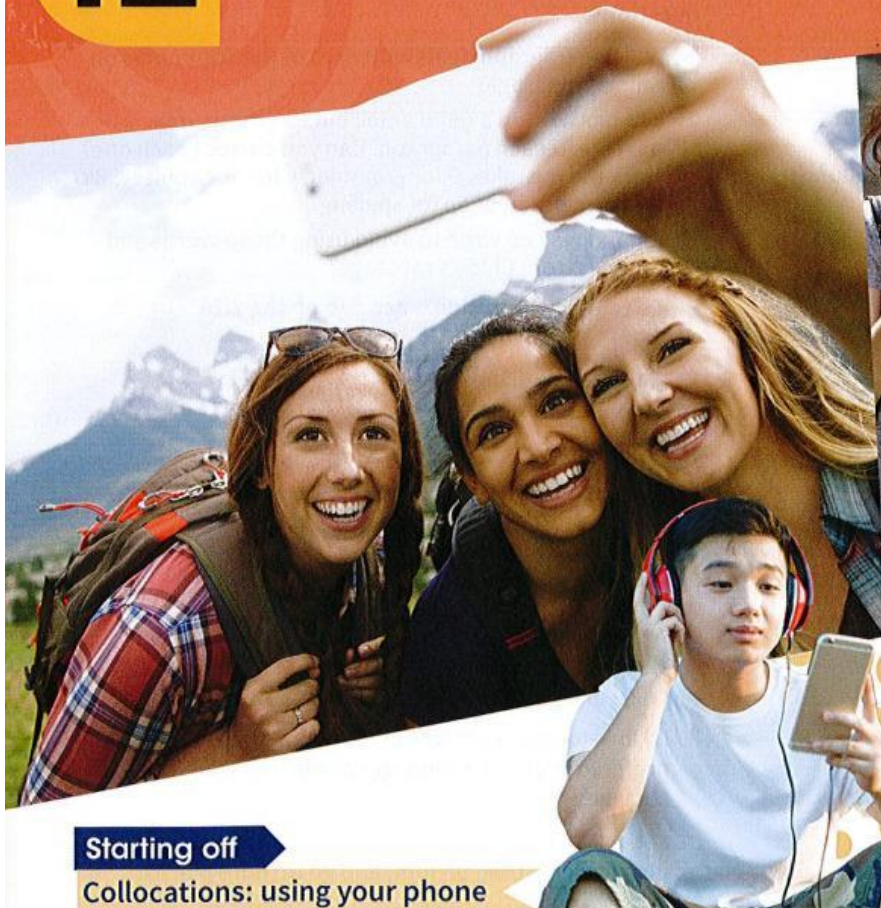


# 12

## Express yourself!



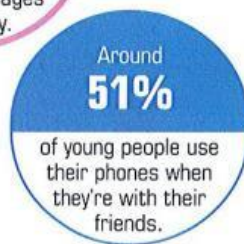
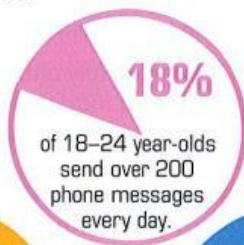
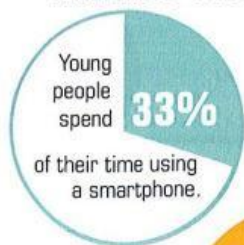
### Starting off

#### Collocations: using your phone

- 1 Work in pairs. What do you and your friends use your phones for? Talk about the things from the box, and add your own ideas.

call friends check the time go online  
listen to music play games share videos  
take selfies text friends

- 2 Work in groups. Read about how young people use their phones. Is it true for you and the people you know? Do you think it's different for older generations?



### Reading Part 4

- 1 Look at the title of the article on page 107 and read the first sentence in bold.
  - What is the 'challenge'?
  - Would you agree to take up the challenge?
  - Would you find it easy?
- 2 Read the complete article but do not complete the gaps for now. Did Becky find the challenge easy?
- 3 Read the second paragraph of the article again. Is sentence A or B the correct answer for gap 1? How do you know?

