2 Highs and lows



1 a What can you remember about the vlog? Choose the correct answer: A, B or C.

1 Zaki's dad was ___ because Zaki had left the lights on when he came home.
A furious **B** puzzled **C** offended

2 Zaki and his dad ___.
A both felt miserable all day
B drove each other crazy
C talked over the problem

3 Zaki thinks it's normal to feel ___ by the things that people do and to want to complain about them.
A irritated and frustrated
B resentful and miserable
C puzzled and offended

4 Daisy's friend sings along to music when she's wearing headphones and this ___.
A makes Daisy feel puzzled
B gets on Daisy's nerves
C calms Daisy down

5 Daisy ___ with her friend after they'd had an argument.
A fell out **B** made up **C** felt frustrated

6 Joe is starting to feel ___ about the way his parents keep trying to tell him how to live his life.
A furious **B** astonished **C** resentful

7 Yasmin ___ when her uncle called her a snowflake.
A was offended **B** was miserable **C** calmed down

b 2.01 Watch or listen again and check.

2 2.02 Listen and match speakers 1–8 to questions A–H. Which speaker …

A feels astonished? ___
B has fallen out with someone? ___
C feels offended? ___
D feels puzzled? ___
E has made up with someone? ___
F feels irritated? ___
G needs to calm down? ___
H feels frustrated? ___

3 Complete the second sentence so that it means the same as the first. You must include the word in brackets.

1 You need to discuss it. (OVER)
You need to _____.

2 I hope you resolve your argument with Flora soon. (MAKE)
I hope you _____ Flora soon.

3 Try to relax before you take action. (DOWN)
Try to _____ before you take action.

4 That noise is really irritating me. (NERVES)
That noise is really _____.

5 Olly's had an argument with Laura. (OUT)
Olly's _____ Laura.

6 I can't stand the way you're always checking your phone. (DRIVES)
The way you're always checking your phone _____.

4 Complete the dialogues with words and phrases that mean the same as the definitions in brackets.

Pria Omar hasn't messaged me since yesterday. I'm really [1]_____ (confused). I don't know if he's [2]_____ (annoyed because he thinks I've said something rude) or something.
Lou Maybe there's a problem with his phone.
Pria Yeah, but I can see that he's read my messages. Actually, it's really [3]_____ (irritating me).
Lou I can see how [4]_____ (annoyed because there's nothing you can do to change the situation) you are!

Tyler What's the matter? You look [5]_____ (really sad).
Izzy I am. Jack's [6]_____ (really angry) with me because I told Elliot something he'd asked me not to tell anyone.
Tyler Oh, Izzy. I'm sure he'll [7]_____ (stop feeling angry) soon. You've [8]_____ (had arguments) before, haven't you?

5 REAL ENGLISH Complete the dialogues with the phrases below.

a big deal blew my top doing my head in
give it a rest lost for words tell me about it

Ade That car alarm's so noisy! It's [1]_____!
Kate [2]_____! It woke me up at 4 a.m.!

Meg I [3]_____ when I realised my sister had been reading my private diary.
Finn She read your diary? I'm [4]_____.

Kaya You've been talking about your job interview all week. Can you [5]_____ now?
Josh Sorry, but it's [6]_____ for me!

6 VOCABULARY BOOSTER Now practise **Feelings and other people's behaviour** vocabulary on page 105.

LIVEWORKSHEETS

Use modal verbs to talk about advice, obligation and necessity; and possibility, probability and certainty.

2.2 GRAMMAR

1 Complete the sentences with the verbs below and the correct form of the verbs in brackets.

aren't supposed to can may
needn't ought to won't be able to

1 You _____ (talk) about it if you don't want to. We can just sit here together quietly for a bit.
2 Unfortunately, he _____ (play) in the match tomorrow because he isn't well.
3 We _____ (go) to that new pizza place sometime. It looks really good.
4 You _____ (find) that there aren't any buses, in which case you'll have to take a taxi.
5 We _____ (speak) during the lessons, but the teacher often lets us chat quietly.
6 My little sister _____ (be) really funny sometimes.

2 Match sentences 1–9 to A–I.

1 This bookshop **might / could** close one day. ___
2 Joe **must** be tired after that 20 km walk. ___
3 We **need to** leave now. ___
4 We **mustn't** run with the ball. ___
5 It **can** get really hot here in summer. ___
6 You **don't have to** wait for me. ___
7 You **ought to** tell her how you feel. ___
8 You **should** feel better tomorrow. ___
9 My phone **has to** be here somewhere! ___

A saying that something is likely to happen
B talking about a very strong possibility or certainty
C talking about general truths
D expressing an obligation
E saying that something isn't allowed
F giving advice
G expressing a lack of obligation or necessity
H talking about the possibility of something happening now or in the future
I saying that we think something is true now

3 Complete the sentences with modal verbs. Sometimes more than one answer is possible.

1 People _____ be so annoying!
2 You _____ look at your phone when someone's talking to you. It isn't very polite.
3 He _____ be offended because I asked him which school he went to. I didn't realise he was nineteen.
4 We'll _____ talk it over when we meet tomorrow.
5 The bus _____ come soon. It's nearly eight o'clock.
6 We _____ wear jewellery to school, but people often do, and the teachers don't seem to mind.
7 You _____ clean up. I can do it later.
8 I hear Sam's had his bike stolen. He _____ be furious! I know I would be.

4 Read the article and choose the correct answer: A, B or C.



Does the sound of people eating or clicking their pen over and over again get on your nerves? If so, you [1] _____ have misophonia.

For people with misophonia, small sounds like eating, breathing and yawning [2] _____ be very upsetting. 'The sound of my family eating drives me crazy,' says Hannah, 17. 'I [3] _____ sit there at the dinner table feeling really, really irritated. And then I think, "I love my family, so I [4] _____ be feeling like this" and that makes me feel even worse!'

