

Jump for joy 1



A woman bungee jumps over the Bhoté Koshi river, in Nepal.

Work in pairs. Look at the photo and discuss the questions.

- 1 Have you, or has anyone you know, done something like this?
- 2 What feelings do you think the woman is having?
- 3 How would you feel if you did something like this?

1 Reading

finding key information in the text; multiple choice with one text

1 Match the beginnings of the sentences (1–6) with the endings (a–f).

- 1 If something is **harmful**,
 - 2 If something is **irritating**,
 - 3 If something **upsets** you,
 - 4 If you **take** something **for granted**,
 - 5 If you're **furious**,
 - 6 If something **drives** you **crazy**,
- a you're extremely angry.
b it's extremely annoying.
c it annoys you.
d it can hurt you.
e you don't think about it because you believe it will always stay the same.
f it makes you sad or worried.

2 Work in pairs. What do you find annoying? Use these ideas and words and phrases from Exercise 1.

other people's behaviour sights situations
smells sounds

It **drives me crazy** when I'm downloading something and it gets stuck on 98%.

3 Read the article on page 7 quickly. Find at least ten annoying things it mentions.

4 Read the Exam Tip. Then read the Exam Task. Underline the key words in the sentence stems.

5 Now complete the Exam Task.

Exam TIP

Finding key information in the text

- With some multiple-choice tasks you might need to choose the best option to complete a sentence stem (the beginning of a sentence). Read all the sentence stems first and underline the words which tell you what you need to read for.
- Then find the section of the text which corresponds to the underlined words in each sentence stem.
- Read the options carefully. Check them against the sections of the text you located and make your choice.

Exam TASK

Multiple choice with one text

For questions 1–6 choose the answer (A, B, C or D) that fits best according to the text.

- 1 In the first paragraph, the writer's purpose is to
 - A give examples that will be explained later.
 - B tell a story from his experience.
 - C give advice on how to deal with stressful situations.
 - D explain why we find certain things annoying.
- 2 In the example at the bus stop, you would be late because
 - A the bus didn't come on time.
 - B you arrived after the other people.
 - C you had to answer your phone at a bad time.
 - D you were chatting with your friend when the bus arrived.
- 3 One essential quality of annoying things is
 - A they are often dangerous.
 - B they continue without changing for a long time.
 - C you know they are going to happen.
 - D you don't know when they will end.
- 4 The example of the family on the beach is used to show that
 - A different nationalities find different things annoying.
 - B people are annoyed by unimportant problems.
 - C Americans get annoyed more often than people from other cultures.
 - D people in Mediterranean countries are friendlier than others.
- 5 In the context of phone calls, researchers believe
 - A we should always send a text message before phoning a friend.
 - B some people are annoyed by something that was normal in the past.
 - C it's becoming harder to understand what people are saying.
 - D people are less annoyed by other people's conversations.
- 6 Studies of misophonia are important because
 - A they tell us how to deal with annoying situations.
 - B they remind us that everyday sounds can be annoying.
 - C researchers could find ways to stop us getting irritated.
 - D they tell us why we all find certain things annoying.



Should we try to 'cure' people from getting annoyed? Or do you think it's useful to get annoyed at things?



Why do we get annoyed?

1.1 ▶

- 1 Imagine you're waiting for a bus. You're wondering what time it's coming, but you can't check the timetable because there isn't one. The person next to you at the bus stop is having a loud phone conversation. Another person is noisily eating something that smells awful. When the bus finally arrives, it's absolutely packed. The noisy eater pushes his way onto the bus ahead of you, even though he arrived at the bus stop after you. Then, your phone rings – a friend has decided this is the perfect time for a chat. While you're distracted, the bus doors shut and it leaves without you. Now you're going to be seriously late. For most people, some of the examples in this situation would be really irritating. But why? Let's look more closely at these examples and consider three reasons why they might be annoying.
 - For something to be annoying, it must be unpleasant without actually being dangerous. A fly moving around the room you're in is irritating, but it isn't really harmful.
 - It needs to be unpredictable. If you're in a place with no WiFi, it may **bother** you at first. Over time, though, you get used to being offline – and you may even enjoy it. Yet when the WiFi keeps coming and going, it upsets you each time.
 - You don't know when it's going to end. A bus that's delayed for ten minutes is **tolerable**. A bus that's delayed with no information begins to get extremely annoying.
- 30 What annoys you also depends on the context and your culture. If you grew up in a place with reliable electricity, water supplies and public transport, even a small interruption could annoy you.

