



# OPEN WORLD

# B2

## FIRST

STUDENT'S  
BOOK WITHOUT  
ANSWERS

with Online Practice

**Anthony Cosgrove and Deborah Hobbs**

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| UNIT TITLE                                         | READING AND USE OF ENGLISH                                                                                            | LISTENING                                                     | WRITING                                                        |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------|
| <b>Starter</b><br><b>Let's talk</b><br>p. 8        | A new way of communicating                                                                                            | A breakdown in communication                                  | A story                                                        |
| <b>1</b><br><b>Fighting fit</b><br>p. 14           | <b>Part 7</b> No age, no limit<br>Health habits                                                                       | Understanding distractors                                     | <b>Part 1</b> An essay                                         |
| <b>2</b><br><b>Keeping in touch</b><br>p. 28       | <b>Part 6</b> Social media and friendship<br>Why we all need 'frolleagues'                                            | <b>Part 4</b> A radio interview                               | <b>Part 1</b> An essay                                         |
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| <b>4</b><br><b>A trip to remember</b><br>p. 56     | <b>Part 1</b> Shweeb<br>Staycations                                                                                   | Listening for detail<br>Verb and noun word stress             | <b>Part 2</b> An article                                       |
| <b>5</b><br><b>Grab some culture</b><br>p. 68      | <b>Part 4</b> Cinema, but not as we know it                                                                           | <b>Part 3</b> People talking about music                      | <b>Part 2</b> A review                                         |
| <b>Progress check 2</b> p. 80                      |                                                                                                                       |                                                               |                                                                |
| <b>6</b><br><b>Closer to nature</b><br>p. 82       | <b>Part 2</b> Sea anemone<br>An influential environmentalist                                                          | Listening for attitudes and opinions                          | <b>Part 2</b> A report                                         |
| <b>7</b><br><b>What's in your food?</b><br>p. 94   | <b>Part 3</b> You're dying to eat me!<br>The history of ketchup<br>C1 Using adverbs as modifiers<br>Stress in adverbs | <b>Part 2</b> A talk by a food scientist                      | <b>Part 2</b> A letter / email                                 |
| <b>8</b><br><b>Living made easy</b><br>p. 106      | <b>Part 6</b> Welcome to your smart home of tomorrow<br>Unusual inventions                                            | <b>Part 3</b> People talking about learning a language online | Formal and informal writing                                    |
| <b>Progress check 3</b> p. 118                     |                                                                                                                       |                                                               |                                                                |
| <b>9</b><br><b>The great outdoors</b><br>p. 120    | <b>Part 2</b> Falling amphibians cause confusion<br>Communication in plants                                           | Listening for agreement and disagreement                      | <b>Part 1</b> An essay                                         |
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| <b>11</b><br><b>Fact or Fiction?</b><br>p. 144     | <b>Part 1</b> In defence of reality TV<br>Reality TV                                                                  | <b>Part 1</b> People talking about television and the media   | Developing your writing<br>C1 Cohesive phrases                 |
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| SPEAKING                                                                                                                  | GRAMMAR                                                                                                                            | VOCABULARY                                                                                                            | REAL WORLD                                    |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Getting to know your classmates                                                                                           | Present perfect review<br>Comparatives and Superlatives                                                                            | Adjectives to describe emotions                                                                                       |                                               |
| <b>Part 2</b> Describing a pair of photographs                                                                            | Gerunds and Infinitives<br>Comparing and contrasting ideas with linkers<br><i>C1 Understanding health</i>                          | Health and fitness<br>Idioms for health and fitness<br>weak forms                                                     | Being active in Zurich                        |
| Speculating                                                                                                               | The passive<br><i>Used to, be used to, get used to</i><br><i>C1 Hedging</i>                                                        | Describing your family<br>Phrasal verbs for describing friends and family<br>Stress in phrasal verbs                  | Making friends in Seoul                       |
| <b>Parts 3 and 4</b><br>A collaborative task and discussion                                                               | First and second conditionals<br>Giving advice<br><i>C1 Other conditional structures</i>                                           | Education and study<br>Idioms and phrasal verbs for education and study<br>Consonant groups at the beginning of words | Educating yourself in Toronto                 |
| <b>Part 1</b> Talking about yourself                                                                                      | Countable and uncountable nouns<br>Articles<br><i>C1 Nouns that are both countable and uncountable</i>                             | Holidays and travel<br>Compound adjectives                                                                            | Travelling around Buenos Aires                |
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| <b>Part 2</b> Describing a pair of photographs                                                                            | Prepositions<br>Relative clauses<br><i>C1 Complex prepositions</i>                                                                 | The natural world<br>Commonly confused words<br>Stress in compound nouns                                              | Going into the wild in Florida                |
| Describing a restaurant experience                                                                                        | Wish clauses<br>Third and mixed conditionals                                                                                       | Describing food<br>Prefixes                                                                                           | Dining out in Athens                          |
| <b>Part 1</b> Talking about yourself<br>Short and long vowels                                                             | Direct and indirect objects<br>Modals of speculation and deduction<br><i>C1 Other ways of expressing speculation and deduction</i> | Technology<br>Idioms for science and technology                                                                       | Getting to grips with technology in Singapore |
| <b>Parts 3 and 4</b><br>A collaborative task and discussion<br>Adding emphasis                                            | Future forms<br>Future perfect and future continuous<br><i>C1 Talking about the future</i>                                         | The weather<br>Phrases with <i>far</i>                                                                                | Broadening your horizons in Los Angeles       |
| <b>Part 1</b> Talking about yourself                                                                                      | Causatives<br>-ed and -ing adjectives                                                                                              | Cohesive devices<br>Sport and leisure<br>Stress in word families 1                                                    | Going on an adventure in the Brecon Beacons   |
| <b>Part 2</b> Describing a pair of photographs                                                                            | Reported speech<br>Reporting verbs                                                                                                 | The media<br>Phrases to talk about the media<br>Intonation when giving an opinion                                     | Having fun in Copenhagen                      |
| Short responses with <i>so, neither, either</i> and <i>too</i>                                                            | Expressing obligation and permission<br>Expressing ability<br><i>C1 Expressing obligation and permission in different tenses</i>   | Festivals and celebrations<br>Suffixes<br>Stress in word families 2                                                   | Having a great time in Essaouira              |
| <b>Parts 3 and 4</b><br>A collaborative task and discussion<br>Main stress in questions<br><i>C1 Disagreeing politely</i> | Like vs. as<br>Past modals: <i>shouldn't have, didn't have to, needn't have, didn't need to</i>                                    | Going, Going, Gone!<br>The business of shopping                                                                       | Going shopping in Milan                       |
| Evaluating the advantages and disadvantages of an idea                                                                    | Adding emphasis and sentence fronting                                                                                              | Phrasal verbs with business<br>Jobs and careers<br><i>C1 Compound words with work</i><br>Auxiliary verb stress        | Going for a job in Frankfurt                  |



