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B1

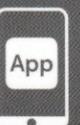
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gateway

to the world

B1

Student's Book
with Digital Student's Book



Welcome to

gateway

to the world



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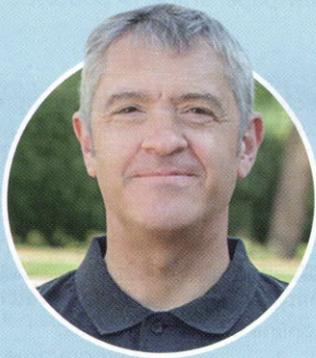
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David Spencer

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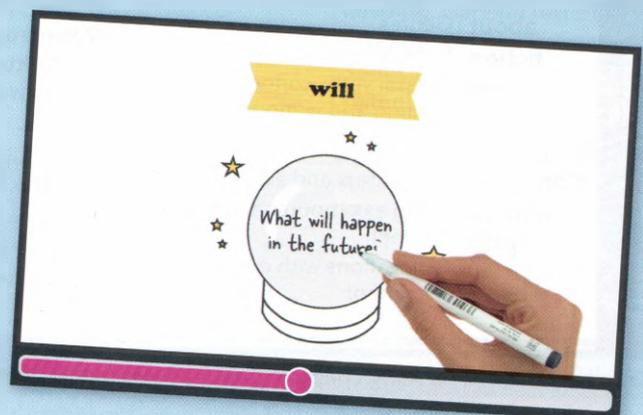


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Speaking

Writing

GREAT LEARNERS GREAT THINKERS

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Collaborative projects

Asking for personal information

A role-play

Introducing yourself

An informal email 1

Attitudes to the young and old

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***SEL:** Keeping an open mind

* Social and Emotional Learning

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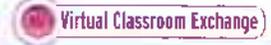
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Messaging

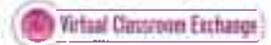
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1



HAPPY FAMILIES

Vocabulary in context

Ages and stages of life

The family

Words connected with the family

1 **SPEAKING** Put the stages of life in order and decide approximately what ages go with each stage of life.

03 **Ages and stages of life**

baby • child • middle-aged (man/woman) • senior citizen • teenager • toddler • young adult

1 baby, 0 to 1 year old approximately

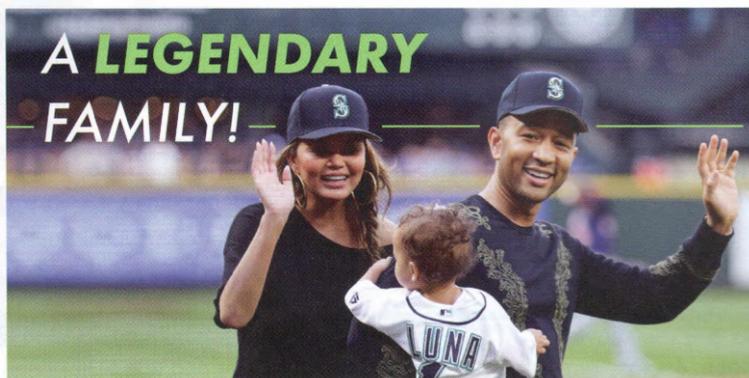
2 Complete the table with these words. Use a dictionary if necessary.

04 **The family**

aunt • brother/sister-in-law • cousin • daughter • father/mother-in-law • grandchild • grandfather/mother • grandparent • grandson/daughter • great-grandfather/mother • husband • nephew • niece • son • son/daughter-in-law • stepfather/mother • uncle • wife

Male	Female	Male or female

3a Complete the text with the correct form of some of the words in 2.



A LEGENDARY FAMILY!

Chrissy Teigen is a famous model and food writer who is married to another celebrity. Her **(a)** is the Oscar-winning singer John Legend. They have two children, a **(b)** called Luna, and a **(c)** called Miles. In the photo, John has got Luna in his arms. Chrissy has got one sister, Tina. She is Luna and Miles' **(d)**. John's brothers, Vaughn and Ronald, are Luna and Miles' **(e)**. Tina is John's **(f)**, and Vaughn and Ronald are Chrissy's **(g)**. They aren't in the photo. They're a very happy family!

3b **03** Listen and check your answers.

3c **SPEAKING** Take it in turns to give definitions for the words in 2 that you didn't use in 3a.

4 Complete the sentences with these words.

04 **Words connected with the family**

divorced (adj.) • extended (adj.) • immediate (adj.) • one-parent (adj.) • only child (n.) • partner (n.) • relative (n.) • single (adj.) • twin (n.)

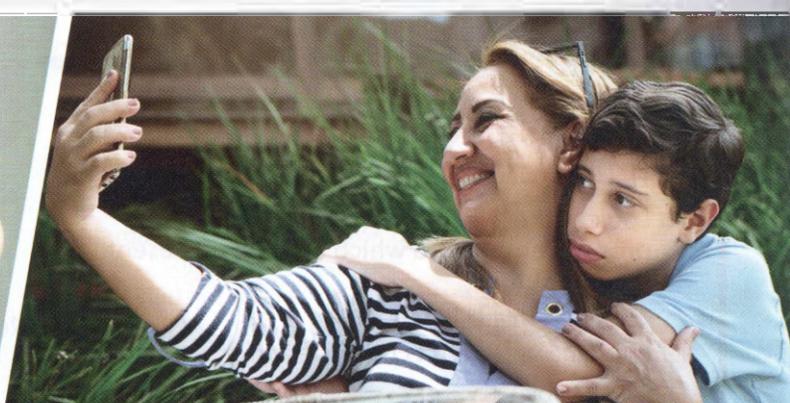
- If you're _____, you aren't married. If you're married and then you end the marriage, you're _____.
- An _____ doesn't have any brothers or sisters.
- You can use the word _____ to describe either a husband or wife, or the person that someone lives with.
- _____ families are families in which only the father or the mother lives at home and looks after the children.
- Your _____ family is you, your parents and your brothers and sisters. Your _____ family includes grandparents, cousins, etc.
- A _____ is one of two children born at the same time to the same mother.
- A _____ is a member of your family, especially one who doesn't live with you.

Use it ... don't lose it!

5 **SPEAKING** Ask and answer the questions.

- Who is in your immediate family? For example, are you an only child?
- How big is your extended family? Talk about your different relatives.
- How often do you see your grandparents or other relatives?
- Which member(s) of your family do you spend a lot of time with?

Reach higher page 136



Reading

Right now a toddler is shouting because he doesn't want to eat his lunch. What are the parents doing? They're filming the scene on a smartphone. Soon after, they're posting the video on social media. A teenage boy is playing a new song on his guitar. His mother is filming him. Two days later, the boy discovers that other people are watching the video online.

Parents in the UK post approximately 1,000 photos of their children online from when they are born until their fifth birthday, a phenomenon called 'sharenting'. Babies and toddlers don't care about this at the time. But a study by the University of Michigan suggests that there is a difference with 10- to 17-year-olds. Teenagers don't always like parents posting some photos. All babies cry, but adolescents don't want people to see old photos of themselves doing this.

Some parents share all sorts of photos of their children, maybe even when they are doing something silly or naughty. They do it with good intentions, for example to share special moments

with grandparents or extended family who live far away. But some middle-aged users of social media don't check their privacy settings and share posts with others by accident.

In some countries, it's illegal to post photos of your own children without their permission. In Italy, a 16-year-old boy is legally forcing his mother either to stop sharing images of him on social media or pay a €10,000 fine! In France, parents pay fines of up to €45,000 and can spend a year in prison when they post photos of their children without their permission.

Parents are usually very sensible about photos of their children. The report from the University of Michigan suggests this is an area where it's important for parents to listen to children over ten. Let them say what they are happy to share, and who with. That way the whole family can enjoy looking back at all those special moments!

1 SPEAKING Discuss the questions.

- 1 What can you see in the photos on this page?
- 2 Imagine that these are old photos of you. Would you like your parents to post these photos on social media and share them online? Why/Why not?

2 Read the article and choose the best title. Explain your choice.

- 1 Parents! Never put photos or videos of your kids online
- 2 Parents! Talk to your kids before you share their images on social media
- 3 Be careful, Mums and Dads! It's now illegal to post photos of your kids on social media

Exam tip

In multiple-choice reading activities, you have three or four options. You choose the best option according to the information in the text. If you aren't 100% sure of the correct answer, what is a good strategy?

3 05 Read the article again and choose the best answers.

- 1 The examples of the toddler and teenager are similar because they ...
 - a are angry at the moment when their parents are filming them.
 - b have no control over what their parents are doing.
 - c are doing something that people consider is wrong.
- 2 The problem with some parents is that they ...
 - a only share photos of their children doing bad things.
 - b want everybody to see photos of their children.
 - c make an important mistake when they post photos of their children.
- 3 In France ...
 - a parents need to ask their children before they post images of them.
 - b it's impossible for parents to put photos of their children on social media.
 - c the minimum fine for posting any photos of your children is €45,000.
- 4 The last paragraph suggests that posting photos of children as they grow up ...
 - a is a very problematic area.
 - b isn't a problem if parents talk to their children.
 - c is only for parents to decide and control.

4 What do the underlined words and phrases in the text mean? Guess and then check in your dictionary.

5 Critical thinkers

In your opinion, is 'sharenting' a good or bad thing?

What makes you say that?

Use ideas from the text and other information to justify your opinion. Then share your ideas.



Present simple and present continuous

1a Look at these sentences. Which are in the present simple and which are in the present continuous?

- a His mother **is filming** him.
- b Some users **don't check** their privacy settings.
- c All babies **cry**.

1b Match the sentences in 1a to the explanations of their uses 1-3.

- 1 For regular or routine actions.
- 2 For things that are always or generally true.
- 3 For actions that are happening now or temporary actions.

1c Complete the sentences with the correct form of the verb to study.

Present simple

Affirmative: He studies history.
 Negative: He physics.
 Question form: he English?

Present continuous

Affirmative: She English now.
 Negative: She maths now.
 Question form: she French?

✓ Check it page 16

2a Look at the words in bold in answers 1-7. Which go with the present simple and which go with the present continuous?

on Saturday mornings = present simple

- 1 *What do you do on Saturday mornings* ?
I **get up late** on Saturday mornings.
- 2 ?
My grandparents **are probably shopping** at the moment.
- 3 ?
My cousins live **near my house**.
- 4 ?
My family **usually goes** to the mountains in the summer holidays.
- 5 ?
No, my best friend **isn't studying** English **right now**.
- 6 ?
My dad speaks **three languages** - Spanish, English and French.
- 7 ?
No, I **don't normally study** on Friday evenings.

2b Write questions in the present simple or present continuous for the answers in 2a. Use the underlined information to help you.

2c **SPEAKING** Use the questions in 2a to interview your partner.

State and action verbs

3a Look at these sentences.

- 1 10- to 17-year-olds **don't like** parents posting photos.
- 2 Parents **need** to listen to their children.
- 3 Experts **think** that this is a problem.
- 4 They're **thinking** about making it illegal.

3b Answer the questions.

- 1 Does each verb in bold describe a state/situation or an action?
- 2 Can the same verb sometimes describe a state/situation and sometimes an action?
- 3 Are the verbs describing states/situations in the present simple or the present continuous?

3c Look at these verbs. Do you think they usually describe states/situations or actions?

love, hate, believe, know, understand, want, care

✓ Check it page 16

4 Choose the correct alternative.

CELEBRITY KIDS

Some kids (a) hate/are hating it when their parents (b) post/are posting photos of them on social media. But what (c) do you think/are you thinking life is like as the son or daughter of a celebrity? Paparazzi (d) want/are wanting to take your photo all the time. Imagine that you (e) play/are playing with your friends in a park but you (f) know/are knowing that professional photographers (g) watch/are watching you. Most of us (h) understand/are understanding that these kids (i) need/are needing special protection. But sometimes celebrity parents (j) sell/are selling photos of their children to magazines for millions of dollars. Lots of people (k) believe/are believing that this is wrong. Is it possible that some famous parents (l) care/are caring about money but not about their children's privacy?



Developing vocabulary

Noun suffixes *-ment*, *-ion*, *-ence*

1 Look at these words.

argument • permission • difference

The parts of the words in **bold** are suffixes. Suffixes change the type of word, e.g. from an adjective to a noun.

2a Look at the words in **bold** in the text and check that you understand them. Which words are verbs and which are adjectives?



Does social media make us unhappy?

Experts believe that social media is making some young people unhappy. One **(a)** *(explain)* for this is that social media sometimes gives an idealised image of life. This can affect your **(b)** *(confident)* during **(c)** *(adolescent)*. And sometimes you can suffer a little **(d)** *(embarrass)* because of a silly online comment or photo. There is a simple **(e)** *(solve)* – stop spending so much time on social media. Experts remind us that you can get lots of **(f)** *(enjoy)* from just chatting to friends face to face. Staying away from social media could make a real **(g)** *(improve)* to your life and give you back your **(h)** *(independent)*. **(i)** *(connect)* to social media for long periods isn't a good idea. After all, Mark Zuckerberg, the creator of Messenger Kids, is a low-tech parent and limits the time his kids spend online!

2b Complete the text in 2a by adding the noun suffixes *-ment*, *-ion*, or *-ence* to the words in **bold**. Sometimes you need to make more changes to the spelling of the word.

3 Complete the words in the sentences. One word is plural.

- How can you *imp...* your English this year?
- Do you think you are an *ind...* learner?
- Have you got a lot of *conf...* when you speak in English, or does it *emb...* you?
- Are there many *diff...* between English and your language?

Use it ... don't lose it!

4 **SPEAKING** Ask and answer the questions in 3.

Reach higher page 136

5 Complete the dialogue with the present simple or present continuous form of the verbs given.

6.14 PM
Online

Hi, Ella. What **(a)** *are* you *doing* (do) now? Are you at home?

No, I **(b)** *am* (do) homework in the library.

Why **(c)** *do* you *study* (study) there?

I normally **(d)** *come* (come) to the library on Tuesday evenings. My uncle and aunt usually **(e)** *visit* (visit) my parents. They always **(f)** *make* (make) a lot of noise. 😡

I **(g)** *know* (know)!

My little cousin **(h)** *is* (be) here at the moment.

She **(i)** *is crying* (cry) right now and I can't concentrate. 😞

My parents **(j)** *think* (think) it's funny.

Right now they **(k)** *are taking* (take) photos of the little monster!

Poor thing! I **(l)** *don't believe* (not believe) that she's that bad.

Oh no? Look at this!

Use it ... don't lose it!

SPEAKING Look back at the questions in 2a. Write five similar questions to interview your partner, some in the present simple and some in the present continuous. Include at least one state verb. When you are ready, interview your partner.

What are your parents doing at the moment?

They're both working.

Reach higher page 136



GREAT LEARNERS GREAT THINKERS

ATTITUDES TO THE YOUNG AND OLD

Lesson aim: To think about the challenges and opportunities at different stages of life

Video: How does it feel to be old?

SEL Social and emotional learning: Keeping an open mind

1 **SPEAKING** Ask and answer the questions.

- 1 What do you think are the positive or negative aspects of being a senior citizen? Make two lists.
- 2 'Ageism' is when people treat other people in an unfair or negative way on the basis of their age (e.g. senior citizens). What examples of ageism can you think of?

2 **VIDEO** Watch the video and answer the questions.

- 1 How do people react to Chris as a senior citizen?
- 2 Is Chris generally happy or unhappy about being old?

3 **VIDEO** Watch the video again. Complete the sentences with one or two words or a number.

- 1 By profession, Chris is a
- 2 He is years old but uses make-up to appear over
- 3 Chris's doesn't recognise Chris because of the make-up.
- 4 Recent studies say that by being you can add up to years to your life.
- 5 let Chris cross the street.
- 6 As a senior citizen Chris can sit down when using

4 Read the text and answer the questions.

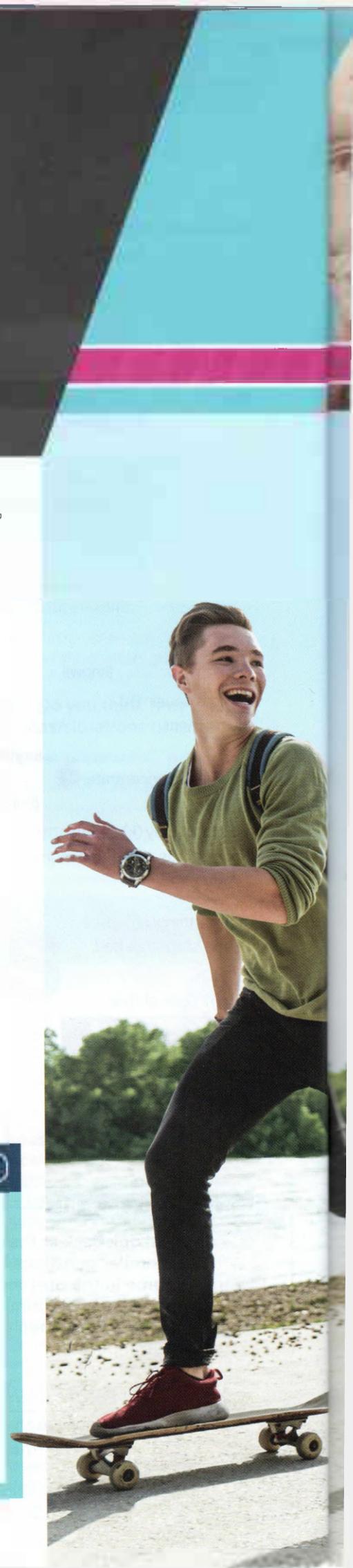
- 1 What negative ideas do people have about becoming old?
- 2 In what ways can negative attitudes be a problem for senior citizens?
- 3 What positive discovery did the research make?

ABOUT STUDIES LATEST NEWS

Ageism in the UK

A study from the Royal Society for Public Health shows that almost a third of people of different ages think that 'being lonely is just something that happens when you get old'. A quarter of millennials believe it's normal for older people to be unhappy.

These negative ideas stop us from thinking of old age as an opportunity for new experiences. And they can lead to increased memory loss amongst senior citizens, a worse ability to recover from illness and a negative body image. But the study showed one positive attitude: 69% of people agreed that 'fundamentally, older people are no different from people of other ages'.





GREAT THINKERS



Sentence-Phrase-Word

5 **SPEAKING**  Follow the instructions.

- 1 Find **one sentence** in the text that talks about a key concept.
- 2 Choose **one phrase** in the text that moved you, interested you, or provoked you.
- 3 Choose **one word** in the text that you think was central to the idea(s) in the text.
- 4 Share your sentence, phrase and word with other students. Are they similar or different? What ideas or themes come out of your discussion?

6 **SPEAKING**  Ask and answer the questions.

- 1 What negative attitudes do you think exist towards teenagers? Are they justified?
- 2 What do you think are the positive attitudes that society should have towards teenagers?

GREAT LEARNERS **SEL**



Great learners are open-minded and positive towards others.

In this lesson, you are examining stereotypical attitudes towards teenagers and senior citizens. Why is it important to be aware of and question these stereotypical representations?

Learner profile

page 142

1 **SP** Describe the photos. What other things can cause arguments between parents and teenagers?



2 **MP** Listen to a radio programme about arguments between teenagers and parents. Do they mention any of your ideas in 1?

3 **MP** Listen again. Write *Oliver, Emma, Harry, Charlotte* or *Poppy* for each question. There is one extra question that you don't need.

Who ...

- A feels that his/her father or mother is never happy with what he/she does after school? ...
- B accepts that he/she does something wrong but thinks that it isn't very important? ...
- C has arguments because he/she needs to be able to make independent decisions? ...
- D has arguments with a parent because he/she never does homework or study? ...
- E argues with his/her mother or father because they disagree about a free-time activity? ...
- F has arguments with a family member but not because of a problem with a parent? ...

4 **MP** Listen again. Answer the questions.

- 1 What does Oliver like about his family situation?
- 2 Why does Emma's mum protect Emma's sister?
- 3 What does Harry's dad do and where does he work?
- 4 What does Charlotte's mum do?
- 5 What does Poppy say about being a teenager?

5 **CP** Critical thinkers

Do you think arguments between parents and teenagers are inevitable?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Articles

1a Look at these sentences and then complete rules 1–5 with *a/an, the* or *no article*.

- a I think arguments are normal.
 - b The arguments I have with my parents are about my bedroom.
 - c I'm in an unusual situation.
 - d He's the headmaster at my school.
 - e My mum's a doctor.
- 1 We use no article when we talk about things in general.
 - 2 We use the to talk about a specific person or thing, or a person or thing mentioned before.
 - 3 We use a/an to talk about a singular, countable person or thing for the first time, or to say that the person or thing is one of a number of people or things.
 - 4 We use the to talk about someone or something that is unique.
 - 5 We use a/an to say what somebody's profession is.

1b Look at rules 1–5. Is each rule similar in your language? If not, how is it different?

Check it page 16

2 Complete the sentences with *the* if necessary.

- 1 Today on a programme, they're talking about the family arguments.
- 2 I think it's normal that a teenagers sometimes argue with their parents.
- 3 In my case, the problems I have are never very serious.
- 4 Her dad works for a government.
- 5 I don't really like video games.
- 6 We sometime argue about the music that I listen to.
- 7 This is a research into family relationships that I told you about yesterday.
- 8 I think one of the big things families disagree about is when to do the homework.

3 Find and correct one mistake with articles in each sentence.

- 1 I have the sister and two brothers.
- 2 My dad is the doctor in a big hospital.
- 3 Can you send me photos you took yesterday?
- 4 We had an argument yesterday but an argument wasn't serious.
- 5 That man is teacher at my cousin's school.
- 6 I'm reading a report from University of Michigan.
- 7 Let me help you if you have the problem.
- 8 The concentration is really important when you study.

4 Choose the correct alternative.

Culture exchange



Family dinners

Dolmio® is **(a)** a/an Australian-British company that makes **(b)** the/- Italian food. The company discovered some interesting information about **(c)** the/- family dinners. They found that at dinner time in the UK, 67% of **(d)** the/- family arguments are because of **(e)** a/- technology. Fifty-four percent of parents think that it has **(f)** a/the negative impact on family time at dinner. Children use **(g)** the/- phones or tablets to play or watch **(h)** the/- videos, for example. This can be **(i)** a/- problem because all communication stops. In a filmed experiment, **(j)** a/the child is at home playing with **(k)** a/the tablet at **(l)** a/the dinner table. He is concentrating so much on playing that he doesn't notice what's happening around him. His family disappears one by one and complete strangers come and sit at **(m)** a/the table! **(n)** A/The message is clear: switch your tablet off and talk to your family when you eat together!



Collaborative project 1 > page 31

5 Complete the questions with **a**, **an**, **the** or **-** (for no article).

- 1 Do you think family dinners are a good idea?
- 2 Do you talk about important things when you have dinner?
- 3 Are family dinners important part of life in your country?
- 4 Do you think it's important to do activities together with your family?
- 5 Is there video game that your family enjoys playing together?
- 6 Do you think it is important to like same things as your parents?
- 7 Do you ever have arguments with your family about using technology?

SPEAKING Work with a partner. Read the text. Using rules 1 to 5 in 1a, explain why we use each article in bold, or no article (-).

Use it ... don't lose it!

7 SPEAKING Interview your partner using the questions in 5.

Do you think family dinners are a good idea?

Yes, I do. You can talk and find out how everybody is.

Reach higher > page 136

Understanding your parents

Dean Burnett is **(a)** a doctor of neuroscience. He is also **(b)** the author of **(c)** a new book called 'Why your parents are driving you up the wall and what to do about it' (Penguin, 2019). He wrote **(d)** the book to help **(e)** (-) teenagers to understand their parents. There are lots of books for **(f)** (-) parents about this question, but not many written for **(g)** (-) young people. He says that **(h)** (-) problems in **(i)** the relationship between **(j)** (-) youngsters and **(k)** (-) adults are nothing new. **(l)** The ancient Greek philosopher Socrates talked about them 2500 years ago! Dean thinks that **(m)** the key to understanding your parents is to simply realise that your brain works differently when you are **(n)** a teenager and when you are **(o)** an adult.



Developing speaking

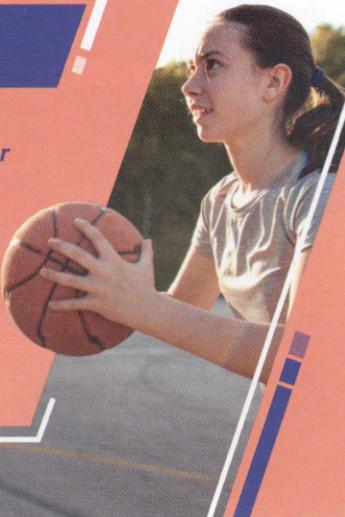
Asking for personal information

- 1 **SPEAKING** Look at this information about two teenagers, Holly and Dylan. Talk about similarities and differences between you and them.

*I've got one sister, like Holly.
But my sister is at university.*

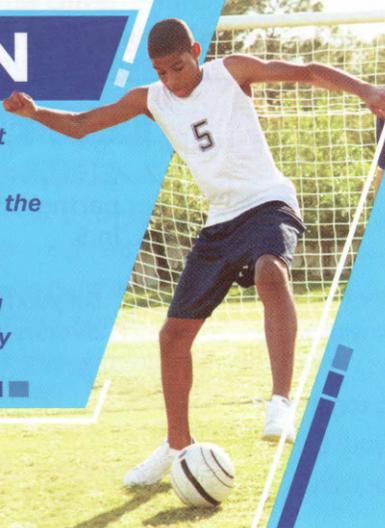
HOLLY

- ▶ one brother (20) at university, one sister (12) at school
- ▶ plays basketball at the weekend
- ▶ likes video games
- ▶ favourite school subject – biology



DYLAN

- ▶ one sister (14) at school
- ▶ plays football at the weekend
- ▶ likes sport
- ▶ favourite school subject – biology



- 2 **CD 07** Holly and Dylan meet for the first time. Listen to their conversation. Find four differences between what they say and the information in 1.
- 3 **CD 07** Listen again. Complete the questions in the Speaking bank.

Speaking bank

Useful questions to ask for personal information

- Have you got brothers or sisters?
- What you?
- What do you do the weekend/in the evenings/on Wednesdays?
- How do you play?
- you like basketball?
- What's your school subject?

- 4a **PRONUNCIATION** Listen to the questions in the Speaking bank. Which go with diagram a? Which go with diagram b?



- 4b **CD 08** Listen and repeat the questions.

- 5 **SPEAKING** Complete the questions and practise saying them with the correct intonation.

- 1 Have you got brothers or sisters?
- 2 old are they?
- 3 Where they study?
- 4 What do you do the weekend?
- 5 you like playing video games?
- 6 you like sport?
- 7 What's your school subject?
- 8 How do you see your grandparents and extended family?

- 6a **SPEAKING** Student A, you are Dylan. Ask Holly the completed questions in 5. Student B, answer your partner using the information written about Holly in 1.

- 6b **SPEAKING** Change roles. Student B, ask the questions in 5. Student A, answer your partner using the information written about Dylan in 1.

- 7 Individually, use the example of Holly in 1 to invent information about your brothers and sisters, your weekend activities, and the things you like.

Practice makes perfect

- 8a **SPEAKING** Use the information in 7 and the questions in the Speaking bank to do this role-play.

You meet an English boy/girl at a summer camp. Find out:

- if they have brothers or sisters (How many? How old? What do they do?)
- what they do at the weekend
- what they like doing in their free time
- what they like studying
- another thing that you would like to know

Exam tip

In speaking exams, when the examiner asks you for personal information, is it a good idea to answer just Yes or No or to give a little more information? Why?

- 8b Change partners and do the task in 8a again. Then reflect on what you did better or differently from the first time you did the task.

Developing writing

An informal email 1

1 Maya is a teenager from Brighton in the UK. She is going to be part of a school exchange with your school. Read her first email introducing herself. Do you have anything in common with her? If so, what? Don't read the notes at the sides of the email at the moment.

From: Maya

Subject: 1 attachment

Hi

1 I'm Maya. I'm from Brighton in the UK. Let me tell you about myself.

2 I've got one brother and one sister. My sister and I are almost the same age and we go everywhere together. My father's a teacher and my mother works in an office. What about you? Have you got a big or a small family?

3 I love listening to music. My favourite group is Wolf Alice. Right now, I'm listening to one of their new songs. I also enjoy doing all types of sports, but especially team sports like football and basketball. What about you? What do you like doing in your free time?

4 What are your favourite subjects at school? Mine are art and English. This year I have special art classes on Saturdays. I have a lot of homework during the week but I love reading when I can. At the moment I'm reading a great book about the Mexican artist Frida Kahlo.

5 Anyway, that's all for now. Is there anything special you'd like to know about me?

Write back soon

Best wishes,

Maya 😊



Explain

Say two things you really like

I like...

Ask about...

2 Match the paragraphs in Maya's email to their content.

- | | |
|-------------|------------------------------|
| Paragraph 1 | favourite subjects at school |
| Paragraph 2 | hobbies |
| Paragraph 3 | basic personal information |
| Paragraph 4 | asking for a reply |
| Paragraph 5 | family |

3 Look again at the email in 1 and complete the information in the Writing bank.

Writing bank

Useful words and expressions in informal emails (1)

- To begin an informal email, we usually use *Dear (Maya)* or just... *Hi*
- We use contractions like... *I'm* ... or ...
- We can use emoticons like... or 😊
- We can use the word... to change the subject.
- To reply to an informal email we can use:
Thanks for your email, It was great to hear from you, How are things?, I hope you're well.
- To finish an informal email letter we can use:
That's... for now, Bye for now!, Write... soon, All the best or Best...

4 Read the email from Maya again, and the notes next to it. Think about what you are going to say.

Practice makes perfect

5a Look at the task and write your reply to Maya. Use the notes, your ideas in 4 and the words and expressions in the Writing bank to help you. Follow the paragraph plan in 2.

Your school is going to be part of this school exchange. Write an email introducing yourself to Maya. Include:

- basic personal information
- information about your family
- information about your main hobby
- information about your favourite subjects at school

5b When you finish your email, use the Writing checklist on page 141 to check it.

Grammar reference

Present simple

Affirmative	I/You/We/They understand . He/She/It understands .
Negative	I/You/We/They don't (do not) understand . He/She/It doesn't (does not) understand .
Question form	Do I/you/we/they understand ? Does he/she/it understand ?
Short answers	Yes, I/you/we/they do . No, I/you/we/they don't . Yes, he/she/it does . No, he/she/it doesn't .

We use the present simple to talk about:

- regular habits and routines.
We walk to school every day.
- permanent situations.
They live in France.
- general and scientific facts.
Most birds fly.

Time expressions we often use with the present simple: *always, usually, often, sometimes, rarely, never, once/twice/three times a day/week/month/year, on Mondays/Tuesdays*

Present continuous

Affirmative	subject + am/are/is + verb+ ing <i>We're working.</i>
Negative	subject + am not/aren't/isn't + verb+ ing <i>She isn't working.</i>
Question form	Am/Are/Is + subject + verb+ ing ? <i>Are they working?</i>
Short answers	Yes, subject + am/are/is . No, subject + am not/aren't/isn't . <i>Yes, I am. No, they aren't.</i>

We use the present continuous to talk about:

- actions that are happening now.
She can't go out. She's studying for an exam.
- temporary actions and situations.
Jim is studying in the UK.

State and action verbs

Some verbs are not usually used in the present continuous because they describe states/situations, not actions. For example:

believe, care, hate, know, like, love, need, think, understand, want

Be careful! Some verbs can describe a state/situation and an action.

I think family dinners are important.
(state/situation – my general opinion)
I'm thinking about the holidays.
(action – what I'm doing right now)

Articles

A/An

We use *a/an* with singular, countable nouns. We use it when we mention something for the first time, or to say that the person or thing is one of a number of people or things.

I've got a bike. It's a mountain bike.

We use *a/an* to say what somebody's profession is.
He's a teacher.

We use *a* before a consonant and we use *an* before a vowel sound.

She's an engineer.

The

We use *the* with countable (singular and plural) and uncountable nouns. We use it to refer to something or somebody previously mentioned.

I've got a problem. The problem isn't serious.

We also use *the* to talk about specific things or people.
The film I saw was good.

We also use *the* to talk about something unique, something that there is only one of.

the sun, the president, the world

No article

We do not use an article with plural countable nouns or uncountable nouns when we are talking about people or things in general.

Education is important.

I love oranges.

Vocabulary

1 Ages and stages of life

baby • child • middle-aged (man/woman) • senior citizen • teenager • toddler • young adult

2 The family

aunt • brother/sister-in-law • cousin • daughter • father/mother-in-law • grandchild • grandfather/mother • grandparent • grandson/daughter • great-grandfather/mother • husband • nephew • niece • son • son/daughter-in-law • stepfather/mother • uncle • wife

3 Words connected with the family

divorced (adj.) • extended (adj.) • immediate (adj.) • one-parent (adj.) • only child (n.) • partner (n.) • relative (n.) • single (adj.) • twin (n.)

4 Noun suffixes -ment, -ion, -ence

adolescence • argument • confidence • connection • difference • embarrassment • enjoyment • explanation • improvement • independence • permission • solution

Grammar test

Present simple and present continuous

1 Complete the table.

Verb	Third person singular	-ing form
1 watch		
2 lie		
3 write		
4 cry		
5 get		

2 Choose the correct alternative.

- He's a new pair of jeans today.
 a wears c wearing
 b carries d carrying
- When your sister have English lessons?
 a is c does
 b do d has
- I'm not sure if he French or German right now.
 a studies c study
 b are studying d 's studying
- Where's your cousin? He normally on time.
 a come c arrives
 b is arriving d is coming
- Stop talking to her because she to you.
 a don't listen c 's listening
 b listens d never listens
- Why she doing anything?
 a hasn't c doesn't
 b isn't d don't

/ 11 points

State and action verbs

3 Put the verb in the correct form of the present simple or present continuous.

- you
 (understand) state and action verbs?
- I (hate) it when I make a simple mistake.
- Don't disturb me! I (think) about how to answer this question.
- To do this, you (need) to concentrate.
- Who (know) how to translate this?

/ 5 points

Articles

4 Choose the correct alternative.

- It's a/the/- beautiful day and a/the/- sun is shining.
- A/The/- young girl walks into a restaurant. A/The/- girl sits down and orders a pizza.
- My cousin loves a/the/- books. He's a/the/- writer.
- Pete's uncle is a/the/- doctor. He says a/the/- exercise is good for you.

/ 8 points

Vocabulary test

Ages and stages of life; The family; Words connected with the family

1 Read the definitions and write the words.

- a young child who is starting to walk
- the father of your husband
- your mother's new husband in a second or later marriage
- to describe someone who is not married
- to describe a family in which there is only a father or a mother
- when you have no brothers or sisters
- someone who is over 65
- your close family
- the daughter of your uncle

/ 9 points

Noun suffixes -ment, -ion, -ence

2 Complete the table with the noun form of these words.

adolescent • argue • confident • enjoy • explain • permit • solve

-ment	-ion	-ence

/ 7 points

Total:

/ 40 points

2



LAW AND ORDER

Vocabulary in context

Crimes

Detective work

1 Read the clues and check that you understand the words in bold. Use a dictionary if necessary.

Clues and crimes!

It's when somebody ...

- 1 **steals** something from a bank or a person.
- 2 **breaks into** a house and takes things from it.
- 3 **damages** public property.
- 4 **kills** another person.
- 5 takes things from a shop without paying.
- 6 does something **illegal** on the Internet or using a computer.
- 7 takes a person's money or possessions using **violence**.
- 8 takes somebody away illegally, usually asking for money before returning them.
- 9 takes something or somebody secretly or illegally into or out of a place.
- 10 **burns** a building or place deliberately.

2 Match these words to the clues in 1.

09 Crimes

arson • burglary • cybercrime • kidnapping • mugging • murder • robbery/theft • shoplifting • smuggling • vandalism

3a Complete the words for the criminals who commit the crimes in 2 by adding two letters. Seven words end in -er.

- | | |
|----------------------|------------------|
| 1 arsoni | 6 murder..... |
| 2 burgl..... | 7 robb |
| 3 cybercrimin..... / | 8 shoplift |
| hack..... | 9 smuggl..... |
| 4 kidnapp..... | 10 vand..... |
| 5 mugg | |

3b Listen, check and repeat.

4 Look at these phrases. Which do you think come at the beginning of a police investigation and which at the end? There is more than one possible answer.

Detective work

accuse a suspect • analyse evidence • arrest a suspect • charge a suspect • investigate a case • prove something • question a witness • search for evidence

5a Read the text and complete it with words from 4. Use just one word for each gap.

A POLICE DETECTIVE'S JOB – the basics

After a crime, the first thing detectives need to do is (a) the case. Firstly, they (b) for evidence, i.e. anything that can help to show that somebody in particular did the crime. When they find the evidence, they need to (c) it, studying it in detail. Of course, it's not so difficult to solve a crime when somebody actually saw what happened. In that case, the police need to question the (d) When the police have specific evidence, they can (e) that the suspect committed the crime. When that happens, they can (f) the suspect and say they did it. They then (g) the suspect, taking them to a police station and keeping them there because they think they committed the crime. They need to (h) the suspect, making an official statement that says the suspect actually committed the crime.

5b Listen and check your answers.

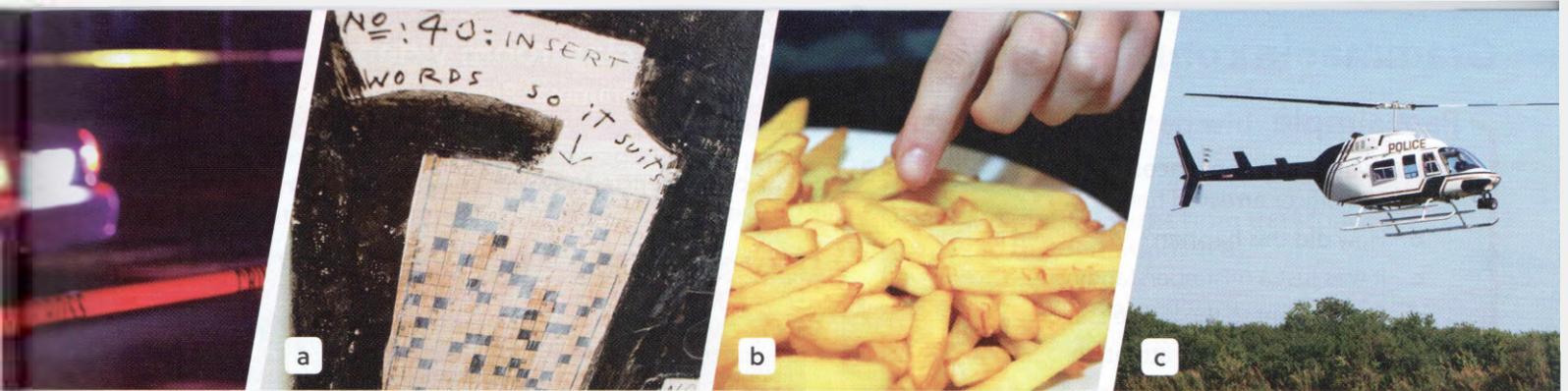
6 What is the noun form of each verb in 4? Remember that some noun forms are identical to the verb form.

Use it ... don't lose it!

7 SPEAKING Ask and answer the questions.

- 1 Would you like to do detective work? Why/Why not?
- 2 What parts of detective work do you think you would be good at? Why?

Reach higher > page 136



Reading

1a Look at the photos above about three true crime stories. Match the titles of the stories to the photos.

- 1 Eating the evidence
- 2 A criminal pastime
- 3 Where did the criminals go?!

1b **SPEAKING** What do you think happens in each story?

2 Read the stories. Which title goes with each paragraph? Were your predictions in 1b correct?

3 **13** Read the stories again and answer the questions.

- 1 Where and when did a woman steal a police officer's chips?
- 2 What happened each time the woman took one of the officer's chips?
- 3 Why did a group of children and adults form a human arrow?
- 4 How did the story of the human arrow end for the criminals, the police and the children and adults?
- 5 What do we know about the work of art that the old lady destroyed?
- 6 Why did the elderly woman say she wrote on the work of art?
- 7 Why do the police think the elderly woman wrote on the crossword?

4 What do the underlined words and phrases in the text mean? Guess and then check in your dictionary.

5 Critical thinkers

In your opinion, are the people in the stories criminals?

What makes you say that?

Use ideas from the text and other information to justify your opinion. Then share your ideas.

THE NEWS

Local World Top stories

A On Wednesday night a police officer arrested a woman for stealing three chips – his chips!

The scene of the crime was a pizza restaurant in Washington DC. The suspect turned up at the restaurant and sat down next to the police officer. She began talking to him and then took one of his chips. What did he do? He asked her to stop, but she took another chip. The officer explained to the woman that this was theft but she didn't pay any attention and took a third chip. The officer arrested her, took her to the police station, and charged her with the theft of 'French-fried potato ... quantity: three'. After eating the chips, there wasn't any evidence. But the witness report was probably sufficient!

B A human arrow helped the police to arrest two suspects in Surrey last Friday.

Two men broke into an old building, and a witness called the police. The police immediately sent a helicopter to investigate and look for the men. A group of children and adults saw the police helicopter overhead and also two suspicious men running across a field. They realised the helicopter was in search of the two men, so they came up with an idea. They quickly got on the ground and formed an arrow to guide the helicopter to the suspects. The police caught the two men and charged them with suspected burglary. Surrey police are still looking into the crime but they thanked the children and adults for their fast reactions.

C A 91-year-old woman destroyed a work of art in a museum in Nuremberg, Germany, last week.

The work of art cost almost \$90,000. So, how did this happen? The woman came across a piece of paper at the museum with an old crossword on it. She decided to try to do the crossword, using a pen (but without looking up the answers in a dictionary!). Later she found out that the crossword was in fact a work of art called *Reading Work Piece* by the artist Arthur Koepcke. Next to the work of art, the artist wrote a sign that said 'Insert words'. When the police questioned the old lady, she said she simply followed the artist's instructions. They worked out that it was probably just a misunderstanding and that the interactive art in the museum possibly confused her!





Past simple

1a Look at these sentences.

- a The officer **arrested** her.
- b How **did** this **happen**?
- c It **was** just a misunderstanding.
- d He **took** her to the police station.
- e She **didn't pay** any attention.
- f There **wasn't** any evidence.

Find an example in a–f of ...

- 1 a form of *be* in the past simple affirmative. ...
- 2 a form of *be* in the past simple negative. ...
- 3 a regular verb in the past simple affirmative. ...
- 4 an irregular verb in the past simple affirmative. ...
- 5 a past simple question. ...
- 6 a verb in the past simple negative. ...

1b Complete the sentences with the correct past simple forms of *be*, *walk* and *go*.

Affirmative: He (a) ... *was/walked/went* ... there yesterday.

Negative: He (b) ... there yesterday.

Question form: (c) ... he (d) ... there yesterday?

Check it page 28

2a **PRONUNCIATION** All of these verbs have a regular past simple form ending in *-ed*. Complete the table with the correct pronunciation of the endings.

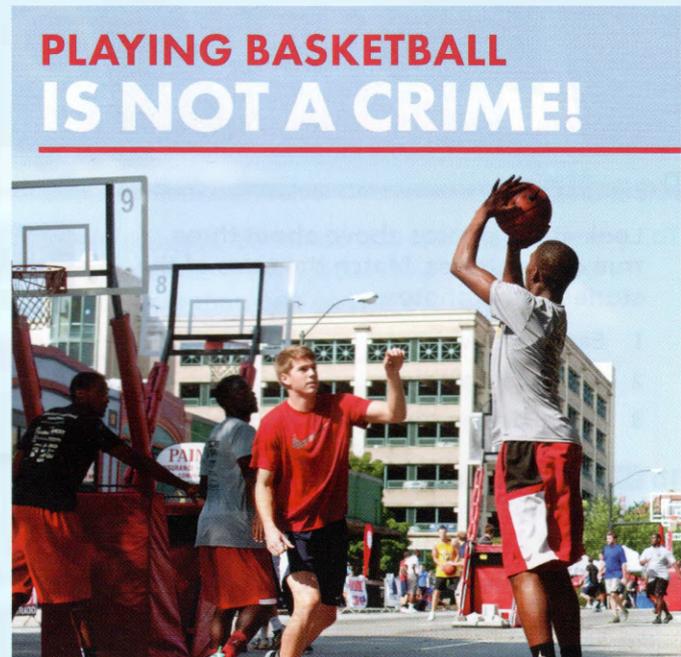
- arrived • discovered • finished • liked • needed • painted • passed • planned • started • stayed • wanted • watched

	/d/	/ɪd/
<i>arrived</i>		

2b Listen, check and repeat.

2c Look at the words in the /ɪd/ column in the table. Which letters come just before *-ed* in the words?

3 Complete the text with the past simple form of the verbs.



PLAYING BASKETBALL IS NOT A CRIME!

In 2016, in a small town in Florida, somebody (a) ... (call) the police. The person (b) ... (not be) happy because of the noise coming from some kids playing basketball in the street. A police officer (c) ... (go) to investigate. He (d) ... (find) some teenagers playing basketball. He (e) ... (not stop) them. In fact, he (f) ... (start) to play with them! Other teenagers (g) ... (come) out of their houses. At first, they (h) ... (not believe) it. In the end, eight kids happily (i) ... (play) with the officer. After ten minutes, he (j) ... (leave). He (k) ... (tell) them to continue, but not to make excessive noise. Lots of people (l) ... (see) a video of the incident and the kids all (m) ... (become) famous! Shaquille O'Neal (n) ... (meet) them personally! Now they don't play in the street. The police officer (o) ... (help) them to build a basketball court. And he still plays with them sometimes.

4 Complete the questions about the text in 3 with the past simple form of the verbs.

- 1 Why ... a police officer ... (investigate) an incident in Florida in 2016?
- 2 Who ... the police officer ... (find) in the street?
- 3 ... he ... (stop) them?
- 4 What ... he ... (do)?
- 5 ... (be) the kids happy to play with the police officer?
- 6 How ... the kids ... (become) famous?

5 **SPEAKING** Take it in turns to ask and answer the questions in 4.

Developing vocabulary

- 6 **SPEAKING** Student A, look at the text about crime fiction below. Student B, turn to page 149. Prepare questions to ask your partner to find the missing information.

(a) How much did British people spend on crime fiction in 2017?

STUDENT A

BOOK NEWS REVIEWS GENRES TOP 5 🔍

CRIME FICTION

British people love reading about crime. According to Nielsen BookScan, in 2017 they bought 18.7 million crime and thriller books. They spent (a) pounds on crime fiction.

Sir Arthur Conan Doyle created the first superstar detective, Sherlock Holmes, in 1886. But the first real detective story was probably *The Murders in the Rue Morgue*. Edgar Allan Poe, who came from (b), wrote this story in 1841. In the story, the murderer was (c)

Conan Doyle worked as a (d) and Poe was a soldier. Another famous crime writer called Colin Dexter taught Latin at school. And a popular Chinese crime writer called Liu Yongbiao was possibly a murderer! According to the police, he (e) during a robbery in 1995.

UK readers and writers like variety. For example, Lindsey Davis wrote about a clever detective in Ancient Rome. She wrote her first Roman crime novel in (f), In 2003, Alexander McCall Smith wrote a story about (g)

The BBC® created a TV series in 2008.

Use it ... don't lose it!

- 7 **SPEAKING** Interview your partner with your questions from 6 to complete your text.

Reach higher → page 136

Phrasal verbs connected with investigating and finding

- 1 Match the phrasal verbs from the stories on page 19 to the definitions 1–8.

come across • come up with • find out • look for • look into • look up • turn up • work out

- 1 investigate
- 2 find by accident
- 3 solve a problem by considering the facts
- 4 try to find
- 5 discover
- 6 arrive or appear unexpectedly
- 7 try to find information in a book or list or by using a computer
- 8 think of an idea or a plan

- 2 **SPEAKING** You have three minutes. How many logical sentences can you make with the words in the table? Your sentences must include the phrasal verbs in 1.

I came across the key.

looked	out	the key.
found	for	the answer.
came	across	the identity of the criminal.
worked	up	

- 3a Complete the sentences with the correct prepositions.

Think about a time when ...

- 1 you came a friend or relative in a surprising or unusual place.
- 2 you found something interesting about a famous person.
- 3 a friend or relative suddenly turned at your house.
- 4 you worked a difficult problem in a school subject.
- 5 you needed to look an object that you lost.
- 6 you looked something in detail to do a project or assignment at school.
- 7 you came with a great new idea.
- 8 you looked an English word in a dictionary.

- 3b Think about something to say for each situation in 3a.

Use it ... don't lose it!

- 4 **SPEAKING** Tell your partner about the situations in 3.

Reach higher → page 136



GREAT LEARNERS GREAT THINKERS

RIGHT AND WRONG ACTIONS

Lesson aim: To think about right and wrong actions and how they affect us and others

Video: Hacked!

SEL Social and emotional learning: Being considerate

1 **SPEAKING**  Ask and answer the questions.

- 1 How many passwords do you have and what do you use them for?
- 2 How safe do you think your passwords are?
- 3 How safe do you think you are on the Internet?

2 **VIDEO**  Watch the video about a cybercrime which affected Mat Honan a few years ago. What did the hackers do to him?

3 **VIDEO**  Watch the video again and put the events in order.

- | | | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | ... | 8 | 9 |
| a | Mat tried to switch on his tablet. | | | | | f | Mat saw an unusual icon. | | |
| b | Mat's password didn't work. | | | | | g | Mat wrote about the hack. | | |
| c | Mat connected his phone to his computer. | | | | | h | The screen asked for a PIN. | | |
| d | The hackers contacted Mat personally. | | | | | i | Mat realised it was an attack by hackers. | | |
| e | Mat tried to charge his phone. | | | | | | | | |

4 **SEL** Read the text and answer the questions.

- 1 What reason did Mat's hackers give for their crime?
- 2 What do you think about the reason?
- 3 Why was Mat particularly unhappy about this crime?
- 4 What are the two basic values the text talks about?

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The consequences of our decisions

It was two teenagers who hacked Mat Honan's accounts a few years ago. One of them said he did it to help companies to learn how to really protect people's digital lives (today the same hack is impossible). But the hackers deleted Mat's only photos of his daughter when she was young and that really hurt him. Respecting people's property is a basic human value. We can't just take what we want or destroy what isn't ours. Mat's hackers forgot another basic human value – thinking about others. We need to think about the consequences of our decisions and actions, both for ourselves and others.



