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Oxford Discover Futures



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Student Book

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Student Book

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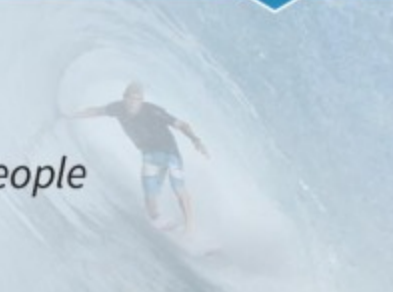
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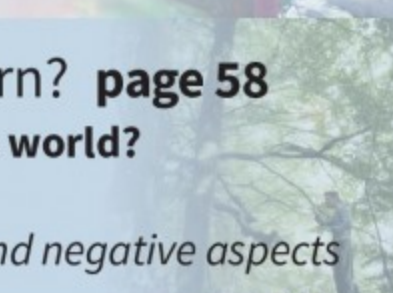
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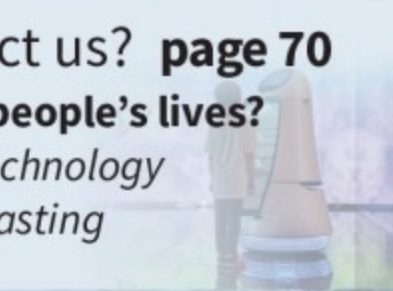
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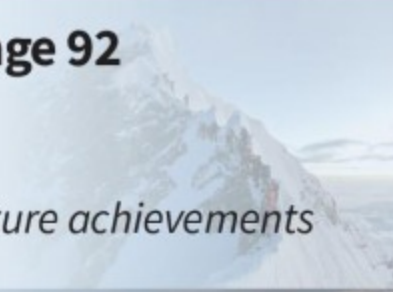
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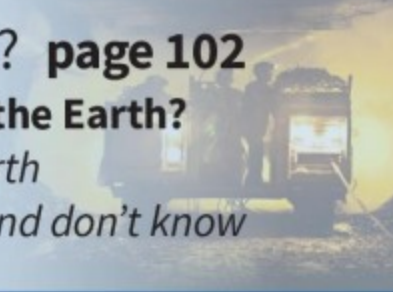
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How can we describe people?

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VIDEO Describing and identifying people

READING Reading for gist or detail

LANGUAGE IN USE Talking about the present; defining and non-defining relative clauses

LIFE SKILLS Protecting identity online

SPEAKING Emphasizing important points

WRITING Generating and organizing ideas with a mind map

What is IDENTITY?

Identity is more than a name.
It is more than what you see.
I am more. I am me.

How do we identify people?



- 1 Look at the picture and caption on page 4. Do you agree with the caption? In what ways can we identify a person?
- 2 Read the descriptions. Which people can you definitely identify? Why?

Identities

- 1 Ellen Ochoa was one of NASA's first female astronauts.
- 2 Teenage ice skating star Young You first became the South Korean champion at age eleven.
- 3 Robin Emmons is a kind and determined middle-aged woman. She became a farmer to help feed the poor.
- 4 Mo'Nique Bridges is a well-dressed fashion designer who has created a successful business.
- 5 Blond-haired, blue-eyed Mick Fanning is a courageous surfer who once survived a shark attack.
- 6 The elderly and enthusiastic runner Fauja Singh completed marathons even after his 100th birthday.

Discover vocabulary Describing people

Student Book ► Page 112

Workbook ► Page 6

- 3 Watch the Factflix video. In what different ways do the presenters say that we identify people?



- 4 Discuss the questions. Watch the video again and check your answers.

- 1 What are the most common first names in the world?
- 2 Why do we have last names and what can they tell us?
- 3 Why are numbers useful for identifying people?
- 4 Who uses numbers and codes to identify people?
- 5 Why is it difficult to identify a person's nationality?

- 5 In pairs, take turns to describe and identify the people from exercise 2. Use your own words and ideas.

Key phrases Identifying people

It's (not) hard to tell / say if
he/she is

He/She strikes me as being

He is / isn't (old) enough

You can tell by (his face) that to be

She/He looks / doesn't look
(like)

- 6 Discuss the questions.

- 1 Which people were the easiest and the most difficult to identify from the descriptions? Why?
- 2 Why aren't names always a good way to identify people?

Discover
more



SEARCH ONLINE and find out more about one of the people mentioned in exercise 2.

Reading
strategy



Reading for gist or detail

When we read for the general idea or *gist*, we don't focus on every individual word or piece of information. We use text structure, title, headings, content words, and any images to recognize the important ideas.

When we read for specific details, we need to read more slowly and with care. It's sometimes necessary to read part or all of the text more than once to check that we don't miss anything.

1 Study the reading strategy. Then look at 1–5. Do we normally read for gist (G) or detail (D) in these cases?

- 1 Your phone is blocked and you find instructions to unblock it on the internet.
- 2 You want to know if an article is interesting or not.
- 3 You receive an email with directions to a place you can't find.
- 4 You want to know if a travel website has any information about vacations in Florida.
- 5 You're reading the instructions for an exam.

2 Look at the article on page 7. Read it for gist to find the answers to 1–3.

- 1 Is the article serious or funny?
- 2 Why is it divided into two parts?
- 3 Does it mention any topics you would like to know more about?



3 Now read and listen to the article for detail. Find the answers to 1–5.

- | | |
|---|---|
| 1 Why were strangers saying hello to Neil Richardson? | 3 In what ways is each of us physically unique? |
| 2 Why do we like to be with people who are similar to us? | 4 How does biometric technology work? |
| | 5 Why is it good that we're not all the same? |

Discover vocabulary Noun endings

Student Book ► Page 112

Workbook ► Page 6

4 Find nouns in the article that are related to words 1–8. Which nouns have the same endings?

- | | |
|-----------------------------|-------------------------------|
| 1 confuse (verb) | 5 measure (verb) |
| 2 similar (adjective) | 6 scan (verb) |
| 3 safe (adjective) | 7 combine (verb) |
| 4 unique (adjective) | 8 identical (adjective) |

5 Work in pairs to think of more nouns with each of the endings in exercise 4.



6 TALKING POINTS Discuss the questions.

- 1 Would you like to meet your doppelgänger? Why? / Why not?
- 2 In what ways are your friends similar to or different from you?
- 3 In what ways are people in your family similar to or different from you?
- 4 How does the world make it difficult for us to be ourselves?

Discover more



SEARCH ONLINE and find out about the different fingerprint types or face shapes people have. Which type do you have?

The same ...

but different

When Neil Richardson moved to a new neighborhood, people who he had never met waved and greeted him. It seemed that people there somehow knew him, but they clearly didn't know his name, because they all said, "Hello John." Neil discovered the cause of this confusion when he stepped onto a bus one day and came face to face with his mirror image – a man called John Jemison.

As they compared life stories, it was clear that their similarities weren't only physical. Coincidentally, both men had attended the same college. They both sang in choirs and they shared a love of poetry. They are now close friends. Neil and John's story is not as unique as you might think! If you search for images of *doppelgängers* online, you'll find that there are plenty of people in the world who look alike. You might have a double somewhere, too.

The desire to find people with some similarity to ourselves can be strong. We like to be with people who act the same way, who dress the same way, who like the same things, and who go to the same places. Like many other animals, we often want to be part of a group because there's safety in numbers.

We're comfortable when we don't feel different, because it feels safer to be the same.

What do you think a "doppelgänger" is?

What's the meaning of "there's safety in numbers"?

The fact is that we are all different, however. We are individuals with separate identities. Physically we are all unique in many ways. No two people have exactly the same face, the same voice, or the same way of walking. Nobody has the same fingerprints as you, or the same patterns of blood vessels in their fingers or eyes.

Because we are all physically different, a multi-billion dollar industry called *biometrics* (from the Greek *bios* for "life" and *metrio* for "measure") has developed that uses our uniqueness to identify us.

The biometrics industry produces photographic equipment and scanners that use measurements, data, and algorithms to recognize and check our unique features in fractions of seconds. Nowadays some cell phones can recognize your face or voice as fast as your friends can.

It's not only our physical characteristics that identify us, however. We all have individual thoughts and feelings, knowledge, experiences, and beliefs. Your identity is a combination of all of these things and more. And that combination is yours and yours alone. What makes us different is what makes us interesting.

Why is it useful to use physical characteristics to identify people?

How do you think your cell phone can recognize you?

What does "these" refer to?

Neil Richardson

John Jemison



1 Read Asha's profile and answer the questions.

- 1 What item in the picture does Asha mention in her profile information?
- 2 Which words in Asha's word cloud are not mentioned in her profile?
- 3 How is Asha similar to you or people you know?

WHO AM I?



Where we're from, what we do, what we like, and who we know all form part of our identity.

My profile

Name My name's Asha, which means hope. Maybe that's why I'm an optimistic person. 😊

Origins My family is originally from Mumbai, which is in India, but I've always lived in the US. I guess India is in my blood and I'm proud of that, but I feel American.

Home I live in New York, and I can't imagine living anywhere else! There are so many nationalities in the neighborhood where I live. It's exciting to feel part of this mini-world.

People The people who influence me the most are my family and friends. Oh, and my music teacher!

Music Music's a big part of my life. I've played the oboe since I was a kid, and now I'm learning the saxophone. I'd love to play in a band.

Hobbies and sport I'm into cooking, and my mom has taught me quite a lot, but my real passion is basketball. I'm a big fan of the New York Knicks. The games aren't cheap, but I go when I can.

Fashion I wear mainly casual things, but occasionally I put on traditional Indian clothes for festivals. My grandma just sent me the beautiful earrings that I'm wearing in this picture.

Social media I'm in a few groups on social media, where I sometimes post things about cooking or basketball. More and more people are following me. Maybe they like my Indian recipes!

Inspiration Gandhi, who we're studying in school, is really an inspiration for me. He needed a lot of courage to be a pacifist.



Discover grammar Talking about the present

Student Book ► Page 113

Workbook ► Page 7

We use the simple present for facts and routines. We use the present continuous for actions in progress. We use the present perfect for events that started in the past and are relevant now.



2 Complete 1–3 with examples from Asha's profile on page 8.

facts and routines	1
actions in progress	2
past events relevant now	3



3 Use the simple present, present continuous, or the present perfect to write five true sentences and one false sentence about yourself. Read your sentences in groups and try to identify the false ones.

I sometimes wear traditional clothes.

I'm learning to salsa dance.

I've met a famous person.

Discover grammar Defining and non-defining relative clauses

Student Book ► Page 113

Workbook ► Page 7

A defining relative clause adds essential information to a sentence, and a non-defining relative clause adds non-essential information.

