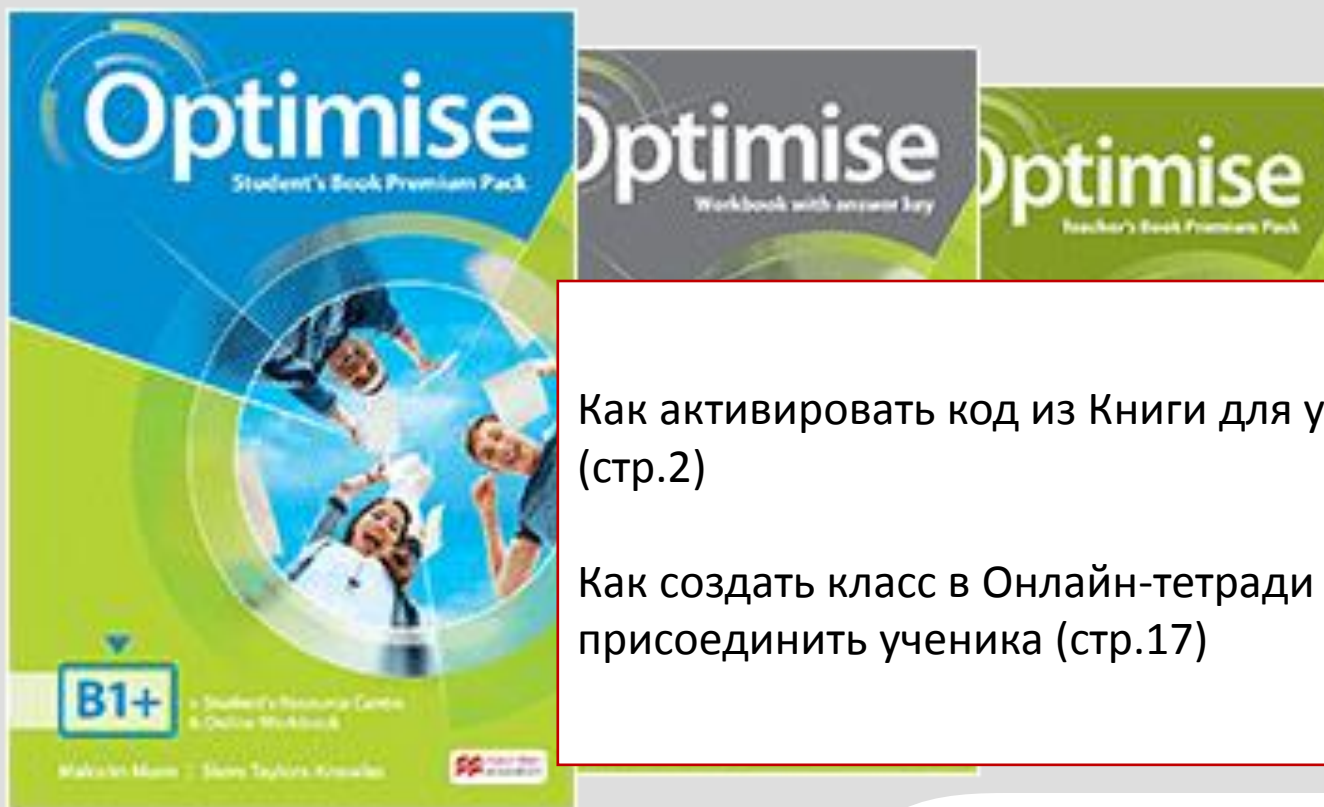


Инструкция по активации кода к интернет-ресурсу для преподавателя Optimise



Как активировать код из Книги для учителя
(стр.2)

Как создать класс в Онлайн-тетради и
присоединить ученика (стр.17)

Welcome!

Activate your book code and access your digital resources.

Register

Log in

Help

Зайдите на сайт
www.macmillaneducationeverywhere.com

При первом посещении сайта Вам необходимо зарегистрироваться. Для этого нажмите на кнопку «Register».

Процесс регистрации требуется только один раз.

Register today

...y access to innovative content, tools and resources
...tivate and engage learners of all ages & abilities
...ke teaching rewarding and more effective

1. Account type

2. Personal info

3. Username & password



We will not share any of your information with any third parties.
For more information, see our [Privacy Policy](#).

Register

Which account do you want?