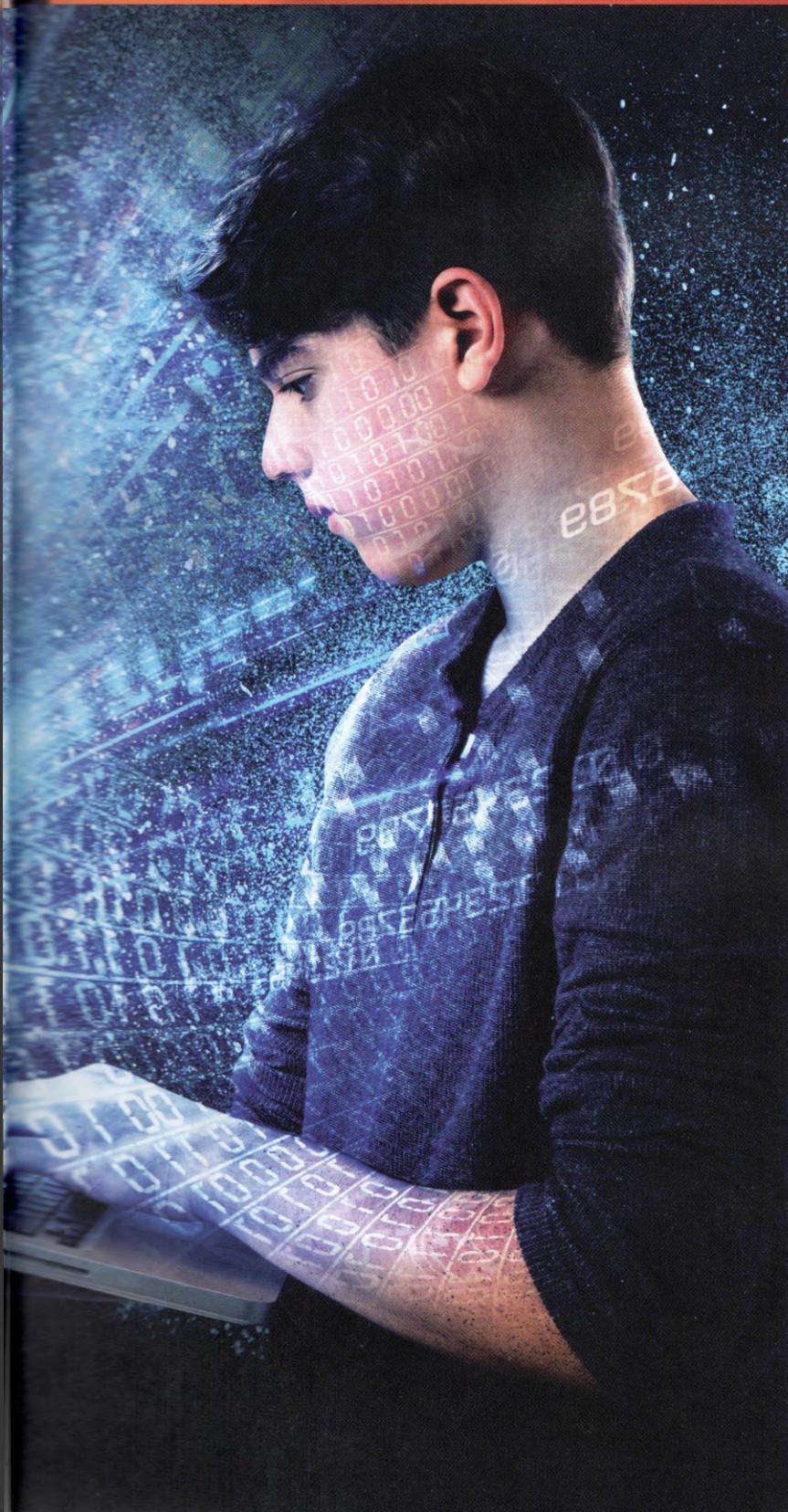
RANSOMWARE ATTACK

Your personal files are encrypted

You have 5 days to submit the payment!!!

To retrieve the Private key you need to pay

Your files will be lost



GREAT THINKERS



Circle of viewpoints

5 **WORKING IN GROUPS** Work in groups of three and do this role-play activity.

- 1 One of you is Mat, one of you is Mat's child (now a teenager), and one of you is one of the hackers. Think about how you feel about what happened and why. Prepare what you want to say, and any questions you want to ask, from the point of view of your character.
- 2 Discuss the crime using your ideas in 1.
- 3 When you finish, discuss if or why you think it can be useful to see things from other people's point of view.

6 **CRITICAL THINKING** Decide what to do in these three situations and why.

- 1 You need to buy somebody a present but you don't have any money. You see €20 on a desk at the back of the classroom. What do you do?
- 2 A friend wants to copy a history assignment you did this weekend. Your friend couldn't do it because their grandfather was very ill. What do you do?
- 3 A friend wants you to tell their mum that you were together yesterday evening, but it isn't true. What do you do?

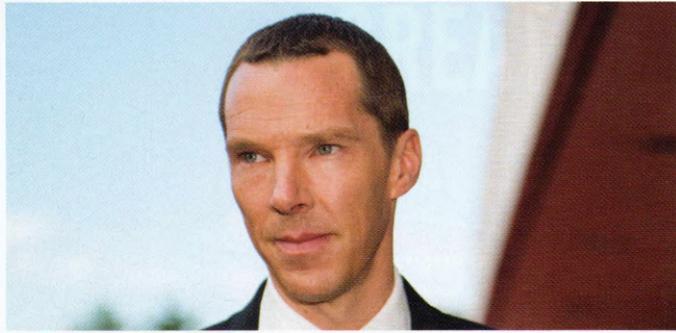
GREAT LEARNERS



Great learners act with integrity and honesty.

In the situations in 6, you can take the easy option and solve a problem quickly. But why is that not always such a good idea?

1 **SPEAKING** Look at the photo of the actor Benedict Cumberbatch. What do you know about the actor or the series or films he appears in?



Exam tip

You are going to do a True/False listening activity. What do you think is the first thing to do in this type of activity?

2 **15** Listen to two students discussing Benedict Cumberbatch and something that happened to him. Decide if each statement is True (T) or False (F).

- 1 Ava watched *Sherlock* last night because she loves watching detective stories. **T / F**
- 2 Benedict Cumberbatch saw a crime when he was riding his bike in London. **T / F**
- 3 The muggers attacked the man on the bike with a bottle. **T / F**
- 4 Cumberbatch didn't touch the muggers. **T / F**
- 5 Ava and Tom think Cumberbatch probably knows how to protect himself in a fight. **T / F**
- 6 The muggers left because they recognised Cumberbatch. **T / F**
- 7 People heard about this story because the cyclist and police wanted to thank the actor for his help. **T / F**
- 8 A taxi driver and Cumberbatch's wife both helped to stop the mugging. **T / F**

3 **15** Correct the false statements in 2. Listen again if necessary.

4 Why do these words, people, things or places appear in Tom and Ava's conversation?

- 1 superhero 4 publicity for a new TV series
- 2 hospital 5 Sophie Hunter
- 3 Baker Street 6 police station

5 **Critical thinkers**

In your opinion, do you think it's normal or surprising that a famous actor tried to stop a real-life crime?

What makes you say that?

Use ideas in the listening and other information to justify your opinion. Then share your ideas.

Past continuous

1a Look at sentences 1–4 and match them to the explanations of their use a–d.

- 1 The poor man on the bike was shouting at them.
 - 2 While he was travelling in a taxi, he saw a crime.
 - 3 He ran out of the taxi.
 - 4 He saw the muggers and told the driver to stop.
- a a completed action in the past
 - b two completed actions in the past that happened one after the other
 - c an activity in progress in the past
 - d an activity in progress in the past interrupted by a sudden action

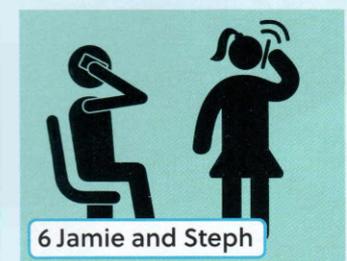
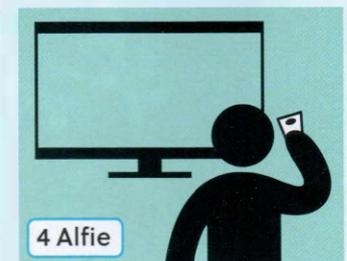
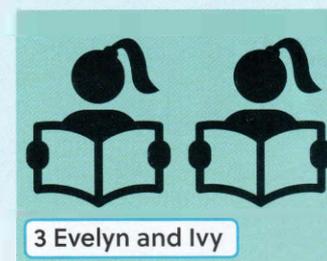
1b Complete this rule.

We make the past continuous with the past simple of + verb+ing.

Check it page 28

2 What were these people doing yesterday at 6.30 pm? Look at the pictures and write complete sentences. If there is a cross, make the sentence negative.

1 Mia was running.



3 Write the questions and short answers.

- 1 What / Mia / do? 5 Becky and Adam / cook?
- 2 Logan / swim? 6 What / Jamie and Steph / do?
- 3 Evelyn and Ivy / study?
- 4 Alfie / watch TV?

- 4 Look at this picture of the story in the listening text on page 24. Find 6 differences and write sentences in the past simple and past continuous.

In the listening, four people were mugging the victim, not two.



- 5 **SPEAKING** Look at the picture in 4 for two minutes, then close your book. Describe what you remember. Which pair can write the most correct sentences?

- 6 **SPEAKING** One of you closes the book and the other asks questions about the scene.

What was the lady in the hat doing?

She was carrying two bags.

used to

- 7 Read the sentences and then choose the correct alternative in the rules below.

- I **used to** watch detective series when I was small but then I stopped.
 - Did** Sherlock Holmes **use to** live in Baker Street?
 - Things like that **didn't use to** happen.
 - He **ran out** of the taxi and **tried to** stop them.
- a We use/don't use **used to** to talk about past habits that do not happen now.
- b We use/don't use **used to** to talk about single actions in the past.
- c After **used to** we use the -ing/the infinitive form of the verb.
- d In questions and negative sentences we use use to/used to.

Check it page 28

- 8 Complete the text with the correct form of *used to* and the verbs given.

The first police force in the world

In the 19th century, London (a) (be) quite a dangerous place. Maybe that's why in 1829 they created the London Metropolitan Police force. People (b) (call) the first police officers 'Bobbies' because the person who started the police force was Sir Robert (Bobby) Peel. (c) the first police officers (have) guns? No, they (d) (carry) wooden sticks called truncheons. Of course, they (e) (not have) phones or radios to communicate with other officers if they needed help. They (f) (make) lots of noise with rattles or whistles to call for assistance. To be a police officer, you (g) (need) to be tall, but now your height isn't important.

- 9 Write answers to the questions. Make three answers true and three answers false.

- What were you doing at ...
 - 8 am last Saturday?
 - 10 pm last Saturday?
 - 9 am on Sunday?
- What did you use to do when ...
 - you were a toddler?
 - you were eight years old?
 - it was summer, when you were small?

Use it ... don't lose it!

- 10 **SPEAKING** Ask and answer your questions in 9. Can your partner guess which of your answers are false?

Reach higher > page 136

Developing speaking

Apologising



1 **SPEAKING** Look at the photos above. Describe what you can see. How do you think the people feel?

2 **SPEAKING** Discuss the questions.

- When was the last time you apologised to someone? Who did you apologise to and why?
- When was the last time somebody apologised to you? Who apologised and why?

3a Look at this information about apologising in the UK. Complete the text by guessing the missing words and numbers.

Culture exchange

Saying sorry

People in the UK say 'sorry' a lot! A YouGov survey found that they say it around (a) times a day. One in eight British people say 'sorry' up to (b) times a day!

According to the same survey, British people say 'sorry' more than Americans. For example, if they are five minutes late, (c)% of British people say sorry, compared with (d)% of Americans. The survey didn't include Canadians, but Canadians also have a reputation for saying 'sorry' a lot!

People in the UK often say 'sorry' for things they're not responsible for. For example, 36% say sorry when another person (e) them accidentally! Only 24% of Americans do this.

In general, in the UK saying 'sorry' is simply a way of being (f), especially with people we don't know very well.

3b Listen and check your answers. Do you think the information is similar in your country? If not, how is it different?

4 Listen to two dialogues. In each dialogue, why does the person apologise? Does the other person accept the apology or not?

5 Listen again and complete the expressions.

- I'm sorry.
- It matter.
- It's (water).
- me (get you a new bottle in the break).
- I'll it up to you.
- That's the time (I lend you anything).
- I terrible.

6 Complete the Speaking bank with the expressions from 5.

Speaking bank

Useful expressions for apologies

Making apologies

- I'm sorry.
-
-
-
-
-

Responding to apologies

- It's OK.
- Don't worry about it.
- Never mind.
-
-
-
- It's not that important.

7 Look at the photos in 1. Now think of two more situations where somebody needs to make an apology.

You were going to go out with your friend on Saturday, but now you remember that you have to go somewhere with your family.

8 **SPEAKING** Create dialogues for your situations in 7. Use expressions from the Speaking bank.

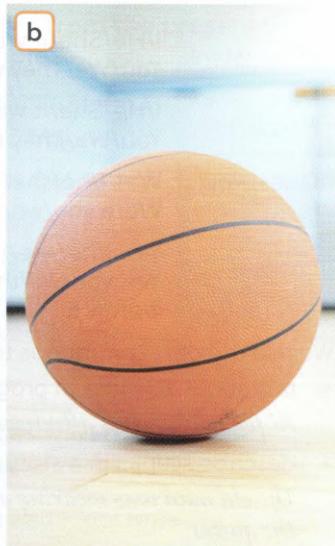
Practice makes perfect

9a **SPEAKING** Practise your dialogues in 8. Change roles when you finish.

9b **SPEAKING** Act out one of your dialogues for the class without looking at any notes.

Developing writing

A blog post



- 1 SPEAKING** Look at the photos a–d. Invent a story about a group of teenagers that connects the four photos.
- Read the blog post. Was your story similar or different to Mila's story? What were the main similarities or differences?

About Latest posts Archives

KIDS DOING GOOD!

Posted 5th May

What a story I have for you today!

My American friend Sam told me an amazing true story that he read last week. It all started when somebody called the police about a burglary because a man was breaking into a garage to steal objects, including some gardening equipment. Then, he got on a bike and tried to cycle away. A few minutes later, a police car arrived. The burglar dropped the gardening equipment but didn't stop cycling. One of the officers got out of the car and started running after the criminal.

Meanwhile, some ten- to twelve-year-old children were playing basketball in the park nearby. Suddenly, one of them saw the police officer running after the suspect on the other side of the road. He threw the ball and it hit the burglar! The burglar fell off his bike and, finally, the police officer arrested him. The next day, the police thanked the children for their help on social media!

- Which words and expressions in the box appear in the text?

Writing bank

Useful words and expressions of sequence and time

- It all started when ...
- At first
- Then
- Next
- Meanwhile
- Suddenly
- In the end
- Finally
- A few minutes/hours/days later
- The next day

- Imagine that you helped somebody in an unusual situation last week. Make notes answering the questions.

- Who did you help?
- How did you help them?
- Where were you?
- Who were you with and what were you doing?
- What did you do exactly?
- Did anybody thank you or give you anything for helping?
- What happened in the end?

Practice makes perfect

- Look at the task and write your blog post. Use your notes from 4 and the words and expressions in the Writing bank to help you.

Last week you helped somebody in an unusual situation. Write a blog post about what you did. Tell them:

- who you helped, where and how.
- why the situation was unusual.
- what you did next and what happened in the end.

- When you finish your blog post, use the Writing checklist on page 141 to check it.

Exam tip

What are the criteria for getting a good mark in your English writing exams? Think, make a list and then consult your teacher.

Grammar reference

Past simple of to be

Affirmative	I/He/She/It was here yesterday. You/We/They were here yesterday.
Negative	I/He/She/It wasn't (was not) there last week. You/We/They weren't (were not) there last week.
Question form	Was I/he/she/it in this school last year? Were you/we/they in this school last year?
Short answers	Yes, I/he/she/it was . No, I/he/she/it wasn't . Yes, you/we/they were . No, you/we/they weren't .

Past simple of regular and irregular verbs

Affirmative	I/You/He/She/It/We/They worked/ went yesterday.
Negative	I/You/He/She/It/We/They didn't (did not) work/go yesterday.
Question form	Did I/you/he/she/it/we/they work/go yesterday?
Short answers	Yes, I/you/he/she/it/we/they did . No, I/you/he/she/it/we/they didn't .

We use the past simple to:

- describe finished actions or situations in the past.
I went to Mexico last year.
She didn't go to bed late yesterday.
- to say that one thing happened after another.
When Mum came home, we had dinner.
When I arrived at school, I heard the good news.
- to ask about actions or situations in the past.
Did you get up early today?
Did your father bring you to school?

Past continuous

Affirmative	I/He/She/It was working . You/We/They were working .
Negative	I/He/She/It wasn't (was not) playing . You/We/They weren't (were not) playing .
Question form	Was I/he/she/it listening ? Were you/we/they listening ?
Short answers	Yes, I/he/she/it was . No, I/he/she/it wasn't . Yes, you/we/they were . No, you/we/they weren't .

We use the past continuous to:

- talk about activities in progress at a moment in the past.
At four o'clock this afternoon we were reading.
- describe scenes in a story or description.
The old man was wearing a suit and he was playing the guitar.
- talk about an activity in progress when another, shorter activity happened or interrupted it. It tells us that an action was in progress, but not that the activity was finished.
I was watching the TV when somebody knocked at the door.

We often use *while* and *as* with the past continuous.

While/As I was watching him, he turned and looked at me.

Remember that some verbs are not usually used in the continuous (see page 16 for some examples of state verbs).
I had a green bike. NOT ~~was having~~ a green bike.

Used to

Affirmative	I used to play all day when I was four.
Negative	She didn't use to read detective novels.
Question form	What did you use to do?

We use *used to* to talk about past habits and things we did regularly in the past but not now.

I used to ride my bike to school when I was small.

We cannot use *used to* for single actions in the past.

Vocabulary

1 Crimes and criminals

arson (n.) • arsonist (n. pers.) • break into (v.) • burglar (n. pers.) • burglary (n.) • burn (v.) • cybercrime (n.) • cybercriminal (n. pers.) • damage (v.) • hacker (n. pers.) • illegal (adj.) • kidnapper (n. pers.) • kidnapping (n.) • kill (v.) • mugger (n. pers.) • mugging (n.) • murder (n.) • murderer (n. pers.) • robber (n. pers.) • robbery (n.) • shoplifter (n. pers.) • shoplifting (n.) • smuggler (n. pers.) • smuggling (n.) • steal (v.) • theft (n.) • thief (n. pers.) • vandal (n. pers.) • vandalism (n.) • violence (n.)

2 Detective work

accusation (n.) • accuse (v.) • analyse (v.) • analysis (n.) • arrest (v., n.) • case (n.) • charge (v., n.) • evidence (n.) • investigate (v.) • investigation (n.) • proof (n.) • prove (v.) • question (v., n.) • search (v., n.) • suspect (n.) • witness (n.)

3 Phrasal verbs connected with investigating and finding

come across • come up with • find out • look for • look into • look up • turn up • work out



Grammar test

Past simple

1 Change these sentences from the present simple to the past simple.

- 1 Richard and I are students at this school.
- 2 We leave school at five o'clock.
- 3 She catches the bus at that stop.
- 4 What time do you finish work?
- 5 She doesn't teach English.
- 6 They have a problem.

/ 6 points

Past continuous

2 Complete the sentences with the past continuous form of these verbs.

listen • read • sit • not wait • not write

- 1 At 9 pm last night I a detective novel.
- 2 Which song you to?
- 3 He a letter; it was an email.
- 4 They for a bus; it was a taxi.
- 5 Which chair you on?

/ 5 points

Past continuous and past simple

3 Choose the correct alternative.

- 1 While I travelled/was travelling to work, my phone suddenly rang/was ringing.
- 2 The boy stole/was stealing the apple while nobody looked/was looking.
- 3 Emily drove/was driving home when she remembered/was remembering it was her mum's birthday.
- 4 Sam broke/was breaking the window and then he ran/was running away.

/ 8 points

Used to

4 Are these sentences correct or not? If not, correct them.

- 1 Did you used to have long hair?
- 2 He used to visits his grandparents every weekend.
- 3 One day last year she used to catch a criminal.
- 4 We didn't use to have a lot of homework.

/ 4 points

Vocabulary test

Crimes and criminals

1 Complete the sentences with these words. There are five extra words that you don't need.

burglary • burgle • kidnapper • kidnapping • kill • mug • mugger • smuggling • steal • theft • thief • vandal

- 1 When you someone, you attack them for their money.
- 2 When you from a person or a place, you take money or objects illegally.
- 3 is a general word for somebody who takes other people's things or money.
- 4 is the crime of entering a house to take things.
- 5 A is someone who takes away another person and wants money before they set the person free.
- 6 is when you bring something into a different country illegally, without permission.
- 7 The police stopped the because he was breaking shop windows.

/ 7 points

Detective work

2 Choose the correct alternative.

- 1 The man made a serious accuse/accusation.
- 2 They searched the house but they couldn't find any proof/prove.
- 3 We need to get this evidence to the laboratory to analyse/analysis it.
- 4 They charged/questioned the people who saw the kidnapping.

/ 4 points

Phrasal verbs connected with investigating and finding

3 Complete the sentences with the correct prepositions.

- 1 I was looking (a) my keys yesterday but I couldn't find them. I hope they turn (b) soon. If you come (c) them, could you tell me?
- 2 A detective is looking (d) the case to work (e) who the criminal is. It's a priority to come up (f) an idea about who did it.

/ 6 points

Total:

/ 40 points

Reading

Reading exam tip

In multiple-choice reading activities, remember ... If you aren't 100% sure of the correct answer, begin by taking away any answers which you know aren't correct.

- 1 **SPEAKING** Imagine you live in a tent in the countryside in your country. What is your daily life like?

Zeki Basan: life in the wild

1 When Zeki Basan was 16, he lived in a tent for almost a year on the island of Skye in Scotland. It can seem unusual for someone to live like that, especially if you are a teenager, but it wasn't for him. He was on a course at the School of Adventure Studies, and thought it was good to learn how to live away from the city while he was studying. The fact that some of his best memories were of growing up in the mountains in the Highlands with his mother and sister probably helped him make this decision. They used to live far away from any towns and even had to use cross-country skis to take food there every winter.

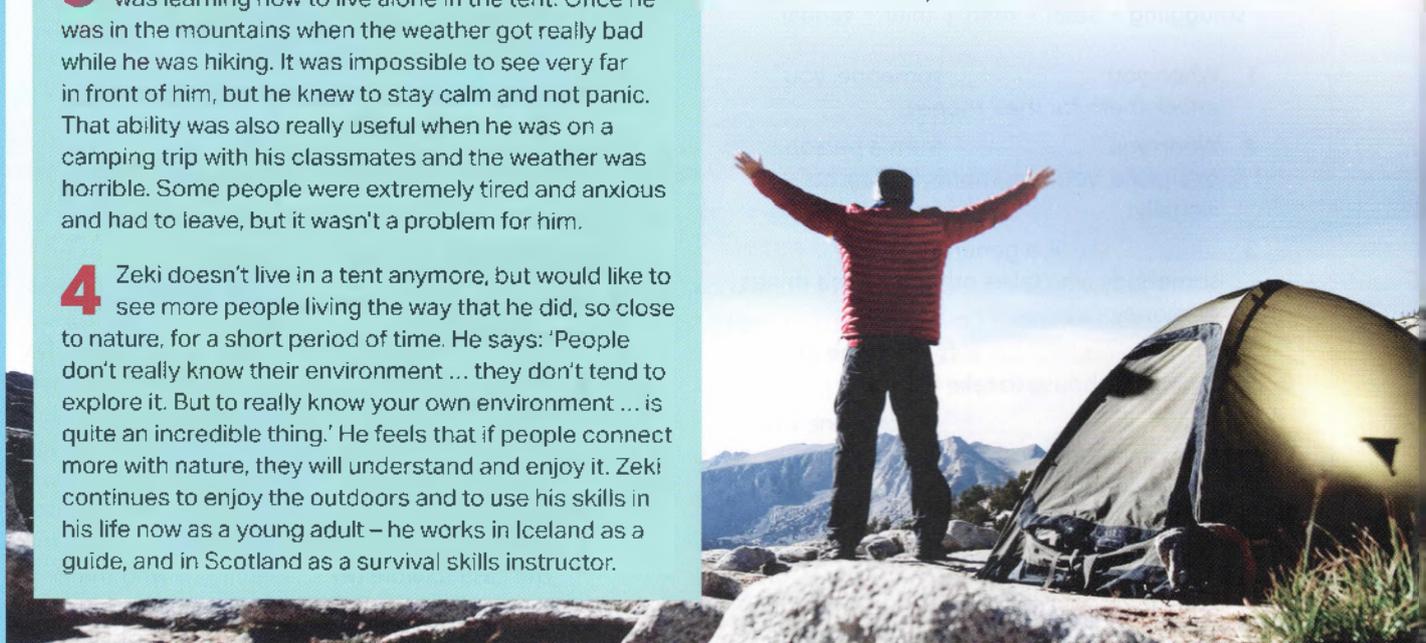
2 Zeki's mother taught him and his sister how to live close to nature when they were young. So Zeki was comfortable playing and exploring in nature. They also travelled to lots of places abroad, so that his mother, a cookery writer, could learn about traditional ways of making food. He saw how people were able to use the land and natural products, and he also wanted to do that one day.

3 Zeki experienced a few difficult situations while he was learning how to live alone in the tent. Once he was in the mountains when the weather got really bad while he was hiking. It was impossible to see very far in front of him, but he knew to stay calm and not panic. That ability was also really useful when he was on a camping trip with his classmates and the weather was horrible. Some people were extremely tired and anxious and had to leave, but it wasn't a problem for him.

4 Zeki doesn't live in a tent anymore, but would like to see more people living the way that he did, so close to nature, for a short period of time. He says: 'People don't really know their environment ... they don't tend to explore it. But to really know your own environment ... is quite an incredible thing.' He feels that if people connect more with nature, they will understand and enjoy it. Zeki continues to enjoy the outdoors and to use his skills in his life now as a young adult – he works in Iceland as a guide, and in Scotland as a survival skills instructor.

- 2 Read the text about a young man who lived in a tent for a year. Then, for each question, choose the correct answer.

- What is the first paragraph about?
 - the advantages and disadvantages of living in a tent
 - the two locations where Zeki lived
 - why Zeki moved to live away from his family
 - why the way Zeki lived at the time was natural for him
- Why did Zeki decide to live in the tent?
 - He disliked going abroad so often.
 - He wanted to develop particular skills.
 - He didn't like his family home.
 - He couldn't find a place to build a house.
- In the third paragraph, how did Zeki react to the difficult situations he was in?
 - He was relaxed and didn't feel worried.
 - He found it difficult not to feel stressed.
 - He felt impatient and a little angry.
 - He needed to feel more confident about himself.
- According to Zeki, why should people try living in the wild?
 - to test some important abilities
 - to understand what it's like to live in a tent
 - to try living apart from their family
 - to get to know and understand nature better
- Which of the following statements is true?
 - Zeki would certainly like to live in a tent again.
 - Zeki thought living in a tent was too difficult.
 - Zeki's love for nature began when he was young, and he still enjoys it.
 - Zeki doesn't have much contact with nature anymore.





Family life in your country

1 SPEAKING Starting point

Look back at the Culture exchange text about family dinners in the UK on page 13. Do you think the information and statistics are similar in your country?

2 SPEAKING Project task

Search for information on the Internet about family life in your country so that you can explain it to a class of teenagers from another country. Also, use your own knowledge and experience. Prepare one of these:

- A poster
- B presentation
- C video message
- D information leaflet

Research areas

- family meals
- typical size of immediate and extended families
- activities that families do together
- family holidays and celebrations
- time spent with family versus time spent with friends



3 Think about ...

Digital skills

The information that you find about daily life in your country may be written in your own language. Be careful using online translation tools to translate it. They are not always 100% correct!

Intercultural awareness

The everyday things we do seem obvious to us. But things could be very different in another culture and you may need to explain your everyday activities.

Collaboration

When you work in a team, decide the best way to divide the work equally and fairly. For example, each student could search for different information. Or some students could look for information while others are responsible for preparing artwork or giving the presentation. Make sure that everyone is happy with the distribution of work.

Useful language

Who wants to ...? Are you happy doing ...? Can I ...? I'd like to ... Can I volunteer for ...? Why don't I/you/we ...?

Academic skills

When you search for information online, it's important to look critically at what you find. Look at who wrote the information. What makes them 'experts' in the topic?

4 SPEAKING Project time

Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for:

Content Presentation Design Language

3



PLURILINGUAL

Vocabulary in context

Languages, countries and nationalities

Learning languages

1a **SPEAKING** Look at how we say 'Hello' in different languages. Which language do you think each one is?

1 hola	2 bonjour	3 marhabaan
4 privet	5 hallo	6 cześć
7 merhaba	8 olá	9 zdraveite
10 swāṣḍī	11 KON NICHIIWA	12 ciao

1b Match these languages to the words and phrases in 1a.

18 **Languages**

Arabic • Bulgarian • French • German • Italian • Japanese • Polish • Portuguese • Russian • Spanish • Thai • Turkish

2 Match these countries to the languages in 1b. There can be more than one language for each country, and more than one country for each language.

19 **Countries**

Argentina • Austria • Brazil • Bulgaria • Egypt • Japan • Mexico • Poland • Russia • Switzerland • Thailand • Turkey

3 What is the nationality of each country in 2?

Argentina/Argentinian

4 **SPEAKING** Ask and answer the questions.

- Which of the countries in 2 do you already know?
- Which of the countries in 2 would you like to visit? Why?
- Which of the languages in 1b can you speak? How well?
- Which of the languages in 1b would you like to learn? Why?
- Can you speak any other languages? Which?

5a Complete the text with the correct form of some of these words.

20 **Learning languages**

accuracy (n.) • accurate (adj.) • essay (n.) • exam (n.) • exercise (n.) • fluency (n.) • fluent (adj.) • homework (n.) • memorisation (n.) • memorise (v.) • mistake (n.) • practice (n.) • practise (v.) • revise (v.) • revision (n.) • study (v.) • translate (v.) • translation (n.)

ADVICE FOR LEARNING ENGLISH

When you learn English, remember that making (a) is natural – the important thing is to learn from the things you do wrong. It's also important to (b) as much as possible – use the language in lots of different situations. Frequent (c) is essential, too – look back at new language regularly. This will help you to (d) the new vocabulary and grammar and store it in your brain. (e) can be useful sometimes, but remember that grammar and vocabulary don't usually work in exactly the same way in different languages. And, finally, when we talk about speaking, there are two main goals: (f) is good because it means what you are saying is correct and being (g) means that you can keep talking without frequently stopping.

5b **21** Listen and check your answers.

6 Look at these words. Do we use *do* or *make* with each word? What other verbs can we use?

an essay • an exam • an exercise • a mistake • English • homework

do an essay, write an essay, read an essay...

7 Choose the correct alternative.

- How do you make/study English after school?
- How do you revise/revision before an exam?
- How do you feel when you do/make a mistake in English?

Use it ... don't lose it!

8 **SPEAKING** Interview your partner with the questions in 7. Are your answers similar?



Reading

1 **SPEAKING** Look at the photos on this page and the title of the text. What is the connection between them?

2 Read the text and answer the questions. Don't worry about the missing sentences at this stage.

- Were your ideas in 1 correct?
- Is the writer worried about recent changes in the English language?

ENGLISH

THE LANGUAGE THAT NEVER SLEEPS

Some countries, like Spain, Italy and France, have language academies which watch over the official development of their language. But there aren't any official organisations doing the same with English. (a)

New words and expressions appear in English almost every week. (b) They're the result of two words coming together, or 'blending', to make a new word. So, the words 'snack' and 'accident' produce the word 'snaccident'. An example of a 'snaccident' is when you plan to eat just one chocolate and you eat the whole box by accident. 'Snaccidents' can happen when we become 'hangry'. That's when we're angry because we're hungry. This can often happen to 'screenagers'. (c)

Social media is responsible for new language. When you see photos and posts of your friends doing exciting things or travelling around the world, it can cause FOMO. (d) People who often travel are the POTUS and FLOTUS. They're the President and First Lady of the United States. FOMO, POTUS and FLOTUS are examples of new acronyms. (e)

With just a little imagination, people are inventing hundreds of new words every day. Are there any real problems with this? (f) That's because the world changes, too. Maybe technology is making things change very quickly now. (g) This innovation of language has been happening for a long time, even since Shakespeare. So, for those people who are unhappy because they think all these new words are incorrect, just have some 'froyo'* and 'chillax**'!

***froyo: (noun)**
frozen yoghurt = frozen dessert made from yoghurt, often served with fruit

****chillax: (verb)**
a combination of chill out + relax = to be relaxed and calm

3 **22** Read the text again. Put the sentences into the correct places in the text (a-g). There is one extra sentence that you do not need to use.

- That's the fear of missing out, feeling anxious because you think other people are having a good time without you.
- A lot of them are blends.
- But there were many changes in England in the 16th century, too.
- All languages change and evolve.
- There are few examples, apart from blends and acronyms.
- These are young people who spend a lot of time in front of a screen.
- Is that why English continues to change so quickly?
- These words are made with the first letters of a phrase or expression and are popular on social media.

4 Explain why these words appear in the text.

- | | |
|----------------|---------------|
| 1 blending | 2 POTUS |
| 3 snaccident | 4 acronyms |
| 5 social media | 6 technology |
| 7 FOMO | 8 Shakespeare |

5 What do the underlined words and phrases in the text mean? Guess and then check in your dictionary.

Critical thinkers

In your opinion, do you think they should add new words like the ones in the text to English dictionaries?

What makes you say that?

Use ideas from the text and other information to justify your opinion. Then share your ideas.



Countable and uncountable nouns

1 Find the words below in the text on page 33. Which of the things can we count? Is it possible for the same word to be countable or uncountable depending on the context?

- | | |
|---------------|--------------|
| 1 language | 5 example |
| 2 time | 6 innovation |
| 3 imagination | 7 word |
| 4 chocolate | 8 yoghurt |

Check it page 42

2 Complete the sentences with the correct form of some of the nouns in 1. Add a or an where necessary.

- I'm very busy. I haven't got to find the words in a dictionary.
- You need to think of a creative story.
- Portuguese is the official of Brazil, but there are around 230 in the country!
- Would you like? You can find the last one in the fridge.
- FOMO is of an acronym. POTUS is another.
- I called him six but he never answered.

some, any, much, many, a lot of, a few, a little

3 Look at these sentences. The words and phrases in bold all express quantity. Answer questions a–e about the words.

- Some** countries have language academies.
- It takes **some** time for these new words to become popular.
- Are there **any** problems with this?
- They haven't got **any** imagination.
- There aren't **many** examples.
- It doesn't take **much** time.
- A lot of** new words are blends.
- It doesn't take **a lot of** time.
- These are just **a few** examples.
- You can create new words with just **a little** imagination.

- Which words and phrases do we use with uncountable nouns?
some, any, much, a lot of, a little
- Which words and phrases do we use with plural countable nouns?
- Which words and phrases usually appear in negative sentences and questions?
- Which words and phrases do we use to talk about large quantities?
- Which words and phrases do we use to talk about small quantities?

Check it page 42

4 Complete the sentences with *some, any* or *a/an*.

- I've got knowledge of Portuguese, but not much.
- Do you know words in Japanese?
- Let's buy Italian ice cream for our dessert.
- She hasn't got Swiss friends.
- I've only got hour for my lunch break today.
- There's orange juice in the fridge.

5 Choose the correct alternative.

Culture exchange



International English



How **(a)** *much/many* English words can you see every day when you go to school in the morning? The answer is probably **(b)** *a lot/ a lot of*. You can usually see **(c)** *much/many* English names, words or expressions on T-shirts or other clothes. When you look closely, **(d)** *some/any* of these expressions are not correct or don't make **(e)** *any/some* sense!

Apart from clothes, you may see **(f)** *a few/a little* adverts and posters in shops and in the streets that are in English. It seems that **(g)** *much/a lot of* companies use English to sell their products. Is there **(h)** *any/a few* need for this?

(i) *Many/Much* experts (including members of the Spanish Academy of Advertising) think that companies choose English because it sounds modern and dynamic. It's interesting that **(j)** *lots of/lots* expensive products have adverts and slogans in English but only **(k)** *a few/a little* cheap products do.

When you go to school tomorrow, if you leave early and have **(l)** *a little/few* time, look around and make a note of all the English words you see. But check with your teacher to see how **(m)** *much/many* are correct!

Collaborative project 2

Developing vocabulary

- 6 Complete the sentences about your language with these words. You may complete each sentence with two or three different ideas.

English/French/German/Russian words • irregular past forms • phrasal verbs • prefixes • prepositions • present tenses • words beginning with 'z' • words with more than 12 letters

- 1 There are some *French and German words*
- 2 There are a lot of
- 3 There aren't any
- 4 There aren't many
- 5 There are a few

- 7 Look at your sentences in 6. Do you think the information is true for English? If not, change the sentences to make them true.

a few, a little versus few, little

- 8 Look at these sentences and answer questions a and b.

- These are **a few** examples.
 - There are **few** examples.
 - They have **little** imagination.
 - You can create new words with a **little** imagination.
- a When we omit *a/an*, does it make the meaning positive or negative?
- b Which of the words and phrases in **bold** go with countable nouns and which go with uncountable nouns?

✓ Check it page 42

- 9 Choose the correct alternative to make sentences that are grammatically correct and true.

- There are *few/a few/lots of* people in China.
- There's *little/a few/lots of* water in the Sahara.
- A few/Little/A little* plants are unique to Asia.
- There's *a little/little/a lot of* snow in Russia in the winter.

- 10 Individually, choose any country in the world. Make notes about things that there are or aren't in this country. Use these ideas.

animals • bicycles • food • fruit • monuments • mountains • offices • people • snow • tourism • trees • water

Use it ... don't lose it!

- 11 **SPEAKING**  Guess your partner's country in 10 questions. Use *any, much, many, (a) few, or (a) little*. Your partner can only answer 'Yes' or 'No'.

Is there any snow there?

No, there isn't.

Reach higher → page 137

Negative prefixes *un-, in-, im-, ir-, il-*

- 1 Add the negative prefixes *un-, in-, im-, ir- or il-* to these words to make opposite adjectives.

comfortable • correct • formal • happy • legal • logical • official • polite • possible • regular • responsible • usual • visible

- 2a  Listen and check your answers.

- 2b  Listen again. Mark the stress in each word. Do we stress the prefix?

uncomfortable

- 2c  Listen again and repeat the words with the correct stress.

- 3 Complete the sentences with some of the words in 1 and a negative prefix. Don't worry about the different colour of the sentences at the moment.

- The past simple of 'go' is
- Having a pet and not looking after it is very
- Some people consider it when you don't say 'please', 'sorry' or 'thank you'.
- Burglary is
- 'I has' is
- Using 'kids' instead of 'children' is an example of English.
- It is quite to speak ten different languages.
- Learning a hundred new words every day is for most people.



- 4 Write new sentences by changing the coloured parts of the sentence.

1 The plural form of 'child' is irregular.

Use it ... don't lose it!

- 5 **SPEAKING**  Compare your sentences in 4. Are any the same?

Reach higher → page 137



GREAT LEARNERS GREAT THINKERS

NON-VERBAL COMMUNICATION

Lesson aim: To investigate how animals and humans can communicate with signs and body language

Video: Animal communication

SEL Social and emotional learning: Having confident body language

1 **SPEAKING** Do you think 1–5 are examples of language (L), communication (C), both (B), or neither (N)?

- 1 a bird singing
- 2 a parrot saying 'hello!'
- 3 a primate (e.g. gorilla, chimpanzee) screaming when there is danger nearby
- 4 two people waving to each other across the street
- 5 a student writing an essay

2a **VIDEO** Watch the video without sound. Discuss what you saw and what you think you will hear when you watch again with the sound on.

2b **VIDEO** Watch the video again, this time with sound, and check your ideas in 2a.

3 **VIDEO** Watch the video again and answer the questions.

- 1 What information can meerkats and dolphins communicate?
- 2 What emotions can primates express through sounds?
- 3 What does the presenter say about communication in humans and other animals?
- 4 How do humans and primates communicate differently?

4 **VIDEO** Do you think these examples of non-verbal communication create a positive or negative impression? Why?

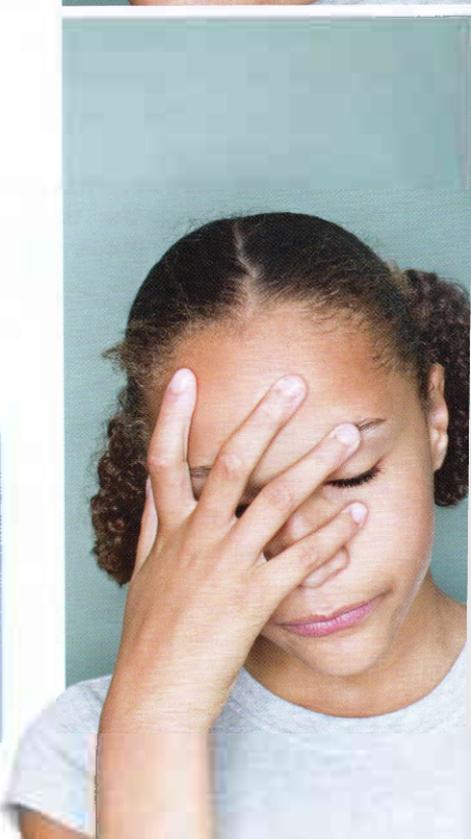
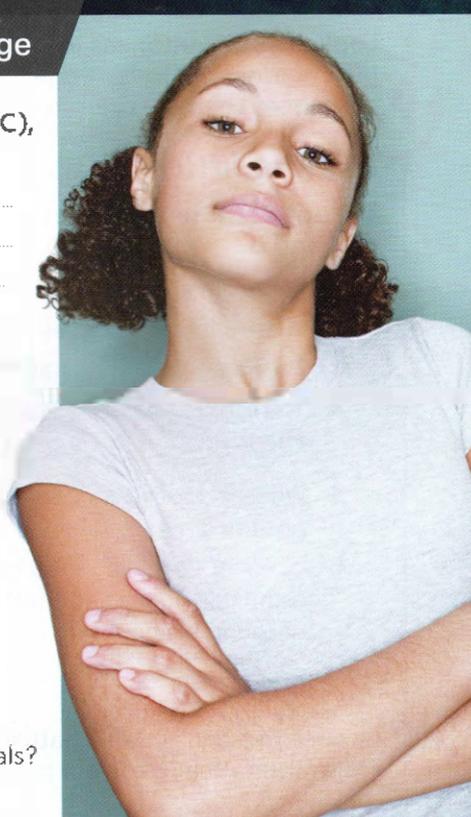
- | | |
|-----------------------|--|
| 1 sitting up straight | 4 covering your mouth |
| 2 folding your arms | 5 looking directly at the other person |
| 3 touching your hair | 6 to open your eyes wide |

5 Read the text and answer the questions.

- 1 How many of your ideas about non-verbal communication in 4 were correct?
- 2 How is non-verbal communication important?
- 3 How can non-verbal communication be a problem for us?

Look around. Are people sitting up straight? That probably means they're paying attention. Is anybody folding their arms? They're possibly being defensive. Is anybody touching their hair? Maybe they're nervous. When somebody speaks, do they cover their mouth? Perhaps they're not telling the truth. But when somebody often looks into your eyes when speaking to you, it usually shows sincerity and confidence.

Experts say that people like interviewers often base their decisions on non-verbal factors. We communicate a lot just with our body, face and gestures, often without thinking about it. We can appear insecure, uncomfortable, informal ... or, hopefully, just the opposite!





GREAT THINKERS



Headlines

- 6 **SPEAKING**  Individually, think of a good headline or title for the text in 5, one that reflects the main message(s) of the text.

When you finish, compare your ideas with other students. Decide which headline or title is the best and why.

- 7 Do you have any other suggestions for confident body language? Do some research to find other tips and advice. The next time you do an oral exam, presentation or interview, remember to try some of the tips.

GREAT LEARNERS **SEL**



Great learners have confident body language.

It isn't easy, natural or necessary to try to completely control your body language. But which aspects of positive body language do you think you usually do well and which could you improve? How?

Learner profile  page 142

- 1 **24** You are going to listen to two people talking about an invented language called Toki Pona. What would you like to know about Toki Pona? Think of questions to ask.

Who invented it?

Do the words Toki Pona mean anything?

- 2 Read these incomplete notes. Do they answer any of your questions in 1?

Toki Pona

- Sonja Lang is the creator of Toki Pona. She also works as a (a)
- Toki Pona tries to communicate (b) and positive feelings.
- 'Toki' means (c) and 'pona' means good or (d)
- Sonja created Toki Pona in the year (e)
- Toki Pona has 14 (f) and approximately (g) words.
- In Toki Pona you can say many things using (h) words.
- The Toki Pona word 'laso' means (i)
- In the beginning, Toki Pona only had words for the numbers one, two and (j)
- You can't say 'please' or 'thank you' in Toki Pona. You need to use (k) instead.
- The idea is that you can learn Toki Pona in (l) hours.
- People are learning Toki Pona in Japan, Belgium, (m) and (n)

- 3 24 Listen and complete the notes in 2 with one or two words or a number in each gap.

- 4 Look back at your questions in 1. Did you find all the answers? If not, where could you find the answers?

5 **Critical thinkers**

In your opinion, is it useful to learn an invented language like Toki Pona? What about Klingon or another invented language from a film or TV series?

What makes you say that?

Use ideas in the text and/or other facts and opinions to justify your opinion. Then share your ideas.

Defining relative clauses

- 1a Look at these sentences and answer the questions.

- 1 It's a language (**that**) somebody created.
- 2 It isn't a language **that** grew naturally.
- 3 Sonja Lang is the person **who** created it.
- 4 'Pona' is a word **which** means 'good'.
- 5 Lang is the person **whose** idea it was to create Toki Pona.
- 6 Japan is just one country **where** people are using it.
- 7 2001 was the year **when** Lang created Toki Pona.

- 1b Which words in bold in 1a refer to:

- a people? who and
- b things? and
- c possessions?
- d places?
- e times?

- 2a Look at the sentences in 1a. When a verb comes immediately after *that*, *who* or *which*, can we omit the relative pronoun?

- 2b Do defining relative clauses give essential or extra/non-essential information about the person, thing, place or time in the first half of the sentence?

Check it page 42

- 3 Choose the correct alternative. In which sentences are both alternatives correct?

- 1 She's the teacher who/- inspired me to learn English.
- 2 These are the words that/- I need to memorise.
- 3 An Americanism is a word or expression which/- comes from the US, not the UK.
- 4 The boy who/- I met on holiday can speak three languages.
- 5 Swahili is one of the languages that/- people speak in Kenya.
- 6 James Joyce was a writer who/- invented a lot of new words.
- 7 English and French are the subjects which/- I like the most.
- 8 Coffee and sugar are words which/- were originally Arabic.

Exam tip

You are going to do a multiple-choice cloze activity. You have a text with gaps. You must complete each gap with one of three or four words that they give you. Why is it a good idea to read the complete text first, without thinking about the gaps?

- 4 Read about a language called Xhosa. Choose the best answer (a, b, c or d) for each gap.

WHAT LANGUAGE DOES THE BLACK PANTHER SPEAK?

In some films and series, the actors speak languages (1) don't exist in the real world. *Star Wars* and *Star Trek* are just (2) examples. In the Marvel film *Black Panther*, some people thought that the language (3) the main character, T'Challa, speaks was invented. Maybe that's because the action takes place in a fictional African country, Wakanda. But, in fact, the language really exists. It comes from South Africa, a country (4) over 19 million people speak it. The name of the language is Xhosa. The actor (5) plays the part of T'Challa is called Chadwick Boseman. One of the other stars in the film taught him to speak some words in Xhosa. This star is an actor (6) name is John Kani. Kani speaks Xhosa because he's from South Africa. It's true that (7) European people find Xhosa a difficult language to speak. That's because it is a 'clicking language', a language (8) has some sounds that don't exist in most European languages. There are videos online that teach these sounds. Watch them, and with a (9) practice, maybe you could sound like T'Challa, the King of Wakanda!

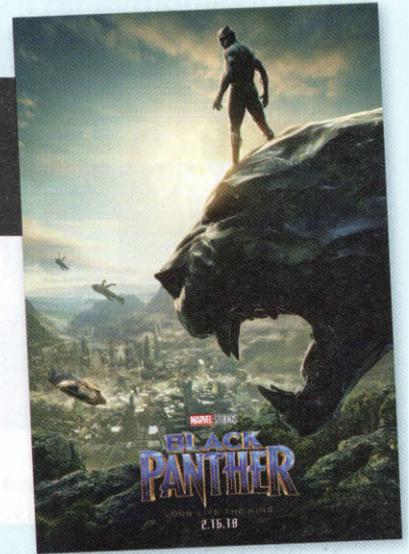
- | | | | |
|-----------|----------|---------|------------|
| 1 a that | b who | c - | d and |
| 2 a much | b many | c some | d a little |
| 3 a - | b where | c who | d whose |
| 4 a that | b which | c - | d where |
| 5 a what | b who | c whose | d - |
| 6 a whose | b who | c that | d - |
| 7 a a lot | b lots | c much | d many |
| 8 a that | b what | c - | d who |
| 9 a few | b little | c some | d lot |

Non-defining relative clauses

- 5 Read the four sentences containing non-defining relative clauses. Then decide if you think rules a–d are True (T) or False (F).

- Sonja, who is from Toronto, is actually a translator of French, English and Esperanto.
 - Toki Pona, which began in 2001, is a 'small' language.
 - In Argentina, where the main language is Spanish, some people are learning Toki Pona.
 - She translates Esperanto, which is another artificial language.
- a Non-defining relative clauses give extra, non-essential information about a thing, person, time or place. T / F
- b We use commas to introduce and end non-defining relative clauses. T / F
- c We can omit the relative pronoun in non-defining relative clauses. T / F
- d We cannot use *that* to introduce non-defining relative clauses. T / F

Check it page 42



- 6a Complete the sentences using an appropriate non-defining relative clause.

- Shakespeare, who *was born in England* invented a lot of new words.
- 'Snaccident', which is quite a modern word.
- The President of the US, whose is a very busy person.
- In the 16th century, when , there were many changes in England.
- New technology, which , helps to improve life.
- Spain, where is very hot in the summer.

- 6b SPEAKING Compare your sentences with a partner. Are they similar?

- 7 Complete the sentences with true information about you. Use defining relative clauses.

- is a language that I want to learn.
- is a place where I'm usually happy.
- is an object which is really important to me.
- was a year when something special happened to me.
- is a person who is special to me.
- is a place where I want to go one day.

Use it ... don't lose it!

- 8 SPEAKING Compare your sentences in 7 and discuss your answers.

Italian is a language that I want to learn.

Me, too. But I wrote Xhosa! I love Black Panther!

Reach higher > page 137

Developing speaking

Asking for information



1 **SPEAKING** Imagine you want to do an English course in the holidays. Discuss these questions.