4 Compare the examples from Asha's profile. Which relative clause gives essential information and which gives non-essential information? How does punctuation identify the non-essential information?

The people who influence me the most are my family and friends.

Gandhi, who we're studying in school, is really an inspiration for me.

essential information:

non-essential information:

5 Read the profile again and find more examples of defining and non-defining relative clauses. Why do we use different relative pronouns?

defining relative clauses:

.....

non-defining relative clauses:

.....

6 Look at the categories in Asha's profile. Make a list of some of the people, places, and activities that are important to you.



7 Work in a group. Look at other people's word lists. Guess what each word refers to.

Is Ricardo your friend who plays the guitar?

Yes, he is!



8 Write your profile with the words from your list.

Discover more



SEARCH ONLINE for information about a person you admire and find a place, a person or a thing that are or were important in their lives. Then compare your information.



Computer literacy: protecting your identity online

Identity theft and online crime can happen to anyone, so you should take steps to keep your identity safe.

- 1 Study the life skills strategy and the web page below. Work in pairs to choose the correct option in 1–5.

IDENTITY ALERT

What's the problem?

¹76 / 89% of teens now say that they worry about the **privacy** of their personal information. People can use pictures and information to set up fake social media **accounts**. Some young people also become victims of more serious identity theft, when criminals use a person's identity to get money or a credit card.

What are the risks?

²10 / 23% of people say they have shared passwords with a friend.

60% of people use the same **password** on more than one website.

Most of us don't think about "shoulder surfers" – people who try to look at screens to get a **PIN**, password, and other data. However, 20% of us say we have seen private information on a person's screen without trying.

Teens put a lot of information on social media: 75% use their full name, 54% **post** their date of birth and ³23 / 48% post the name of their school.

Most of us use public Wi-Fi **hotspots**, but an incredible ⁴48 / 89% of them are open and unsecured. That's great for **hackers**.

"Phishing" is when we receive emails which ask us to send private information or trick us to click on **links** that **install** viruses or spyware. ⁵10 / 76% of people click on these links. That's not many, but it's enough to make the hackers happy.



2 Listen to a podcast about protecting your identity online. Check your answers to exercise 1.

1.02

3 Listen again and answer the questions.

- 1 How do young people feel about identity theft?
- 2 How many examples of “careless sharing” does the expert give?
- 3 What are the characteristics of a good password?
- 4 What kind of app does the safety expert recommend?
- 5 How can hackers affect the Wi-Fi in cafes and other public places?

Discover vocabulary Internet safety

Student Book ► Page 112

Workbook ► Page 8



4 In pairs, ask questions to find out if your classmates are at risk for identity theft. Include the **highlighted** words from the web page in your questions.

Do you share your passwords with your friends?



5 Read the speaking strategy and listen to excerpts from the podcast. Match each excerpt with the tips in the speaking strategy.

1.03

Speaking strategy



Emphasizing important points

We can emphasize a point or argument in various ways:

- **speed** Speak slowly and clearly to add emphasis. We tend to speak faster when we're saying things that are less important or that people already know.
- **volume / stress** Say the important words more loudly.
- **repetition** If something is important, say it several times in different ways.

6 Prepare a two-minute talk with advice about identity theft and how to avoid it. Use the key phrases to help you.

Key phrases Warning about danger

Be careful / Take care (not) to

Beware of

Be / Make sure that / to

Whatever you do, don't

Keep an eye open for



7 Give your talk to the members of your class or a younger class at your school. Use the strategies to emphasize the important points. After the talks, discuss how they went and how well the speakers used the strategies.

8 REFLECT Make a list of the things you need to do to protect your identity online.

Discover more



SEARCH ONLINE to find a case of identity theft in the news. How did it happen? What was the result?

Writing task



A descriptive profile

Write a description of someone you know well. Describe the aspects of their identity that you can see and those you can't.

Understand the task

- 1 Read the writing task. Which aspects below do you expect to include in the profile?
appearance clothes family interests personality
- 2 Read the profile of Jimmy. What aspects from exercise 1 has his friend included? Which things do you think Jimmy's friend likes most about him?



Jimmy

Jimmy is a friend of mine from school and he's also a neighbor. He's a tall guy, with quite pale skin and dark hair. He doesn't like to stand out, but you can't miss him because of his height. Jimmy's clothes don't tell us much about him, but he sometimes wears brightly colored hats, which make me think he's a little eccentric. His hair and clothes aren't exactly fashionable, but he doesn't really care.

Jimmy's fairly quiet and shy when you first meet him, but when you've made friends with him he's actually pretty chatty and funny. When there are a few of us together, he doesn't talk as much. He's definitely intelligent and he does well in school, but I like the fact that he's modest and he doesn't show off.

Gaming and music are Jimmy's main interests. He surprises people sometimes when he says ten or twenty lines of a rap song that he's memorized. He often posts music lyrics or clips on social media. He never gossips online and people respect that, I think.

Those are the things that stand out most when I think about Jimmy. All in all he's a cool guy and a really good friend.



Think and plan

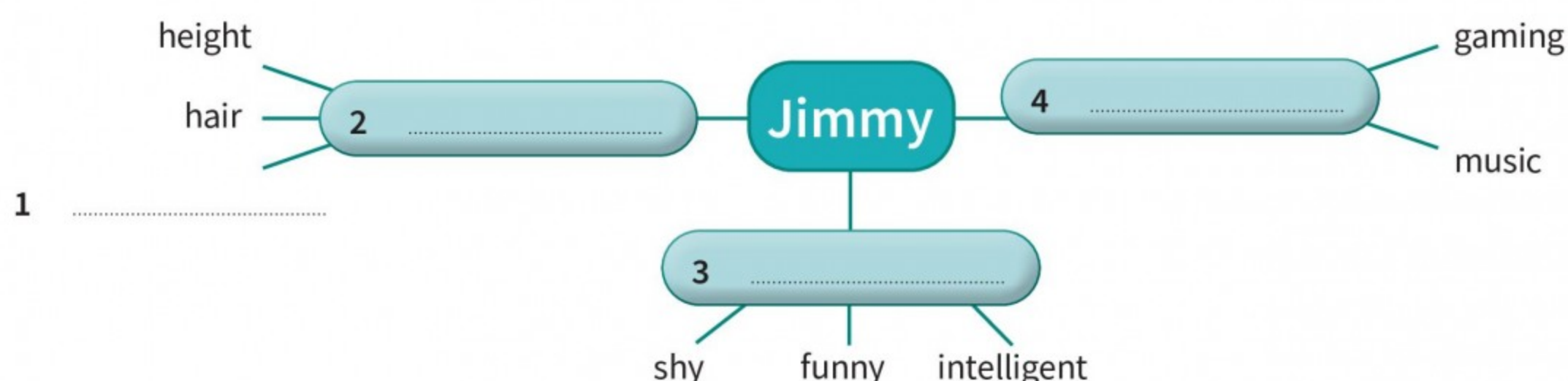
Writing strategy



Generating and organizing ideas with a mind map

Word association can help you generate ideas about the topic you want to write about, and a mind map can help you organize your ideas.

- 3 Study the writing strategy. Then complete the map mind about Jimmy with four of the aspects from exercise 1.



- 4 Think of a person you know well. Write down as many words as you can about the person you chose. Then identify the main ideas to create a mind map and add details.

Write a first draft

- 5 LANGUAGE POINT** Study the **highlighted** adverbs of degree in the profile on page 12 and use them to complete the table. Why are they useful?

a small degree	1
a medium degree	2
	3
	4
a large degree	5

- 6** Use the information from your mind map to write a first draft of your profile. Use adverbs of degree to give an accurate description.

Review and edit

- 7** Read through your first draft. Check it and revise it if necessary. Are there any places in your profile where you can add adverbs of degree to describe adjectives? Then write your final draft.
- **Content** Did you include points from exercise 4?
 - **Organization** Did you divide your profile into paragraphs?
 - **Style** Does the profile include adjectives with adverbs of degree?

Reflect

What is identity?

 How do we identify people?

 What makes you unique?

 What makes us who we are?

 Why do we need to protect our identity?

 How can we describe people?

- 1** Think about your answers to the lesson questions. Make notes.



- 2** Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

- 3** Work together and compare your ideas.



- 4** Watch the same video *with* narration. Make notes. Did you learn anything new?

- 5** Discuss the lesson questions in pairs.

- 6** Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 13



I learned we have many identities.



VIDEO Talking about the consequences of historical events

READING Distinguishing fiction and nonfiction

LANGUAGE IN USE Talking about past habits and situations

LIFE SKILLS Research skills: finding and using multiple information sources

LISTENING Listening for gist or detail

WRITING Thinking about audience, purpose, and topic

How can we learn from **THE PAST?**

The picture shows the effects of the atomic bomb dropped on the city of Hiroshima in Japan in 1945. What do you think we have learned from this?



How does the past shape the present?

- 1 Look at the picture and discuss your answers to the question in the caption.



- 2 Work in pairs to put the events in order from the first (1) to the most recent (7).

What happened first?

- construction of the Pyramid of Giza in Egypt
- invention of the microscope and the telescope
- discovery of electricity's applications
- founding of the United Nations to preserve peace after the Second World War
- start of regular trade between Europe and the Americas
- first exploration of space
- development and spread of agriculture



- 3 Watch the Factflix video and check your answers.

Discover vocabulary Historical events

Student Book ► Page 114

Workbook ► Page 16

- 4 Watch the video again. What consequences do Sofia and Zach mention?



- 5 Work in groups. Think of more examples of important historical events.

- 6 Compare your events from exercise 5. Discuss the questions.

- 1 Why were the events important?
- 2 What events are in the news at the moment? What consequences do you think they will have for the future?

Key phrases Talking about consequences

The (un)fortunate consequence of (that) was that ...

... meant that ...

... had a positive / negative / big effect on ...

... allowed / enabled / helped us to ...

... led to / brought about ...

Discover more



SEARCH ONLINE to find out what happened on **this day in history**. Have any of the events had an effect on the present?

Reading
strategy

Distinguishing fiction and nonfiction

Fiction and nonfiction texts are written for different reasons and in different styles.

- Fiction is about imaginary characters or events. It's written to express the author's creative style and put readers in an imaginary world.
- Nonfiction presents facts and opinions about real people and events. It's written to inform readers, present evidence, or express a personal opinion of real situations.

1 Study the reading strategy. Then look at texts A and B on page 17. Which do you think is fiction and which do you think is nonfiction? Why?