- 4 Five sentences have been removed from the text below. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

## Can you live without technology for a week?

Teenager Becky Barnes takes up the challenge



### Day 1

Most mornings, I check my phone for messages, read quickly through Facebook and have a look at Instagram. Not this morning! And surprisingly, I was ready for school much earlier than usual.

On the way to school, I began to count the number of people on their phones – my dad, some young kids, my friends.

(1) \_\_\_\_\_ This was going to be a long week.

### Day 2

I set my alarm for later than usual, but I was still out of the house before my brother. When I got to school, my friends told me about some news that had been posted the night before.

(2) \_\_\_\_\_ This conversation was unexpected. We don't usually talk to each other first thing in the morning because we normally spend most of the previous evening sending each other messages.

### Day 3

I woke up feeling positive until I remembered that I had sports practice that afternoon and I didn't have a lift. Normally, I can arrange this quickly by posting a message.

(3) \_\_\_\_\_ It was stressful but I learnt that I needed to plan if I wanted to live without my phone.

### Day 4

I felt more prepared today. My friends and I had planned to meet at Jason's house after school to work on a project and I managed to get a lift there. We started well by talking about the project. (4) \_\_\_\_\_

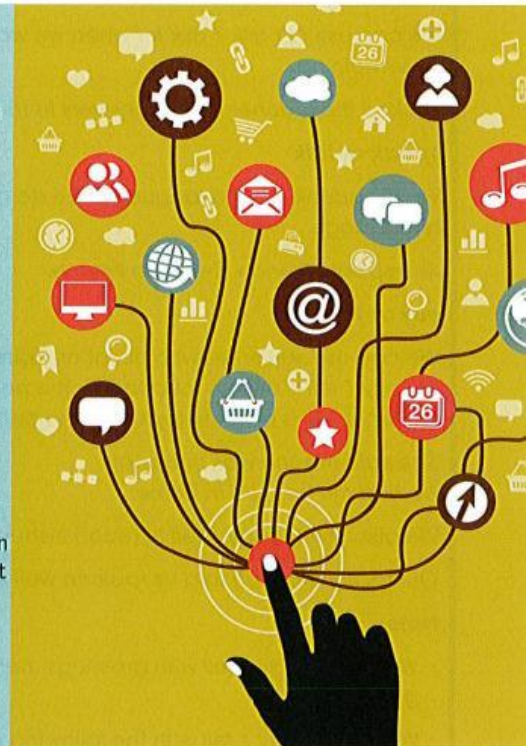
Everyone was checking their phone.

### Day 5

On Friday evening, I was at home. I'd just seen my favourite series and I wanted to talk about it. (5) \_\_\_\_\_ I wanted my phone back but I knew I would hate myself if I gave up.

- Before you choose a sentence, check that the verb and noun forms (singular or plural) in the main text all match.
- After you choose a sentence, cross it out so you don't have to keep reading all of A-H.
- After you have chosen your answers, read the text to make sure it all makes sense.

Exam advice



- A I wanted to use my phone, I wanted to be like him.  
B I felt jealous of them, I was missing mine.  
C I could imagine the messages my friends would post about the show.  
D I enjoyed having a real conversation about them.

- E I spent an hour organising transport.  
F However, fifteen minutes later, we were all sitting in silence.  
G I really enjoyed hearing all about it.  
H Everyone had left their phones at home.

- 5 Work in pairs. Prepare for a discussion by writing down three reasons for and three reasons against the following opinion.

We should all turn off our phones for at least three days every week.

- 6 Work in groups. Discuss the opinion from Exercise 5. Remember to give reasons for and reasons against. Then decide together whether you agree or disagree.

We need our phones to keep in touch with our friends.

Young people don't know how to talk to each other.

Express yourself!

## Vocabulary

*ask, ask for, speak, talk, say and tell*

- 1 Choose the correct words in *italics* in the rules.

## Rules

**ask or ask for**

We use (1) *ask* / *ask for* if we want someone to do something.