Student Account

Teacher Account

Where do you live?

Choose one ▼

Next

Already have an account?

Log in

[Help](#)

Выберите опцию «Teacher Account»,
страну, где Вы живете.

Нажмите на кнопку «Next»

1. Account type

2. Personal info

3. Username & password



Register

First name

Last name

Please enter your email

Next

[Help](#)

Введите в поля Ваше имя и фамилию.

Укажите электронную почту.

Нажмите кнопку «Next».

1. Account type

2. Personal info

3. Username & password



Register

Username

Please choose a unique username. It cannot contain blank spaces or certain special characters (< > &). You will use your username to log into your Macmillan Education account.

Password

Passwords need to be at least 12 characters long.

I agree to the [Terms & Conditions](#)

Register

[Help](#)

Выберите и впишите свое имя пользователя, которое Вы будете вводить каждый раз при входе в свой личный кабинет.

Имя **не должно** содержать пробелы и специальные символы, кроме букв и цифр.

Создайте уникальный пароль, содержащий не менее 12 символов, для входа в личный кабинет.

Обязательно поставьте галочку, что Вы принимаете условия работы в данной сети.

Нажмите на кнопку «Register».



1. Account type

2. Personal info

3. Username & password



Activation email sent

Your account's activation link has been sent to [redacted] mail.com.
If they do not receive the confirmation message within a few minutes of you signing up,
please ask them to check their junk email folder.
Once they have confirmed their email address, you will be able to log in.

[Log in](#)

[Help](#)

Сообщение о завершении процесса регистрации должно прийти на указанную электронную почту. Если Вы не увидите сообщение в течение нескольких минут, обязательно проверьте папку Нежелательный писем.

Как только почта будет подтверждена, у Вас откроется доступ в свой личный кабинет. Нажмите кнопку « Log in».



1. Account type

2. Personal info

3. Username & password



Welcome [redacted]
Account successfully created

[Go to My Bookshelf](#)

[Help](#)

Вы готовы к работе.

Нажмите кнопку «Go to My Bookshelf», чтобы попасть на свою книжную полку.

X
Close menu

mee
macmillan education everywhere

My Bookshelf

Activate code

Welcome [redacted]

You don't have any books yet.
Activate a code to get started!

Activate code

macmillan
education

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Terms and conditions
Privacy policy

Cookies policy
Manage cookies

System requirements
For parents

В личном кабинете Вы увидите:

- Книжную полку с ресурсами к пособию;
- Вашу личную информацию, внесенную при регистрации;
- Кнопку «Help» для решения технических вопросов;
- Кнопку «Log out» для выхода из системы.



Close menu



Bookshelf



Profile



Help



EN



Log out



More

My Bookshelf

Activate code

Welcome

You don't have any books yet.
Activate a code to get started!



Activate code

Чтобы получить доступ к ресурсам, необходимо активировать код из внутренней обложки пособия.

Нажмите на кнопку «Activate code».

Activate code

Activate code

Please enter your access code below

The code is a mix of up to 21 letters and numbers, found on the inside cover of your book or in an email.

Activate code

Введите код доступа из книги.

Внимание! Обычно код напечатан на внутренней стороне обложки и покрыт защитным слоем. Осторожно сотрите защитный слой, чтобы не повредить запись кода.

Нажмите на кнопку «Activate code».

Activate a book

Success!



Здесь название пособия,
код которого Вы активировали

Go to My Bookshelf

Поздравляем!

Вы получили доступ к ресурсам.

Нажмите на кнопку «Go to My Bookshelf», чтобы начать с ними работу.

Close menu

Bookshelf

My Bookshelf

Profile

Help

EN

Log out

More

mee
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Activate code

Welcome

New Level Added

Activate code

Название пособия

macmillan education

Terms and conditions
Privacy policy

Cookies policy
Manage cookies

System requirements
For parents

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Чтобы добавить другое пособие, нажмите на кнопку «Activate code» и повторите процедуру активации кода.

Welcome!

Activate your book code and access your digital resources.

[Register](#)

[Log in](#)

[Help](#)

При последующих входах в личный кабинет нажмите кнопку «Log in», введите имя пользователя и пароль, которые Вы указали в процессе первичной регистрации.