2 Which text do you think will give information about 1–6? Write A, B, or both.

- 1 where and when the man's body was found
- 2 the man's final meal
- 3 scientific techniques for analyzing the man's body
- 4 the man's enemies
- 5 facts and theories about the man's injuries
- 6 what the man thought, heard, and saw



3 Read and listen to the texts. Check your answers to exercise 2.

1.04

4 Read the texts again and compare them. Are the sentences 1–4 true (T) or false (F)? Give evidence to explain your answers.

- 1 *The Last Hunter* uses historical information from *The Iceman Mystery*.
- 2 The author of *The Iceman Mystery* uses information from *The Last Hunter*.
- 3 The author of *The Iceman Mystery* is sure about all of the facts.
- 4 All of the historical details in *The Last Hunter* are correct.

5 Find the adverbs of manner in texts A and B.

Discover vocabulary Adverbs of manner

Student Book ► Page 114

Workbook ► Page 16

6 Add adverbs to sentences 1–5 to make them more detailed or dramatic.

- 1 The hunter tried to escape from the attackers.
- 2 The arrow killed him.
- 3 The attackers laughed.
- 4 They looked for the axe.
- 5 The next morning the hunter was covered with snow.



7 TALKING POINTS Discuss the questions.

- 1 How does the nonfiction text help us to understand the past?
- 2 Does the fictional story also help us to understand the past?
- 3 What do you know about the people who lived in your area in the past?

Discover more

SEARCH ONLINE for short videos about Ötzi the Iceman. What did he look like when he was alive? What other information can you find about him?

A

The Iceman Mystery

When, in 1991, walkers found a man's body on Mount Similaun in Austria, they guessed it was a mountaineer who had died recently. However, experts found that the mummified remains were more than 5,300 years old and almost perfectly preserved by the ice. They gave this man the nickname Ötzi the Iceman, and they carefully used the latest scientific techniques to find out about his life ... and his violent death.



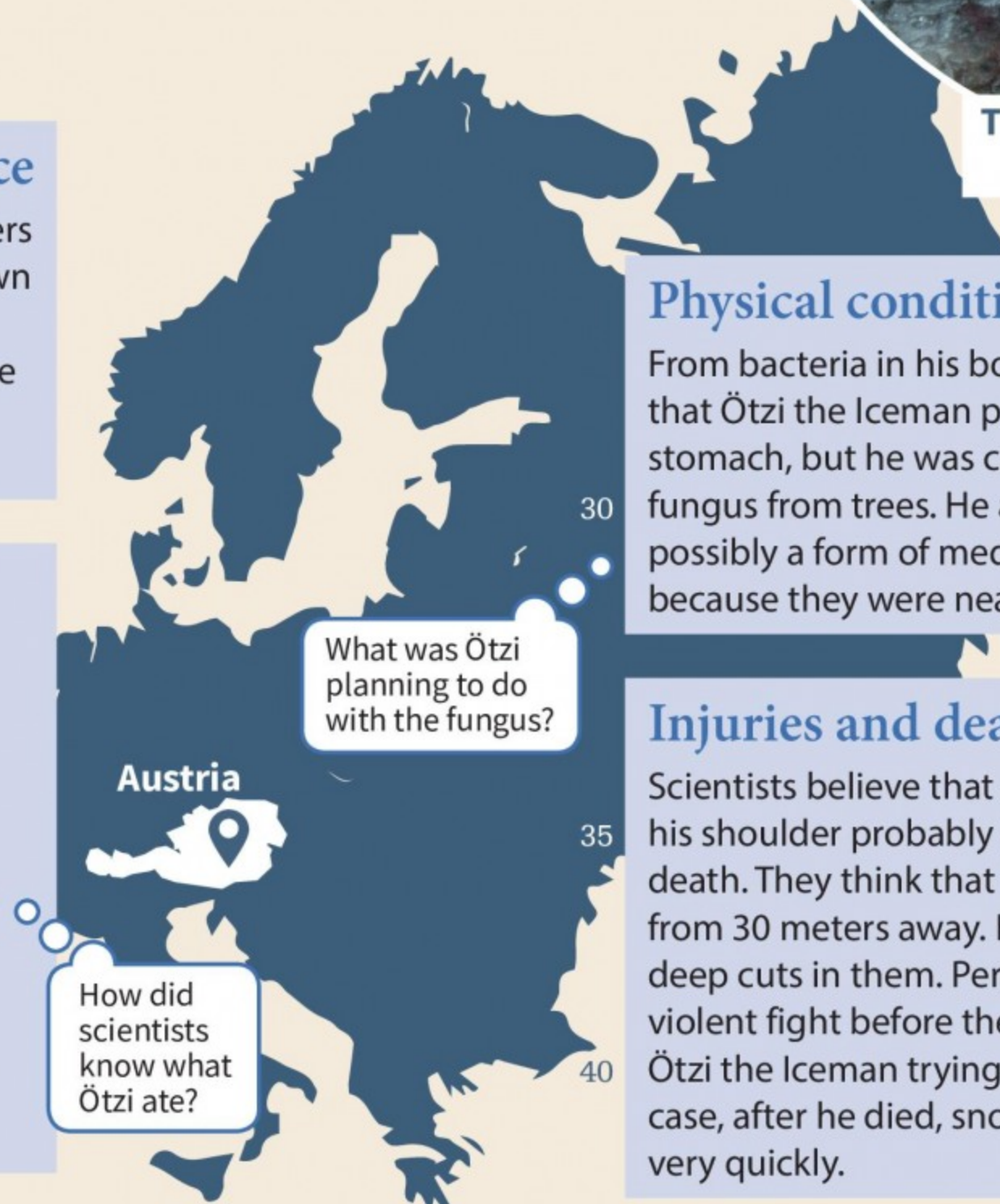
The body of the Iceman in melted ice water

Origin and appearance

Ötzi the Iceman was 1.59 meters tall, 46 years old, and had brown eyes. Substances from plants on his clothes indicated that he had been in the valley below the mountain before he died.

Possessions and way of life

His stone knife, arrows, and clothes revealed that the man was a hunter. He was probably very skilled, as one of the animals he ate – an ibex – is shy and difficult to hunt. He was also carrying a beautifully made bronze axe. Axes like this were rare, so it was probably quite valuable.



Physical condition

From bacteria in his body, scientists know that Ötzi the Iceman probably had a bad stomach, but he was carrying antiseptic fungus from trees. He also had 60 tattoos, possibly a form of medical treatment because they were near bone joints.

Injuries and death

Scientists believe that an arrow wound on his shoulder probably caused the man's death. They think that the arrow was shot from 30 meters away. His hands also had deep cuts in them. Perhaps there was a violent fight before the arrow attack. Was Ötzi the Iceman trying to escape? In any case, after he died, snow covered him very quickly.

Where do you think the fight happened?

B



The Last Hunter

Looking down, the hunter saw that blood was dripping slowly but constantly from his hand onto the fresh snow. He had defended his village bravely from the attackers, but his hand was badly wounded from the fight. He had killed a warrior chieftain and had taken his axe, but in the end there were too many enemies, and he had escaped up the mountain path. Cold and hungry, he was feeling weak. The hunter hadn't hunted or eaten well in days because of his injuries, so when he saw berries on the ground, he ate them greedily. As he stood again, he heard voices. There were three, maybe four men, and they were very close. As he was running from them, he felt a terrible pain in his shoulder and his tall, tired body fell heavily next to the river. With the last of his strength he tried to throw the axe into the fast-moving water. They may take my life, he thought, but they will never take this ...

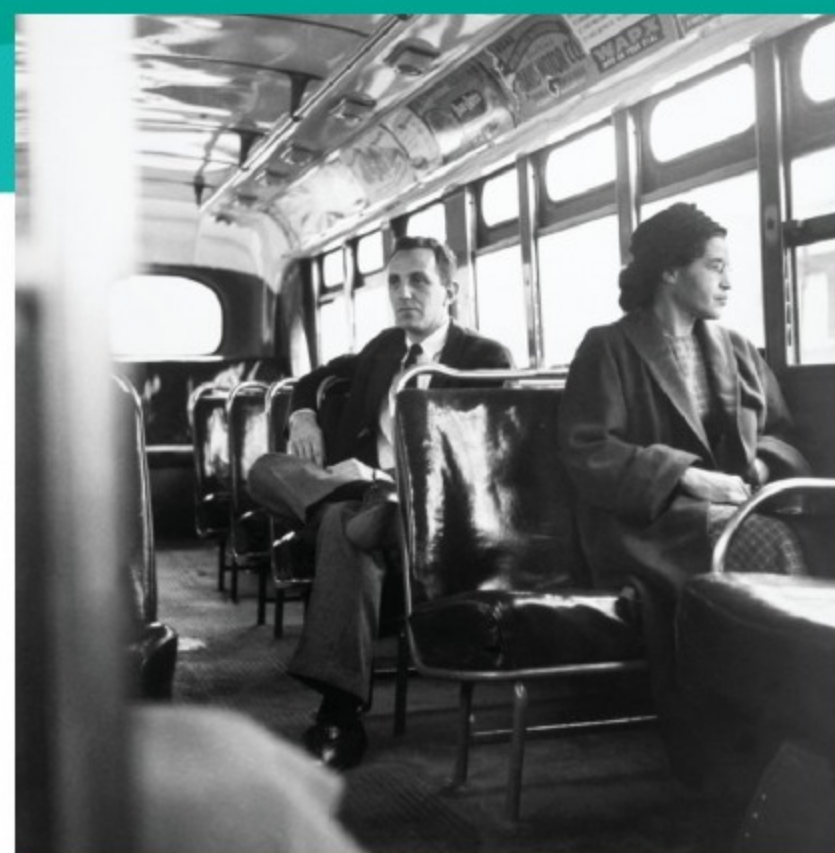
1 Read the articles and answer the questions.

- 1 What adjectives can you think of to describe the people in the articles?
- 2 How did their actions represent turning points?

TURNING POINTS

The Rosa Parks story

In the 1950s, when Rosa Parks was living in Alabama, in the US, black and white people didn't use to go to the same schools and sat in different areas in cafes, buses, and trains. When a bus was full, drivers used to ask black people to give their seats to white people. Rosa Parks traveled by bus, and when she was coming home from work one day, the driver asked her to give up her seat. She refused because she had worked hard all day. In interviews, Rosa later said that on that day she wasn't simply tired – she was tired of “giving in.” She was arrested for her refusal, and after this the black people in her town didn't take the buses for 13 months. This peaceful protest was one of the first events in the American civil rights movement, and eventually the laws changed.