# EXAM FOCUS

after every unit.  
Read exam tips and facts and do  
three complete practice exam tasks

## EXAM FOCUS

### READING AND USE OF ENGLISH – PART 2

#### EXAM FACTS

- You will read a text which has eight gaps in it.
- You must write **one word** only for each gap.
- There are 10 words in a list which you can use to fill the gaps. You must choose the word which correctly fits the gap.
- There are 10 words in a list which you can use to fill the gaps. You must choose the word which correctly fits the gap.

#### EXAM TIPS

- Read the words and phrases before and after each gap and think of the type of word you need to write.
- Read the text after you have filled in the gaps to make sure your answers make sense.
- Remember to check your spelling, as misspelled words will be marked incorrect.

For questions 1–8, read the text below and think of the word that best fits each gap. Use only one word for each gap. There is an example at the beginning (0).

#### An influential environmentalist

Ma Jun is a Chinese environmentalist and author. (0) **He** appeared in the 2016 film *Before the Flood*, narrated by the actor Leonardo DiCaprio. It was in the 1990s (1) **that** a young journalist called Ma Jun became interested in the environmental problems of China's (Shanghai province) and then moved to live in the countryside. He had begun (2) **to** ... researching a story about forests, but instead he filled his notebooks with the problems he saw. These notes became the basis of his first book, *China's Water Crisis*. (3) **It** ... has been compared to the 2006 environmental documentary *The 11th Hour* by the same name. (4) **He** ... of his experience and influence. (5) **He** ... that over 5 million people have now downloaded an app that monitors pollution levels in their cities. (6) **He** ... that pollution in their cities remains within legal limits.

### WRITING PART 2: REPORT

#### EXAM FACTS

- In the report, you are expected to give some factual information as well as make judgements or recommendations.
- The questions will always make clear who the report is being written for, and why.

#### EXAM TIPS

- Read the question carefully.
- Make sure you know who you are writing to and what they want to know.
- Say what the purpose of the report is in the first paragraph.
- Organise your report into paragraphs. Use headings to make the structure clear.

You recently attended a trip to a local wildlife park. Your English teacher has asked you to write a report about your experience to your report. You should: describe what you can do there; explain what is good and bad about the wildlife park; suggest how it can be improved in the future. Write your report.

### SPEAKING PART 2

#### EXAM FACTS

The examiner will ask you a question about your partner's photographs since your partner has finished speaking.

#### Student A

Talk about your two photographs for one minute. The photographs show people spending time enjoying nature in different places. Compare the photographs and say why these people are enjoying about being in these places.



Student B: Do you enjoy spending time in nature?

#### EXAM TIPS

- Remember to think about what you can see in the photos.
- Remember to think about the people in the photos.
- Remember to think about why these people are enjoying about being in these places.

#### Student B

Talk about your two photographs for one minute. The photographs show people spending time with animals. Compare the photographs and say why these animals are important to these people.



Student A: Do you enjoy spending time with animals?

# EXAM CHECKS

test what you remember  
about the exam

### EXAM CHECK

Correct the mistakes in the text below about Reading and Use of English Part 2.

- The text in Reading and Use of English Part 2 are usually written in two paragraphs, one paragraph or information text. The text will contain five gaps and you must choose from a list of answer sentences the sentence that fits each gap. There are two sentences for you don't need to use. You can use one sentence more than once.

### LISTENING PART 3

#### EXAM CHECK

Read the sentences about Listening Part 3. Decide if they are true or false.

- In Listening Part 3, you will hear two people talking about the same topic.
- Each message lasts for about one minute.
- You need to choose from eight possible options.
- There are two options that you don't need to use.
- You will receive one mark for each correct answer.

100 You will hear five short extracts in which people are talking about their experience of going for a ride in a hot air balloon. For Questions 1–5, choose from the list (A–F) how each speaker felt about their experience. Use the letters only once. There are three extra letters which you do not need to use.

- | Speaker | 1                                | 2                                      | 3                                                  | 4                                              | 5                                 |
|---------|----------------------------------|----------------------------------------|----------------------------------------------------|------------------------------------------------|-----------------------------------|
| A       | amused at how easy it was to use | impressed by the technology used in it | relieved that they weren't involved in an accident | nervous about not being in total control of it | impressed by how safe it was      |
| B       | impressed by the potential of it | disappointed that it was too expensive | disappointed by the experience of it               | impressed by the experience of it              | impressed by the experience of it |

### SPEAKING PART 1

#### EXAM CHECK

Choose the correct options to complete the sentences about Speaking Part 1.

- The examiner/your partner will ask you questions about your hobbies, work or study etc.
- You should answer the questions with either examples and reasons where appropriate.
- You needn't need to talk to your partner in this part of the exam.
- Part 1 will last for about two to four minutes.

- Do you have a laptop? (What do you use it for?)
- How much time do you spend online each day? (Do you think that's too long? / Why not?)
- Do you think you will use your computer more or less in the future? (Why?)
- What is your favourite piece of technology? (Why is it important to you?)
- Do you often watch TV? (Why? / Why not?)

