined she would become a movie star. As a child, she was planning to be a doctor.

Jennifer has always worked hard. She graduated from high school two years early with excellent grades. As an actress, she works just as hard. She says when she feels ready, she is going to pursue directing too. For now, fans won't have to wait until the next *Hunger Games* to see her again. As long as there are movies to be made, roles will come Jennifer's way.

2 Skim the profile to find out what was unexpected in the woman's life. Work in pairs to check your answers.

3 Refer to the article and make notes in the chart.

Childhood	
Present life	
Future plans	

- 4 Work in pairs. Cover the profile. Use your notes and the prompts to summarize Jennifer Lawrence's life.
- discovered (when, where)
 - award (before, after)
 - plan as a child
 - work ethic (then, now)
 - career plans

- 5 Work in groups. Answer the questions.
- What personal traits do you think famous or successful people have?
 - Do you think they had those traits as children or before they became famous? Why or why not?

- 6 Choose a famous person who you admire. Use the prompts to compile a biographical profile of that person.
- rise to fame (when, why)
 - accomplishments, awards
 - childhood (where, what was it like, early plans)
 - personality (then, now)
 - student life (school interests, success)
 - life and career (how it differs from early plans, future plans)

7 Work in pairs. Describe the person you wrote the profile about.

Useful Language

She never thought she would...

He always wanted to...

She ... until...

As soon as ..., he will...

By ... she had already...

World People

Design and conduct a class poll.

Out and About

Reading > Relearning a Skill

- 1 Look at the picture in the article. Work in pairs to discuss the questions.
 - a. What do you think happened to the girl?
 - b. What ability do you think the girl had to relearn?
 - c. Have you ever lost an ability? If so, what did you do?
- 2 Read the article and check your answers. Then work in pairs to describe what happened to the girl.
- 3 Answer the questions.
 - a. What did Razia see and hear when the bomb exploded?

 - b. Why did she feel helpless?

 - c. What has been Razia's main concern since the moment of the accident?

 - d. How was Razia's reaction to her condition different from what she imagined it would be?

- 4 Work in pairs. Discuss the questions.
 - a. Do you think Razia's attitude is unusual? Why or why not?
 - b. How do you think you would handle a situation like hers? Why?

Vocabulary > Idiomatic Expressions

- 1 Find and underline the expressions in the text. Then match them to the definitions.
 - a. face facts
 - b. be at a loss
 - c. be out of one's depth
 - d. lend a hand
 - e. spare a moment
 - f. be able to tell

___ give time or attention to someone

___ not have the skills to deal with a situation

___ help

___ be able to see or comprehend

___ not know what to do or say

___ to confront the truth
- 2 Make notes about a difficult situation or problem you have faced in your life. Then work in pairs to describe your experience using the expressions.

A Basic Skill Relearned

Two years ago, 15 year-old Razia Shams faced the darkest day of her life. Left terribly injured after stepping on a landmine near her home in Kandahar, Afghanistan, she was certain the worst would happen.

"I was sure I was going to die," she recalls. "One minute I was walking home from school and then suddenly there was this huge noise and a cloud of dust. I remember waking up on the ground, and I was able to tell right away that something was wrong." Razia points to the prosthetic leg she wears today as she talks. That day marked the beginning of the toughest challenge of her life.


"The most terrifying part," she continues, "was having something as simple as walking suddenly taken away. I felt completely helpless. I remember there was a man walking on the road ahead of me. He ran back and called across to someone to lend him a hand. I could hear the panic in his voice when he saw me. He was yelling to others on the road that he needed their help right then." Razia had lost the bottom part of her left leg and was taken to the Mirwais Hospital in Kandahar, the only large-scale surgical facility in Southern Afghanistan.

Facing the terrible news that they may not walk again, most people would be at a complete loss as to how to move forward. But Razia's attitude was quite remarkable. "From the moment it happened, my only thought was that I had to walk again," she said. "To do that, before anything else, I had to admit I was out of my depth and that sometimes I would need help from those around me. That's really hard when you're used to doing everything yourself. To rely on others and to ask for help can leave you feeling pretty low, but you can't put all that pressure on yourself."

Razia faced months of painful and exhausting physical rehabilitation. To the admiration and amazement of everyone around her, she's learned to walk again using a prosthetic limb. She says she always imagined she would crumble if she ever faced a situation like what happened to her. "You have to face the facts and still stay positive. Walking again meant being stubborn. I had to fight, and I had to be willing to ask people around me if they could spare a moment when I needed support. I didn't want to lose my life, my chance to go to school. No one has the right to take that away." Razia's strength has allowed her to move forward and build her life again. It's been a long road to recovery, but thanks to her determination and the fantastic work of the doctors and nurses at the hospital, Razia has her life back.



Listening > Asking for Help

- Work in groups. Discuss the questions.
 - In what everyday situations might you ask for help?
 - How does the language you use change depending on the situation or the person you are asking?
- Listen  to the three conversations and match them to the abilities the speakers have problems with.
 - Conversation 1 ___ movement
 - Conversation 2 ___ hearing
 - Conversation 3 ___ sight
- Listen again and number the conversations from most (1) to least (3) formal.
 - Conversation 1: ___
 - Conversation 2: ___
 - Conversation 3: ___
- Mark the phrases *F* (formal) or *I* (informal).
 - Can you give me a hand? ___
 - I could use some help. ___
 - I wonder if I could ask a favor? ___
 - Help me out with... ___
 - Would you mind helping me...? ___
- Work in pairs. Say which expressions you would use from activity 4 to ask the following people for help.
 - A friend
 - Someone in authority
 - A stranger in the street

Speaking > Overcoming Difficulties

- Work in pairs. Imagine you have lost the ability to do something (see, hear, walk, taste, etc.). Discuss the questions.
 - What things would you find difficult to do without this ability?
 - How would your life change?
 - What help would you need?
- In your pair, role-play a conversation asking for help. Decide on a situation, who is speaking, and a level of formality.