A psychologist says, 'If you have misophonia, you [5] _____ blame yourself or feel guilty about it. It isn't your fault. It's just the way some people's brains work. In fact, a recent survey indicates the number of people in the population with misophonia [6] _____ be as high as 15%.

So, what [7] _____ you do if you suffer from misophonia? Headphones or earplugs [8] _____ be useful for blocking out troubling noises. Or you [9] _____ try talking about your problem with your loved ones, explaining that it's your problem, not theirs. You never know – they [10] _____ have misophonia too!

1	**A** need to	**B** can	**C** might
2	**A** have to	**B** can	**C** aren't supposed to
3	**A** have to	**B** mustn't	**C** might
4	**A** may not	**B** needn't	**C** shouldn't
5	**A** won't be able to	**B** ought to	**C** mustn't
6	**A** has to	**B** could	**C** should
7	**A** should	**B** may	**C** do you have to
8	**A** need to	**B** ought to	**C** can
9	**A** must	**B** could	**C** need to
10	**A** are supposed to	**B** must	**C** may

5 Follow the instructions. Use a variety of modal verbs.

1 Write a strict rule in your school or home.
_____
2 Write an informal rule in your school or home.
_____
3 Think about next weekend. Write a possible event.
_____
4 Write a general truth about people.
People _____.
5 Write a piece of advice about friendship.
_____

LIVEWORKSHEETS

2.3 LISTENING

Recognise and understand paraphrasing.

1 What can you remember about the advice for taking control of your life from the Student's Book? Complete the text with the phrases below.

adapt to circumstances
do something positive maintain your focus
take control of the situation
take responsibility for your actions

Taking control of your life is an ambitious goal, but breaking it down into smaller targets can help.

1. Be clear about what is important to you. If you _____, you will be able to ignore people who are negative about your goals.
2. At the same time, remember that things change. It's important to be flexible so that you can _____ if they do.
3. Don't wait for change to happen. Take action and _____ that will make a difference.
4. Things can go wrong. If they do and you're at fault, face the truth and _____.
5. Finally, remember that if something is stressing you out, getting organised and planning how to manage your time will often help you _____.

2 Read the situations. What could the people do?

1 Mo and Victor want to decorate their living room. Mo wants to paint the walls dark blue. Victor thinks light blue would be much better.
2 Fatima and Maria like going to the cinema together. Fatima likes action movies. Maria likes romantic comedies.

3 2.03 Listen to a presentation and choose the best summary: A, B, C or D.

A Compromising in different ways and to different extents can benefit all our relationships.
B You should be as assertive as possible when compromising so that you don't end up feeling resentful.
C Some people find it really difficult to know when to say 'no' and when to give in to what other people want, but it isn't impossible to learn.
D When you really listen carefully to what the other person wants, you'll be able to reach a compromise much more easily.

compromise (*v*) reach agreement in a way that means both sides have changed what they're asking for
give in (*phr v*) agree completely to what someone wants

STRATEGY Recognising paraphrasing

Speakers often use different vocabulary to express similar ideas in order to avoid repeating what was said or written previously. You may hear familiar ideas expressed in an unfamiliar way. To help you understand, try to listen for words or phrases with a similar meaning to those used to express the idea in an earlier context.

4 2.03 Read the strategy above. Listen again and tick (✓) the statements which match what the speaker says: A, B or both.

1 A Most of us find compromising difficult. ☐
  B With effort, we can improve our ability to compromise. ☐
2 A Disagreements are fairly common in all relationships. ☐
  B We should try to reduce the number of disagreements we have with other people. ☐
3 A Some forms of compromise are more difficult than others. ☐
  B Different situations require different kinds of compromise. ☐
4 A Arguments can make us focus very strongly on what we want, need and believe. ☐
  B We can get very angry when we feel that others don't understand the way we see things. ☐
5 A Always try to compromise as little as possible. ☐
  B Sometimes we have to compromise more than other times. ☐
6 A We don't always need to compromise when someone demands something of us. ☐
  B It's important for people to know where our limits are. ☐

5 Complete the paraphrasing sentences with the correct form of the words and phrases below. Use a dictionary if necessary.

alternate be clear be flexible be grateful find
go your way not be straightforward say 'no'

1 *That's meeting in the middle. In other situations, we might agree to take turns.*
Compromising can mean either _____ a happy medium or _____.
2 *The examples I've just given are quite easy to resolve, but things don't always play out so easily.*
What can we do when reaching agreement _____?
3 *You don't have to win every battle.*
Things can't _____ every time.
4 *Compromising doesn't have to mean giving up everything you believe in.*
You can _____ to meet the other person's needs, while _____ about your feelings.
5 *You don't always need to give in.*
Sometimes, you just need to _____.
6 *When you reach a compromise you're happy with, it's good to let the other person know how much the conversation has meant to you.*
_____ creates a positive feeling.

6 MEDIATION Your friend Seb has written to you for advice. He and his friend Alex meet at the park every Saturday afternoon for a few hours. Seb does not want to upset Alex, but sometimes he would like to do other things on Saturday afternoons, and with other people. Write a short email to Seb, using ideas from the presentation in your own words and your own ideas.

LIVEWORKSHEETS

1 Match the sentence halves.

1 If you're feeling hopeless, you need to **develop** ___
2 My sister never stops: she's always **on the** ___
3 Some people seem to **thrive on** ___
4 There are lots of things you can do to look after your **mental** ___
5 If you keep thinking about the past or worrying about the future, try to **be** ___
6 Just relax and **chill** ___
7 Take a break when you feel that life is **getting on** ___
8 Learning a new skill can help **build** ___

A **mindful**.
B **self-confidence**.
C **stress**.
D **health**.
E **go**.
F **a positive mindset**.
G **top of you**.
H **out**.