If, on the other hand, you've never taken such things for granted, you'll be less annoyed when they don't work. Similarly, when an American family visits a beach, they'll tend to put down their towels a good distance away from other families. In some Mediterranean countries, it's normal to sit next to another family, which might make many Americans furious.

What **bugs** us also seems to change over time. A decade ago, according to research, one of the most annoying things in the world was listening to someone else's loud phone conversation. Researchers believed that it was annoying because our brains try to build up a complete picture of what's happening around us, but that's not possible when we only hear half of a conversation. Hearing half of another person's conversation still annoys a lot of people, but today some people also get annoyed when they receive a call. A young person recently told me that an unexpected call, even from a close friend, is annoying. The thinking seems to be, 'Why call when a text will do?' Or even, 'You should have texted first to ask if you could call ...'.

Some people have conditions that make them very sensitive to things that other people just find a bit irritating. For example, misophonia is a medical condition that causes people to respond to ordinary sounds in an extreme or emotional way. Just hearing someone yawn or chew food can drive them crazy. Researchers might be able to find ways to help people suffering from misophonia. If so, there may be some benefit for all of us.

Until then, can science prevent the rest of us from getting upset by irritating things? The answer, annoyingly, is 'no'.



bother (v): make someone upset or worried
tolerable (adj): something that isn't good, but isn't too bad
bug (v): annoy, irritate

Emotions

- 1 **1.2** Look at these emotions. Check you know what they mean. Listen to ten people. What is each person feeling? Write the nouns for each speaker (1–10) in the table.

amazement anxiety confidence despair
embarrassment frustration guilt joy
relief sympathy

Nouns	Adjectives
1 joy	a <i>overjoyed</i>
2	b
3	c
4	d
5	e
6	f
7	g
8	h
9	i
10	j

- 2 How do the people in Exercise 1 feel? Write the adjectives (a–j) in the table.



Mixed emotions at a baseball game in Cuba

- 3 Read the sentences (1–5). Match the phrases in bold with the definitions (a–e)
- I was **in agony** when I broke my leg.
 - For the last ten minutes of the match, we were **on the edge of our seats**.
 - I know my brother is often annoying, but don't let him **get under your skin!**
 - Vicky was **lost for words** when she heard that she'd won the competition.
 - It is **with regret** that I have to inform you that your application for the job has been unsuccessful.

- a make someone upset or irritated
b feeling a lot of pain
c shocked and surprised
d feeling sadness
e very excited

Personality

- 4 The adjectives in bold can all describe people's personality. Is each adjective positive (+) or negative (-)? Which one can be both (B)?

- I've never seen Sam being **aggressive**. He never gets angry. He's the calmest person I know.
- Paul can be **arrogant** sometimes, like he thinks he's more intelligent than other people.
- I'm usually **bad-tempered** in the mornings. I get annoyed easily, so it's best not to talk to me until I've had a coffee!
- Thanks for being a **loyal** friend. You've always been here for me.
- Hannah is only 12 years old, but she's very **mature** for her age. She's like an adult!
- Liam can be **mean** sometimes. He sometimes says unkind things about people.
- Why did I have an argument with Esther? It's because she's so **stubborn!** She makes up her mind about what she wants and refuses to do anything different – even if she's clearly wrong!
- Vincent is a **sensitive** person. He's easily hurt when he thinks someone isn't being nice to him. But he's good at recognising other people's feelings.
- Don't worry, Emma won't be late. She's very **reliable** and would never let anyone down.
- Maybe it's **childish**, but still enjoy watching my favourite film from when I was ten years old.

your ideas

- Choose three emotions from this page. When was the last time you felt like this?
- Choose five personality adjectives to describe characters from films, TV shows or books. Compare your ideas with a partner.

- 1 Read the sentences. Does each sentence use the present simple (PS) or the present continuous (PC)?

- I'm getting more and more optimistic about the future.
- My sister's getting married next month.
- Helen lives alone in the city centre.
- In this photo, two people are arguing.
- The adult human brain weighs about 1.3 kilograms.
- What are you thinking about right now?
- You're always telling me what to do! I really don't like it!
- The psychology lecture is at 12 o'clock every Monday this month.
- I go for a long walk every evening to relax.
- This week, we're studying the possible causes of stress and anxiety.
- At the end of the book, the man realises his mistake and apologises.