Student A: You do not have the ability to do one of the things in activity 1. Ask for help.

Student B: Offer or provide help to student A.



World Countries



Create a factsheet about Afghanistan.

My Writing

Reading > Sweet Success

1 Work in pairs. Discuss the questions.

- When was the last time you had a personal success?
- How did you share the news with others?
- Do you prefer e-mail to other forms of communication? Why or why not?

2 Read the e-mail quickly and answer the questions.

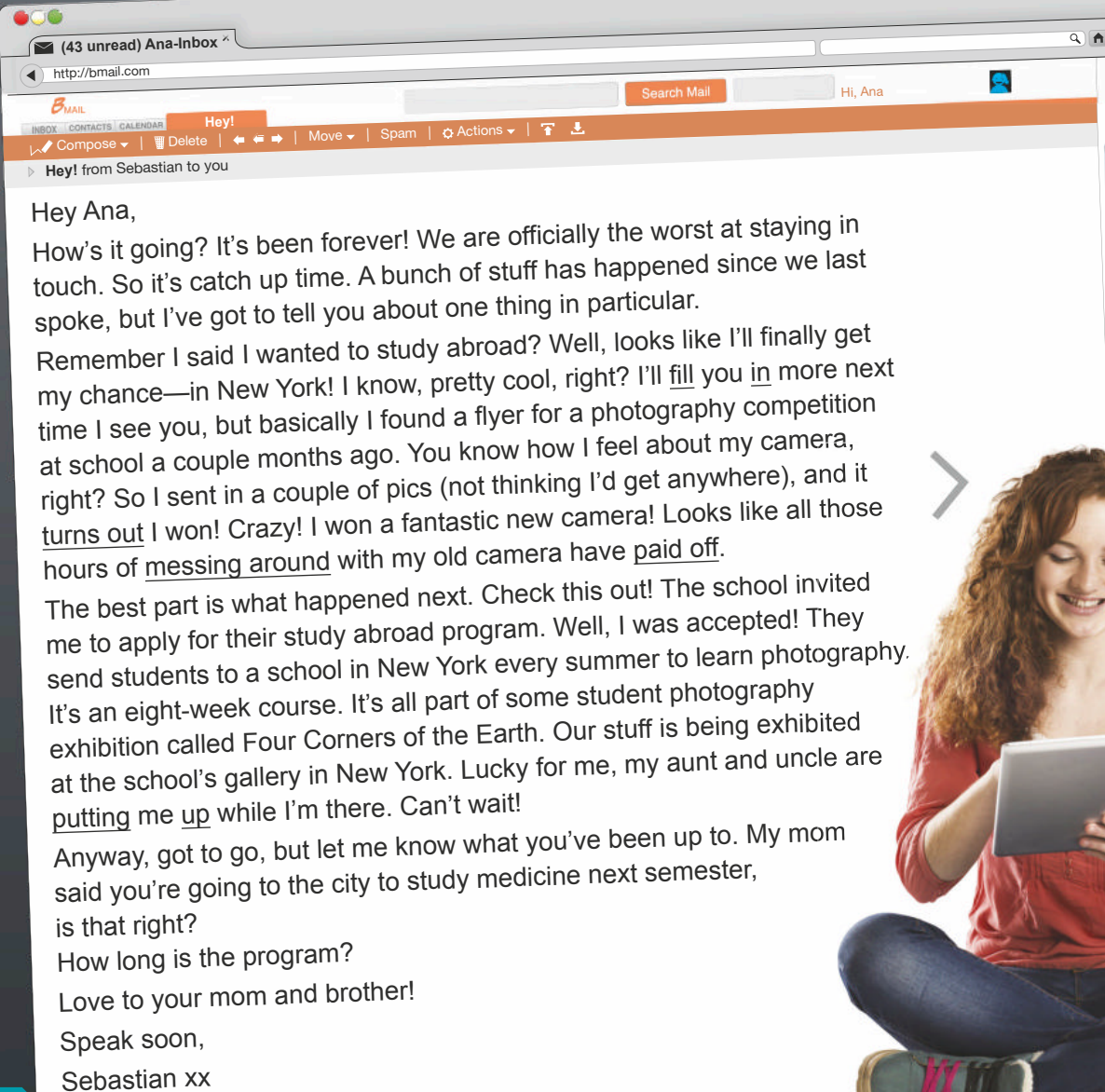
- Are Sebastian and Ana in regular contact? How do you know?

- What happened to Sebastian?

- Was the event in his life expected or unexpected?

3 Read the sentences and mark them T (true) or F (false).

- Sebastian is not certain about what to say to Ana at first. ____
- Sebastian's summer plans have changed unexpectedly. ____
- Sebastian expected to win the competition. ____
- The school is paying for Sebastian's accommodation. ____



(43 unread) Ana-Inbox
http://bmail.com

Hey!

Hey! from Sebastian to you

Hey Ana,

How's it going? It's been forever! We are officially the worst at staying in touch. So it's catch up time. A bunch of stuff has happened since we last spoke, but I've got to tell you about one thing in particular.