2 Read the online magazine interview and choose the correct alternative.



Gaming almost broke me

For most people, gaming is a fun way of [1]***being on the go / chilling out / thriving on stress,*** *but for a few it can become something much more serious. We spoke to Zak Laurence, 22, about his gaming* [2]***addiction / downtime / self-confidence*** *and how he recovered from it.*

Q How did you first get into gaming?

A Like a lot of people, it was how I enjoyed my [3]**well-being / regrets / downtime**. It started out as something I did with friends, then I gradually spent more and more time playing on my own. Once, I played a game for 30 hours without eating or leaving my room.

Q Wow. You were [4]**on the go / being mindful / building self-confidence** for all that time! Didn't you just get tired of it after a while?

A No, it's strange. Some gamers [5]**reach burnout / thrive on stress / develop a positive mindset** and stop playing, but not me. I just kept playing more and more.

Q So, what changed?

A I realised my [6]**addiction / anxiety / mental health** was suffering. I was suffering from depression and [7]**anxiety / self-confidence / regret**.

Q That sounds difficult. But you eventually turned things around.

A Yes, I found some useful advice online, and connected with others who had found themselves in the same situation. I started getting out of the house more, and gradually things improved. In fact, the whole experience of quitting has actually [8]**been mindful / got on top of me / built my self-confidence**, so that's a real plus.

3 What are they talking about? Match the words and phrases below to the sentences.

addiction anxiety burnout depression downtime regrets self-confidence well-being

1 'It was wrong of me to shout at them. And why didn't I apologise afterwards?' _____
2 'I was miserable for months, not just a few days.' _____
3 'I feel great physically and mentally.' _____
4 'I couldn't stop feeling worried, even though I didn't always know what it was about.' _____
5 'I realised I didn't just want coffee – I needed it.' _____
6 'I know I'm successful, but I still don't really believe I can do things.' _____
7 'I just kept going and going despite the stress I was feeling, but in the end, it was just all too much for me and I had to stop and recover.' _____
8 'This is when I relax and think about very little!' _____

4 Complete the texts with the correct form of words and phrases from the lesson.

My [1]_____ had been suffering for some time – I'd been feeling miserable and worried. I was involved in lots of online group chats, and I thought they were good for me, but I gradually realised that it was actually receiving all this [2]_____ from morning till night that was the cause of my [3]_____ and anxiety.

Are you always [4]_____? Would you like to slow down? This course helps you relax by teaching you how to [5]_____ and be aware of things in the present moment.

If you're someone who [6]_____ because you find challenging situations exciting, be careful. You may reach [7]_____, where you feel mentally and emotionally exhausted.

I've had a long and interesting life and I don't have any [8]_____. *Every experience I've had has taught me something! My parents helped me to* [9]_____ *from a young age, so I always try to focus on the good bits even when bad things happen.*

5 Write a sentence to answer each question.

1 How do you chill out with friends?
2 How do you spend downtime on your own?
3 How do you look after your well-being?
4 What do you do when things get on top of you?

6 **VOCABULARY BOOSTER** Now practise **Ways to improve your well-being** vocabulary on page 105.

LIVEWORKSHEETS

2.5 GRAMMAR

Use perfect modal verbs to talk about past events.

Grammar animation
GRAMMAR BOOSTER P135

1 Choose the correct meaning. Tick (✓) A or B.

1 Jayden may not have seen you.
- A Perhaps he didn't see you. ☐
- B I'm sure he didn't see you. ☐

2 We needn't have taken so much food with us.
- A We didn't take a lot of food with us. ☐
- B We took a lot of food with us, but it was unnecessary. ☐

3 He shouldn't have sold the painting.
- A It's possible that he didn't sell the painting. ☐
- B Selling the painting was the wrong thing to do. ☐

4 They were supposed to have arrived two hours ago.
- A We expected them to arrive two hours ago, but they haven't arrived yet. ☐
- B I'm sure they arrived two hours ago. ☐

5 He didn't need to go to the bank.
- A He went to the bank. ☐
- B We don't know if he went to the bank. We only know that it wasn't necessary. ☐

6 You could have waited for me!
- A You didn't wait and I'm unhappy about that. ☐
- B I'm happy that you were able to wait for me. ☐

2 Match sentences 1–6 to responses A–F.

1 I bought you these flowers to say thank you. ___
2 Nasser seems to have made up with Ellie. ___
3 The people behind me at the cinema talked all the way through the film. ___
4 I've just done my maths homework. ___
5 Why didn't they come to the meeting? ___
6 I hope you don't mind, but I borrowed your bike. ___

A You ought to have asked me first.
B They might have forgotten.
C You must have felt really irritated!
D Oh, wow, you needn't have done that!
E They must have talked things over.
F Weren't you supposed to do that yesterday?

3 2.04 Listen to the six dialogues and choose the correct alternative.

1 Olly **ought not to have heard** / **can't have heard** / **didn't need to hear** us talking.
2 Anita **didn't need to get up** / **wasn't supposed to** / **needn't have got up** early.
3 Daisy **must have taken** / **should have taken** / **needn't have taken** the backpack.
4 They **were supposed to call** / **might not have called** / **ought to have called** the police.
5 She **didn't need to worry** / **needn't have worried** / **might not have worried**.
6 Simran **was supposed to go** / **didn't need to go** / **may have gone** to the training session.

4 Complete the sentences with the modal verbs below and the correct form of the verbs in brackets.

could didn't need to must needn't
not be supposed to should

1 He was so rude to you! You _____ (be) furious!
2 I _____ (bother) to water the garden because it rained an hour later.
3 It's eight o'clock. Misha's train _____ (arrive) by now. It's usually on time.
4 The kitchen was a complete mess when I got home. You _____ (clean) the whole room, but you _____ (do) the washing-up!
5 A What's that cake? Is it for me!?
B Oh! You _____ (see) that until tomorrow! Oh, well. Happy birthday for tomorrow!

