A−F and match them to words and phrases 1−9.

Before you write a note, an invitation, an advert or an announcement, think about why you are writing and what you need to include. Do you want to remind, invite, explain, make a request?

Plan

− Say where you are going.
− Add a message at the end to say goodbye to everyone in person.

Ask them to tell you if they need good walking boots: this is very important.

Remind them that they will have to get up very early to catch your friends from school. Write a note in the mountains with a group of weekend camping and walking.

− Say how much the ticket is for a music festival this weekend, for example €15.
− agregar una invitación paraKelly’s birthday party at 7.30 p.m., Gusto Pizza, Baker St. Want to come?

− Say where you are going.
− Add a message at the end to say goodbye to everyone in person.

Work in pairs. Look at short texts A−F. Then answer the questions.

When was the last time you wrote a note, an invitation, an advert or an announcement?

Where might you find each text A−F?

− a school noticeboard
− on a fridge
− in the mountains
− on a music festival ticket

Read the strategy. Then read short texts A−F again. What is the main purpose of each text?

Mini-Task

− I also want to say and so on
− as soon as possible
− please reply
− street
− for example
− telephone number
− this is very important

− Black with brown spots.
− called Lucky.
− near South Park.
− Last seen Friday 13 Nov,

− where you are going.
− thank you for the food and help you.

− who is each short text for? Is it for a friend, a friend’s parents.

− How are you? I hope you enjoyed the party last night. I had a great time! The only thing is,

− You’re beautiful, esp. the.... Lovely surprise to find them

− Don’t forget your lunch box.
− Mum x
− See you later.
− Lily xx

− I need to fix it asap. Can you call the electrician?
− Harry

− Abbreviations

− Work in pairs. Look at short texts A−F. Then answer the questions.

“Tests are also really great! For those teachers who want to test...”

Marijana Ivica, Croatia

“I love the extra materials on the Teacher’s Resource Disk, and the tests are also really great! For those teachers who want to test grammar and vocabulary, there are plenty of original exercises.”

Maeike Kiers, Netherlands

“My students and I especially like the writing section of each unit. The exercises, which lead up to the final task of producing a written assignment, are extremely helpful. They give students confidence and self-assurance in their writing capacity. In fact, the quality of my students’ written work has visibly improved.”

Deolinda Araújo, Portugal

“We wish we had had a course like this years ago!”

Maeike Kiers, Netherlands

“We wish we had had a course like this years ago!”

Maeike Kiers, Netherlands


5 No limits

Reading and vocabulary

Taking risks

1. **Speaking**
   - Look at the photos and discuss statements 1–4. Do you agree with them?
   - Small children take more risks than teenagers.
   - Boys take fewer risks than girls.
   - Teenagers often take risks when they want to be part of a group.
   - Seventeen-year-olds take more risks than younger teenagers.

2. Read the article. What does the author think about the statements in exercise 1? Has the article changed your opinion of any of them?

3. **Reading**
   - Study the bold pronouns in the article. What do they refer to?
   - A / they (line 16)
   - B / her (line 28)
   - C / him (line 23)
   - D / she (line 27)
   - E / we (line 24)
   - F / I (line 21)

4. Match sentences A–G to gaps 1–5 in the article.

5. **Writing**
   - Complete the table with words from the article and the sentences in exercise 4.

6. Complete each sentence with two adjectives formed from the verb in brackets. Use -ed or -ing.
   - 1. It was a really... match. Everyone was... when our team scored a goal in the last minute (excited).
   - 2. I’m not like my friends. I hate... things. I’m too... to go on a rollercoaster ride (frightened).
   - 3. The skateboard was... by how big it was (amazed).
   - 4. I... the statistics. I’m... that boys take more risks than girls. (surprised)
   - 5. I... when I wear my bicycle helmet. It’s... because it’s too big (embarrassed).

7. **Strategy boxes are extremely helpful teaching tools for developing different skills.**

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