- 2 Match the present simple sentences in Exercise 1 with these uses (a–e).

We use the present simple for ...

- a scientific facts and general truths.
b permanent situations.
c habits and repeated actions.
d timetabled and scheduled events.
e narratives (stories, sports commentaries, plots, etc.).

- 3 Match the present continuous sentences in Exercise 1 with these uses (a–f).

We use the present continuous for ...

- a something happening at the moment.
b temporary situations.
c fixed arrangements for the future.
d annoying habits (with *always, continually, forever, etc.*).
e changing situations (often used with comparatives).
f what is happening in a picture.

REMEMBER

Some verbs (stative verbs) are not usually used in a continuous form. These include verbs of emotion (e.g. *hate, want*) and verbs which express a state of mind (e.g. *know, seem*).

➔ Grammar reference 1.1, p161

- 4 Choose the correct options.



It's 3 a.m. and ¹ I try / I'm trying to sleep. However, every time ² I drop off / I'm dropping off, the scientist wakes me up and asks me to describe my dreams. ³ I tell / I'm telling him as much as I remember and then go back to sleep – until he wakes me again. ⁴ I take part / I'm taking part in an experiment to help scientists understand what people ⁵ dream / are dreaming about – and why. My 'bed' isn't exactly comfortable: ⁶ I lie / I'm lying inside an MRI scanner, which is measuring the activity of my brain.

Earlier, when I was wide awake, the scientist told me to think about everyday objects while he measured the electrical signals from my brain. Now, while I'm asleep, ⁷ he looks / he's looking for those same signals to try and work out what ⁸ I dream / I'm dreaming about. That's why ⁹ he keeps / he's keeping waking me up – to check whether his calculations are correct. Amazingly, ¹⁰ he seems / he's seeming to be able to identify what we're dreaming about 70% of the time.

- 5 Complete the sentences with the present simple or the present continuous form of the verbs.

- A: Why _____ (you / smile) in this photo? You've just lost the match!
B: I don't know. I guess I _____ (always / smile) in photos.
- They _____ (forever / change) the bus timetable, so I _____ (never / know) what time the next bus _____ (come).
- Why _____ (you / get) so anxious? Our plane _____ (not / leave) until eight o'clock. But that's six hours away!
- I _____ (read) a great book at the moment. It's the story of a group of teenagers who _____ (witness) a kidnapping, but no one _____ (believe) them.

your ideas

- Do you usually remember your dreams?
- Why do you think we dream?



1 Work in pairs. Discuss the questions.

- How do you feel about going to the dentist?
- Do you think these feelings are common?

2 Read the Exam Tip. Then look at options A, B and C in question 1 of the Exam Task. Work in pairs. Discuss how the speaker might say this information in a different way.

3 **1.3** Listen to the first text. Answer question 1 of the Exam Task. Did the speaker mention any of your ideas from Exercise 2?

4 Underline the key information about the situation in questions 2–8 of the Exam Task. Work in pairs. Discuss how the information in the options can be said in a different way.

5 **1.4** Now listen and complete the Exam Task.

Exam TIP

Identifying your reason for listening

- Read each question and underline any words which give you information about the topic or situation and who is talking.
- Identify the information you need to listen for.
- Read the answer options quickly. Try to think of other ways of saying the same thing.

Exam TASK

Multiple choice: one per text

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- You hear a woman talking about her phobia of dentists. How does she describe it?
 - embarrassing
 - severe
 - logical
- You hear a boy speaking to his father. What job does he like the least?
 - washing the dishes
 - watering the plants
 - loading the dishwasher
- You hear a head teacher speaking to a student. What is the head teacher worried about?
 - the number of classes the student has missed
 - the student's problems with concentration
 - the student's poor academic results
- You hear a man talking about his driving test. What is he anxious about?
 - needing to take more lessons
 - failing the test
 - not turning up for the test
- You hear a girl talking about horror films. What is her opinion of the film she saw last night?
 - It was very amusing.
 - It was very scary.
 - It was disappointing.
- You hear a woman talking to her daughter. Why is she talking to her?
 - to say that she is annoyed
 - to cheer her daughter up
 - to show a lack of confidence in her daughter
- You overhear two people talking on a plane. How is the man feeling?
 - ashamed
 - relieved
 - angry
- You hear someone talking about living alone. How does he feel when he comes home?
 - lonely
 - frightened
 - calm



- What's your least favourite household job? Why?
- How do you feel about living alone?