Gutenberg changes the world

Imagine a world in which 95% of people cannot read. Johannes Gutenberg lived in this world, at a time when there were very few books because people had to write and copy them by hand. Ordinary people didn't use to read because they had no access to books. To make the situation worse, people used to write most books in Latin – the language of the rich and powerful. Then, in 1443 Gutenberg invented a machine that could produce many copies of a book quickly and cheaply. Within a few years, books, posters, and papers were printed in many languages. The fact that people could learn and share information led to rapid progress in science, culture, and education. This 15th-century invention changed the world in the same way that the internet changed it again five hundred years later.



Discover grammar Talking about past habits and situations

Student Book ► Page 115

Workbook ► Page 17

Used to expresses past habits or states that don't happen now. *Didn't use to* expresses current habits or states that didn't happen in the past.

2 Find examples of *used to* and *didn't use to* in the articles above to match the sentences below.

- | | |
|---|-------------------------------------|
| 1 People never went to the same schools. | 3 People didn't usually read. |
| 2 Drivers often asked black people to move. | 4 People wrote most books in Latin. |



3 Discuss the events below. Why were they turning points? How did they change what people used to do and think?

Before ... people used to ...

- | | |
|-------------------------------------|---|
| 1 the invention of the internet | 3 the first circumnavigation of the globe |
| 2 the discovery of how to make fire | 4 the invention of the wheel |

4 Think about ways in which your life has changed in the last ten years. Tell your partner about things you used to do or didn't use to do. Use the ideas below and your own ideas.

bedtime drink food free time games school sports

Discover grammar Telling stories about the past

Student Book ► Page 115

Workbook ► Page 17

We use the simple past, past continuous, and past perfect to give important information about the order or sequence of the events and the most important details in stories about the past.

5 Match the examples 1–3 with a–c.

- 1 ... she had worked hard all day.
- 2 ... when she was coming home from work one day,
- 3 ... the driver asked her to give up her seat.
- a an action in progress at a past time
- b a completed action
- c an action which happened before the main event

6 Imagine you were on the bus with Rosa Parks. Answer 1–3 with the simple past, past continuous, and past perfect.

- 1 Why had you taken the bus?
- 2 What was happening as you were getting on the bus?
- 3 How did you feel when Rosa refused to get up? Why?

**7 Look at the picture of the 1969 moon landing. Match answers a–h with questions 1–8. Then take turns telling the story of the moon landing using the simple past, past continuous, and past perfect.**

- 1 When did Apollo 11 leave Earth?
- 2 How long had the astronauts trained?
- 3 Who landed on the moon?
- 4 How many TV viewers were watching?
- 5 What did they do on the moon?
- 6 What was the third astronaut doing?
- 7 How long did they stay in space?
- 8 Why was this a turning point?
- a Took samples and did experiments
- b Approximately 530 million
- c Nobody had landed on the moon before.
- d Neil Armstrong and Edwin Aldrin
- e About 6 months
- f July 16th 1969
- g Nearly 200 hours
- h Waiting in orbit over the moon

**Discover
more**

SEARCH ONLINE for more information about the first moon landing, Rosa Parks, the Gutenberg printing press, or a different event you consider to be a turning point in world history. Tell the class what you learned.

Life skills
strategy

Finding and using multiple information sources

We can find different kinds of information from different sources. Locate and analyze a variety of sources to get a more complete picture of a situation or story.

- 1 Study the life skills strategy. Then read the presentation about how to use different sources. Which of the sources mentioned have you seen or used before now?

HEY, HISTORY HUNTERS

PRESENTATION 14: 12th June

Mr. Grant's Class 2A



An internet search is the simplest way to get historical information, but other sources can give you a different perspective. Here's a guide on where to look and what to look for both online and offline.

For information about people, search for a biography or autobiography. For information about population and society, try searching for a census or statistics about specific topics, such as marriage, diet, or education.

You can do your own research, too. For example, to find out what life was like in your neighborhood, why not do an interview with older residents or storekeepers? They might have interesting objects to show you, too.

Places like castles, museums, and galleries often have an online guide or a virtual tour, but if you can go there, a guided tour in the actual place is more fun.

A street name, sign, or plaque on a historic house, a statue or another kind of monument can all give you clues about the past.

Old maps, pictures, and newspapers can show what things looked like before. If you can't find any online, try looking in a library or museum.

Tourist offices also have helpful staff and are great places to pick up a map or a brochure about a historic site. If you don't have a local tourist office, check online for tourist information.

Finally, check out an augmented reality app.

They can bring history to life right on your phone!


[DOWNLOAD PRESENTATION](#)

Discover vocabulary Information sources

Student Book ► Page 114

Workbook ► Page 18

- 2 Look again at the information sources in the presentation. Which are ... ?

- the easiest and most difficult to find
- the most and least fun to use
- the most and least reliable

Listening
strategy

Listening for gist or detail

We listen for gist to understand the general idea of what people are saying and how they feel. Context, key words, and intonation can help us to do this.

We listen for detail when we need answers to specific questions such as: *Who did something? Why? When? How? Where?* We pay close attention and focus on the answers to these questions.



3 Study the listening strategy on page 20. Then listen to some students speaking and choose the correct options in 1–3. Do you need to listen for gist or for detail?

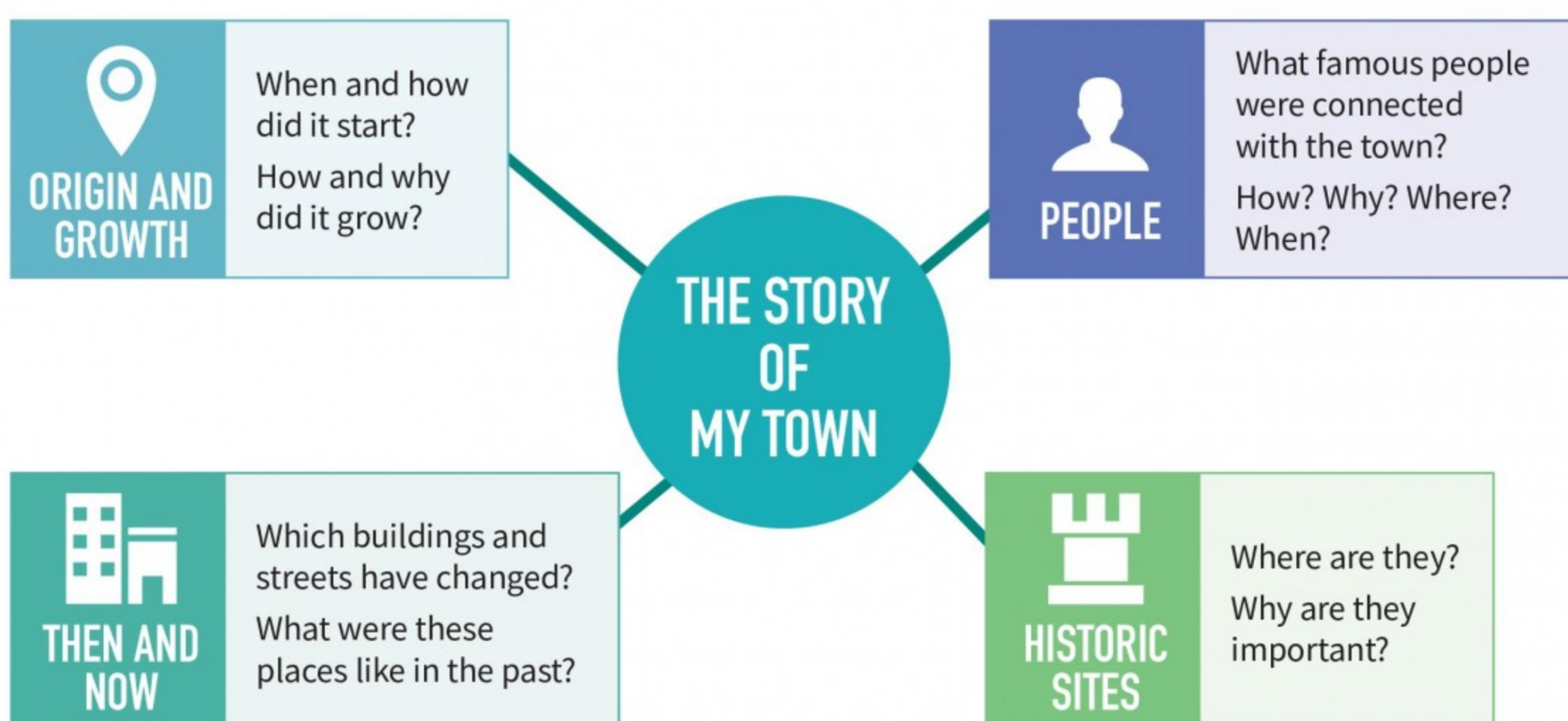
1.05

- 1 How many students are there?
a four b five c six
- 2 What are they doing?
a discussing b presenting c researching
- 3 What have they all found information about?
a stone circles b statistics c their town

4 Listen again. What does each person show to the others? What source did each person use?



5 Work in a group. Choose a town you would like to research. Then look at the mind map. Choose the questions you would like to answer about your town. Discuss the best sources to find the information in each section.



6 Use your phone or other resources to find the answers to the questions you chose. Present your findings to your group and use the key phrases to cite the sources you used.

Key phrases Citing sources

What I found out from the (plaque) was
According to the (guide)
The (picture) shows us that
It's clear from (the statistics) that
You can see from / in the (advertisement) that

7 REFLECT Which sources do you think gave the most interesting, surprising, or reliable information about the town you chose?

Discover more



SEARCH ONLINE for some of the best virtual tours. Choose one and watch it. Then tell the class about it.

Writing task



A blog post

Write a blog post about how you celebrate an important event in your country's history. Say why you think the celebration is important.

Understand the task

Writing strategy



Thinking about audience, purpose, and topic

Think about some key questions before you start to write. Use the word RAFT to help you remember the questions:

- **Role** What is your role as a writer? Are you writing to complain, argue, inform, give news?
- **Audience** Who are you writing for? What do they already know?
- **Format** What kind of text are you writing? A letter? An essay? What format does it require?
- **Topic** What aspects of the topic are you going to write about?

1 Study the writing strategy. Then read the blog post about how people celebrate Independence Day in Indonesia and answer the RAFT questions.

- 1 Why did Annisa write the blog post (R)?
- 2 How much does Annisa think that readers know about the tradition (A)?
- 3 How does Annisa follow the typical format of a blog post (F)?
.....
- 4 What's the topic of each paragraph in Annisa's blog post (T)? Choose from the topics below.
events food history importance national heroes politics
.....