- Which city or country would you like to study in? Why?
- What factors are important in choosing a language centre to study in? Make a list.

2 **25** Listen to a student asking for information about a language centre. Which city is it in? Does the student ask about any of the factors you thought of in 1? Which ones?

3 **25** Listen again and write the information.

Name of centre:

Course begins:

Course lasts:

Price:

Hours of class per day:

Other activities:

4 **SPEAKING** Put the sentences and questions (1–9) in the correct place in the dialogue.

- Sorry, did you say the 3rd July?
- I'm not sure I understood what you said.
- Where can I find more information?
- Do you organise accommodation?
- What other activities are there?
- Does the price include other activities?
- Good morning. I'd like some information about your summer courses.
- How much is the course?
- How many hours of classes are there each day?

Receptionist: Good morning. This is the Vancouver Easy English Centre. How can I help you?

Student: (a)

Receptionist: Yes, of course. We have a course for students aged between 14 and 17. It begins on the 3rd July.

Student: (b)

Receptionist: Yes, that's right. The course lasts two weeks.

Student: (c)

Receptionist: Yes, we do.

Student: (d)

Receptionist: The price of a two-week course is 1,500 Canadian dollars.

Student: (e)

Receptionist: I said the price is 1,500 Canadian dollars.

Student: (f)

Receptionist: Five hours a day.

Student: (g)

Receptionist: Yes, it does.

Student: (h)

Receptionist: There are excursions and lots of sports activities, including tennis and rugby.

Student: (i)

Receptionist: On our website. There's a registration form there, too.

5 Look at your notes in 3 and the dialogue in 4. Find five differences in the information.

6 Complete the useful expressions in the Speaking bank. Read the dialogue in 4 again if necessary.

Speaking bank

Useful expressions for checking understanding

-, did you
- Pardon?
- Could you repeat that?
- I'm not I

7 **SPEAKING** Practise the dialogue in 4. Take it in turns to be the student and the receptionist.

Practice makes perfect

7a **SPEAKING** Do this role-play using the questions in 4 and the Speaking bank to help you.

Student A, you are the receptionist at Auckland English Language School. Turn to page 149.

Student B, you want information about Auckland English Language School. Turn to page 150.

7b Now change roles.

Student A, you want information about Chicago English Language Centre. Turn to page 149.

Student B, you are the receptionist at Chicago English Language Centre. Turn to page 150.

Exam tip

What do you think you need to do to get a good mark in a speaking exam?

An article 1

- 1 **SPEAKING** Look at this advert on a school website. Discuss your answers to the three questions in the notice.

Articles wanted!

Language learners:

- How many languages do you speak?
- What language(s) are you learning at the moment?
- What do you think are good tips for learning a language?

Write and tell us about your language learning experiences!

- 2 Read a student's reply to the advert. How are her answers similar or different to your answers in 1? Make notes.

I'm 14, too. I speak Spanish but not Chinese...

About Latest School tour Students Teachers

Leah

3 hours ago

Let me begin by giving you a little information about myself. I'm 14 years old. My parents are Chinese but I was born in Spain. So, I speak and write Spanish perfectly and I can also have basic everyday conversations and write in Chinese, too. Apart from Spanish and Chinese, my level of English is quite good, and I know a few words in French. At the moment, I'm studying English at secondary school. We have three lessons a week. But some other subjects are in English too, for example, history and geography. That means I have contact with English every day. I also have an American friend who writes to me, so that helps me to practise outside school, too. Personally, I think that a great way to learn English is to watch films in the original language. That's really easy to do here. You learn lots of new vocabulary, practise listening, and relax, too! But, of course, you also need to learn grammar and practise writing. In class I make a list of the mistakes that I make and the corrections. I revise the list regularly and that helps me to memorise the corrections. Try it!

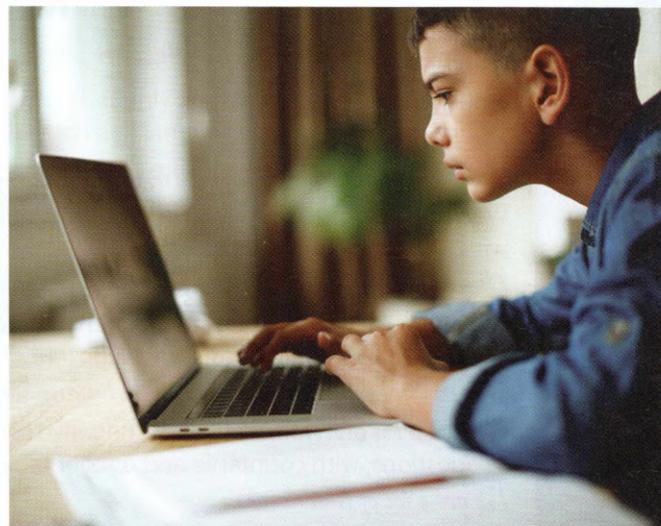
like comment share

- 3 The article in 2 is not divided into paragraphs. Read it again and divide it into three paragraphs. What is each paragraph about?
- 4 Why are paragraphs important in a text? Think and then read the information in the Writing bank.

Writing bank

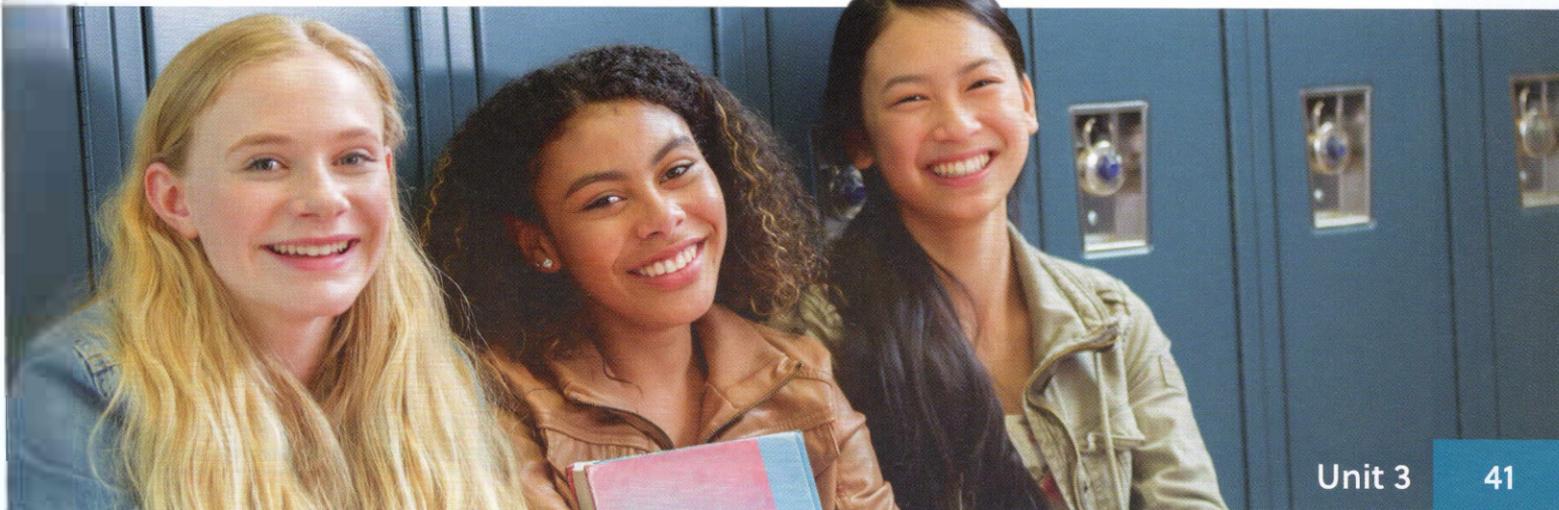
Paragraphs

- We use paragraphs to group similar ideas and information together and express them more clearly. When you write a text in English, brainstorm your ideas and then group those ideas into logical paragraphs.



Practice makes perfect

- 5a Write an article about yourself in response to the advert in 1. Use the ideas you discussed with your partner. Remember to organise your information into three clear paragraphs.
- 5b When you finish your article, use the Writing checklist on page 141 to check it.



Countable and uncountable nouns

Country, mistake, shop and euro are countable nouns. There is a singular and plural form.

Information, money and bread are uncountable nouns. There is no plural form.

Some words can be both countable and uncountable. It depends on the context.

Yoghurt is good for you. (uncountable = in general)

Can I have a yoghurt? (countable = a carton of yoghurt)

some, any, much, many, a lot (of), (a) few, (a) little

We use some with uncountable nouns and with plural countable nouns, in affirmative sentences.

I've got some books. We've got some free time.

We use any with uncountable nouns and with plural countable nouns, in negative sentences and questions.

I haven't got any money.

He hasn't got any friends.

Have you got any free time?

Are there any books?

We use much, many, a lot (of) to talk about big quantities.

We often use much in negative sentences and questions, with uncountable nouns.

I haven't got much time. Have you got much water?

We often use many in negative sentences and questions, with plural countable nouns.

I haven't got many books. Have you got many books?

We use a lot of in affirmative and negative sentences and in questions, with countable and uncountable nouns.

I've got a lot of time/books.

I haven't got a lot of time/books.

Have you got a lot of time/books?

We use of when a lot comes before a noun. But when there is no noun after a lot we do not use of.

Have you got any water? Yes, I've got a lot.

We use a few and a little to talk about small quantities.

We use a few with plural countable nouns.

There are only a few problems.

We use a little with uncountable nouns.

We've only got a little time.

A few or a little means that there is a small quantity of something. Few or little mean that there is a very small quantity, almost nothing, and so it gives a negative idea.

Few people went to see the film. It was a disaster.

There is little time to finish tomorrow's homework.

Defining relative clauses

We use defining relative clauses to give essential information about the person, thing, place or time in the first half of the sentence.

Shakespeare is the person who wrote Hamlet.

We use who and that for people, which and that for things, whose for possessions, where for places, and when for times.

We can often omit who, which and that but not when the verb comes immediately after those words.

That's the language that I speak. or

That's the language I speak.

Non-defining relative clauses

We use non-defining relative clauses to give extra, non-essential information about the person, thing, place or time in the first half of the sentence. We always use a comma before and after a non-defining clause. The commas work in a similar way to parentheses, showing that the information is not vital to the sentence.

Zamenhof, who was born in Bialystok, created Esperanto.

Italian, which is my favourite language, is quite easy to learn.

We do not use that in non-defining relative clauses.

In non-defining relative clauses we cannot omit the relative pronoun.

Vocabulary

1 Languages, countries and nationalities

Languages: Arabic • Bulgarian • French • German • Italian • Japanese • Polish • Portuguese • Russian • Spanish • Thai • Turkish

Countries: Argentina • Austria • Brazil • Bulgaria • Egypt • Japan • Mexico • Poland • Russia • Switzerland • Thailand • Turkey

Nationalities: Argentinian • Austrian • Brazilian • Bulgarian • Egyptian • Japanese • Mexican • Polish • Russian • Swiss • Thai • Turkish

2 Learning languages

accuracy (n.) • accurate (adj.) • (do/write an) essay (n.) • (do/take an) exam (n.) • (do an) exercise (n.) • fluency (n.) • fluent (adj.) • (do) homework (n.) • memorisation (n.) • memorise (v.) • (make a) mistake (n.) • practice (n.) • practise (v.) • revise (v.) • revision (n.) • study (v.) • translate (v.) • translation (n.)

3 Negative prefixes

illegal • illogical • impolite • impossible • incorrect • informal • invisible • irregular • irresponsible • uncomfortable • unhappy • unofficial • unusual

Grammar test

Countable and uncountable nouns; some, any, much, many, a lot (of), a few, a little

1 Complete the sentences with *some, any, much, many, a lot of, a few, or a little*. Sometimes more than one answer is possible.

- 1 I haven't got many English magazines, only
- 2 We haven't got information about this country – nothing at all.
- 3 There was only milk in the fridge.
- 4 A: Were there people at the concert? B: Yes, thousands.
- 5 We haven't got time, just five minutes.
- 6 I was thirsty so he gave me water.

/ 6 points

a few, a little, few, little

2 Complete the sentences with *a few, a little, few or little*.

- 1 There's hope of getting to school on time. Class starts in two minutes!
- 2 There are mountains in the Netherlands. It's nearly completely flat.
- 3 Don't worry. I've got money. Not much, but enough for a bottle of water.
- 4 I've got ideas for the essay.

/ 4 points

Defining relative clauses

3 Join the two sentences with defining relative clauses. Use *who, which, that, whose, where or when*.

- 1 Claudia is a linguist. She teaches German.
Claudia is a linguist who teaches German.
- 2 John Kani is an actor. He speaks Xhosa.
- 3 The park is a beautiful place. You can go there at the weekend.
- 4 Last year was a special year. A lot of important things happened that year.
- 5 That's the teacher. Her classes are brilliant.
- 6 This is a great book. They want to translate it into English.

/ 5 points

Non-defining relative clauses

4 Correct the mistakes in these sentences.

- 1 Pirahã, that only about 200 people speak, is an unusual language.
- 2 Patrick Rothfuss who wrote *The Name of the Wind* is a great fantasy author.
- 3 French, which I learned it at school, is one of my favourite languages.
- 4 My grandfather, whose 80, runs every day.
- 5 Ellie, I work with, is from Wales.
- 6 The necklace, who I lost, was a present from my mum.

/ 6 points

Vocabulary test

Languages, countries and nationalities

1 Complete the sentences with the correct language, country or nationality.

- 1 Thai people are from
- 2 In Brazil they speak
- 3 People from Turkey are
- 4 Austrians speak
- 5 People from Egypt are
- 6 Swiss people are from

/ 6 points

Learning languages

2 Complete the sentences with these words. There are three words that you don't need.

do • exercise • fluency • fluent • make • practice • practise • revision • translation

- 1 This is an English of a Thai poem.
- 2 is essential before a history exam.
- 3 I'm in three languages.
- 4 Anybody can a mistake.
- 5 At our school we a lot of homework.
- 6 This is the sixth on this page.

/ 6 points

Negative prefixes

3 Are the words correct? If not, correct them.

- 1 illegal
- 2 inpolite
- 3 unformal
- 4 unusual
- 5 unresponsible
- 6 inofficial
- 7 illogical

/ 7 points

Total: / 40 points

4



TAKE CARE!

Vocabulary in context

Parts of the body

Health problems

1 **SPEAKING** Look at these words. Draw one of them on the board. Can the class guess the word?

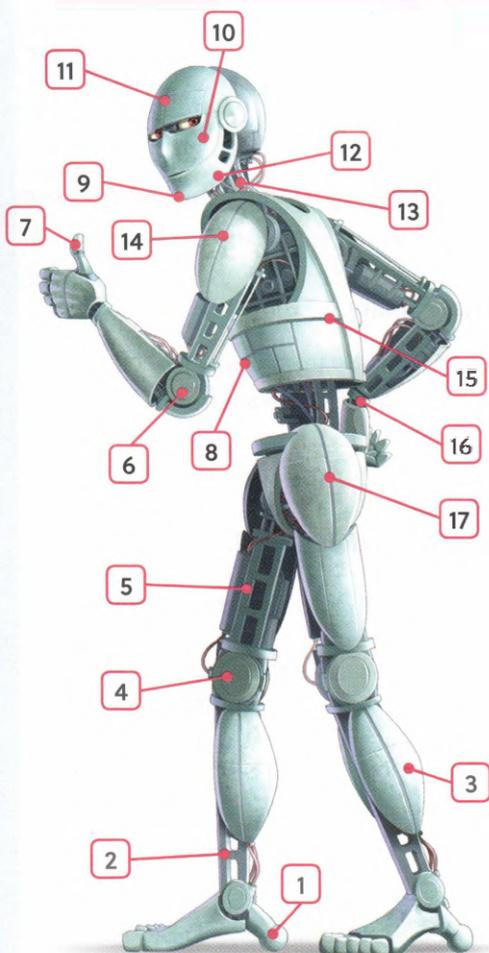
26 Basic parts of the body

arm • ear • face • finger • foot • hand • head • leg • mouth • neck • nose • stomach • toe

2 Match these words to numbers 1–17 in the picture.

27 More parts of the body

ankle • back • calf • cheek • chest • chin • elbow • forehead • heel • hip • jaw • knee • shoulder • thigh • throat • thumb • wrist



3 **28** Listen, check and repeat.

4a Read about four people and their health problems. Which two people can you see in the photos?



GET WELL SOON

- 1 My friend Karen had a skiing accident last week. She has a **broken** leg and she also **injured** her wrist. She says her elbow **hurts**, too. She has **pains** all over her body!
- 2 Luke has a **bad cold** at the moment, or maybe it's **flu**. He's **coughing** all the time and he also has a **sore** throat and can only drink or eat soup.
- 3 My little brother Liam was playing football in the street. He twisted his ankle and **sprained** it. Now, it's **swollen**. He also fell on the road and has a small **cut** on his knee. It's not too serious though, just the typical **scratches** and **bruises** that kids get all the time.
- 4 Mike has a **high temperature** at the moment, 39.5 °C. He also has **stomach ache** and can't eat anything. His mum thinks it's a **virus** because a lot of people are ill at school at the moment.

4b Read the texts again. Use the context to help you understand the words in bold. Then check in your dictionary if necessary.

5 **SPEAKING** Think of two more parts of the body that we can use in these phrases.

- 1 (a/an) ache 3 a sore 5 a swollen
- 2 a broken 4 a sprained

6 Put the letters in bold in the correct order to make health problems or illnesses.

- 1 Are there any **survise** at school or in your area at the moment? What type?
- 2 Have you got any **stuc**, **stecharcs** or **ibusser** at the moment? How did you get them?
- 3 When was the last time you injured or hurt yourself doing sports? What happened? Did you **akerb** or **naspir** anything?

Use it ... don't lose it!

7 **SPEAKING** Discuss the questions in 6.



Reading

1 **SPEAKING** Look at the photos above from an article about three health problems. What do you think the health problems are?

2 Read the article and answer the questions.

- Match the pictures to the texts. Were your ideas in 1 correct?
- What would be a good heading for each paragraph (A–C)?

<https://www.TechHealthToday.co.uk/#location-picked>

YOUTH HEALTH

Is new technology bad for your health? Let's take a look at a few examples.

A You've played the same video game for two hours, and you haven't moved because you're having fun. But take care! When you look down at a screen for a long time, you can get a sore neck, pains in your back, and headaches. A doctor called Vahid Sahiholnasab noticed this with his own children. So, he invented the EyeForcer Smart Glasses™. These have sensors which detect if you're sitting in the right position. If you aren't, the app tells you to sit up straight. If you don't pay attention to the app, or you take the glasses off, they can switch off the video game you're playing. The doctor hopes this can stop young people injuring their necks and backs permanently.

B How many times have you touched your phone today? Researchers from the company Dscout say people touch their phone about 2,617 times a day! When our hands aren't clean, we get a lot of bacteria on our phones, particularly around the 'home' button. Not all the bacteria can cause illnesses, but there is a small possibility that viruses like the ones that cause colds and flu can be present on phones. To limit this possibility, there are three easy things you can do. Firstly, wash your hands frequently. Secondly, try not to use other people's phones if you can help it. And, finally, keep your own phone clean (check first how to do this!). Oh, and never take your phone to the bathroom, of course!

C Have you ever walked in the street while looking down at your smartphone? If so, you're a 'smartphone zombie', and you need to be very careful. You may laugh when you see somebody walk into a wall or a lamppost while looking at their phone. But the result isn't always just a black eye that you can treat with a first-aid kit. There can be broken arms or legs or even fatal injuries. Luckily, they have invented apps which can lock your phone or send you an error message when you use your phone on the move. In some cities, special traffic lights are appearing on the pavement so that people who look down at their phones can't miss them.

Exam tip

You are going to do a matching activity for this reading text. In this type of activity, you say which text or part of a text contains a specific piece of information. What do you think is a good way to do this exercise?

3 **READING** Read the text again. Which paragraph (A–C) is about ...

- the importance of hygiene?
- a problem caused by a type of entertainment?
- a problem that could, at first, seem funny?
- a habit which can have a slow, long-term effect on your body?
- a problem that already has at least two different technological solutions?
- a health problem that can pass from one person to another?
- an invention that makes you move if you're sitting incorrectly?
- something that can save the lives of people who don't look up?

4 What do the underlined words and phrases in the texts mean? Guess and then check in your dictionary.

Critical thinkers

In your opinion, is new technology only bad for our health?

How good or bad is it for us?

What makes you say that?

Use ideas from the text and/or other information to justify your opinion. Then share your ideas.



Present perfect with **ever** and **never**

1a Look at the sentences and match them to the explanation of their use a–c.

1 Q: **Have** you ever **walked** in the street looking at your smartphone?

A: Yes, I **have**. / No, I've never **done** that.

2 You've **played** the same video game for two hours now.

3 They **have invented** apps which can lock your phone.

- a an experience or experiences which happened at an unspecified moment in the past
- b a past action which has a result in the present
- c a situation that started in the past and continues to the present

1b Complete the rule.

We make the present perfect with the present simple of _____ + the _____ of the main verb.

1c Complete the sentences with the correct present perfect form of **see** and **visit**.

Affirmative: He _____ the doctor.

Negative: He _____ the doctor.

Question form: _____ he _____ the doctor?

1d Look at the example question and answer in 1a. Choose the correct alternative.

- 1 Ever/Never means at any time in your life.
- 2 Ever/Never means at no time in your life.
- 3 Ever and never go just after/before the past participle.

✓ Check it page 54

2 Complete the dialogue with the present perfect form of the verbs given.

Joe: (a) _____ you _____ (hear) about Max?

Mia: No. What (b) _____ (happen) to him?

Joe: He (c) _____ (have) an accident. A car knocked him off his bike.

Mia: Oh no! (d) _____ he _____ (break) anything?

Joe: No, he was lucky. He just has some cuts and scratches. The driver was texting!

Mia: That's terrible. And illegal! (e) _____ his parents _____ (tell) the police?

Joe: No, they (f) _____ (not do) that. The driver was Max's big brother!

3a Complete the sentences with the present perfect form of the verbs and **ever** in the correct place.



- 1 Nobody _____ (ever fall) 10,000 metres without a parachute and survived.
- 2 _____ anybody _____ (ever stop) breathing for more than 20 minutes?
- 3 Nobody _____ (ever dive) more than 200 metres underwater without oxygen.
- 4 _____ anyone _____ (ever run) a marathon in under two hours?
- 5 Nobody _____ (ever swim) the whole of the Amazon River.
- 6 _____ anybody _____ (ever break) over 400 bones in their lifetime?

3b SPEAKING Decide if sentences 1, 3 and 5 are **true** or **false** and answer questions 2, 4 and 6 **Yes** or **No**.

3c Listen and check your answers. How many did you get correct?

4a Is **never** in the correct place in these sentences? If not, put it in the correct place.

- 1 I have worn **never** glasses or contact lenses.
- 2 I **never** have taken medicine that tasted good.
- 3 My family and I have **never** played a video game all together.
- 4 I have had a broken arm **never**.
- 5 I have **never** watched a hospital drama on TV.
- 6 My best friend **never** has had an accident while walking with a mobile phone.

4b SPEAKING Discuss the correct sentences in 4a. Which are true for you?

4c SPEAKING Tell the class something you discovered about your partner.

Present perfect with *for* and *since*

5a Read the sentences then choose the correct alternative in a and b.

- I've lived in Spain **for** two years.
 - I've lived in London **since** 2010.
- a We use *for/since* for moments in time.
b We use *for/since* for periods of time.

5b Decide if the time expressions are moments in time (M) or periods of time (P).

- | | |
|--------------------------------|-------------------------|
| 1 7 th February ... | 5 the age of five ... |
| 2 an hour ... | 6 the day I met you ... |
| 3 five years | 7 three days ... |
| 4 Friday ... | 8 20 minutes ... |

5c Look at the example and answer the question.

Q: How long have you been in this room?

A: For one hour.

Do we use *How long* to ask about frequency or duration?

✓ Check it page 54

6a Complete the sentences with the present perfect form of the verbs and *for* or *since*. Don't worry about the red parts of the sentences at the moment.

- People ... (use) the main active ingredient in aspirin *for/since* at least **400 BC/1897**.
- The International Red Cross and Red Crescent movement ... (exist) *for/since* **1863/1939**.
- Doctors ... (know) how to do heart transplants *for/since* about **20/50** years.
- People ... (study) things with microscopes *for/since* about **1600/1800**.
- It ... (be) possible to X-ray the body *for/since* approximately **50/120** years.

6b Decide which of the red options in 6a are correct.

6c Listen and check. How many did you get right?

7 Complete the sentences for you. Use the present perfect form of the word given and a time expression. Make two sentences true and two false.

- I ... (know) my best friend for ...
- I ... (have) a mobile phone for ...
- I ... (not catch) a cold since ...
- I ... (be) able to swim since ...

Use it ... don't lose it!

SPEAKING Ask your partner questions to find out their answers in 7.

How long have you known your best friend?

I've known her for about four years.

Reach higher → page 137

Developing vocabulary

Compound nouns connected with health and healthcare

1 Match words from column A and column B to make compound nouns. They are all health problems. Use your dictionary if necessary.

A	B
1 black	burn
2 heart	poisoning
3 nose	bleed
4 sun	eye
5 food	disease

2 Complete the sentences with the compound nouns in 1.

HEALTH TIPS

- A healthy diet and regular exercise help to reduce the chances of suffering ...
- When you get ... it can be a good idea to take a quick cool shower or bath to cool your skin.
- Some people used to say 'put meat on a ...'. But don't! It can cause an infection.
- When you get ... it's important to drink water, but don't eat anything for the first few hours.
- It's important to breathe through your mouth when you have a ...

3 Complete the compound nouns in the questions with these words.

centre • chair • killer • kit • room

- How often have you pushed somebody in a **wheel** ... because they couldn't walk?
- Is there a **health** ... near your house or school? Where is it?
- Do you have a **first-aid** ... in your house or school? Where?
- What do you do to pass the time when you are in a **waiting** ... ?
- Have you ever taken a **pain** ... ? What did you take it for?

Use it ... don't lose it!

SPEAKING Take it in turns to ask and answer the questions in 3.

Reach higher → page 137



GREAT LEARNERS GREAT THINKERS

YOUR HEALTH, YOUR RESPONSIBILITY

Lesson aim: To think about the importance of taking responsibility for your own health

Video: Allergies all around us

SEL Social and emotional learning: Looking after yourself

1 **SPEAKING** Ask and answer the questions.

- 1 Do you, or somebody you know, have any of these allergies?
 - a food allergy (to nuts or gluten, for example)
 - hay fever (an allergy to pollen or dust in the air)
 - insect stings or bites
 - animals or pets
 - medication
- 2 What happens to you/them?
 - coughing or sneezing
 - itchy or red skin
 - a runny nose
 - watery or red eyes
 - swelling
 - something more serious like asthma or difficulty breathing

2a **VIDEO** Watch the video. Are these sentences True (T) or False (F)?

- 1 About 11% of children in the UK had asthma in the 1950s. T / F
- 2 Today, about a quarter of people in the UK have some type of allergy. T / F
- 3 There is a big risk of allergies in less developed countries. T / F
- 4 The problem today is that there are microorganisms everywhere. T / F
- 5 In a world of glass and metal, allergies are common because we are not in contact with the natural world. T / F

2b **VIDEO** Correct the false sentences in 2a. Watch the video again if necessary.

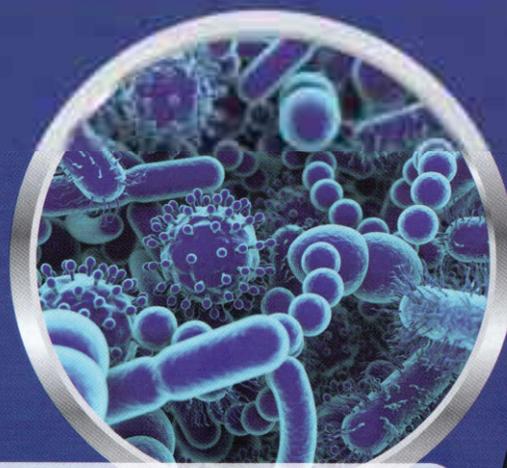
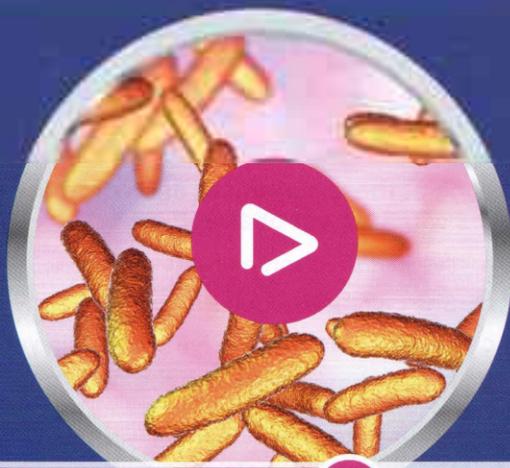
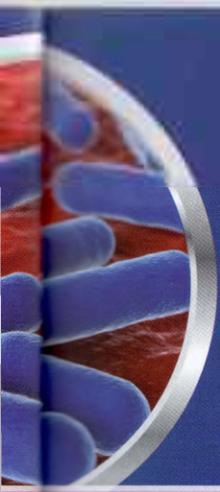
GREAT THINKERS



The four Cs: Connections, Challenges, Concepts, Changes

3 **SPEAKING** Watch the video again and follow these instructions.

- 1 Make **connections** between what you learned in the video and your life or the lives of people you know.
- 2 Think about ideas or opinions in the video that you want to **challenge** or argue with.
- 3 Decide which key **concepts** or ideas you think are important and useful to remember.
- 4 Consider what **changes** you or others could make based on what you saw in the video.
- 5 Now share your ideas in small groups.



4 SEL As a teenager, it's useful to start to take responsibility for your own healthcare. When you know about your own health, you can take good care of yourself. Individually, do the quiz and find out what you already know.

My health quiz

Do you know ...

- | | | |
|---|---|----------|
| 1 | the name, address and contact details of your doctor? | Yes / No |
| 2 | your national health number or where you keep your national health card? | Yes / No |
| 3 | the immunisations you have had and where you keep your immunisation record card? | Yes / No |
| 4 | the illnesses you have had? | Yes / No |
| 5 | things you are allergic to, and what you can do to deal with your allergies? | Yes / No |
| 6 | any medical conditions that are common in your family? | Yes / No |
| 7 | the addresses of nearby hospitals or health centres if you have an accident or emergency? | Yes / No |

5 How many 'Yes' answers did you get in the quiz in 4? Do some research so you can answer 'Yes' to all the questions.

GREAT LEARNERS



Great learners make connections between what they learn and the world outside.

In these exercises you have learnt about allergies and also the importance of knowing about your own health. Is this knowledge important or useful in the world outside the classroom?

Learner profile  page 142



1 **SPEAKING** Answer the questions.

- 1 What can you see in the photo above?
- 2 Would you like to do this activity? Why/Why not?
- 3 How dangerous do you think this activity is? Why?

2 **32** Listen to two people talking about BASE jumping. Who do they talk about and why? What is special about this person?

3 **32** Listen again. Choose the best answers.

- 1 The name BASE jumping ...
 - a comes from the different places people jump from.
 - b comes from the one special type of base that people jump from.
 - c has no special significance.
- 2 Mike ...
 - a has had two serious accidents.
 - b has only had some small injuries.
 - c has had a really bad accident.
- 3 Mike ...
 - a likes living dangerously.
 - b wants to be an inspiration to others.
 - c likes to control his emotions.
- 4 When she had her accident, Karina was lucky because ...
 - a she fell in a relatively good position.
 - b she wasn't falling very fast.
 - c she was doing a really easy jump that day.
- 5 At first, medical experts ...
 - a were optimistic about her recovery.
 - b weren't sure how bad her injuries were.
 - c were very negative when they spoke to her.
- 6 Since the accident, Karina has ...
 - a begun to do one of her favourite sports again.
 - b learned how to ski.
 - c started to do dangerous jumps again.

4 **Critical thinkers**

In your opinion, what good or bad things can Karina's story teach us?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Present perfect with *just*, *yet*, *already*

1a Look at these sentences and complete rules 1–3 with *just*, *yet* or *already*.

- a I've **just** seen some of your videos.
- b She's **already** begun skiing again.
- c Has she started BASE jumping again **yet**?
- d No, she hasn't done **that yet**.

- 1 We use the present perfect with **just** to talk about very recent events.
- 2 We use **already** to talk about something that has not happened, but we think it is going to happen soon.
- 3 We use **yet** to talk about something that has happened, possibly before we expected.

1b Choose the correct alternative.

- 1 We use **yet** in affirmative/negative sentences and questions.
- 2 **Yet** usually goes at the end of the sentence, but **already** and **just** usually go after/before the past participle.

✉ Check it page 54

2a Put the word in bold in the correct place in each sentence.

- 1 One of my friends has decided they want to be a doctor. **already**
- 2 I've had a nosebleed. **just**
- 3 We haven't studied robotics at our school. **yet**
- 4 They've opened a big new health centre in my town. **just**
- 5 We've finished all our exams. **already**
- 6 We've started studying biology this year. **just**
- 7 Have you decided if you want to go to university? **yet**
- 8 Have you decided on your future profession? **yet**



2b **32** Say if the completed sentences in 1–6 in 2a are true or false for you. Ask and answer the questions in 7 and 8.

30 Write two important things that:

- 1 have just happened in your life.
- 2 you've already done this year.
- 3 you'd really like to do but that you haven't done yet.

36 SPEAKING Compare your sentences in 3a with a partner. Are any the same?

I've just started guitar lessons.

Really? I haven't yet, but I'd like to.

Present perfect and past simple

4 Read this dialogue extract and answer questions 1-4.

- A:** Has she ever been in the news?
B: Yes, she has.
A: What did she do?
B: It was in 2006. Her parachute didn't open and she hit the ground at over 100 kph.
- 1 Is the first question in the past simple or the present perfect?
 - 2 Does the question ask about general experience or a specific moment in the past?
 - 3 Is the second question in the past simple or the present perfect?
 - 4 Does the question ask about general experience or a specific moment in the past?

Check it page 54

5 Complete the dialogue with the present perfect or past simple form of the verbs given.

BREAK A LEG!

Jack: (a) the motorbike racer Valentino Rossi ever (have) a bad accident on his bike?

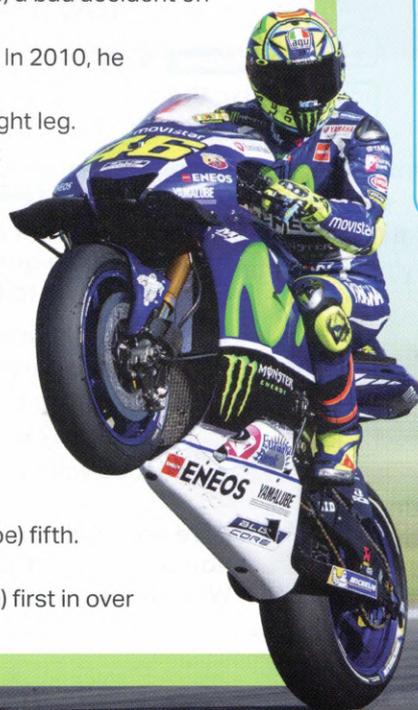
Lily: Yes, he (b) In 2010, he (c) (crash) and (d) (break) his right leg.

Jack: Is that the only time that he (e)

(break) a leg?
Lily: No, he (f) (do) it again in 2017. But about three weeks later he (g) (get) back on his bike for the Spanish Grand Prix!

Jack: (h) he (win) that Grand Prix?

Lily: No, he (i) (be) fifth. But, so far, in total he (j) (finish) first in over 100 races!



6 Write questions with ever to ask your partner if they have done these things.

- 1 eat unusual food
Have you ever eaten unusual food?
- 2 win a competition or prize
- 3 ride a banana boat
- 4 go on a big rollercoaster
- 5 break a phone, tablet or laptop
- 6 visit another country

Use it ... don't lose it!

7 SPEAKING Use the questions in 6 to interview your partner. Ask follow-up questions to find out more information about their experiences.

Have you ever eaten unusual food?

Yes, I have. Tomato ice cream!

When was it?

It was last summer in the US.

Who were you with?

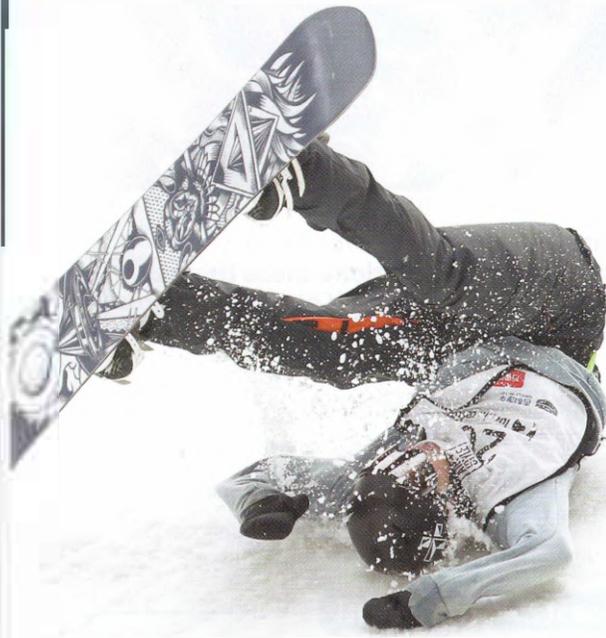
I was with my cousin Sadie.

Reach higher page 137

Developing speaking

Describing photos

a



b



c



1 **SPEAKING** Look at the photos a–c above. What do they have in common?

2a **33** Listen to a girl describing one of the photos. Which photo is she describing?

2b **33** Listen again. Tick (✓) the questions that the girl answers.

- 1 Where are the people?
- 2 What type of people are they?
- 3 What are they wearing?
- 4 What are the people doing?
- 5 What things or objects are in the photo?
- 6 What has just happened before the scene?
- 7 When is the scene taking place (morning, night, summer, winter, etc.)?
- 8 Have you ever been in a situation like the one in the photo? When? What happened?
- 9 What do you think about the photo?

3 **33** Complete the expressions in the Speaking bank. Listen again if necessary. Check that you understand all the expressions.

Speaking bank

Useful expressions to describe photos

- In this photo, I ...
- This is a picture/photo of ...
- In the ... of the photo ...
- In the background/foreground ...
- There's a ... on the left/right.
- I'm ... sure but ...
- They ... (serious).

4 **SPEAKING** Practise describing the photo in 2a. Use the questions in 2b, the expressions in the Speaking bank and the girl's answer to help you.

Practice makes perfect

5a **SPEAKING** Take it in turns to do the task below. Use the questions from 2b and the Speaking bank to help you.

Choose one of the other two photos in 1. Describe the photo and answer the questions.

- Have you ever been in a situation like the one in the photo? When? What happened?
- What do you think about the photo?

5b Give your partner constructive feedback about how well they did the task in 5a. What was good? What could they improve?

Developing writing

An informal email 2

1 Read this email from Ella and answer the questions. Don't read the notes at the sides of the email at the moment.

- 1 What's wrong with her at the moment?
- 2 What three things does she want or need from you?



From: Ella
Subject:
Hi,
How are you? I'm not feeling so good at the moment. I've had terrible flu. That's why I haven't been to school for the last three days.
Have the teachers set any exams for next week? I'd like to know so that I can try to revise. The problem is that I don't have any notes from this week. Can you help me?
I've already taken lots of horrible medicine. I hope it starts to work and I can get back to school asap!
Write back soon,
Ella
P.S. Please explain to Mr Scott that I'm ill.

Yes – maths and biology

Say you're sorry!

Say what you've done this week and offer your notes.

OK!

Yes! Me too.

2 Which language in the Writing bank would be useful in your reply to Ella's email?

Writing bank

Useful words and expressions in informal emails

We use expressions like *I'm really sorry to hear that ...* when we are writing about bad news, or *I'm so glad to hear that ...* or *Congratulations!* when we are happy for somebody.

- We use the expressions *Get well soon!* and *Take care!* to say we want somebody to be healthy after an illness or accident.
- We often use abbreviations like *PS* (Latin: post scriptum), etc. (Latin: etcetera) or *asap* to keep emails short.

3 Read this short text and then match the abbreviations to their meanings. Do you use any of the abbreviations in your language?

Culture exchange

Using abbreviations

In written English, particularly informal written English, we often use abbreviations to save time and space. Some of these abbreviations come from Latin. And some are much more recent. But when you see a new abbreviation, check what it means because some can be very informal and for use only with close friends!

- | | |
|--------|--|
| 1 PS | a as soon as possible |
| 2 e.g. | b here is some additional information to my letter or note |
| 3 IMO | c for example (Latin: <i>exempli gratia</i>) |
| 4 asap | d and other things of the same type |
| 5 i.e. | e in my opinion |
| 6 BTW | f that is, this is exactly what I mean (Latin: <i>id est</i>) |
| 7 FYI | g by the way (to change the topic) |
| 8 etc. | h for your information |

Practice makes perfect

4a Write a reply to your friend Ella using expressions from the Writing bank and abbreviations from 3. Use the notes next to the email to help you.

4b When you finish your email, use the Writing checklist on page 141 to check it.

Exam tip

In exam writing tasks, why is it so important to know who you are writing to? How does it affect how and what you write?

Present perfect

Affirmative	subject + have/has + past participle <i>She has taken her medicine.</i>
Negative	subject + haven't/hasn't + past participle <i>We haven't seen the doctor.</i>
Question form	have/has + subject + past participle <i>Have you been to the hospital?</i>
Short answer	Yes, subject + has/have . No, subject + hasn't/haven't . <i>Yes, I have. No, they haven't.</i>

We use the present perfect to talk about:

- an experience in someone's lifetime, without saying the exact time when the event occurred. When it happened is not important.
I've broken my leg twice.
- recent events which have a result in the present.
She's lost her textbook. (= She hasn't got her textbook now.)
- actions or situations that began in the past but continue in the present.
Helen's been a doctor for ten years. (= Helen started to work as a doctor ten years ago and she is still a doctor now.)

ever, never, for, since, just, already, yet

- We can use *ever* in questions with the present perfect. It means 'at any time in your life'.
Have you ever appeared in a film?
- We can also use *ever* with words like *nobody* and *nothing* in affirmative sentences. It has a negative meaning.
Nobody has ever lived on Mars.

Ever comes just before the past participle.

- We can use *never* in negative sentences in the present perfect. It means 'at no time in your life'.
I've never met a famous person.

Never comes just before the past participle.

- *For* and *since* are used when the present perfect is describing actions or situations that began in the past and continue in the present. We use *for* with periods of time and *since* with moments in time. We often use *for* and *since* to answer questions with *How long*.

A: How long have you had those glasses?

B: I've had them for three months/since January.

For and *since* go just before the time expression.

- We use *just* with the present perfect to emphasise the fact that something happened very recently.
We've just had lunch. (= We finished our lunch only a few moments ago.)

Just goes just before the past participle.

- We use *already* to talk about something that has happened earlier than we expected.
I don't have any homework to do. I've already done it./I've done it already.

Already usually goes just before the past participle, or at the end of the sentence for emphasis.

- We use *yet* to ask if something we expect has happened, or to say that it hasn't. It is used in questions or negative sentences.

Have you tidied your bedroom yet?

I haven't had dinner yet.

Yet usually goes at the end of a sentence or clause.

Present perfect and past simple

The *present perfect* describes actions in the past but without saying the specific moment when they happened.

I've won a prize.

If we say the specific moment in the past when something happened, we must use the *past simple*.

I won a prize last year.

Vocabulary

1 Parts of the body

ankle • arm • back • calf • cheek • chest • chin • ear • elbow • face • finger • foot • forehead • hand • head • heel • hip • jaw • knee • leg • mouth • neck • nose • shoulder • stomach • thigh • throat • thumb • toe • wrist

2 Health problems

ache (n., v) • break (v.) • broken (adj.) • bruise (n., v) • cold (n.) • cough (n., v) • cut (n., v.) • flu (n.) • headache (n.) • hurt (v.) • injure (v.) • pain (n.) • scratch (n., v.) • sore (adj.) • sprain (n., v.) • sprained (adj.) • stomach ache (n.) • swollen (adj.) • (high) temperature (n.) • virus (n.)

3 Compound nouns connected with health and healthcare

black eye • first-aid kit • food poisoning • health centre • heart disease • nosebleed • painkiller • sunburn • waiting room • wheelchair



Grammar test

Present perfect with *ever, never, for, since*

1 Choose the correct alternative.

- | | |
|---|--|
| 1 Matt and I have <u>took/taken</u> a lot of photos. | 5 My friend and I have <u>ever/never</u> been to Scotland. |
| 2 <u>Has/Have</u> you and Jack started the project? | 6 We haven't had an English test <u>for/since</u> weeks. |
| 3 They've been friends <u>for/since</u> they were kids. | 7 How <u>long/much</u> time have you known Sam? |
| 4 Have you <u>eaten ever/ever eaten</u> Indian food? | |

/ 7 points

Present perfect with *already, yet, just*

2 Look at Lily's list of jobs. Write sentences in the present perfect with *already, yet* and *just* for the things she has and hasn't done.

- wash the dishes ✓ – two minutes ago!
- buy the bread ✓
- take the rubbish out X
- ring Mum at work X
- make the beds ✓ – a minute ago!
- make something for dinner ✓

- 1
- 2
- 3
- 4
- 5
- 6

/ 6 points

Present perfect and past simple

3 Are these sentences correct or not? If not, correct them.

- | | |
|---|---|
| 1 Anne has been to Brazil last year. | 4 I've read this book three times. |
| 2 Have you seen Anna last week? | 5 My brother's 18. He went to Dublin three times. |
| 3 Did your little sister ever ride a horse? | 6 Did you speak to the teacher yesterday? |

/ 6 points

Vocabulary test

Parts of the body

1 Complete the parts of the body with the correct vowels.

- 1 st...m...ch 2 m...th 3 f...r...h...d 4 thr...t 5 ...l...w 6 sh...ld...r

/ 6 points

Health problems

2 Complete the sentences with these words.

ache • bruise • flu • scratch • sore • swollen • temperature

- 1 She can't talk because she's got a throat.
- 2 He twisted his ankle badly and now it's
- 3 I hit my arm and now I have a It's purple at the moment.
- 4 38 °C? You've got a high
- 5 It isn't really a cut, just a
- 6 I don't want to eat anything. I've got stomach
- 7 It's not just a cold. I think it's

/ 7 points

Compound nouns connected with health and healthcare

3 Complete the compound nouns.

- 1 If you can't walk, we'll find you a wheel
- 2 Somebody has had an accident. Where's the first-aid
- 3 She ate something bad and now she's got food
- 4 Take a pain..... if your back hurts.
- 5 My neighbour is a doctor at the centre down the road.
- 6 No exercise can cause heart
- 7 Don't stay on the beach for a long time. You could get sun
- 8 The ball hit me in the face and now I have a black

/ 8 points

Total: / 40 points

Reading

Reading exam tip

In matching activities, remember ...
Underline key words and ideas in the texts.
This will help you focus on the information
you need to find.

- 1** **SPEAKING**  List three things you would like to do and three things you wouldn't like to do on your next summer holiday. Compare your list with a partner. Do you have similar or different ideas?
- 2** The young people below all want to study a language during their holidays. Read what they are looking for and then read the descriptions of eight language schools. Decide which language school (A-H) would be the most suitable for each person.

1



Yolanda wants to do a course from July to August. She is interested in learning English and also in learning as much as possible about the local culture and history.

2



Lucas would like to do a course in a school that also offers the opportunity to do group sports. He wants to stay in school accommodation where you share a room with students from different countries.

3



Maya is keen to do a course that prepares her for an international English-language exam. She only has two weeks, and would prefer to have private lessons. She also wants to stay with a host family.

4



Haruto wants to study in a school that also has courses for his parents and his teen sister. They want a semi-intensive course that includes visits to interesting places.

5



Katrin would like to spend eight weeks studying. She is interested in a flexible course which allows her to visit more than one city and learn another language.

Language schools for teenagers

A Petersfield International

Our school offers one-to-one, group and family courses for teenagers and their parents. We have general English and English for tourism courses. Our programme includes 20 hours of morning lessons, three afternoon extra-curricular activities, and one full-day excursion per week, which gives you the chance to see the most interesting places in and near the city.

B Northway English Courses

At our very well-respected school we offer general English and exam-preparation courses for adults and teens. Our courses last from four to eight weeks and you can choose between intensive (30 lessons a week) or semi-intensive (20 lessons a week). Our prices include accommodation in a shared room with all meals.

C Westwood English

Westwood English is right in the centre of Edinburgh, the capital city of Scotland. It offers lessons that mix English, history and culture. The English lessons are in the morning and in the afternoon students have guided visits to museums, monuments and castles. In August, they can also go to the Fringe, the biggest arts festival in the world.

D Hampton School of English

Each day is different at Hampton School of English. We offer individual and group lessons in English, French, German, Portuguese and Spanish. We are a truly international school that attracts students from all over the world. We provide accommodation in family houses or in our school, where we have a gym and a swimming pool.

E Holloway International

At Holloway International you'll study English and make friends with students from all over the world. As well as practising your English, you can do different kinds of sports, like football, basketball and volleyball. We offer accommodation at the school, where three to four students of different nationalities share a room.

F New World English

Our courses are innovative and unique. We have 35 schools in eight different countries, so you don't have to do the whole course or study the same language in only one place. You can start your course in England and finish it in Spain! We offer English, French, German, Italian and Spanish. Our courses can last four, eight or twelve weeks and you can have group or private lessons.

G Unique English School

We offer a completely different way of learning languages. Instead of traditional lessons, we help students of all ages learn a new language through arts and sports. You can choose between English, French, German or Spanish. We have a very informal atmosphere and don't give you any homework or tests! Our prices include all meals and accommodation in a family house.

H Clifftop International

At Clifftop International you will certainly find a course that is just what you need. We offer regular and intensive general English and exam-preparation courses for adults and teens. You can study in small groups or have one-to-one lessons on courses that can last from two to eight weeks. Our prices include accommodation with a host family and all meals.



International words

1 SPEAKING Starting point

Look back at the Culture exchange text about international English on page 34. Where do you see or hear English words and expressions in your daily life? Which ones have you seen or heard recently?

2 SPEAKING Project task

Search for information on the Internet about how English words are used in your language, and/or how words from your language are used in English. Also, think about your everyday life for examples. Prepare one of these:

- A poster
- B presentation
- C video message
- D information leaflet

Research areas

- English words that you see or hear in daily life. Why do people use them?
- 'international' words that are used in your language and in English, look similar and mean the same thing, e.g. taxi, blog
- words that are used in your language and in English that look similar but mean something different
- words from your language that are used in English. Why do you think people use those words in English?



3 Think about ...

Digital skills

When you search for information online, be as specific as possible with the words you use in your search. For example, 'English words' is too general and not helpful. But 'English words commonly used in ...' should give better results.