Register today

...y access to innovative content, tools and resources
...tivate and engage learners of all ages & abilities
...ke teaching rewarding and more effective


< Back

Optimise



B1+

Subscription expiry date: 10 Aug 2020

 Presentation Kit: Student's Book	View
 Presentation Kit: Workbook	View
 Online Workbook	View
 Digital Student's Book	View
 Test Generator	View
 Student's Book eBook	View
 Teacher's Resource Centre	View

Нажмите на кнопку «View»,
чтобы открыть нужный ресурс

Presentation Kit Student's book – электронный вариант учебника для работы на интерактивной доске



2 Learning about learning

READING | Multiple choice | An online article

- 1** In pairs or as a group, answer the questions.
- 1 What do you do in the hour or two before you go to bed at night?
 - 2 How many hours' sleep do you get at night? Do you think it's enough?
 - 3 Do you usually wake up in the morning feeling refreshed?

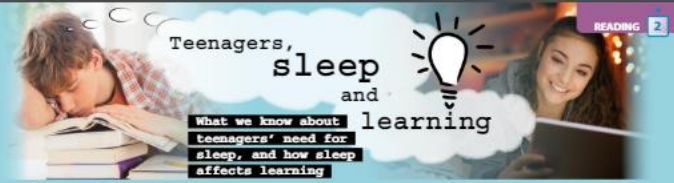
- 2** Read the article quickly and tick the ideas that are mentioned.
- 1 activities before bedtime
 - 2 not getting enough sleep
 - 3 food, drink and diet
 - 4 light and dark
 - 5 different types of bed
 - 6 electronic equipment
 - 7 TV distractions
 - 8 scientific experiment

- 3** Choose the correct word or phrase and give a reason based on the context.
- 1 The phrase 'forbidden zone' in paragraph 2 is probably connected with the idea of **forcing / not allowing** someone to go to sleep because ...
 - 2 The word 'alert' in paragraph 2 is probably closest to the word 'sleepy' / 'awake' because ...
 - 3 The phrase 'sleep deprivation' in paragraph 3 probably means 'getting too much sleep' / 'not getting enough sleep' because ...
 - 4 The word 'trigger' in the final paragraph probably means 'start' / 'stop' because ...

OPTIMISE YOUR EXAM

Multiple choice

- Some questions test the meaning of a word or expression. You can't use a dictionary in an exam, so try to guess the meaning from context. Use these ideas to help you:
Is the word/phrase similar to a word in your language?
Read the sentences before and after the word. Is there a similar or opposite word/phrase that explains it?
Can you find it repeated later in the text?
- Try to work out its approximate meaning BEFORE you look at the four options.



Teenagers, sleep and learning

What we know about teenagers' need for sleep, and how sleep affects learning

What do you do in the hour before your bedtime? How many hours' sleep do you get at night? Do you wake up in the morning feeling refreshed? These are some of the questions researchers have been asking teenagers all round the world in order to better understand teenagers' sleep patterns, and how those patterns can affect learning at school.

Sleep patterns change depending on your age. Most younger children get a good night's sleep and wake up fresh and energised the next day. In contrast, teenagers' body clocks change, creating a 'forbidden zone' for sleep at around 9 or 10 pm. It's propping them up just as they should be feeling sleepy. Later on, in middle age, the clock changes again, making a habit for parents to stay awake just when their teenage kids are at their most alert.

To make matters worse, recent research has shown that using an electronic device in the hour before going to bed greatly affects sleep patterns. According to studies, teenagers who used a computer or mobile phone before bedtime were much more likely to need more than an hour to fall asleep, and were also more likely to sleep several hours less each night. Teens

who used other electronic devices such as an MP3 player, tablet, game console or TV also experienced some sleep deprivation. Greg Dickson, 16, is a prime example. I usually chat to a few mates on WhatsApp before bed, and maybe watch a couple of videos on YouTube or Vimeo, he says. I don't feel like going to sleep after that. And I really don't feel like getting up the next morning and spending the day in the classroom either.

But how does the lack of sleep affect learning? In experiments carried out in North America, students were taught a series of skills and then slept for various lengths of time. For example, some students were trained to catch a ball attached by a string to a cone-like cup. The more they practised, the faster and more accurate they became. The students who then had a good sleep improved further. The other students who got less than six hours' sleep either didn't improve or actually fell behind. What this shows is that the brain consolidates and practises what has been learnt while you're asleep. This means sleep after learning is as important as getting a good night's rest before a test or exam.