5 Complete the texts with perfect modal verbs from the lesson. Use the correct form of the verbs in brackets. Sometimes more than one answer is possible.

Chat room

Have you ever made a small mistake that had big consequences? Tell us what happened.

Bella My friend asked me if I liked his new haircut. I told him I didn't, and he got really offended. We didn't speak for months. Clearly, I [1] _____ (say) what I actually thought! Seriously though, I know I [2] _____ (behave) better, and I really [3] _____ (say) sorry as soon as I realised I'd upset him.

Isla I went for a walk in the forest near my house, and I got lost. I thought I [4] _____ (take) a map because I'd been there before with my parents. It all looked completely unfamiliar, though, so I [5] _____ (pay) much attention. My phone had run out of charge and it was starting to get dark. Fortunately, I met some other walkers and they told me which way to go. Otherwise I [6] _____ (have to) stay there overnight!

6 Write three sentences about yourself and people you know, using perfect modals from this lesson. For example, think about …

- a speculation about what a friend or family member has done.
- a logical deduction about what a friend or family member has done.
- something you haven't done, or something you've done wrong.

My sister might have had a maths test this morning.
My mum must have had her lunch.
I should have gone to bed earlier last night.

1 _____
2 _____
3 _____

LIVEWORKSHEETS

1 What can you remember about the Student's Book text? Complete the text with the words below.

account challenge commitment instincts options

Pilots 'Sully' Sullenberger and Jeffrey 'Jeff' Skiles faced a [1] _____ that tested them to the limit when their plane's engines stopped just after taking off from LaGuardia Airport. Sully had made a [2] _____ to ensure the safety of everyone on board and was determined to achieve it. He evaluated the [3] _____ for landing safely and chose to land on the Hudson River. He'd never landed on water before, but he trusted his [4] _____. After the event, investigators questioned whether Sully should have returned to LaGuardia, but they didn't take [5] _____ of the fact that Sully and Jeff needed time to figure out what had happened and what they needed to do.

2 Read the headline and look at the photos. When is quick thinking important, and when is slow thinking more appropriate? What happened to the twins?

QUICK THINKING? LIFE-SAVING!

STRATEGY Previewing and predicting

Before you read a text in English, use information you already know about the subject to predict the content. This will make it easier to understand the text. Read the title and subheadings, and look at any photos. Check how many paragraphs there are. Read the first few words of each paragraph and try to predict what information each paragraph might contain and the words or phrases the writer might use.

3 Read the strategy above. Look at the subheadings and the first few words of each paragraph and predict which paragraph (A, B, C, D or E) answers each of the questions below.

1 What happens if we use quick thinking at the wrong time? ___
2 How badly hurt was Melissa? ___
3 When does slow thinking help us? ___
4 How did Georgia save her sister's life? ___
5 What is quick thinking? ___

4 2.05 Read the article and answer the questions in Ex 3.

5 Read the article again and choose the correct alternative.

1 Georgia hit the crocodile because **she was furious** / **her sister was scared** / **it was an automatic response**.
2 The writer suggests you **might** / **should** / **needn't** have felt scared when you saw the photo of the crocodile.
3 Quick thinking **keeps us safe** / **is something we have to work hard at** / **is an example of System 2 thinking**.
4 What is true about System 2 thinking is that **it's easy** / **we will always answer maths questions correctly if we use it** / **we have to choose to do it**.
5 We sometimes get things wrong when using quick thinking because we **take action without feeling emotions** / **don't see situations as they really are** / **don't believe our actions will help**.
6 The twins **couldn't have got** / **could have got** / **might get** ill from the water in the lagoon.



A Crocodile attack!

When a crocodile pulled Melissa Laurie underwater, her twin Georgia had to act fast to save her sister's life. So she did the only thing she could do – she punched it on the nose.

The 28-year-old British twins had been travelling and volunteering in Mexico. Both experienced divers, the sisters were swimming in a lagoon when Georgia realised Melissa had disappeared. Then, she saw her unconscious body and near it, a crocodile.

'She just started hitting it,' said the twins' other sister later. 'She'd heard that with some animals, that's what you've got to do. She said her adrenaline kicked in and she knew what to do.'

B Fast thinking for survival

In that moment, Georgia used quick thinking. Our brains process information in two ways: quick thinking and slow thinking. If you had a strong response to the photo of the crocodile, that was your brain using quick thinking. You didn't ask your brain to do it. It just happened. Psychologists call this System 1 thinking. It's fast, emotional and automatic, and our brains use it to help us survive when we sense danger.

C Taking your time to figure things out

In contrast, System 2 thinking is slow and careful. We use it to solve problems, like this sum: 42 x 57. Did you try to work out the answer? You may or may not have done, because we make a choice to use System 2 thinking. If you got the answer right (it's at the bottom of the page), you must have applied mental effort and concentration, which System 2 thinking requires.

D The dangers of quick thinking

Georgia was right to use quick thinking in the lagoon. It can have its disadvantages, though. A present situation may remind us of a past experience, for example, making us jump to the wrong conclusion about what we need to do. This can lead to bad decision-making.

E Recovering from the attack

So, what happened to the twins? Both sisters had to take medicine because doctors were worried about the water they had been swimming in. Doctors were also concerned about what bacteria may have been passed on to Melissa from the crocodile's mouth and teeth. Melissa had to spend time in hospital because she'd suffered a lot of injuries, but she made a full recovery.

lagoon (*n*) a large area of salt water separated from the sea
adrenaline (*n*) the hormone (chemical) that prepares your body to fight or run away when you face danger

Answer: 42 x 57 = 2,394

LIVEWORKSHEETS

2.7 GLOBAL SKILLS

Look at different ways to cope with challenging situations.

1 What can you remember about the advice for coping with challenging situations from the Student's Book? Complete the text.