Intercultural awareness

Explore different attitudes to the use of English words in your language. What do young people think about it? What about older people, parents or teachers?

Collaboration

When you work in a team, it's important to respect and respond positively to other people's ideas.

Useful language

Good idea! That's a good point! I like that idea. That's nice! And maybe we could also ... That could work well.

Academic skills

A good dictionary will be useful for this project. When you look up a word, be careful not to just look at the first definition. Many words in English have more than one meaning. Also, remember that dictionaries can help you with spelling, pronunciation, etc.

4 SPEAKING Project time

Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for these categories.

Content

Presentation

Design

Language

5



SCREEN TIME



Vocabulary in context

TV programmes and series

Words connected with TV and online video

Adjectives describing TV programmes

1 **SPEAKING** Look at the words in the box and answer the questions.

- 1 What example(s) of each programme can you think of?
documentary – Blue Planet, Planet Earth
- 2 How often do you watch each type of programme?

34 TV programmes and series

cartoon • chat show • comedy • crime series • documentary • drama • fantasy series • film • food programme • game show • reality show • science-fiction series • sports programme • talent show • the news

2b 36 Decide if the sentences in 2a are *true* or *false*. Listen and check your answers.

3 Look at the adjectives in the box and decide if they have a positive or negative meaning. One can be both.

37 Adjectives describing TV programmes

annoying • awful • brilliant • dull • entertaining • funny • informative • inspiring • moving • original • scary • violent

4 **SPEAKING** Use the adjectives to describe the types of TV programmes in 1. Do you have the same opinions?

I think documentaries are usually informative but sometimes they're dull.

2a Complete the text about TV and online video with the correct form of the words in the box.

35 Words connected with TV and online video

binge-watching • channel • contestant • episode • mobile device • screen • season • spoiler • streaming service • viewer

Use it ... don't lose it!

5 **SPEAKING** Choose two of your favourite TV programmes. Tell your partner about them using words in 1 and 2a. Then use adjectives in 3 to explain why you chose them.

I really like Doctor Who®. It's a science-fiction series on the TV channel BBC One and you can also see it on the streaming service Netflix. There have been over 30 seasons so far. It's very original and viewers of different ages like it. It's really entertaining because there's lots of action.

Reach higher page 137

True or false?

- 1 Netflix was the first TV
- 2 It's possible to watch video content made exclusively for such as smartphones.
- 3 A television produced in 1982 had a that was just 5 cm.
- 4 In 2016, Alejandro Fragoso watched TV continuously for 94 hours and so broke the world record for
- 5 BBC Two was the first TV in the UK to transmit programmes in colour.
- 6 The US sitcom *The Big Bang Theory* stopped after 7
- 7 There have been over 1,000 of *The Simpsons*.
- 8 In 1979, about 600 million TV around the world watched a live programme showing the first astronauts to walk on the moon.
- 9 The first ever to win the talent show *America's Got Talent* was only 11 years old.
- 10 They filmed different endings for the very final episode of *Game of Thrones* to stop the possibility of





Reading



REALITY TV BLOG

News

Sport

Television

Weather

More ▾



1 'Reality TV? No, I prefer more serious programmes.' That's what a lot of people say. But a survey by OnePoll showed that one in four people in the UK watch a reality show. Perhaps that's not surprising when you think that there are hundreds of different shows to choose from. Some popular examples have people singing, dancing or cooking. But recently there have been more unusual programmes – a competition between men trying to grow the longest beard (*Whisker Wars*), celebrities competing in challenges in the Australian jungle (*I'm a Celebrity ... Get Me Out of Here!*), or a group of 40 kids who lived together for 40 days without adults (*Kid Nation*).

2 But just how real are the people in reality TV shows? It depends. Some shows actually use professional actors. Others use ordinary members of the public – they're much cheaper than actors. But even when the people are real, the situations are often carefully written and planned. And even when real people are talking about true situations, it's easy to edit their words and make them say something different. In spite of this, the above survey discovered that 42% of people in the UK between the ages of 25 and 34 believe that reality shows are 100% real!

3 What about talent shows, one of the most popular types of reality show? Did you know that it is often the producers of the show, not the judges, who decide who leaves the competition? Talent is often a lot less important than other factors. The producers need contestants who attract more viewers, for example, by starting arguments. In fact, some producers create drama and tension between the competitors on purpose.

4 Does it matter that reality shows aren't real? In some documentaries, they say they are in one place when in fact they are filming in a different location. In other shows, they 'surprise' the contestants with things that they knew about already. And in most shows they give a false idea of time. An activity which really takes hours, days or weeks happens in just 50 minutes.

5 One of the saddest things is that reality shows can give us unrealistic ideas about what we can do. Things aren't as fast as they look on the screen, and they're usually slightly more complicated. Reality shows can make us confused because we can't tell the difference between what's real and what isn't. The scariest thing is that they can make us stop believing everything we see on TV, including the news. People think it's all manipulation. Perhaps the best thing is to stop watching reality TV for a while and rediscover the real world. It's just as amazing and inspiring as anything that you can see on a screen.

1 **SPEAKING** Look at the photos above from different reality TV shows above and answer the questions.

- 1 What do you think the shows are about?
- 2 Would you like to watch the shows? Why?
- 3 Why do you think reality shows are popular?
- 4 How real do you think reality TV is? Why?

2 Read the text. What is the writer's general opinion of reality TV? What do you think would be a good title for this text?

3 Choose the best answers.

- 1 The fact that 25% of people in the UK watch reality TV ...
 - a is unexpected because not many people admit they watch it.
 - b isn't strange because the quality of the programmes is very high.
 - c isn't strange because programmes with music or food are always popular.
- 2 The people in reality shows ...
 - a always receive a lot of money.
 - b are not always professionals.
 - c are always acting.

- 3 The producers of some talent shows ...
 - a like contestants who create uncomfortable situations.
 - b often have big arguments with the contestants.
 - c look for top talent to get more people watching the show.
- 4 All the examples in paragraph 4 are of things that ...
 - a never really happened.
 - b didn't happen in the same way as they appeared on TV.
 - c didn't happen in the place where the programme said.
- 5 The writer believes that ...
 - a they manipulate everything we see on TV.
 - b it's time to stop reality TV because it can confuse us.
 - c reality TV makes it very hard to separate fact and fiction.

4 What do the underlined words and phrases in the text mean? Guess and then check in your dictionary.

5 **Critical thinkers**

In your opinion, does reality TV have a negative influence on us?

What makes you say that?

Use ideas from the text and other information to justify your opinion. Then share your ideas.

Comparatives and superlatives

1a Complete the table with the correct words. If necessary, look again at the text on page 59.

Adjective	Comparative	Superlative
1 cheap	.....	the cheapest
2 sad	sadder	.....
3 scary	scarier	.....
4 unusual	.....	the most unusual
5 good	better	.....

1b Now match the adjectives to the correct rule.

- a adjectives with two syllables or more, use *more/the most* + the adjective.
- b one-syllable adjectives which end in one vowel + one consonant, double the last consonant and add *-er*.
- c two-syllable adjectives ending in *-y*, omit *-y* and add *-ier*.
- d one-syllable adjectives, add *-er*.
- e irregular adjectives have no set rule.

1c Use the rules in 1b to write the comparative and superlative form of these adjectives. Which one is irregular?

- 1 funny
- 2 informative
- 3 dull
- 4 bad
- 5 thin

1d Complete the sentences with the correct words.

- 1 The new series is more original than the old one.
- 2 It's the most original series the world at the moment.

✓ Check it page 68

2a Make sentences comparing the two things, giving your own opinion. Use the adjectives given and *than*.

- 1 food programmes / talent shows (interesting)
I think talent shows are more interesting than food programmes.
- 2 playing sport / watching sports programmes on TV (good)
- 3 watching series on a mobile device / watching series on a TV (bad)
- 4 game shows / chat shows (entertaining)
- 5 comedies with real actors / cartoons (funny)
- 6 streaming services / traditional TV channels (popular)

2b SPEAKING Compare your sentences in 2a.

3a Choose an adjective from box A and a phrase from box B. Then write six superlative sentences with your opinion.

The funniest person I know is my sister.

A exciting • funny • good • happy • important • popular

B actor in my country • day • film I've ever seen • moment in my life • person I know • streaming service

3b SPEAKING Compare your sentences in 3a. Then tell the class some of your partner's interesting answers.

Marta thinks going to the US has been the most exciting moment in her life.

Modifying comparatives

4 Look at the words in bold in the sentences and answer the questions.

- 1 Ordinary members of the public are **much** cheaper than actors.
- 2 Real life is **slightly** more complicated.
- a Do we use *much* with comparatives to talk about a big or a small difference? And *slightly*?
- b Which of the words below can we use to replace *much*? Which can replace *slightly*?

a bit • a lot • far

✓ Check it page 68

5 Add *a bit*, *a lot*, *far*, *much* or *slightly* to each of your sentences in 2a.

I think talent shows are far more interesting than food programmes.

6a SPEAKING Are these statements true? If not, make them true by changing the words in bold.

- 1 Jennifer Lawrence is **slightly** younger than Emilia Clarke.
- 2 In the US, watching American football is **much** more popular than watching football.
- 3 Superman is **a bit** older than Spider-Man.
- 4 Going to the cinema is **far** more expensive than renting films online.
- 5 *Avengers: Endgame* was **far** more expensive to make than *Captain Marvel*.

6b 39 Listen and check your answers.

less ... than, (not) as ... as

- 7 Look at the words in bold in the sentences and answer the questions (a–c).
- The real world is **as** amazing **as** anything you see on a screen.
 - Things are **not as** fast **as** they look.
 - Talent is **less** important **than** other factors.
- a Which two structures in bold have a similar meaning? ...
- b Which two structures are the opposite of *more ... than*? ...
- c Which structure means that two things are similar? ...

✓ Check it page 68

- 8 Read the blog about *Stranger Things*. Write sentences comparing the two seasons using the words given and *as ... as*, *not as ... as* and *less ... than*. Use *less ... than* twice.



STRANGER THINGS
BLOG

LATEST NEWS MEDIA SEASON GUIDE DISCUSS

	Season 1	Season 2
Number of episodes	8	9
Cost per episode	\$6 million	\$8 million
We say	Both seasons are equally great. They're both equally exciting. Season 2 is a bit more violent and scarier, but season 1 is funnier.	
Our score	97%	94%

- season 2 / good / season 1
Season 2 is as good as season 1.
- season 1 / long / season 2
- season 1 / exciting / season 2
- season 1 / violent / season 2
- season 1 / expensive to make / season 2
- season 1 / scary / season 2

Use it ... don't lose it!

- 9 **SPEAKING** Compare any two modern TV series using adjectives in 2 on page 60 and *as ... as*, *not as ... as* and *less ... than*.

In my opinion, Gotham isn't as entertaining as Krypton.

➔ Reach higher ➔ page 138

Adjectives ending in -ing and -ed

- 1 Choose the correct alternative to complete the example and the rule.

Example: When you watch a *moving/moved* film, you feel *moving/moved*.

Rule: To describe how somebody feels, we use the *-ing/-ed* ending.

- 2a Read the text and check that you understand the words in bold. Are the words in the correct form? If not, correct them.

TECHNOLOGY CENTRAL

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Time spent online

Nowadays, when I feel **(a) boring**, I often go straight to my smartphone or tablet. Of course, it can be **(b) relaxing** to play games or watch videos on a mobile device. But afterwards it's **(c) depressed** and **(d) disappointed** to think how much time I waste doing this. I never seem to get **(e) tiring** of certain games or videos; they're so **(f) gripped**. So, perhaps it's not **(g) surprising** that now there are lots of apps like *Screen Time*, or *AppDetox* that can control what you see and do on your mobile devices and set time limits. It's really **(h) annoying** because my parents have one of those apps where they can see what I'm doing on my tablet. The other day they discovered that I was playing a game instead of doing my homework. It was very **(i) embarrassed**!

- 2b **SPEAKING** What do you think of apps that control your screen time?

- 3 Complete the sentences with the correct form of the words given and information that is true for you.

- The last time I felt ... (inspire) was when ...
- I think learning about ... is ... (fascinate).
- The most ... (move) story I've ever read is ...
- In my opinion, ... can be very ... (confuse).
- For me, the most ... (frighten) film I've seen is ...
- One thing that I find ... (annoy) about mobile devices is ...

Use it ... don't lose it!

- 4 **SPEAKING** Compare your sentences in 3.

➔ Reach higher ➔ page 138



GREAT LEARNERS GREAT THINKERS

THE INFLUENCE OF TV AND ONLINE VIDEO

Lesson aim: To think about how TV and online videos can influence us in positive and negative ways

Video: The popularity of online video

SEL Social and emotional learning: Questioning your attitudes

1 SPEAKING Ask and answer the questions.

- 1 Do you spend more time watching TV or online videos?
- 2 When you watch online videos (e.g. on YouTube™), who or what do you watch?

2 VIDEO Watch the video and complete the sentences with one or two words or a number.

- 1 Many YouTubers began by making videos in _____.
- 2 Charlie McDonnell was once the most watched YouTuber in _____.
- 3 _____% of his female viewers fit in the 13- to 17-year-old category.
- 4 Online video is like a _____ between the people watching and making the videos.
- 5 The TV studio in London seems like a _____ for YouTubers instead of a TV studio.
- 6 YouTubers can meet animators and _____ there to help them make better videos.
- 7 The presenter wants to know if what you _____ to watch is always good for you.

3 Read what different teenagers say about the influence of TV and online videos on our lives. Do you agree with their opinions? Why/Why not? Make notes.

Home

Blog

Message board



1 You can learn lots of useful things from TV or online videos. You can learn to cook, play an instrument or speak a new language.



2 Online videos are a great influence on teenagers because they inspire us to make our own videos and maybe even become rich and famous.

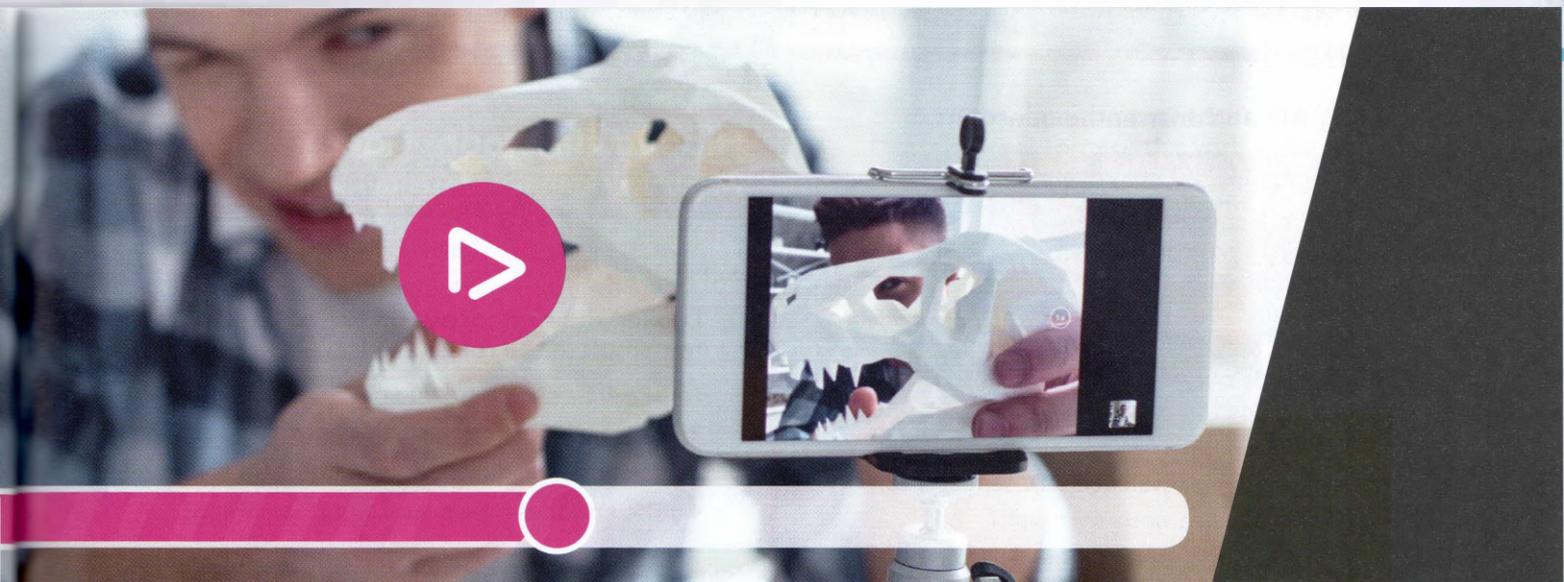


3 TV and online videos often make us unhappy because real life can never be like life on the screen.



4 TV and streaming services make us mentally and physically lazy. We just turn the TV or tablet on, and switch our minds and bodies off.





GREAT THINKERS



Share-Wait-Think-Discuss

4 **SPEAK** Follow the instructions.

- 1 **Share.** The first person uses their notes in 3 to share two of their ideas. The others listen.
- 2 **Wait** in silence. Don't interrupt! **Think** about what the first person says.
- 3 Repeat this procedure for the second and third person.
- 4 **Discuss** all the ideas that you have shared. Make comments and ask questions about what other people have said.

5a Choose one of your favourite programmes or online videos. Think about:

- 1 what information or skills it teaches you.
- 2 what positive or negative message(s) it transmits.
- 3 how it makes you feel.

5b **THINK** Discuss the possible positive and negative influence of the programme or online video that you chose. Which of your programmes or videos do you think has the most positive or negative influence on teenagers?

GREAT LEARNERS **SEL**



Great learners question their own attitudes and behaviour.

In 5a and 5b, you needed to think about both the positive and negative sides of the programmes you watch. Why is it good to do this?

Learner profile page 142

Listening

- 1 **SPEAKING**  Ask and answer the questions.



- Have you ever binge-watched a TV series? If so, which one(s)?
 - Why do you think people binge-watch TV series?
 - What do you think are the problems with binge-watching?
- 2 **40** Listen to four people talking about binge-watching. Do the speakers binge-watch nowadays? Choose the correct alternative.
- | | |
|-----------------------|-----------------------|
| 1 Holly <u>Yes/No</u> | 3 Jenna <u>Yes/No</u> |
| 2 Noah <u>Yes/No</u> | 4 Lee <u>Yes/No</u> |

Exam tip

In the next activity you need to identify the statements that a speaker makes. Do you think the speaker will use exactly the same words as in the questions you read?

- 3 **45** Listen again. Write *Holly, Noah, Jenna* or *Lee* for each question.

Who ...

- suffered negative consequences from binge-watching?
- isn't happy about binge-watching because of his/her job?
- thinks that modern technology makes it easier to binge-watch?
- binge-watches because he/she doesn't want other people to tell him/her information about the series?
- has techniques to stop binge-watching?
- thinks that binge-watching is a problem for the family to solve?
- discovers good series thanks to recommendations?
- remembers when there were only a few TV channels to watch?

4 Critical thinkers

In your opinion, can binge-watching be a serious problem?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Grammar in context 2

Flipped classroom video

Watch the Grammar Presentation video



so and such

- 1 Look at the sentences and use *so* and *such* to complete the rules (a–c).

- My students are **so** tired.
 - Binge-watching is **such** a problem.
 - You're having **such** a good time.
 - The episodes have **such** surprising endings.
- a We use to intensify the meaning of a noun or an adjective before a noun.
- b We use to intensify the meaning of an adjective with no noun.
- c After we use *a/an* before a singular countable noun.

 Check it page 68

- 2 Read the text and choose the correct alternative.

Culture exchange



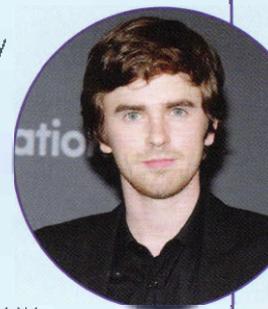
TV in the UK

The UK produces lots of brilliant documentaries. *Blue Planet II* was (a) *so/such* good that over 14 million people in the UK watched the first episode. This and other series have been popular in many other countries, too. In fact, the UK exports (b) *so/such* a variety of shows – crime and science-fiction series (*Sherlock*), historical dramas (*Victoria*), and talent shows (*Strictly Come Dancing*) – that there are millions of viewers of British shows around the world.

Many British actors, such as Millie Bobby Brown and Freddie Highmore, are (c) *so/such* convincing that they play Americans in US films or series. Some UK comedians are (d) *so/such* big stars in the US that they present American award ceremonies and chat shows.

Soap operas are (e) *so/such* an important phenomenon in the UK. These are drama series that show the problems of a group of characters in a particular place. One series called *Coronation Street* is (f) *so/such* popular that it has lasted over 60 years!

Many people in the UK love nature. So maybe it isn't (g) *so/such* unusual that *Countryfile*, a 30-year-old series about farming and life in the country, is one of the UK's most popular informative shows.



Collaborative project 3 page 83

too and (not) enough

3a Look at these sentences.

- 1 You're **too** excited to switch the TV off.
- 2 That isn't long **enough** to rest.
- 3 I didn't have **enough** energy to study.
- 4 I'm old **enough** to remember those times.

3b Match the sentence halves to make rules.

- 1 We use **too**
a to say a person, thing or situation is insufficient.
- 2 We use **not ... enough**
b to say a person, thing or situation is sufficient.
- 3 We use **enough**
c to say a person, thing or situation is excessive.

3c Look at the word order in the sentences in 3a.

- 1 Does **too** come before or after the adjective?
- 2 Does **enough** come before or after the adjectives?
- 3 Does **enough** come before or after the noun?

Check it page 68

4 Complete the text with the words in the box.

as • easy • enough • enough • in • less • most • not • too • unusual



According to the *Guinness Book of Records*, *Got Talent* is one of the world's (a) successful reality shows of all time. There is (b) talent in the world for versions of the show in over 58 countries. And it's just as popular in a country like India (c) in Australia – both countries have had at least eight seasons already!

One possible reason for the show's popularity is that the winners can be any age. Nobody is (d) old to win. In the Netherlands in 2014, an 81-year-old singer called Léon Lissitza was the winner. But DJ Arch Jr won *South Africa's Got Talent* when he was only three! The winners are often singers and musicians. But winning by singing or playing the guitar is (e) as surprising as playing an instrument made from the leaves of a coconut tree! That's what Domingues da Palha did in the first season of *Got Talent* in Brazil.

Maybe you think that this kind of talent is not good (f) to win a major TV show. It's certainly (g) serious than writing and reading poetry. That's how 11-year-old Monica Pirlici won the show in Moldova.

One of the most (h) winners (i) the world was Gianfranco Huanqui in Peru. Solving a Rubik's cube was much too (j) for this teenager. So, he did it sometimes even with his eyes closed!



5 Complete the sentences with the correct form of the verb to be and too or not enough, plus the adjective given.

- 1 This series is for adults, and Brad is only 12. He (old) to watch it.
- 2 This video game (difficult). It's impossible to finish it.
- 3 It (warm) in here. Can you open the window?
- 4 I hate this book! The story (confusing)!
- 5 That game show contestant was awful. He (clever). He didn't know any of the answers!

6 Look at this advert for stunt performers. Make notes with ideas why you could/couldn't do the job. Use too and (not) enough.

Use it ... don't lose it!

7 SPEAKING Compare your ideas in 6.

I'm not good enough at swimming.

I'm too scared of high places.

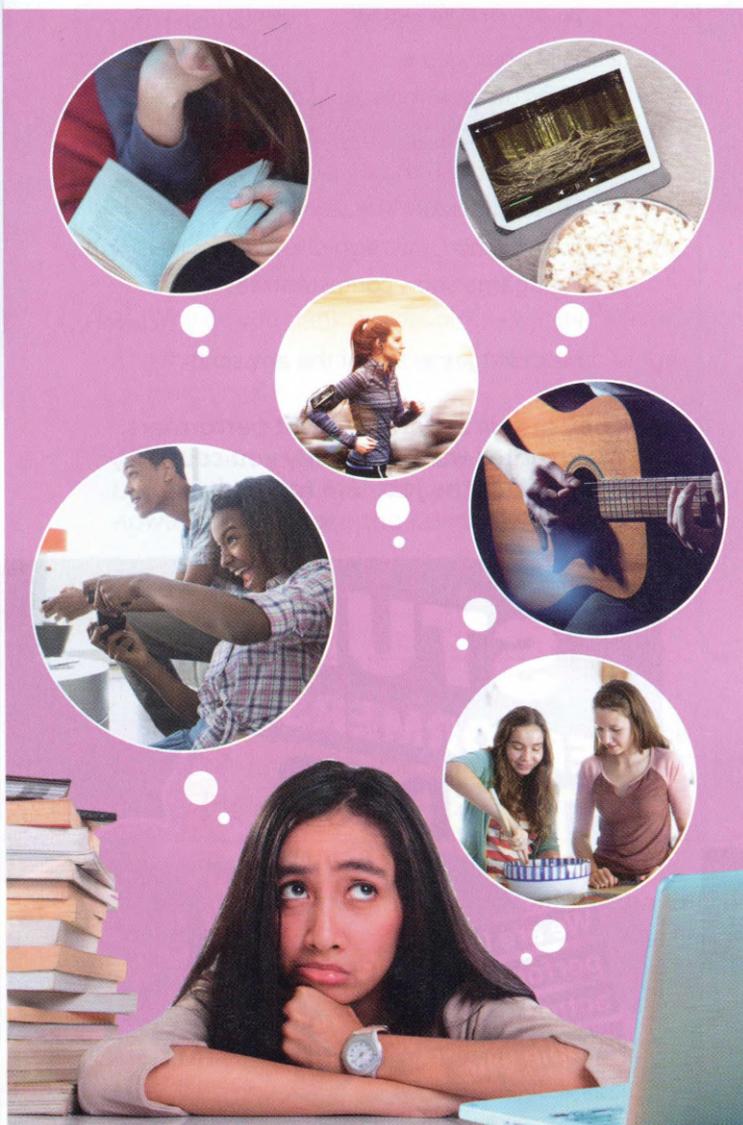
Reach higher

page 138

Developing speaking

Negotiating

1a **SPEAKING** Look at the girl in the photo. How do you think she's feeling and why?



1b Now look at the photos of free-time activities. How often do you do these things?

1c **SPEAKING** Think of positive or negative adjectives to describe each activity.

2 **41** Listen to two students doing a speaking exam and answer the questions.

- 1 What does the teacher ask them to do?
- 2 What is their answer to the main task?

3a **43** Listen again. Which adjectives do the students use to describe ...

- 1 reading?
- 2 running?
- 3 learning to play an instrument?

3b **SPEAKING** Do you agree with the adjectives the students use? Why/Why not?

4 **42** Listen again. Which expressions in the Speaking bank do you hear in the dialogue?

Speaking bank

Useful expressions for negotiating

Asking for opinions

- What do you think about ...?
- What about you?
- What about + verb -ing?

Giving opinions

- I think ...
- I reckon ...
- In my opinion, ...
- Personally, ...

Making suggestions

- Let's (decide) ...
- Why don't we ...?

Responding to opinions and suggestions

- Yes, I agree.
- Yes, you're right.
- That's true.
- Yes, but ...
- Maybe, but ...

Exam tip

In this type of activity, how important is it to listen to your partner? Why?

5 **SPEAKING** Discuss which is the best activity for the girl in 1 and why. Use expressions from the Speaking bank.

6 Look at the photos on page 149. They show different ways of learning a new language. Make notes on the positive and negative things about each way.

Practice makes perfect

7 **SPEAKING** Take it in turns to do this task. Use your ideas in 6 and the Speaking bank to help you.

A teenage boy from England wants to learn your language quickly. Here are some ways that could help him learn. Talk together about the different things he could do and say which would be the best and why.

What do you think about learning our language by listening to songs?

Well, we have great music here. But I think learning from songs is very slow and confusing!

8 **SPEAKING** Change partners and do the task in 7 again. Then reflect on what you did better or differently.

An article 2

1 **SPEAKING** Read the edutainment factfile and discuss these questions.

- 1 What do you think you can learn from each of the different examples of edutainment?
- 2 What examples of edutainment shows, video games or apps can you think of? What can you learn from them?
- 3 What examples of shows, video games or apps can you think of that are only entertainment, with no education?



What is Edutainment? Edutainment is a mixture of two words, 'education' and 'entertainment'. We use it to talk about TV programmes, video games, apps, etc. that are entertaining and fun but teach you something at the same time.

Where did the name come from? Walt Disney used it in his *True-Life Adventures* series in the 1950s. Then Robert Heyman developed it in 1973 in his *National Geographic Society* documentaries.

What are some examples? talks, *Blue Planet*, *Minecraft*®, *Guitar Hero*, *GarageBand*, *Study Tubers*, *Sesame Street*.

2 Look at this advert asking for articles and then read the article *Playing is learning!* What are the writer's answers to the three questions in the advert?

Education+Entertainment = Edutainment

We all know that we can learn a lot from some TV programmes, online videos, video games or apps.

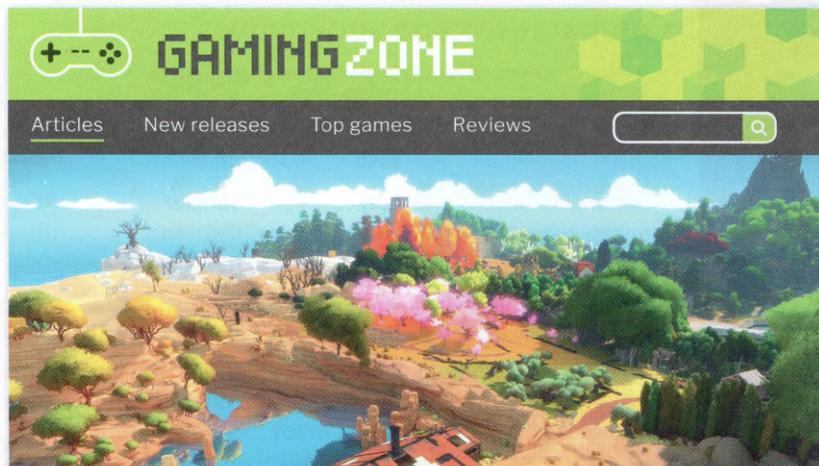
But we want to know ...

What are your two favourite education shows, games or apps?

Why do you like them?

What can you learn from them?

Send your article to the email address below.



Playing is learning!

Personally, I don't watch TV very often because I find it dull. But I love playing video games. As far as I'm concerned, the best and most educational video game is *The Witness*. There are over 600 puzzles to complete but the fascinating thing is that it teaches you to solve the puzzles on your own. If something is too difficult, the game sends you back to learn how to do it on your own. You learn to listen and look at everything carefully. Apart from all of that, it's visually amazing!

Another gripping game is *Portal 2*. You travel from one place to another using portals. On the way, different tasks make you think about gravity and friction. It's not surprising that some physics teachers use the game in their lessons. In my opinion, it's also entertaining because the main characters are so funny.

Some people say video games are a waste of time. I don't believe that's true. Why don't you try one of these games and see if you agree?

3 Read the article again and complete the expressions in the Writing bank.

Writing bank

Useful expressions in an article

- ... *Personally* ... I don't watch TV very often ...
- As ... I'm concerned, the best and most educational video game is ...
- ... opinion, it's also entertaining.
- I ... that's true.
- ... you try one of these games?

4a Make notes on your own answers to the questions in the advert in 2.

4b **SPEAKING** Discuss your answers in 4a.

Practice makes perfect

- 5 Imagine you are responding to the advert in 2 and write your article. Use the article *Playing is learning!* to help you and include expressions in the Writing bank.
- 6 When you finish your article, use the Writing checklist on page 141 to check it.

Comparatives and superlatives

	Adjective	Comparative	Superlative
One syllable	cheap fast	cheaper faster	the cheapest the fastest
One syllable ending in one vowel and one consonant	sad thin	sadder thinner	the saddest the thinnest
Two syllables ending in -y	scary funny	scari er funnier	the scariest the funniest
Two or more syllables	moving original	more moving more original	the most moving the most original
Irregular	bad good far	worse better farther/further	the worst the best the farthest/furthest

- We use the comparative to compare two people, places or things.
- We use the superlative to compare more than two people, places or things.
- We use *than* in sentences that compare two people, places or things.
Some shows are worse than others.
- We use *the* before the superlative form of the adjective and we often use *in*.
He's the nicest person in the class.

Modifying comparatives

- We use *much*, *slightly*, *a bit*, *a lot*, *far* to modify comparatives.
- We use *much*, *a lot* and *far* to talk about big differences and *slightly* and *a bit* to talk about small differences.
A lion is much bigger than an ant.
A rat is slightly bigger than a mouse.

less ... than, (not) as ... as

- Less is the opposite of more.
Watching tennis is less popular than watching football.
- We use *not as ... as* to say that the second person or thing is *more ... than* the first one.
Watching tennis isn't as popular as watching football.
- We use *as ... as* to say two things are the same.
European films are as good as American films.

so and such

- We use *so* to intensify the meaning of adjectives.
That programme is so fascinating.
- We use *such* to intensify the meaning of a noun or an adjective before a noun. We use *a/an* after *such* before a singular countable noun, but not before uncountable or plural nouns.
The new film caused such interest.
This is such good fun.
It's such a popular channel.

too and (not) ... enough

- We use *too* to say that something is excessive. It is not the same as *very* because it has a negative meaning.
He's very clever. (positive) Yes, but sometimes he's too clever. (negative)
- *Too* comes before the adjective.
This story is too confusing. People can't understand it.
- We use *enough* to say that something is sufficient.
He's old enough to drive.
- We use *not enough* to say that something is insufficient.
I'm not good enough to win the competition.
- *Enough* comes after adjectives and before nouns.
He's old enough. He isn't old enough. I haven't got enough money.

Vocabulary

1 TV programmes and series

cartoon • chat show • comedy • crime series • documentary • drama • fantasy series • film • food programme • game show • reality show • science-fiction series • sports programme • talent show • the news

2 Words connected with TV and online video

binge-watching • channel • contestant • episode • mobile device • screen • season • spoiler • streaming service • viewer

3 Adjectives describing TV programmes

annoying • awful • brilliant • dull • entertaining • funny • informative • inspiring • moving • original • scary • violent

4 Adjectives ending in -ing and -ed

annoyed • annoying • bored • boring • confused • confusing • depressed • depressing • disappointed • disappointing • embarrassed • embarrassing • fascinated • fascinating • frightened • frightening • gripped • gripping • inspired • inspiring • moved • moving • relaxed • relaxing • surprised • surprising • tired • tiring

Comparatives and superlatives; Modifying comparatives

1 Correct the mistakes in these sentences.

- 1 My school is bit more bigger than this school.
- 2 You look slightly thinner than the last time I saw you.
- 3 Football is lot more popular that badminton.
- 4 The Volga is longest river of Europe.
- 5 Ethan is a much worst at German than Jake.
- 6 Do you think this exercise is the more difficult of the book?

/ 6 points

less ... than, (not) as ... as

2 Make true sentences using the words and as ... as, not as ... as or less ... than.

- 1 Spain / big / the US
- 2 a kilo of sugar / heavy / a kilo of iron
- 3 to be a doctor, philosophy / important / anatomy
- 4 Jamie (born 2009) / old / Brad (born 2008)
- 5 playing tennis / dangerous / parachuting

/ 5 points

so and such

3 Complete the sentences with so or such. Add a/an if necessary.

- 1 She's good actor.
- 2 The film was long and slow.
- 3 We had fun yesterday.
- 4 That new tablet is expensive.

/ 4 points

too and (not) enough

4 Complete B's response each time with the correct form of to be and too or (not) enough and the adjective given.

- 1 **A:** Why is it difficult for most people to climb Everest?
B: It (high).
- 2 **A:** Why can't you run a marathon?
B: My legs (strong)
- 3 **A:** Why can't Amy drive?
B: She's only 16. She (young)
- 4 **A:** Why can't palm trees grow in the Arctic?
B: It (warm)
- 5 **A:** Why don't you like that song?
B: It's dull! It (slow)

/ 5 points

Vocabulary test

TV and online video

1 Write the words connected with TV and online video.

- 1 A person in a game show trying to win a prize.
.....
- 2 A show where the characters are pictures, not real people.
.....
- 3 A person watching TV or online videos.
.....
- 4 Information from a story that you don't want to know yet.
- 5 A programme that tells you information about the day's events.
.....

/ 10 points

Adjectives describing TV programmes

2 Complete the adjectives with the correct vowels. Is each word positive (+) or negative (-)?

- | | |
|----------------|---------------------------|
| 1 ...w f ... l | 3 ... r ... g ... n ... l |
| 2 d ... l l | 4 m ... v ... n ... g |

/ 4 points

Adjectives ending in -ing and -ed

3 Complete the sentences with the words in the box. There are six words that you don't need.

annoyed • annoying • embarrassed • embarrassing • frightened • frightening • relaxed • relaxing • surprised • surprising • tired • tiring

- 1 I'm very after running. I can't move my legs!
- 2 I can't find my phone. It's really
- 3 It's to see you because I thought you were on holiday in the US.
- 4 I went out with one black shoe and one brown shoe. It was really
- 5 I hate high places. Yesterday we went up a really big tower. I was very
- 6 The examiner was so nice. She made me feel before the exam.

/ 6 points

Total: / 40 points

6



CHANGING CLIMATES

Vocabulary in context

Geographical features

The environment

1 **PREPARATION** Discuss which of these geographical features you have in your country or region. Use a dictionary if necessary.

Geographical features

beach • cave • cliff • coast • desert • forest • glacier • hill • island • jungle/rainforest • lake • mountain • mountain range • ocean/sea • river • stream • valley • waterfall

2 **SPEAKING** Draw a word from 1 on the board. Can the class guess the word?

3a Read this text with advice about protecting the environment. Use the correct form of these verbs to complete the text.

Verbs connected with the environment

consume • recycle • reduce • reuse • save • throw away • waste

SOME SIMPLE TIPS FOR PROTECTING THE ENVIRONMENT

Because of global warming, the temperature of the planet is rising at the moment. To help with this problem, we need to (a) greenhouse gases – the UK government promised to do this by 80% by 2050. To reach this goal, we need to use less energy. You can (b) energy by doing simple things like switching off the lights when you leave the room. And don't forget that we (c) energy when we leave computers or TVs on all night. When we (d) plastic, glass or paper to make new products, we are also helping to protect the environment. But it's also good to (e) things instead of using them just once. In general, it's sensible to (f) less – we buy lots of things that we don't really need and then quickly (g) all these useless items.

3b **CD 44** Listen and check your answers.

4 **SPEAKING** Check that you understand all these words and expressions. Then use the words to talk about the photos.

The environment

carbon emissions • climate change • drought • flood • fossil fuels • global warming • melting ice caps • (air/sea) pollution • (non-)renewable energy • sea level rise • toxic waste



The first photo shows air pollution.

Yes, I think it's coming from using fossil fuels.

5 Complete the questions with appropriate words from 3a or 4.

- How serious do you think climate ... is and why?
- How is global ... affecting your country?
- How much ... energy (such as wind or solar power) is there in your region or country?
- What positive action do you take to ... water or electricity?
- What products or materials do you ... or reuse?
- How much do you think your region or country is doing to ... carbon ... and toxic ... ?

Use it ... don't lose it!

SPEAKING Discuss the questions in 5.

Reach higher > page 138



Reading

- 1 **SPEAKING** Look at the photos above. Talk about what you can see. What do you think is the connection between them?
- 2 **SPEAKING** Look at questions 1 to 5. What answers could you give to the questions?
 - 1 Are sea levels getting higher or is it just fake news?
 - 2 What can we do to prepare ourselves and our cities for rising sea levels?
 - 3 What's causing sea levels to rise?
 - 4 Can we still stop sea level rise by reducing carbon emissions?
 - 5 What are the consequences of sea level rise for us?
- 3 Read the text. Match each question (1–5) in 2 to its answer (A–E). Were any of your answers in 2 similar to the answers in the text?
- 4 **46** Choose the correct alternative. Write the letter of the paragraph where you found the answer.
 - 1 Melting ice caps are now more/less responsible for rising sea levels than in the past.
Paragraph:
 - 2 There is evidence of the sea level rising because there have been a lot more/one or two big floods in recent years.
Paragraph:
 - 3 It seems obvious that by reducing carbon emissions we can/can't completely stop the problem of rising sea levels.
Paragraph:
 - 4 About 275 million people live in coastal areas/the ten biggest cities in the world. Paragraph:
 - 5 There are just one or two important/a variety of different ways we can beat the problem of rising sea levels.
Paragraph:
- 5 What do the underlined words and phrases in the text mean? Guess and then check in your dictionary.

UNDERSTANDING CLIMATE CHANGE

Sea Level Rise: you ask, the experts answer

A According to the US-based National Oceanic and Atmospheric Administration (NOAA), the global sea level in 2016 was 82 mm higher than the 1983 annual average. The NOAA believes that the global sea level will probably rise between 0.2 metres and 2 metres by 2100. Their statistics also show that in many places along the US coast, flooding is much more frequent than it was 50 years ago.

B Sea levels are rising for two main reasons. Firstly, glaciers and ice caps are melting and adding water to the ocean. And this is going to happen faster as global temperatures get higher. Over the last ten years, NOAA statistics show that the amount of sea level rise caused by melting has increased dramatically and is now the main factor in rising sea levels. Secondly, the water in the oceans is getting warmer and that means that it expands and takes up more space, increasing the volume of water in the sea.

C One big problem is that at least 275 million people live in areas which are going to be at risk from rising sea levels. Eight out of the world's ten largest cities are near a coast according to the UN *Atlas of the Oceans*. In Europe, London, Barcelona, Dublin and Venice are some of the cities that may face problems. Experts predict that millions of people will need to move away from their homes in the future.

D The tenth anniversary of the Paris Agreement to combat climate change and reduce carbon emissions will be in 2025. There are experts who are optimistic that lower carbon emissions will help to reduce the speed of rising sea levels. However, it is clear that we will need to spend money on other ways to protect these coastal areas because rising sea levels will still continue to cause problems.

E In the Netherlands, where flooding has always been a problem, engineers and architects are always coming up with different solutions, big and small. One is the building of floating homes. When the water rises, your home will rise, too. Other countries have decided they're going to think about building similar homes. Perhaps the biggest solution is the giant sea gate in Rotterdam that protects the port. A computer controls this gate and it closes automatically when there is danger of flooding. Each of the two parts of the gate is as big as the Eiffel Tower! But will engineers build similar gates to protect other cities?

'Climate Change: Global Sea Level', Rebecca Lindsey, NOAA Climate.gov, 2019.

6 Critical thinkers

In your opinion, how and how much does the question of sea level rise affect the place where you live?

What makes you say that?

Give examples from the text and other information to justify your opinion. Then share your ideas.



will, be going to and present continuous for future

1a Look at the sentences.

- a Experts predict that millions of people **will** need to move away.
- b In 2025, it **will** be the tenth anniversary of the Paris Agreement.
- c They've decided they're **going to** build similar homes.
- d Experts **are meeting** next month to discuss the problem.
- e As it gets warmer, glaciers **are going to** melt faster.
- f Where can I find more information? I know! I'll look on the Internet.

1b Match these explanations of the use of will, be going to and the present continuous for the future with example sentences a–f in 1a.

We use **will** ...

- 1 for decisions that we take at the moment of speaking.
- 2 to talk about an objective truth.
- 3 to make a general prediction. We often use **think, hope, expect, predict, believe** with this use.

We use **be going to** ...

- 4 to make predictions based on some sort of evidence.
- 5 to talk about plans or intentions.

We use the **present continuous for future** ...

- 6 to talk about future arrangements or plans that are confirmed.

Check it page 80

2 Complete the sentences with the correct forms of the verbs given using will or be going to. Then match each sentence to explanations 1–6 in 1b. Use one explanation twice.

- 1 Experts believe that temperatures will continue (continue) rising.
- 2 It's only the start of June but it's really warm. It is (be) a hot summer.
- 3 **A:** I can't open the door.
B: Don't worry. I will (help) you.
- 4 That plant is completely dry. It is going to (die).
- 5 My brother has decided he is going to (study) environmental science at university.
- 6 Next week it is going to (be) the anniversary of the Kyoto Agreement.
- 7 Scientists think that tourism is going to (have) disastrous effects in the Arctic.
- 8 I can't go out next weekend. I will (revise) for my exam.

3a Use be going to to write down different plans or intentions you have for the future. If the plan is already confirmed, use the present continuous for future. Write about these areas:

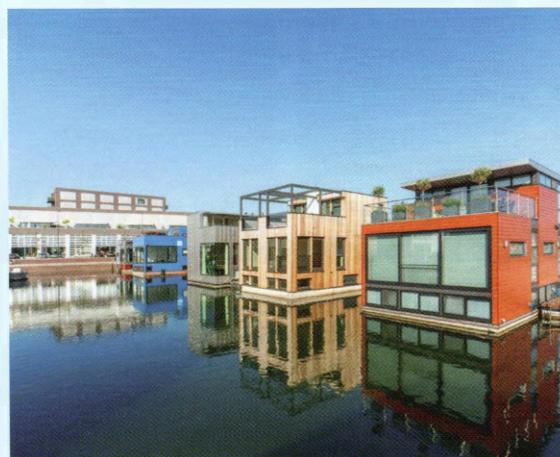
- | | |
|----------|-----------------|
| 1 school | 4 sport/hobbies |
| 2 home | 5 family |
| 3 work | 6 friends |

I'm doing an English vocabulary test next Wednesday, so I'm going to study vocabulary this weekend.

3b Compare your plans and intentions with a partner. Are any of them similar?

will, may, might

4a Look at the sentences and give an approximate percentage of certainty for each expression in bold.



- 1 The global sea level **will probably** rise. 70–80% certain
- 2 We **will definitely** need to spend more money.
- 3 **Perhaps** millions **will** need to live in floating houses.
- 4 **It's possible that** there **will** be other problems.
- 5 London, Barcelona and Istanbul **may** face problems.
- 6 Other cities **might** be in danger.
- 7 It **probably won't** be as bad as they think.
- 8 It **definitely won't** be an easy thing to solve.

4b Look at the position of the adverbs definitely and probably in sentences 1 and 2 and sentences 7 and 8. What do you notice?

Check it page 80

Exam tip

You are going to do a sentence transformation activity. Read the instructions carefully. What things are important to check when you finish an activity like this?

5 Rewrite the sentences keeping the same meaning. Use between two and five words, including the word given.

1 It's possible that the sea level will go up in the next 50 years.

may

The sea level *may rise* in the next 50 years.

2 It's 100% certain that people will reuse plastic bags.

definitely

People *definitely* reuse plastic bags.

3 They say there's a possibility summers will be hotter.

might

They say *might* summers will be as cool as they are now.

4 It's 80% certain the coast won't be the same as now.

probably

The coast *probably* won't be different in the future.

5 It's 80% certain that people won't want to consume so much.

will

People *will* consume less.

6 It might improve soon.

possible

It *is possible* to get better soon.

6 Change these predictions depending on the percentage of certainty given. Use a different expression from 4a in each sentence.

1 The weather will definitely become more extreme. (70–80% – negative)

The weather probably won't become more extreme.

2 There will be sharks near the UK coast. (50%)

3 We won't drive cars in the future. (50%)

4 We will probably have terrible droughts. (100% – negative)

5 They will clean all the plastic from our seas. (50%)

6 Perhaps we will stop using fossil fuels. (100%)

Use it ... don't lose it!

7 **SPEAKING** Which predictions do you agree with – the original one or the new one?

I think the weather will definitely become more extreme.

I disagree. I think it probably won't.

Reach higher → page 138

Different uses of get

1 Read this text. Get is used seven times in the text. Match each use (a–g) to the correct meaning (1–7).

From: James

Subject: A busy day!

1 attachment

Last week, I was in Japan to attend a conference about climate change. When I **(a) got** to the conference in the morning, I gave a presentation. In the middle of my speech I **(b) got** really thirsty so somebody **(c) got** me some water from the back of the room. The presentation went really well but somebody asked me a question and I didn't **(d) get** what they said because they were speaking Japanese. At midday we had a great meal; a famous Japanese chef made us lunch! When we **(e) got** up from the table after lunch, I **(f) got** a message from my son asking me to buy him a camera. I had two free hours in the afternoon, so I went to a big electronics shop and **(g) got** him a really good one. After that, I went back to the hotel to rest!



- | | |
|-----------------|---------------------------------|
| 1 arrive | 5 receive |
| 2 bring | 6 understand |
| 3 become | 7 move into a position or place |
| 4 obtain or buy | |

2a Use get to write six sentences about the weather and the environment using the topics in A and the adjectives in B. Use the comparative form of the adjectives or less.

A

the air • beaches • days • deserts • rivers • the seas • summers • winters

B

clean • cold • dark • dirty • dry • extreme • hot • long • short • sunny • warm • wet

Days are getting shorter at the moment because winter is coming.

2b **SPEAKING** Share your ideas with the rest of the class. Do you agree with all the ideas?

3 **SPEAKING** Write a dialogue where you use get as many times as possible. Try to include all the different meanings a–g in 1.

Use it ... don't lose it!

4 **SPEAKING** Act out your dialogue for the class. Who used get the most?

Reach higher → page 138



GREAT LEARNERS GREAT THINKERS

PLASTIC AND THE ENVIRONMENT

Lesson aim: To think about the impact of plastic on the environment

Video: The plastic sea

SEL Social and emotional learning: Being curious

1 **SPEAKING** Ask and answer the questions.

- 1 What types of fruit or vegetables do people grow (outdoors or in greenhouses) where you live?
- 2 Where do you think that most of the fruit and vegetables you eat come from?

2 **VIDEO** Watch a video about an area of Spain. What basic information about farming in this area do you learn in the video?

.....
.....

3 **VIDEO** Find eight mistakes in the text and correct them. Then watch the video again to check your answers.

About	New posts	Archives
<input type="text"/>		
	<p>The video shows the eastern coast of Spain. It's dry and one of Europe's only two deserts. The temperatures can reach 45°C. You can see plants, vegetation and the Mediterranean Sea from up in the sky. Plastic has become part of the earth in this area. It comes from rubbish that local people throw away. The plastic becomes smaller and smaller and finally goes into the sea. About 7% of Europe's plastic is in the Mediterranean. This plastic only affects fish and sea life. The plastic greenhouses in this area only bring us positive consequences.</p>	

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

GREAT THINKERS



Think-Question-Explore

4 Read the title of the text in 5 and answer the questions.

- 1 What do you **think** you know about the problem of plastic in the environment?
- 2 What **questions** do you have about this topic?
- 3 How could you **explore** to find more information and the answer to these questions?





5 **SEL** Read the text and answer the questions.

- 1 Does it confirm the things you **thought** you knew about the topic?
- 2 Does it answer any of your **questions**?
- 3 What would you still like to **explore**?