Because of this, some researchers, such as Professor Paul Kelley from Oxford University, are pushing for later school start times. It's suggested that children aged 8 to 10 should start school at 8:30 am or later, 16-year-olds should start at 10 am and 18-year-olds at least as 11 am.

Other researchers are exploring the effect of light in setting sleep patterns, as darkness seems to trigger the release of melatonin, often called 'the sleep hormone', and light emitted from electronic devices tricks the brain into thinking it should be active rather than winding down. The solution here may involve the introduction of a 'digital sunset', where music, social media and all electronic devices are turned off a couple of hours before bed, similar to how the sun sets in the evening. And, finally, try not to binge-sleep at the weekend - if you're used to getting up at 6:30 am during the week, you shouldn't sleep until noon on a Saturday. That simply confuses the body.

- 4** **1.06** For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 What does 'propping them up' in paragraph 2 mean?
 - A making them even more tired
 - B keeping them energised and awake
 - C stopping them from thinking clearly
 - D supporting and encouraging them
- 2 What does Greg Dickson's quote demonstrate?
 - A Many teenagers are careful to limit their usage of electronic devices.
 - B It makes no difference whether you use a tablet or a mobile phone.
 - C It's very common for teenagers to use the internet at night.
 - D It's important to have close friends when you're a teenager.
- 3 What is the experiment with the ball designed to show?
 - A The more you practise something, the better you become at it.
 - B If you don't sleep well after learning something, you might lose the skill.
 - C Testing is an essential part of the learning process.
 - D Some people are much better at physical tasks than others.
- 4 What point does the writer make in paragraph 4?
 - A The most important thing is to sleep well before an exam.
 - B Teenagers' brains are more complex than scientists thought.
 - C Teenagers should be encouraged to sleep at school.
 - D We continue to learn things while we are sleeping.
- 5 What is suggested about melatonin in the final paragraph?
 - A It is only produced when we are asleep.
 - B It is most effective in a brightly lit room.
 - C It naturally helps the human body feel sleepy.
 - D Most teenagers don't produce enough of it.
- 6 The writer uses the word 'binge-sleeping' in the final paragraph to describe...
 - A only getting up when you feel refreshed.
 - B getting up but still feeling tired.
 - C getting a lot less sleep than usual.
 - D getting a lot more sleep than usual.

Presentation Kit Workbook – электронный вариант рабочей тетради для работы на интерактивной доске

2

Learning about learning

READING Multiple choice

→ Student's Book, pages 14–15

- 1** Read the article and match paragraphs B–G with headings 1–6.
- | | |
|--|---|
| 1 Why teens are good learners – and risk-takers ____ | 4 Development continues into adolescence ____ |
| 2 The creation of neural connections ____ | 5 It's all good news ____ |
| 3 The good news for teens ____ | 6 Benefits of plasticity for teens ____ |
- 2** Find words and phrases 1–6 in the article. Then choose the correct meaning (a or b).
- | | |
|---|---|
| 1 surge (paragraph B) | 4 acquire (paragraph D) |
| a) sudden increase in something | a) need something |
| b) a decrease in something | b) obtain something, get knowledge about |
| 2 neuroscience (paragraph B) | 5 equips (paragraph F) |
| a) the scientific study of the nervous system | a) provides someone with the things they need |
| b) science that is not based on facts | b) creates problems for |
| 3 neural (paragraph C) | 6 emotionally resilient (paragraph G) |
| a) relating to pain | a) with a tendency to suffer from negative emotions |
| b) relating to your nerves or nervous system | b) able to quickly become happy again after a problem |
- 3** Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.
- | | |
|---|---|
| 1 What does the writer say about the brain? | 4 As a result of their brain plasticity, teenagers |
| A The brain develops fully before a child is six years old. | A can learn to use new technology easily. |
| B The brain develops steadily until the end of the teenage years. | B don't learn as quickly as adults. |
| C There is another sharp increase of brain development in adolescence. | C should put off learning to drive. |
| D It has taken neuroscientists 40 years to understand the brain. | D often find their IQ decreases. |
| 2 What is true about neural pathways in the brain? | 5 The development of the prefrontal cortex during the teen years means that |
| A Adults still have all the neural pathways that were created in childhood. | A teenagers are especially receptive to learning new things. |
| B Every time we learn to do something new, we use 86 billion neurons. | B teenagers might do things without thinking about the consequences. |
| C Very few neural pathways are created in childhood compared to adulthood. | C young people are very good at controlling their emotions. |
| D Older people have lost some of the neural connections they used to have. | D it is impossible for adolescents to have abstract thoughts. |
| 3 Strong neural pathways mean that | 6 In Dr Daniel Siegel's opinion, |
| A adults can have more complex thoughts. | A learning about brain development can help teenagers. |
| B it is easier for adults to get really good at new skills. | B teenagers are not able to think critically. |
| C the brain is more flexible for learning new things. | C all teenagers are creative and courageous. |
| D adults are easily able to memorise new things. | D few teenagers are emotionally strong. |