Remember I said I wanted to study abroad? Well, looks like I'll finally get my chance—in New York! I know, pretty cool, right? I'll fill you in more next time I see you, but basically I found a flyer for a photography competition at school a couple months ago. You know how I feel about my camera, right? So I sent in a couple of pics (not thinking I'd get anywhere), and it turns out I won! Crazy! I won a fantastic new camera! Looks like all those hours of messing around with my old camera have paid off.

The best part is what happened next. Check this out! The school invited me to apply for their study abroad program. Well, I was accepted! They send students to a school in New York every summer to learn photography. It's an eight-week course. It's all part of some student photography exhibition called Four Corners of the Earth. Our stuff is being exhibited at the school's gallery in New York. Lucky for me, my aunt and uncle are putting me up while I'm there. Can't wait!

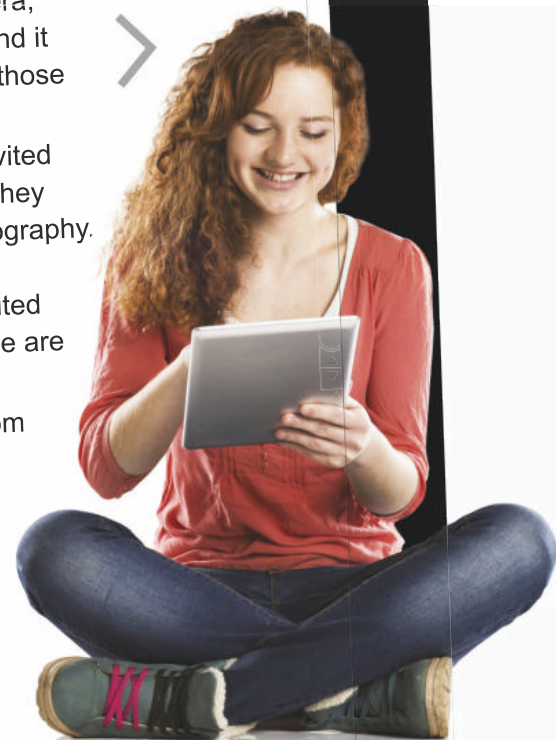
Anyway, got to go, but let me know what you've been up to. My mom said you're going to the city to study medicine next semester, is that right?

How long is the program?

Love to your mom and brother!

Speak soon,

Sebastian xx



- 4 Find and write in the chart more examples of informal language from the e-mail.

Omitting pronouns	(It) looks like...
Contractions	You're...
Friendly questions	How's it going?
Emphatic statement	I won!

- 5 Write the underlined phrasal verbs next to the definitions.
- _____ : to accommodate, provide shelter
 - _____ : to result in something positive, to reward
 - _____ : to give recent or necessary information
 - _____ : to have a particular result
 - _____ : to waste time

- 6 Complete the sentences with the correct forms of the phrasal verbs from activity 5.

- I missed two classes last week, so my friend had to _____ me _____ about the project we needed to complete.
- We think my little brother will become a musician. He enjoys _____ on his toy drum!
- My aunt and uncle _____ me _____ while I was studying on the summer course. At least I didn't have to pay for accommodation!
- All that hard work _____. He got a job as a journalist.
- She did not study very hard for the exam, but it _____ she passed anyway.

Writing > An Informal E-mail

- 1 Think about a skill you have that has led to success. Make notes in the chart.

How you learned the skill:
Events that led to your success:
Result of your success:

- 2 Use your notes to write a draft e-mail to a friend telling him or her about your success. Use the tips to write your e-mail in an informal tone.

Informal E-mails

- ▶ Leave out some pronouns: *(I'm) Just joking. (I'll) Speak soon!*
- ▶ Use contractions: *I'd, We've*
- ▶ Use idiomatic language (mess around, fill in, put up, etc.)

- > Work in pairs. Exchange e-mails and check your partner's draft. Use the questions as a guide and suggest how to improve the e-mail.
- Is the e-mail organized into appropriate paragraphs?
 - Are the ideas clear?
 - Is the language correct (grammar, punctuation, and spelling)?
- 3 Write a final draft of your e-mail. Incorporate your partner's corrections and suggestions.

Useful Language

*It was great to hear from you.
Keep in touch.
It's been forever!
Thanks so much for...
Speak soon!*

 Check out the video!

2 Best of Friends

Value Loyalty Give loyalty, get it back 

- 1 Work in pairs. Discuss the quotes and decide which ones are the funniest, the truest, or the most interesting.
 - a. Best friends: They know how crazy you are and still choose to be seen with you in public.
 - b. Best friends have conversations that nobody else can understand.
 - c. You really don't realize how weird your friends are until you start to describe them to someone else.
 - d. I am your best friend and there isn't anything you can do about it!
 - e. Your friend is the person who knows all about you and still likes you.
 - f. When I say that I won't tell anybody, my best friend doesn't count.
- 2 Work in groups. Compare your choices.



Do you remember?

- 1 Underline the correct options to complete the conversation.

ASHLEY: So, Jess, I hear you had some problems with Megan. What was that all about?

JESS: Oh, you heard about that? It was all a big misunderstanding.

I 1) *should/might* be more careful about what I write in the future. I made a stupid comment about a photo that Megan posted online. I was 2) *able/ought* to call her to explain last night though.

ASHLEY: Yes, you 3) *have to/could* be careful what you write online. Everyone can see it! But is everything OK now?

JESS: Yes, it's fine. We 4) *might/must* go to Jack's party this weekend, but we're not sure. Are you going?

ASHLEY: I'd like to, but I have a project to finish. My parents are being strict about it. I am not 5) *allowed/able* to go out until I've finished!

