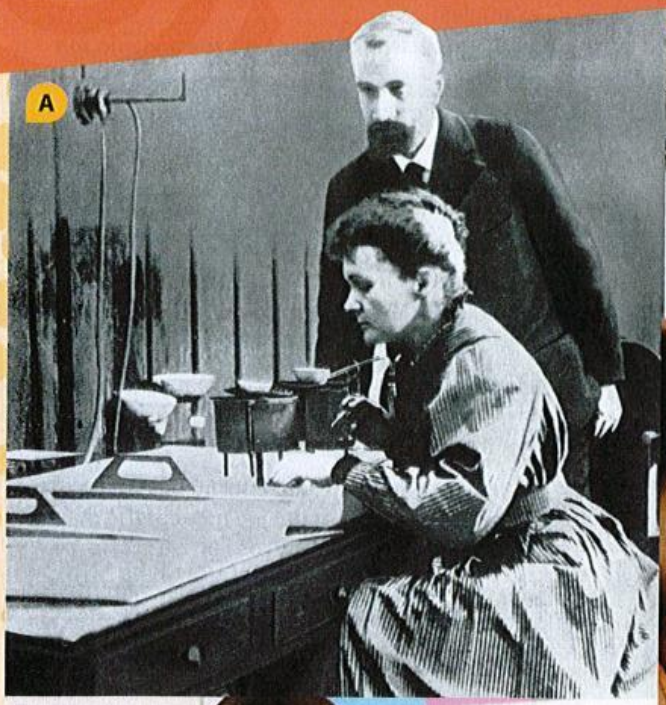
8 Influencers


A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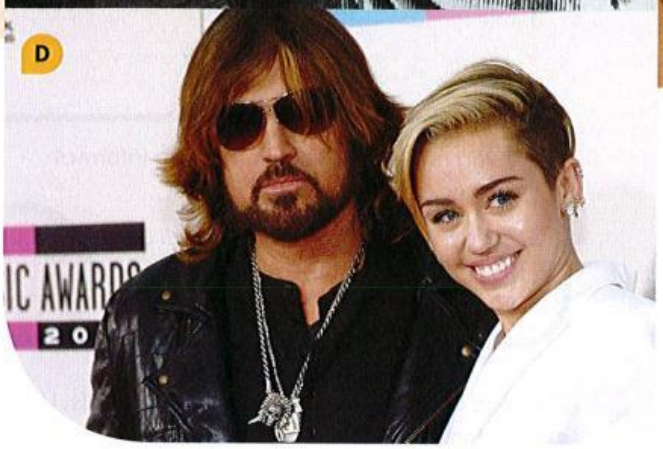

D

1 **Zinedine Zidane**'s parents were from Algeria but he grew up in France where he played for the international football team. Now retired from playing football, he's a coach. All four of his sons have played football for Real Madrid's youth teams.

2 American singer, songwriter and actress **Miley Cyrus** is the daughter of the country singer, Billy Ray. Her brother Trace is a singer and guitarist while her grandfather Ron was a politician.

3 **Marie Curie** was the first woman to win a Nobel prize and the only person ever to win a prize in both physics and chemistry. Marie shared her prize in physics with her husband Pierre. Later her daughter and son-in-law were given a Nobel Prize in chemistry.

4 **Indira Gandhi** came from a family of Indian politicians. She was the daughter of India's first prime minister and then she became India's first female prime minister. Although Indira and the social leader Mahatma share the same family name, they aren't relatives. Indira changed her surname when she got married.

Starting off

1. Work in pairs. What do you know about the famous families in the photos?
2. Match the descriptions of famous families (1–4) with the photos (A–D).
3. Work in groups. Discuss the advantages and disadvantages of being famous and being part of a famous family.

LIVEWORKSHEETS

Reading Part 6

1 **Work in pairs. Read part of a website. What do you think an *influencer* is? Are there any *influencers* in your country?**

HOW YOUNG PEOPLE ARE USING SOCIAL MEDIA TO BECOME CELEBRITIES, ADVERTISE THEIR PRODUCTS AND MAKE MONEY

INFLUENCER #1

Amanda Steele (born in 1999) has set up a YouTube channel where she gives advice on beauty and fashion to more than 3 million people. Her own products include make-up and sunglasses.

INFLUENCER #2

Jacob Sartorius (born in 2002) became famous after posting music videos on the social network, Musical.ly. He's already got millions of followers who download his singles.