PLASTIC FOR A DAY? NO, PLASTIC FOREVER

It seems we use half of all plastic items just once before we throw them away. For example, 60 million water bottles go into rubbish bins every day. But plastic doesn't simply disappear. Plastic straws, for example, take up to 200 years to break down into tiny pieces. And these tiny pieces get everywhere, even to remote mountain ranges and the sea. Larger plastic items are also a problem. For example, animals try to eat balloons after they fall back to earth, or plastic bags in the sea. This plastic blocks their digestive systems.

- 6 **SPEAKING**  Make a list of things you often use that are made of plastic. How often do you use each one? Think of different things that are not made of plastic and that are better for the environment because you can recycle or reuse them. Could you make your life plastic-free?

GREAT LEARNERS



Great learners think globally and act locally.

Think of everyday things you do that affect the planet (e.g. the transport you use, the food you eat, the things you buy). What could you do differently to reduce your negative impact on the environment?

Learner profile  page 143

1a SPEAKING Look at the photo. What can you see?



1b Write a list of questions that you would like to ask about this activity.

Do many people do this?

2 Listen to an interview from an ecology podcast. Does Carol, a person who does the activity in 1, answer any of your questions in 1b? Which?

3 Listen again. Are the sentences True (T) or False (F)?

- 1 Plogging is a logical name for the activity. T / F
- 2 Erik Ahlström saw people plogging in the US and took the idea back to Stockholm. T / F
- 3 Carol started running because she wanted to go out and clean the streets. T / F
- 4 UK authorities are not spending money to stop the problem of litter in streets. T / F
- 5 Plogging is better for fitness than just running. T / F
- 6 The presenter mentions two different arguments against plogging. T / F
- 7 Carol admits that plogging can only ever make a small difference to the environment. T / F
- 8 Carol feels satisfaction after plogging for two different reasons. T / F

4 What do Carol and the presenter say about these different things? Give as much detail as possible. Then listen again and check your answers.

- 1 The idea of 'plogging'
- 2 'Trash running'
- 3 The equipment necessary for plogging
- 4 Statistics about litter in UK streets
- 5 The argument(s) against plogging

5 Critical thinkers

In your opinion, what other small actions like *plogging* can we do to protect the environment? Do you think they are effective?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Zero conditional

1a Look at the sentences in the zero conditional. Then choose the correct alternative.

- 1 If you **combine** these words, you **get** 'plogging'.
 - 2 You **use up** more calories if you **move** more.
- We use the zero conditional to talk about *specific situations/things that are generally true*.

1b Look again at the sentences in 1a.

- 1 What tenses do we use in the zero conditional?
if +
- 2 Does the half of the sentences with *if* always come first?
- 3 When do we use a comma in conditional sentences?

✓ Check it page 80

2 Match the correct halves of the sentences.

- 1 If you put ice in the sun,
 - 2 If the weather's good,
 - 3 If you are in the sun for a long time,
 - 4 If you walk in the rain without an umbrella,
 - 5 If it's very cloudy,
 - 6 If it rains from time to time,
- a it's bad for your skin.
 - b you get wet.
 - c it's hard to see the sun.
 - d people go out more.
 - e it's good for plants and trees.
 - f it melts.

3a Write the second half of these sentences to make general statements using the zero conditional.

- 1 If you don't do your homework,
your teacher doesn't like it
- 2 If you eat chocolate all day,
- 3 If you read a lot,
- 4 You feel sad if
- 5 You do well in English if
- 6 Your teacher is happy if

3b SPEAKING Read out your answers in 3a but out of order. Can your partner identify which sentence it is?

Your best friend has a problem.

I think it's sentence 4.

First conditional

4a Look at these sentences in the first conditional. Then choose the correct alternative.

- If I **don't pick up** this rubbish, maybe a bird or some other animal **will eat** it.
- It **will make** a massive difference if lots of people **do** it.

We use the first conditional to talk about *possible/impossible* situations and their consequences.

4b Look at the sentences again and choose the correct alternative.

- In the part of the sentence with *if* we use *the present simple/will or won't*.
- In the other part of the sentence we use *the present simple/will or won't*.

☑ Check it page 80

5 Choose the correct alternative.



- If the ice caps melt/will melt, it is/will be easier to visit the Arctic.
- If it is/will be easier to visit the Arctic, a lot of people want/will want to go there.
- More cruise ships sail/will sail there if a lot of people want/will want to go.
- If lots of ships sail/will sail to the Arctic, there is/will be more pollution there.
- The ice melts/will melt faster if there is/will be a lot of pollution.
- If the ice melts/will melt faster, the Arctic changes/will change drastically.
- It becomes/will become almost impossible for polar bears to survive if the Arctic changes/will change drastically.

6 Complete the text with the verbs in the correct tenses. Use contractions where possible.



FARMING ... IN THE STRANGEST PLACES

The United Nations thinks it's possible that the world population will reach 9.8 billion by 2050. If that (a) (happen), we (b) (need) to produce more food. If we (c) (want) to do that, it (d) (become) essential to find more land for farms. But there is a problem. There (e) (not be) as much land for farming as now if sea levels (f) (continue) to rise. That's why people are thinking of new places to grow food. For example, Steve Dring and Richard Ballard have started growing food in a tunnel under London. If the plan (g) (be) successful, perhaps more people (h) (copy) them. It won't be easy to produce lots of food like this. But if everybody (i) (produce) some food for themselves, it (j) (help) a little bit. Another interesting idea is 'skyfarming': growing food on tall buildings. An advantage of 'skyfarming' is that scientists think air pollution (k) (get) better if people (l) (grow) more plants in big cities.

Use it ... don't lose it!

- 7** **SPEAKING** Begin with the sentence below. Take it in turns to add conditional sentences. How many sentences can you make?

If I'm free at the weekend, I'll go for a run.

If I'm free at the weekend, I'll go for a run.

If I go for a run, I'll get tired.

If I get tired, I'll sleep really well.

If I sleep really well, I'll ...

Reach higher > page 138

Developing speaking

Making arrangements



1 **SPEAKING** Look at the photos above. Discuss the questions.

Where do you like going at the weekend when it's ...

- 1 sunny?
- 2 raining?
- 3 cold and snowing?

2 **48** Listen to two people making arrangements for this weekend and answer the questions.

- 1 Where are they going?
- 2 When and where are they going to meet?
- 3 What are they going to take?
- 4 What will they do if it rains?

3 **48** Complete the dialogue. Listen again if necessary.

Jamie: Are you up to anything this weekend?

Danny: Not really. What about you?

Jamie: If the weather's (a) ... Alex and I are going to go to the (b) ... Do you fancy coming?

Danny: Sure. What time shall we meet?

Jamie: How about (c) ...?

Danny: OK. Why don't we meet at the (d) ...?

Jamie: Fine. I know. I'll bring some (e) ... and we can (f) ...

Danny: What will we do if it (g) ...?

Jamie: I'll give you a (h) ... and we'll go somewhere else.

Danny: OK. Listen. I'll (i) ... Liz too and see if she wants to come.

Jamie: Good idea. See you tomorrow at (j) ...

Danny: See you.

4 Tick (✓) the expressions in the Speaking bank that appear in the dialogue.

Speaking bank

Useful expressions for making arrangements

Asking about somebody's plans

- What are you up to at the weekend?
- Are you up to anything this weekend? ✓
- Do you fancy verb + -ing?

Arranging to meet

- What time shall we meet?
- Where shall we meet?
- Why don't we meet at ...?

Responding to plans and arrangements

- Sure. / Fine. / OK. / Great. / Good idea.
- Not really. / Sorry, I can't. / I prefer ...

5a **PRONUNCIATION** Listen to the start of the dialogue again. How do the speakers use their voices to show enthusiasm?

5b **SPEAKING** Practise the dialogue. Remember to show enthusiasm.

6 **SPEAKING** Look again at the photos in 1. Which other places do you enjoy going to at the weekend? What is good and bad about each place? When is it best to go to them?

Practice makes perfect

7a **SPEAKING** Do this role-play. Use the dialogue in 3 and the expressions in the Speaking bank to help you.

Student A: Ask about your partner's plans for the weekend. Then suggest an idea for an activity on Saturday afternoon if the weather is good. Invite your partner and agree on a time and place to meet.

Student B: Listen to your partner's questions and suggestion. Think of another idea if the weather is bad. Suggest inviting another friend, too. Check your arrangements and say goodbye.

7b **SPEAKING** Act out your dialogue for the class. The rest of the class should make notes with the most important details of your plans.

Developing writing

An opinion essay

- 1 **SPEAKING**  Look at the photo. How often do you do outdoor activities? Do you enjoy doing them? Why/Why not?



- 2 Read the statistics below about children in the UK and answer the questions.

- 1 What do you think of the statistics?
- 2 Do you think the statistics are similar in your country?
- 3 What do you think explains the similarities or differences?

Culture exchange

Kids and outdoor activities

A survey by Persil found that 74% of UK children spend fewer than 60 minutes playing outside each day. But there are United Nations guidelines for prisoners which say they should have 'at least one hour of suitable exercise in the open air daily'.

A UK government survey discovered that more than one in nine children in the UK has not been to a park, forest, beach or any other natural environment for at least a year.

The same study found that in families where parents rarely or never visit natural environments, only 39% of their children spend time in nature. But when parents visit natural areas frequently, 82% of their children do the same.

Some parents don't let their children play outside because of a fear of strangers, traffic and accidents. It also appears that children have less time because of busy school lives, and parents have less time because of work.

The Persil survey found that children in the UK spend twice as much time playing on screens as playing outside.

- 3 Look at this statement. Do you agree or disagree with it? Make a list of reasons to justify your opinion.

'Today's children need to spend more time outdoors.'

- 4 Read this opinion essay. Is the writer's opinion similar to yours? Do they mention any of your ideas in 3?

Nowadays children don't spend much time outdoors, which I think is bad. There are important reasons why they need to get outside.

Firstly, I think children need to spend time outdoors because it's good for their physical health to walk and play in a natural environment. **Furthermore**, it's good for the mind because being in a park or on a beach is very relaxing and reduces stress.

Secondly, some parents think that being outdoors is dangerous. **Nevertheless**, I think that running, swimming and climbing trees outdoors are normal activities and children have always done them.

Finally, many people say children don't have time to get out because they have lots of homework and exams. **However**, lots of children find time to play video games. **What's more**, if children are organised, they'll find time to do everything.

All in all, I believe that we all need to be outdoors more often because doing physical activity in the open air is important for adults as well as for children.

- 5 The words in bold in 4 are all linkers. Put them in the correct place in the Writing bank below.

Writing bank

Useful expressions in an article

- Sequence: *Firstly*,
- Addition: *Furthermore*,
- Contrast: *However*,

- 6 Look at the statement. Do you agree with it? Why/Why not? Make notes.

'From the moment you get up until the time you go to bed, there are many things you can do to look after the environment.'

Practice makes perfect

- 7a Write an essay giving your opinion about the statement in 6. Use the model in 4, the Writing bank and this plan to help you.

- Begin by giving your opinion.
- Explain your main reason for your opinion.
- Give additional reasons for your opinion.
- End with a short conclusion.

- 7b Use the Writing checklist on page 141 to check your essay.

Exam tip

When you write in exam conditions, what can you do if you do not know a word or if you are not sure how to use a specific grammar structure?

will

- We use *will* and *won't* to make general predictions about the future. We often use *think*, *hope*, *expect*, *imagine*, etc. with *will* and *won't* to express our opinion about the future.
I don't think the weather will be worse in the future.
- We also use *will* and *won't* when we decide to do something at the moment of speaking, for example when we suddenly offer to do something for someone.
You look tired. I'll carry your bag.
- We use *will* and *won't* to talk about the future when we consider it to be an objective truth.
It's my birthday next week. I'll be seventeen.
- We use *definitely*, *probably*, *perhaps* and *it's possible that* with *will* to say how certain we think something is. *Definitely* is when we are very certain, *probably* when we are quite certain, and *perhaps* and *It's possible that* when we think the situation is 50–50.
- *Definitely* and *probably* come just after *will* but just before *won't*.
I'll definitely be there. It definitely won't be there.

be going to

- We use *be going to* to talk about plans and intentions for the future. We use it for things that we have already decided to do in the future.
I've decided that I'm going to study biology.
I'm going to have a big party for my birthday next year.
- We can also use *be going to* to make predictions about the future, particularly when we have evidence for the prediction.
It's really cold. I think it's going to snow.
This bag isn't very strong. It's going to break.

Present continuous for future

- We use the present continuous to talk about future arrangements or plans that have been confirmed.
Tomorrow I'm meeting Tom. We agreed to the meeting last week.
I'm leaving on the 7:33 train tomorrow morning.

may, might

Affirmative	subject + may/might + verb in infinitive <i>The weather may get worse.</i>
Negative	subject + may not/might not (mightn't) + verb in infinitive <i>We may not be able to do anything.</i>

- *May* and *might* are used in predictions when we are not sure about something. They express approximately 50% certainty.

Zero conditional

- *If* + present simple, present simple
If you go out in the rain, you get wet.
The teachers aren't happy if we don't do our homework.
If you press this button, the computer turns off.
- We use the zero conditional to talk about situations that are generally or always true.
If you take a fish out of water, it dies.
(= *This is not just a specific situation – it always happens.*)

First conditional

- *If* + present simple, *will* + infinitive
If the climate changes, food will be a problem.
If we don't do something soon, the situation will get worse.
- The present simple comes in the part of the sentence with *if*. *Will* does not appear in this part of the sentence.
NOT *If it will be sunny, it will be hot today.*
- We use the first conditional to talk about possible and probable situations in the future and their consequences.
If the sun comes out (possible future situation), we'll go to the beach (the consequence of this situation).
If my friend decides to go to the cinema with me (possible future situation), I'll be really happy (the consequence of the situation).

Vocabulary

1 Geographical features

beach • cave • cliff • coast • desert • forest • glacier • hill • island • jungle/rainforest • lake • mountain • mountain range • ocean/sea • river • stream • valley • waterfall

2 Verbs connected with the environment

consume • recycle • reduce • reuse • save • throw away • waste

3 The environment

carbon emissions • climate change • drought • flood • fossil fuels • global warming • melting ice caps • (air/sea) pollution • (non-)renewable energy • sea level rise • toxic waste

4 Different uses of get

arrive • become • bring • move into a position or place • obtain or buy • receive • understand



Grammar test

will, be going to and present continuous for future

1 Correct the mistakes in these sentences.

- 1 The students going to go on an excursion.
- 2 What are your plans? What do you do tomorrow?
- 3 They say it's raining next week.
- 4 I can't meet you tomorrow because I'll do an exam.
- 5 I don't know what to do now... I know! I'm seeing Joe!

/ 5 points

will, may, might

2 Choose the correct alternative.

- 1 My team will definitely/probably win tonight. I'm sure.
- 2 I might/will go and see her next week but I don't know.
- 3 Probably the problem will/The problem will probably disappear.
- 4 They definitely won't/may not go out tonight because they have an exam tomorrow, but it's not impossible.
- 5 It's possible that I see/will see my grandparents tomorrow.

/ 5 points

Zero conditional

3 Answer the questions with complete zero conditional sentences.

- 1 What happens if you mix blue and yellow?
.....
- 2 What happens if you are late for school?
.....
- 3 What happens if you never brush your teeth?
.....
- 4 What happens if you run every day?
.....

/ 4 points

First conditional

4 Complete the sentences with the correct form of the words given.

- 1 If the sun (shine), we'll be able to go out.
- 2 We'll go out if my mum (finish) work early.
- 3 If you do the exercise carefully today, you (get) all the answers right.
- 4 It'll be great if she (come) tonight.
- 5 She'll leave hospital today if she (be) OK.
- 6 I (not bring) the dog if you don't want me to.

/ 6 points

Vocabulary test

Geographical features

1 Put the letters in order to make geographical features.

- 1 flatarewl
- 2 flifc
- 3 realgic
- 4 sniald
- 5 master
- 6 stranifore

/ 6 points

Different uses of get

3 Decide on a synonym for get in these sentences.

- 1 I'm going to get some juice from the shop.
.....
- 2 Did you get home late last night?
- 3 Don't move. I'll get you a glass of water.
- 4 I never get his explanations.
- 5 I'm getting tired.
- 6 She got an email from her best friend.

/ 6 points

The environment; Verbs connected with the environment

2 Read the definitions and explanations. What are the words and phrases?

- 1 solar and wind power are examples of this type of energy
- 2 going up, like temperatures or the sea level
- 3 changing from ice to water
- 4 using something more than is necessary or in a way that is not useful
- 5 when it doesn't rain for a long time
- 6 CO/CO₂ that cars and factories produce and send into the atmosphere
- 7 put something in the bin because you don't want it or need it
- 8 the increase in the temperature on earth

/ 8 points

Total: / 40 points

Listening

Listening exam tip

In multiple-choice activities, remember ...
Look at the pictures or answer options to try to predict the topic, words and ideas you are going to hear in each situation.

- 1 **SPEAKING** What do you usually do at the weekend?

- 2 Listen to three short conversations. For each question, choose the correct answer.

- 1 Which photo did the girl find most interesting?



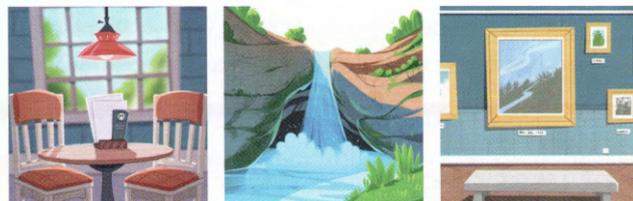
A B C

- 2 Which activity do the friends decide to do next?



A B C

- 3 Where did the girl go at the weekend?



A B C

- 3 **ES** Listen to three short conversations. For each question, choose the correct answer.

- You will hear two friends talking about a TV series. What does the boy say about the series?
 - He finds it uninteresting.
 - He likes how accurate it is.
 - He thinks the acting is good.
- You will hear a conversation about watching TV. What does the girl say about game shows?
 - She finds out useful information from watching them.
 - She always watches them.
 - She rarely watches them to the end.
- You will hear two friends talking. What does the boy prefer doing in his free time?
 - watching TV
 - visiting friends
 - playing an instrument

Speaking

Speaking exam tip

When negotiating with a partner, remember ...
Use different expressions to agree, disagree and give your opinion. Using a variety of expressions can help you get higher marks.

- 4 **SPEAKING** Think about the situation below. You are going to discuss it with a partner for about two minutes.

Some students want to improve their school grounds. Look at the activities they could do. Talk together about the different activities and say which would most improve the school grounds.



- 5 **SPEAKING** Discuss these questions with your partner.

- Do you enjoy learning about the environment at school? Why/Why not?
- Where is your favourite place to study at school? Why?



TV and online video in your country



1 SPEAKING Starting point

Look back at the Culture exchange text on page 64. How similar or different do you think the information is for TV in your country?

2 SPEAKING Project task

Search the Internet for information about TV and online video in your country so that you can explain it to a class of teenagers from another country. Prepare one of these:

- A poster
- B presentation
- C video message
- D information leaflet

Research areas

- the most popular channels, streaming services and types of programme
- when and how much people watch TV and online video
- the most famous programmes and presenters
- internationally famous actors/presenters from your country
- differences between teens and parents in terms of what they like to watch

3 Think about ...

Digital skills

When you find a piece of information that you want to use in your project, search for at least one other source that confirms that information.

Intercultural awareness

Think about any elements in your presentation that would be new or unusual for somebody not from your country. Check also for any words or expressions in your language that you think are difficult to translate. Then decide how to explain those elements, words and expressions.

Collaboration

When you work in a team, remember that making constructive suggestions can help you to make progress.

Useful language

Do you think it would be a good idea to ...? How about + verb -ing? What about + verb -ing? Should we try to + infinitive? Let's try and + infinitive. Why don't we + infinitive?

Academic skills

The texts that you find on the Internet may be too long and complex to include everything. Highlight the main information and use it for your own text. Don't be afraid to use easier and more direct structures when you write.

4 SPEAKING Project time

Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for these categories.

- | | | | |
|--------------|--------------------------|----------|--------------------------|
| Content | <input type="checkbox"/> | Design | <input type="checkbox"/> |
| Presentation | <input type="checkbox"/> | Language | <input type="checkbox"/> |



7



GET TO THE TOP!

Vocabulary in context

Jobs and words connected with work Personal qualities

1 Read the sentences and check the words in bold in your dictionary if necessary.

- 1 They work **outdoors**.
- 2 They work with **the public**.
- 3 They do **paperwork**, e.g. producing reports, articles and documents or writing letters.
- 4 They look after and work with children.
- 5 They do **manual work**.
- 6 **Teamwork** is important in their job.
- 7 They work in an office, with **figures** or with computers.
- 8 They **earn** a high **salary**.
- 9 They often work **overtime**.
- 10 They work in **retail** or **finance**.

2 **SPEAKING** Find two jobs for each sentence in 1.

49 Jobs

architect • au pair • chef •
company director • construction worker •
economist • fashion designer •
firefighter • journalist • lawyer •
mechanic • nurse • photographer •
plumber • police officer • receptionist •
shop assistant • vet

1 *construction worker, firefighter*

3 **SPEAKING** Can you think of one more job (not from the list in 2) for each sentence in 1?

4a Complete the text with some of these words.

Personal qualities

ambitious • calm • caring •
clever/bright • confident • creative •
determined • fit • flexible •
hard-working • patient • reliable •
responsible • sensitive •
sociable/friendly • strong •
well-organised



ESSENTIAL QUALITIES IN THE WORLD OF WORK

There are jobs where you need to have a specific skill or personal quality. But there are many personal qualities that are useful in almost any job. For example, it's always important to be (a) i.e. to plan things carefully and know exactly what you're doing. It's also important to be (b) so that you adapt to changing situations. Being (c) isn't just a quality that artists and writers need – it's essential in any job where you need imagination to think of new ideas or solutions to problems. Working in teams is always important, so it's good if you are (d) and (e) and like working with other people. It's vital that you are (f) and (g), too, so that people know they can depend on you. It also helps if you're (h) and (i) so that you don't panic or get angry when things start to go wrong. And, finally, it's OK to be (j) and to want to be a big success in your job!

4b **LISTENING** Listen and check your answers.

5 **READING** Look at the words in 4a that you did not use and try to define or explain them.

You're caring if you are kind to people and look after them.

Use it ... don't lose it!

6 **SPEAKING** Ask and answer the questions.

- 1 Which of the things in 1 would you like in your future job? Which would you not like?
- 2 Which two jobs in 2 would you be interested in doing in the future? Which two are you definitely not interested in doing?
- 3 Is there another job, not in 2, that you think you would like to do? If so, which?
- 4 Which qualities in 4a can you use to describe yourself? Justify your answer.



Reading

A Alan Geaam | chef

A Michelin star is every chef's dream. To win one, a restaurant must prepare food to a consistently high standard. It's extremely hard work, but, in comparison with Alan Geaam, most other Michelin star winners have it easy.

Alan's story is a great example of overcoming adversity. Because of war, Alan's family moved from Liberia to Lebanon, and then to the US, Italy and the Czech Republic. He ended up in Paris, even though he couldn't speak any French. At one point, he had nowhere to live and was almost penniless, sleeping in a park. He found work as a construction worker during the day and worked part-time delivering pizzas and washing dishes in a restaurant at night. One night, the chef in the restaurant where Alan worked cut his hand and went to hospital. So, Alan cooked for the customers and everyone loved his dishes. Now he has four restaurants in Paris ... and his own Michelin star!

Not bad for somebody who started by watching food programmes on TV and taught himself to cook. Alan's story shows that you don't have to come from a privileged background to be successful. You just have to believe in yourself and follow your passion because, as Alan knows, it can take you to the very top of your profession!

1 **SPEAKING** Look at the photos above. What qualities or skills do you think you need to be good at these two jobs?

2a Student A, read text A. Student B, read text B. You have just three minutes.

2b **SPEAKING** Now tell your partner anything you discovered about the person in your text. Do the two people have anything in common? For example, did they have any problems or difficulties in their jobs?

Exam tip

You are going to do a true-false activity. What should you do after reading the text quickly for the first time to get a general idea?

B Ami Vitale | photographer

American photographer Ami Vitale has got to the top of her profession and won important awards. But a photographer's life isn't always easy. Ami feels a photographer should 'live the story', so she's lived in war zones, seen violence and conflict, and even contracted malaria. But through her job she has shown us the power of the human spirit.

Ami began working at a small US newspaper and then travelled abroad. Although Ami doesn't see herself as a nature photographer, she is interested in how humans are connected to nature. When she was in Kenya, she did a photographic report about the work of Sasha Dorothy Lowuekuduk. Sasha helped to rescue over 30 elephants and showed that women in Kenya can do the same jobs as men.

Ami has helped to create an organisation that allows women around the world like Sasha to tell their stories. Meanwhile, Ami believes that you don't have to travel abroad to find interesting stories. The secret is that you must tell the story better than anyone else and make it yours!

3 **52** Read both texts and decide if the statements are True (T) or False (F).

- 1 Michelin made it more difficult for Alan Geaam to win a Michelin star. T/F
- 2 One of Alan's big problems in Paris was finding work. T/F
- 3 Alan's good luck came from somebody else's bad luck. T/F
- 4 Alan's story shows the importance of self-confidence. T/F
- 5 Ami Vitale has done dangerous things because she likes danger. T/F
- 6 Ami's biggest interest is in the world of animals. T/F
- 7 Ami feels it's important we hear from inspiring women. T/F
- 8 Ami thinks that the hardest thing is to find good stories. T/F

4 What do the underlined words and phrases in the text mean? Guess and then check in your dictionary.

5 Critical thinkers

Which story, Alan's or Ami's, inspires you the most?

What makes you say that?

Use ideas from the text and other information to justify your opinion. Then share your ideas.



Modal verbs of obligation, prohibition and advice

1a Look at the sentences.

- a A photographer **should** 'live the story'.
- b To win a Michelin star, a restaurant **must** prepare food to a high standard.
- c You **mustn't** give up.
- d You **don't have to** come from a privileged background.
- e You **have to** believe in yourself.
- f You **shouldn't** be afraid of following your passion.

1b Which sentence(s) express:

- 1 obligation? b/e
- 2 no obligation?
- 3 prohibition?
- 4 advice or a recommendation?

1c What type of verb comes after *must*, *mustn't*, *should*, *shouldn't*, *have to*, *don't have to*?

Check it page 94

2a **PRONUNCIATION** These words all contain 'silent letters', i.e. letters that we do not pronounce. Which letters do you think are silent? Cross them out.

- | | | |
|---------------|-----------|-----------|
| 1 should | 7 plumber | 13 know |
| 2 firefighter | 8 calm | 14 scene |
| 3 scientist | 9 sight | 15 column |
| 4 mustn't | 10 listen | 16 wrist |
| 5 discipline | 11 hours | 17 thumb |
| 6 designer | 12 talk | 18 wrap |

2b Listen, check and repeat.

2c **SPEAKING** Write sentences including *should*, *shouldn't* or *mustn't* and as many of the words in 2a as possible. Practise reading the sentence aloud. Read them to the class. Can they identify all the words with silent letters?

Scientists shouldn't talk for hours.

3 Complete the sentences in the text with good advice for somebody who wants to be an astronaut. Use *should* or *shouldn't* and A to H.

- A speak one or more foreign languages
- B learn to fly
- C study science, technology, maths or engineering
- D panic in difficult situations
- E do a lot of sport and exercise
- F have bad eyesight
- G be tall
- H be able to swim well

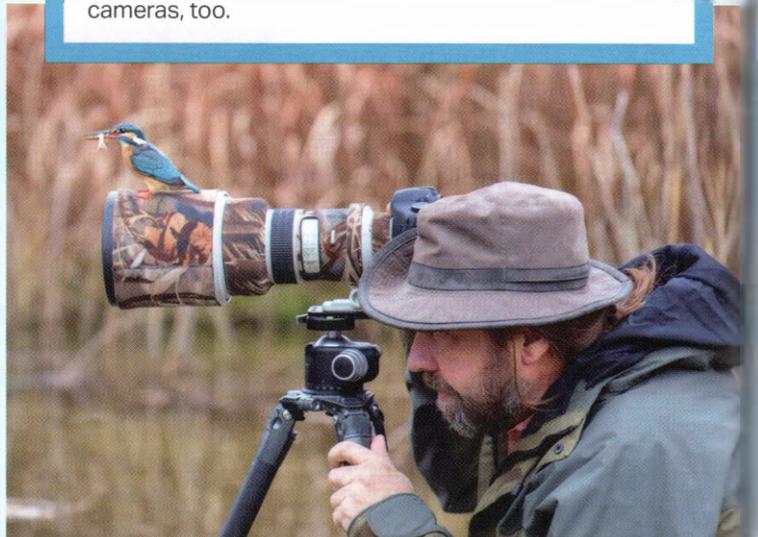


- 1 You because astronauts need to be able to do lots of physical tasks.
- 2 You because astronauts need to be pilots.
- 3 You because members of space missions are often from different countries.
- 4 You because astronauts can't wear glasses.
- 5 You because astronauts do lots of scientific work in space.
- 6 You because astronauts never know what might happen next.
- 7 You because astronauts need to be between 158 and 180 cm tall.

4 Choose the correct alternative. If you think both alternatives are correct, choose both.

Smile, please!

To be a great nature photographer, firstly you (a) must/have to love nature, of course. You (b) mustn't/don't have to be fit to do this job. But a nature photographer (c) has to/have to be patient because sometimes he or she must (d) sit/sits without moving for hours. What about clothes? Do nature photographers (e) must/have to wear a uniform? No, they don't. But they (f) must/have to wear some sort of camouflage. The animals (g) mustn't/don't have to see you. If they see you, they'll run away ... or attack you! Don't forget that they (h) must/mustn't see your equipment. Nature photographers (i) has to/have to cover their cameras, too.



Developing vocabulary

Compound adjectives

- 1 **Hard-working** is a compound adjective made by joining two words. The two words are usually connected with a hyphen (-).

SPEAKING Join words in A with words in B to make compound adjectives. You can use some of the words in A more than once.

A	B
badly	-time
blue/brown/green	-going
easy	-paid
full/part	-eyed
good	-handed
long/short	-looking
right/left	-behaved
well	-known
	-haired

- 2a **54** Listen and check your answers in 1. Do you have all the words?

- 2b **PRONUNCIATION** Listen again and repeat. Where is the stress in the compound adjectives? Is it on the first word, the second word or on both?

- 3 Read the text. Complete the compound adjectives in the text using these words.

18-year • badly • forward • full • hard • well • well

- 5 Rewrite each sentence using a modal verb of obligation, prohibition or advice.

- It is not necessary to have experience to do the job.
You *don't have to have experience to do the job*
- It is obligatory for doctors to wash their hands.
Doctors _____
- It is a good idea for journalists to learn a foreign language.
Journalists _____
- In our school, we are not allowed to run in the corridor.
In our school, _____
- It isn't a good idea to use informal language in a job interview.
You _____
- It is not obligatory for students to wear a tie here.
Students _____
- It is essential for firefighters to stay calm.
Firefighters _____

- 6 Choose a job and make a note of things you *have to/don't have to/must/mustn't/should/shouldn't* do in this job.

Use it ... don't lose it!

- 7 **SPEAKING** Ask your partner questions to discover what their job in 6 is.

Do you have to work at the weekend?

Yes, you do.

Do you have to work outdoors?

Yes.

What should you do to get this job?

You should get fit and train hard.

Do you have to be patient to do this job?

Not really. But you must be ambitious.

Do you work in a team?

Yes!

Is it a football player?

Yes, it is!

Reach higher → page 139

A DETERMINED TEENAGER



A (a) _____-working teenager from a modest part of London got a place at university and then a great (b) _____-time job in finance in the centre of London's business district, all thanks to his determination. (c) _____-old Reggie Nelson decided to visit a very rich, (d) _____-off street in London. He knocked on people's doors and asked what skills and qualities you needed to be able to live in that rich area. One resident invited him in and then helped him find work experience in a (e) _____-known US financial company. There they told him he should go to university, which he did. Instead of getting a (f) _____ paid job in the area where he lived, or indeed no job at all, the (g) _____-thinking Reggie now has his dream job!

Use it ... don't lose it!

- 4 **SPEAKING** Which of the compound adjectives in 1 and 3 can you use to describe ...
- Taylor Swift?
 - the President of the United States?
 - yourself?

Reach higher → page 139



GREAT LEARNERS GREAT THINKERS

ATTITUDES TO WORK

Lesson aim: To think about the different things that we all want from a job

Video: Working in the great outdoors

SEL Social and emotional learning: Listening to others

1 **LISTENING** Look at the options. With your partner, say which you prefer and why.

- 1 Working indoors/Working outdoors
- 2 Working from 9 to 5/Having flexible working hours
- 3 Working individually/Working in a team
- 4 Working with technology/Working with no technology
- 5 A well-paid job/A satisfying job, the salary is not important

2 **VIDEO** Watch a video about a young man and woman. Which of the options in 1 have they both chosen?

3 **VIDEO** Watch the video again. Are the statements about Jess Wheeler (J), Zeki Basan (Z) or both (B)?

- 1 They're 25 years old.
- 2 They used to live in London.
- 3 They only need a few objects to live.
- 4 They sometimes work with others.
- 5 Their eating habits are quite primitive and simple.
- 6 They don't mind living without modern gadgets.
- 7 They make money by creating things.

GREAT THINKERS



Step inside

4a One of you is Jess, the other is Zeki. Think about these things and imagine Jess or Zeki's answers.

- 1 How do you feel at the start of the day? And at the end? Why?
- 2 Where do you think you will be in five, ten, twenty years' time?
- 3 What advice would you give to somebody who wanted to work in the city?
- 4 What are the things that you really care about?
- 5 Is there anything that you worry about?

4b **SPEAKING** Now compare your answers.





5 Look at the statements below about what can be important in a job. Give each factor a mark from 0 (completely disagree) to 5 (completely agree).

 a 'I want a job where I can help and look after others. That's more important than money.'

 b 'I don't mind doing a boring job or working long hours, but it has to be well-paid.'

 c 'I prefer a job that doesn't pay well but that I enjoy, not a job with a great salary that I hate.'

 d 'Working on your own is boring. I want to work in a team and have contact with people.'

 e 'I'd prefer to work fewer hours and get paid less, but have time for my hobbies.'

 f 'I love travelling. I want a job where I can see the world.'

6  Compare your answers in 5. Are they similar?

7 Suggest jobs for your partner according to the marks they gave to the statements in 5.

GREAT LEARNERS **SEL**



Great learners listen actively to others.

What did your partner think of your suggestions in 7? To give good suggestions, it was essential to listen closely to what your partner said before. Do you think you did this?

Learner profile  page 143

1 **SPEAKING** Look at the photos. What do you think Louise and Christopher have to do in their jobs? Make a list of good and bad things about each job.



2 **55** Listen to two teenagers discussing the two jobs. Do they talk about any of your ideas in 1? If so, which?

Exam tip

You are going to do a multiple-choice listening task. You must choose one statement which corresponds to the information in the listening. What should you do if you don't hear the answer to the question?

3 **55** Listen again and choose the best answers.

- 1 Harry isn't very enthusiastic about being an ice cream taster because ...
 - a he doesn't enjoy eating ice cream.
 - b he thinks ice cream is bad for you.
 - c he doesn't want to eat ice cream all year.
- 2 Layla likes Louise's job because ...
 - a she enjoys travelling to new places.
 - b she likes the creative side of the job.
 - c she enjoys eating all types of ice cream.
- 3 Harry thinks being a ravenmaster is an important job because ...
 - a of a traditional story about the ravens.
 - b the ravenmaster is in charge of the Tower of London.
 - c ravenmasters also write books and stories.
- 4 The ravenmaster ...
 - a has to have worked in the army.
 - b must have worked with birds for more than 20 years.
 - c needs to travel to the Tower of London every day.
- 5 Christopher Skaife thinks that visitors should ...
 - a only give the birds food that they usually eat.
 - b be very careful because the birds attack.
 - c stay at a short distance from the birds, just in case.

Critical thinkers

In your opinion, how useful or important are these two jobs? What factors make a job useful or important?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Second conditional, unless

1a Look at these sentences. Then choose the correct alternative in sentences a–c.

- 1 If I **did** that job, I'd **get** tired of eating ice cream.
 - 2 If I **were** you, I'd **choose** a different dream job.
 - 3 I **would be** really frightened if I **lived** inside the Tower of London.
 - 4 Unless you really **loved** ice cream, you **wouldn't want** to eat it in the winter.
- a We use the second conditional for *possible and probable/improbable and imaginary* situations and their consequences.
- b We use the second conditional to talk about *the past/the present or future*.
- c We can use the expression **If I were/was you, I'd ...** to *give advice/express obligation*.

1b Choose the correct alternative.

- 1 In the part of the sentence with **if** we use *the past simple/would(n't) + infinitive*.
- 2 In the other part of the sentence we use *the past simple/would(n't) + infinitive*.
- 3 We *can/can't* use **was** or **were** with **if I/he/she ...**
- 4 **Unless** means the same as *'if'/'if ... not' or 'except if'*.

Check it page 94

2a Put the words in order to make sentences with the second conditional to give advice.

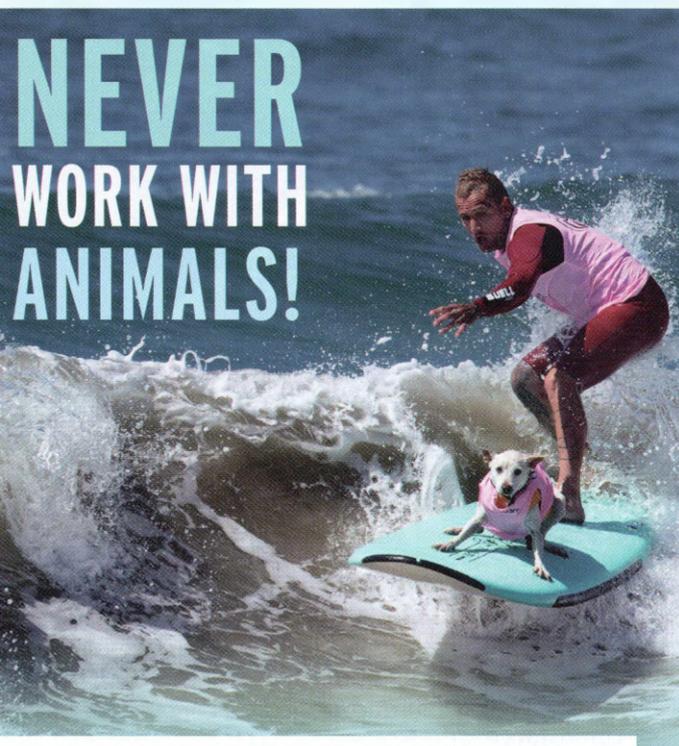
- 1 early / bed / If / you / I / go / would / were / to / I / .
.....
- 2 you / I / were / wouldn't / sweets / If / eat / I / of / lots / .
.....
- 3 If / you / would / were / more / do / exercise / I / I / .
.....
- 4 were / study / I / you / more / If / vocabulary / I / would / .
.....
- 5 you / wouldn't / go / I / If / I / were / there / .
.....
- 6 I / watch / I / would / English / If / were / in / you / films / .
.....

- 2b **READING** What could the person's problem be in each case in 2a?

Maybe this person is always tired, or maybe they have something important to do tomorrow, like an exam.

- 3 Put the verbs in this text about unusual jobs with animals in the correct form of the second conditional. Use the contracted form where possible.

NEVER WORK WITH ANIMALS!



- I like animals, but I don't like snakes! Maybe if I (a) (like) them a lot, I (b) (become) a 'snake milker', somebody who gets venom from snakes to create antivenom. I (c) (not do) that unless they (d) (pay) me a lot of money.
- I imagine most dentists (e) (not be) afraid of checking or fixing teeth unless they (f) (have to) put their hands inside the mouths of lions or tigers! That's what a big-cat dentist has to do.
- I don't have any pets at home. But if I (g) (live) in California and I (h) (have) a dog, maybe I (i) (need) a dog-surfing instructor. There's a hotel in California that has one. But I think that I (j) (learn) to surf myself before my dog.
- In some jobs you don't have to take care of animals, you have to dress up as one! Imagine you lived in the capital of Bolivia. If you (k) (want) to cross the road at a zebra crossing in La Paz, a volunteer (l) (help) you – wearing a zebra costume!

- 4 Look at the situations and choose the correct alternative.

- 1 If I *wasn't/wouldn't be* at school, I'd work.
- 2 She's very honest. She wouldn't say it was true *if/unless* it was really true.
- 3 I *repaired/would repair* my laptop if I knew how to.
- 4 We wouldn't go to ski in the mountains *if/unless* there was enough snow.
- 5 If she *sings/sang* better, she'd take part in the concert.
- 6 She wouldn't play tennis this afternoon *if/unless* she had a sprained ankle.

- 5 Look at the questionnaire and think about what you would do in each situation and why. Use your imagination to complete the sentences. Start each sentence with 'If this happened to me, I ...'

What if ...?

- 1 Students sometimes use the excuse 'A dog ate my homework' when they haven't done their homework. But this morning it's true – a dog really ate your homework!
- 2 Your teacher accidentally gives you a copy of an exam that you are going to do next week.
- 3 It's your birthday. Your friend gives you a very expensive present, but you know that they don't have a lot of money.
- 4 You're standing in a shop. You're quite sure that the person next to you is a celebrity but not 100% sure.
- 5 You're in a restaurant. They bring you a different dish to what you ordered, it's much bigger, better and more expensive.
- 6 You're in a shop. You're waiting to pay for some clothes you want to buy but the shop assistant has disappeared. There's nobody else in the shop. You're in a hurry.
- 7 You're in a foreign country. Your friends have invited you to eat a special, expensive regional dish. You try it. It's not bad but you have no idea what it is.
- 8 You're playing in a football final. The referee gives you a penalty, but you know that it isn't really fair. It's nearly the end of the match and your team needs to score.

Use it ... don't lose it!

- 6 **SPEAKING** Compare your ideas for each situation in 5.

I would tell the truth but I don't think the teacher would believe me.

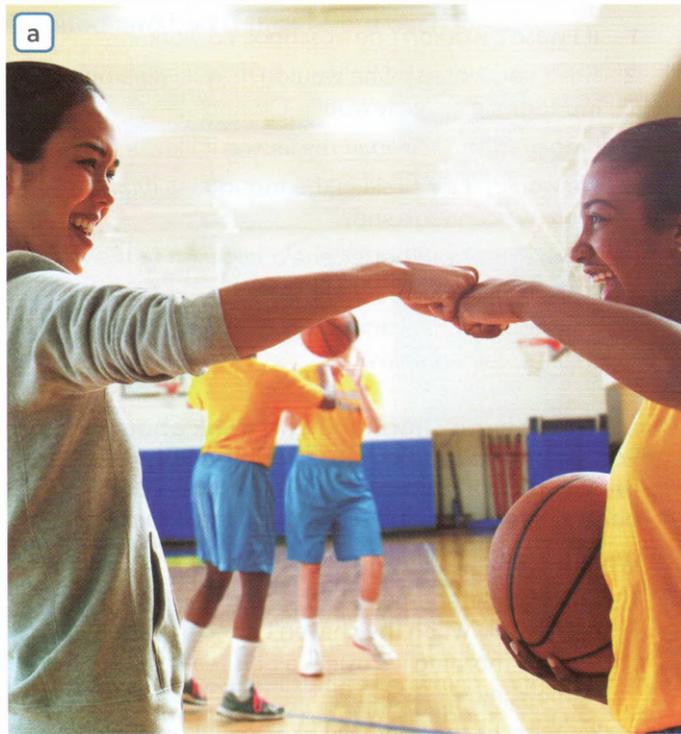
I'd show the teacher the homework because they'd see it's true.

Reach higher

page 139

Developing speaking

Giving detailed personal information



1 **SPEAKING** Look at this list of qualities and skills. What qualities or skills do you think you need for the activities in the photos? Give reasons and examples to justify your answer.

- 1 Being friendly and caring
- 2 Having good communication skills
- 3 Being good at motivating others
- 4 Being good at organising others
- 5 ICT skills
- 6 Leadership
- 7 Numeracy skills (maths and money)
- 8 Patience
- 9 Problem solving
- 10 Ability to work in a team

2 Listen to a part of an interview with Amelia, the girl in photo a and answer the questions.

- 1 What three questions do they ask her?
- 2 What is Amelia doing this year?
- 3 Does she give just one answer to the second question?
- 4 Does she just give one answer to the third question?
- 5 Does she mention any of your ideas in 1? Which?

3 Listen again. What examples does Amelia give to justify the qualities and skills she mentions in her answer? Take notes with important words that help you to remember your answer.

4 Look at the Speaking bank. Which expression did Amelia not use? Listen again if necessary.

Speaking bank

Useful expressions for giving and adding examples

- For example
- For instance
- Let me give you an example
- A good example is ...
- Also ...
- Another thing to say is ...

5 Prepare and practise an interview with the boy in photo b. Use your answers to the questions in 2 and your ideas in 1.

6 Think about one of your favourite free-time activities. Which of the skills and qualities from the list in 1 has it helped you to develop? Make a note of three skills or qualities and examples to justify your answer.

Practice makes perfect

7a Take it in turns to ask and answer the three questions they asked Amelia in 2. Use your notes in 6 and expressions from the Speaking bank.

7b Change partners and do the task in 7a again. Then reflect on what you did better or differently from the first time you did the task.

Developing writing

A job application

1 **SPEAKING** Discuss these questions.

- 1 Is it common for teenage students in your country to work and study at the same time?
- 2 What jobs, if any, are typical for teenage students?

2 Read the text. What are the answers to the questions in 1 for teens in the US? Does any of the information surprise you? What and why?

Culture exchange



Jobs for American teenagers

In the US it's quite common for teenage students to have a part-time job. But the tradition may be slowly disappearing. According to the Pew Research Centre, in 2000 51.7% of American teens between 16 and 19 had a summer job. But in 2017 that fell to 35%. An article in the Business Insider suggests that this is because US students now need to spend more time on school work.

The law says that 14- or 15-year old American teens can work but they must not work during school hours. They must not work more than three hours on a school day, including Friday. And they must not work more than 18 hours a week during a school week, or more than 40 hours a week during the holidays.

Some common jobs for teens of this age are working in retail or in restaurants. They also do creative jobs like singing and acting and some work as lifeguards.

Collaborative project 4 page 109

3 **SPEAKING** Look at the adverts for holiday jobs. If you were looking for a job, which job would you prefer and why? Compare your answers.

SCHOOL HOLIDAY JOB OFFERS

Faster Food!

We need young waiters to work in our exciting new fast food restaurant. Our mission is to be the friendliest, fastest and most international place to eat in the country! Only the best is good enough for us.

Email: a.daly@fasterfood.com

STARCAMP

Are you mad about sport? Would you like to spend all summer helping our sports coaches to teach kids from all around the world? Then come and work at our international sports camp!

Email: sue.lee@starcamp.com

4 Read this application for the Star Camp job advert. Is this person suitable for the job? Why/Why not?

Dear Ms Lee,

I am writing in response to your advertisement in *The Chester Echo*. I would like to apply for the job which you advertised in this newspaper on 14th May.

I do many different sports and love them all. Sport has taught me the importance of teamwork, which I think would be important in this job. I already have experience of working in a summer camp because I worked as a part-time assistant at a camp in Southport last year. I work well with children and I believe that I am caring and friendly. As well as English, I can speak Spanish perfectly because my mother is Mexican, and I am also learning French at school.

I look forward to hearing from you.

Yours sincerely,

Olivia Miller

5 Read the letter again and complete the information in the Writing bank.

Writing bank

Useful expressions and conventions in formal emails or letters

- We write (Dear) *Mr* for men, *Mrs* for married women and _____ for women when we do not make any distinction if they are married or not.
- We can use the phrase *I ... to hearing from you* at the end of formal letters.
- When we know the name of the person we are writing to, we end the letter *Yours ...*
- We do not usually use _____ in formal letters. We write *I would like* not *I'd like*.
- We use expressions like _____ to make polite requests.

6 **SPEAKING** Look again at the Faster Food! job advert. What qualities, skills or experience would be useful for this job?

to be sociable, experience in a restaurant would be useful

Practice makes perfect

7a Write an application for the Faster Food! job advert. Use the application in 4, your ideas in 6, the Writing bank and this plan to help you.

- say which job you are applying for
- say what experience you have
- describe your personal qualities
- ask for some extra information
- end your letter

7b Use the Writing checklist on page 141 to check your application. Then read your partner's application. Would you give your partner the job? Why/Why not?

Grammar reference

have to, don't have to

Affirmative	Police officers have to wear a uniform.
Negative	Teachers don't have to wear a uniform.
Question form	Do police officers have to wear a uniform?
Short answers	Yes, they do ./No, they don't .

- We use *have to* to talk about things which are obligatory or necessary.
- We use *don't have to* to talk about things which are not obligatory or necessary.

I have to get up early tomorrow.

My sister doesn't have to go to school today.

must, mustn't

Affirmative	You must switch off your mobile phone in class.
Negative	You mustn't use your mobile phone when driving.

- We use *must* to talk about rules, regulations and obligations.
- We use *mustn't* to talk about prohibitions.
- *Must* is not very common in the question form. We usually use *have to*.

My mum says I must eat more fruit.

I mustn't forget to do my homework.

should, shouldn't

Affirmative	You should arrive on time.
Negative	You shouldn't be late.
Question form	Should I wait outside?
Short answers	Yes, I should ./No, I shouldn't .

- We use *should* and *shouldn't* to give and ask for advice and recommendations.

You should spend less time on the Internet.

You shouldn't go to bed so late.

Second conditional

If + past simple, would/wouldn't + infinitive

If I knew about cars, I'd become a mechanic.

If we didn't listen, we wouldn't understand his explanations.

If I was a millionaire, I wouldn't know what to do with my money.

The past simple comes in the part of the sentence with *if*. *Would* does not appear in this part of the sentence.

If I would need help, I would call you.

The part of the sentence with *if* can go at the start of the sentence or at the end. There is no difference in meaning. However, if the part with *if* goes at the start of the sentence we must use a comma before the second half of the sentence.

If I had a bike, I'd cycle to school.

I'd cycle to school if I had a bike.

If he had more time, he'd have piano lessons.

He'd have piano lessons if he had more time.

We can use *were* instead of *was* with *if*.

If I were/was a millionaire, I would give money to that charity.

We use the second conditional to talk about imaginary or improbable situations and their consequences.

The imaginary or improbable sentences are in the present or future, not in the past.

If I found money in the street (imaginary present situation), I would give it to the police (the consequence of this situation).

We use *If I were you, I'd ...*, to give advice and recommendations.

If I were you, I'd study more.

Unless

Unless = if ... not, except if

She wouldn't be the director unless she was very good at her job.

Unless you arrive on time, you won't see the beginning of the film.