JESS: That's tough! I'm working on a big school project too, but I 6) *don't have to/could* finish it until next month.

ASHLEY: Lucky you! Hey, do you think you 7) *could/will* help me? Then I 8) *might/need to* get it finished in time for the party! I'll help you with yours afterwards.

JESS: Sure! That's what friends are for!

- 2 Work in pairs. Check your answers on page 152.





Project ▼

A Homestay Program

Step 1: Plan

- Work in groups. List the types of people who would benefit from receiving a friendly visit from students from your school.
- Discuss how to make the existence of your visitor service known to the local community.
- Decide when and how often to offer visits.
- Discuss any problems or issues that might arise related to visits.
- Research any existing programs offered by government or social service programs in your town or city.

Step 2: Make Notes

- In your group, share the information that you found about existing services.
- Plan a brochure about your service. Decide what information your brochure will include and what sections it will contain.
- Divide your group into pairs and assign each pair a section to write.
- Write your section. Then exchange sections in your group.
- Check each other's work, make comments, and offer suggestions.


Step 3: Design

- In your group, think of a name for your homestay program.
- Decide on a design for your brochure and add photos and illustrations.
- Write a final version of the texts and compile them with the pictures to create your brochure.

Step 4: Present

- Present your brochure to the class. Answer any questions.
- Take a class vote for the most effective visitor program.

 World School

 Create, save, and share an online brochure.

Reading > Friendship in the Age of Social Media

Inferring

When reading, look for phrases that provide clues about a writer's feelings or point of view. Ask yourself if the writer's attitude is sarcastic, enthusiastic, neutral, etc. This will help you understand the overall tone.

1 Work in pairs. Discuss the questions.

- What types of social media do you use? How often do you use them?
- How many of your social media friends do you see regularly in person?

2 Skim the article and underline the best title.

- Social Networks: Then and Now
- The More Friends, the Better!
- Redefining the Idea of Friendship
- I Hate Social Networks!

3 Read the article and answer the questions.

- In paragraph 2, why did the author believe that he had close connections with others?

- How were the author's parents' friendships different from virtual friendships?

- How did the author feel when old friends told him that they had already seen his social network update?

- Why weren't the author's friends sure that a couple they knew were still together?

- What is the author going to do when he returns to social networks?

4 Work in pairs. Use clues from the text to answer the questions.

- When the author mentions that he explained the benefits of social networks to his aunt, why does he use the word "predictably"? (paragraph 3)
- What does the author mean when he says that a topic "went cold"? (paragraph 4)
- When the author asks readers to send him a friend request, how do we know that he is not being serious? (paragraph 6)

5 Work in groups. Discuss the questions.

- Of the three incidents that the author mentions, which one do you think had the biggest impact on his way of thinking? Why?
- If you knew someone like the author, what advice would you give him or her about using social networks?
- How is the author's experience similar or different to your own?

Vocabulary > Phrasal Verbs (Relationships)

1 Write the underlined phrasal verbs from the article next to the definitions.

- _____ : reconcile after a separation or a quarrel
- _____ : meet with
- _____ : separate
- _____ : have a friendly relationship with
- _____ : reject, refuse
- _____ : gradually lose contact with

2 Complete the sentences with the correct forms of the phrasal verbs in activity 1.

- Caitlin and Bruce _____ last week. She says he spends too much time online!
- It's OK to _____ friend requests. You don't have to accept them all!
- It was good to _____ my old school friends after so many years.
- My girlfriend and I just _____ after having a big argument. I'm very relieved!
- Social networks can help friends who have _____ to be in contact with each other again.
- I think I _____ pretty well with all of my friends. We never argue.

3 Work in groups. Use the phrasal verbs to discuss how you or people you know have used technology in your relationships.

My brother and his girlfriend broke up and then made up by text message!



by Toby Kenyon

How many social network friends do you have? Fifty? One hundred? Until recently, I had 426! I was incapable of turning down any friend request. Yes, I know, most of these were not people I could confide in or spend quality time with. So why did I call them “friends”? Because social networking has diluted the traditional meaning of the word “friend.” That’s why.

I thought I had really hit it off with my social network friends, but it wasn’t necessarily true. By expanding and accelerating the way we connect with people, social networks create an illusion of closeness. I was allowed to see into the lives of others, but it never got personal. I thought I had connections with others, but it was pseudo-friendship. Social networks were supposed to bring people closer together and help everyone get along, right? But it wasn’t happening. Three incidents started me thinking about how I use social networks.

Two months ago, I visited my aunt. I asked her why she hadn’t signed up on any social network. She said she could see friends any time she wanted. I, predictably, explained the benefits of social networks and she listened patiently. Then she just said, “Maybe my definition of friendship is different from yours.” And it’s true. When my parents were young, family and friends could drop by for a visit any time and they were certain to receive a warm welcome. They didn’t have to plan anything. In these ways, their friendships were different from the virtual friendships that we can have now. Maybe we ought to pay more attention to that.

Last Christmas, I visited my hometown. At social gatherings, I was able to hook up with old friends. We did some catching up since we had drifted apart over the years. I was able to tell them about the interesting things I’d done. However, after I mentioned a topic, the other person would say, “Oh, yeah. I saw that on your social network page.” From that moment the topic sort of went cold. It was depressing to realize that my real-time updates were no longer interesting because I had already informed everyone via my social network updates! Maybe I should have spent less time posting stuff. Instead, I could have called people on the phone or seen them in person.