2 **Read the rest of the website quickly. Do not complete the gaps for now. In what ways is Hannah Alper an *influencer*?**

INFLUENCER #3

Are all influencers just interested (0) ...in... being famous and making money? Not in the case of Hannah Alper, born in 2003. Hannah (1) ..... born in Canada and brought up there. At the age of nine, she took up blogging. She wanted (2) ..... share her worries about the world with other people. She hopes that we will all think more about the environment and how our actions might have an effect (3) ..... animals.

Hannah doesn't only write about her opinions. She (4) ..... also spoken to large audiences on a range of topics. These have been topics (5) ..... protecting wildlife to respecting one another. Hannah hopes that her words will encourage others to go out and do something. (6) ..... doesn't matter how young someone is, Hannah believes we can all do something to help protect the environment.

- You must complete each space with one word only and your spelling must be correct.
- If you can't fill in a gap, go on to the others and come back to it later.
- When you have filled in all the gaps, check that your completed text makes sense.

Exam advice

3 **For each question, write the correct answer. Write one word for each gap. There is an example at the beginning.**

4 **Exam candidates often make spelling mistakes. <u>Underline</u> the mistakes in the sentences and correct them.**

1 She's clever. She's very funny, to.
2 We where both young when I first met her in school.
3 He plays soccer very well, an he's the junior world champion in shooting.
4 At first, I thought she was shy, because she was a very quite girl.
5 I love spending time whit him. I can say that he is my best friend.
6 I like to do my homework with Daniela becouse she is intelligent.

5 **Work in groups. Discuss the questions.**

- What's your favourite website? Why do you like it?
- How often do you watch video clips online? Do you have a favourite channel?
- Do you follow anyone online? Who? Why?



LIVEWORKSHEETS

Vocabulary
Phrasal verbs

1 **Look at the underlined phrasal verbs. Decide what each one means by looking at the complete sentence.**

1 Zinedine's parents were from Algeria, but he grew up in France.
2 Amanda Steele has set up a YouTube Channel where she gives advice.
3 Hannah Alper was born in Canada and brought up there.
4 At the age of nine, she took up blogging.

2 **Replace each underlined expression with the correct form of a phrasal verb from the box, so that the meaning stays the same.**

find out ~~grow up~~ bring up
take up make up set up
get on with run out (of)

1 I was born in a small village, but I became older in Athens with my parents and two brothers. grew up
2 If I discovered that my parents were reading my emails, I wouldn't get angry.
3 When my phone doesn't have any more battery, I borrow my friends' phones.
4 I'd love to start my own YouTube Channel. I would let people know about new music.
5 If I had to choose another sport, I would start playing hockey.
6 I have a good relationship with my older sister. We often go out together.
7 If I didn't know an answer in an exam, I would never invent an answer.
8 I was looked after by my grandparents in the countryside when I was a small child.

3 **Rewrite three or four of the sentences from Exercise 2, so that they are true for you. Use phrasal verbs.**

1 I was born in Naples, but I grew up in Rome, the capital city of Italy.

4 **Work in groups. Compare your sentences. Find things that you have got in common.**

Grammar
Zero, first and second conditionals

▶ **Page 133 Grammar reference**
Conditional sentences



1 **Work in pairs. Kristian wants to go to drama school to be an actor, but his parents want him to stay at school. What advice can you give him?**

2 **Kristian is talking to Mr Edwards, a teacher at his school. Listen and answer the questions.** 37

1 Why has Kristian's dad contacted Mr Edwards?
2 What two pieces of advice does Mr Edwards give?

3 **Listen and complete the sentences with the correct form of the verbs.** 38

1 If I ..stay.. (stay) at school until I'm 18, it ..will be.. (be) too late.
2 If I ..... (want) to be an actor, I ..... (have) to start training at an early age.
3 I ..... (have) to give up football if I ..... (go) to classes after school.

4 **The sentences from Exercise 3 are all examples of conditionals. Conditionals are often divided into different types. Match each type of conditional (sentences 1–3) with the rules (a–c).**

- Sentence 2: Type 0 (Zero conditional) Rule .....
- Sentence 1: Type 1 (First conditional) Rule .....
- Sentence 3: Type 2 (Second conditional) Rule .....

Rules

a This is used when the speaker is not thinking about a real possibility, but is imagining a situation that will probably not happen.
b This expresses things which are always or generally true.
c This expresses a real possibility in the future.

5 **What form of the verb do we use in each conditional type? Do we use a comma in all conditional sentences?**

Type 0 (Zero conditional): If + present simple, present simple

LIVEWORKSHEETS

6 **Look at this conversation between Kristian and Josh.**

1 Does Josh want Kristian to join the drama club?
2 Does Josh talk about a real possibility in sentence (a)?
3 Does Kristian talk about a real possibility in (b)?