Vocabulary

1 Jobs

architect • au pair • chef • company director • construction worker • economist • fashion designer • firefighter • journalist • lawyer • mechanic • nurse • photographer • plumber • police officer • receptionist • shop assistant • vet

2 Words connected with work

earn • figures • finance • manual work • outdoors • overtime • paperwork • the public • retail • salary • teamwork

3 Personal qualities

ambitious • calm • caring • clever/bright • confident • creative • determined • fit • flexible • hard-working • patient • reliable • responsible • sensitive • sociable/friendly • strong • well-organised

4 Compound adjectives

(18)-year-old • badly-behaved • badly-paid • blue/brown/green-eyed • easy-going • forward-thinking • full-time • good-looking • long-haired • part-time • right/left-handed • short-haired • well-behaved • well-known • well-off • well-paid



Grammar test

must, mustn't, have to, don't have to

- 1 Choose the correct alternative. If two alternatives are correct, choose both.
- 1 People must/mustn't/don't have to make a lot of noise in a hospital.
 - 2 He must/mustn't/has to study hard to be a vet.
 - 3 Fashion designers doesn't have to/don't have to/mustn't wear a uniform.
 - 4 You has to/have to/must know how to use a computer to work in a bank.
 - 5 Visitors to the museum mustn't/must/don't have to take photos. It is prohibited.
 - 6 A professional football player mustn't/doesn't have to/don't have to work in an office.
 - 7 You must/don't have to/mustn't drink and drive.

/ 7 points

should, shouldn't, If I were you

- 2 Choose the correct alternative.
- Sam: I want to work in the States. Can you give me some advice?
- Tim: You should (a) look/to look for job adverts on the Internet.
- Sam: (b) I should/Should I send my CV?
- Tim: Yes, if I were you I (c) sent/would send a letter and a CV by email. But you (d) should/shouldn't worry if it takes a long time for an answer. They probably have 100s of applications. If I were you, I (e) would/should be patient.

/ 5 points

Second conditional, unless

- 3 Write sentences in the second conditional.

- | | |
|---|--------------|
| 1 I/see a bear → take a photo of it | If |
| 2 my brother/be angry → shout | If |
| 3 my parents/win the lottery → give me a present | If |
| 4 I/understand French → not watch a French film | Unless |
| 5 we/not have phones → talk face to face more | If |
| 6 he/be very good at football → not play professionally | Unless |
| 7 I/live in Italy → speak Italian | If |
| 8 we/have wings → be able to fly | If |

/ 8 points

Vocabulary test

Jobs and words connected with work

- 1 Complete the words.
- 1 A company director earns a high s.
 - 2 C..... w..... build houses, for example.
 - 3 Some j..... work for newspapers, others on TV.
 - 4 Plumbers work with their hands doing m..... work.
 - 5 Vets who work on farms often spend a lot of time o.....
 - 6 I'd like to work with babies and toddlers as an a..... p.....
 - 7 I work from 9 to 5 but sometimes I have to stay and do o.....
 - 8 The first person you see in a hotel is usually the r.....

/ 8 points

Personal qualities

- 2 Complete the sentences in a logical way.
- 1 Alex is very ambitious because
 - 2 He's very flexible. He
 - 3 He's very caring. He
 - 4 Dean is very determined. He always
 - 5 When you're reliable you
 - 6 If you are very bright you

/ 6 points

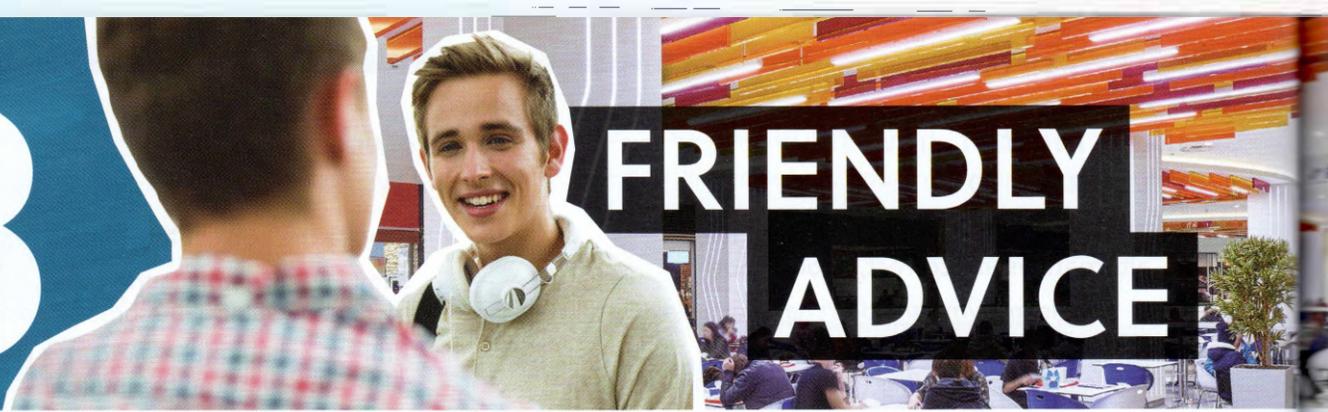
Compound adjectives

- 3 Complete the compound adjectives.
- 1 the job pays a lot: well-.....
 - 2 relaxed and calm: easy-.....
 - 3 famous: well-.....
 - 4 when you are 15 years old: 15-.....
 - 5 attractive: good-.....
 - 6 when you work all day: full-.....

/ 6 points

Total: / 40 points

8



FRIENDLY ADVICE

Vocabulary in context

Feelings

Friendships

- 1 Complete the table with these words. Use a dictionary if necessary.

Feelings

afraid • anger • angry • bored • boredom • confused • confusion • delight • delighted • disappointed • disappointment • embarrassed • embarrassment • excited • excitement • fear • happiness • happy • loneliness • lonely • pride • proud • relief • relieved • sad • sadness • upset

Adjective – Positive feeling

Adjective – Negative feeling

Noun – Positive feeling

Noun – Negative feeling

- 2 What feeling(s) do you associate with each situation?

- You thought you were going to fail an exam but you passed.
relief, happiness ...
- You have nothing to do, and no one to see.
- You thought you were going out with your best friend tonight but they call to say they can't come.
- Your school has chosen you to represent them in a competition.

- 3 Talk about the last time you felt the feelings in 1. What was the situation?

The last time I felt proud was last week when I did a presentation in front of the class. It went very well!

- 4a Complete the text with the correct form of these words or phrases. Use each one only once.

Friendships

circle of friends • classmate • close (adj.) • fall out (with) • get on well (with) • hang out (with) • have arguments (with) • have in common (with) • make up • see eye to eye (with) • through thick and thin • ups and downs

Best friends forever

I have a great (a) – there are about eight of us. I'm very good friends with a few of my (b) I often (c) them at my house after school, or at the park or shopping centre. Apart from my classmates, I have one really (d) friend called Leo, who I spend a lot of time with. Leo's also a friend of my cousin. In fact, I met him at my cousin's house. The first time I chatted to Leo, we found that we have similar opinions and (e) on lots of things. There are many things that we (f) for example, we like the same sports, school subjects and TV series ... Maybe that's no surprise, because I have a good relationship with my cousin, too – I've always (g) with him. Leo and I have our good moments and bad moments, our (h) But we rarely get angry with each other or (i) We've never seriously (j) you know, stopped being friends. But if we had a serious argument one day, I know we would (k) very quickly and become friends again. That's what true friendship is about, staying together (l) in even the most difficult situations.

- 4b 59 Listen and check your answers.

- 5 Complete these questions with the correct preposition.

- Do you have a big or small circle friends?
- When you have an argument somebody, do you find it easy to make it with them afterwards?
- Have you ever fallen with your best friend?
- Have you got a lot common with your close family?
- Do you usually get well your classmates?
- Which people stay with you thick and thin?

Use it ... don't lose it!

- 6 Use the completed questions in 5 to interview your partner.



Reading

- 1 **SPEAKING** Look at the photos above and the title of the text. Think of arguments for and against humans being friends with robots. Make two lists.

For	Against

- 2 Read the text quickly. Does it include any of the arguments in your list in 1?

- 3 **60** Read the text again and answer the questions.

- Why does the writer say that there has been a robot revolution?
- How did the mother in the story 'Robbie' feel about robots?
- Why does the writer mention the examples of WALL-E and R2-D2?
- Why is it possible that a child could confuse a robot with a real person?
- What makes PARO a good companion for people suffering from dementia?
- What did the people have to do in the experiment mentioned in the last paragraph?
- What did the experiment show about how humans see robots?

- 4 What do the underlined words and phrases in the text mean? Guess and then check in your dictionary.

5 **Critical thinkers**

In your opinion, would you be in favour of a parent buying a robot toy as a companion for a young child or not?

What makes you say that?

Use ideas from the text and other information to justify your opinion. Then share your ideas.

MY BEST FRIEND IS

A ROBOT

Until recently, it used to be common to think of robots as just workers, machines designed to build cars or do the housework. In fact, the word 'robot' comes from the Czech word 'robota', which means 'forced labour'. But a few years ago, a robot revolution began. Companies began to design robots as toys for children. These have become so popular that now some parents and experts are worried about the effects of friendships between robots and children.

In 1940, Isaac Asimov wrote a story called 'Robbie', in which a robot was a child's best friend. In the story, the child's mother had been worried about their friendship until the robot saved the child's life at the end of the story. In real life, there are also divided opinions about humans 'hanging out' with robots.

One of the reasons why experts are worried is because young people might believe that robots are people, not machines. It may seem strange that we can feel an emotional connection with a machine, but just think of all the friendly robots that already exist in fiction, from WALL-E to R2-D2. Could close relationships with a robot confuse children?

Some people think it's possible. In the past, children would play with inanimate toys or objects. But today's robot toys are designed to express feelings and emotions in a human way, and some are capable of real interaction with children. When a child says he doesn't want to play, the robot can show sadness or disappointment. Some robots are designed to get upset if they lose in games or if you shake them.

There are robot toys that can modify their behaviour as they learn about their owner and their surroundings. That's the case of PARO, a Japanese robot in the form of a seal. PARO is helping people suffering from dementia* to feel less lonely. The robot responds to the person's voice and touch by moving and making sounds. Unlike a human being, it never has arguments with you. It's the perfect companion, bringing enjoyment to people.

However, there's a real danger that humans sometimes forget that robots are not living beings. In an experiment, researchers from different universities in Germany asked 89 people to interact with a robot. When they had finished the interaction, the robot begged half of the people not to switch it off. These people hesitated before they did so, and 13 people actually refused to switch it off! Robots may make good companions for certain people. But let's not forget – they aren't living beings and they don't have feelings. At least, not yet.

* dementia – an illness affecting the brain and memory which particularly affects older people

Past perfect

1a Look at the sentences. Which actions happened first, the green or the red?

- The child's mother **had been** worried about the robot until it **saved** the child's life at the end of the story.
- The robot **begged** half of the people not to switch it off when they **had finished** the interaction.

1b Choose the correct alternative.

We use the past perfect to talk about an activity in the past which happened before/after another activity in the past.

1c Complete the rule.

To make the past perfect, we need the past of + the

Check it page 106

2 In each sentence, decide which action came first and then choose the correct alternative. Put one verb in the past perfect and the other in the past simple.

- When I put/had put my shoes on, I left/had left the house.
- The teacher corrected/had corrected the exercise when all of us did/had done it.
- We finished/had finished our meal so we asked/had asked for the bill.
- Sara and Ella fell/had fallen out last week because Ella told/had told everyone Sara's secret.
- I wasn't/hadn't been able to open the door because I lost/had lost my keys.
- When everybody left/had left the party, we went/had gone home.
- The room was/had been dark because somebody switched/had switched the light off.
- All of our class passed/had passed the exam so we felt/had felt relieved.

3 Complete the text with the past perfect or past simple form of the verbs given.

4a Complete the sentences in a logical way using the past perfect.

- I was lonely because *everybody had left*.
- I was feeling proud because
- They were delighted because
- I was bored because
- They were angry because
- They were feeling upset because
- Yesterday I was excited because
- They were disappointed because

4b Say the end of one of your sentences to the class. Can they guess which sentence it is?

5 Write sentences saying by which age you had done these things. If you haven't done one thing, write a sentence in the present perfect with yet.

- begin to learn English
- travel to a different country
- learn to read
- swim in the sea
- start to ride a bike
- go on holiday without my parents
- meet my current best friend
- do a part-time job

*I'd begun to learn English by the age of five.
I haven't travelled to a different country yet.*

Use it ... don't lose it!

6 SPEAKING Compare your sentences in 5. Who had been the first to do each thing?

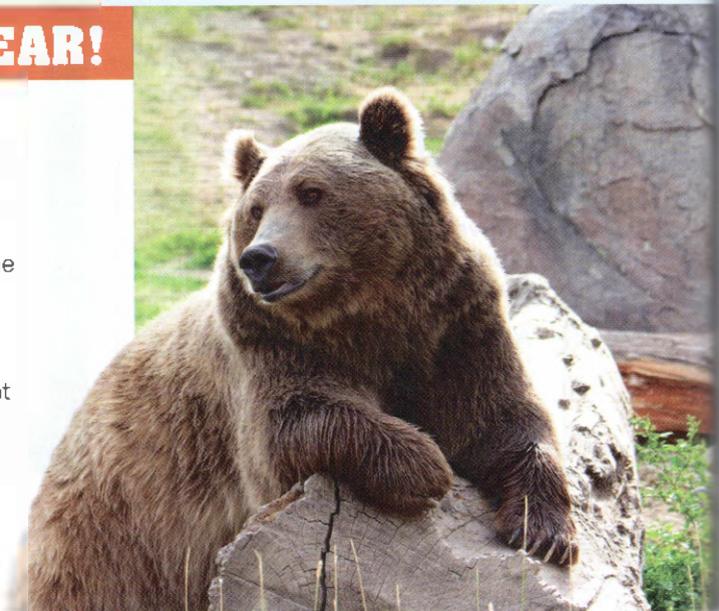
I'd begun to learn English by the age of five. And you?

I think I'd started by the age of three!

Reach higher > page 139

A MAN'S BEST FRIEND IS ... A GRIZZLY BEAR!

In 2002, Casey Anderson adopted a bear cub who (a) (be) alone because his mother (b) (die) a short time earlier. He decided to take the cub home and to call him Brutus. Casey (c) (know) how to look after Brutus because before these events he (d) (train) to be a professional animal trainer. Casey and Brutus became best friends. Brutus (e) (be) at Casey's wedding because Casey (f) (invite) him to be his 'best man'. When a photo (g) (appear) of Brutus eating a Thanksgiving meal at the dinner table, people thought that somebody (h) (manipulate) the photo. But it was real! Another strange thing about their story is that Casey (i) (have) a dream about having a bear cub called Brutus before he (j) (meet) him!



Developing vocabulary

Noun suffixes -ness, -ship, -dom

1a Look at these words and check that you understand them. Use a dictionary if necessary.

aware • bored • bright • citizen • dark • free • friend • kind • king • leader • lonely • mad • member • partner • relation • star • weak • wise

1b Put the words in 1a in the correct column of the table, according to their noun suffix. Change the spelling if necessary.

-ness	-ship	-dom
awareness		

2 Complete the sentences using the noun form of the appropriate word in 1.



STRANGE BUT TRUE!

- 'Who built the Tower of London?' is a question in the UK Test. People from outside the UK have to take the test if they want to become British.
- In English, the extra teeth that sometimes appear around the ages of 17 and 20 are called teeth because they appear when we are older and have more knowledge and experience.
- Some people say the smallest in the world is Tavolara, a small island off Sardinia, Italy. It only has about ten part-time residents and the 'monarch' of the island is the owner of a restaurant there!
- There's an exclusive club in Disneyland®, California which used to be secret. costs around \$25,000 for the initial payment, and then \$10,000 a year. There's a long waiting list to get in.
- Some experts think can be good for you! When you don't have anything to do, your mind can become creative and think of new things.
- Before she found international as a singer, Nicki Minaj worked as a waitress.
- Fear of the night or is called nyctophobia. But it's normal to be a little bit afraid when you can't clearly see what's happening around you.

3 Read the text and choose the correct alternative.

Culture exchange



Positive messages



In South Africa, Tatjana Buisson had an idea to transmit (a) happy/happiness to other people. The simple idea was to send postcards with a positive message. She began by sending postcards to a (b) friend/friendship who was having a hard time. She realised that everybody needs some (c) bright/brightness in their day. So she started the *Postcard Happiness* blog where people could send postcards to others with an (d) ill/illness or other problems.

In the US, 24-year-old Hannah Brencher moved to New York. She suffered from (e) lonely/loneliness. She wanted to connect with other people. So she decided to send letters and leave them in public places for people to discover. Her letters weren't (f) sad/sadness. They were very positive. She began a project called *The World Needs More Love Letters*, where people could send positive messages and be kind to people that they had no special (g) relation/relationship with.

4 Complete the questions with the correct noun suffix.

- How do you create a strong *partner* between two people?
- What is your biggest *weak*..... ?
- How much *free*..... do you think you have?
- Do you have good *leader*..... skills?
- Do you think young people have sufficient *aware*..... of the need to stay safe online?
- Have you ever had a moment of *mad*.....?
- Do you think there is a *relation*..... between *bore*..... and creativity?
- Can you remember a special moment of *kind*..... from your family or friends?

Use it ... don't lose it!

5 **SPEAKING** Discuss the questions in 4.

Reach higher > page 139



GREAT LEARNERS GREAT THINKERS

MAKING FRIENDS

Lesson aim: To think about ways of making new friends and the importance of not letting people feel left out

Video: Buddy Benches

SEL Social and emotional learning: Empathising

- 1** **SPEAKING** Imagine that a child at primary school is feeling lonely. What could these people do to help?
 - 1 a teacher
 - 2 other children
 - 3 the child him/herself
 - 4 the child's parents
- 2** **VIDEO** Watch the video. What plan does it show to help lonely primary school children? Is it working?
- 3** **VIDEO** Watch the video again. Complete the sentences with one or two words or a number.
 - 1 The other name for Buddy Benches is benches.
 - 2 A child explains that you can wait on a bench for somebody to ask you if you want to with them.
 - 3 They are trying to do different things with Buddy Benches in
 - 4 In the video schools have already got a bench.
 - 5 The school uses the benches to talk about well-being and the importance of being aware of people's
 - 6 They discovered that % of children had used the benches.
 - 7 More than % of children said they would talk to a person sitting on the bench.
- 4** **SPEAKING** Think of different situations where you need to make new friends. Make a list.
starting a new school, moving to a new town ...

GREAT THINKERS



Compass points (E-W-N-S)

- 5** Individually, imagine you are in one of the situations in 4.
 - 1 **E** What could be **exciting** about being in this situation? What positives are there?
 - 2 **W** What **worries** would you have in this situation? What could be negative about it?
 - 3 **N** What would you **need** to know that could help you to prepare for the situation?
 - 4 **S** What **steps** could you take to deal with the situation in a positive way?



- 6 The University of Cambridge Counselling Service gives advice to new students about how to deal with loneliness. Here are some of the ideas. Are they similar to your steps in 5?



LONELINESS: WHAT CAN YOU DO?

- Try to say hello to people you see every day. That makes it easier to start a conversation later.
- Try activities that you already enjoy and new ones, to widen the opportunities for social contact.
- Going online to connect with others safely can reduce loneliness, but having face-to-face experiences is even better.
- Helping other people can make us feel good about ourselves and it can also help us build relationships.
- Some of us prefer groups while others feel happier in one-to-one situations. Think about what you prefer and look for people who are similar to you.

- 7  Share any other steps you thought of in 5. Make a list of positive advice for somebody who needs to make friends.

GREAT LEARNERS **SEL**



Great learners show empathy and kindness to others.

The Buddy Bench is a great example of teaching even very young children to show empathy and kindness. Why do you think it's so important to learn these qualities at any age?

Learner profile page 143

1 **SPEAKING** Look at these statements about friendship. Do you agree or disagree with them? Why?

- 1 To be really good friends, you have to have the same interests and like doing the same things.
- 2 Having a few close friends is more important than having a large circle of friends.
- 3 Social media is bad for friendships and causes loneliness.

2 **61** Listen to three students talking about the statements in 1 and answer the questions.

- 1 Does each speaker generally agree, disagree or both agree and disagree with the statement they talk about?
- 2 Do they mention any of your ideas in 1? If so, which?

3 **61** Listen again and choose the correct alternative.

- 1 Sally thinks that ...
 - a it's not good for you and your friend to have very different interests.
 - b it's natural for you and your friend to like some different things.
 - c it's important to want to do exactly the same activities as your friend.
- 2 Sally thinks it's important to ...
 - a learn to love your friend's hobbies.
 - b introduce friends to new activities.
 - c make compromises in a friendship.
- 3 Mark doesn't agree with myth 2 because ...
 - a he hasn't got many friends.
 - b he has too many friends to count.
 - c he doesn't really understand what it means.
- 4 Mark believes the important thing is to ...
 - a chat to as many people as possible.
 - b get on with everybody you spend time with.
 - c enjoy being with the people around you.
- 5 Maya thinks a problem with social media is that ...
 - a people act differently online.
 - b people don't always read what their friends write.
 - c people say too much.
- 6 Maya thinks being in contact with people on social media ...
 - a is a waste of time.
 - b is great in some circumstances.
 - c makes most people feel very lonely.

4 **Critical thinkers**

In your opinion, to be good friends, how important is it to spend 'face to face' time with friends?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Flipped classroom video

Watch the Grammar Presentation video



Gerunds and infinitives

1a Look at the sentences.

- 1 Sometimes we both go shopping and other times we go running.
- 2 You enjoy doing completely different things.
- 3 Having a few close friends is more important.
- 4 I'm not interested in counting my friends.
- 5 It would be difficult to keep those relationships alive.
- 6 You'll never want to spend time together.
- 7 I mainly use social media to stay in touch with old friends.

1b Complete the table with rules a–g.

We use the gerund: We use the infinitive:

We use the gerund:	We use the infinitive:
a	

- a ... as the subject of a sentence.
- b ... to explain why somebody does something.
- c ... immediately after adjectives.
- d ... after certain verbs such as *want*.
- e ... with *go* to talk about physical activities.
- f ... after prepositions.
- g ... after verbs that express likes/dislikes.

Check it page 106

2a Look at the sentences. Which rule in 1b applies to each one?

- 1 It's hard to say no if someone needs help. 6
- 2 I love making other people feel good. 7
- 3 People often come to me to get advice. 8
- 4 I always want to help my friends and family. 9
- 5 I'm interested in becoming a doctor or a nurse. 10
- 6 I hate having arguments. 11
- 7 When I have a problem, I relax and go cycling. 12
- 8 I think it's stupid to disagree about small things. 13
- 9 Shouting is horrible, in my opinion. 14
- 10 I make my problems disappear by not thinking about them. 15

2b **SPEAKING** Discuss the sentences in 2a. Which are true for you? What do you think this says about your personality?

30 Choose the correct alternative.

- 1 I think it's easy making/to make friends.
- 2 I'm not afraid saying/to say what I think.
- 3 I enjoy giving/to give people surprises.
- 4 I listen to music relaxing/to relax.
- 5 When I go shopping/to shop, I don't usually buy anything.
- 6 Doing/To do sport makes me feel less stressed.
- 7 I'm good at listening/listen to others.
- 8 I think talking/to talk about your feelings is really important.

3b SPEAKING Guess which sentences in 3a are true for your partner. Then work with your partner and compare your ideas.

4 Complete the text with the gerund or to + infinitive form of the verbs given.

The loneliest schoolboy in Britain?

In 2015, a 10-year-old boy called Aron Anderson was in the news. They called him the loneliest schoolboy in Britain. Aron was living on a group of islands called Out Skerries, between Scotland and Norway. He enjoyed (a) (live) on the island because he could go (b) (swim) and (c) (cycle) and loved (d) (spend) time with his two dogs. But he was the only boy in the school on the island, as his older brothers had already left (e) (go) to secondary school. (f) (study) alone in class can be quite lonely. An Internet user called Ross McMahon found out about Aron and was keen on (g) (let) the world know about his story. He wanted (h) (help) Aron feel less lonely. So, he asked people to write him letters or cards at Christmas. Aron received over 2,000! (i) (get) so many letters, and lots of presents too, was an amazing experience for him and his parents. He even ended up (j) (appear) on national news and travelled to London. He loved the city and even thought about (k) (stay) there!



5 Find and correct the seven mistakes with gerunds and infinitives in this text.

Latest
Sport
Entertainment
Technology

COMPETITORS, RIVALS ... AND FRIENDS

Professional sport is obviously very competitive. Getting to the top, you have to work incredibly hard. But it's important remembering that it's still just sport. Everybody wants winning, of course. But, winning isn't everything. So, in the world of tennis, it's been great to see that top players like Serena Williams and Caroline Wozniacki could be rivals on the court, but friends when the match finished. To have respect for your rival is the important thing. It's normal having occasional differences and arguments but at the end of the match you need forgetting these. Many young people enjoy to watch sport and they look up to sports stars. By watching some of the top tennis players they can learn that rivals don't have to be enemies.

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | |

6 Complete these questions using a gerund or an infinitive.

- 1 Are you good at *making new friends*
- 2 Do you enjoy
- 3 One day do you want
- 4 Do you ever go
- 5 Do you find it easy
- 6 Is it important for you
- 7 Do you hate
- 8 Why do you go
- 9 Do you think is a good idea?
- 10 Are you excited about

Use it ... don't lose it!

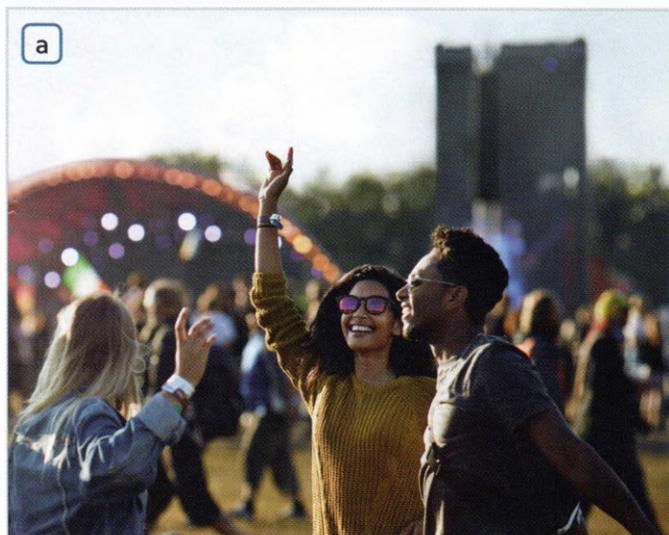
7 SPEAKING Use the questions in 6 to interview your partner.

Reach higher

Developing speaking

Reporting a past event

1 **SPEAKING** Discuss the photos. Which event would you prefer to be at and why?



824 likes



#musicfestival #music #festival #life #goodtime #friends #party #dancing #fun #weekend



745 likes



#themepark #fun #friends #weekend #living #scary

2 **LISTENING** Listen to a conversation about the event in photo a. Which of these questions do you hear? What are the answers to those questions?

- 1 Where did you go?
- 2 Who did you go with?
- 3 What did you do there?
- 4 How many people were there?
- 5 Did you know everybody there?
- 6 Did you meet anybody there?
- 7 What was the food like?
- 8 What did you wear?
- 9 Did you enjoy yourself?
- 10 What time did it end?

3 Look at the sentences in the Speaking bank. Match the verb forms in bold to the explanation of its use a–d and the name of the tense i–iv.

Speaking bank

Using different past tenses

- 1 I **went** to a pop music festival.
- 2 I **used to** listen to him all the time.
- 3 He'd **heard** about the festival ages ago.
- 4 When we **were getting** something to eat, we saw Jack and Claire.

- a an activity in progress at a moment in the past. We often use it to describe scenes in the past.
- b a completed action in the past
- c a past habit
- d an activity that happened before another action in the past

- i past continuous
- ii past perfect
- iii past simple
- iv used to

4 Think of an event that you went to with your friends or family. Prepare to talk about it by looking at the questions in 2 and adding any other important information. Make notes but do not write complete sentences.

Practice makes perfect

5a **SPEAKING** Take it in turns to do this task. Use your notes from 4 and the Speaking bank to help you. When you listen to your partner, ask them questions, if necessary, to help them continue talking.

Tell your partner about an event that you went to with your friends or family.

Tell them:

- what the event was
- what you did there
- your opinion of the event, giving reasons.

5b **SPEAKING** Change partners and do the task in 5a again. Then reflect on what you did better or differently from the first time you did the task.

Exam tip

What language is useful in tasks where you have to report past events?

Developing writing

An email of advice



- 1 Student A, read your email. Student B, read your email. What problem(s) does the person have? Make brief notes.

Student A

To: Sophie

Dear Sophie,

I'm writing to you because I need some advice. Do you remember Ellie? We've been best friends since primary school. But recently I've realised that I don't have anything in common with her any more. Maybe it's because I sing in a band now and I spend a lot of time hanging out with them. When I'm with my friends in the band, we always talk about music and Ellie isn't really interested in that. So, when she asks if she can come with us, I always have to invent reasons why she can't. I feel bad about lying to her. I know she's having a hard time. What should I do?

Please write back soon,

Rachel

Student B

To: Amy

Dear Amy,

I hope you're well. I've got a bit of a problem at the moment and I wanted to ask you for help.

One of my best friends is acting really strangely. We've been friends for years. Before, we'd go everywhere together and we always used to see eye to eye. People even thought we were sisters! But then she started singing in a band and now I never see her. I don't mind her spending time with her new friends in the band, but I miss her and feel lonely without her. I ask her if I can hang out with them but she always gives me some excuse why I can't. If you were me, what would you do?

Please write back soon and tell me what you think.

All the best,

Ellie

- 2 **SPEAKING** Tell your partner about the email you read. What similarities or differences are there?

- 3 **SPEAKING** With your partner, think of advice that you could give, first to Rachel and then to Ellie. Think of at least three ideas for each person and make a note of your ideas.

- 4 Read Sophie's reply to Rachel. Is her advice similar to yours? Is it good advice? Why?

Sophie

To: Rachel

Dear Rachel,

It was good to hear from you, but I'm sorry to hear about your problem. Here's my advice.

First of all, if I were you, I'd sit down and talk to Ellie. You should tell her the truth, that you've got a new hobby and new friends. Next, explain that it's difficult because your new friends don't have much in common with her. So, suggest spending some time alone with Ellie but say that you also need time alone with your new friends. After that, I would tell her that this new situation isn't her fault or your fault. Who knows? Maybe one day in the future you'll both have more in common again. Lastly, you should tell Ellie that you're sure she'll find a new group of friends soon, just like you have.

Anyway, I hope you find this advice useful!

Sophie

- 5 Look at Sophie's email again. She uses commands to give some of her advice (*explain, suggest*). What two other ways does she use to give advice?

- 6 Find words in Sophie's email to complete the Writing bank.

Writing bank

Useful words and expressions to order your ideas

- First,
- Firstly,
- _____ ,
- Then,
- _____
- Finally,
- _____

Practice makes perfect

- 7a Imagine you are Amy. Write a reply to Ellie's email. You must include three pieces of advice. Use your ideas from 3, the email in 4, and the Writing bank to help you.

- 7b When you finish your email, use the Writing checklist on page 141 to check it. Then compare emails with other students.

Exam tip

Why is it so important to read the question carefully in writing exams?

Past perfect

Affirmative	subject + had ('d) + past participle <i>She had left the classroom.</i>
Negative	subject + had not (hadn't) + past participle <i>They hadn't seen her.</i>
Question form	had + subject + past participle <i>Had you finished the exercise?</i>
Short answers	Yes, subject + had . No, subject + hadn't . <i>Yes, I had. No, they hadn't.</i>

We use the past perfect to talk about actions that happened before another action or actions in the past.
I had done my homework when my mum came home. (= First I did my homework and then my mum came home.)

When we arrived at the airport, the plane had already left. (= First the plane left and then we arrived at the airport.)

We often use time expressions such as *when, after, by the time* and *as soon as* with the past perfect.

By the time I got home, the basketball game had already started.

Dan put the book in his schoolbag after he had finished reading it.

Gerunds and infinitives

We use the gerund:

as the subject of a sentence.

Running is good for you.

after prepositions.

I'm interested in learning languages.

after verbs of liking or disliking, e.g. *like, love, enjoy, can't stand, don't mind, hate*.

I enjoy going out.

with *go* to talk about physical activities.

go running, go swimming, go cycling, go shopping, go swimming, go fishing

We use the infinitive:

to explain *why* somebody does something.

Why did he go to the shops? To buy milk.

immediately after adjectives.

It's good to express your feelings.

after certain verbs, e.g. *want, learn, agree, decide, expect, hope, seem, try, would like*.

I want to work for a newspaper.

Vocabulary

1 Feelings

afraid (adj.) • anger (n.) • angry (adj.) • bored (adj.) • boredom (n.) • confused (adj.) • confusion (n.) • delight (n.) • delighted (adj.) • disappointed (adj.) • disappointment (n.) • embarrassed (adj.) • embarrassment (n.) • excited (adj.) • excitement (n.) • fear (n.) • happiness (n.) • happy (adj.) • loneliness (n.) • lonely (adj.) • pride (n.) • proud (adj.) • relief (n.) • relieved (adj.) • upset (adj.) • sad (adj.) • sadness (n.)

2 Friendships

circle of friends • classmate • close friend • to fall out with somebody • to get on well with somebody • to hang out with somebody • to have an argument with somebody • to have something in common with somebody • to make it up with somebody • to see eye to eye with somebody • through thick and thin • ups and downs

3 Noun suffixes -ness, -ship, -dom

awareness • boredom • brightness • citizenship • darkness • freedom • friendship • kindness • kingdom • leadership • loneliness • madness • membership • partnership • relationship • stardom • weakness • wisdom

Grammar test

Past perfect

1 Complete the sentences in a logical way. Put one verb in the past perfect and the other in the past simple.

- 1 When I (finish) my breakfast, I (brush) my teeth.
- 2 When the students (do) the exam, the teacher (say) they could go home.
- 3 She (dry) her hair after she (wash) it.
- 4 They (take) her to the hospital because she (have) an accident.
- 5 They didn't see the start of the film because when they (arrive) at the cinema it (start).
- 6 When he (write) the email, he (send) it.
- 7 They (go) into the museum when they (buy) the tickets.
- 8 Before Ryan (be) seven, he (learn) to speak five languages!
- 9 When they (get) out of the pool, they (dry) themselves.

/ 9 points

Gerunds and infinitives

2 Choose the correct alternative.

- 1 I went to the shops buying/to buy food for the weekend.
- 2 Are you interested in seeing/see that film?
- 3 Eating/To eat too much sugar is bad for your health.
- 4 Why don't we go running/to run this weekend?
- 5 Sam and Sarah can't stand cycling/to cycle to school.
- 6 I want listening/to listen to that new group in concert.
- 7 The burglar got into the house by opening/open the window.
- 8 Are you ready helping/to help me?
- 9 We visited London to go/going on the London Eye.
- 10 Are you happy to stay/staying for longer?

/ 10 points

Vocabulary test

Feelings

1 Write the nouns for these adjectives.

- 1 delighted →
- 2 afraid →
- 3 proud →
- 4 bored →
- 5 angry →
- 6 relieved →
- 7 happy →

/ 7 points

Friendships

2 Complete the expressions connected with friendships.

- 1 to eye to
- 2 to fall somebody
- 3 to have downs
- 4 to get well somebody
- 5 to hang somebody
- 6 to an argument somebody
- 7 to stay with somebody thick and

/ 7 points

Noun suffixes -ness, -ship, -dom

3 Complete the words with -ness, -ship or -dom to match the definitions.

- 1 the opposite of strength: w.....
- 2 the ability to make good decisions based on knowledge and experience: w.....
- 3 something that affects people and makes them do crazy things: m.....
- 4 the connection between two people: r.....
- 5 the state of being very famous: s.....
- 6 being able to do what you want, with no obligations: f.....
- 7 the ability to organise and lead others: l.....

/ 7 points

Total: / 40 points

Reading

Reading exam tip

In multiple-choice activities, remember ...
Identify key words in the text and match them to words that have a similar meaning in the answer options.

- 1 Are there any signs or posters on your classroom walls? If so, read them and check you understand what they mean.
- 2 For each question, choose the correct answer.

Now entering Canadian National Park

Watch for signs of wildlife on hiking paths
Never approach bears or mountain lions

- 1 What is the purpose of this sign?
 - A to say which areas of the park aren't safe
 - B to inform visitors that certain paths are closed
 - C to tell visitors not to go near certain animals

Hey Tom!
I'd love to see the action film *Zone 1* but the reviews aren't great. They say it isn't worth seeing, but I'll go if you want to. Let me know what you think? Zoe

- 2 Zoe has written this message to ...
 - A confirm she can go to the cinema with Tom.
 - B see if Tom is still interested in seeing the film.
 - C ask Tom to send her reviews of the film.



IT SHOULDN'T BE SOMEONE ELSE'S JOB TO PICK UP YOUR RUBBISH. USE LITTER AND RECYCLING BINS ON SCHOOL GROUNDS.

- 3 What is this sign telling students to do?
 - A to be responsible for their waste
 - B to follow new recycling rules
 - C to throw away rubbish if they find some



Some places still available for new artists.
Work with a group of professional painters to develop your creativity!

- 4 What is the main idea of this notice?
 - A The class needs more professional artists to join the group.
 - B The class is suitable for inexperienced artists.
 - C The class is for artists who want to teach particular painting techniques.

HOMEWORK NETWORK

If you're worried about a school project, then stop by for free homework advice. Volunteers can help in any subject. At school library - Mondays 4-6 pm (term time only)

- 5 This notice is for students who want ...
 - A to volunteer during term time.
 - B some extra help with an online tutor.
 - C some support with their schoolwork.

Listening

Listening exam tip

In multiple-choice listening activities, remember ...

Read the questions and think about the context before you listen. Ideally, choose the best option for each question during the first listening and use the second listening to confirm your answers.

- 3 Look at the photo. Then listen to Sarah talking to her friend about being an extra. For each question, choose the correct answer.



- 1 How did Sarah find out about her new acting job?
 - A She saw an advert.
 - B A relative told her.
 - C An acting teacher talked about it.
 - 2 Sarah is worried because she doesn't ...
 - A know how many scenes she'll be in.
 - B know if she'll be able to remember her lines.
 - C have much experience doing certain skills.
 - 3 What will Sarah be acting in?
 - A an action film
 - B a historical film
 - C a horror film
 - 4 What does Sarah do when she works with famous actors?
 - A She pays attention to their acting abilities.
 - B She asks them for some acting advice.
 - C She takes a selfie with them.
 - 5 What did Sarah dislike most about her last acting job?
 - A How much she was paid.
 - B How early she had to arrive at work.
 - C How often she repeated the same scene.
 - 6 What advice about acting does Sarah give to Evan?
 - A Watch a lot of great films.
 - B Try to be patient.
 - C Apply for as many acting jobs as possible.
- 4 **SPEAKING** What do you think are the good and bad things about working as an extra?

Jobs for teenagers in your country



1 SPEAKING Starting point

Look back at the Culture exchange text about jobs for American teenagers on page 93. At the moment, do you know enough to write a similar text about jobs for teenage students in your country? What do you know?

2 SPEAKING Project task

An American school is doing some research. They want to know if teenage students around the world have part-time/weekend/summer jobs. Search the Internet to find this information about teenagers in your country. Prepare one of these:

- A poster
- B presentation
- C video message
- D information leaflet

Research areas

- what the law in your country says about young people and work: working hours and conditions, legal minimum age, salary, etc.
- statistics for the number of teenagers legally working in your country
- why do/don't teenagers work?
- typical jobs for teenagers in your country

3 Think about ...

Digital skills

When you visit a website, it's important to think critically about what you find there. Are you reading facts or opinions? If they are facts, how can you be sure they are correct? If they are opinions, whose opinions are they?

Intercultural awareness

Think about the factors which determine why teenage students work in your country. Consider whether they:

- do it only or mainly for money
- do it to improve their CV
- think it's useful preparation for the future
- think it's not a good idea to both study and work at the same time

Collaboration

When you work in a team, it's OK to disagree with others. But it's important to be polite and constructive.

Useful language

- I see what you mean but ...*
- I agree up to a point but ...*
- That's true, but you could also argue that ...*
- Another way of looking at it is ...*
- Yes, but it's also true that ...*

Academic skills

Think about the best way to present different types of information. For example, it may be clearer to present statistics by using a graph or a diagram. Also, remember to include the sources (where you found the information).

4 SPEAKING Project time

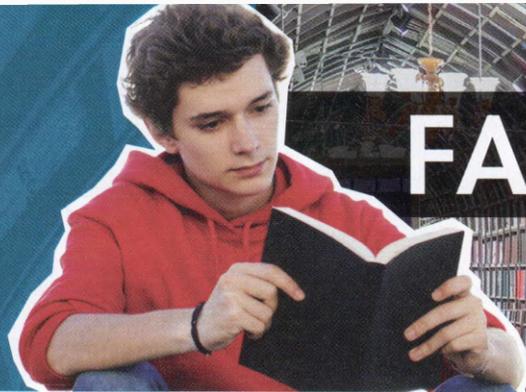
Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for these categories.

- | | | | |
|--------------|--------------------------|----------|--------------------------|
| Content | <input type="checkbox"/> | Design | <input type="checkbox"/> |
| Presentation | <input type="checkbox"/> | Language | <input type="checkbox"/> |

9



FACTS ABOUT FICTION

Vocabulary in context

Things we read

Genres

Book reviews

1 **SPEAKING** Look at these words and then discuss the questions.

63 Things we read

blog • comic/graphic novel • cookbook • encyclopaedia • guidebook • magazine • manual • newspaper • novel • play • poetry • short story • textbook

- How often do you read these things, either as physical books or electronically?
- Which two do you read the most?
- Which two do you read the least?
- Can you think of other things we read?

2 **SPEAKING** With a partner, take it in turns to give a simple explanation for each of these genres (types of literature). Can you think of an example for each one?

Genres

autobiography • biography • crime/detective/spy fiction • fairy tale • fantasy • historical fiction • horror • mystery • romance • science fiction • thriller • YA (young adult)

An autobiography is when you write about your own life. For example, I am Malala by Malala Yousafzai.

3 **SPEAKING** Discuss these questions with a partner.

- Which of the genres in 2 do you enjoy reading the most? Why?
- Are there any genres which you really dislike? Which? Why?

4a Complete the text with the correct form/part of these words or phrases.

Book reviews

adaptation • award • to be set/take place in • bestseller • ending • main character • masterpiece • plot • style • theme • twist

BOOK NEWS

TOP 10

RECOMMENDED



A modern classic

You may know *Mortal Engines* already as it has been a (a) since it appeared in 2001, with hundreds of thousands of copies sold. It has won (b), too, such as the Blue Peter Book of the Year. There is also a 2018 film (c) by the famous *Lord of the Rings* director, Peter Jackson.

But in case you don't know, *Mortal Engines* is a brilliant adventure story which is (d) in the future, a future where cities move from one place to another on giant wheels. The (e) are Tom Natsworthy and Hester Shaw. The (f) of the story is very original and totally gripping. There are lots of sudden (g) as situations change unexpectedly. And when the book finishes, it is not the typical happy (h) that you often get in

YA books.

The (i) of the book is very dynamic and easy to follow, and it examines interesting (j) such as the need to protect the environment and the horrors of war. I believe *Mortal Engines* is a YA (k), one of the best books of its kind. Don't miss it!



4b **LISTENING** Listen and check your answers.

5 Use the words and expressions in the box in 4a to write a questionnaire about a book.

- Is there a film adaptation of the book?
- Has the book won any awards?

Use it ... don't lose it!

6 **SPEAKING** Use the questionnaire in 5 to interview your partner about the last book they read, either at home or at school.

Reach higher page 140



Reading

ABOUT NEW BOOKS REVIEWS STORIES GENRES COMMUNITY



BOOKS ON THE MOVE

Hollie Fraser used to cycle to work in ten minutes. But when she started a job in London, it took her an hour on the Underground to get to her place of work. (a) ... She looked around and saw lots of people reading on the train and realised how amazing and important reading a good book is.

One day on her way to work she finished a great YA novel. She'd enjoyed it so much that she decided to leave the book on the train for somebody else to read. (b) ... But she didn't want to stop with just one book. There and then, the idea for 'Books on the Underground' was born.

(c) ... Find a book on the Tube, read it, and then leave it for somebody else. Hollie left London but the project is still going strong and has already put around 15,000 books on the Underground. Cordelia Oxley runs 'Books on the Underground' now. On average, she and her helpers place about 400 books a week. They encourage individuals to share books and offer free stickers to show that the books are part of the scheme. All they ask is that you share a photo of the book on social media when you leave it.

(d) ... Publishers, film promoters and authors also bring a wide variety of new and used books. Some companies use

the project to get publicity for new novels or films by leaving lots of copies of a new book in different stations, on seats, benches, platforms or ticket areas.

(e) ... Then they post them on social media.

Hollie moved from London to New York. (f) ...

In fact, there are now around 20 different schemes working across 14 countries, including Spain, Mexico, Argentina and Poland. (g) ... The global name for the project is 'Books on the Move'. To start a local project, they remind people that first they need permission from their local transport system.

Emma Watson, who is a UN ambassador, has shared books on both the Underground and the Subway. Reading is important to her. In an interview with *Paper* magazine in 2016, she said that her own personal task was to read one book a week. She also told the interviewer that she was reading so much and exposing herself to so many new ideas that it almost felt like the chemistry and the structure of her brain was changing! So, the next time you finish your book on public transport, think about sharing the pleasure!

1 **SPEAKING** Look at the photos of actor/UN ambassador Emma Watson and of somebody reading on a train. Now look at the title of the text on this page. What do you think the text will be about?

2 Read the text and answer the questions. Don't worry about the missing sentences at this stage.

- 1 What is 'Books on the Move'?
- 2 What is the connection between 'Books on the Move' and Emma Watson?

Exam tip

You are going to do a missing sentences activity. In this type of activity you have to find the best place to put various sentences taken from a text. How can you check this activity when you finish?

3 Read the article again and put these sentences into gaps a–g in the text.

- 1 It isn't only individuals who share their books.
- 2 They have local names such as 'Books on the Bus' or 'Books on the Rail'.
- 3 They take photos or make videos of people's reactions finding the books.
- 4 She wanted to share the pleasure she'd had reading it.
- 5 The idea was simple.
- 6 This gave her plenty of time to read during the journey.
- 7 There she helped with 'Books on the Subway'!

4 What do the underlined words and phrases in the text mean? Guess and then check in your dictionary.

Critical thinkers

Do you think 'Books on the Move' is a good way to get people reading more?

What makes you say that?

Use ideas from the text and other information to justify your opinion. Then share your ideas.



Reported speech – statements

1a Look at the sentences. Which are direct speech and which are reported speech?

1a 'My own personal task is to read one book a week.'

1b She said that her own personal task was to read a book a week.

2a 'I enjoyed the book so much.'

2b She said she had enjoyed the book so much.

3a 'I'm reading so much and exposing myself to so many new ideas.'

3b She told the interviewer that she was reading so much and exposing herself to so many new ideas.

1b Answer the questions.

- 1 What happens to the verbs when they go into reported speech?
- 2 What happens to most pronouns and possessive adjectives when they go into reported speech?
- 3 What is the difference between *say* and *tell*?
- 4 After *say* and *tell* do we always need to use *that*?

Check it page 120

2 Match these sentences in direct and reported speech. Some of the reported speech sentences can go with more than one of the sentences in direct speech.

- 1 'I write books.' *h*
- 2 'I'm writing a book.'
- 3 'I wrote a book.'
- 4 'I've written a book.'
- 5 'I'll write a book.'
- 6 'I can write a book.'
- 7 'I may write a book.'
- 8 'I should write a book.'
- 9 'I have to write a book.'
- 10 'I must write a book.'

- a She said she could write a book.
- b She said she was writing a book.
- c She said she had written a book.
- d She said she'd write a book.
- e She said she should write a book.
- f She said she might write a book.
- g She said she had to write a book.
- h She said she wrote books.

3 Look at the examples in 2 and complete the table.

Direct speech	Reported speech
1 present simple →	<i>past simple</i>
2 present continuous →	
3 past simple →	
4 present perfect →	
5 <i>will</i> →	
6 <i>can</i> →	
7 <i>may</i> →	
8 <i>should</i> →	
9 <i>have to</i> →	
10 <i>must</i> →	

4a Complete the text with *said* or *told*.

A GATEWAY TO A BETTER LIFE

When a new building opened in 1971 in Troy, Michigan, science-fiction author Isaac Asimov congratulated the children of Troy. He (a) the children it was a spaceship that would take them to the farthest reaches of the universe. He also (b) the building was a time machine that would take them to the far past and the far future. He (c) it was a teacher that knew more than any human being. He also (d) them it was a friend that would amuse them. Finally, he (e) the students that the building was a gateway to a better, happier and more useful life.

4b What building do you think Asimov was talking about? Why?

4c Rewrite the sentences (a–e) in 4a in direct speech.

5 Look at the example, then complete the table with the words in the box.

'I read **this** book last week.'

She said she had read **that** book the previous week.

a (week/month/year) ago • here •
last (week/month/year) • next (week/month/year) •
this • today • tomorrow • tonight • yesterday

Direct speech	Reported speech
1 <i>this</i>	that
2	there
3	that day
4	the day before
5	the next/following day
6	that night
7	the following (week/month/year)
8	the previous (week/month/year)
9	a (week/month/year) before

Developing vocabulary

Phrasal verbs connected with reading and writing

1 Match these phrasal verbs to the definitions 1–5.

68 Phrasal verbs connected with reading

flick through • read on • read out • scroll down/up • turn over

- 1 read so that other people can hear you
- 2 continue reading
- 3 turn a page or piece of paper to see the other side
- 4 turn the pages of a book quickly, not looking carefully
- 5 move information on a screen to be able to read it

2 Complete the text with the correct form of the appropriate phrasal verbs in 1.

Printed books or e-books?

With e-books you don't have to (a) the page to see the next one. And when you want to continue and (b), you just (c), or go back up if you want to see something again. But, many people love (d) the pages of a traditional book, just to get a quick idea of what the book is about. So, it doesn't matter. Whether you are (e) the story to somebody or enjoying it yourself, the important thing is that you read.



3 Match these phrasal verbs to the definitions.

69 Phrasal verbs connected with writing

cross out • fill in • look over • make up • write down

- 1 write information in empty gaps
- 2 make a note of something on paper or digitally
- 3 invent (a story, poem, explanation)
- 4 examine something to see if there is a mistake
- 5 put an X or a line through something to show it is wrong

4 Complete the advice for writing a story. Use the correct form of the appropriate phrasal verbs in 3.

- 1 Use your imagination and experience. You have the freedom to any type of story.
- 2 It's a good idea to any ideas you have immediately, because afterwards you might forget them.
- 3 Don't worry if the story isn't complete from the start. You can the missing details later.
- 4 When you finish, your story carefully to see if you can improve it.
- 5 any unnecessary words or pieces of information because you just don't need them.