HOME

ABOUT

SERVICES

BLOG

SEARCH



ANNISA'S INDONESIAN BLOG

AUGUST HARI MERDEKA

August 17 is a public holiday here in Indonesia because this is when we celebrate Hari Merdeka, which is Indonesian Independence Day. Indonesia declared its independence from the Netherlands on August 17, 1945 and then fought for four years until the Netherlands accepted the declaration. We celebrate this historic event in lots of different ways in every town and village.

Before the holiday, people prepare by decorating the streets and houses in red and white, our national colors, and preparing *kerupuk*, which are traditional snacks. Students also practice marching in school. On the actual day, there are formal flag ceremonies and marching processions to remember our national heroes. There are also less formal events, like games, races, and competitions. *Panjat pinang*, which is the hardest competition, involves climbing up a very slippery pole to get prizes at the top.

It's great that we have fun on this day, but I also think it's good to remember what happened in the past. The snacks, for example, remind us that the country was poor, and *panjat pinang* reminds us of the struggle for independence. All in all it's a happy day and an exciting time to visit the country if you're a tourist!

[PREVIOUS POSTS](#)
[NEXT POST](#)
[SHARE](#)
[COMMENT](#)


2 Think of a historical event which your country celebrates every year and write words or ideas about it. Before you start writing, answer the RAFT questions about your text.

3 LANGUAGE POINT We can use non-defining relative clauses to explain terminology. Find three examples in Annisa's blog post. What punctuation makes it easy to recognize them?

4 Write a first draft of your blog entry. Write three paragraphs using the topics below. Use non-defining clauses to explain specific terminology.

1 history **2** events **3** importance

5 Read through your first draft. Check and revise it if necessary. Then write your final draft.

- **Content** Did you research and check all the details of the celebration?
- **Organization** Did you follow the paragraph plan in exercise 4?
- **Style** Did you think about the RAFT questions?
- **Language** Did you explain any terminology with non-defining clauses?

How can we learn from the past?

How does the past shape the present?

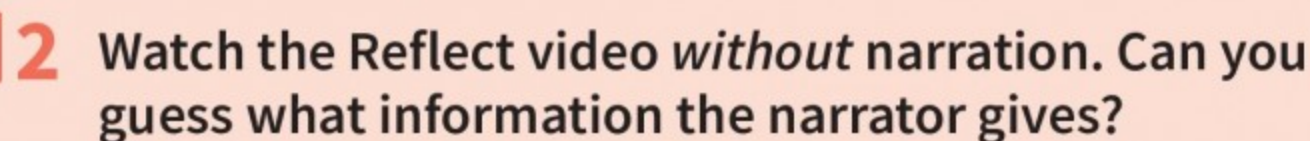
What can the past tell us?

What is a turning point in history?

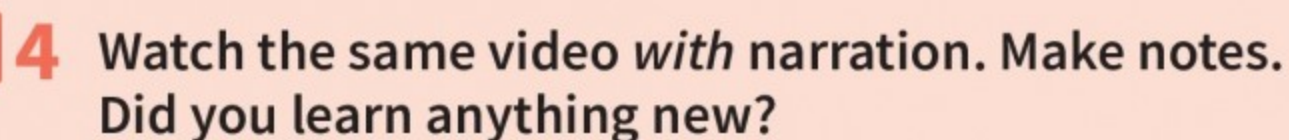
How can we find out more about the past?

How can we celebrate our history?

- 1** Think about your answers to the lesson questions. Make notes.



- ### 3 Work together and compare your ideas.



- 5** Discuss the lesson questions in pairs.

- 6** Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 23



I learned that turning points are events that create lasting impacts.

How do we research significant events from the past?

Project task

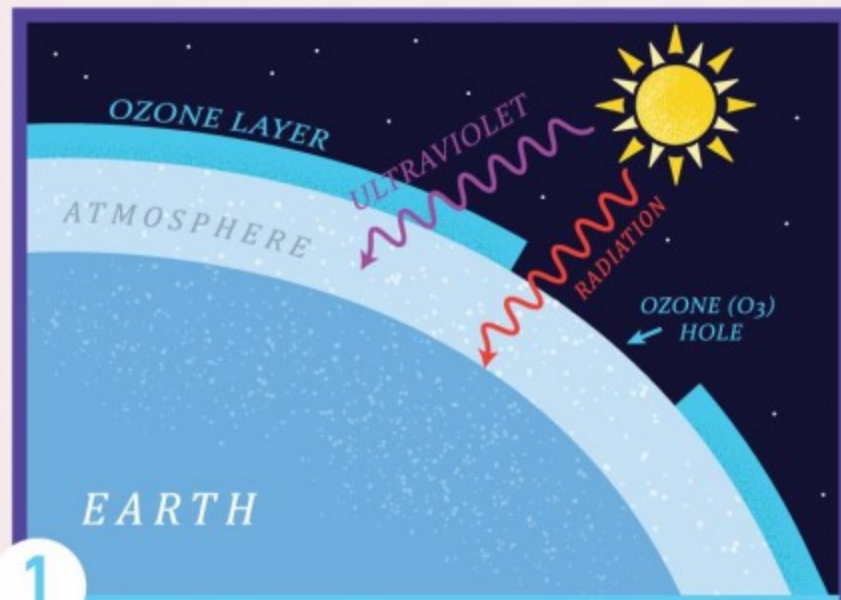


Giving a presentation

Work in groups and give a presentation about the historical context for a year of your choice. Research the significant events for that year on the internet. Prepare slides and a script for your presentation. Give your presentation to the class.

UNDERSTAND

- 1 Read the instructions for the project task above. What is the main aim of the project?
- 2 Study the research mind map for a presentation. Then match the events to the categories.
Environment Literature Movies Music Sports Technology
- 3 Which event do you think is the most significant? Why?



1

Scientists discovered a huge hole in the ozone layer above Australia.



2

J. K. Rowling published *Harry Potter and the Goblet of Fire*. At the time it was the fastest-selling book ever.



3

Ridley Scott's historical drama *Gladiator* was released. The movie won five Academy Awards including Best Picture and Best Actor for Russell Crowe.

2000 THE NEW MILLENNIUM



4

The Summer Olympic Games were held in Sydney, Australia. Taekwondo was added to the list of Olympic sports, and women competed in weightlifting for the first time.



5

Sony launched Playstation 2, which went on to become the bestselling video game console of all time.



6

The Annual Latin Grammy Awards were held for the first time for performances in Spanish and Portuguese.



4 Listen to Dan, Neve, Leon, and Lisa planning their presentation. Complete the table to answer the questions.

1.06

- Which categories do they decide to include?
- Who will be responsible for researching each category?

Category	Who	Category	Who

COLLABORATE AND PLAN



5 Work in groups. Make a list of six tasks in the *What?* column using the steps in exercises 6–10 to help you. Then complete the *Who?* and *When?* columns.

Task	What?	Who?	When?
1			
2			
3			
4			
5			
6			



6 Choose four categories to include in your group's presentation. Decide who will be responsible for each category and the best order to present them. Use the key phrases.

Discover more



SEARCH ONLINE and find out about significant events from one of the years below or one of your group's choice.

1900
the year you were born
the year you started school

Key phrases Allocating roles

Is it OK with everyone if I ... ?
(Lisa), you're good at / interested in
Why don't you ... ?
I'd rather ... than
Who likes / enjoys doing ... ?
I'd (really) like to
Would anyone mind if I ... ?
If you ..., I'll



7 Prepare your slides and write a script for your presentation. Include pictures, video, music, etc.

SHARE



8 Practice your group's presentation.



9 Give feedback and make any necessary changes to your slides or script.

PRESENT



10 Give your presentation to the class. Which year is the most interesting? Why?

Reflect

Work in groups. Think about your project and answer the questions.

- How could you improve the planning of your project?
- Which research was the most useful?
- Which tasks were you not able to complete on time? Why?
- How effective was your group's presentation?



VIDEO Learning about language

READING Visualizing

LANGUAGE IN USE Talking about experiences; finished and unfinished actions

LIFE SKILLS Communication: developing good conversation skills

SPEAKING Showing interest

WRITING Formal and informal writing

How do we **COMMUNICATE?**

A warm smile is the universal language of kindness. — William Arthur Ward

How do we use language?

- 1 Look at the picture and the quote. Does communication always involve words?



- 2 Work in groups. Discuss the answers to questions 1–7.

Languages

- 1 How many languages can you speak fluently if you are bilingual or multilingual?
- 2 Approximately how many languages are there in the world?
- 3 Which three languages have the most native speakers?
- 4 Why do languages become extinct?
- 5 Do animals use language to express thoughts and feelings?
- 6 How is an ideogram different from a letter in an alphabet?
- 7 How is the work of translators and interpreters different?

Discover vocabulary Talking about languages

Student Book ► Page 116

Workbook ► Page 26



- 3 Watch the Factflix video. Which of the questions from exercise 2 do Sofia and Zach answer? Were your answers correct?



- 4 Watch the video again. How do we use language? What uses do Sofia and Zach mention?



- 5 Work in pairs. Discuss the questions.

- 1 Why is it useful to learn languages?
- 2 What languages do you know and when do you use them?
- 3 Why are you learning English?
- 4 What's easy or difficult about learning a language?
- 5 What languages would you like to learn? Why?
- 6 What's the best way to learn a foreign language?
- 7 How many languages can you say *Hello!* in?

Key phrases Talking about languages

It's useful for (getting a job).

How do you say ... in ... ?

I like the sound of

I'd love to learn

I (only) know a bit of

I have / don't have trouble with (grammar).

I find it easy / difficult to

Discover
more



SEARCH ONLINE and find out how to say three useful phrases in a language you don't know. Learn your phrases and teach them to the class.

- 1 Look at the illustrations on page 29. Read the story quickly to identify what part of the text goes with which illustration.

Reading strategy



Visualizing

It's easier to understand what you read if you are able to transform the words into images to create a "brain movie." While you read, try to imagine what the people, places, and things look like. Use descriptions of gestures to understand what the characters think or feel.

- 2 Study the reading strategy. Then find the gestures 1–7 in the story and visualize them. What feeling does each gesture express?

- | | |
|-----------------------|--------------------------------|
| 1 shake your head | 5 bite your lip |
| 2 cross your arms | 6 hold your face in your hands |
| 3 go red | 7 roll your eyes |
| 4 raise your eyebrows | |



1.07

- 3 Read and listen to the story. Are the sentences 1–6 true (T) or false (F)? Explain your answers.