Exam TASK

Interview

Task 1

- What's your favourite time of day?
- What do you do to relax?
- Do you enjoy spending time in a large group of people? Why? / Why not?
- If you could have a holiday anywhere in the world, where would you go? Why?

Task 2

- What free-time activity do you enjoy most?
- How important is it for you to spend your free time with friends or family?
- How do you usually feel when you are alone?
- If you could spend a whole day doing whatever you like, what would you do?

Useful LANGUAGE

Organising your answer

That's a difficult question.

The one place that I would like to mention is ...

Using linking words

I don't play online games because ...

We usually spend our holidays here, so ...

Using time expressions

First of all, I ... Then I ... Next, I ...

Including a range of tenses

I've been to lots of interesting places.

... which I visited a few years ago.

I'm actually learning to ... right now.

... I think it would be great to ...

1 Work in pairs. Do you like talking about yourself or answering questions about yourself? Why? / Why not?

2 Write questions using the prompts.

- What / you / usually / do / the evenings?
What do you usually do in the evenings?
- What / most / interesting place / you / visit?
- Which time / year / you / like best?
- If / you / could learn / new skill / what / it / be?
- How much time / you / spend / online?
- you / do / anything interesting / yesterday?
- you / ever / speak / English / on holiday?
- What kind / job / you / like / do / in the future?

3 **1.5** Read the Exam Tip. Then listen to two people answering the questions from Exercise 2. Discuss these questions.

- Which are good answers?
- What's good about these answers?
- What's wrong with the other answers?

4 Plan your answers to the questions in Exercise 2. Think of ways to extend your answers with examples or reasons. Use the Useful Language to help you.

5 Work in pairs. Take turns to ask and answer the questions from Exercise 2. Suggest ways your partner could improve his/her answer.

6 Now complete the Exam Task.

Student A: Ask Student B the questions in Task 1.

Student B: Use the Useful Language to help you answer. Then change roles and ask Student A the questions in Task 2.

Exam TIP

Answering personal questions

- The examiner might ask you personal questions on different topics.
- Listen carefully to each question. Ask the examiner to repeat it if necessary. Then make sure you answer the question you were asked and not a different question!
- When you hear the question, decide what verb form you need, e.g. present, past, present perfect, future or conditionals.
- It's important to say something, even if you think you have nothing to say.
- If possible, give examples or reasons to extend your answers.



- 1 Work in pairs. Read the sentences (1–6) and answer the questions (a–f).**
- Duncan is upset because he's **failed** his exam.
 - Liam is crying because he's **been chopping** onions.
- Which sentence focuses on the result of an action that was completed in the past?
 - Which sentence mentions the result of a process that might still be continuing?
- I've **had** this computer for three years.
 - She's **been studying** neuroscience for three years.
- Which sentence uses a stative verb to describe a situation that started in the past and still continues?
 - Which sentence describes an action that started in the past and still continues?
- I've **read** a lot of books on this topic.
 - I've **been researching** this topic for over a year.
- Which sentence focuses on 'how many'?
 - Which sentence focuses on 'how long'?

REMEMBER

The verb *go* has two past participles: *gone* (for results) and *been* (for experiences).

Pam's **gone** to her friend's house.
(= she went and she's there now)

Pam's **been** to my house. (= some time in her life)

➤ Grammar reference 1.2, p162

- 2 Choose the correct option to complete the sentences.**
- Have you ever *eaten* / *been eating* sushi?
 - It's *rained* / *been raining* all day!
 - I haven't *seen* / *been seeing* Julia for ages.
 - I've *waited* / *been waiting* for you since 10 o'clock!
 - Sorry, I haven't *finished* / *been finishing* my work.
 - This is the first time I've *visited* / *been visiting* Rome.
- 3 Complete the questions with the present perfect simple or continuous form of the verbs.**
- _____ (you / finish) your work yet?
 - Where _____ (Kim / go)?
I _____ (look) for her all afternoon.
 - How long _____ (they / study) English?
 - Sorry I'm late. _____ (you / wait) long?
 - _____ (Luiza / start) her new job yet?