PLASTIC IS PERFECT

The development of teenagers' brains and its implications for learning

A Why are teenagers so good at learning to use new technology? Why are their memories so excellent? Why can they pick up new skills with less effort than adults? The answer is that it's all due to brain development during adolescence.

B The brain is like an incredibly powerful computer. It is the centre of the human nervous system and directs our thoughts, movements, decisions and memories. Previously, scientists thought the brain stopped developing in childhood, but they now know that while 95% of the brain has developed by the age of six, there is a second important surge of development during the teenage years. Over the past 40 years, neuroscience researchers have begun to build a remarkably accurate picture of what exactly happens in the brain during adolescence.

C One area of research has been neuroplasticity – that is, the brain's ability to change and reorganise itself by forming new neural connections. During childhood, the brain's 86 billion neurons create a multitude of connection patterns. Each time we learn to do something such as ride a bike or speak, neural pathways are created that allow us to repeat and improve upon the action. By adulthood, neural pathways that have been used frequently become 'fixed', whereas the less-used or unused pathways disappear. These stronger 'fixed' connections enable adults to have more complex thoughts and to carry out regular actions more effectively. However, the disappearance of other less-used connections reduces the brain's 'flexibility'. As a result, adults find it harder to master new skills or remember unfamiliar information.

D It used to be thought that teenagers' brains were similar to adults in this respect, but research has revealed that the teenage brain still has tremendous 'plasticity' – less than in childhood, but more than adults – and so teenagers are better at learning and memorising things than adults. This explains why they can quickly become so proficient at using new technology. It also means this is a great age to acquire new skills such as playing an instrument, learning to drive or speaking a new language. In fact, recent research has even shown that a person's IQ (intelligence quotient), which was previously thought to be unchanging, can improve in the teen years!

E Research has also shown a further difference in the prefrontal cortex (PFC) of teenagers and adults. The PFC is the area of the brain that's responsible for abstract thinking and thought analysis. It's like the 'command centre' of the brain, since it takes in information from the senses and decides how to respond. Its functions include organisation and planning, predicting the results of actions as well as regulation of emotion, paying attention and focussing on goals. Unlike in adults, the teenage PFC is still developing, which explains why teenagers can be impulsive and take risks – and why, although their brains are very receptive to learning, they find it hard to concentrate and make good choices.

F Psychiatrist Dr Daniel Siegel thinks that the teenage years are very exciting ones. In his bestselling book *Brainstorm: The Power and Purpose of the Teenage Brain*, he argues that the teen years are the most powerful life stage for activating purpose, creativity and courage. He believes that learning about how their brains work helps teenagers to develop their emotional intelligence and thought processes, allowing them to be the very best person they can be. It seems, then, that the teenage years are the ideal time to learn problem-solving and critical thinking skills. Not only does this help develop the PFC, it also equips teens with valuable life skills.

G In conclusion, these two aspects of brain development are great news for teenagers. Firstly, their brain plasticity means they have an extraordinary ability to adapt to the world around them and learn. Secondly, the ongoing development of the prefrontal cortex means that, with insights into their brain development, teenagers can actually shape and change their brains to become better thinkers, more emotionally resilient and live up to their full potential.

Онлайн рабочая тетрадь

The screenshot displays the top navigation bar with a logo, 'Menu', 'Help', 'Teacher', 'Serge Kozlov', and 'Log out'. Below this, the main content area is divided into sections: 'Get started' with 'Add a class' and 'Activate a course' buttons; a message 'You have no classes yet.' with an 'Options' button; a large image of three students with a 'View course' button; and a section for 'Optimise B2 Online Workbook' with a password field. On the right, there are sections for 'Messages' and 'Marking', both indicating no activity.