- 1 The students know Fitz's secret for seeing behind him.
- 2 Fitz could see Tracy Solomon talking from far away.
- 3 Fitz made a noise to signal what it was important to know.
- 4 Mary's silence surprised Fitz.
- 5 The class didn't move while Mary tried to think of the answer.
- 6 The students at the back of the class didn't see the mouse.

Discover vocabulary Words that are nouns and verbs

Student Book ► Page 116

Workbook ► Page 26

- 4 The words below all function as both nouns and verbs. Find them in the story and match them with the definitions 1–7. Then decide their function in the story: *noun*, *verb*, or *both*.

fidget high five laugh scream shout shrug stare

- 1 raise arms and hit palms of hands with another person to celebrate (noun / verb / both)
- 2 raise shoulders when you don't understand something (noun / verb / both)
- 3 speak loudly when angry or to attract attention (noun / verb / both)
- 4 look intensely at something / someone for a long time (noun / verb / both)
- 5 move around a lot when worried or nervous (noun / verb / both)
- 6 make a loud noise when very frightened (noun / verb / both)
- 7 make a noise when something is funny. (noun / verb / both)



- 5 **TALKING POINTS** Discuss the questions.

- 1 Why is it useful to understand gestures and body language?
- 2 How do we learn them?
- 3 Think of more examples of gestures and body language. What feeling does each of them express?

Discover more



SEARCH ONLINE and find out about greetings in different cultures. Tell the class what you discovered.

THE SPANISH LESSON

I will never in my life forget the Spanish words for mouse and crocodile. They are *ratón* and *cocodrilo*.

Mr. Fitzgerald or “Fitz” – our Spanish teacher – taught them to us. He was a very good teacher who also

5 possessed mysterious superpowers. One of these was his ability to know what was happening behind his back. Once, while Fitz was writing something on the board, Andrew Dolan passed a note to Lucy Watts and then they gave each other a
10 silent high five. They hadn’t made a sound, but without turning, Fitz immediately asked “Andrew? Lucy? Why were you celebrating? Is it your birthday? Shall we sing a song?” The two friends looked at each other and shrugged, shaking
15 their heads in disbelief. “Um, no sir,” said Andrew eventually. “Oh, that’s a shame, I like to sing,” said Fitz, as he continued writing.

Why did Mr. Fitzgerald ask the students these questions?

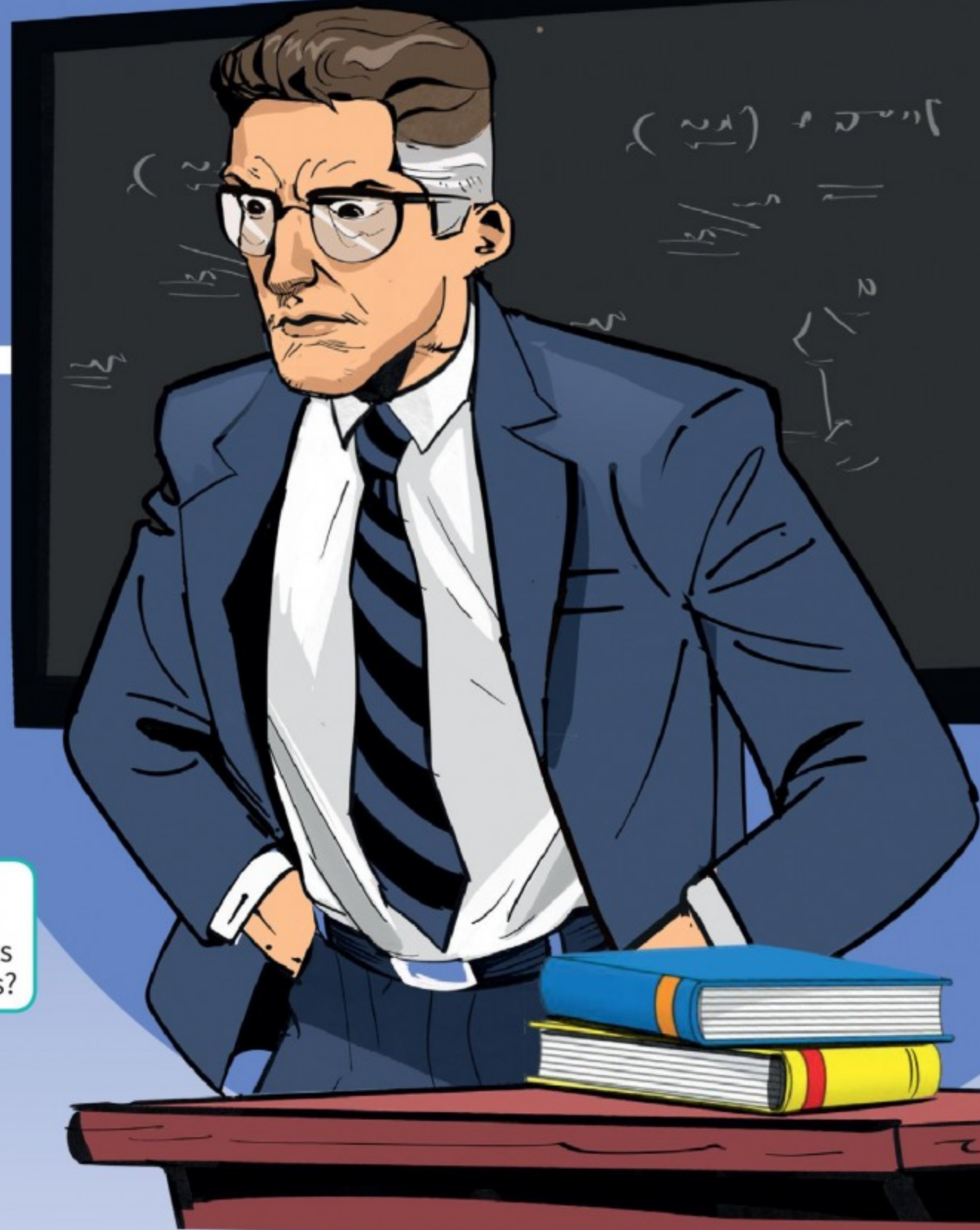
Mr. Fitzgerald’s second superpower was something we called “The Look.” Fitz never

20 shouted. He didn’t need to because The Look was a laser-like stare of overpowering intensity, which once silenced Tracy Solomon at a distance of 15 meters. The Look wasn’t often

How did Mr. Fitzgerald keep the class under control?

25 necessary because Fitz’s body language gave very clear indications of his thoughts. Tapping one foot on the ground while he was holding his chin meant, “You need to study this.” Crossing his arms and looking around the class meant, “Someone is irritating me.”

30 Finally, putting his hands on his hips and taking one step forward meant, “The Look is coming. Be quiet or you’ll regret it.” This warning never failed.



Fitz’s final superpower was knowing exactly which students had not done the
35 homework. I didn’t usually worry about this because I almost always did my homework. However, one day I didn’t do it, and he knew.

Why did Mr. Fitzgerald call on students who hadn’t done the homework?

“Who can translate the last sentence?” he asked.

40 If you haven’t done your homework, you usually avoid the teacher’s eye. You try to make yourself small and hide behind the student in front of you. Another technique is to look busy by searching for things in your bag. I just went red, and Fitz saw me.

45 “Mary Lambert, please.”

I froze. My heart sank and I couldn’t move or speak. As 29 other students looked in my direction, my cheeks started burning. My mouth opened but no words came out.

Fitz raised his eyebrows. “Mary? Number six please.”

50 I nodded. Then I bit my lip and looked at the ceiling, hoping that the answer might appear there. It didn’t. I wanted to disappear, but that didn’t happen either. The silence seemed to last for hours, but it was probably five or six seconds. The other students started to fidget
55 nervously, worried that Fitz might call their name instead. Then something magical happened. A girl in the front row suddenly held her face in her hands and screamed. Arms flew up at the front of the class and people stood on chairs. At the back, people tried to see the cause of the scream
60 and the chaos, which was ... a mouse. We all discovered this when Fitz rolled his eyes in disbelief and exclaimed “It’s a mouse, not a crocodile!” Then he laughed as he translated into Spanish “*Es un ratón, no un cocodrilo*.” At that moment the bell rang for the end of the lesson, and
65 I started breathing again.

If I ever see a mouse now, I laugh and repeat Fitz’s sentence. In Spanish, of course.

Why did Mr. Fitzgerald think the situation was funny?



1 Read the postcard and article and answer the questions.

- 1 Why is Joey's grandmother in Australia?
- 2 How does Joey usually contact his grandmother?
- 3 Why do people write fewer letters now?
- 4 What's the disadvantage of messaging?

Greetings from



Dear Joey,

Sorry I haven't written for awhile. We arrived in Australia three weeks ago and we've been very busy. As you know, we've been looking for a place to live. I'm writing because we've bought a nice apartment near the coast!

I found this picture of a koala and I thought you'd like it. Have you been working hard in school? I hope so. You know we're very proud of you!

If you get a moment, why don't you write? Your mom has our address and I'd love to hear from you. I know it's easier to text or Skype, but the surprise of getting a letter really makes my day!

Bye for now. Lots of love,
Granny

J S

48

Che

Glo

GLE

THE DEATH OF
LETTERS

Have you ever written a letter?
If you're a teenager, the answer
is possibly "No, I haven't."

A recent survey by the stationery company Bic reports that 33% of teenagers have never written a letter and that 58% of teens think that handwriting is "too slow." In recent years, people have been sending fewer and fewer letters, but at the same time they've been sending more and more emails and text messages. For example, according to the US Post Office, people in the USA sent 50% fewer letters in 2017 than they did in 2007, but digital services like Gmail, Snapchat, and Twitter became much more popular over the same period.

This is worrying some teachers, who say that texting and messaging have been affecting how students write essays. A survey by the Pew Internet & American Life Project found that 64% of US students use texting slang in their schoolwork. Maybe we all need to write letters again instead of so many texts.

Discover grammar Talking about experiences: finished and unfinished actions

Student Book ► Page 117

Workbook ► Page 27

We use the simple past for events relevant to the past only. We use the present perfect for news and events relevant to the past and now. We use the present perfect continuous for actions in progress in the past and now.

2 Study the examples 1–3 from the postcard and match them with the descriptions a–c. Then find more examples of each verb tense in the article. Why has the writer used that tense in each case?

- | | |
|--|---|
| 1 I haven't written for a while. | a an action relevant to the past only |
| 2 We arrived in Australia three weeks ago. | b an action relevant to the past and now |
| 3 ... we've been looking for a place to live. | c an action in progress in the past and now |



3 In pairs, study each picture and answer the questions.

TEST YOUR SELFIE AWARENESS!