Kristian: Can you take a photo of me? When you join the drama club, you need to send a photo.

Josh: What? But **(a)** if you join the club, you'll have to give up football and you're our best player!

Kristian: I know. **(b)** If the drama club met on Wednesdays, I could do both.

Josh: But the club doesn't meet on Wednesdays. What are you going to do?

7 39 **Listen and count how many words are missing from each sentence. Contractions (*I'll*, etc.) count as two words.**

1 I *'ll need my parents' permission if I want* to go to drama school. (*8 words*)
2 If I ..... too old. (.....)
3 If I ..... enough time for everything. (.....)

8 39 **/P/ Conditional sentences: contracted words**
Listen again and complete the sentences in Exercise 7.

9 **Complete these sentences with the correct form of the verbs in brackets.**

1 If it *rains* (rain) today, I'll go to the cinema.
2 I often get bored when I ..... (watch) sport.
3 If I ..... (get) home late, my parents don't mind.
4 I ..... (not go out) next Saturday if our teacher gives us a lot of homework.
5 I ..... (buy) some crisps if I get hungry.
6 If I ..... (not study), I still do well in exams.

10 **Rewrite the sentences from Exercise 9 so that they are true for you. Then compare with a partner.**

11 **Complete these sentences with your own ideas.**

1 If I lost my mobile phone, *I'd go to the nearest police station.*
2 If I saw a friend cheating in an exam, ...
3 If I didn't live here, ...
4 If I found a lot of money in a bin, ...

12 **Write a question for each of the sentences from Exercise 11. Then ask and answer the questions.**

What would you do if you lost your mobile phone?

I'd go to the nearest police station.

when, if and *unless*

▶ **Page 133 Grammar reference**
Conjunctions: *when, if, unless* + present, future

1 **Work in pairs. Kristian, Josh and Hayley are going to an activity camp for a week. Read their messages and decide which person will definitely contact their family.**



Have a great trip, Josh!

Thanks, Mum. I'll send you a message if I run out of money.

Keep in touch, Hayley!

OK, Dad! I'll let you know when we get there.

Safe trip, Kristian!

Sure, Mum! I'll call you tonight, unless we get there really late.

2 **Complete the rules about using *if, unless* or *when*.**

Rules

We use **(1)** ..... for things we are sure will happen. We use both **(2)** ..... and **(3)** ..... for things we think will possibly happen. However, **(4)** ..... generally has the meaning of *except, if*.

3 **Choose the best option in *italics*.**

1 I'll write again *if* / *when* I finish my exams on Friday.
2 I wouldn't be able to write very well *if* / *when* I broke my right hand.
3 We'll miss the bus *if* / *unless* we run.
4 Paula won't play tennis tomorrow *if* / *unless* it rains.
5 She can't hear you well *when* / *unless* you shout.
6 Dad will give us a lift *when* / *unless* he gets home.

LIVEWORKSHEETS

Listening Part 3

1 **Work in pairs.**

- Student A, you want to be famous. Ask for advice.
- Student B, give advice using conditionals. Does your partner agree with the advice?

I'd love to be a famous singer. What can I do?

If you upload a video, people will find out about you.

2 **You will hear a man called Bob Richards talking about how to get famous on YouTube. Before you listen, read the information below. What is missing in each space (a number, date, time, noun, verb, etc.)?**

How to become famous on YouTube



About **(1)** ..... hours of videos are uploaded onto YouTube every minute.

Videos about **(2)** ..... are usually more popular than all other types.

People want to find out about the video presenter so be **(3)** ..... .

Add at least ten videos to your **(4)** ..... before telling people about it.

Make sure each new video has a **(5)** ..... , which is easy to understand.

And be patient! It may take 2 or 3 **(6)** ..... to become well known.

- There is always enough time between the six answers for you to write down the missing words.
- Be careful with spelling, especially if the word is spelt out in the recording or if it is a very common word, e.g. *day*.

Exam advice

3 40 **Listen to the talk. For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time. Then listen again and check.**

4 **Work in pairs. Your school wants to create a video introduction for English-speaking students about you and your country. Discuss what information you could include in this video.**

- you and your friends
- your town or city
- famous places in your country

5 **Share your ideas with the whole class.**

We can have interviews with people in our city and ask them what they like about it. We can also show photos of the most beautiful places, like ...