Get started ●●●

Add a class Activate a course

You have no classes yet.

Options

View course

Optimise B2 Online Workbook

You have no classes yet. | *****
Class password

Messages

You have no messages.

Marking

You have no marking to do.

Для создания класса
нажмите на кнопку
Add a class

Онлайн рабочая тетрадь

Home / Add new class

Add new class

Class name

Courses

Start date End date

Description

0 / 100: Characters used

Advanced settings

Придумайте
название группы

Выберите курс

Установите даты начала
и окончания курса

Добавьте описание
группы при желании

Выберите
дополнительные
установки

Онлайн рабочая тетрадь

Advanced settings

Default scoring

Select how you wish to see average scores. This setting will be reflected in all score views.

Average score
The average score on completed activities.

Total score
The average score on all activities, complete and incomplete

Activity attempts

Select the number of attempts students must make before seeing the correct answer.

3

First, latest or highest attempt

This setting changes the way average scores are calculated and displayed. Use the menu to choose whether you would like the first attempt, latest attempt, or highest score to be displayed by default.

Latest attempts

Grade setting

Percentage Grade

В дополнительных установках вы можете определить

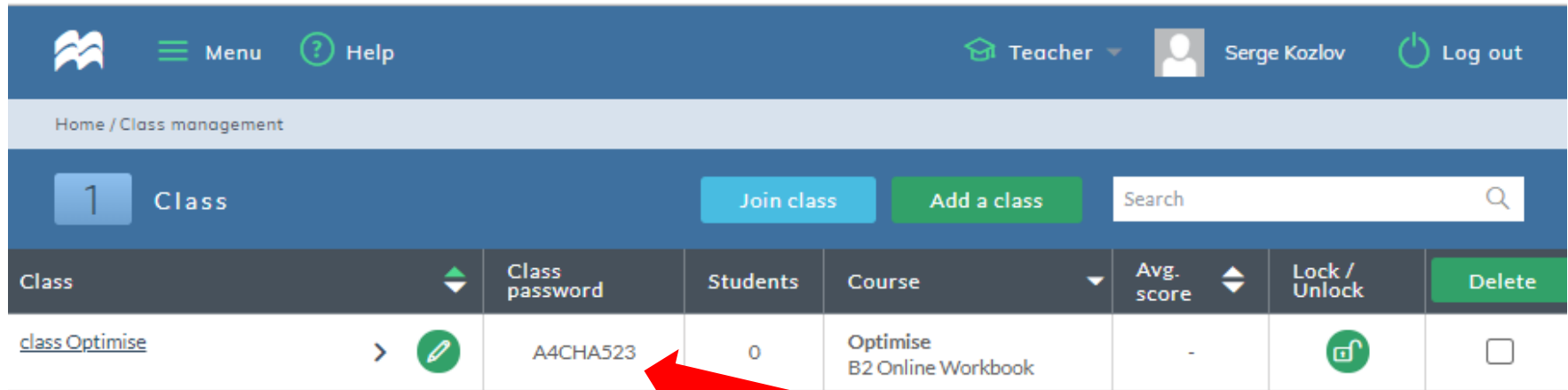
- 1) режим просмотра статистики;
- 2) количество попыток выполнения задания до того, как студент сможет посмотреть правильные ответы;
- 3) быстрый доступ к результатам первой, последней или наиболее успешной попытке;
- 4) Вид оценки (в процентах или баллах)

Create class

После установки необходимых критериев нажмите на Create class

Онлайн рабочая тетрадь

Класс создан



The screenshot shows the 'Class management' section of an online workbook. At the top, there is a navigation bar with 'Menu', 'Help', 'Teacher' (with a dropdown arrow), 'Serge Kozlov' (with a profile icon), and 'Log out'. Below this is a breadcrumb 'Home / Class management'. The main area has a 'Class' header with a '1' in a blue box, 'Join class' and 'Add a class' buttons, and a search bar. A table lists the classes:

Class	Class password	Students	Course	Avg. score	Lock / Unlock	Delete
class.Optimise	A4CHA523	0	Optimise B2 Online Workbook	-		<input type="checkbox"/>

A red arrow points to the class password 'A4CHA523' in the table.