The final incident came just last week. Some friends and I were talking about a couple that we know and there was some disagreement about their current status. Mike thought they had broken up. Tina thought they had made up and that they were going out again. Whatever the truth about that particular couple, my friends’ opinion was, “It’s not official until it’s on their social network page!” At the time, I took this as a joke, but later I realized that their comment was completely sincere.

What did these incidents teach me? Well, it is obvious that the meaning of “friend” is no longer clear. We had better think of a new word to distinguish between real friends and social network friends. Also, we don’t need to post everything the moment it happens. Maybe we should save up some things for later, so that we can tell friends in person. Do I think that I should abandon social networks? No, I don’t need to do that, but I might adopt a different way of thinking about them. Personally, I am taking a break from social media for a while. But I know that soon we’ll get back together and be happy again! When I go back, I need to reduce the number of people on my list of friends. Social networks are likely to be around for a long time. Also, they are sure to evolve as technology advances and people’s needs change. I’m confident we will be able to find a way to balance the benefits and the pitfalls. Meanwhile, if you enjoyed this, why don’t you click on *Like* and send me a friend request? Just kidding!



- 1 Read the pairs of examples from the article and match the functions to them.

They didn't have to plan anything. / We don't need to post everything the moment it happens. ____

We had better think of a new word. / We ought to pay more attention to that. ____

I was allowed to see into the lives of others. / Family and friends could drop by for a visit any time. ____

She could see friends any time she wanted. / I was able to tell them about the interesting things I'd done. ____

I could have called people on the phone. / I might adopt a different way of thinking about them. ____

See Grammar Reference, page 144.

- | | |
|----------------|--------------------------|
| a. Possibility | d. Permission |
| b. Ability | e. Absence of obligation |
| c. Advice | |
- 2 Work in pairs. Decide which sentences in the examples refer to the present and which refer to the past.
- 3 Underline the correct options to complete the text.

I'm a big music fan and I signed up for updates—and comments from fans—about my favorite singer. NOT a good idea! It was great 1) *being able / not needing* to keep track of my idol, but not his fans! I received dozens of messages every hour, and I felt I 2) *had/didn't have* to respond to everything. I was worried about being out of touch, but I 3) *didn't need/needed* to be. And the messages weren't free. They cost me a small fortune! That was money I 4) *could/didn't have* spent on better things. I 5) *am allowed/ought* to be more careful next time. Smartphones are great, but we 6) *have to/don't have to* learn how to use them wisely.



- 4 Complete the sentences with appropriate modal verbs or expressions. Sometimes more than one option is possible.
- I _____ send out paper invitations for my birthday party. I used an app.
 - I _____ used it last year too, but I didn't know about it.
 - It's great. You _____ to do anything. The app sends invitations to your contacts automatically.
 - I _____ tell my parents how many people are coming. They will be angry if there isn't enough food.
 - They only wanted a small party at first, but eventually I _____ to invite everyone from my class.
- 5 Complete the second sentences so that they have similar meanings to the first ones. Use between two and five words, including the words in parentheses.
- It is unnecessary to spend so much time online. (need)
You _____ so much time online.
 - You should follow his advice in the future. (had)
You _____ his advice in the future.
 - It is possible I left my smartphone at school, but I'm not sure. (could)
I _____ my smartphone at school, but I'm not sure.
 - He is capable of using the latest technology. (able)
He _____ the latest technology.
 - It is against the rules to use social networks at school. (allowed)
We _____ use social networks at school.
 - You should finish that online project. (ought)
You _____ that online project.

Speaking > Staying Friends

- 1 List three things related to your friendships under each heading.
- Advice for a good relationship
 - Things good friends don't need or don't have to do
 - What you allow friends to say or do
- 2 Work in pairs. Share the information in your lists.
- Friends ought to be loyal and be able to trust each other.*

 World Facts

 Create a "good friend" list.

Listening > Friend Problems

Integrating Prior Knowledge with New Information

Before listening, think about what you know about the topic. Then think about what you would like to know. This will help you listen for new information more effectively.

- 1 Work in pairs. Look at the photos and discuss the questions.
 - a. How do people normally react when friends or competitors achieve success in something?
 - b. How do you think the people feel in each photo? Why?
 - c. What can people do to overcome negative feelings towards each other?



- 2 Listen to the people talking in class. Underline the correct options to complete the sentences.
 - a. The adult in the group is...
 1. the school principal.
 2. a school counselor.
 3. a doctor.
 - b. The students try to resolve their problems...
 1. on their own.
 2. in a group.
 3. in pairs.
 - c. Hannah talks about a problem...
 1. at home.
 2. at school.
 3. in her personal life.
 - d. The atmosphere in the group is...
 1. difficult.
 2. bad-tempered.
 3. supportive.

- 3 Listen again and complete the sentences with a word or short phrase.
 - a. Recently, Ashley has been _____ towards Hannah.
 - b. Hannah has succeeded in getting on the school _____.
 - c. Ashley could swim when _____.
 - d. Josh thinks Hannah's _____ might explain Ashley's behavior.
 - e. Hannah has not been able to _____ Ashley about things.
 - f. Everyone agrees that talking would be the _____ to do.
- 4 Work in groups. Discuss the questions.
 - a. What would you do if you were Hannah?
 - b. Have you ever dealt with a similar situation with any of your friends? If so, what happened?
 - c. Do you think there are certain problems that friendships cannot survive? If so, what kind?

Pronunciation > Consonant-Vowel Linking

- 1 Listen and pay attention to the pronunciation of the underlined sounds.
 - a. Her name's sAshley.
 - b. Have there been any changes in your life recently?
 - c. I mean, changes at school...
 - d. She could swim when she was only six years old!
 - e. Have you spoken with Ashley about this?
- 2 Look at the sentences in activity 1, and mark (✓) the correct option to complete the rule.