*I asked my friends to bring some food to the party.*

We can use (2) *ask* / *ask for* when we want someone to give us something.

*I asked the teacher for the answers to the homework.*

**speak or talk**

We (3) *speak* / *talk* a language. We do not (4) *speak* / *talk* a language.

*She speaks French. She ~~talks~~ French.*

**say or tell**

We can use *say* or *tell* with direct or indirect speech, but (5) *say* / *tell* is always followed by the person.

(6) *Say* / *Tell* is never followed by the person.

*She said ~~me~~ she was unhappy.*

*He told me he lived in Rome.*

We also use (7) *say* / *tell* to report instructions

*Our football coach told us to sleep well before the match.*

**Note:**

- We use (8) *say* / *tell* with greetings: *hello*, *goodbye*, *goodnight*, etc.
- We use (9) *say* / *tell* with the following nouns: *the truth*, *a lie*, *a joke*, *a story* etc.

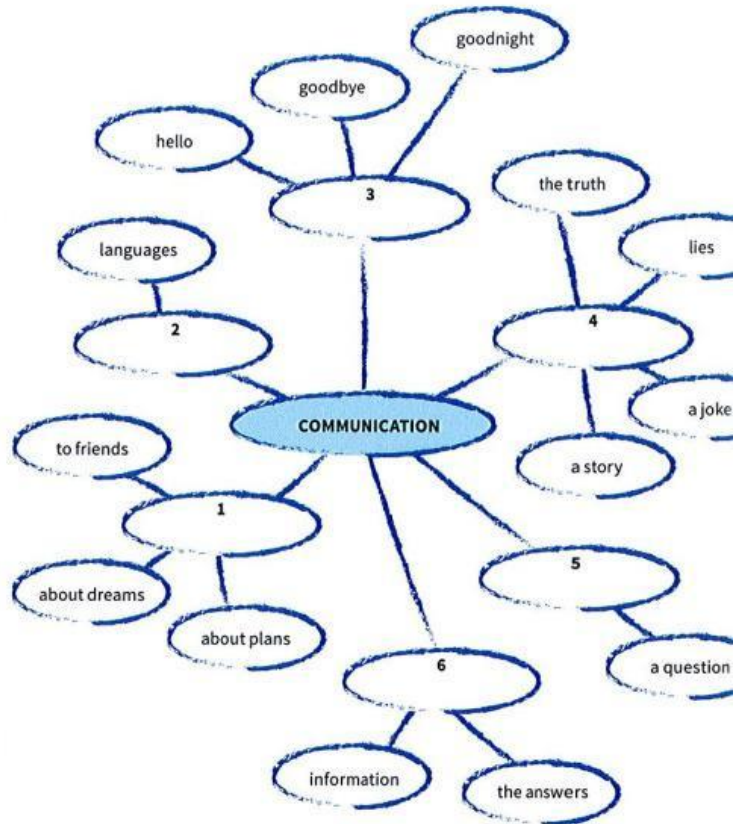
- 2 Exam candidates often make mistakes with these verbs.



Choose the correct option in *italics*.

- Olga knows how to *speak* / *talk* English well.
- He *said* / *told* me to go to 6th Avenue.
- I'll *ask* / *ask for* more information about the new pool.
- At first we were bored but then we started to *say* / *tell* jokes.
- When we are together, we *say* / *talk* about lots of different things.
- A waiter came and *told* / *asked* us what we wanted.

- 3 Complete the mind map with *ask*, *ask for*, *say*, *speak*, *talk* and *tell*. Add at least one more phrase to each verb.



- 4 Complete the questions with a noun from Exercise 3.

- When you're doing your homework, how often do you ask for .....
- Do you say ..... when you come into the classroom?
- Has someone told you a ..... recently?
- Can you speak two .....?
- Who do you go to when you want to talk about your .....?
- Is it easy or difficult for you to tell a .....?

- 5 Work in pairs. Ask and answer your questions.