- 4 Read the sentences and look at the adverbs in bold. Are the pairs of sentences the same or different? What's the difference?**

- I've seen this film **before**.
 - I've **already** seen this film.
- I've been sleeping **a lot** recently.
 - I've been sleeping **more and more** recently.
- I've been busy **lately**.
 - I've been busy **recently**.
- My parcel hasn't arrived **yet**.
 - My parcel **still** hasn't arrived.
- It's the only book by this author that I've **ever** read.
 - It's the only book by this author that I've **never** read.
- I've **just** seen the news.
 - I saw the news **recently**.

- 5 Mark the best position for the adverbs.**

- Rachel's gone out, but she'll be back soon. (just)
- Don't worry if you haven't bought tickets. (yet)
- I haven't bought the concert tickets. (still)
- I've been getting more and more anxious. (lately)
- I've been so embarrassed in my life. (never, before)
- That was the best film I've seen. (ever)

- 6 1.6 Complete the conversation with these adverbs. Then listen and check your answers.**

already before ever for just
never still yet

- A:** Shall we go for a run? I haven't been running
1 _____ ages.
- B:** I haven't got any running shoes. I've told you
2 _____.
- A:** That was months ago! I can't believe you
3 _____ haven't bought any!
- B:** I ordered some, but they haven't arrived
4 _____. How about squash?
- A:** I've 5 _____ played squash before.
- B:** Have you 6 _____ played tennis? If so, you'll be fine. I started last month and I've 7 _____ beaten people.
- A:** Er, sorry. I've 8 _____ remembered – I haven't got any squash shoes.

your ideas

- What have you never done that you'd like to do?
- What have you been doing more than usual recently?

Phrasal verbs

- 1 Work in pairs. Look at the sentences (1–7). What do the phrasal verbs in bold mean? Match them with their definitions (a–g.)**

- I used to like Julio, but I've **gone off** him ever since he was rude to my parents.
- I was feeling sad, but then my friend called and she **cheered me up**.
- There's no need to get stressed. Just calm down and **chill out**! Everything will be fine.
- We've been friends since the day we met. We share the same sense of humour, so we **hit it off** immediately.
- I'm not going to invite Anna to my party. We've **fallen out** after our big argument.
- Watching the news is **getting me down**. They only show the bad things that are happening.
- We arranged to meet, but he me **stood me up**. I waited for almost an hour and he didn't even call to apologise. I was so upset.

- be friendly with someone
- stopped liking
- not meet someone you've arranged to meet
- make someone happy
- have an argument
- relax
- make someone sad

Prepositions

- 2 Work in pairs. Complete the sentences with these prepositions. To what extent do you agree with each sentence?**

for into on to

- Going through difficult experiences together often leads _____ stronger friendships.
- Most people respond _____ fear in the same way.
- It's difficult to concentrate _____ things when there is music in the background.
- You are responsible _____ your own happiness.
- We should only to focus _____ things that make us happy.
- It's easy to burst _____ tears when something bad happens.

- 3 Read the Exam Tip. Then complete the Exam Task. Remember to identify the type of missing word in each gap.**

Exam TIP

Completing gapped texts

- Read the whole text quickly to get a general understanding of what it's about.
- Look carefully at the words which come before and after each gap to decide what type of word is missing, e.g. a linking word, a preposition, part of a phrasal verb.
- Write one word in each gap. Then, check that it all makes sense. Check your spelling, too.

Exam TASK

Open cloze

For questions 1–8, read the text and think of a word that best fits each gap. Use only **one** word in each gap.

Valorie Salimpoor went for a drive that changed her life. She switched (1) _____ the car radio and heard, for the first time in her life, a piece of classical music by Brahms. Valorie recalls feeling a very strong emotion when she heard it. She stopped the car in order to concentrate (2) _____ the music and the positive feelings it was giving her.

Valorie didn't know what was happening. Just a (3) _____ minutes earlier, she had felt sad, but then suddenly had a strong feeling of joy. She knew she had to figure (4) _____ what was going on inside her brain.

(5) _____ her experience in the car, she has conducted experiments into the relationship between music and emotions. She has found that when we're listening to music for the first time, we (6) _____ constantly predicting what we'll hear next, based on all the similar pieces of music we (7) _____ heard before. Our brains then give us a chemical reward when what we hear matches our prediction.