New page +

How to cope when things don't go our way

There's truth in the saying, 'It's not what happens, but how you cope with it.'

Challenges and [1]s_____s are part of life. Quite simply, they're [2]u_____e. However, we can all learn to [3]b_____d r_____e in order to cope with them. Here's some advice to help you.

In fact, we can start by looking after ourselves before things go wrong. One way you can do this is by [4]s_____g y_____f with people who support and encourage your [5]s_____-_____m – avoid people who stress you out and make you feel bad.

When things go wrong, [6]a_____t the f_____t that you feel sad, angry or disappointed. It's OK to feel like that. Talk to people you [7]t_____t, and don't be afraid to ask for help. Focus on your positive qualities and remember that one negative experience doesn't [8]d_____e you. Recall how you [9]g_____t t_____h difficult situations in the past. You managed then, and you will again.

Finally, remember that challenging experiences help us develop, grow and be successful!

2 Look at the photos and answer the questions.

1 What are the people doing?
2 How are they feeling?
3 Do you like being in these situations? Why? / Why not?

3 Read the article about different kinds of stress. Do the comments refer to distress (*D*), eustress (*E*) or both (*B*)?

1 'I've been anxious about my best friend for ages.' ___
2 'When I'm kitesurfing, I love how I have to concentrate so much that I can't think about anything else.' ___
3 'I'm starting a new job next week. I'm going to learn so much from it!' ___
4 'I'm starting a new job next week. Maybe I shouldn't have accepted it. How am I going to get everything else done that I need to do?' ___
5 'I need a break from this!' ___

4 Complete the blog post with words from the article.

BLOG

New post • 4 hours ago

Make eustress work for you!

While negative stress is bad for our [1]_____, *eustress*, or positive stress, is important for our well-being because it creates feelings of energy and [2]_____ in us. We experience eustress when we do things that feel good but a bit uncomfortable at the same time. Take these steps to get more eustress in your life.

- **Develop a positive mindset.** Learn to see difficult situations as exciting [3]_____ instead of scary threats.
- **Push yourself.** Try [4]_____ a new skill, such as a language or a sport.
- **Don't be over-ambitious.** Set goals that will make you work hard but which are also achievable.
- **Be kind to yourself.** Think about what your [5]_____ are when setting goals, and remember to stop and have some [6]_____, even when you're doing things you enjoy.

5 Answer the questions.

- Think of a time when you felt negative stress. How did you feel? How did you cope?
- Think of a time when you challenged yourself to do something difficult. How did you feel? What happened?



The power of positive stress

'Agh! I'm really stressed!'

In day-to-day life, we often use the word *stress* to describe negative situations and feelings. However, not all stress is bad.

Of course, negative stress, or *distress*, is a problem. It causes anxiety, is emotionally damaging to our mental health and can lead to burnout, especially when it goes on for a long time. There's also positive stress, though. Also known as *eustress*, from the Greek *eu-* meaning good + *stress*, positive stress is essential for our well-being. Positive stress is what you feel when you push yourself to do something that you want to do but which feels a bit uncomfortable. This could be mastering a new skill, starting a new college, travelling abroad or doing something 'scary-exciting' like watching a horror film or doing an extreme sport. This kind of stress is motivating and doesn't last long. It focuses your energy and attention and makes you perform well. It also gives you feelings of energy and hope.

Another way to think of eustress is that feeling you get when there's a gap between what you have and what you want or need, and the goal is achievable if you put enough effort in. In other words, it's difficult but not impossible. Humans, it seems, thrive on learning, so we feel good when we keep pushing ourselves and making progress. Recognising the difference between stress and eustress can help build resilience. If we see something as a threat which might harm us, then our anxiety levels will rise. However, if we see it as a challenge, then we can enjoy trying to overcome it. We therefore need to remind ourselves to develop a positive mindset, so that we can focus on how we can cope with the unavoidable challenges life brings rather than worrying about what damage they may cause us.

Here are some ways to get more positive stress into your life.

+ Get lots of exercise.
+ Set yourself goals around your interests.
+ Learn something new every day. It doesn't matter if it's big or small.

Even eustress needs to be managed, though, so make sure you leave room in your schedule for downtime too.

LIVEWORKSHEETS

STRATEGY Using adjectives

When you are talking about a photo, try to use a range of adjectives to make your description more expressive. You can use both ungradable adjectives (e.g. *amazing, brilliant, exhausted, ridiculous, terrible, wonderful*) and gradable adjectives (e.g. *bored, enjoyable, exciting, puzzling, resentful, resilient*).
Ungradable adjectives combine with adverbs like *absolutely, completely, really, totally*.
Gradable adjectives combine with adverbs like *a bit, extremely, pretty, slightly, very*.

1 Read the strategy above. Look at the photos and choose the correct alternative.



1 The hiker on the left looks **a bit puzzled** / **extremely confused**.
2 The other hikers look **totally exhausted** / **pretty relaxed**.
3 Clearly, it's **quite cold** / **absolutely freezing**.



4 This photo shows a skateboarder who looks **completely inexperienced** / **pretty experienced**.
5 He seems **quite happy** / **a bit frustrated**.
6 The street looks **totally empty** / **quite busy**.

2 2.06 Listen to a student talking about the two photos. Tick (✓) the topics he mentions.
feelings ☐ food ☐ buildings ☐ safety ☐

3 a Complete the sentences with one to three words.
1 _____ photo, you can see three young people in the countryside.
2 I'd say they _____ trying to figure out which way to go next.
3 I can't be _____, but it looks as though they might be in a forest.
4 The man on the right has got a _____ thing for sleeping on or something _____ on his backpack.
5 The second _____ a skateboarder in a city.
6 It _____ any modern city, really.
7 I'd _____ that he's in his mid-twenties.
8 _____ show outdoor activities.
9 For _____, the _____ point is that all these young people are spending time outdoors.
10 I feel _____ that cities should have lots of green spaces where people can exercise.

b 2.06 Listen again and check.