Vocabulary

Describing people

1 41 **Carter is talking to his friend Will about finding a presenter for his new YouTube channel. Listen and look at the pictures. Who does Carter choose?**

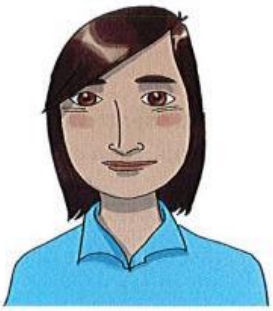
A



B



C

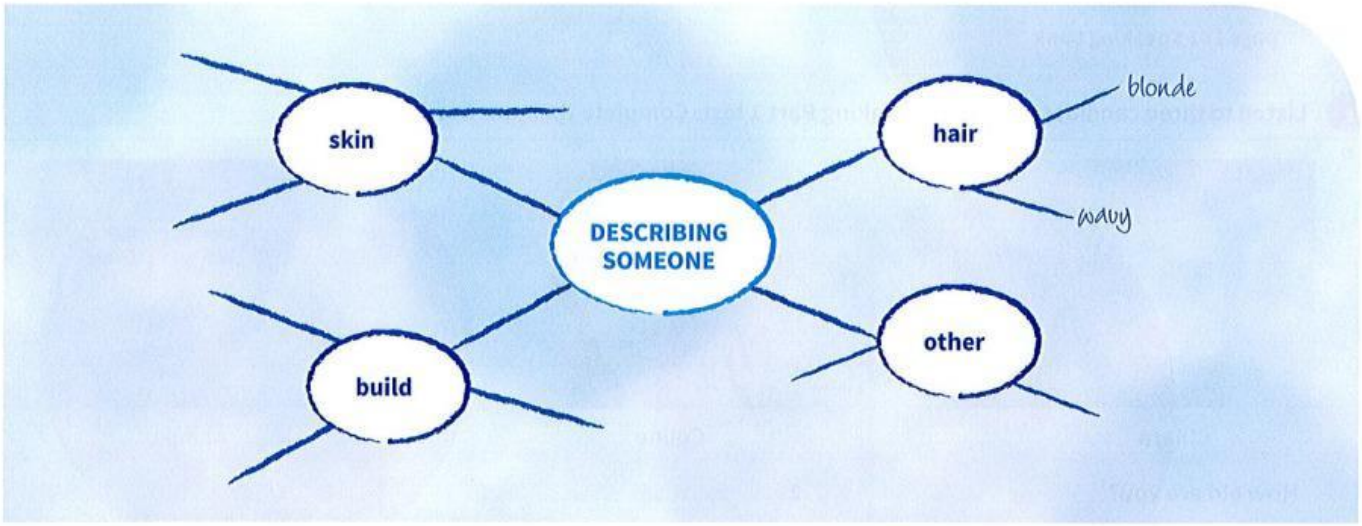


D



LIVEWORKSHEETS

2 **Work in pairs. Complete the mind map with words from the box.**



attractive bald beard beautiful blond(e) broad shoulders curly dark fair good-looking grey long medium height moustache pale plain red scar short slim straight wavy

3 **Write the opposite of the adjectives.**

anxious ~~easygoing~~ generous lazy polite quiet shy stupid

1 strict easygoing
2 hard-working
3 smart
4 noisy
5 mean
6 rude
7 calm
8 confident

4 **Will describes one of the people as *honest* and *reliable*. Add *un-*, *im-* or *dis-* to make these adjectives negative.**

un friendly
..... patient
..... pleasant
..... honest
..... reliable

5 **Add *-ful* or *-less* to the nouns to make adjectives. Watch your spelling!**

1 success successful
(someone who has a lot of success)
2 cheer .....
(someone who is usually happy and positive)
3 beauty .....
(someone or something who looks good)
4 help .....
(someone who likes to help)
5 help .....
(someone who can't help themselves)

6 **Exam candidates often make mistakes with adjective order. Read the rules and correct one mistake in each example (a–f).**

Rules

1 Adjectives generally go before the noun. We don't normally use more than two adjectives before each noun.

a *In my youth club, there are four girls very nice.*

b *My best friend has hair and eyes brown.*

2 When there are two adjectives together, we generally put the 'opinion' adjective before the 'fact' adjective.

c *At the beginning of the film, a young handsome man is sitting in a café.*

d *She is wearing a white beautiful dress.*

3 When there are two fact adjectives together, we generally put those that describe shape or size before those describing colour.

e *I've made a new friend with black short hair.*

f *He lives in a house with a green big garden.*

7 **Work in pairs. Take turns to describe the people below. Don't say who it is. Talk about appearance and character. Guess who your partner is describing.**

- a famous person
- a good friend
- a member of your family
- a teacher

He's almost bald and medium height. He's often cheerful and he's always patient.

Is it your dad?