Use it ... don't lose it!

- 5 **SPEAKING** What do you think of the ideas in the texts in 2 and 4? Use words in 1 and 3 to justify your opinion.

Reach higher → page 140

6 Write what novelist Charles Dickens or his characters said using reported speech.

- 1 'There are books of which the backs and covers are by far the best parts.'
Mr Brownlow told Oliver Twist
- 2 'These books were a way of escaping from the unhappiness of my life.'
David Copperfield said
- 3 'You have been in every line I have ever read.'
The boy called Pip told Estella
- 4 'I'll never cry for you again.'
Pip told Estella
- 5 'It was the best of times, it was the worst of times.'
Dickens said
- 6 'I hope that real love and truth are stronger in the end than any evil or misfortune in the world.'
Agnes told David Copperfield
- 7 'A very little key will open a very heavy door.'
Dickens said

Use it ... don't lose it!

7 Write a true sentence about a book. It can be about a book that you've read, a book you're reading at the moment or a book you're planning to read.

I've just finished a fantasy novel.
My favourite genre of books is romance.
The next book I'm going to read is for school.

8 **SPEAKING** Read out your sentence to the other people in your class or group.

9 When everybody has read out their sentence, write down what different people said. Can you remember everyone's sentence?

Oliver said that he had just finished a fantasy novel.
Aysha told us that her favourite genre of books was romance.
Dan told us the next book he was going to read was for school.

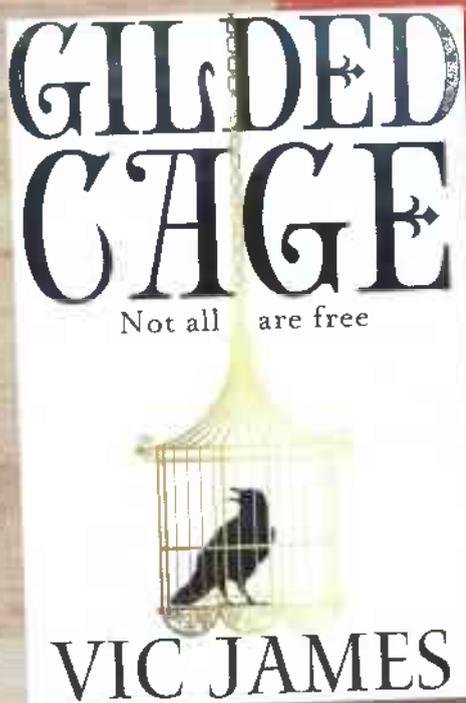
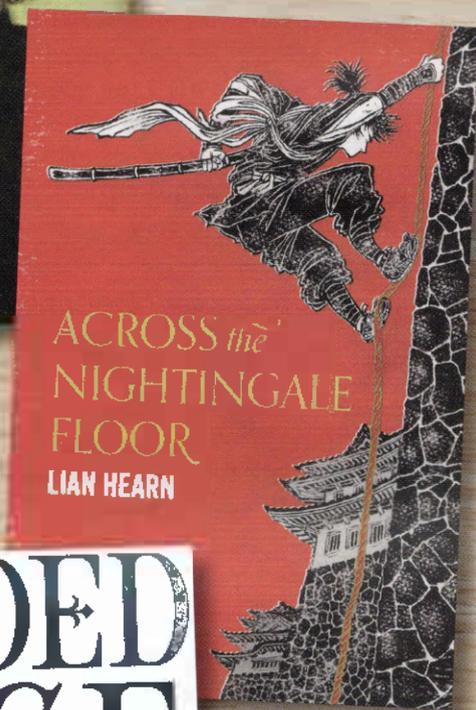
10 **SPEAKING** Compare your answers. Do you have the same? If not, find out who is right by asking the person next to you.

Reach higher → page 140



Bleak House

CHARLES DICKENS



5 **SPEAKING**  In your groups design one of these:

- 1 a new cover for this textbook
- 2 a new cover of a book that you have all read or know about
 - First, think of images or a scene reflecting some of the topics or main ideas in the book.
 - Then prepare a version of the cover and show it to the class.
 - Finally, vote for the best cover.

GREAT LEARNERS

SEL

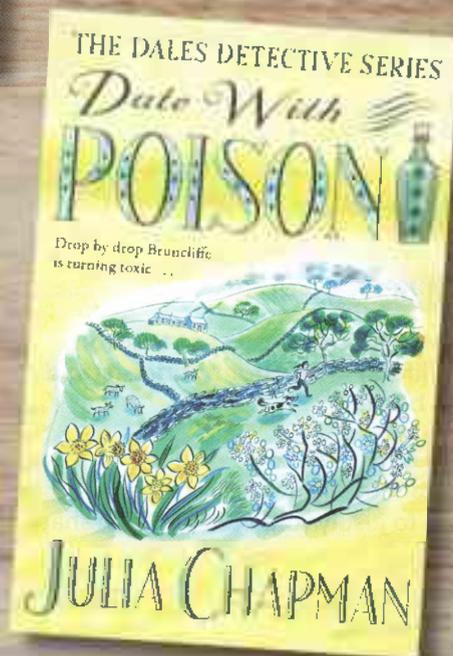


Great learners can think creatively.

In the activity in 5, you begin with a blank page and have to use your creativity and imagination to come up with a good idea for a book cover. Why is it important to challenge yourself to think creatively?

Learner profile

page 143





1 **SPEAKING** Discuss these questions.

- 1 What do you think a 'pen name' or 'pseudonym' is?
- 2 Why do you think a writer might want to use a pen name or pseudonym?

2 **70** Listen to a literature podcast. What three reasons do they give for a writer choosing to use a pen name? Are they similar to your ideas in 1?

✓ Exam tip

In the next activity you listen and complete gaps in a text or notes with the word(s) you hear. Is it possible to predict the *type* of words that are missing? How?

3 Listen again and complete the notes. Use just one or two words or a number for each gap.

Elena Ferrante is an (a) ... writer who wants to stay anonymous.

She wrote a famous novel called *My Brilliant*

(b)

Elena Ferrante thinks that finished books don't need

(c)

People soon knew that JK Rowling was a woman when she appeared (d)

Kathleen was her (e)

Robert Galbraith is JK Rowling's (f)

Robert Galbraith writes (g) fiction.

Robert Galbraith's first book sold (h) copies in the beginning.

The presenter thinks that with works of fiction the main thing to look at is (i)

Paula thinks that knowing about the life of the writer can help you to (j) the book.

4 **Critical thinkers**

In your opinion, is it important to know about the life of an author to understand their work better?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Reported speech – questions

1a Look at these questions and statements. Which are direct questions (DQ) and which are reported questions (RQ)?

- 1 He asked her who Elena Ferrante was.
- 2 He wanted to know if they were fantasy novels.
- 3 Did many people read the first book?
- 4 Are they fantasy novels?
- 5 He asked her whether many people had read the first book.
- 6 Who is Elena Ferrante?
- 7 Why do writers use pseudonyms?
- 8 He asked her why writers used pseudonyms.

1b Choose the correct alternative.

- 1 We change/don't change tenses, pronouns and words like *this* and *here* in the same way in reported statements and reported questions.
- 2 We use/don't use question marks in reported questions.
- 3 We use/don't use the auxiliary verb *do* in reported questions.
- 4 We put/don't put the verb before the subject in reported questions.
- 5 We use/don't use *if* or *whether* in reported questions when there is no question word (*who, what, why, etc.*) in the original question.

Check it page 120

2 Complete the sentences with a question word or *if/whether*.

- 1 They asked the novelist her favourite writer was. She said Tolkien.
- 2 Kate asked Jenny she wanted to do.
- 3 Pat wanted to know I had come, by bus or by car.
- 4 Ella asked me I wanted juice and I said yes.
- 5 My teacher asked me I hadn't been at school the day before.
- 6 Karen's mum asked her she had had a good time.
- 7 They asked her she had read the book and she said no.

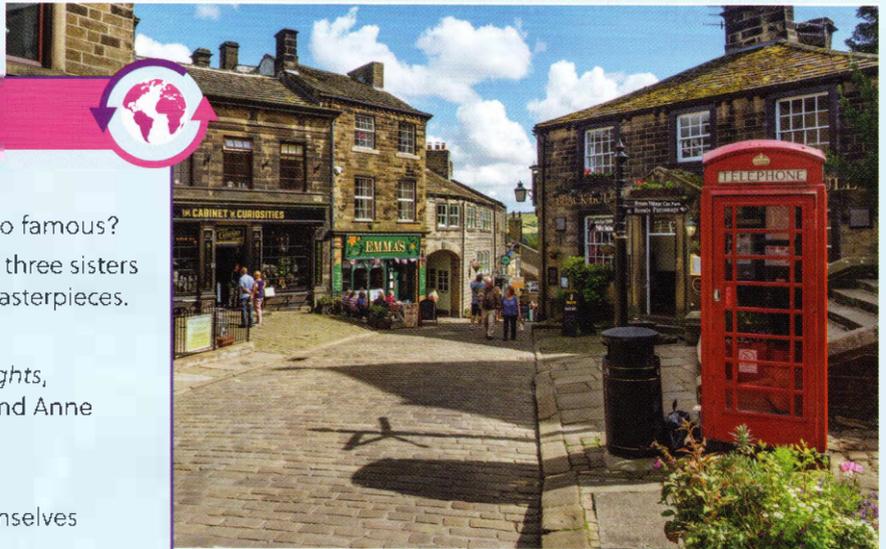
- 3 Read the dialogue and write it in reported speech.

Culture exchange



Three great British writers

- Ruth:** Why are the Bronte sisters so famous?
Teacher: Because it's amazing to find three sisters who were all able to write masterpieces.
Ruth: What did they write?
Teacher: Emily wrote *Wuthering Heights*, Charlotte wrote *Jane Eyre* and Anne wrote *Agnes Grey*.
Ruth: Did they use pen names?
Teacher: Yes, at first, they called themselves Acton, Currer and Ellis Bell.
Ruth: Were they old when they died?
Teacher: No, they weren't. They were 29, 30 and 39.
Ruth: Is it possible to visit the place where they lived?
Teacher: Yes, it is. Their home is now a beautiful museum in Haworth in Yorkshire. They lived there in the middle of the 19th century.



Collaborative project 5 page 135

- 4 Write what the people actually said in each situation.

- 1 The actor asked the film director if he was making a film at that moment. He said that he wasn't but that he was going to start a new one soon.

Actor: *Are you making a film now?*

Film director: *No, I'm not but I'm going to start a new one soon.*

- 2 The writer asked the man if he had enjoyed her book. He said that he thought it was the most beautiful thing he'd ever read.

Writer:

Man:

- 3 The reporter asked the singer why she wouldn't answer any of his questions. She told him that she only wanted to talk about her songs and that she wasn't going to talk about anything else.

Reporter:

Singer:

- 4 The teacher asked the class whether they could write an essay for the next day, but they replied that they couldn't because they had to study for an exam and they wouldn't have enough time.

Teacher:

Class:

- 5 Emma wanted to know how many English novels I'd read and I told her that I'd read lots.

Emma:

Me:

- 5a **SPEAKING** As a class, decide on a fictional character who you would like to interview. It can be somebody from a novel, film, comic, TV series ... or maybe a character from a book that you have all read together at school.



- 5b **SPEAKING** Prepare five questions to ask them.

Use it ... don't lose it!

- 6a **SPEAKING** Choose a student to be the character. Interview them and make a note of their answers to your questions.

- 6b **SPEAKING** When you finish take it in turns to report back the interview.

First we asked him if it was uncomfortable to wear a suit made of metal. He said it was much more comfortable than it looked.

Then we wanted to know ...

Reach higher page 140

Developing speaking

A presentation



1 In your opinion, what is the most enjoyable book you have ever read? Make notes about it using the 'You' column in this table.

	You	Speaker
Title		
Author		
Type of book		
Liked because: the plot, where the story is set, the characters, the style, the themes, the ending ...	1 2 3 ...	1 2 3 ...

2 71 Listen to a student giving a presentation about their favourite book. Complete the 'Speaker' column of the table in 1 with notes.

3 72 Complete the expressions in the Speaking bank. Listen again if necessary.

Speaking bank

Useful expressions in presentations

Beginning a presentation

- I'm going to talk about ...
- I'd like to begin by saying ...

Introducing arguments

- Firstly,
- First ...
- What's ...
- It's also ... that ...
- Another thing is that ...
- Last ...

Ending a presentation

- Finally,
- To sum ...

4 Match the sentence halves.

- 1 Write notes with your main ideas but ...
 - 2 Include an introduction and ...
 - 3 Put your ideas in ...
 - 4 Don't just read ...
 - 5 Look up at ...
 - 6 Speak in ...
- a a clear, loud voice.
 - b the audience.
 - c a logical order.
 - d a conclusion.
 - e do not write a complete text.
 - f aloud.

5 Prepare a presentation about the best book that you have ever read. Use your notes in 1 and the expressions in the Speaking bank. Do not write a complete text.

Practice makes perfect

6a SPEAKING Give your presentation to the class or in groups. Remember to follow the advice in 4.

6b SPEAKING Ask your audience for constructive feedback on your presentation. How could you improve it next time?

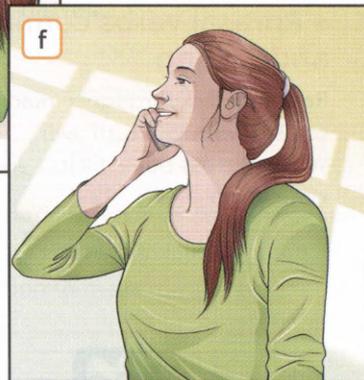
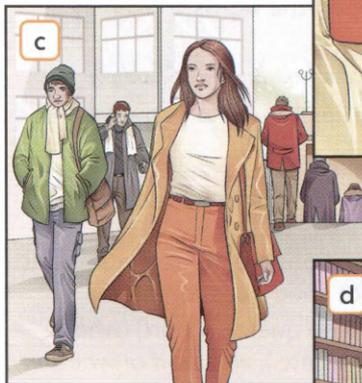
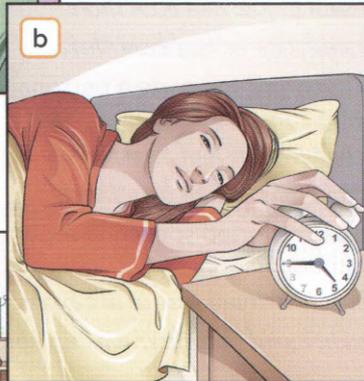
A story

- 1 Look at this task. Spend five minutes thinking of ideas for the task.

Write a story. Your story must begin with this sentence.

Caitriona Lally could not believe the news.

- 2 **SPEAKING** Put the pictures in order and tell the story. Does it have any similarities to your ideas in 1?



- 3a Read the story. Were your ideas in 2 correct?

Caitriona Lally could not believe the news.

That morning she had got up early, at 4.45 am, like every morning. Then she had gone to work, cleaning at the university where she had studied literature about 20 years ago. Literature was Caitriona's passion. A few years ago, she had written and published a novel which had got excellent reviews. But she also worked as a cleaner to help with money. Later that day, when she had finished her cleaning job, she immediately went home to look after her young daughter. She was playing with her when the phone rang. Suddenly somebody told her that she had won a special award for great new writers. At first, she was confused and didn't really understand what they were saying.

Finally, Caitriona realised it was all true. She had won €10,000! But the most amazing thing was that the award was from the university where she had studied and was now cleaning!

- 3b Do you think this story is fact or fiction?

- 4 Look at the advice in the Writing bank. What examples of the advice can you find in the text in 3a?

Writing bank

Useful advice for writing interesting stories

- Use a variety of past tenses – past simple, past continuous and past perfect. For example, *When she had finished, she watched TV.* *She was watching TV when she heard a sound.*
- Use words and expressions of time and sequence. For example, *One day, a student went ...* *Suddenly he saw ...* *Two months later, the young man left ...*
- Use adjectives and adverbs to make your writing more descriptive. For example, *The young writer immediately won an important competition.*

Practice makes perfect

- 5a Write a story. Your story must begin with this sentence.

Oliver opened the book and found a strange letter inside it.

Spend time thinking of ideas for the start, middle and end of your story. Then use the advice in the Writing bank to help you to write your story.

- 5b When you finish your story, use the Writing checklist on page 141 to check it.

Reported speech – statements

When the reporting verb (*say, tell*) is in the past, the tense of the verb in reported speech usually changes, going one tense 'back'.

Direct speech – tenses	Reported speech – tenses
'I work at home.' <i>Present simple</i>	She said she worked at home. <i>Past simple</i>
'I 'm working .' <i>Present continuous</i>	She said she was working . <i>Past continuous</i>
'I have worked .' <i>Present perfect</i>	She said she had worked . <i>Past perfect</i>
'I worked .' <i>Past simple</i>	She said she had worked . <i>Past perfect</i>
'I had worked .' <i>Past perfect</i>	She said she had worked . <i>Past perfect</i>
'I will work .' <i>will</i>	She said she would work . <i>would</i>
'I can work .' <i>can</i>	She said she could work . <i>could</i>
'I may work .' <i>may</i>	She said she might work . <i>might</i>
'I must/have to work .' <i>must/have to</i>	She said she had to work . <i>had to</i>

Could, would, should and *might* do not change from direct to reported speech.

In reported speech, pronouns and possessive adjectives also change.

'*I saw your brother.*' → *Anna said she had seen my brother.*

Reported speech – questions

The same changes occur with tenses, pronouns and other words as with reported statements.

We do not use the auxiliary verb *do* in reported questions.

'*Do you read novels?*' → *She asked me if I read novels.*

There is no inversion of subject and verb in reported questions.

'*Who is she?*' → *They asked me who she was.*

Here are some other words which change from direct to reported speech.

Direct speech	Reported speech
this/these	that/those
here	there
today	that day
yesterday	the day before
tomorrow	the next/following day
last night	that night
next (week/month/year)	the following (week/month/year)
last (week/month/year)	the previous (week/month/year)
a (week/month/year)	a (week/month/year) before ago

With *say* you do not need to use a personal object to say who you are saying something to.

He said (...) he had been there.

~~*He said John he had been there.*~~

With *tell* you must use a personal object to say who you are saying something to.

He told John he had been there.

~~*He told that he had been there.*~~

We use reported speech to report the words spoken by another person.

'*There is nothing new in art except talent,*' said Chekhov.

Chekhov said that there was nothing new in art except talent.

Reported questions are not real questions so they do not need question marks.

When there is no question word (*who, what, how, why, etc.*), we use *if* or *whether*.

'*Are you OK?*' → *She asked me if I was OK.*

Vocabulary

1 Things we read

blog • comic/graphic novel • cookbook • encyclopaedia • guidebook • magazine • manual • newspaper • novel • play • poetry • short story • textbook

2 Genres

autobiography • biography • crime/detective/spy fiction • fairy tale • fantasy • historical fiction • horror • mystery • romance • science fiction • thriller • YA (young adult)

3 Book reviews

adaptation • award • to be set/take place in • bestseller • ending • main character • masterpiece • plot • style • theme • twist

4 Phrasal verbs connected with reading and writing

Reading: flick through • read on • read out • scroll down/up • turn over

Writing: cross out • fill in • look over • make up • write down

Grammar test

Reported speech – statements

1 Write these sentences in reported speech.

- 1 'I'm going to a concert next week,' my sister said.
- 2 'I'm sorry but I'll be late tomorrow,' Daniel told the teacher.
- 3 'This is my dictionary,' said Holly.
- 4 'I've always wanted to write stories,' said Sylvia.
- 5 'There is going to be a concert in this room now,' they told us.
- 6 'The play will start at 7 o'clock tomorrow,' they said.
- 7 'We haven't read any of your books,' the students told the writer.
- 8 'I wrote the article yesterday,' said Tom.

/ 8 points

Reported speech – questions

2 Write these questions in reported speech.

- 1 'Are you from Mexico?' she asked me.
- 2 'What time are you going to leave?' Jo asked Karim.
- 3 'Why were you crying?' I asked Katie.
- 4 'Have you ever read this book?' the teacher asked the students.
- 5 'Will you help me tomorrow?' Sandra's dad asked her.
- 6 'Did the doctor see Mike yesterday?' Abigail asked her dad.
- 7 'Do you know the answer to this question?' our teacher asked us.
- 8 'How many pages has that book got?' I asked Steve.

/ 8 points

Vocabulary test

Things we read/Genres

1 Complete the sentences with the correct words.

- 1 You read a to get instructions on how to do something.
- 2 The story of a person's life written in somebody else's words is a
- 3 A is an exciting story with suspense, especially about something dangerous.
- 4 You can either read a or see it at a theatre.
- 5 A is a story about people who fall in love.
- 6 You often find princes and princesses in a
- 7 In fiction, the story takes place at a particular moment in the past.
- 8 A uses drawings to tell the story.
- 9 literature is literature for teenagers, but older people often read it, too.
- 10 is a type of literature where the writer often expresses intense feelings, usually in verse, but not always.

/ 10 points

Book reviews

2 Read the definitions/ explanations and write the word.

- 1 The events which form the main story in a book or film.
- 2 A book that many people buy.
- 3 Another way to say the story 'takes place in'.
- 4 The most important person in a story.
- 5 The way that someone writes.
- 6 An excellent book, perhaps the best work of the author.
- 7 A sudden change of situation in a story.

/ 7 points

Phrasal verbs connected with reading and writing

3 Match the sentence halves.

- | | |
|---|---|
| 1 I love this book. I want to read ... | a up a fictional world. |
| 2 When you finish that page, turn ... | b it out with a big X. |
| 3 You have to fill ... | c over and read the next one. |
| 4 When you finish this, look ... | d through it only looking at the pictures. |
| 5 I can't read what he wrote because he crossed ... | e over it to see if there are any mistakes. |
| 6 I looked at the magazine quickly. I flicked ... | f in the answers on your sheet. |
| 7 You need imagination to make ... | g on tonight until I get to the end of it. |

/ 7 points

Total: / 40 points

10



COMPUTER UPDATE

Vocabulary in context

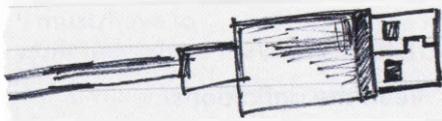
Computers and accessories

Using a computer and the Internet

1 **SPEAKING** Take it in turns to draw one of these words and see if your partner can guess the word. Use a dictionary if necessary.

72 **Computers and accessories**

desktop • (external) hard drive • flash drive • headset (headphones/microphone) • keyboard • monitor/screen • mouse • printer • scanner • speaker • touchpad • touchscreen • USB cable • USB port • webcam



I think it's a USB cable.

2a Read this text. Check that you understand the words in bold. Use a dictionary if necessary.

A BASIC GUIDE TO SETTING UP A NEW COMPUTER

The first thing you should do is to **(a) set up** your operating system. Then there are certain things you need to **(b) install** on your computer. One of the most important is your favourite **(c) browser**, which you need to **(d) download**. Then you should **(e) update** your new computer's security. Maybe there's already an **(f) antivirus software** on the computer, but you may decide you need a stronger one. Don't forget to choose a good password for when you **(g) log in** to your computer or any personal accounts.

It can also be a good idea to search for any extra apps that came with the computer but that are not really necessary. If you find any of these, just **(h) delete** them. Then look for useful free **(i) software**. Remember to **(j) subscribe** to your favourite newsletters and YouTube channels.

Finally, don't forget to **(k) back up** your hard drive on an external drive. That way, if your computer **(l) crashes**, you can still **(m) restart** it.

3a Some of the words in 2a can be verbs and nouns. Look at the words in italics in each pair of sentences. Write V for verb and N for noun. Is there any difference in the way they are written?

- 1a I want to *download* this song.
- 1b The *download* didn't work.
- 2a I always make regular *backups* of my documents.
- 2b Did you remember to *back up* the computer?
- 3a The *set-up* is taking forever.
- 3b It takes time to *set up* a new computer.
- 4a My antivirus software has automatic *updates*.
- 4b I need to *update* my operating system.
- 5a You need to remember to *log in* each time.
- 5b I can remember my *login*, but not my password.

3b **PRONUNCIATION** Listen to the sentences in 3a. Mark the stress in each word in italics. Is the stress in the same place when the word is a verb or a noun?

- 4** Complete the sentences with the words in 1 and 2.
- 1 Which do you use more often, a laptop or a? Why?
 - 2 How do you make sure you choose a good password to to your personal accounts?
 - 3 What newsletters or YouTube channels do you to?
 - 4 What do you from the Internet onto your computer?

Use it ... don't lose it!

5 **COMBINE** Interview your partner using the questions in 4.

Reach higher page 140

2b Are any of the words in 2a in your language? If so, which?



Reading

SWITCHING OFF THE INTERNET

We live in a world where, every minute on the Internet, approximately 187 million emails are sent, over \$860,000 is spent by online shoppers, and 18 million text messages are sent. In that same 60-second period, there are 3.7 million search queries on Google™. Now imagine, if you can, that the Internet is suddenly switched off. Not for one minute but for 24 hours!

In Algeria in 2018, there was a complete Internet blackout for up to three hours a day for five days. The reason? It wasn't to stop people watching the latest cat memes. It was to stop students from cheating in their school-leaving exams. The year before, many students arrived at their exams late. By the time those students went into the examination hall, they had had time to see some of the questions as they had already been posted online. So, the next year they decided to switch off the Internet for the first hour of each exam.

Algeria is not the only country that has switched off the Internet because of online cheating. In Mauritania, for example, they had a complete Internet blackout from the morning until evening on exam days. But, in both cases, there was a lot of criticism for taking these drastic steps. Naturally, when the Internet is switched off, a number of businesses, from travel agents to banks, cannot

continue working. And people complained that there are easier alternatives to stop Internet cheating. Mobile phone jammers could probably do the same job.

Meanwhile, Bali had a completely different reason for switching the Internet off. For the first time in 2018 they switched it off for 24 hours to celebrate 'Nyepi', or the Balinese New Year. This holiday is traditionally celebrated with meditation and silence. Shops and tourist attractions are closed, and so is the airport. People must stay at home and they must not light fires or use electrical devices. Even tourists were not allowed to go out onto the streets or to the beach for 24 hours, but wi-fi was available to them in hotels. Indonesia is, in fact, one of the most connected nations in the world, with more than 132 million users. But as the governor of Bali said, life can go on perfectly well without the Internet. So what about in the UK? Is there any situation when the Internet can be unplugged? According to law, the Internet can only be shut down to protect the public's safety or health, or in the interests of national security, for example, to protect against a major cyber-attack. It would need to be very serious though, because switching off the Internet can have serious financial consequences. The Brookings Institution calculated that Internet blackouts around the world in 2015–16 cost countries at least \$2.4 billion!

1 **SPEAKING** Look at the title of the text and the photos above. Why do you think they switched off the Internet in these different situations?

2 Read the text and find out if your ideas in 1 were correct.

3 **74** Read the text again and choose the best answers.

- 1 During the exam period in 2018 in Algeria, they had to spend ...
 - a five complete days without the Internet.
 - b not more than 15 hours without the Internet.
 - c exactly three hours a day without the Internet for five days.
- 2 In Algeria in 2017 ...
 - a the Internet blackout wasn't effective.
 - b all the students knew the questions before they did the exams.
 - c it was easier for students to cheat in their exams than in the following year.

- 3 Some people thought the Internet blackout idea was a bad idea because ...
 - a there are other, less serious ways to stop the problem.
 - b the country came to a stop.
 - c it makes people think that blocking Internet use is OK.
- 4 During the 24-hour celebrations of Nyepi ...
 - a nobody can use the Internet.
 - b some tourists had limited access to the Internet.
 - c only tourists can buy things.
- 5 In the UK, switching off the Internet ...
 - a is illegal.
 - b is possible but not very probable.
 - c is too expensive to ever happen.

4 What do the underlined words in the text mean? Guess and then check in your dictionary.

5 **Critical thinkers**

In your opinion, is it justifiable to switch off the Internet in the different situations mentioned in the text?

What makes you say that?

Use ideas from the text and other information to justify your opinion. Then share your ideas.



The passive – present simple

1a Look at these sentences. Which are active and which are passive?

- 1 The Internet **is switched** off.
- 2 They **switch** the Internet off.
- 3 Online shoppers **spend** over \$860,000 every minute.
- 4 Over \$860,000 **is spent** by online shoppers every minute.
- 5 Tourists **are not allowed** to go out onto the streets.
- 6 They **don't allow** tourists to go out onto the streets.

1b Are these statements True (T) or False (F)?

- 1 We use the passive when we are more interested in the action than in the person who does it. T / F
- 2 We use the passive when we don't know who exactly does the action. T / F
- 3 We use the passive when it is obvious who does the action. T / F

1c Complete the rules.

- 1 To make the present simple passive we use
- 2 We use the preposition to introduce the agent, the person or thing which does the action.

Check it page 132

2a Complete the sentences with the correct form of the present simple passive of the verbs in brackets. Don't worry about the other gaps at the moment.

2b SPEAKING Guess the correct numbers for the gaps.

- 190 • 3,472 • 6,000 • 14,896 • 21,000 • 25,000 •
375,000 • 1 million • 4.3 million

2c Listen and check. Did you get any right?

3 Which sentences are grammatically correct? Correct those that aren't.

- 1 Many computers made in China.
- 2 Usually, smartphones are not allow in exams.
- 3 The word 'flash drive' are used more than 'pen drive'.
- 4 Blue light is produced by computer screens.
- 5 Millions of dollars spend on video games every year.
- 6 Young people download all sorts of apps.
- 7 Thousands of packages are send in the post every day.
- 8 Text messages are often wrote very fast.

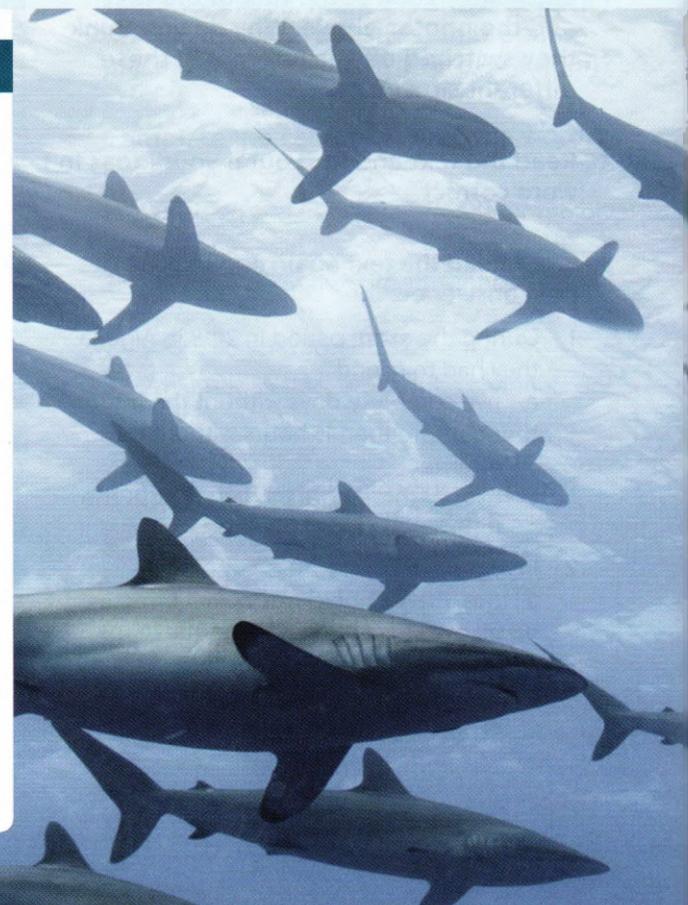
4 Change these sentences from active to passive, or from passive to active. Include *by* plus the agent only when necessary.

- 1 They make a lot of silicon chips in India.
- 2 They employ many people in the computer industry.
- 3 They invent amazing new technology every day.
- 4 Most games consoles are created by Sony, Nintendo and Microsoft.
- 5 Millions of kids play computer games every day.
- 6 Some governments control the use of the Internet.
- 7 You don't need a password to enter this site.

60 ALL IN SIXTY SECONDS!

- 1 apps (download).
- 2 The Earth (hit) by lightning about times.
- 3 About slices of pizza (eat) in the US.
- 4 GIFs (send) via Messenger®.
- 5 cups of tea (drink) in London.
- 6 More than sharks (kill) by humans.
- 7 videos (watch) on YouTube.
- 8 plastic bottles (buy).
- 9 journeys (take) on the London Tube.

For sources of data in exercise, see acknowledgments page.



Collocations with email and document

Use it ... don't lose it!

- 5 SPEAKING** Answer the questions with information about the US. Add other details you know. Use reference materials to check your ideas if possible.



- 1 What things are made or produced there?
- 2 What fruit and vegetables are grown?
- 3 What fruit and vegetables are not grown?
- 4 What typical food is eaten?
- 5 What sports are played?
- 6 What things are exported?

I think some cars are made in the US, for example Cadillacs and Chevrolets.

At first I thought jeans are made there. But I found out they're usually made in other countries and are sent to the US.

Reach higher page 140

- 1 Complete the text with the correct form of these words.

Collocations with email

account (n.) • address (n.) • attachment (n.) • bounce (v.) • check (v.) • forward (v.) • inbox (n.) • junk (n.) • reply to (v.) • send (v.)

Last week I created my new email account. I tried to (a) an email to my cousin but it (b) back. The email (c) wasn't correct. The problem was that my cousin had recently created a new email (d) He had sent me a message but I had accidentally deleted it because I thought it was (e) mail, with publicity or something. I knew that one of my friends had my cousin's new email address, so I sent my original email to my friend and asked her to (f) it to my cousin. The next day I opened my (g) and (h) all my emails. I saw that my cousin had (i) my message. His email contained an (j) a great photo of the two of us.

- 2 Complete the explanations with these words.

Collocations with document

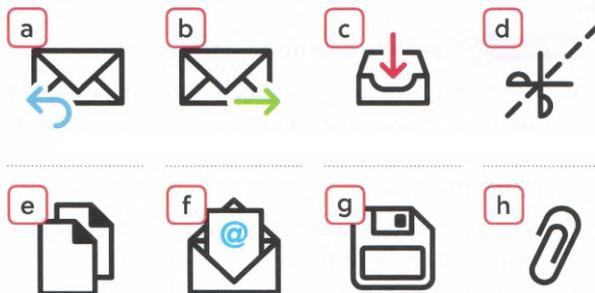
attach • copy and paste • create • cut • open • save

What do you do with a document when you ...

- 1 begin working on it for the very first time?
- 2 take information from one place and put it in another place?
- 3 click on it to be able to work on it?
- 4 keep the information that you put into it?
- 5 send it with an email?
- 6 remove information from the document?

Use it ... don't lose it!

- 3 **SPEAKING** What are these icons? Match them to words in 1 and 2.



Reach higher page 140





GREAT LEARNERS GREAT THINKERS

HUMAN-COMPUTER INTERACTION

Lesson aim: To think about human-computer interaction and the pros and cons of facial recognition by computers

Video: Can computers understand or display feelings?

SEL Social and emotional learning: Justifying your opinion

1 SPEAKING Ask and answer the questions.

- 1 Do you think a computer could know how you're feeling? If so, how? If not, why not?
- 2 Do you think a machine could display different emotions? If so, how? If not, why not?

2 VIDEO Watch the video. What answers does it give to the questions in 1?

3 VIDEO Watch the video again. Complete the sentences with one word or a number.

- 1 The video looks at work done by Cambridge
- 2 They teach computers to analyse our movements to find clues about our feelings.
- 3 The computer learns that when we agree with something, we often nod our head and at the same time.
- 4 The computer needs to learn different emotions.
- 5 When you open your mouth, you could express surprise or The difference is the inside your mouth.
- 6 At first, the presenter doesn't know if Charles the robot is expressing pain or
- 7 It appears that the interaction between humans and computers is really

GREAT THINKERS



Chalk talk

4 SPEAKING Follow the instructions.

- 1 Facial recognition technology (FRT) can be used to identify us in different places and situations. Think about this in silence for a few minutes. In what situations do you think FRT could be useful? Could there be any problems with FRT?
- 2 When you finish, write some of your ideas and opinions on the board or a large sheet of paper.
- 3 Look at what other people have written. Do they have similar or different ideas and opinions? What do you think of their ideas? Why?
- 4 Work in small groups. Discuss your ideas and opinions.





- 5 Read the text and, individually, decide if you think each use of facial recognition technology is positive, negative or possibly both. Does the text confirm or change any of your ideas and opinions in 4?



ABOUT NEW TECHNOLOGY COMMUNITY 

SOME USES OF FACIAL RECOGNITION TECHNOLOGY (FRT)

- ▶ It can detect somebody who is a known shoplifter as soon as they enter a shop.
- ▶ It can be used to find missing people.
- ▶ In shops, it can detect if you are interested in a product and send you adverts for similar products.
- ▶ It can check if and when students arrive at school.
- ▶ It can check how often you go to a particular place such as a restaurant or the cinema.
- ▶ It can give companies information about your gender, approximate age and how you're feeling.

- 6  **SPEAKING** Report your ideas in 5 back to the class. What are your conclusions about FRT?

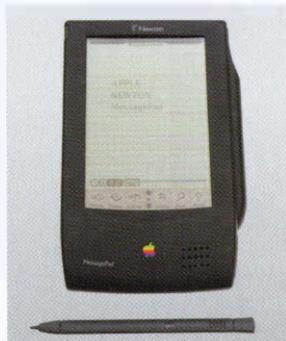
GREAT LEARNERS

Great learners justify their opinions.

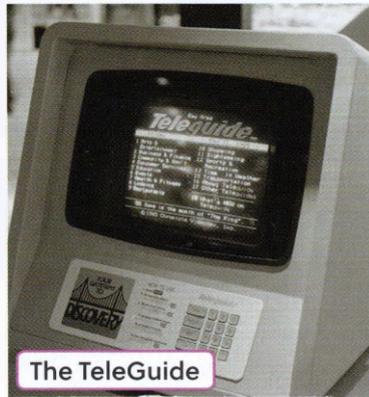
In the different discussions you had about FRT, did you give reasons for your opinions? Why is it so important to do this?

Learner profile  page 143

- 1 **SPEAKING** Look at the inventions. What do you think you can do with them? How old do you think they are?



The Apple Newton



The TeleGuide

- 2 **LISTENING** Listen to a podcast about the Museum of Failure. Were your ideas in 1 right? What other specific inventions or products do they talk about?
- 3 **LISTENING** Look at this information about the Museum of Failure. There are nine mistakes. Find and correct the mistakes. Then listen again to check your answers.

THE MUSEUM OF FAILURE

The Museum of Failure is in Switzerland. It was opened in 2017 by a 42-year-old psychologist called Dr Samuel West. Holly says the museum is inspiring because it shows that failure is a part of success.

In the museum you can see an Apple Newton. The device was especially good at recognising handwriting. They stopped making it in 1998. In some ways it was a success because it was one of the very first smartphones.

There is also a Swedish TeleGuide in the museum. It needed the Internet to function. You could buy things with a TeleGuide. The problem was that it was too expensive. It disappeared because people were not interested in the product after six months.

There is a video game in the museum that is a failure because it's very difficult to play. They also have green tomato ketchup. At first it was successful but then people realised they didn't like the taste.



Critical thinkers

In your opinion, is it a good idea to celebrate failure? Is it true that failure is a step on the way to success?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

The passive – other tenses

1a Look at these passive sentences. What tense is each one?

- The museum **was opened** by Dr Samuel West.
- It's **being talked** about a lot.
- Some unusual products **have been created**.
- The first smartphones **were being invented** at that time.

1b To change the tense in a passive sentence, do we change the verb to **be** or the past participle?

Check it page 132

- 2 Read this text about the London Science Museum. Then change the underlined sentences from active to passive.

Culture exchange



The Science Museum, London

The origins of the Science Museum go back a long way. (1) They collected some interesting scientific objects in 1857. Later, many of these objects became the origin of the London Science Museum. (2) In 1909, they opened some new buildings. That was when they called this the Science Museum for the first time. (3) The Science Museum has collected over 7.3 million objects! They can't show all the objects at the same time. (4) They're moving about 300,000 objects to a new building in Wiltshire.

Interesting objects in the Science Museum include famous trains, planes and spacecraft. One special item is a working model of a primitive computer or calculator called the Difference Engine. (5) Sir Charles Babbage invented this machine in the 1820s.

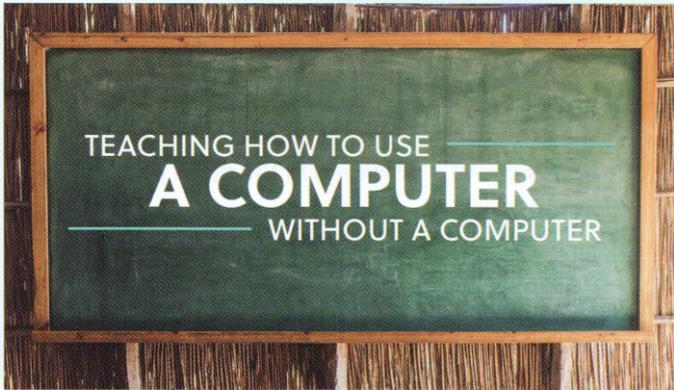
(6) They are always updating the Science Museum. (7) They are adding new objects all the time. These objects include digital technology. (8) In recent times, over 3 million people have visited the Science Museum each year. The Science Museum is always interested in attracting young people to the museum. (9) Sometimes they organise 'Astronights' for children. On an 'Astronight' you can spend the whole night in the museum and have breakfast there in the morning.



Exam tip

The next exercise is a cloze activity. You have a text with gaps, but you aren't given the words to fill in the gaps. How do you decide which word is missing?

3 Complete the text with one word in each gap.



Richard Appiah Akoto is a teacher from Ghana (a) photos of his classroom went viral in 2018. At the moment when the photos were taken, his students were (b) taught how to use a computer. The unusual thing was that there was no computer in the classroom. On the blackboard, a detailed picture of a computer screen had (c) drawn by Richard. He didn't have a computer (d) he wanted to do his best for his students. His photos and videos (e) now been seen (f) thousands of people. A few months after the photos (g) gone viral, laptops (h) sent to Richard's school so that the students could really work on their digital skills. Before, Richard used (i) click on a blackboard but now he and his students can log (j) to real computers.

4 SPEAKING Look at these trivia questions. Do you know the answers?

- How many Avengers films have been made?
- Where were the last Olympic Games® held?
- Who was Spider-Man played by in the last Spider-Man film?
- Who sponsors your national football team?
- Which centuries were Shakespeare's plays written in?

5 SPEAKING Write five trivia questions in the passive. You must know the answers to all your questions.

Use it ... don't lose it!

6 SPEAKING Join another pair and ask them your questions in 5. Who got the most correct answers?

Reach higher → page 140

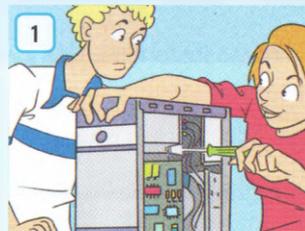
have something done

7 Look at these sentences and choose the correct alternative.

- They had the price checked by an expert.
- Companies usually get video games tested by players.
- We use the expression **have something done** when we do an action ourselves/somebody or something does an action for us.
- The structure is **have + object + gerund/past participle**.
- Have** and **get** are/aren't similar in these sentences.
- We use by/with to introduce the person who does the activity for us.
- We can/can't use **have** and **get** in any tense.

Check it page 132

8 Look at these pictures and the verb given. Write sentences about what the people had done last week.



fix → He had his computer fixed.



cut →



test →



make →

9a Correct these sentences.

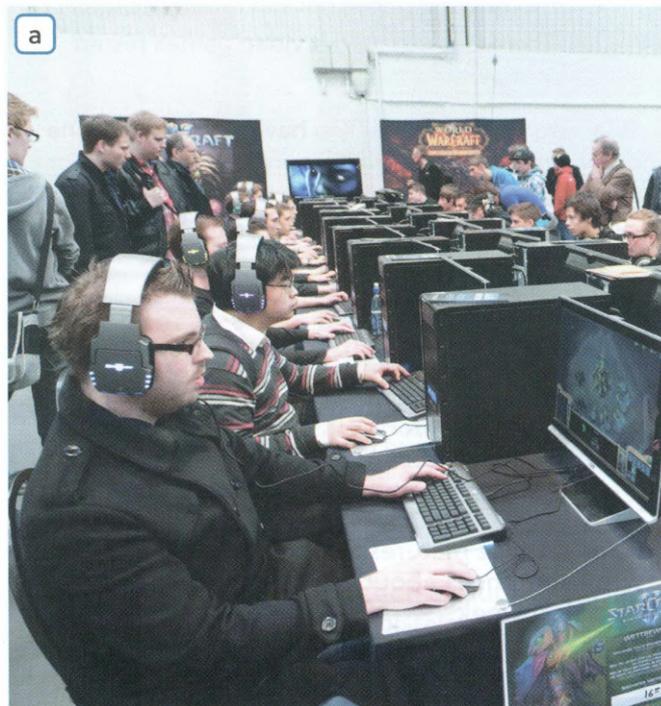
- Have you ever had fixed your computer?
- When was the last time you had tested your eyes?
- Do you ever had your homework checked by your parents?

9b SPEAKING Ask and answer the questions in 9a.

Developing speaking

Comparing and contrasting photos

1 **SPAKING** What similarities can you find between photos a and b? What differences are there?



- 2 **LISTENING** Listen to a student comparing and contrasting photos a and b. Does she mention any of your ideas in 1?
- 3 **LISTENING** Put these expressions in the correct section in the Speaking bank. Which of the expressions in the bank did the student use? Listen again if necessary.
- 1 In the first photo ... but/whereas in the second photo ...
 - 2 Both of the photos show ...

Speaking bank

Useful expressions to compare and contrast photos

Comparing

- One/Another (big/important) similarity between the photos is ...
- Another thing they have in common is that ...

Contrasting

- One/Another (big/important) difference between the photos is ...
- In this photo ... However, in the other photo ...
- In contrast,

4 Match the sentence halves.

- 1 One important similarity between the photos is ...
 - 2 Both photos show ...
 - 3 In the first photo the people seem quite young ...
 - 4 In this photo there are only men;
 - 5 Another thing that they have ...
 - 6 This photo shows us a popular free-time activity.
- a in common is that they both show people looking carefully at screens.
- b people spending time indoors.
- c however, in the other one there is a mixture of men and women.
- d In contrast, the other photo shows us people at work.
- e whereas in the second they seem slightly older.
- f that all the people in the photos are using computers.

5 **SPAKING** Student A: Look at the two photos on page 149. Student B: Look at the two photos on page 150. Make notes about similarities and differences between the photos.

Exam tip

When you are describing photos, what can you do when you are not 100% sure of what you can see in the photo(s)?

Practice makes perfect

- 6a **SPAKING** Take it in turns to talk for about a minute about your two photos. Then say which photo you prefer and why. Use expressions from the Speaking bank to compare and contrast the photos.
- 6b **SPAKING** Do the same again, but talking about your partner's photos.

Developing writing

Messaging

1 Do you remember these abbreviations from the Culture exchange on page 53 in Unit 4? What do they mean?

- 1 IMO
- 2 asap
- 3 FYI
- 4 BTW

2a **SPEAKING** What do you think these abbreviations mean?

- 1 pls 5 b4
- 2 wknd 6 R
- 3 @ 7 thx
- 4 l8r 8 BRB

2b Check your answers in 2a in the Writing bank.

Writing bank

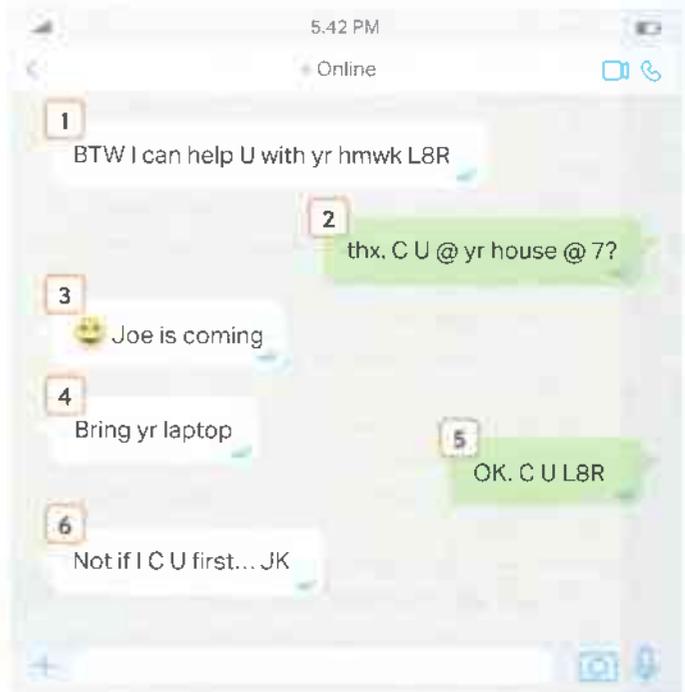
How to write messages

- We often use abbreviations instead of writing the complete word. There are different ways to make abbreviations.
- Sometimes we make abbreviations by **taking away vowels** from the word (e.g. pls = please, wknd = weekend).
- Sometimes we make abbreviations by replacing words or parts of a word with **symbols or numbers** because they sound like that word or that part of the word (e.g. @ = at, L8R = later, b4 = before, 2moro = tomorrow).
- Sometimes we make abbreviations by using **one letter to make a whole word**, because it sounds like that word (e.g. R = are, n = and).
- Sometimes we use **'incorrect' letters** because they sound like the correct letter (e.g. thx = thanks, bcz = because).
- Sometimes we make abbreviations by using just the **first letters of each word in a phrase** (e.g. BRB = Be right back, BTW = By the way, TTYL = Talk to you later, JK = just kidding).
- Remember! These abbreviations are generally informal. It is not correct to use them in other types of writing like compositions, formal letters, etc.
- We can also use emoticons like XD or emojis like 😊 in messages to show emotions.

3 Use the information in the Writing bank to work out what these abbreviations mean.

- 1 2nite 5 GR8
- 2 yr 6 hmwk
- 3 wot 7 msg
- 4 C U 8 spk

4 Read these five messages. Write the complete messages, without abbreviations.



5 Use abbreviations to make these messages shorter.

- 1 What are you doing at the weekend?
Wot R U doing @ the wknd?
- 2 Thanks for helping me with my homework.
.....
- 3 Can you come tomorrow to fix my computer?
.....
- 4 In my opinion, you should be happy because your exam results are excellent.
.....
- 5 By the way, don't forget to send me a message later tonight.
.....
- 6 I want to see you and Jo before I speak to the teacher tomorrow.
.....

Practice makes perfect

6a Look at the task and write a message. Use the abbreviations on this page and the information in the Writing bank to help you.