4 Match the sentence halves.
1 The man on the left looks a bit confused, ___
2 The skateboarder is on a city street, ___
3 In both photos we can see young people enjoying their free time outdoors, ___
4 The main difference is that the hikers are in the countryside, ___
5 The hikers are in a group, ___
6 Unlike the skateboarder, who is in the middle of an activity, ___

A the hikers have stopped to work out their route.
B whereas the skateboarder is in a city.
C but it looks completely empty.
D but in different situations.
E although the other two people seem quite happy.
F whereas the skateboarder is alone.

PRONUNCIATION Contrastive stress

In English, we normally stress the most important words in a sentence, such as the main nouns, verbs and adjectives. When we emphasise a contrast, we often stress the words that clearly show the two different ideas we want to express.

5 a Read the Pronunciation box. Read sentences 1–6 in Ex 4 out loud. Underline the words in Ex 4 that we would stress to emphasise a contrast between two different ideas.

b 2.07 Listen, check and repeat.

6 You are going to write your answer to the speaking task below. Make a note of the main similarities and differences between the two photos.

Compare the photos. Speculate about where the people are, what they are doing and how they are feeling. Then give your opinion about the two different kinds of free-time activities.





7 Plan your work. Use a range of adjectives and phrases for comparing, speculating and stating your opinion. Underline words to show how you would use contrastive stress.

8 Write your script. When you have finished, check that you have …
- described the photos using a range of adjectives and phrases for speculating.
- compared the photos.
- stated your opinion clearly.

LIVEWORKSHEETS

2.9 WRITING

Plan the content and structure of an opinion essay.

1 Write a few sentences in answer to each of the questions below.

1 Which of the things below do you do as acts of kindness towards yourself?

connecting with friends having a long bath
switching off your mobile phone taking exercise

2 How do you feel about taking the risks below?

- going on holiday with people you don't know very well
- riding a bike on a busy road without wearing a helmet
- setting up a small business with a family member
- swimming in water where there might be sharks or crocodiles

2 Read the task and the essay. Complete the paragraph plan with topics A–E.

'The most effective way to grow, develop and be successful is to take risks.' Write an essay giving your opinion of this statement. Refer to experience, resilience and one more idea of your own.

A the supporting argument that taking risks can lead to a range of new and exciting possibilities

B the supporting argument that, despite the fact that trying difficult or new things can be dangerous, risk-taking often contributes to feelings of well-being

C my overall opinion about risk-taking, repeated more strongly

D the supporting argument that by taking risks, we learn about life and get to know ourselves better, knowing that we might make mistakes sometimes

E some general thoughts on risk-taking, including my opinion and one contrasting argument

Paragraph 1: Introduction: [1]___

Main body: Three paragraphs with supporting arguments with reasons / examples / contrasting arguments

Paragraph 2: [2]___
Paragraph 3: [3]___
Paragraph 4: [4]___

Paragraph 5: Conclusion: [5]___

STRATEGY Planning what to include

When you are planning an opinion essay, think carefully about the topic and your opinion about it. Make a list of ideas or arguments that support your opinion, and some that contrast with it. Evaluate all the ideas and choose the strongest arguments to include.

3 Read the strategy above. Make a list of arguments that support and contrast with the statement in the task below.

'Switching off your mobile phone one day a week is one of the kindest things you can do for yourself.' Write an essay giving your opinion of this statement. Refer to well-being, communication and one more idea of your own.

4 Look at the underlined words and phrases in the essay. Decide what function they have, for example, introducing a point or idea, expressing an opinion, sequencing ideas, adding a supporting point and introducing a contrasting point.

'The most effective way to grow, develop and be successful is to take risks.' Discuss.

Risk-taking is often associated with danger. Of course some risks, such as doing extreme sports or visiting dangerous places, can result in harmful consequences. On the whole, however, I personally feel that if we never take risks, it's difficult to grow, develop and be successful as human beings.

Firstly, I firmly believe we need to take risks to gain a variety of life experiences. Of course, we might make mistakes, fail, waste money or simply not enjoy the experience. However, every time we do something risky, we have a new adventure – a new life story to remember and share with others. Moreover, by challenging ourselves we gain knowledge, learn new skills and build resilience. In addition to this, we learn things about ourselves, such as what we enjoy and don't enjoy, and what our strengths and weaknesses are.

Secondly, in terms of well-being, risk-taking can create positive stress, which is good for us. Having said that, we need to be realistic about the degree of risk we take. For example, having a go at surfing is great if you're a strong swimmer and have someone to teach you about technique and safety, but it could lead to negative stress if it's completely beyond your capability.

Finally, taking risks often opens us up to meeting new people, which in turn can lead to new relationships and opportunities. For instance, if you move away from your home town to work or study, you're likely to meet new people who will introduce you to new hobbies and interests, and this of course means you'll be able to try out different things and take new risks.

In summary, as long as we make careful judgements about what physical or emotional damage to ourselves or others a decision might lead to, I personally feel that we should be open to the idea of taking risks for our personal growth and development.

5 Create an essay plan using the five-paragraph structure in Ex 2.

6 Write the essay based on your plan in Ex 5. Write five paragraphs and include at least five phrases from Ex 4.

7 ✓ **CHECK YOUR WORK** Did you …

- follow the plan?
- include grammar and vocabulary related to the topic?
- include phrases for introducing a point or idea, expressing an opinion, sequencing ideas, adding a supporting point, introducing a contrasting point?
- check your spelling, grammar and punctuation?

LIVEWORKSHEETS

1 Discuss in groups. What do you know about these organisations?

1 the European Union (EU)
2 the United Nations (UN)
3 the United Nations Children's Fund (UNICEF)
4 the Council of Europe (CoE)

2 Work in groups. Do the quiz. Try to guess the answers to any questions you are not sure about.

Quiz: How much do you know about international organisations?