For each picture, can you say ... ?

- what the news is
- what the people have been doing
- where the people are



4 Work in groups. Read the survey and think of your answers for each section A–D. Can you think of any more questions? Then take turns to ask and answer the questions. Make a note of the responses so you can report them to the class.

COMMUNICATION SURVEY

How do mobile apps affect concentration and interaction?



A Which App?

- 1 Which app do you use most for messaging? Why?
- 2 How long have you been using this app?



B Mobiles and manners

- 1 Have you ever used your cell phone during a meal with others? If so, who were you with and where?
- 2 Have you ever interrupted a conversation to write a message? If so, was it really necessary?



C Communication or distraction?

- 1 How many times have you looked at your phone today?
- 2 How many times was it really necessary?



D Talk or text?

- 1 How did you contact your friends before you had a cell phone?
- 2 Have you ever texted someone who was next to you? Why?
- 3 What's the longest conversation you've had this week? What can you remember about it?
- 4 What's the longest text chat you've had this week? What can you remember about it?



5 Discuss the results of your surveys as a class and decide what they mean. How do you think mobile technology is affecting communication?

6 Imagine you are writing a letter to someone you haven't had contact with for a long time. Give them news about your activities since you were last in touch. Use the simple past, present perfect, and present perfect continuous.

Discover
more



SEARCH ONLINE and find out about the history of one of these means of communication.
emojis text messages video calling

Life skills
strategy

Developing good conversation skills

The success of a conversation depends on more than the ability to speak and understand. It also depends on how you interact. Conversation requires active participation: speaking, listening, and reacting to other people.

- 1** Study the life skills strategy. Then think about how you usually answer these questions. How can your answers be better?

How are you?

Did you see the soccer game on TV?

How was your day at school?

- 2** Read 1–10 below and check (✓) or put an X by the Conversation DOs and DON'Ts.

Conversation DOs and DON'Ts

- 1 Only talk about yourself. ☐
- 2 Show interest with gestures. ☐
- 3 React to what people say and ask questions to find out more. ☐
- 4 Be polite and patient so others can speak. ☐
- 5 Ignore people who want to join the conversation. ☐
- 6 Focus on people who are speaking. ☐
- 7 Look around you during the conversation. ☐
- 8 Repeat or explain if someone doesn't understand. ☐
- 9 Look at your phone if you get a message. ☐
- 10 Interrupt the speaker to give your opinion. ☐



- 3** Work in pairs and compare your answers from exercise 2. Then answer the questions.

- 1 In your opinion, which DOs are the most important?
- 2 Which DON'Ts annoy you the most?
- 3 Can you think of any more DOs and DON'Ts for good conversation?

Discover vocabulary Conversation and communication

Student Book ► Page 116

Workbook ► Page 28



1.08

- 4** Listen to three conversations. After each one, say if the conversation was *very successful*, *pretty successful*, or *not successful*. Explain your answers using ideas from the table in exercise 2.

- 1 Emily and Ed
- 2 Mrs. Lane and Connor
- 3 Sara and Max

- 5** Listen again and take notes. What do you know about each person by the end of the conversations? Which pair of people exchanged the most information?

Speaking strategy



Showing interest

If we show interest in what the speaker is saying, this motivates them to communicate more. We can express interest by:

- using body language
- asking questions
- using phrases that show interest



1.09

6 Study the speaking strategy. Then listen to six people and choose an appropriate phrase for showing interest to reply with.

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

Key phrases Showing interest

Really? / Oh yes?

That's interesting / amazing / weird!

What / How about you?

Where / When / Why / Who / was that, then?

I know what you mean.

So tell me



7 Work in pairs or small groups. Look at *Tell Me About ...* and take turns to start conversations. Use the key phrases to show interest in what the others say.

TELL ME ABOUT...

a celebration you enjoyed

the last time you went to the dentist

your hobbies

a concert you went to

a place you like

the last vacation you had

a film you enjoyed

what you did last weekend

your family

8 REFLECT Are you a good conversationalist? What do you do well? How can you improve?

Discover more



SEARCH ONLINE to find conversation starters to help create interesting and memorable conversations. Choose your three favorites and try them in class.

Writing task



An email to someone you don't know

Write an email to an exchange student from another country. The student is going to live with your family for a week and study at your school. Introduce yourself and give the student some useful information.

Understand the task

- 1 Read the writing task. Why is an email better than a text message in this case? How does writing to someone you don't know influence how you write?

Writing strategy



Formal and informal writing

We can write to people in a formal, neutral, or informal way. The style we choose depends on why we are writing and our relationship with the person we are writing to.

- 2 Study the writing strategy. Then read the correspondence A–C and decide if the style of each is formal, neutral, or informal. What style is best for the email in the writing task? Why?
- 3 Look again at A–C. Which of them include each of the features below? Write A, B, or C for 1–9. In some cases there are two answers.

- | | | |
|------------------------------|---------------------|--------------------------------|
| 1 contractions | 4 imperatives | 7 formal language |
| 2 incomplete sentences | 5 emojis | 8 first name and surname |
| 3 informal language | 6 paragraphs | 9 semi-formal language |

A

Hey, Sam

Just got a letter from the school office! You too? I'm going to Florence! How cool is that? Lucky Florence LOL 🙌. Really hope we're in the same town 😊 Any news???? Text me if you hear anything OK? Talk soon

Dan

B

Dear Mr. Hooper,

We are writing to you regarding the School's Language Exchange Program. We are pleased to inform you that we are able to offer Daniel a place in this year's program. The following are details of the placement:

School: LICEO MONTEVERDI, Florence
Exchange Partner: Paolo Morini
Date of visit: June 10–17

We expect the Italian exchange partners to be with us in February, and we will be writing to you with details of their visit within the next few days.

Please do not hesitate to contact us if you need any further information.

Yours sincerely,

Bill Ross

Head of Languages

C

To Daniel

From Paolo

Dear Daniel,

My name is Paolo Morini and I study English at a secondary school in Florence, Italy. My teacher gave me your name and email address because you are my partner in the School Languages Exchange Program this year. It's great news, and I'm just writing to say hello and to say that I'm very excited we'll have the chance to do the exchange.

On my plan it says that I will study at your school in February and then you will come to Florence in June. February is very soon, so I'm pretty nervous! Is there anything you can tell me about your home and family? Is your school very big? I'm really looking forward to hearing from you.

Let me know if you need any information about Florence.

Best wishes,

Paolo

- 4 LANGUAGE POINT** Study the highlighted phrases in A–C on page 34. Find the phrases with similar meanings. Is each phrase formal (F), neutral (N), or informal (I)?

Hey, Sam ☐ = ☐ = ☐
 How cool is that? ☐ = ☐ = ☐
 Text me ☐ = ☐ = ☐
 Talk soon ☐ = ☐ = ☐
 We are writing to you regarding ☐ = ☐

Think and plan

- 5** Read the email from Paolo again. Take notes about the kind of information you will need to include in your reply.

Write a first draft

- 6** Write your email to Paolo. Follow the instructions in the writing task. Introduce yourself, answer the questions from the email, and ask any questions you have. Identify what phrases to use in your email.

Review and edit

- 7** Read through your first draft. Check it and revise it if necessary. Then write your final draft.
- **Content** Did you respond to the queries in the email and ask your own questions?
 - **Organization** Is your email organized into logical paragraphs?
 - **Style** Did you use the correct phrases in your email?

Reflect

How do we communicate?

- How do we use language?
- How can we communicate without words?
- How is communication changing?

- What makes a good conversation?
- How do we write to different people?

- 1** Think about your answers to the lesson questions. Make notes.

- 2** Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

- 3** Work together and compare your ideas.

- 4** Watch the same video *with* narration. Make notes. Did you learn anything new?

- 5** Discuss the lesson questions in pairs.

- 6** Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 33



I learned that 55% of communication is nonverbal.



VIDEO How photography has changed

READING Identifying an author's viewpoint

LANGUAGE IN USE Deducing and checking meaning

LIFE SKILLS Social and cultural awareness: using and sharing pictures online

LISTENING Decoding connected speech: linking

WRITING Structuring a news story

How do we use PICTURES?

Now we can take pictures of almost anything. What kind of animal do you think this is? What size do you imagine it is? What do you take pictures of?



Why do we take pictures?

1 Look at the picture and discuss the question on page 36.

2 Work in groups. Choose answers for questions 1–6.

Photography facts

- 1 When was the oldest surviving picture taken?
a 1726 b 1826 c 1926
- 2 When could people first buy film cameras?
a 1788 b 1888 c 1988
- 3 What do we call an informal picture of something?
a selfie b portrait c snapshot
- 4 How did people first share pictures?
a They posted them online. c They sent them using email.
b They printed them.
- 5 Which kinds of photography do people pay the most for?
a artistic photography c photojournalism
b fashion photography
- 6 How many pictures do we share online every day?
a less than one million c about two billion
b over two million

Discover vocabulary Photography

Student Book ► Page 118

Workbook ► Page 36

3 Watch the Factflix video and check your answers to the questions in exercise 2.

4 Watch the video again. What are the reasons given for why people take pictures?



5 Look at the pictures on page 39. Take turns to describe them. Who do you think took them and why?

Key phrases Describing pictures

It's out of focus / blurry.

I can't make it out clearly, but it looks like

In the foreground / background ...

On the left / right ...

You can't really tell what that is.

6 Discuss the questions.

- 1 What pictures do you most enjoy taking and looking at?
- 2 Why do some people love taking pictures of themselves?

Discover more



SEARCH ONLINE for a **famous photographer** from your country. What's your opinion of their work?

1 How do you feel about photography? Choose the option from each pair 1–4 that best expresses your opinion.

- | | |
|--------------------------------------|---|
| 1 a Pictures can be very powerful. | 3 a We prefer snapshots to serious photography. |
| b Pictures are always very powerful. | b We prefer serious photography to snapshots. |
| 2 a We don't see enough pictures. | 4 a Images affect us more due to the media. |
| b We see too many pictures. | b Images affect us less due to the media. |

Reading strategy



Identifying an author's viewpoint

The author's viewpoint is how he/she presents a topic. When you read an article or essay, try to identify what the author thinks about the topic. Is the author impartial? The author's choice of language and facts can help us to understand this.

2 Study the reading strategy and read the article on page 39. What is the author's viewpoint for the options 1–4 in exercise 1?