- 6 Answer the questions using the verb + noun combinations from the mind map. Then compare your answers with a partner. Do you agree?

What makes ...

- a great friend?
- a great parent?
- a great teacher?
- a good sports trainer?

I think someone who always tells the truth makes a good friend.

## Grammar

## Reported speech

► Page 138 Grammar reference  
Reported speech

- 1 Work in groups. Marsham School is taking part in a charity project which helps children all over the world. List things the students could do to raise money (e.g. a sponsored walk).

**raise money**

verb to collect money from other people: *They're raising money for charity.*

**sponsor**

verb to give money to someone to support an activity or an event: *a sponsored walk (= a walk for charity)*

- 2 Listen to Adam, John and Nina talking about how they can raise money. What events do they suggest?

- 3 Rewrite Adam, John and Nina's words in reported speech.

- Adam: Last year we organised a disco to collect money. Adam said that they the year before.
- Adam: We can organise a similar event again. Adam said they.
- John: We've thought about organising a football match. John said they.
- John: In my sister's school, the students are going to play against the teachers. John said in his sister's school, the students
- John: It doesn't have to be just teachers. John also said
- Nina: We're all using our phones right now. Nina said they then.
- Nina: We'll turn off the electricity and hold some special technology-free events instead. Nina said they the electricity and hold some special technology-free events instead.

- 4 Listen to Sonia telling Lisa about the meeting. Check your answers from Exercise 3.

- 5 Use your answers from Exercise 3 to complete this table.

direct speech	reported speech
present simple	(1) <u>past simple</u>
present continuous	(2) .....
present perfect	(3) .....
past simple	(4) .....
will + infinitive	(5) .....
is/are going to	(6) .....
can	(7) .....

- 6 Use the underlined words from Exercise 3 to complete the table.

direct speech	reported speech
today	(1) <u>that day</u>
last year	(2) .....
my	(3) .....
we	(4) .....
right now	(5) .....

- 7 Work in pairs. What can you say in situations 1–4? Complete the sentences.

- Mark says: 'I can't play tennis. I've hurt my arm.' Later you see him playing basketball.  
'You said you couldn't play tennis because you'd hurt your arm.'
- Ruth says: 'Someone left their phone in the kitchen after the party.' Later your cousin tells you that she has lost her phone.  
'Ruth said .....
- Your brother is studying abroad. He phones you and says: 'I'm having a great time here.' Later his teacher asks you if you've spoken to your brother.  
'My brother said .....
- Harry says: 'I want to sell my bike so I can buy a new one.' Later your sister tells you she wants to buy a bike.  
'Harry said .....

- 8 Choose a situation from Exercise 7 and write a story in reported speech.

*Last week I wanted to play tennis with Mark, but he told me he couldn't play because ...*

## Reported commands

► Page 138 Grammar reference  
Reported commands

- 9 In the meeting about the project, Helen told the other students to do four things. Complete the reported commands.

- 'Be quiet!'  
Helen told them to be quiet.
- 'Close the door, Paul!'  
Helen told Paul .....
- 'Think about the suggestions!'  
Helen told them .....
- 'Don't forget about the meeting!'  
Helen told them not .....

Express yourself!

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- 10 Rewrite each instruction 1–4 as a reported command.



'Keep in touch.'

- 1 Lisa's family told her .....



'Don't be late!'

- 2 She told her brother .....



'Don't bring more pizza!'

- 3 Dave told his friend .....



'Don't forget to download Season 3 for me!'

- 4 Charlie's mum told him ..... for her.

### Listening Part 3

- 1 You will hear a woman called Catherine Bryant talking about a competition on the radio. Read the notes. Is the answer a singular or a plural noun? What do you learn about the competition?

#### APP Competition



Design an app and win fantastic prizes!

You should apply online before

(1) ..... June.

The subject of this year's challenges is

(2) .....

The judge is Fran (3) ....., author of 'Apps are me'.

The prize for the winner of the final is a (4) .....

Food and drink will be provided but bring your own (5) .....