1 Which of these organisations does Ukraine belong to?

A the EU and the UN
B the Council of Europe and the UN
C the EU and the Council of Europe

2 Which of these statements is true of the EU?

A It isn't represented in Ukraine.
B It is represented in Ukraine by a group of people.
C It is represented in Ukraine by a single person.

3 What three areas does the Council of Europe focus on?

A human rights, democracy and the rule of law
B climate action, education, health and wellbeing
C economic growth, gender equality and ending poverty

4 Which of these statements is true of the UN?

A It has a wide range of global objectives.
B Its main objective is peace.
C Its focus is on people, not the environment.

5 Which group of young Ukrainians did UNICEF support in 2021?

A students
B artists
C climate activists

3 Read the text and check your answers to Ex 2.

4 Read again and answer the questions.

1 What's the name of the current agreement between the EU and Ukraine?
2 Which organisation has a project in Ukraine that helps young people get actively involved in society?
3 Since which year has Ukraine been a member of the Council of Europe?
4 How many Sustainable Development Goals does the UN have?
5 How much money has UNICEF given Ukraine since 1997?

5 Find the underlined words in the text and match them to the definitions.

1 _____ (n): the act of looking after something or someone
2 _____ (v): make sure that something happens
3 _____ (n): the state of being successful, especially in making money
4 _____ (n): people in general
5 _____ (v): make stronger
6 _____ (v): give somebody more control over their own life or the situation they are in
7 _____ (n): particular work that you feel it is your duty to do

6 Decide which of the issues below you think the next UNICEF conference should address, and prepare your reasons. Talk in small groups. Can you agree which issue is the most important?

- support for young people's mental health
- community sharing schemes
- helping families in need
- improving young people's digital literacy
- your own ideas

EU The EU is made up of 27 Member States. It has a population of around 450 million and is the largest trading bloc in the world. It was founded in 1993 and has been represented in Ukraine since then by the Delegation of the European Union to Ukraine, which is based in Kyiv. The purpose of the delegation is to strengthen political and economic relations between Ukraine and the EU, inform Ukrainians about the EU, develop the EU–Ukraine Association Agreement, and help Ukraine benefit from EU assistance programmes.

CoE Founded in 1949, the Council of Europe has 47 Member States with a combined population of over 800 million citizens. Its mission is to ensure people are treated fairly and that their rights are respected – in everyday life, when electing a government, and in law and order. Ukraine joined the Council of Europe in 1995. The Council of Europe Action Plan for Ukraine 2018–2022 supported the country in bringing its governance closer into line with European standards in order to fulfil its requirements as a Council of Europe member state.

delegation (*n*) a group of people who represent the views of an organization, a country, etc.

UN Ukraine has been a member of the UN since the organisation began in 1945. Made up of 193 Member States, the UN provides a space for the world's nations to discuss common problems and find solutions that benefit all of humanity. Its 17 Sustainable Development Goals aim to end poverty, protect the environment and climate, and ensure that people can enjoy peace and prosperity. In partnership with the Ministry of Youth and Sports of Ukraine and All-Ukrainian Youth Centre, the UN is running the Social Cohesion Through Youth Participation project in Ukraine, which aims to educate, train and encourage young people to be involved in decision-making and community participation.

UNICEF Founded in 1946, UNICEF is a UN agency that works to protect vulnerable children and young people in 193 countries, including Ukraine. UNICEF opened its office in Kyiv in 1997. Since then, it has supported the Government of Ukraine with nearly US$130 million of aid to develop health, education and protection programmes for children. As well as saving lives, UNICEF aims to empower young people to have a voice in the decisions that affect them. In 2021, supported by UNICEF, a group of young climate activists from Ukraine attended the 16th UN Conference on Climate Change for Youth.

LIVEWORKSHEETS

Listening

EXAM STRATEGY

When you do a multiple-choice task that involves choosing the correct picture to match a dialogue, look at the pictures carefully before you listen. Identify the topic that links them and think of words to describe each picture. Keep lists of words to describe different topics in your notebook.

1 Read the strategy above. Then read the first question in the exam practice task in Ex 2 and look at the pictures. What is the linking topic? Think of two or three words that you associate with each picture.

2 2.08 Listen to the speakers. For questions (1–5), listen and choose the correct answer (A, B or C). You will listen to each recording twice.

1 What activity is the boy going to do?

A 
B 
C 

2 Where is Anna going to go to talk to her flatmate?

A 
B 
C 

3 What are they going to do next weekend?

A 
B 
C 

4 How is Hannah going to travel now?
- **A** by bus to Jack's house
- **B** by car back to her home
- **C** by bus and then car to visit her friend

5 What is today's programme about?
- **A** beating anxiety through movement
- **B** eating well to reduce stress
- **C** sleeping better to avoid burnout

Use of English

EXAM STRATEGY

In the vocabulary Use of English task, each of the options in a set will be the same part of speech, or have similar grammatical forms, but will differ in meaning or use. Look at the words around the gaps and check for lexical links such as verbs that are often followed at certain prepositions (e.g. *apply to/for, believe in*) or words that are part of collocations.

3 Read the strategy above. Then read the exam task in Ex 4. Look at the first gapped sentence. Which is the correct option? How did you decide?

4 Read the text below. For questions (1–10) choose the correct answer (A, B, C or D).

Benefits of Mindfulness

Do you ever feel that life is [1]___ on top of you? Are you [2]___ from anxiety or feelings of depression? Life today can be very stressful particularly for young people when they are doing exams. During this time, some people become irritated, or [3]___ towards people whose lives seem easier. They may find it hard to communicate, which can then lead to feelings of hopelessness. If you are feeling like this, there are things you can do to [4]___ a more positive mindset. One way is to practice mindfulness. Mindfulness encourages us to notice what is happening in the present moment and to positively change the way we see life. It reminds us to [5]___ down by paying attention to our senses and to the simple act of breathing.