# REAL WORLD

pages take you outside the classroom  
and into the real world

# PHRASES YOU MIGHT USE AND HEAR

Learn and practise phrases you might use and hear when  
you are using English in the real world

Scan the QR codes to watch videos  
of different locations around the  
world on your mobile phone or tablet

# LIFE COMPETENCIES

Develop important skills, knowledge and  
attitudes that you can use in your daily life

## REAL WORLD

### GOING INTO THE WILD IN ... FLORIDA

1 Look at the photos and describe what you can see in each. Have you ever done any of these activities? Which ones would you like to do? Match the phrases (1–5) with the readings (A–C).

2 Read about the different activities you can do in Florida. Match the phrases (1–5) with the readings (A–C).

3 Find the phrases in the texts that mean the following:

- to go to a place
- to go to a place
- to go to a place
- to go to a place
- to go to a place

4 The following families are planning to visit Florida. Which of the places above would you recommend?

1. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

2. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

3. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

4. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

5. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

### PHRASES YOU MIGHT USE / HEAR

1. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

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### WATCH

1. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

2. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

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### LIFE COMPETENCIES

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5. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

## UNIT 6 PREPOSITIONS

1. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

2. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

3. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

4. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

5. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

## RELATIVE PRONOUNS AND RELATIVE CLAUSES

1. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

2. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

3. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

4. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

5. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

## SPEAKING BANK

1. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

2. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

3. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

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5. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

## WRITING BANK

1. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

2. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

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5. It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–4) with the correct meanings (A–F).

Find extra grammar  
practice, and extra  
speaking and writing  
exam practice at the  
back of your book



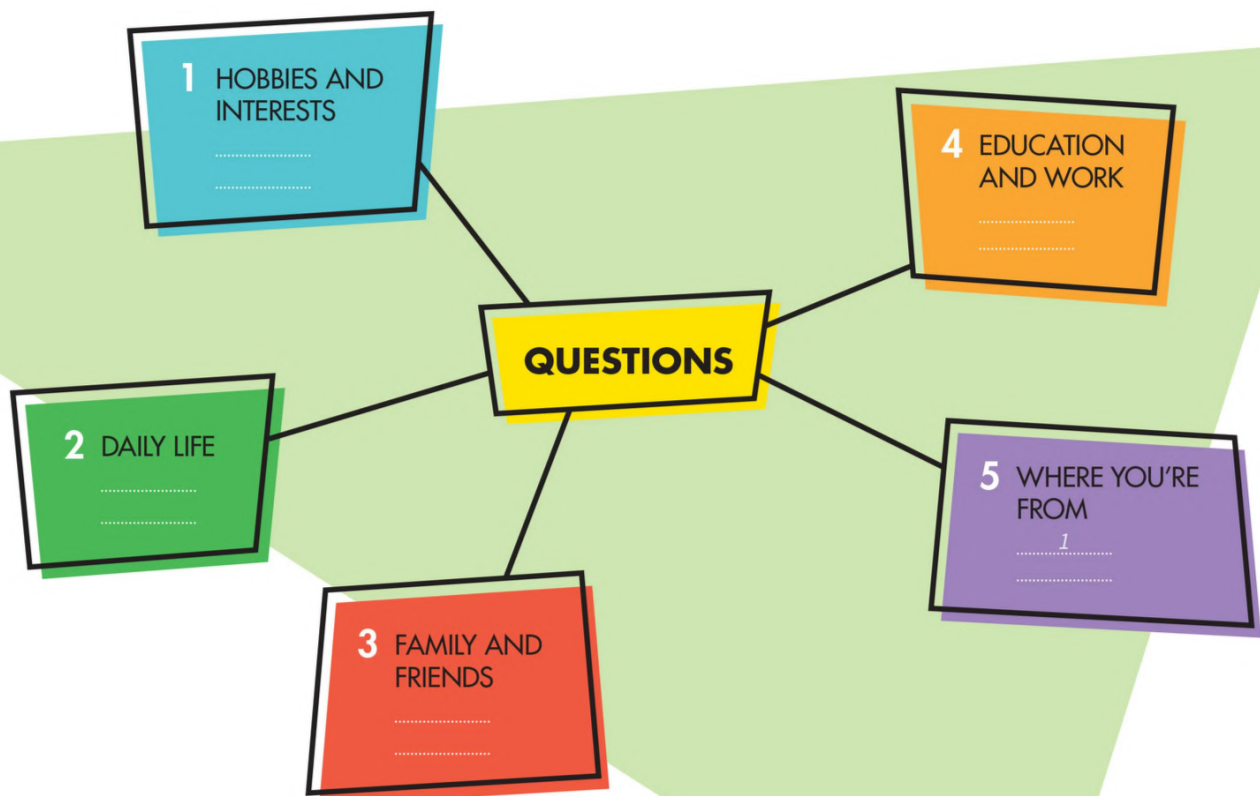
## SPEAKING

### GETTING TO KNOW YOUR CLASSMATES



**1** Write the questions under the correct topics. The first one has been done for you.

- |                                                     |                                                           |
|-----------------------------------------------------|-----------------------------------------------------------|
| <b>1</b> Where are you from?                        | <b>6</b> What do you like to do at weekends?              |
| <b>2</b> What's your favourite subject?             | <b>7</b> What job would you like to have in the future?   |
| <b>3</b> What's your favourite hobby?               | <b>8</b> What do you like most about your hometown?       |
| <b>4</b> How many brothers and sisters do you have? | <b>9</b> What's your favourite kind of food?              |
| <b>5</b> What's your favourite part of the day?     | <b>10</b> Who are the most important people in your life? |





**2 Look at the phrases below. Which questions in Exercise 1 are they answering?**

- |    |                                                           |       |
|----|-----------------------------------------------------------|-------|
| 1  | I come from ... which is in ...                           | ..... |
| 2  | I have one ... and two ...                                | ..... |
| 3  | One of my favourite subjects is ... because ...           | ..... |
| 4  | One of the best times of the day is ... because ...       | ..... |
| 5  | In my city, there is a ... which I love because ...       | ..... |
| 6  | I would really like to be a ... in the future because ... | ..... |
| 7  | On Saturdays, I usually ...                               | ..... |
| 8  | I'm really interested in ...                              | ..... |
| 9  | My ... is an important person in my life because ...      | ..... |
| 10 | One thing I love eating is ...                            | ..... |

**3 Add one question of your own to each topic. Then talk to your classmates and ask and answer at least one question from each category. Use the phrases in Exercise 2 to help you.**

## VOCABULARY

### ADJECTIVES TO DESCRIBE EMOTIONS

**1 Work in pairs and answer the questions.**

- How often do you use emojis? Do you have a favourite emoji?
- What are the benefits of using emojis?