We are just starting to find out about music and the brain, and there is (8) _____ a lot we can learn about how music affects our minds. But there seems to be clear scientific proof that it can cheer us up.

Dr Valorie Salimpoor researches the effects of music on a person's brain.



Learning FOCUS

Using the correct tone

When you are writing a letter or an email, make sure you think about the person who is going to read it. For example, a letter or email to a friend will be informal, but an application for a job will be formal. You can achieve an informal tone in the following ways.

- Use a friendly, direct tone to start and finish the message (e.g. *Hi, how are you? Lots of love ...*, *Take care.*).
- Use contracted forms instead of long forms (e.g. *I'd like ...* instead of *I would like ...*).
- Use personal pronouns to talk about yourself and to communicate directly with the reader (e.g. *I, you, we*).
- Sometimes, we can leave out words (e.g. *Do you want to come to the party?*).
- Use a few exclamation marks (!) when you want to show surprise, excitement or enthusiasm, e.g. *No way! I couldn't believe it!* However, it's important not to use too many.
- Use a chatty style and language which isn't too formal (e.g. *I bet New York is great. You have to tell me all about it!*)

Do not use text-message style abbreviations (e.g. *LOL!!*). Despite being informal, they would not be appropriate to use in an exam.

2 Read the email. Work in pairs. Do you think Tom is right to be annoyed?

Hello Emma

How is everything with you? I wanted your advice about something.

I'm going camping next week with my friend, David. I was really looking forward to it. We're going to a really cool place in the hills. I was hoping to have a nice, quiet time, because I've been working a lot recently.

I've just had an email from David. He explained that he has invited some of his friends to come along. There are going to be three or four of them! He didn't ask me before he did this. I don't really know any of his friends, so I don't know what they will be like. I'm really annoyed with him. It's not because I just wanted to go somewhere with David. It's because I don't want to go camping with people I don't know. It'll be really noisy!

What do you think I should do?

Write soon

Tom

3 Read the reply and discuss it with your partner. Do you agree with Emma's advice?

Hi Tom

First of all, thanks for the email! Everything is fine here, thanks. Yes, I knew about your plans to go camping. Personally, I don't like camping, but if you like it, fine!

As for your friend David, I know exactly what you mean. It's a difficult situation, isn't it? Someone did the same to me once. I had a party, but my friend asked some extra people along who I never intended to invite. But you know what? I don't think you should get upset with him. I imagine he just thought it would be fun to have more people.

If I were you, I'd tell him how you feel. If he's a real friend, he'll understand. Why don't you just see how the camping trip goes? You might make lots of new friends and have a much more interesting time.

Anyway, let me know what you decide to do in the end. I hope the weather's good for your trip, by the way!

Take care

Emma

4 Read Emma's reply again. Answer the questions.

- 1 Which paragraphs directly answer the question in Tom's email?
- 2 Which paragraphs are more about being friendly?

5 Read Emma's email again. Underline three phrases for giving advice.

6 Complete this email with one word in each gap. Use the Useful Language to help you.

1 _____ Sam

2 _____ for your email. It was really great to

3 _____ from you.

I'm so 4 _____ to hear that you've fallen out with your best friend over something that wasn't your fault! It 5 _____ awful and it 6 _____ be really annoying for you.

If I 7 _____ you, I wouldn't give up on your friend. Why 8 _____ you wait a few days for everyone to chill out a bit and then try to talk? You could 9 _____ invite your friend over to your house for a peace-keeping meeting!

Anyway, I 10 _____ that helps. Let me

11 _____ how you get on.

All the 12 _____

Amy

Useful LANGUAGE

Beginning an email / letter

Hi ... / Hello ...

It's great to hear from you.

Thanks for your email / letter.

Responding to news

Congratulations on ...!

That's fantastic! Well done!

It must be amazing / annoying to ...

It sounds wonderful / awful.

I'm so sorry to hear about ...

It's so sad to hear that ...

Giving advice

Why don't you ...?

I (don't) think you should ...

What / How about ...?

Maybe you could (even) ...

If I were you, I'd / I wouldn't ...

Let's ...

Signing off

Anyway, I hope that helps.

Let me know ...