The next competition will be held in Prague at the (6) .....

- 2 Read the notes again carefully. What kind of information is missing in each gap?
- 3 Look at gap 4. Which answer is more likely: *laptop* or *phones*? Why?

• Write clearly, so that you can read your answers later.

• Make sure your answers are grammatically correct.

Exam advice

- 4 Listen, and for each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.
- 5 Listen again and check.
- 6 Work in groups.

- How many apps have you got on your phone?
- What's your favourite app? Why?
- What app would you like that you don't have at the moment? (If it doesn't exist yet, what would you like it to do?)

## Grammar

## Reported questions

▶ Page 139 Grammar reference  
Reported questions

- 1 Listen. Write the questions that people ask Catherine about the app competition.

- 1 *Can I choose the members of my team?*  
2 .....  
3 .....  
4 .....  
5 .....

- 2 Listen again. Complete the questions with the students' names: *Connor, Charlotte, Emily, Samir or Peter*.

- 1 *Emily* asked if she could choose the members of her team.  
2 ..... asked if they needed to pay anything to take part.  
3 ..... asked how they registered for the competition.  
4 ..... asked what they did if they had technical problems.  
5 ..... asked what the prizes were.

- 3 Look at the reported questions from Exercise 2. Choose the correct option in *italics* for a–e, to complete the rules about reported questions.

## Rules

In reported questions ...

- a the normal question order stays *the same / changes*.  
b the tense stays *the same / changes*.  
c we *always / never* use an auxiliary verb (e.g. *do, does or did*).  
d we use *if* when there *is / isn't* a question word (*what, when, etc.*).  
e we *use / don't use* a question mark at the end.

- 4 Emily's team wins the competition. Listen to her friends asking about the winning app. What does the app do? Do you think it's a good idea? Why? / Why not?

- 5 Write her friends' questions in reported speech.

- 1 Cindy asked Emily .....  
2 Harry asked her .....  
3 Phil asked her .....  
4 Diana asked her .....  
5 Lily asked Emily .....

1  
What does  
the app do?

5  
Will the app do my  
exams for me?

2  
Does it do  
anything else?



3  
Can I use it to share  
stuff with my friends?

4  
Where did you get  
the idea from?

## Vocabulary

## Negative prefixes

- 1 Emily said that an app which did our exams would be unfair. Make these adjectives negative by writing *im-, in- or un-*.
- 1 ..... friendly, comfortable, believable  
2 ..... correct, expensive, complete  
3 ..... possible, polite, patient
- 2 Add *im-, in- or un-* to make negative adjectives.
- 1 Would you like to have an app that does exams for you? Or would it be unfair?  
2 Many young people use the internet for more than four hours a day. Is this ..... healthy?  
3 How often do you get ..... patient when you're using new technology?  
4 Do you think that using your phone when you're with your friends is ..... sociable?  
5 Do you need to spend a lot of money on a phone? Or is an ..... expensive one just as good?  
6 Will we ever be able to communicate without speaking or writing, just thinking? Or will it be ..... possible?
- 3 Work in pairs. Ask and answer the questions.

Express yourself!

## Speaking Part 1

▶ page 152 Speaking bank

- 1 Listen to three students answering questions for the Speaking Part 1 exam. Complete the table with a tick (✓) or a cross (X).

	Anton	Eleni	Victoria
1 Does he/she give a suitable answer?		X	
2 Does he/she answer in full sentences?			
3 Does he/she use a range of grammar and vocabulary?			

- 2 Who do you think gives the best answer and why?

- 3 How could you improve Anton and Eleni's answers?

Examiner: Do you walk to school every day?

Anton: Bus.

Examiner: Eleni, tell us about your best friend.

Eleni: My best friend is Maria. She's tall. Her hair is long and straight. She is very nice. I like her.

- 4 Listen to Eleni and Victoria doing the complete Speaking Part 1 exam. Complete the questions.

- What's.....?
- How.....?
- Where.....?
- Who.....?
- .....use the internet?
- .....your best friend.