При создании класса формируется специальный код. Отправьте этот код студентам для того, чтобы они могли присоединиться к группе.

Онлайн рабочая тетрадь со стороны студента

Menu Help Student Natalia Nikolaeva Log out

Your courses [Activate a course](#)

Start course

Optimise B1+ Online Workbook [Join class](#)

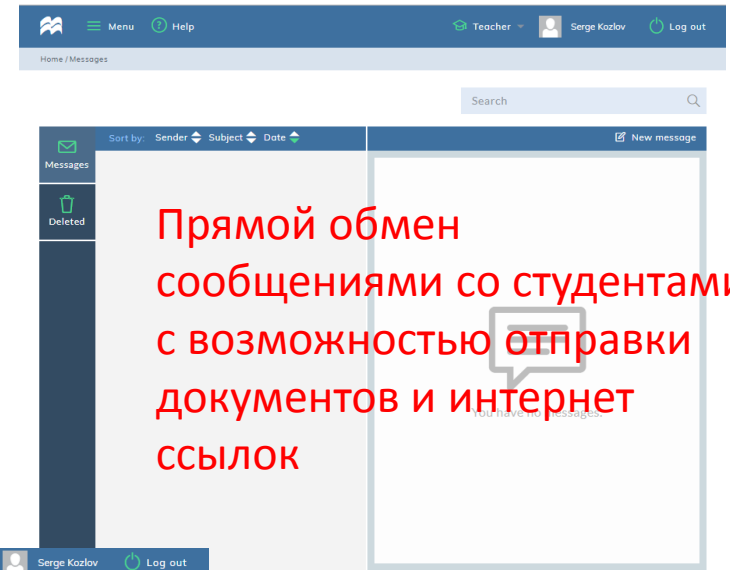
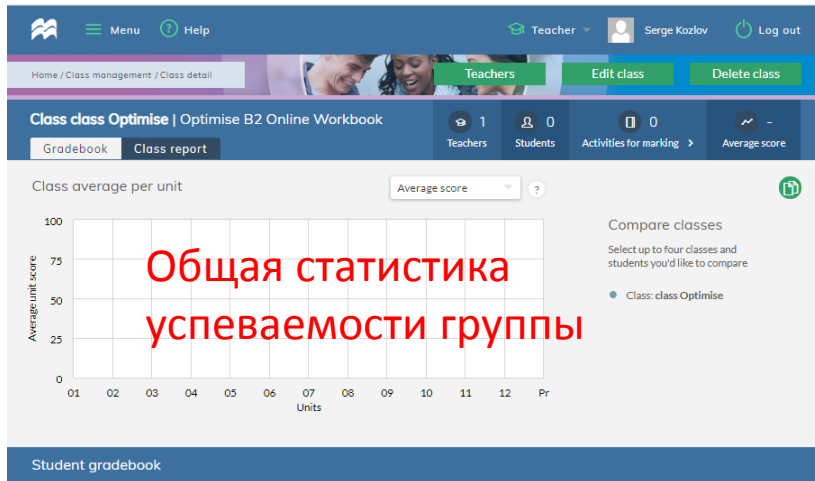
Course contents | Score | Course progress

Messages

You have no messages.

Для присоединения к классу, студент должен нажать на Join class и ввести пароль, который вы дали.

Онлайн рабочая тетрадь



Class class Optimise | Optimise B2 Online Workbook

Gradebook Class report

Optimise: B2 Online Workbook

Progress 0% Score -

	Name	Progress	Av. score	Total score	Time in system
▶	Optimise B2 Online Workbook				
▶	UNIT 1: Time on your hands				
▶	UNIT 2: Learning about learning				
▶	UNIT 3: Invent and innovate				
▶	UNIT 4: Crime doesn't pay				
▶	UNIT 5: You win some, you lose some				
▶	UNIT 6: News				
▶	UNIT 7: Exploring art				
▶	UNIT 8: The world around us				
▶	UNIT 9: A world of health				
▶	UNIT 10: Spending power				
▶	UNIT 11: A long way from home				
▶	UNIT 12: Achieve the impossible				
▶	OPTIMISE PRACTICE TEST				



Digital book – цифровой вариант учебника для работы на планшете с интегрированными аудио и видеофайлами



1 This is me

READING | Multiple choice | A magazine interview

1 In pairs or as a group, add more words and phrases to the categories for describing people.

Hair and facial hair	long, dark haired, moustache
Face and complexion	blue eyes, pale skin, freckles
Height and build	tall, thin, muscular
Appearance and personality	friendly, serious, fashionable

EXAM SKILL

Skimming

- Skimming is reading quickly to get the general meaning of a text.
- When you skim, move your eyes quickly over the text without going back. Focus on the general ideas and don't worry about words you don't understand.