#### DID YOU KNOW?

The word *emoji* comes from the Japanese *e* (meaning "picture") and *moji* (meaning "character").



**2 Match the emojis (1-6) in the picture with the adjectives (A-F).**

- |   |              |       |
|---|--------------|-------|
| A | annoyed      | ..... |
| B | delighted    | ..... |
| C | disappointed | ..... |
| D | shocked      | ..... |
| E | upset        | ..... |
| F | worried      | ..... |

**3 Work with a partner. When was the last time you felt the emotions in Exercise 2? Explain what happened.**

The last time I was annoyed was when I missed the bus. I arrived one hour late for my English lesson!

# READING

## EMOJIS

**1** Look at five text messages (A–E) that Miranda sent in reply to her friends' questions (1–5). Match the questions with the text messages.

- |                                                                                                                         |                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <p><b>1</b> What have you been up to?</p> <p><b>2</b> What did you do last night?</p> <p><b>3</b> Is everything ok?</p> | <p><b>4</b> Have you been shopping?</p> <p><b>5</b> It's Mum and Dad's wedding anniversary this weekend.</p> |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|

**A**

We  all evening.  
It was .

**B**

Yes! I've just bought  
.  ?

**C**

Thanks for the reminder. I   
they've been  for 30 years!

**D**

I've been  all day.  
I'm so  !

**E**

 ! I've lost my  and now  
I can't get into my .

**2** Look at the emojis (A–E) in Exercise 1 again. Replace the emojis in the answers with words.

**3** Read Miranda's blog post about using emojis and choose the best summary.

- 1** Using emojis has had a negative impact on our written communication.  
**2** There are a lot of benefits to using emojis.  
**3** It's better to express yourself with emojis than with words.

## A NEW WAY OF COMMUNICATING

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OK, I admit it. I'm a big fan of emojis. You can't stop me! There's hardly a text I send out or a comment I post on social media which doesn't have a big smiley face, a stylish flamenco dancer or a cute little puppy! Initially, I was a bit sceptical. When emojis appeared a few years ago, my best friend used them all the time. My first impression was that they were a bit, well, childish. Why was she putting pictures all over her messages to me instead of expressing herself in words like the rest of us? But then whenever I was looking through social media, I realised I was always looking at her posts first! These bright red broken love-hearts and freshly sliced cucumbers, or whatever emoji she used, were working because I was looking at them!

These days, I can't stop using emojis! Why? I hear you ask. *Can't you express yourself in words?* Of course I can! But when you're writing messages or responding to comments on social media, emojis help you to get your message across much quicker than writing out full sentences. What's more, they're universal, meaning that people who speak different languages to me can still understand how I'm feeling. They also make your message seem friendlier. That's true even when you're giving bad news, like refusing an invitation to see friends. Somehow people don't seem to mind when you cancel plans with an emoji of a bunch of flowers! It doesn't mean that every word can be replaced by an emoji, though, so it's important to find a balance between the two forms of communication.



**4 Read the text again. Decide if the statements are true or false.**

- 1 At first, Miranda loved emojis and used them all the time.
- 2 Miranda didn't understand why her friend used emojis instead of words.
- 3 Miranda noticed her best friend's social media posts because she used emojis.
- 4 Miranda thinks it's harder for people who speak different languages to understand emojis.
- 5 Miranda believes that emojis can make a message less unfriendly.
- 6 Miranda thinks that people should always use emojis instead of words.



**2 Find and correct the mistakes in the verbs in the following sentences.**

- 1 I've been knowing Richard for about ten years.
- 2 I've sent him a message yesterday.
- 3 **A** You look really tired.  
**B** Yes, I am. I've painted the flat all afternoon.
- 4 I've got my first phone when I was eighteen years old.
- 5 I didn't see the new film yet.
- 6 Have you watched the documentary on TV last night?
- 7 I lived in London for the past five months.
- 8 I've already been drinking three cups of coffee this morning.



**5 Work in pairs and answer the questions.**

- 1 Do you agree with Miranda that emojis 'help to get your message across much quicker than writing out full sentences'?
- 2 Do you think emojis have a negative impact on written communication? Why? / Why not?

**6 Work in groups and complete the task.**

- Think of a message in English, then decide how you could say this using emojis.
- Write the message for one of the other groups.
- Exchange your messages with other groups. Decide what the other group's message means.

**3 Change the second sentence so that it has a similar meaning to the first, using the word given.**

- 1 I moved here six months ago.  
**LIVING**  
I ..... for six months.
- 2 What have you been up to recently?  
**DOING**  
What ..... recently?
- 3 I'm eating sushi for the first time.  
**EATEN**  
I ..... sushi before.
- 4 It's been two years since I saw Robert.  
**EACH**  
Robert and I haven't ..... two years.
- 5 Paulo and Antonia are married. They got married in 2016.  
**BEEN**  
Paulo and Antonia ..... since 2016.

## GRAMMAR

### PRESENT PERFECT REVIEW



**GRAMMAR ON THE MOVE**

Watch the video



**1 Look at Miranda's text messages (A-E) in Reading Exercise 1 on page 10 again. Match the rules with the correct text messages.**

- 1 We use the past simple for completed actions in the past.
- 2 We use the present perfect simple to focus on the result of a recent event.
- 3 We use the simple form (not continuous) with stative verbs.
- 4 We use the present perfect continuous to emphasise the action rather than the result.
- 5 We use the present perfect with the phrases *just*, *already* and *yet* (UK English).