There is a smooth link between two words when a word that ends in a consonant sound is followed...

 - a. by a word that begins with another consonant. ____
 - b. by a word that begins with a vowel sound. ____
- 3 Work in pairs. Practice saying the phrases. Focus on the linking sounds.
 - a. Just a moment.
 - b. Take a seat.
 - c. Get away.
 - d. Come in.
 - e. First of all.
 - f. Can I take an apple?
- 4 Listen and check.

Grammar > **Modal Verbs of Deduction** 
(Past and Present)

- 1 Read the examples from *Track 6* and label them C (to express certainty) or P (to express possibility).

That can't be easy for you. ____
 It might ruin our friendship. ____
 It sounds like she could have been on the team. ____
 It must be difficult for her. ____
 It must have been tough for her when I got on the team. ____
 It can't have been easy for her to accept it. ____

See Grammar Reference, page 144.

- 2 Work in pairs. Decide which underlined verbs from activity 1 refer to the present or future and which refer to the past.

- 3 Complete the rule.

To make deductions about the past, we use a modal verb + _____ + past participle.

- 4 Match the sentences to the situations.

- a. She must have won the swimming race.
- b. She might win the swimming race.
- c. She can't win the swimming race.
- d. She can't have won the swimming race.
- e. She might have won the swimming race.

- ____ She is standing next to the other competitors and is ready to dive into the pool.
- ____ She is hugging the girl in the next lane and they are both waving at the crowd.
- ____ She is on the podium receiving a gold medal.
- ____ She is twenty meters behind the leader, who is five meters from the finish.
- ____ She is on the podium receiving a bronze medal.



- 5 Complete the second sentences so that they have similar meanings to the first ones. Use between two and five words, including the words in parentheses.

- a. I don't think I did enough to help. (could)
 I _____ more to help.
- b. His best friend is unhappy. I am sure he is very worried about her. (must)
 His best friend is unhappy. He _____ about her.
- c. It must have been difficult to overcome that problem. (can't)
 It _____ to overcome that problem.
- d. I don't know how she feels. Perhaps she is angry with me. (might)
 I don't know how she feels. _____ angry with me.
- e. You definitely didn't see him at school because he was at home all day. (seen)
 You _____ at school because he was at home all day.

- 6 Work in groups. Read the situation and discuss possible answers to the questions. Express possibility and certainty, using modals of deduction.

Martha was in her junior year of high school. She had a very good grade point average, and she was popular with her classmates. Then, suddenly, she started to miss classes. Eventually, she started to get behind on her schoolwork and her grades got worse. She no longer took part in school events. Her teachers asked her if there was any problem, but Martha told them that everything was fine and that she would work harder. However, things did not improve, and Martha left the school at the end of the year.

- a. Why do you think Martha got good grades and was popular?
- b. Why do you think she started to miss classes?
- c. What do you think she could have done to catch up with her schoolwork?
- d. What do you think her teachers said to her?
- e. What might have happened to Martha after she left school?



Speaking > Tough Situations

1 Work in pairs. Look at the pictures and describe the relationship between the people in each and what the problems are.



2 Make notes about one of the problems from activity 1 with some of the words in the box.

could must might may can't
 couldn't need/have to had better
 be allowed to be able to

Causes	Possible resolutions/ advice
They might have had an argument.	They had better talk to each other.

- 3 Work in groups. Compare your ideas.
- 4 Work in pairs. Choose a problem from activity 1 and have a short conversation about what the people involved should do.
- 5 Think of a time you helped a friend with a problem. Make notes about the situation and outcome.
- 6 Work in pairs. Take turns describing the problem you made notes about. Describe how you resolved it. Ask and answer questions about the details of the situation.
 - Make deductions
 - Give advice
 - Talk about possible courses of action in the future

Useful Language

I guess you must have felt lonely.
Something might have happened to make her feel that way.
Why do you think they weren't able to fix the problem at first?

World People

Review a play, movie, or book about friendship.

Out and About

Reading > Teen Social Lives

- 1 Work in pairs. Discuss the questions.
 - a. Do you have friends or know young people from other countries? If so, where are they from?
 - b. Would you like to study abroad? Why or why not?
- 2 Read the first paragraph of the student profile. Work in pairs to predict the topics the boy writes about. Then read the profile to check.
- 3 Refer to the article to make notes in the table.

	Kenya	US
Jobs		
Communication		
Mixed groups		
Punctuality		

- 4 Work in groups. Discuss the questions.
 - a. What challenges might a foreign student face on an exchange program in your country?
 - b. How would you be able to help a foreign student adjust to life in your country?

Vocabulary > Noun Prefixes and Suffixes

- 1 Circle the prefixes and suffixes in the ten underlined nouns in the text.
- 2 Combine the prefixes and suffixes in activity 1 with the words in the box to complete the sentences.

comfort cultural scholar friend neighbor statement

- a. He won a _____ to study in France.
- b. People have different customs and this can sometimes cause _____.
- c. With social media, we can have _____ with people from many different countries.
- d. After moving, she made friends with people in her new _____.
- e. We are a _____ family, half American and half Russian!
- f. To say that I was surprised when I arrived is a bit of an _____! I was completely speechless!




World Student Exchange (WSE)



My name is Chilemba and I'm 17 years old. I am from Kenya and I am on a World Student Exchange program. I obtained a scholarship to attend Oak Grove High School, here in Greenville, North Carolina. I am very interested in science and would like to be a physicist one day.