- Listen carefully to the examiner's questions. You can ask the examiner to repeat the question.
- Answer the questions in full sentences, using a range of grammar and vocabulary.
- Look at the examiner when you're answering the questions.

Exam advice

- 5 Work in groups of three. Take turns to ask a question from Exercise 4 and another question below.

- Who uses the internet the most in your family? What for?
- Do you use the internet mainly for fun or mainly for school? Why?
- Do you often buy things online? Describe the last thing you bought.
- Do you usually do your homework by hand or on a computer? Which do you prefer?

## Grammar

## Indirect questions

▶ Page 140 Grammar reference  
Indirect questions

- 1 Work in groups.

- How many different kinds of social media do you use?
- What do you use each one for?
- What are some of the dangers of using social media?

- 2 Listen to a TV journalist talking to Bradley. What are Bradley's answers to the questions from Exercise 1?

- 3 Listen again and complete the indirect questions.

direct questions	indirect questions
Could I ask you some questions?	(1) I was wondering if I ..... <i>could ask you</i> ..... some questions.
What is your name, please?	(2) Could you tell me what ..... please?
How many different kinds of social media do you use?	(3) I'd like to know how many different kinds of social media .....
What do you use each one for?	(4) Could I ask you ..... each one for?
What are some of the dangers?	(5) Do you have any idea what some of the ..... ?

- 4 Answer the questions.

- Can we use question words in indirect questions?
- Do we change the tense in indirect questions?
- Do we change the word order in indirect questions?
- Are indirect questions more polite than direct questions?
- What phrases can we use to start an indirect question?
- Do we always use a question mark at the end of an indirect question?

- 5 **/P/ Intonation in direct and indirect questions.**

Listen to the direct questions in Exercise 3. Does the speaker's voice go up or down at the end?

- 6 Listen to the indirect questions again. Does the speaker's voice go up or down?

- 7 Work in pairs. You are doing some research into how young people do things. Choose one of the topics below and write indirect questions for people in the class.

following celebrities online   keeping in touch  
keeping up-to-date with the news  
making plans   playing games

- 8 Work in groups. Ask and answer your questions.

## Writing Part 2 A story

► Page 150 Writing bank  
A story

- 1 Work in groups. Look at the pictures and sentences. What do you think happened next?



- 1 The message began, 'Congratulations! You've won first prize!'



- 2 I was in class when my phone rang.

- 2 Read the Writing Part 2 tasks and answer questions 1–3.

- 1
- Your English teacher has asked you to write a story.
  - Your story must begin with this sentence:  
*The message began, 'Congratulations! You've won first prize!'*

- 2
- Your English teacher has asked you to write a story.
  - Your story must begin with this sentence:  
*I was in class when my phone rang.*

- 1 What do you have to write for each question?  
2 Who do you have to write it for?

- 3 Now read this story, and answer the questions.

I was in class when my phone rang. I couldn't believe it. I had forgotten to switch it off. I didn't know what to do, because it was still ringing. Should I answer it? The teacher stopped talking and looked directly at me. She asked all the students what the noise was, and we said that it was a phone. Suddenly, she looked embarrassed. She told us that she had to leave the classroom for a minute. She picked up her bag and left the room. As soon as the teacher closed the door, the ringing noise stopped.

- 1 Which task does it answer?  
2 Why did the phone stop ringing when the teacher closed the door?

- 4 Work in pairs. Decide if these sentences are true or false.

- 1 The story is about 100 words.  
2 It is well organised.  
3 The story has a clear ending.  
4 The ideas are connected using *and*, *because*, etc.  
5 There are different tenses.  
6 There are some reported questions and some reported speech.

- 5 Write a story in about 100 words using one of the tasks from Exercise 1. Make sure the sentences from Exercise 4 are true for your answer, too.

- Make sure you write a proper ending for the story. Try to surprise your readers.
- Check there are no mistakes in your story and it is the correct length.
- In the exam, you will need to choose between a story and an article. You won't be able to choose between two different stories.

Exam  
advice