2 Which words and phrases in Exercise 1 can you use to describe yourself?

3 Read the text quickly and then choose T (True) or F (False) for the statements.

- Forensic artists usually draw pictures of people they know very well. T / F
- Their pictures often help the police do their job. T / F
- They sometimes draw people from a long time ago. T / F
- Computer programs can help them get the picture right. T / F
- To a forensic artist, 'curly hair' and 'wavy hair' are exactly the same thing. T / F
- Forensic artists rarely draw faces. T / F

OPTIMISE YOUR EXAM

Multiple choice

- When you are not sure of an answer, cross out the answers that are definitely wrong.
- When you are left with two possible answers, read them again carefully and check the relevant part of the text. Then make your final choice.

JOBZONE

What do they do all day?

READING 1

This week: forensic artists

Karen Jacobs works as a forensic artist.

Karen, what is a 'forensic artist'?

In simple words, I draw people! For example, the police contact me when a witness sees someone commit a crime. I listen to the description of the criminal and turn the description into a picture.

So, forensic artists help catch criminals?

In a way, yes! Do you know who Lois Gibson is? She's in the Guinness Book of World Records as the world's most successful forensic artist. Her pictures help catch lots of criminals – over 1,300 of them so far!

Do you only draw criminals?

No, I also draw historical figures. I do lots of work for TV programmes and museums. At the moment, I'm working on a TV documentary about ancient Egypt. We're making drawings and 3D models of the pharaohs. It's fascinating.

Do you use a pencil and paper?

Yes, but we also use computers. These days, technology is developing very quickly. It's really useful, and there are some great computer programs we can use. When a witness says that a person wears glasses, for example, we can bring up on screen different styles of glasses for the witness to choose from.

What skills do you need for your job?

Forensic artists do need good drawing skills, of course, but they also need good people skills. We often work with people who are upset, so we help them remember clearly and give us enough detail. Perhaps the witness says the criminal has curly hair. We try to find out exactly what they mean by 'curly'. For example, is 'wavy' a better word? A forensic artist also needs to be an expert in different hairstyles!

What do you know about faces?

Faces obviously change as we get older. But this is interesting: the face of a shy person changes differently to the face of a lively, sociable person! And do you know which part of your face continues to grow all through your life? Your nose!



1 Read the text again. For questions 1–4, choose the answer (A, B, C or D) which you think fits best according to the text.

- What does Karen Jacobs do regularly?
A She helps Lois Gibson solve crimes.
B She meets criminals and draws them.
C She listens to police officers describing criminals.
D She draws pictures of criminals and people from the past.
- Karen says she sometimes uses modern technology to
A find pictures that match someone's description.
B find pictures of real people online.
C design different types of glasses.
D have video calls with witnesses.
- Good people skills help a forensic artist to
A draw more artistic pictures.
B learn about different hairstyles.
C communicate better with witnesses.
D not get upset while they're working.
- What advice might a forensic artist give to someone interested in the job?

- | | |
|---|--|
| A Find out what criminals often look like, then make all your drawings look like that. | B Make sure you visit a library to read about the history of hairdressing. |
| C Try to be lively and sociable so that criminals are happy to tell you what they know. | D Learn about how faces change and find out how technology can help you. |

5 Complete the sentences with highlighted words or phrases from the text.

- When you _____ something _____ on a computer screen, you make it appear.
- A _____ is someone who sees something happening, such as an accident or a crime.
- If someone is _____, they're very good at something.
- An _____ is a person who knows a lot about a subject.
- When you _____ something _____ something else, you make the first thing become something different.
- 'To _____' is an informal way of saying 'to become older'.
- If something is _____, it's extremely interesting.
- Someone who is _____ is sad, angry or annoyed.

THINK | RESEARCH | CULTURE | LEARN | ME

Choose a person you know and think about how their appearance might change in the future. Describe them as they might be in ten years' time.


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