Listening > Being Sociable

- 1 Work in groups. Discuss the questions.
 - a. How often do you attend or host parties?
 - b. What are the most important things for a successful party?
 - c. What kinds of things can ruin a good party?
- 2 Listen  to the conversations at a party and mark the sentences *T* (true) or *F* (false).
 - a. Rob and Jimmy are old friends. ____
 - b. Laura has done lots of interesting things recently. ____
 - c. Carlos has some news about Jake. ____
 - d. Hayley likes Emily's dress. ____
 - e. Emily does not want to introduce Hayley to someone. ____
 - f. Kevin has not been well recently. ____

I live with a great family in a quiet neighborhood not far from the school and I enjoy the many friendships I have made with people from my school. When I first arrived in the US, I found it quite difficult to adjust because teenagers here have a very different type of social life—well, that is something of an understatement!

One difference that I noticed right away is that here many students have a part-time job and part of their social life revolves around that. For example, they work at a convenience store, and then hang out with the people they work with in their free time. It's also clear that teens here enjoy their independence. In Kenya, part-time jobs for teens are very rare.

When I arrived here, I had to get used to the way that most young people—well, most people in general, actually—are very open and direct. At first, this caused me some discomfort because in Kenya people tend to think that direct communication is a little rude and they often avoid eye contact. Many

Kenyans use proverbs and sayings to communicate their message indirectly.

Relationships between teenagers are different here, too. In the US, teens frequently socialize in mixed groups, while in my country teens nearly always socialize with friends of the same gender. However, on some rare occasions boys and girls do interact. But when I observe teenage girls and boys here at a party, for example, I think of the impossibility of such a scene back home in Kenya!

Punctuality was another aspect of culture that I had to deal with when I arrived. In Kenya, people are more relaxed about time. It's OK if you show up thirty minutes late, and nobody expects you to offer an explanation for being late. Not so in the US!

Living in another country has been a great experience. I can appreciate the benefits of being bicultural now that I feel, in some ways, a little American as well as Kenyan.

Adapted from: <http://yfuusa.org>

3 Match the expressions to the situations they are used in.

- | | |
|-----------------------|-----------------------------|
| a. Same old same old. | d. Wait till you hear this! |
| b. Long time no see! | e. Under the weather. |
| c. You made it! | |

- ___ To say you have nothing new to report
 ___ To say one has not been feeling well
 ___ To greet someone you have not seen for a long time
 ___ To show surprise and delight that someone has arrived
 ___ To say you have surprising news to share

4 Complete the conversation with the expressions from activity 3.

- a. SAM: Julie? I don't believe it! It's been years!
 JULIE: Hi, Sam. Yes. _____
- b. MARIANA: I'm so glad _____
 JOSH: Well, thanks for inviting me.
- c. MIKE: So, Steve, what's new?
 STEVE: Oh, nothing much. _____. And you?
- d. JAMES: Hey, Ashley. Are you OK?
 ASHLEY: Well, so-so. I'm feeling a little _____.
- e. KATE: So tell me the latest. What have you heard?
 MELISSA: Well, _____! I was shocked.

Speaking > How have you been?

> Work in groups. Create a role-play between guests and the host at a party.

- Assign roles: someone with exciting news, someone who has been gone a long time, someone who doesn't feel well, someone who had a hard time arriving at the party, etc.
- Take turns playing different roles.



World Countries



Design a symbol of friendship.

My Writing

Reading > Take My Advice 2K

- 1 Work in groups. Discuss the questions.
 - a. How did you meet your best friend?
 - b. Apart from classmates, how did you meet your other friends?
 - c. Do you find it easy to make new friends? Why or why not?
- 2 Skim the article quickly and underline the best title.
 - a. How to Act Around New Friends
 - b. Making New Friends
 - c. What to Do If Someone Doesn't Want to Be Friends
 - d. How to Stay Friends with Someone

- 3 Read the article and number the elements as they appear in each of the paragraphs 2–4.
 - ___ offer a practical tip
 - ___ make a general point or suggestion
 - ___ point out any benefits to support the suggestion
- 4 Complete the table with expressions from the article.

Giving an opinion	In my view
Giving examples	
Showing a result	

Some people just seem to make new friends easily, while for others it is not easy at all. As with most things, once you get started, it gets better. The first steps are always hard. Try these suggestions to make connecting with new friends easier.

Chances are you know people with the same hobbies as you. Sharing these activities is fun and gives you a sense of belonging to something. In my view, the best place to find out about clubs and activities nowadays is online. Another way is to head to your local library—information about local activities is usually posted there.

Volunteering is another great way to make friends, and there are many options out there. For instance, you can help out at a local animal shelter or volunteer for a parks cleanup program and do a lot of good for your community. Call local charity organizations to find out more.



Many people spend a lot of time with coworkers. Consequently, coworkers often turn into great friends. A part-time job at a place where other teens work is another way to meet people. Also, you'll be making some extra cash. Look for job listings in local newspapers or online. People also often hear about job opportunities via word-of-mouth.

Finally, if you have exams coming up, why not form a study group? Round up a few students from your class and study together once a week. You'll find that studying becomes easier and at the same time you'll make new friends. Ask your teacher if you can pass around a sign-up sheet or make an announcement about the group after class.

Whichever suggestion you decide to try, don't be discouraged if it doesn't work out right away. Stay positive and upbeat. That's the sort of attitude that attracts friends!