**4 Make questions using the present perfect simple or present perfect continuous.**

- 1 best film / ever / see  
*What's the best film you've ever seen?*
- 2 how long / learn / English
- 3 ever / visit / another continent
- 4 how long / live / present home
- 5 blogs / read / recently
- 6 most exciting thing / ever / do
- 7 ever / meet / a famous person

**5 Work with a partner. Ask and answer the questions in Exercise 4.**

➔ **GRAMMAR REFERENCE** / Present perfect: Page 204

## LISTENING

### A BREAKDOWN IN COMMUNICATION

- 1** Read the information about Poland. How similar or different is Poland to your country?

**NAME:** Poland

**CAPITAL CITY:** Warsaw

**POPULATION:** approx. 38 million

**LAND SIZE:** approx. 312,679 km<sup>2</sup>

**AVERAGE TEMPERATURE IN WINTER (WARSAW):** -2 °C

**HIGHEST PEAK IN POLAND:** approx. 2,500 m (Rysy Mountain)

**BORDER COUNTRIES:** Russia, Lithuania, Belarus, Slovakia, Ukraine, Czech Republic and Germany

**NATIONAL SYMBOL:** White eagle

**NATIONAL SPORT:** Football (other popular sports include basketball, volleyball, ice hockey and cross-country skiing)

**FUN FACT:** 30% of Poland is covered by forest.



- 2** Listen to Andrew talking about buying a tram ticket in Poland. Answer the questions.

- 1** When Andrew was in Poland, he was
  - A** living alone.
  - B** living with other people.
- 2** Why didn't he ask for help to buy a tram ticket?
  - A** His flatmates were busy.
  - B** He didn't need any help.
- 3** Andrew thought the woman at the kiosk couldn't understand him because
  - A** she couldn't hear very well.
  - B** he wasn't saying the words correctly.
- 4** How many items did the woman give to Andrew?
  - A** Two
  - B** Three
- 5** Why did Andrew laugh?
  - A** because the woman gave him the wrong items
  - B** because the woman finally understood what he was saying

- 3** Work with a partner. Ask and answer the questions.

- 1** Have you ever been in a similar situation to Andrew? What happened?
- 2** How would you communicate with someone if you couldn't speak each other's language?



## GRAMMAR

### COMPARATIVES AND SUPERLATIVES

#### GRAMMAR ON THE MOVE

Watch the video



- 1** Read about Alice's experience of taking the train in Germany. Have you ever been in a similar situation to Alice?



The funniest thing happened to me and my friend on a recent trip to Germany. We went to Berlin, which is the biggest city in Germany. Actually, it's as big as my home city in terms of land area, but it has a smaller population.

After a few days of exploring the city, we wanted to take the train to Hannover, which is about an hour and a half away from Berlin. My friend is much more confident than me and actually speaks better German, so she went to the ticket office to buy two train tickets. We decided to take the express train as it was faster than the regional train. It was nicer and more relaxing, too. We sat down in our seats and the train departed. We chatted the whole way and admired the beautiful view from the train window.

After an hour and a half, we arrived at our final destination. Hamburg! We realised then that we had somehow got on the wrong train. I couldn't believe it! We ended up having a great time, even though we had originally planned to visit Hannover.

➔ **GRAMMAR REFERENCE** / Comparatives and superlatives: Page 205

- 2** Read the text again. Underline the comparative and superlative adjectives.





### 3 Match the comparative and superlative adjectives you underlined in Exercise 2 with the rules (1-7) below.

- 1 For one-syllable adjectives, add *-er* to form the comparative and *-est* to form the superlative.  
For example: ..... and .....
- 2 For one-syllable adjectives that end in the letter *e*, add *-r* to form the comparative and *-st* to form the superlative. For example: .....
- 3 For two-syllable adjectives that end in the letter *y*, remove *-y*, and add *-ier* to form the comparative and *-iest* to form the superlative. For example: .....
- 4 For adjectives that have two or more syllables (that don't end in *-y*), add the word *more* before the adjective to form the comparative and add the words *the most* before the adjective to form the superlative.  
For example: ..... and .....
- 5 For one-syllable adjectives that end in a vowel (*a*, *e*, *i*, *o* and *u*) and one of the consonants *-b*, *-d*, *-g*, *-n*, *-p* or *-t*, repeat the last consonant and add *-er* to form the comparative and *-est* to form the superlative. For example: .....
- 6 Some adjectives have irregular comparative and superlative forms. For example:  
bad → worse → the worst  
good → ..... → the best
- 7 We use *as* + adjective + *as* to compare two things that are the same. For example: .....



## THE LOST SUITCASE



**While** I was walking back home, I came across a bright blue suitcase just behind a café next to my house. It was quite large and had a pink ribbon on the side of it. I looked for a label to see who it belonged to but it didn't have one. As I only lived next door, I decided to take it home, open it up and see if there was a name or address, anything that would help me to find the owner. The first thing I noticed when I opened it was a gorgeous green dress. It was beautiful. So beautiful, in fact, that I tried it on!

I went back out, still wearing the dress. I was just turning the corner **when** I bumped into an old friend, who I hadn't seen for a while. She was in town visiting her sister.

"Hey, nice dress!" she said. "I have one just like that. Well, actually, I had one just like that."

"What do you mean?" I asked.

"I left my suitcase here about 15 minutes ago. I walked off and just completely forgot about it. I don't know where it is!"

"I think I know where it might be." I said, feeling extremely embarrassed.



### 4 Correct the mistakes in each of the questions.

- 1 What is the better film you have ever seen?
- 2 What is the difficultest thing about learning English?
- 3 Would you prefer to live in the coldest or hottest place on earth?
- 4 Is it easier to learn a musical instrument or learn a new language?
- 5 Do you think that nurses should be paid as much money than footballers?
- 6 What's the more expensive thing you have ever bought?

### 5 Work in pairs. Ask and answer the questions in Exercise 4.

## WRITING

### A STORY

**1** You are going to read Sarah's story about a lost suitcase. Before you read, look at the four pictures. Put them in order and predict what you think happens in the story.

**2** Read the story and check your predictions. Then find and correct the eight spelling mistakes.



### 3 Study how Sarah uses the highlighted words *while* and *when*. Complete the sentences below with the correct form of the verbs in brackets.