You left all of your books at school on Friday afternoon but you need them to do your homework at the weekend. Write a text message to a friend asking if you can go to their house some time at the weekend to borrow their books.

6b Exchange your messages from 6a and write a reply. Keep sending messages until you both know exactly when, where and why you are meeting and what you can do later.

The passive

Subject + be + past participle (+ by + agent)

Computers are made in China. (present simple)

The Internet is being used by millions of people. (present continuous)

These computers have been used by NASA. (present perfect)

The Internet was created in 1989. (past simple)

The man was being held in prison because he robbed a bank. (past continuous)

The Internet will be transformed in the future. (will)

The old building is going to be demolished next Saturday. (going to)

We make the passive with the correct tense and form of the verb to be and the past participle of the verb.

To make object questions in the passive, we put the first auxiliary verb before the subject.

Is the match being shown on TV?

Who was the World Wide Web invented by?

We use the preposition *by* to introduce the agent, that is, the person or thing which does the action.

We use the passive when:

- 1 we are more interested in the action than the people who do the action.

My computer has been fixed.

The windows were cleaned last week.

- 2 we do not know who exactly does the action.

Her laptop has been stolen.

I was not invited to the party.

- 3 it is obvious or understood who did the action.

The criminal was arrested at 5.30 pm.

The bus fares were increased.

have something done

Subject + have or get + object + past participle (by + agent)

I get my hair cut once every two months. (present simple)

He had cable TV installed. (past simple)

With this structure we make different tenses by changing the tense of *have* or *get*.

We use *have something done* to talk about actions which we don't do ourselves; somebody or something does them for us. We often pay them to do this action. *Get* is slightly more informal.

I don't know anything about computers so when I have a problem I have my computer fixed by a friend who studied computers at university.

We can use the preposition *by* to introduce the agent, that is, the person or thing which does the action.

If it is not important who does the action, we do not put anything.

David is having his photograph taken.

David is having his photograph taken by a famous photographer.

Sally got her hair cut.

Sally got her hair cut by the most expensive hair stylist in the city.

Vocabulary**1 Computers and accessories**

desktop • flashdrive • (external) hard drive • headset (headphones/microphone) • keyboard • monitor/screen • mouse • printer • scanner • speaker • touchpad • touchscreen • USB cable • USB port • webcam

2 Using a computer and the Internet

antivirus software • backup (n.) • back up (v.) • browser (n.) • crash (v.) • delete (v.) • download (n., v.) • install (v.) • login (n.) • log in (v.) • restart (n., v.) • setup (n.) • set up (v.) • software (n.) • subscribe (v.) • update (n., v.)

3 Collocations with *email* and *document*

Email: account • address • attachment • bounce back • check • forward • inbox • junk • reply to • send

Document: attach • copy and paste • create • cut • open • save

The passive – present simple

1 Write sentences in the present simple passive.

- Computers / use / everywhere.
.....
- A lot of chocolate / eat / in the UK.
.....
- Long coats / not wear / in summer.
.....
- Portuguese / speak / in Brazil.
.....
- Fish / not sell / here.
.....
- Cars / make / by robots in this factory.
.....
- This programme / watch / by thousands of people.
.....
- Chinese New Year / celebrate / at the end of January or the start of February.
.....

/ 8 points

The passive – other tenses

2 Find and correct the mistakes in the sentences.

- A biography of Steve Jobs was wrote by Walter Isaacson in 2011.
- The 2016 Nobel Prize® in Literature is won by Bob Dylan.
- London is visited for thousands of people every day.
- The radio invented Marconi.
- Many smartphones made in Vietnam nowadays.
- Yesterday the eclipse was saw by many people around the world.
- Oh no! His car has stolen.
- My phone was been stolen last week.

/ 8 points

have something done

3 Write sentences with *have/get something done*.

- My parents didn't paint the house. They ...
- He doesn't wash the car himself. He ...
- We didn't build the swimming pool ourselves. We ...
- I didn't correct the text myself. I ...
- She doesn't do her hair herself. She ...

/ 5 points

Vocabulary test

Computers and accessories

1 Match to make words or phrases.

- | | |
|---------|----------|
| 1 desk | a port |
| 2 key | b board |
| 3 USB | c top |
| 4 hard | d screen |
| 5 head | e set |
| 6 touch | f drive |

/ 6 points

Using computers and the Internet

2 Read the definitions. What are the words?

- move information to your computer from the Internet:
- programs used by computers for doing particular jobs:
- add the most recent changes to a computer program:
- remove information:
- join an Internet newsletter or channel: ...
- when a computer stops working:
- enter an online account:

/ 7 points

Collocations with email and document

3 Complete the sentences with these words.

account • address • attachment • bounce • check • create • copy and paste • forward • open • save

- When you get an email and you send it to another person, you it.
- When you want to send a document or photo with an email, you send it as the
- When emails don't go to the correct address, they back.
- When you take something from one document and put it in another place or document, you it.
- When you a document, you keep the information that you put into it.
- Your email must include @.

/ 6 points

Total: / 40 points

Reading

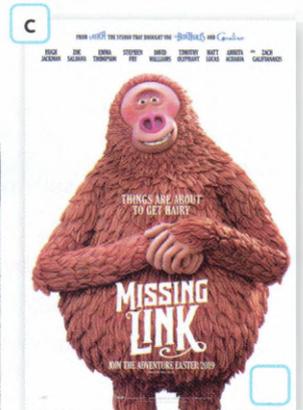
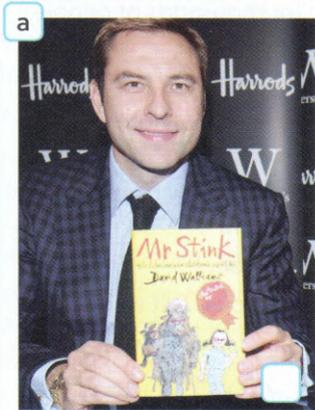
Reading exam tip

In gapped-text activities where you complete a text with missing sentences, remember ...

When you finish, read the text with your answers in the correct place. Do the sentences go together logically?

Do words like *this* or *it* make sense?

- 1 Read the article below quickly and put the photos in the order they are mentioned in the text. Don't worry about the missing sentences at the moment.



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

David Walliams: man of many talents

When David Walliams was 19, he joined the National Youth Theatre where he met his friend Matt Lucas. In 2003, Walliams and Lucas both wrote and starred in *Little Britain*, which became a hit series. After the show ended, Walliams continued to appear in a range of different roles on TV. (1) His voice has also appeared in animated films such as *Missing Link*.

More recently in his career, Walliams has become known for his work as a bestselling author. In 2008, Walliams signed a contract to write two books. The second of these two books, *Mr. Stink*, was for teenagers, and won the Children's Award in the people's Book Prize in 2010. (2) And it wasn't long before he had an idea for his next novel, *Billionaire Boy*. It ended up being about a boy who is the richest 12-year-old in the world and has almost everything except a good friend.

(3) Though he continues to have a busy acting schedule, he has sold over 32 million copies of his books. (4) Walliams is pleased that so many young people around the world want to read his novels and says that he enjoys writing books for them but that it's also a huge responsibility.

Walliams also supports several charities by doing extreme challenges. (5) He did this to raise over a million pounds for the charity Sport Relief. He has also cycled from one end of Great Britain to the other, swam the Strait of Gibraltar twice, and the length of the River Thames for charity events.

Although Walliams is often in the middle of several projects, his biggest joy is reading to his son – but he prefers not to read any of his own stories.

- A For example, he swam for ten hours across the English Channel.
- B It was so popular that he decided to produce another one.
- C Due to their popularity, they have been translated into over 50 languages.
- D However, he wasn't sure if he wanted to continue to act.
- E This showed that he could act in serious plays and films, not just comedies.
- F He says that it was much harder than he expected.
- G Today, he is considered to be one of the most successful children's writers.
- H When Walliams isn't acting or writing, he has an interesting hobby.

A famous writer from your country



1 SPEAKING Starting point

Look back at the Culture exchange text about three great British writers on page 117. Think of five famous writers from your country. Were any of them members of the same family like the Brontës? Did any of them use a pen name? Have any of them got a museum or monument to celebrate their life and work?

2 SPEAKING Project task

Search for information on the Internet about a famous writer in your country, so that a class of teenagers from another country can learn about this author. Prepare one of these:

- A poster C video message
B presentation D information leaflet

Research areas

- the life of the author
- their main works
- the reasons for their fame
- main themes in their work
- museums, statues or monuments to visit

3 Think about ...

Digital skills

Every web page has its own URL (the address used on the Internet). This can give you some information about the website or page. For example:

.edu (US), .ac.uk (UK) = academic institutions

.gov = a government agency

.org = a non-profit organisation

.com, .co.uk = commercial organisations or companies

Intercultural awareness

Look at sources in English to find out how well the writer you have chosen is known outside your country. Is the reputation of the writer similar to their reputation inside your country, or are there any differences? Is the author compared to any authors who write in English?

Collaboration

When you work on a task as a team, the main objective should be to produce an excellent piece of work. That's why it's important, as a team, to give and accept constructive criticism.

Useful language

I think we should ... I think it would be better to ...

Maybe we ought to ... instead of ... Yes, that's a good idea!

OK, let's try ... Let's see if it's better to ...

Academic skills

Don't just copy and paste information and say it's yours. That is called plagiarism. Read the information and then write a summary, in your own words, of what you remember and think is important. Remember to say where you found the information.

4 SPEAKING Project time

Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5= very good) for these categories.

Content

Design

Presentation

Language

UNIT 1

Vocabulary in context (page 6)

Write a family word beginning with each letter of the alphabet. Not all the letters have a word. How many can you think of?

A – aunt, B – brother, C – cousin

Reading (page 7)

What do these numbers in the text on page 7 refer to? Write one sentence to explain each one.

1 1,000

The number of pictures of their children parents post online from when they are born until their fifth birthday.

2 16 3 €10,000 4 €45,000 5 (over) ten

Grammar in context 1 (page 8)

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

help • lie • need • not understand • shout • work

- I can't come out at the moment because I my sister with her homework.
- Why you? I can hear you perfectly.
- My cousin as a waiter in a restaurant on Saturday afternoons.
- Can you say that again? I
- Can I help you, Dad? you anything?
- My sister down on the sofa right now because she doesn't feel well.

Developing vocabulary (page 9)

Read the definitions and write the correct nouns from 1 and 2a on page 9.

- when you believe you can do things well
- the time in someone's life between being a child and an adult
- an angry disagreement
- the answer to a question, problem or bad situation
- the ability to make decisions without the control of other people
- a description of how to do something

Grammar in context 2 (page 12)

Can you remember the five rules about using articles in 1a on page 12? Write one example sentence for each rule.

UNIT 2

Vocabulary in context (page 18)

Look at 1 on page 18. Name the crimes for each clue, without looking anywhere else on the page!

Reading (page 19)

Answer the questions for each text on page 19.

- Where did the crime take place?
- When did the crime take place?
- Who was the criminal?
- What was the crime?
- What happened to the suspect(s) in the end?

Grammar in context 1 (page 20)

Write a verb in the past simple form beginning with each letter of the alphabet. How many can you think of?

A – ate, B – bought, C – came

Developing vocabulary (page 21)

Rewrite the sentences using the correct phrasal verbs in 1 on page 21.

- Detectives are trying to find the murderer.
Detectives are looking for the murderer.
- The CIA began to investigate the case.
- They found the ring by accident in the garden.
- I lost my jumper and it appeared two days later in the library!
- It was a difficult maths problem, but Tom solved it with a calculator.
- Mia discovered that she was the school football captain this morning.

Grammar in context 2 (page 24)

Write sentences about 9 pm yesterday evening that are true for you. Use the past continuous.

- | | |
|---------------------|----------------------------------|
| 1 my parents / work | 4 I / listen to music |
| 2 the sun / shine | 5 it / rain |
| 3 I / study | 6 my family and I / wear pyjamas |

UNIT 3

Vocabulary in context (page 32)

Imagine you have a friend who wants to learn English. Write down five ideas to help them to learn English quickly. Use vocabulary from page 32.

Reading (page 33)

According to the text on page 33, are these sentences True (T) or False (F)? Say which paragraph (1-4) you found the answer in.

- 1 The word 'hungry' is an example of blending. T / F
- 2 A 'snaccident' happens when you eat more of something than you wanted to. T / F
- 3 Social media is changing language. T / F
- 4 'Chillax' is an example of an acronym. T / F
- 5 Technology is affecting how we use language. T / F

Grammar in context 1 (page 34)

Complete the dialogue with **some** or **any**.

- A: What are you having for dinner tonight?
B: I'm buying (a) burgers.
A: Good idea. And get (b) tomato ketchup, too. We haven't got (c) at the moment.
B: Have we got (d) sugar?
A: No, but we have got (e) chocolate.

Developing vocabulary (page 35)

Think of an example for each negative form of the words in the box in 1 on page 35.

Going on holiday to Mars is impossible right now.

Grammar in context 2 (page 38)

Write a sentence to define these words. Use **who**, **that**, **which**, **where**, **when** or **whose**.

- 1 niece
- 2 arsonist
- 3 burglary
- 4 police station
- 5 Portuguese
- 6 adolescence



UNIT 4

Vocabulary in context (page 44)

Write a word chain with parts of the body and health problem words on page 44. The last letter in each word is the first letter of the next word.

knee - elbow - wrist - t...

Reading (page 45)

For each text (A-C) on page 45 write ...

- 1 the problem(s) for your health.
- 2 the cause of the health problem(s).
- 3 the solution(s) to the problem.

Grammar in context 1 (page 46)

Write questions with **ever** and then answer the questions with a tick (✓) or cross (x).

- 1 have a very high temperature?
- 2 sleep in a hospital?
- 3 make soup?
- 4 take medicine that tastes really bad?
- 5 visit a friend in hospital?
- 6 break your arm?

Developing vocabulary (page 47)

Complete the sentences with compound nouns connected with health and healthcare. Look at page 47 to help you.

- 1 When I'm ill, I go to the near my house.
- 2 Salmonella is a type of bacteria which causes
- 3 There is a at school that they can use to help somebody in an emergency.
- 4 A: My back really hurts. B: Why don't you take a ?
- 5 Somebody hit me in the face with a basketball and now I've got a and I can't see very well.
- 6 can be very painful. Make sure you put cream on when you lie on the beach.

Grammar in context 2 (page 51)

Complete the dialogue with the present perfect or past simple form of the verbs given and short answers.

- A: (a) you ever (break) a bone?
B: Yes, I (b) Two years ago I (c) (go) skiing and I (d) (break) my leg.
A: I (e) never (break) my leg, but I (f) (have) accidents in the past. I (g) (crash) my bike five times!
B: (h) you (fall) off your bike recently?
A: No, I (i) But last week I was riding a horse and I (j) (fall) off!



UNIT 5

Vocabulary in context (page 58)

Choose a programme or series that is popular at the moment. Close your book. Make a list of words that you could use to talk about it. How many words can you think of? Open your book and look at page 58. Are there any more words that you can add?

Reading (page 59)

Answer the questions in your own words.

- 1 Why does the writer mention the programme *Whisker Wars*?
- 2 In paragraph 2, what three examples does the writer give to justify his opinion that reality TV is not 100% real?
- 3 Why is talent not always the number 1 factor for TV producers?
- 4 In paragraph 4, what three examples does the writer give of 'unreal' things in reality shows?
- 5 What are the negative consequences of reality TV?

Grammar in context 1 (page 61)

Complete the second sentence so it has the same meaning as the first sentence. Use *as ... as*, *not as ... as* or *less ... than*. Use each expression twice. When you finish, put a tick (✓) if you agree with each sentence or a cross (X) if you disagree.

- American TV series are more violent than European series. *European TV series ...*
- Talent shows are interesting, but game shows are also very interesting. *Game shows ...*
- Video games are more popular with teenagers than TV programmes. *TV programmes ...*
- Crime series are exciting. Fantasy series are equally exciting. *Fantasy series ...*
- Watching horror films in the cinema is scarier than watching them at home. *Watching horror films at home ...*
- Books are more informative than TV documentaries. *TV documentaries ...*

Developing vocabulary (page 61)

Use one adjective ending in *-ing* to describe each of these things and one ending in *-ed* to describe how they make you feel.

exams • pop music • reading • spiders • sport • theme parks

I think exams are usually tiring. They sometimes make me a bit frightened!

Grammar in context 2 (page 65)

Write as many true sentences about yourself as possible. Use the adjectives *old* and *young* and *too/(not) enough*.

I'm too young to vote. I'm not old enough to vote.



Vocabulary in context (page 70)

Read the definitions and write the correct words from page 70. Then write definitions for three more words from that page.

- a large mass of ice that moves slowly
- a long period of time without rain
- a large quantity of water that suddenly covers an area
- the increase in the earth's temperature
- to use something more than necessary

Reading (page 71)

Why do these numbers, words and phrases appear in the text on page 71? Write one or two sentences to explain.

- | | |
|--------------------|-------------------|
| 1 the NOAA | 4 the Netherlands |
| 2 the Eiffel Tower | 5 2025 |
| 3 275 | 6 82 mm |

Grammar in context 1 (page 72)

Write one prediction for the future about the things in the box. Use *will* for general predictions or *be going to* if you have some sort of evidence for your prediction.

the environment • fashion • medicine • politics
sport • transport

Developing vocabulary (page 73)

Complete the sentences with the words in the box. What is the meaning of *get* in each sentence?

consume • late • sunny • red • sure • worst

- I can see that you're hot. Your face is getting
- I didn't get your message. Are you you sent it to me?
- This was the test I've ever done in my life! I didn't get any of the questions.
- We really don't need to get more and more things. We need to less.
- Could you please get my sunglasses? It's really outside.
- I'll get here exactly at 7pm. My train is never

Grammar in context 2 (page 77)

Use the prompts to write first conditional sentences.

- If/I/pass/all my exams/this year, I/have/a special holiday in the summer
- Mark/help/you with your homework/if/you/ask/him
- The world/be/in trouble/if/we/not do/something about climate change
- If/you/climb/that mountain, you/need/special equipment
- If/we/not leave/now, we/be/late for school
- Some towns on the coast/be/underwater/if/sea levels/rise/much more



Vocabulary in context (page 84)

Think of a job for each word in 4a on page 84 where that personal quality is particularly important.

ambitious — sportsmen and women

Reading (page 85)

According to the text on page 85, match the statements below to the correct person Alan Geam (AG), Ami Vitale (AV) or both (B). Choose the correct alternative.

- He/She was once ill because of his/her work. AG/AV/B
- At some point, he/she received a prize for his/her work. AG/AV/B
- He/she has travelled a lot in his/her job. AG/AV/B

- 4 He/She began his/her successful career in the country where he/she was born. AG/AV/B
- 5 Armed combat has been present in his/her life at some moment. AG/AV/B
- 6 During his/her life he/she has done very different types of jobs. AG/AV/B

Grammar in context 1 (page 86)

Write two sentences to give advice to each person. Use *should* and/or *shouldn't*.

- 1 I want to be a tourist guide.
- 2 I want to be a chef.
- 3 I want to be a doctor.
- 4 I want to be a scientist.

Developing vocabulary (page 87)

Read the definition or example and write the correct adjective from 1 and 3 on page 87.

- 1 when your job isn't all day, 9-to-5
- 2 with blue eyes
- 3 rich, having enough money to live well
- 4 relaxed and calm
- 5 when you don't get much money in your job
- 6 famous, recognised by lots of people

Grammar in context 2 (page 90)

Rewrite the two sentences to make one second conditional sentence.

- 1 We don't go running regularly. We can't compete in the 10 km race.
If we went running regularly, we could compete in the 10 km race.
- 2 My mum works late during the week. She can't come to the school show.
- 3 They don't speak to people. They don't have any friends.
- 4 Ava doesn't know the answer. She won't tell us it.
- 5 I haven't got a Saturday job. I haven't got any money.
- 6 Matt isn't coming to the party tomorrow. You didn't invite him.



Vocabulary in context (page 96)

Read the definitions and write the correct words and phrases from 4a on page 96.

- 1 to have a good relationship with somebody
- 2 to stop being friendly with someone because you have had a disagreement with them
- 3 to become friends again after a disagreement
- 4 to see things in the same way as another person
- 5 to have the same interests, experiences or opinions as someone
- 6 describing a friend you spend a lot of time with

Reading (page 97)

Decide which paragraph in the text on page 97 talks about the things in 1–6. Then write one or two sentences to give more information. For example, what exactly is the change in 1?

- 1 a change in the way that we see robots in general
- 2 evidence that some people feel a type of sympathy for robots
- 3 a robot that helps people who are ill
- 4 loveable robots that don't really exist
- 5 a fictional robot that makes a human being change their mind
- 6 a robot that can show negative human emotions

Grammar in context 1 (page 98)

Complete the text with the past perfect form of the verbs given.

Before Ryan was seven, he (a) (learn) to speak five languages. Before he was 16, he (b) (pass) all his university entrance exams. He went to Cambridge because they (c) (give) him a place to study there. By the end of the first week, he (d) (meet) lots of interesting people. At school he (e) (not see) eye to eye with his classmates. It (f) (take) him a long time, but finally he had a real circle of friends.

Developing vocabulary (page 99)

Complete each sentence with a noun ending in *-ness*, *-ship* or *-dom* from 1a on page 99.

- 1 That's a crazy idea. It's!
- 2 is being able to control and direct a group of people.
- 3 To beat the other team, we need to find their There must be something that they aren't very good at.
- 4 He loves the of being able to do what he likes, when he likes.
- 5 They took out his teeth when he was 18.
- 6 Television is popular because of the we feel when we have nothing to do.

Grammar in context 2 (page 102)

Read this text and find eight mistakes with gerunds and infinitives.

William Hanna and Joseph Barbera were responsible for create cartoons like *Scooby-Doo* and *The Smurfs*. Hanna and Barbera had different skills and personalities. Hanna liked singing and play music and Barbera was very good at think of funny situations for the characters. Hanna used to go walk and he enjoyed to be outdoors, but Barbera went to the beach relaxing. Eat good food was another thing he enjoyed. They always wanted making cartoons together and remained partners and friends for over 60 years.

- | | | | | | |
|---|-------|---|-------|---|-------|
| 1 | ..... | 4 | ..... | 7 | ..... |
| 2 | ..... | 5 | ..... | 8 | ..... |
| 3 | ..... | 6 | ..... |  |  |

UNIT 9

Vocabulary in context (page 110)

Match the words in box A to the words in box B to make nouns connected to books. Then write a definition for each word.

A auto • cook • fairy • main •
master • news • young

B adult • biography • character •
paper • piece • book • tale

Reading (page 111)

Answer the questions about the text on page 111.

- 1 What made Hollie Fraser think that reading was important when she worked in London?
- 2 How did Hollie start 'Books on the Underground'?
- 3 If you want to leave a book on the Underground, how can 'Books on the Underground' help you? What would they like you to do next?
- 4 Why do some companies work with 'Books on the Underground'? How does 'Books on the Underground' help them?
- 5 Are there any restrictions if you want to start a new, local 'Books on the Move' group?

Grammar in context 1 (page 112)

Complete the sentences with *said* or *told*. Then, rewrite the sentences as direct speech. Which fictional character is 'he'?

- 1 He he sometimes wore glasses.
- 2 He me he was from another planet.
- 3 He us that he could fly.
- 4 He that he was working as a journalist.
- 5 He he didn't like kryptonite.
- 6 He that he had an 'S' on his costume.

Developing vocabulary (page 113)

Read the definitions and write the correct phrasal verbs from 1 and 3 on page 113.

- 1 read so that other people can hear you
.....
- 2 draw a line through text to show that it's wrong
.....
- 3 write information in empty spaces
.....
- 4 move information on a screen vertically
.....
- 5 turn the pages of a book quickly, not looking carefully
.....
- 6 invent something
.....

Grammar in context 2 (page 116)

Write down five things your teachers, family or friends asked you this week. Use reported speech. Then write the questions in direct speech.

*My history teacher asked me if I'd done my homework. →
'Have you done your homework?'*

UNIT 10

Vocabulary in context (page 122)

Complete these computer and accessories words. Then check on page 122.

- | | | |
|-----------------|--------------|---|
| 1 touch. / | 5 USB | / |
| 2 web | 6 head | / |
| 3 down. | 7 back. | |
| 4 flash ... | 8 anti. | |

Reading (page 123)

Why are these words, phrases and numbers mentioned in the text on page 123? Write one sentence to explain each one.

- | | | |
|---------------|-----------------|---------------|
| 1 3.7 million | 3 Bali airport | 5 132 million |
| 2 Mauritania | 4 \$2.4 billion | 6 \$860,000 |

Grammar in context 1 (page 124)

Answer the questions in 5 on page 125 about your country. Give as many details as possible.

Developing vocabulary (page 125)

Put the letters in order to make words that often go with *email* or *document*. Then write *V* if the word is a verb or *N* if the word is a noun.

- | | |
|---------------|-----------|
| 1 oxnib | 5 vase |
| 2 drawrof | 6 sedards |
| 3 chatta | 7 canotcu |
| 4 nuboce kacb | 8 teaps |

Grammar in context 2 (page 128)

Change these sentences from active to passive.

- 1 Wikipedia has transformed traditional encyclopaedias.
- 2 Sir Tim Berners-Lee didn't start Wikipedia.
- 3 They are changing Wikipedia articles at the moment.
- 4 Ordinary people have written Wikipedia articles.
- 5 'Vandals' have ruined some Wikipedia articles.
- 6 They were creating a Wikipedia for children.



Writing checklist

Great writers check their work carefully to find and correct any mistakes before they complete their final version. Here are the top ten things to check:

1 Content

Check that you have answered the specific question and done everything that appears in the task.

Think about these things:

- Is it easy to understand your ideas and opinions?
- Have you given reasons or examples to illustrate your ideas?
- Have you used the correct number of words?

2 Style

Make sure that you have written in an appropriate style for the task (e.g. formal/informal). Is your writing interesting, informative, descriptive ...?

3 Paragraphs and organisation

Check that you have paragraphs made up of different sentences talking about one main topic or idea. Make sure the paragraphs are in a logical order.

4 Linkers

Check that you have used a variety of linkers (e.g. *firstly*, *furthermore*, *however* ...) to join your ideas clearly and appropriately.

5 Grammar

Check for any mistakes with verb agreement, tenses, prepositions, word order, regular and irregular forms, etc. Be particularly careful with the new grammar you have just learnt in the unit.

6 Vocabulary

Use a wide range of vocabulary and try not to repeat the same words. A dictionary and thesaurus can help. See www.macmillandictionary.com

7 Spelling

If you aren't sure how to spell a word, check in a dictionary. See www.macmillandictionary.com

8 Punctuation

Check your use of commas, full stops, question marks, exclamation marks, etc.

9 Capital letters

Make sure you have used capital letters correctly (e.g. for the first word in the sentence, names, nationalities, days of the week, months, etc.).

10 Presentation

Decide if it is easy to read your handwriting. Are you proud of the presentation?

Model texts

- an informal email 1
- a blog post
- an article 1
- an informal email 2
- an article 2
- an opinion essay
- a job application
- an email of advice
- a story
- messaging

Workbook



Unit 1

Great learners are **open-minded and positive** towards others.

“ Sometimes the media treat all teenagers or all older people in the same way. Stereotypes can sometimes help us to generalise, but they can also simplify our thoughts and reactions in a dangerous and inflexible way. Great learners are open-minded and positive about other people, because each individual is different. ”

How open-minded and positive towards others are you? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 2

Great learners act with **integrity and honesty**.

“ We often have to make difficult decisions in life. Sometimes we take an ‘easy’ decision because it has an immediate benefit. But this decision may not be based on positive values or ‘doing the right thing’. It’s important to act with integrity and honesty, so that in the long term we feel proud of what we do. ”

Do you always act with integrity and honesty? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 3

Great learners have **confident body language**.

“ Relaxed and confident body language can create a good impression and influence how people see and respond to us. But we don’t have to become actors. Simply choose two or three things to work on (e.g. making frequent eye contact, sitting and standing still and straight) and practise them. This will be useful in exams, interviews, meetings and presentations. ”

Do you have confident body language? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 4

Great learners **make connections** between what they learn and the world outside.

“ Sometimes when we learn information from teachers, texts, books and videos inside a classroom, we forget that this information can be useful in our everyday lives outside the classroom. Great learners think about connections between the knowledge we learn in class and the outside world. ”

How much do you make connections between what you learn in class and the world outside? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 5

Great learners question their own **attitudes and behaviour**.

“ We often do things that just become a routine. We stop thinking if the things we are doing are good or bad. So, it’s important to stop sometimes and ask yourself: ‘Why am I doing this? Is it the right thing to do?’ When you do this, it’s important to be honest and self-critical so you can do things better in the future. ”

How much do you question your own attitudes and behaviour? Grade yourself from 1 to 5.

1 2 3 4 5



Unit 6

Great learners **think globally and act locally.**

“When we hear about global problems such as environmental change, poverty or hunger, it’s easy to think that these problems are too big for us to solve. But if everybody takes positive steps to change something, the impact can be enormous.

We all need to use what we learn to think about our global responsibilities in an active way.”

How much do you think globally and act locally? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 7

Great learners **listen actively to others.**

“When we listen to others, for example in a conversation or a presentation, we sometimes become passive listeners. We are not really paying full attention to what the other person is saying, or noticing how they are feeling. We should remember to listen actively, encouraging the other person to explain their ideas or feelings and waiting before interrupting, so we can really understand the person’s message.”

Do you always listen actively to others? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 8

Great learners **show empathy and kindness to others.**

“Sometimes we may think that learning at school or university is a question of absorbing knowledge and information. But we also need to learn to ‘read’ other people’s feelings, see things from their position and offer to help them when they need it. We all know how it feels to be sad or lonely at times. If we are all considerate and compassionate, it’s easier for us all to get through hard times.”

Do you always show empathy and kindness to others? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 9

Great learners can **think creatively.**

“We live in a world where we rely on the Internet to find the answer to any question or task. But in life new problems and situations can appear at any moment. Using our imagination and thinking creatively are the only ways to find solutions to all sorts of new, unexpected problems. Great learners use their imagination and think creatively in challenging situations.”

How much do you think creatively? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 10

Great learners **justify their opinions.**

“It’s easy to give an opinion or to say you agree or disagree with something. But to show that you have understood a complex question, or to convince somebody that your opinion has a solid and valid foundation, it’s important to give logical, objective reasons and arguments to justify your opinion.”

How much do you justify your opinions? Grade yourself from 1 to 5.

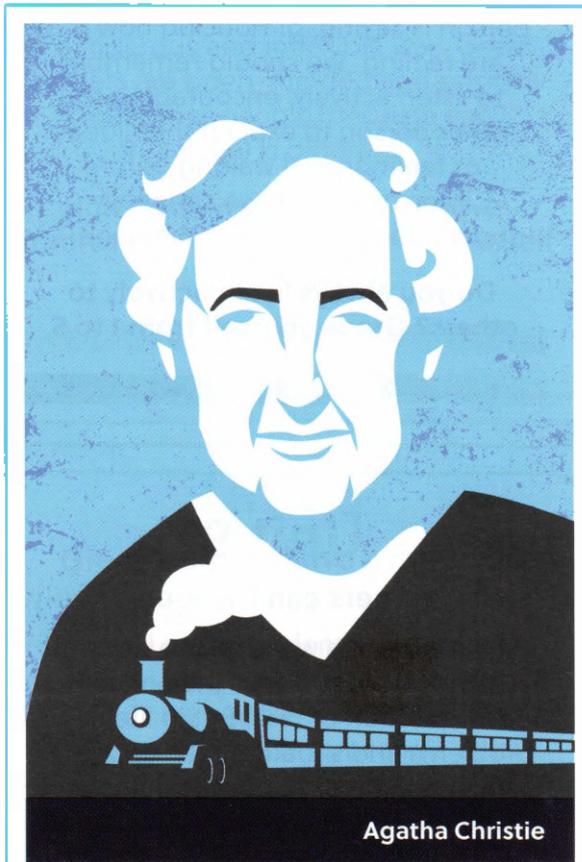
1 2 3 4 5

Listening

Listening exam tip

In gap fill listening activities, remember ...
Before you listen, read all the questions. They can help you predict the topic of the text and the vocabulary you are going to hear.

- 3 **Listen** Listen to a student giving a presentation to her classmates about the author Agatha Christie. For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.



One of the most successful crime writers. She lived from 1890 to 1976.
After secondary school she travelled to (a).
Her first husband worked for the (b).
During the First World War, she worked as a (c).
Her first novel was published in (d).
For 10 months, Agatha and her husband travelled by (e).
Her first marriage ended in 1928.
Her second husband was an archaeologist.
She has the world record for a (f).

- 4 **SPEAKING** Do you have a favourite author or book?

Speaking

Speaking exam tip

When giving personal information in a speaking exam, remember ...
You don't need to give very long answers, but try not to give one-word answers either. The examiner wants to hear what you have to say.

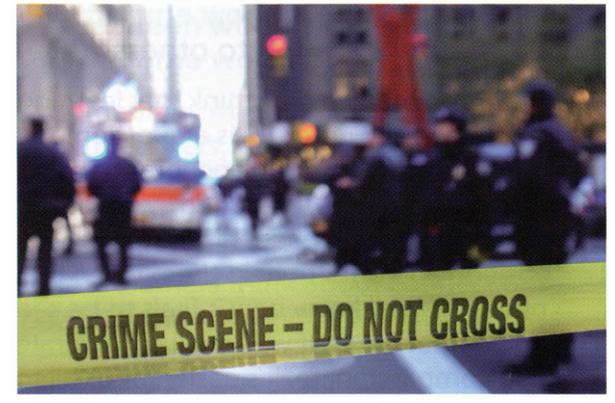
- 5 **SPEAKING** Ask and answer these questions. Give reasons for your answers.
- Can you tell me about the people you live with?
 - Which member of your family is special to you? Why?
 - What do you like doing in your free time? Why?
 - What is your favourite subject at school? Why?

Writing

Writing exam tip

In writing exams, remember ...
It's important to follow all the instructions in the task. Read them carefully and make sure you answer all the questions.

- 6 You see this notice on an English-language website. Think about your own answers to the questions.



Articles wanted CRIME PROGRAMMES

Do you like watching crime programmes on TV? Why or why not?
Are crime programmes popular where you come from?
Do you think crime programmes are a good thing for teenagers to watch? Why or why not?
Write an article answering these questions and we will put it on our website!

- 7 Write your article in about 100 words. When you finish your article, use the Writing checklist on page 141 to check it.
- 8 **SPEAKING** Exchange articles with a partner. Read your partner's article and say what you like most about it.

Reading exam tip

In multiple-choice cloze activities, remember ...
Read the text first without thinking about the gaps.
This helps you to get a general understanding of the text.

- 3 Read the text about a famous British actor. For each question, choose the correct answer.



Dothraki: a new language

The British actor Emilia Clarke is best known for her leading part in the TV series *Game of Thrones*. For her character, Daenerys Targaryen, the Mother of Dragons, Emilia also had the extra **(1)** of learning how to speak and be fluent in a language that doesn't really **(2)**!

David Peterson, a talented American linguist, was hired by the producers of the series. They wanted him to **(3)** a realistic-sounding language called Dothraki for Daenerys and her warriors to communicate in. By the final series, Peterson **(4)** up creating over a thousand words for this new language.

As for Emilia Clarke, she says that it was **(5)** hard acting in scenes where she could only speak Dothraki. When she studied her **(6)** in Dothraki, she was also given the English translation of them. She also practised by listening to recordings of someone speaking Dothraki to help her copy the accent perfectly.

- 1 A difficulty B challenge C trouble D effort
- 2 A last B happen C live D exist
- 3 A invent B think C offer D achieve
- 4 A showed B looked C ended D turned
- 5 A particularly B clearly C sincerely D slightly
- 6 A roles B lines C intervals D comments

Speaking

Speaking exam tip

In speaking exams, remember ...
If there are images you have to describe, look at them carefully and talk about them including as many details as possible.

- 4 **SPEAKING** Think of three things you can do to keep calm and do well in a speaking exam.

- 5 **SPEAKING** Student A: Look at the photo on this page. Student B: Look at the photo on page 150. Take it in turns to describe your photos. Use the ideas below.



- Describe the location in the photograph.
- Describe what you can see in detail. Include colours, time of day, weather, etc.
- Describe what the people are wearing and doing. You can also say why you think they are in these places and who you think they are.

Writing

Writing exam tip

In writing exams, remember ...
Always check the number of words you have to write, and don't forget to use the correct style (formal or informal).

- 6 Read this email from your English friend Sam and the notes. Make a plan for how to reply using the notes. Then write your email to Sam in about 100 words.

To: Sam

Subject: Some bad news!

Hi!

Guess what happened on my way home from school? I fell and hurt my ankle! Oh no!

This is the first time anything like this has happened to me. Have you ever injured yourself? Tell him ...

I really want to make sure my ankle gets better as soon as possible! What do you think I should do? Advise Sam ...

I know we made plans to go cycling this weekend, but now I can't do any sport. Do you want to do something else instead? Yes, suggest ...

Let me know soon!
Sam

- 7 **SPEAKING** Exchange emails with a partner. Use the Writing checklist on page 141 to check your partner's email and give him/her constructive feedback.

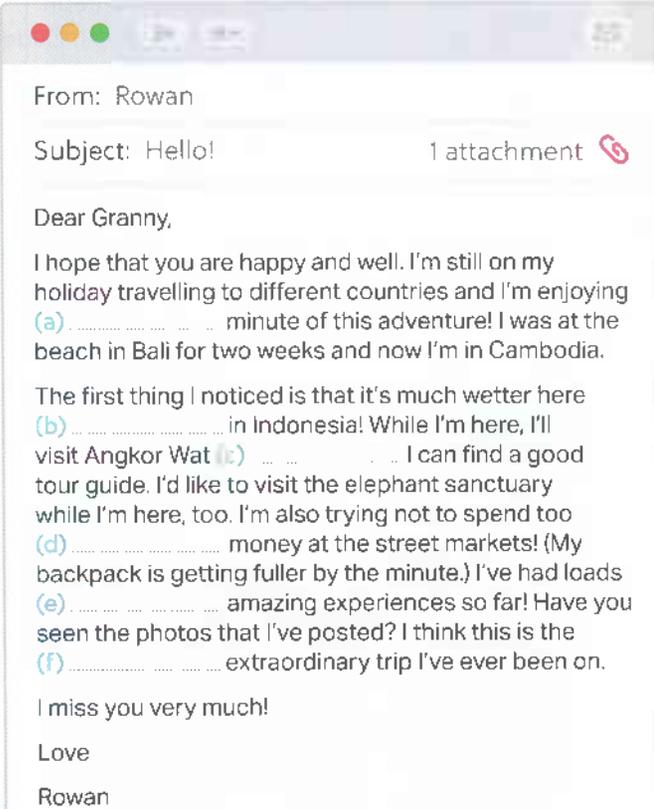
Reading

Reading exam tip

In open cloze activities where you complete a text with the correct word, remember ...

The gap is always one word but it is never a contraction (e.g. I'd) as contractions are considered two words.

- 6 **SPEAKING** Which countries would you like to visit on holiday?
- 7 For each question, write the correct answer. Write one word for each gap.



From: Rowan

Subject: Hello! 1 attachment

Dear Granny,

I hope that you are happy and well. I'm still on my holiday travelling to different countries and I'm enjoying (a) minute of this adventure! I was at the beach in Bali for two weeks and now I'm in Cambodia.

The first thing I noticed is that it's much wetter here (b) in Indonesia! While I'm here, I'll visit Angkor Wat (c) I can find a good tour guide. I'd like to visit the elephant sanctuary while I'm here, too. I'm also trying not to spend too (d) money at the street markets! (My backpack is getting fuller by the minute.) I've had loads (e) amazing experiences so far! Have you seen the photos that I've posted? I think this is the (f) extraordinary trip I've ever been on.

I miss you very much!

Love

Rowan



Writing

Writing exam tip

When you are writing in exam conditions, remember ...

If you don't know a word, think of a more general or basic word. If you aren't sure how to use a grammatical structure, change what you are going to say.

- 8 Read the statement below. Do you agree with it? Why/Why not? Make a list of your ideas.

'The problem of climate change is too big for us to solve, so it's time to stop worrying about it and just relax.'

- 9 Write an article giving your opinion on this statement.

Use this plan to write your essay:

- Begin with a short introduction giving your opinion.
- Explain the main reason for your opinion.
- Give additional reasons for your opinion.
- End with a short conclusion.

Write your essay in about 100 words. When you finish your essay, use the Writing checklist on page 141 to check it.

- 10 **SPEAKING** Tell a partner the arguments you used in your essay. Do you have similar opinions?



Speaking exam tip

When responding to questions about everyday activities, remember ...
 You can use fillers such as *Hmm, Well, That's a very good question* or *Let me think* while you decide what to say next.

- 4** **SPEAKING** Look at the exam task. These are some questions that an examiner could ask you in an exam. Practise asking and answering the questions with your partner.

Where do you live?

Who do you live with?

Who do you like spending time with? Why?

How would you describe your best friend?

What are your best qualities?

- 5** **SPEAKING** Give each other feedback about what you each did well and what you could improve. Think about the following things:

- How well you could understand what your partner said.
- The grammar and vocabulary your partner used.
- How slowly or quickly your partner spoke.
- How complete your partner's answers were.

Writing exam tip

In activities where you're replying to emails, remember ...
 Look at the notes to help you decide what to write. Make sure your ideas about the notes follow the same order as they are in the email.

- 6** Read this email from your English friend Hollie and the notes. Make a plan for how to reply using the notes. Then write your email to Hollie in about 100 words.

From: Hollie
 Subject: My new job

Hey!

I've got a new after-school job at our local supermarket. **Well done!**

I like working there a lot! I work for two hours on one day a week, and now I can start working some hours on Saturdays if I want. Do you think I should work on Saturdays too? **Yes, because ...**

My boss is looking for another worker at the supermarket. Maybe you could work here! What do you think? **Ask Hollie for more details ...**

We haven't done anything fun for ages! Do you want to do something this Friday?

Let me know soon!

Hollie **Suggest ...**

- 7** When you finish your email, use the Writing checklist on page 141 to check it.

- 8** **SPEAKING** What do you think are the advantages and disadvantages of having a job while you're at school? Compare your ideas with a partner.



Reading

Reading exam tip

In activities where you have to complete gaps in a text, remember ...

Read the text quickly to understand the topic and general meaning. Fill in the gaps you are sure of first and then go back to the ones you left blank. Make sure you check your spelling.

- 3 For each question, write the correct answer. Write one word for each gap.

Read View source

Wikipedia

Wikipedia is the fifth most popular website in the world. It has about 500 million visitors each month. It was started in 2001 (A) two Americans, but it isn't written by them. Their original website became a 'wiki', a website that visitors can change and add information (B) In 2007, approximately 1,700 articles were being added every day. 'Wiki Wiki' is a Hawaiian expression which means 'quick'. Wikipedia articles can change quickly when things change in the world. Some people think this is a problem, because articles aren't always correct at first. In fact, many universities don't allow students (C) refer to Wikipedia as a source (D) information in their essays. Culture and arts are (E) most popular topics, while 14% of articles on Wikipedia are about geography and places. There are (F) than 300 different language versions of Wikipedia. The English version has a total of almost 6 million articles.

- 4 **SPEAKING** Which websites do you use most to find information? Share your ideas with the whole class.

Speaking

Speaking exam tip

If you don't know a certain word, remember ... Keep calm and use more basic, general or similar words, or try to explain the word. The important thing is to say something, as the examiner wants to hear you speaking English.

- 5 **SPEAKING** Face the back of your classroom but describe the front of your classroom to each other. Then check how many details you can remember.
- 6 **SPEAKING** Student A: Look at the photo on the right. Student B: Look at the photo on page 150. Then take it in turns to describe your photos. Time yourselves to make sure you describe your photo for a minute.

Listening

Listening exam tip

In gap-fill activities where you complete notes, remember ...

Read the notes before you listen and predict the words for each space.

- 7 **LISTENING** Listen to a girl giving a presentation to her classmates about her favourite author. For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.



Beth Reekles' first book

Beth is a blogger and physics graduate from (A)

She realised she loved writing after receiving a (B)

She started writing her first novel when she was (C)

Her first novel is about teenage (D) and the relationship between two people.

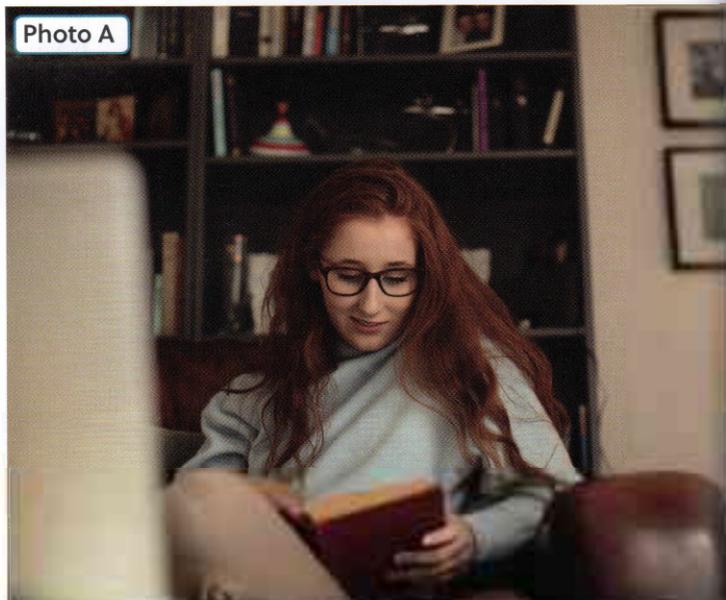
Her readers could read about the new chapters of her book on her (E)

Beth's story is now a successful (F)

- 8 **SPEAKING** Discuss these questions.

- What books do you know that have been made into films?
- Do you think books are better than films? Why/Why not?

Photo A



UNIT 2

Grammar in context 1

Exercise 6, page 21

Student B, look at the text about crime fiction below. Prepare questions to ask your partner to find the missing information.

CRIME FICTION

British people love reading about crime. According to Nielsen BookScan, in 2017 they bought (a) crime and thriller books. They spent 117 million pounds on crime fiction.

Sir Arthur Conan Doyle created the first superstar detective, Sherlock Holmes, in (b) But the first real detective story was probably *The Murders in the Rue Morgue*. Edgar Allan Poe, who came from the US, wrote this story in (c) In the story, the murderer was an orangutan.

Conan Doyle worked as a doctor and Poe was a (d) Another famous crime writer called Colin Dexter taught (e) at school. And a popular Chinese crime writer called Liu Yongbiao was possibly a murderer! According to the police, he killed four people during a robbery in 1995.

UK readers and writers like variety. For example, Lindsey Davis wrote about (f) in Ancient Rome. She wrote her first Roman crime novel in 1989. In 2003, Alexander McCall Smith wrote a story about the only female private detective in Botswana. The BBC (g) in 2008.

UNIT 3

Developing speaking

Exercise 8a, page 40

Student A, you are the receptionist at Auckland English Language School in New Zealand

ABOUT SCHOOL TOUR EVENTS

AUCKLAND ENGLISH LANGUAGE SCHOOL

Course begins: 16th August
 Course lasts: 12 days
 Accommodation: organised by the school
 Price: 930 New Zealand dollars
 Other activities include: swimming, surfing, trip to the volcanic island of Rangitoto

Exercise 8b, page 40

Student A, you are a student. You want to find out the following information about summer courses at Chicago English Language Centre.

- the starting date for the course
- the length of the course
- if accommodation is organised or not
- the price
- other activities on the course

UNIT 5

Developing speaking

Exercise 6, page 66



UNIT 10

Developing speaking

Exercise 5, page 130

Student A:



UNIT 3

Developing speaking

Exercise 8a, page 40

Student B, you are a student. You want to find the following information about summer courses at Auckland English Language School.

- *the starting date for the course*
- *the length of the course*
- *if accommodation is organised or not*
- *the price*
- *other activities on the course*

Exercise 8b, page 40

Student B, you are the receptionist at Chicago English Language Centre in the US.

ABOUT SCHOOL TOUR EVENTS

Chicago English Language Centre

Course begins: 21st July
Course lasts: one month
Accommodation: organised by the school
Price: 4,325 US dollars
Other activities include: mountain biking, trip to a theme park, karaoke evenings

UNIT 10

Developing speaking

Exercise 5, page 130

Student B:



Exam Success Units 3–4

Speaking

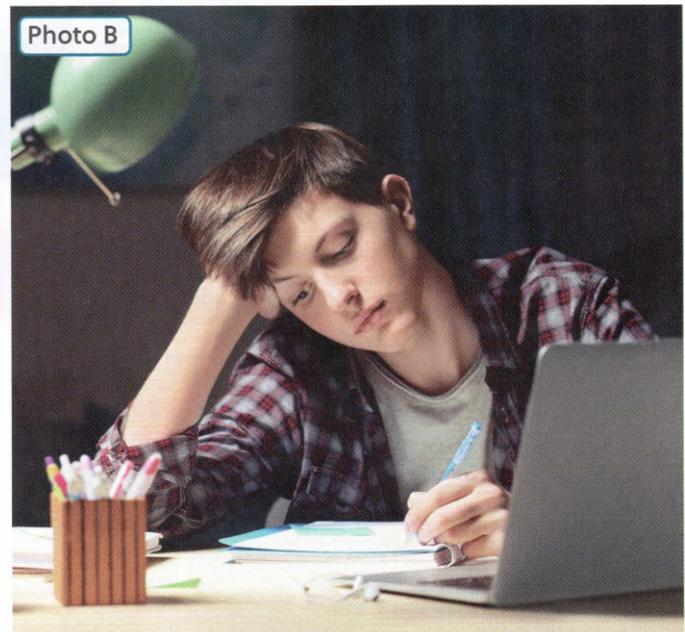
Exercise 5, page 145



Exam Success Units 9–10

Speaking

Exercise 6, page 148



Irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was/were	been	let	let	let
beat	beat	beaten	lie	lay	lain
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
break	broke	broken	mean	meant	meant
bring	brought	brought	meet	met	met
build	built	built	pay	paid	paid
burn	burnt	burnt	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	set up	set up	set up
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown
feel	felt	felt	sing	sang	sung
find	found	found	sit	sat	sat
fly	flew	flown	sleep	slept	slept
forget	forgot	forgotten	speak	spoke	spoken
forgive	forgave	forgiven	speed	sped	sped
get	got	got	spell	spelt	spelt
give	gave	given	spend	spent	spent
go	went	gone	split up	split up	split up
grow	grew	grown	stand up	stood up	stood up
hang out	hung out	hung out	steal	stole	stolen
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tell	told	told
hurt	hurt	hurt	think	thought	thought
keep	kept	kept	understand	understood	understood
know	knew	known	wake up	woke up	woken up
lay	laid	laid	wear	wore	worn
learn	learned/learnt	learned/learnt	win	won	won
leave	left	left	write	wrote	written

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