LIVEWORKSHEETS

Speaking Part 1

▶ page 152 Speaking bank

1 42 **Listen to three candidates doing a Speaking Part 1 test. Complete their answers.**



Chiara

How old are you?
14

Where do you live?
Italy

Who do you live with?
My parents and my sister

Tell us about a teacher you like.

1 My favourite teacher is .....



Celine

2 .....

3 .....

4 .....

How often do you use a mobile phone?

5 My mum says I use it .....



Akihiko

6 .....

7 .....

8 .....

What do you enjoy doing in your free time?

9 I really enjoy .....

2 42 **Listen again and answer the questions.**

1 Do you think the candidates answer their last questions well? Why? / Why not?
2 What does Celine say when she doesn't understand the examiner's question?
3 Does the examiner repeat the same question to Celine?

- The examiner will ask you general questions about where you live, your daily routine, things you like, etc.
- Always try to give more than a one-word answer.
- Don't try to repeat sentences you have already prepared.

Exam advice

3 **Read this part of a Speaking Part 1 test. How could you improve Enrico's answers?**

Examiner:	What's your name?
Enrico:	Enrico.
Examiner:	Thank you. How old are you?
Enrico:	Fourteen.
Examiner:	Where do you live Enrico?
Enrico:	Porto, Portugal.
Examiner:	Who do you live with?
Enrico	Family.

4 **Work in groups of three. Take turns to be the examiner. Ask and answer the first three questions from Exercise 1, and one extra question.**

LIVEWORKSHEETS

Writing Part 2 An article

▶ page 148 Writing bank
An article

1 **Work in small groups. Look at the information from the *Cambridge Learner's Dictionary* about punctuation on page 163. Which of the uses are the same in your language?**

2 **Exam candidates often make mistakes with punctuation. There is no punctuation in sentences 1–6. Correct the mistakes.**

1 dear sam i had a great time with my friends last weekend too
2 what about you who is your best friend
3 on saturday i took my cousins dog to the beach
4 after that we ate pizza chicken and ice cream
5 he loves english he thinks that its easy
6 im looking forward to seeing you soon

3 **Read this Writing Part 2 task and underline the important words.**

You see this notice in an international English-language magazine.

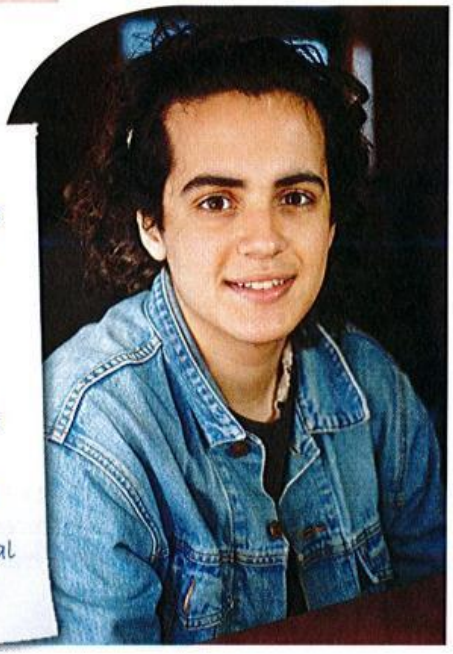
> **A person who I admire**
> *Who is it? Is it a member of your family, a friend or perhaps someone famous?*
> *What does he or she look like?*
> *What is he or she like?*
> *Why do you admire him or her?*
> Write an article answering these questions and we will publish the most interesting articles in our magazine.

Write your **article**.

4 **Read Zahra's answer. Do you think her teacher will give her full marks? Why? / Why not?**

If i had to choose one person, it would be my cousin Hasan. He was born in Istanbul but he grew up in London. Hes medium height with curly dark hair an brown eyes. Everybody gets on well whit him becaus he's easygoing honest and reliable.

Apart from being such a nice person, Hasan is hardworking and generous to. He's always been keen on drawing. When he was just 14 years old, he set up his own online company wich sells his T-shirt designs. he gives some of the money he earns to help an international childrens charity



5 **Answer the questions in pairs and check your ideas for Exercise 4.**

1 Does the article include all the information for the task?
2 Does the article use adjectives to describe the person?
3 Does the article give reasons and examples? (e.g. Why is Hasan generous?)
4 Is the punctuation and spelling correct?
5 Is the article about 100 words?

6 **Read Zahra's article again. Underline and correct her five spelling mistakes and her five punctuation mistakes.**

Exam advice

- If you have to describe someone or something, don't write long lists of adjectives. Give reasons and examples instead.
- Always check your punctuation and spelling.

7 **Now write your own answer to the task from Exercise 3 in about 100 words.**

8 **Use the questions from Exercise 5 to check your work.**

LIVEWORKSHEETS