- 1 While I ..... (watch) TV, the phone ..... (ring).
- 2 I ..... (sit) on the sofa when suddenly there ..... (be) a knock at the door.
- 3 When I ..... (walk) into the shop, the sales assistant ..... (talk) to a customer.
- 4 I ..... (break) a plate while I ..... (prepare) dinner.

### 4 Write a story using 140-190 words. It must begin with the sentence below.

*While I was walking down the street, I found a small, gold ring on the pavement.*

1

# FIGHTING FIT

## GETTING STARTED

1 Look at the headlines of the magazine articles. What do you think the articles are about? Which would you be most interested in reading?

2 003 Listen to two people talking about health and fitness. Which headline are they discussing?

3 003 Listen again. Complete the sentences with one or two words from the recording.

- 1 ... sit down and enjoy our lunch.  
We've got ..... time.
- 2 I get a bit of heartburn if I eat too much .....
- 3 Well, research suggests there's a link between ..... and eating quickly.
- 4 Therefore, the quicker you eat, the more ..... you'll .....

4 Work with a group and answer the questions.

- 1 Is there a problem with unhealthy eating in your country? Why / Why not?
- 2 Should there be a ban on junk food for people under 14 years old? Why / Why not?
- 3 Do you think about the calories in your food before you eat? Why / Why not?

# HEALTHY LIVING

APPS TO SHAPE UP

THINK YOURSELF FIT

THE RISE OF  
HEALTH  
HOLIDAYS

NO PRIZE FOR  
FINISHING  
FIRST

NO AGE, NO LIMIT



## P WEAK FORMS: THE SCHWA /ə/

One of the most common vowel sounds in English is the schwa /ə/. It is an unstressed (weak) sound that can typically be found in connected speech when pronouncing articles, prepositions, conjunctions and auxiliaries. For example:

We've got plenty **of** time.

I get a bit **of** heartburn.

## 5 004 Look at the sentences and underline the schwa sounds. Then listen and check your answers.

- 1 It's time for dinner.
- 2 It's a health and fitness book.
- 3 How long has she worked there?
- 4 I can play tennis on Saturday.
- 5 We've got quite a lot of work to do.

## VOCABULARY

### HEALTH AND FITNESS

#### 1 Read an extract from Mauro's blog. Does he lead a healthy or unhealthy lifestyle?

I love eating junk food and for years I **overdid** it. I mean, I used to eat junk food every week and was about five kilos **overweight**. Not quite obese, but I was getting there. Anyway, I went hiking with some friends, and I just couldn't **keep up**. My legs were **aching** after the first day and it was a bit embarrassing to be honest! So, when I got back, I decided to start **keeping track** of what I ate by recording it in a food diary. I realised I needed to **cut down** on processed food, like all those burgers I was eating! I monitored the amount of salt I was consuming too – just to make sure I kept it within a reasonable limit. And, I started exercising: walking to work instead of taking the bus, that type of thing, and then, after about 12 months, I decided I'd like to run a marathon. Yeah, I know! It was hard work, all that training, but I was really pleased with my **rate** of progress and, well, I ran my first one last month in under four hours!

#### 2 Match the words in bold in the blog with the definitions (1–7).

- |   |                                                            |       |
|---|------------------------------------------------------------|-------|
| 1 | reduce the amount of something you consume                 | ..... |
| 2 | stay level or equal with someone                           | ..... |
| 3 | recording something over a period of time                  | ..... |
| 4 | too heavy                                                  | ..... |
| 5 | did or used too much of something                          | ..... |
| 6 | the speed at which something happens                       | ..... |
| 7 | having a continuous pain that is unpleasant but not strong | ..... |

- 4 After a few hours of playing basketball, your muscles can really start to .....
- 5 After ..... on the amount of coffee I was drinking, I started to sleep much better.
- 6 I use an app to ..... of how many calories I consume each day.
- 7 The ..... at which he recovered from his illness was quite remarkable.

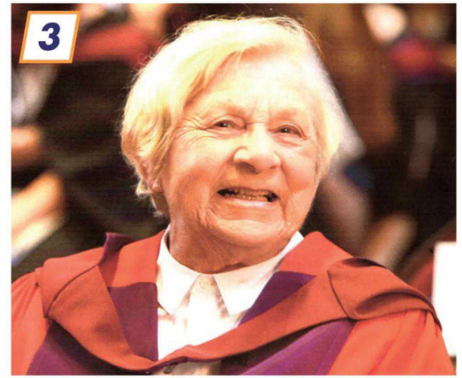
#### 4 Imagine you are going to interview someone who has recently made a healthy lifestyle change. Using the health and fitness vocabulary to help you, write five questions to find out about this change.

*Why did you decide to make a healthy lifestyle change?*

#### 5 Work with a partner. Student A is the interviewer and asks Student B their questions from Exercise 4. Student B, imagine you have recently made a healthy lifestyle change. Answer Student A's questions. Then swap roles.

#### 3 Decide what type of word is needed for each gap (1–7). Then complete the sentences using the words in bold in Exercise 2. You may need to change the tense or word form.

- 1 You're training too hard at the gym. If you keep ..... it, you may get injured.
- 2 He decided to go on a low-fat diet as he was a little .....
- 3 I went jogging with my brother yesterday. He ran too fast and I couldn't .....



### 1 Work with a partner and answer the questions.

- 1 Look at the photos. In what ways are the photos similar or different? How would you describe the people's lifestyles?
- 2 Do you know anyone who has a similar lifestyle to the people in the photos?

### 2 Read the short texts quickly. Match the photos (1–3) with the texts (A–D). Which person isn't shown in the photos?

### 3 Read the texts again. For questions 1–5 on page 17, choose from the texts (A–D). The texts may be chosen more than once.

### 4 In what ways do you admire the people in the texts?

### 5 Choose a person from the texts. Research them online and note down a few interesting facts. Tell your group. As a group, decide who you most admire and why.