Adapted from: <http://teenadvice.about.com/>

- 5 Underline the correct meanings of the expressions.
- chances are: it's *likely/unlikely*
 - out there: *at home/in the neighborhood*
 - word-of-mouth: informal *spoken/written* communication
 - sign-up sheet: a list of *homework assignments/names*
 - upbeat: *positive/loud*
- 6 Complete another advice article with the missing phrases.
- top things that people look for
 - you're sure to find something in common
 - enjoy your company more
 - your comment is likely to be appreciated
 - which means acting naturally

Meeting People for the First Time

As with most things in life, there has to be a first time for meeting people. But it doesn't have to be a terrifying experience! Just follow these five tips.

Firstly, be yourself, 1) . That way, people will like being around you a lot more and you'll find people who appreciate you for being you. In my opinion, if someone doesn't like you for being yourself, it's no big deal. Just move on.

Next, make the first move. Don't be shy! Look around for interesting people, then relax and go up and talk to them. Say, "Hello," and give your name, and ask how they are. Tip: Music is a good subject. Ask people what kind of music they like, start a conversation, and 2) . Other good topics are movies and sports, for example.

Everyone loves an ego boost, so give people compliments. When giving a compliment, be honest and genuine. Even if it's something pretty insignificant, like the color of their shoes, 3) . As a result, they might even pay you a compliment back!

The next point is a simple one. Laugh. This shows that you have a good sense of humor, which is one of the 4) in a friend.

And last but not least, be a good listener. Look people in the eyes to show that you're paying attention. Ask questions. If people see that you're listening, they will 5) . Tip: Put away your phone for a while. You can check your messages later.

So, the next time you go out, put these tips into practice. You'll be pleased with the results!

Adapted from: <http://www.wikihow.com>

Writing > An Advice Article

- Choose one of the topics to write an advice article about for a teen magazine.
 - What to do when friends change schools or move away
 - How to handle two incompatible groups of friends
 - How to deal with unreliable friends
 - What to do if your parents don't approve of your friends
- Make notes of ways in which teenagers experience the problem and suggest things that they can do about it.
- Write a first draft of your article using the information in the box. Organize your information into paragraphs.

Being Persuasive and Helpful

- An article offering advice should be organized clearly, with an introduction, a series of tips, and a concluding paragraph.
- The article should sound friendly and supportive: *Once you get started, it gets better.*
- Mention the benefits of a particular action: *You'll find that studying becomes easier.*
- Offer concrete, practical tips: *Put away your phone for a while.*

- Check your draft. Use the questions as a guide.
 - Is the language correct (grammar, vocabulary, spelling, and punctuation)?
 - Does the article inform and encourage people?
- Write a final draft of your article.

 2L Check out the video!

Practice Your Exam Skills 1

Reading and Use of English

- > You are going to read an article about learning and the brain. For questions 1–6, underline the answer (A, B, C, or D) which you think best fits according to the text.

The Science of Learning

Every time we learn a new skill, substantial changes take place in our brains. The brain creates new pathways, which are made up of neurons and the connections between them, called synapses. As we learn, these synapses become stronger. When one neuron on the pathway is stimulated, the next one responds more easily. In addition, our brains actually grow larger. Experiments with rats have shown that when a rat has to learn to reach through a hole to get

10 food, new protrusions, called dendritic spines, very quickly grow on the synapses of the part of the brain that the rat uses to plan and execute movements.

The more connections between neurons are formed, the more we learn and the more information we retain. As these connections get stronger, we have to think less about what we're doing, which means we can get better at other aspects of a set of skills. So learning a new skill has all kinds of unexpected benefits, including improving working memory, verbal intelligence,

20 and language skills.

However, knowledge of how your brain adapts to new skills is worthless if you don't know how to apply it. Scientists have looked at how people learn and come to some clear conclusions.

The first of these is what researchers call "productive failure." When we're learning a new skill, it's easy to rely on resources such as Internet tutorials to help get started. That's OK for a while, but if we keep

30 doing that we won't ever actually learn because we're not solving problems on our own. It's important to struggle with a problem for a while before seeking help or information. Of course, you make lots of mistakes

doing this (productive failure), but you also generate a lot of ideas about the nature of the problem and possible solutions, which will allow you to perform better in the future.

Studies have also shown that spreading out studying over time and quizzing yourself on material before a big test are highly effective learning strategies.

40 Other techniques that students use a lot, such as rereading and highlighting, are much less effective. Scientists call the technique of spreading out studying "distributed practice." Distributed practice is all about shorter, smaller sessions where you're stimulating the links between the neurons more often over time. This builds the synapses more effectively.

When you study or practice is just as important as *how*. The body's internal clock is tuned to work better during certain points in the day, and that goes for learning

50 as well. One study found that subjects who went to sleep right after learning something did significantly better in a series of memory tests. This is because the brain uses sleep to reset the part of the brain that handles memory. In this case, a short nap in the middle of the day is just as effective as a longer sleep.

Finally, it's important to use your new skills or knowledge regularly. Scientists call this "transfer of learning." This means you're applying your new skills in your day-to-day life in a context that matters.

60 For example, if you're learning about mathematics, make sure you find a way to work that into your daily life, even if it's as simple as figuring out your daily expenses. It's simple, but it's about forming connections in your brain that actually matter to you.

Adapted from <http://lifehacker.com/the-science-behind-how-we-learn-new-skills-908488422>

- 1 In what way does the brain grow larger when we learn a new skill?
- A It creates new pathways.
B It develops more neurons.
C It creates new synapses.
D It grows new protrusions on existing synapses.
- 2 What is one result of having stronger connections between neurons?
- A We find it easier to plan and execute movements.
B We don't have to pay so much conscious attention to what we're doing.
C We can afford to fail more often.
D We become better at studying.