Take care

Bye for now

All the best

Hope to hear from you soon.

7 Read the Exam Tip. Then read the Exam Task. Work in pairs. Make a paragraph plan for your reply. Think about the language you need for an informal tone.

8 Now complete the Exam Task. Write your reply in 140–190 words. Use your plan from Exercise 7 and the Useful Language to help you.

Exam TIP

Planning your response

- When you write an informal letter or email in an exam, remember to make a paragraph plan before you begin.
- Find all the questions in the letter that you need to respond to. Make sure you answer these questions in your reply.
- Respond to the person's news, even if it's not good news.
- Remember to read your work and check it carefully for mistakes before you finish.

Exam TASK

Writing an informal letter / email

You have received this email from your English-speaking friend, Kelly.

Hi

Guess what? My cousin Kevin has come to stay for the summer and he's incredibly annoying! He's three years younger than me, but he's so childish! He's always singing silly songs or talking to me when I'm busy! I know he's only trying to be friendly, but he's driving me crazy! What should I do? Any ideas?

Write soon

Kelly

9 Complete the Reflection checklist. Then discuss your answers with your partner.

REFLECTION CHECKLIST

How did you do? Tick ✓ the sentences that you think are true.

- I began and signed off my email in a friendly way.
- I answered all the questions I needed to.
- I used clear paragraphs.
- I used an appropriate tone throughout my email.
- I checked my work carefully at the end.



1 Live well, study well

resilience; positive and negative thinking

- 1 Work in pairs. What are some common problems that people of your age experience? Think about things like family, friends, school and mental health.
- 2 Read about building resilience. Complete the tips (a–d) with the explanations (1–4).
 - a Don't try to cope alone.
 - b Don't feel ashamed of your past mistakes.
 - c Build positivity into your life.
 - d Don't ignore a problem and hope it'll go away.

Building resilience

Does it sometimes seem like other people have perfect lives? In fact, everyone has problems from time to time. We can't avoid them, but we can learn to deal with them when they arrive.

Resilience is the ability to cope well with problems – to pick yourself up when things go wrong and keep going. The good news is that it's a skill that you can learn and practise.

1 _____ Instead, analyse the problem as soon as it arrives and try to work out a plan for dealing with it.

2 _____ It's better to learn from them and plan what to do differently next time.

3 _____ Build a network of people you like and trust. Put effort into your friendships during the good times, and you'll have people to support you when you need them.

4 _____ Set daily goals and reward yourself when you achieve them. Be kind to yourself every day!

- 3 Work in pairs. Discuss the questions.
 - 1 Why do we often think that other people have perfect lives? Do you think people often hide their problems?
 - 2 Should we be more open about our problems? Why? / Why not?
- 4 Work in pairs. Read about building resilience again. Discuss which tip would be the easiest to follow and which would be the hardest.

- 5 Read the Mind your Mind information. Are you generally a positive or a negative thinker?

Mind your Mind



Positive and negative thinking

- Negative thinking involves focusing on all the bad things in life. It usually makes you feel worse and it may make people feel negatively about you.
- Positive thinking involves 'looking on the bright side'. When you share that positivity with other people, you'll often find they treat you more positively too.
- While being positive is usually helpful, try not to be too positive all the time. Ignoring problems and risks can sometimes make things worse.

- 6 Work in pairs. Think of a time when you (or someone you know) did these things.

- 1 complained too much
- 2 looked on the bright side of a bad situation
- 3 ignored a problem or risk

PROJECT 1

Work in groups. Make a list of five things that people your age often worry about. Think of a positive way of looking at each situation.

Think about:

- relationships
- work in the future
- studies
- your own ideas.

Make a poster to show your ideas. Next time you're feeling negative, look at the poster!

PROJECT 2

Make an action plan. Think about a problem you are facing. Create a series of steps for dealing with it.

Think about:

- how you dealt with problems in the past
- the action you can take
- the things you do well
- people who can help you.

Useful LANGUAGE

Discussing problems

I think some common issues are ...

What sort of things do your friends worry about?

It's hard to be positive when ...

Do you feel comfortable talking about this?

I'd rather not talk about it, if that's OK.

Being positive

It's not easy / great / nice, but at least ...

If you want to make things better, you could ...

The most important thing to focus on is ...

Try to ... as much as possible.

Don't worry if you can't ...

your project