## NO AGE, NO LIMIT

### A Dr Peggy Styles

At 86, Peggy Styles has become the oldest ever person to graduate from Bristol University. To say it was an uphill struggle at times is an understatement. Midway through her program, Peggy needed to take a few years out to rest after suffering severe kidney failure. At one stage, it was **touch and go** whether she'd make it. Although Peggy's physical health suffered and she even had to learn to walk again, it appears her brain continued to function effectively. The title of her dissertation for her doctorate was, "Changing perceptions: higher education amongst elderly populations" and, although it took eight years to complete, Peggy has confessed that she's now hooked on writing and research.

### B Dr Allan Stewart

Australian born Allan broke his own age record when he successfully completed his degree at the advanced age of 97. Alan, who has now completed his fourth degree, returned to education in his 80s after retiring from work in order to **keep his brain sharp** and stay mentally active. While he's more famous for his mental rather than physical agility, Allan keeps himself in shape by walking, fishing and swimming. Allan says this will be his last degree as he's getting bored with studying, although he has said that at least once before so who knows – perhaps he's obsessed!

### C Doreen Pechey

Doreen, who had to rethink her diet and fitness plan when she took up ballet at 61, became the oldest ballerina in Britain to pass the Royal Academy Grade 6 dance exam just ten years later. The semi-retired electrical engineer, who despite recently having knee replacement surgery, **is now back on her feet** and claims to have more agility than ever. In fact, she believes without ballet she'd have been out of action for some time. Not only that, Doreen has dropped two dress sizes too. Although in her 70s, Doreen has chosen to train with teenagers who don't appear to mind the age difference at all. And, why should they?

### D Lou Batori

Although he's never taken an exam, Hungarian born Lou Batori, 106, has been skiing for over 96 years. He puts his good health down to a healthy diet, a love of good food and drink and a healthy marriage. Nevertheless, the risk-taking grandfather, who can be seen speeding down the slopes in the USA, clearly **keeps in shape** by doing tough physical exercise. Although he still skis regularly, Lou has slowed down to **recharge his batteries** and enjoys reading to relax. After all, he doesn't want to get injured, does he?

## Who

takes time out to relax?

1

tries to keep their brain and body in good health?

2

is the most senior person to have graduated from university?

3

has become addicted to what they are doing?

4

recovered more rapidly because of what they're doing?

5

## VOCABULARY

### IDIOMS

1 Match the expressions in red in the texts with the correct definitions.

- A to be well again after an illness .....
- B to stay physically healthy .....
- C an uncertain situation .....
- D to rest for a period of time .....
- E to stay mentally active .....

2 Complete the second sentence with a phrase from Exercise 1 so that it has a similar meaning to the first sentence. Use between two and five words for each sentence, including the word in bold. The first one has been done for you.

- 1 He's now well again after his recent operation.

**BACK**

He's now back on his feet after his recent operation.

- 2 I've been doing a lot of puzzles to stay mentally active.

**SHARP**

I've been ..... by doing a lot of puzzles.

- 3 She feels much better after resting for two weeks in Italy.

**RECHARGE**

After ..... for two weeks in Italy, she feels much better.

- 4 I stayed physically active by running in the local park.

**SHAPE**

I ran in the local park .....

## SPEAKING PART 2 TRAINING

1 Work with a partner and answer the questions.

- 1 What's the difference between mental and physical health?
- 2 What are two ways someone might stay mentally active and two ways they might stay physically active?
- 3 Why is it important to stay in good physical and mental shape?



2 005 Listen and decide which question Maria is answering.

- 1 What do you think these people like about these types of food?
- 2 Why have these people chosen to eat these types of food?
- 3 What are the advantages and disadvantages of eating in these different ways?

3 005 Look at the words and phrases in the box. Listen again and tick the words and phrases Maria uses.

both looks as though the same as even though  
looks like though instead of neither  
unlike looks as if rather than while

4 Read the responses from candidates completing Part 2 of the Speaking exam. Correct the mistake in each response.

- 1 At the first photograph, you can see a picture of two people eating in a restaurant.
- 2 The second photo appears to show a woman eat on a bus.
- 3 It looks as two people are enjoying a meal together in the first photo.
- 4 I think the woman eats a burger or a sandwich in the second photo.
- 5 A lot of people tend being quite busy at work, so they don't have much time to eat.

5 Work in pairs.

**Student A:** Answer the Speaking Part 2 question on page 199.

**Student B:** Answer the Speaking Part 2 question on page 198.

# LISTENING

## UNDERSTANDING DISTRACTORS

**1** Look at the photos of health and fitness apps and answer the questions.

- 1 What information does each app give you? Which have you tried?
- 2 What do you think are the advantages and disadvantages of these apps?

**2** 006 Listen to Chloe talking to her friend Ali about health and fitness apps. Which app (A-D) is she trying out?

**3** 006 Read the information in the box. Then listen again and answer the questions.

*When answering questions, listening only for key words may distract you from choosing the correct answer. Notice too that the speakers may correct themselves or each other. Always listen to the whole conversation to understand the whole idea.*

- 1 What is Chloe's opinion of smartwatches according to Ali?
- 2 Which app does Ali suggest is unnecessary for Chloe?
- 3 Which app does Chloe think is too difficult to use?
- 4 Which app does Chloe think she'll quickly lose interest in?
- 5 Why is Ali surprised by the app Chloe has chosen to use?

**4** 007 Look at the phrases in the box below and check you know what they mean. Now listen to a later conversation between Ali and Chloe. Which phrase describes why Chloe has given up?

an injury   extremely hungry   didn't lose weight  
sore muscles   too tired



**5** 007 Listen again. Make notes about what Ali and Chloe say about the other phrases in the box. Why are they distractors?

**6** Work with a partner and answer the questions.

- 1 To what extent can apps like these help with weight loss or to get adequate sleep? How beneficial is an app which measures your heart rate?
- 2 Some people believe that technology has had a negative impact on our health in recent years. Do you agree? Why? / Why not?
- 3 Do you believe it's possible to become too focused on healthy eating? Why? / Why not?
- 4 What do you think about smartwatches? Would you ever buy one? Why? / Why not?



# GRAMMAR

## GERUNDS AND INFINITIVES

### GRAMMAR ON THE MOVE

Watch the video



#### 1 Look at the sentences from the conversation between Ali and Chloe.

- 1 I've **wanted** to buy a smartwatch for ages.
- 2 My legs didn't **stop** aching for days after that.