1	**A** going	**B** getting	**C** becoming	**D** being
2	**A** suffering	**B** experiencing	**C** surviving	**D** struggling
3	**A** offended	**B** annoyed	**C** resentful	**D** furious
4	**A** grow	**B** advance	**C** improve	**D** develop
5	**A** chill	**B** rest	**C** calm	**D** relax

How to Improve your Brain Power

Do you ever forget to complete a piece of homework, or find it hard to [6]___ someone's name? Life is stressful and our brain can get crowded. As a result, people of all ages can experience problems. A healthy brain enables us to improve concentration and to [7]___ our attention on things that matter. Research shows that acquiring another language improves both memory and creativity – and with so many language-learning tutorials available online, it's never been easier to at least [8]___ up the basics. Learning a new skill also strengthens your brain. Everyone is [9]___ of achieving something, and the list of possibilities is extensive, but whatever you [10]___ inspired to do, you can be certain it will boost your brain power.

6	**A** recall	**B** remind	**C** prompt	**D** stimulate
7	**A** bring	**B** direct	**C** aim	**D** focus
8	**A** choose	**B** pick	**C** decide	**D** learn
9	**A** qualified	**B** talented	**C** capable	**D** skilled
10	**A** feel	**B** sense	**C** consider	**D** believe

Reading

EXAM STRATEGY

When you do a multiple-choice task, try to find evidence in the text to explain both why the option you choose is correct and why the others are wrong.

5 Read the strategy above and then read the exam task in Ex 6. Focus on the first paragraph and the first question. Which is the correct option? Why? Why are the other options wrong?

LIVEWORKSHEETS

6 Read the text below. For each question 1–5, choose the correct answer: A, B, C or D.

Sea Adventure

Steven Callahan had been sailing ships since he was young, so when he decided to set sail from Maine on a trip alone to the Canary Islands and then back to America, in January 1981, he had no sense of anxiety. He was sailing in the *Napoleon Solo*, which was a boat he had built himself. The trip went well and Callahan made it safely to his destination. It was on his way back, when he left the Canaries, that he ran into trouble.

After about a week, a storm began. It wasn't a huge storm and Callahan didn't feel very worried until suddenly he heard a loud noise. A hole appeared in the boat and he realized he must have been hit by a whale or a shark.

As the boat began to sink, Callahan knew he would never be able to fix the damage. He got into his life raft but he also needed supplies, which were in the sinking boat. He dived into the ocean and managed to get several items including food and water.

Incredibly, Callahan was on the raft for a total of seventy-six days. During that time, he faced terrible danger, but his sailing experience helped him to survive. He was finally rescued when sailors near Guadeloupe spotted him. By then, he had lost a third of his weight and could barely stand. He was taken to hospital for treatment and was there for many months.

After his time at sea, Callahan wrote a book about his experience and continued to design and build boats. He also worked, giving advice, on the film version of the book *Life of Pi* by the Canadian author, Yann Martel, which was published in 2021 and won the Man Booker Prize for fiction. In the book, the main character, who is an Indian Tamil boy called Piscine Molitor 'Pi' Patel, is left on a lifeboat in the Pacific Ocean. However, unlike Callahan, he is accompanied by a tiger and is at sea for two hundred and twenty-seven days.

1 Which of the following was TRUE about Steven Callahan when he set off from America?
- **A** He intended not to return.
- **B** He was nervous about travelling alone.
- **C** He was confident about his abilities.
- **D** He had little experience of sailing.

2 When did Callahan realise he was in danger?
- **A** after something collided with his boat
- **B** as soon as the storm began
- **C** the moment he left the Canary Islands
- **D** when the bad weather improved

3 What did Callahan do after the boat began to sink?
- **A** He ran to get his supplies.
- **B** He made a life raft.
- **C** He dived into the water.
- **D** He tried to fix the damage.

4 How did Callahan survive?
- **A** He managed to sail to land.
- **B** He was picked up by a boat.
- **C** He swam to safety.
- **D** He signalled to passing sailors.

5 What did Callahan do after his journey?
- **A** He made a film about his life.
- **B** He contributed to the filming of *The Life of Pi*.
- **C** He wrote a book with Yann Martel.
- **D** He gave up his connections with sailing.

Speaking

EXAM STRATEGY

When you take part in a task that requires you to discuss points and come to an agreement, you can show your initiative by using phrases to keep the conversation moving and bringing it to a conclusion.

7 Read the strategy above. Complete the useful phrases with the words in the box.

let's	move	need	shall	think

1 _____ talk about the next point.
2 What do you _____ of this idea?
3 _____ we discuss the other ideas now?
4 I think we should _____ on now.
5 Right. We now _____ to decide on the best ideas.

8 Work in pairs. You are going to discuss what young people should do in order to cope effectively with stress and other mental health problems. Talk to each other about the ideas in the list below and decide which two would be most useful.

- doing yoga
- practising mindfulness
- having more leisure time
- avoiding social media
- improving diet

Writing

EXAM STRATEGY

Make your writing more interesting by varying your language. Use synonyms to avoid repeating the same words and phrases, and try to use phrasal verbs and idioms to make your English feel more natural.

9 Read the strategy above. Complete 1–5 with the words in the box. Then read the exam task in Ex 10. How could you include the phrases below in the task? Write a sentence illustrating each.

sign	make	go (x2)	take

1 _____ all the difference
2 _____ the extra mile
3 _____ up for a class or sport
4 _____ part in something
5 _____ a long way

10 You have got a letter from your English friend in which he/she writes about his/her success in a sports competition. Write a letter to your friend in which you:
- explain what kind of sport you like doing and why
- describe the last competition you participated in
- give some advice on how to keep fit.

LIVEWORKSHEETS