What is the form of the words after the verbs in bold?

➔ **GRAMMAR REFERENCE** / Gerunds and infinitives: Page 206

#### 2 Complete the sentences with the correct form of the verb in brackets.

- 1 Having a high protein diet is supposed \_\_\_\_\_ good for you, but I'm not convinced. (be)
- 2 I tend \_\_\_\_\_ breakfast during the week but I know that isn't good for me. (skip)
- 3 A lot of people use apps to keep track of their food intake, but I can't stand \_\_\_\_\_ them. (use)
- 4 If you don't have a balanced diet, you may risk \_\_\_\_\_ yourself in the future. (harm)
- 5 Many people, myself included, refuse \_\_\_\_\_ energy drinks because of their high sugar level. (drink)
- 6 If you want to train to run a marathon, you should avoid \_\_\_\_\_ foods that are high in fat. (eat)
- 7 I would never give up \_\_\_\_\_ a sport I love just to concentrate more on my studies. (play)

#### 3 Work with a partner and discuss the sentences in Exercise 2. Do you agree with the speaker?

#### 4 008 Listen to an extract of a conversation between two friends, Matilde and Franco. Complete the gaps with words you hear.

**Matilde:** Well, when I saw the poster at the food market, I <sup>1</sup> \_\_\_\_\_ a look. I wanted to get more information. You'd said more and more people have <sup>2</sup> \_\_\_\_\_ meat these days.

**Franco:** Yes, I <sup>3</sup> \_\_\_\_\_ you about the benefits of vegetarianism when we met in the café last week. Although, I didn't <sup>4</sup> \_\_\_\_\_ you the address of the food market, so I'm glad you found it.

**Matilde:** No problem. It was really interesting and I loved the variety of fruit and vegetables on offer. A friend of mine also told me that I should <sup>5</sup> \_\_\_\_\_ meat and fish from my diet. I wanted to speak to a professional, so I <sup>6</sup> \_\_\_\_\_ a meeting with a nutritionist but sadly no-one was available.

**Franco:** That's a shame.

#### 5 Read the extract in Exercise 4 again and look at your answers. What is the difference in meaning between each pair of verb forms?

#### 6 Circle the correct option.

- 1 I've stopped *to consume/consuming* foods which are high in fat as I want to lose weight.
- 2 I'm trying *to cut out/cutting out* sugar from my diet, but I'm finding it really difficult.
- 3 I was starving, so I stopped *to grab/grabbing* a quick bite to eat on my way to class.
- 4 When I'm really busy, I find it hard to remember *to eat/eating* regular meals.
- 5 I lived in Thailand for a while and remember *to try/trying* some of the local dishes. They were delicious!
- 6 A friend of mine told me that I should try *putting/to put* honey and lemon in my tea to help with my sore throat.

#### 7 Write one sentence for each of the points below. Then work in groups and compare your answers.

Think of something that you ...

- can't stand doing
- refuse to eat
- have given up doing recently
- stopped to do before coming to class today
- tend to do before going to sleep
- remember doing when you were very young

### DID YOU KNOW?

We can use the expression *high in* to say that certain foods contain a large amount of something. For example: I avoid eating food which is *high in* sugar.



## 1 Complete the questionnaire.

### IS YOUR LIFESTYLE HELPING OR HINDERING YOUR HEALTH?

- 1 How many hours do you typically sleep at night?
  - a 6 or less
  - b 7 to 9
  - c 10 or more
- 2 How much water do you drink each day?
  - a 0 to 2 glasses
  - b 3 to 5 glasses
  - c 6 to 8 glasses
- 3 How much physical exercise do you do?
  - a Once a week or less
  - b 2 to 3 times per week on average
  - c On a daily basis
- 4 What is your preferred after-dinner activity?
  - a Eating dessert
  - b Lying on the sofa and watching TV
  - c A walk and chat with a friend
- 5 What do you consider first when choosing meals?
  - a The taste
  - b The calorie count
  - c Whether it's balanced
- 6 You're really tired at school or work. Do you ...
  - a take a nap in your lunch break?
  - b grab a coffee or an energy drink?
  - c go for a quick walk in the fresh air?
- 7 You wake up an hour before the alarm goes off in the morning. Do you ...
  - a close your eyes and go back to sleep?
  - b stay in bed and check social media?
  - c get up and get active?

**2 Work with a partner. Who has the healthiest lifestyle? Why? Turn to page 198 and see how healthy your lifestyle is.**

**3 Work with a partner. How have people's lifestyles changed in recent years? Think about:**

Diet   Exercise   Work

**4 Read the essay question and model answer. Which, if any, of your ideas in Exercise 3 have been included?**

In your English class you have been talking about health and fitness. Now, your English teacher has asked you to write an essay. Some people say modern lifestyles are ruining our health. Do you agree?

#### Notes

Write about:

- 1 diet
- 2 exercise
- 3 \_\_\_\_\_ (your own idea)

Although not impossible, it is arguably more challenging to stay in shape these days because of the changes in our diet, a lack of physical activity and increased levels of stress.

**Even though** foods high in vitamins and minerals are available in most shops, people tend to be busier now and often prefer eating junk food **rather than** a balanced meal. **Despite** its convenience, junk food is very unhealthy and consuming too much can lead to serious health issues.

Nowadays, people tend to use their cars **instead of** walking, even for short journeys. As a result of this change, people are getting less and less exercise. Therefore, they have less opportunity to build their muscles and burn calories.

Finally, due to our fast-paced lifestyles, people are under more pressure to work longer hours **than ever before**. Working parents, for example, have little time to relax, which means they risk suffering from illnesses such as stress.

To sum up, I agree that it is more difficult to be fit and healthy in modern society.

**However**, with the right attitude to eating, exercise and work, it is possible to protect our physical and mental well-being.

#### Focus on structure

- 1 Does the writer cover the two compulsory points in the notes?
- 2 What is the writer's own idea?
- 3 In which paragraph does the writer give his/her own opinion?
- 4 What phrase does the writer use to conclude the essay?