1.10

3 Read and listen to the article. Answer the questions.

- The author mentions the powers of pictures. What are they?
- What can be "extraordinary" about blockbuster movies? Why can they become "ordinary"?
- According to the author, how do marketing images affect us?
- Why does the author think that we don't focus for long on pictures?
- Why can pictures seem "more stressful than wonderful"?
- What does the author think of the quality of pictures on social media?

Discover vocabulary Compound adjectives: noun + present participle

Student Book ► Page 118

Workbook ► Page 36

4 Find the adjectives below in the article. Then match each adjective with definitions 1–6.

breathtaking eye-popping heartbreaking mind-numbing neverending
thought-provoking

- | | |
|----------------------------------|---------------------|
| 1 continue a long time | 4 very sad |
| 2 visually stimulating | 5 very boring |
| 3 with overpowering impact | 6 interesting |



5 Rewrite the sentences by creating a compound adjective from the highlighted words.

- It's a dish that makes my mouth water.
It's a mouth-watering dish.
- That story warmed my heart.
- Those athletes break records.
- That kind of shark can eat a man.



6 TALKING POINTS Discuss the questions.

- Do you agree with the author's viewpoint? Why? / Why not?
- Do you think we take too many pictures? Why? / Why not?

Discover more



SEARCH ONLINE for **thought-provoking pictures** in one of the categories below. Choose your favorites, show them to the class, and say why you like them.

advertising portrait press travel wildlife



OVEREXPOSURE

Have pictures lost their **magic**?

Why do you think the author uses the word “bombardment”?

How are images “at our fingertips”?

A photograph has the power to transport us to places where we have never been and might never go. Today’s armchair travelers can navigate neverending worlds of
5 amazing images. We have the breathtaking beauty of the universe at our fingertips: from a single virus to a spectacular, distant galaxy; from lost jungle tribes to life in the deepest ocean. We can see images of
10 places, people, and creatures that previous generations couldn’t even imagine.

How can pictures in propaganda and advertising deceive us?

A picture also has the power to reach into our hearts and minds. Photojournalism brings heartbreaking truths to our screens
15 every day: a starving child, a bomb attack, a dying bird. An image can start a campaign or change the course of a war. Finally, the pictures in propaganda and advertising have the power to deceive
20 us and make us buy things. Pictures can manipulate us because we believe what we see more than we believe what we hear.

What kind of movie is the author referring to?

So, photographs have marvelous powers, but are we still under their spell?
25 Nowadays we see so many pictures that perhaps we don’t notice what is extraordinary about them anymore, or we don’t care because we’ve seen it all before. It’s like those blockbuster movies. The eye-
30 popping special effects amaze us for the first two minutes, but then they just seem normal. This is what happens when the extraordinary becomes ordinary. We lose our sense of wonder.

Part of the problem is that there are simply
35 so many pictures. Approximately two billion pictures are posted every day. It’s a huge number. Recent research suggests that we can feel anxious trying to keep up
40 with all the pictures that we post, view, “like”, and comment on. When we are drowning in a flood of pictures, they can become more stressful than wonderful.

Then there’s the constant
45 bombardment of images in the news and advertising. It has been estimated that some people see as many as 3,500 marketing messages a day. Interestingly, it has also been found that 99% of those
50 images make little or no impact on us. We are immune to their magic. Pictures have become mind-numbing instead of thought-provoking. Let’s be honest – most of the pictures that we see on a daily basis aren’t all that wonderful anyway. They are mostly everyday snapshots
55 of people’s lives: selfies, cats, families, and friends. Which pictures reach record-breaking numbers of views on picture sharing sites? They are usually of celebrities, usually with their new babies. Nice, but not powerful.

The artist Joan Miró once said “You can look at a picture
60 for a week and never think of it again. You can also look at a picture for a second and think of it all your life.” It seems the time has come when we don’t remember pictures for over a second. In that second we look, we “like”, and we forget. Try to picture in your mind the
65 last image that really impressed you. Can you remember it? I doubt it. The power has gone.

How does the author involve the reader in this paragraph?



Why do people alter pictures?



1 Read and listen to two students discussing the pictures below. Then answer the questions.

1.11

- Where do the students think the pictures are from?
- What are the students' opinions about retouching pictures on social media and in advertisements? Do you agree?

- Tonya** We need to comment on those pictures for homework. Here's the first one. Where do you think it comes from?
- Pavel** I think this **could** be a profile picture from social media.
- Tonya** I don't know. It **might** be an advert for a hair product. Anyway, it **must** be retouched. Look at his skin – it's perfect.
- Pavel** How do you know? He seems pretty natural, doesn't he? He **might** just have really good skin.
- Tonya** Maybe, but it isn't a problem if he altered it, is it?
- Pavel** So you think it's OK to modify pictures for social media?
- Tonya** Well, we all know that people do it.
- Pavel** Yes, sure. A lot of apps have "beauty" settings now, don't they? One click on the picture and you have perfect skin.
- Tonya** That's true. What about this picture?



- Pavel** Well, this is more creative. You **might** see this kind of image on a poster or in publicity. That **can't** be an actual picture, can it?
- Tonya** No. They definitely altered it, didn't they? It **must** be for an ad or a poster.
- Pavel** And are you OK with retouched pictures in publicity?
- Tonya** Well, this kind of image is fine because it's obvious. It's artistic, too. Retouching is only a problem when they use it to make you think a product will make you attractive.
- Pavel** Yes, I agree.

Discover grammar Question tags

Student Book ► Page 119

Workbook ► Page 36

When we speak, we use a question tag with rising intonation to check information when we're uncertain. We can also use a question tag with falling intonation to show we're certain.



2 Listen to the question tags from the discussion. For 1–5 decide if each speaker is certain or uncertain.

1.12

- He seems pretty natural, doesn't he?
- It isn't a problem if he altered it, is it?
- A lot of apps have "beauty settings" now, don't they?
- That can't be an actual picture, can it?
- They definitely altered it, didn't they?

3 Look at the opinions about retouched pictures. Circle the options you agree with.

Manipulating images is / isn't very common.

Everyone / Not everyone does it.

It's the same / It isn't the same as lying.

We all need / don't all need to look beautiful.

All / Not all pictures of models are retouched.

Magazines need to / don't need to tell us which pictures are altered.

4 Take turns to express opinions from exercise 3. Include question tags with rising or falling intonation.

A *Manipulating images is very common, isn't it?* ↓

B *Yes, I think it is. I see it all the time. I think everyone ...*

Discover grammar Modal verbs for possibility and deduction

Student Book ► Page 119

Workbook ► Page 37

We can use modal verbs to say how sure we are about something and also to suggest different possibilities.

5 Study the **highlighted** modal verbs in the discussion on page 40. Which verbs do the people use when they are certain about something? Which verbs do they use when they're uncertain or to suggest possibilities?

6 Work in pairs. Look at pictures A–D and discuss the questions. For each question, say what you feel is certain and uncertain. Use *might*, *could*, *must*, and *can't*.

- 1 What can you see in the picture? What is happening?
- 2 Where is the picture from? Social media, an advertisement, an announcement, a public campaign, a book, a movie poster, or a news site?
- 3 Do you think that the picture is retouched? Why? / Why not?
- 4 What's the aim of the photographer? Why did they take the picture and alter it this way?



Discover more



SEARCH ONLINE and find out about one of the famous photographers below. Tell the class what you found out.

Ansel Adams Henri Cartier-Bresson Anne Geddes Vivian Maier

Life skills
strategy

Social and cultural awareness: sharing pictures online

Before sharing pictures online, it's important to know who owns the pictures and if we are allowed to share them. It's also important to consider other people's feelings and reactions before commenting on pictures.

- 1 Study the life skills strategy. Then read the *Fair Share Questionnaire* and compare your answers.

☰

☑

☒

☰

»

👁

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🕒

THE FAIR SHARE QUESTIONNAIRE

What do you think about sharing pictures? Write yes or no for 1–8.

Is it OK to share a picture when ... ?

- 1 ... it might be embarrassing for someone now or in the future
- 2 ... you give contact details with it, like full name, address, or the name of a school
- 3 ... you tag the picture with a private address
- 4 ... someone has asked you to remove or not share the picture
- 5 ... you don't know if the picture is protected by copyright
- 6 ... you have permission to use the picture
- 7 ... you know the privacy settings and who can access the picture
- 8 ... the place where you want to post it might not be secure

A

Nick: Emma having a bad morning 😊

5 likes 3 comments

B

C

submit results

Discover vocabulary **Sharing pictures**

Student Book ► Page 118

Workbook ► Page 38



1.13

- 2 Look at pictures A–C and listen to a podcast. In which order do the presenters discuss the pictures?
- 3 Listen again and look at the *Fair Share Questionnaire*. Which of the situations do the presenters discuss, and what do they say about them?

Listening
strategy

Decoding connected speech: linking

When we listen to people speaking in English, it isn't always easy to know where one word ends and the next word begins. Some words become connected when people speak, so it's useful to practice listening for word boundaries.

- 4** Study the listening strategy. Then look at an example from the podcast. Why do you think the words link together as shown?

We've actually had a lot of questions about it.

- 5** Study four more examples from the podcast and insert the symbol ◡ where you think words become connected when people speak.

- 1 Sometimes it says online that everyone has permission to use the picture.
- 2 This is a picture of a girl called Emma.
- 3 Netiquette is correct Internet behavior, isn't it?
- 4 You need the owner's permission to share an image that isn't yours.



1.14



- 6** Listen and check your answers for exercise 5.

- 7** Work in groups. Look at pictures A–E. Say if you think it's fine to share them, and say why or why not.



Key phrases Commenting on pictures

That's so cute / nice / funny!

That's such a(n) cool / awful picture.

How cute / embarrassing!

What a great / horrible/ amazing picture / shot.

- 8 REFLECT** Think about the pictures you and your friends usually share. Do they follow the rules in the *Fair Share Questionnaire*?

Discover
more

SEARCH ONLINE for the most liked pictures on social media. Do they have anything in common?

Writing
task

A news story

Write a short news story based on the pictures provided.

Understand the task

- 1 Read the writing task and answer the questions.**
 - 1 What kind of information do you usually find in a news story?
 - 2 How do pictures help to make the story more interesting and easier to understand?
- 2 Read the news story and discuss the questions. How do the pictures help you to answer them?**
 - 1 Why do you think the rescue was “a slow process”?
 - 2 What do you think were the “scary moments” for John Cline?
 - 3 What adjectives would you use to describe this experience?

Cable Car Drama

TOP STORY

There was drama in the French Alps yesterday morning when a cable car stopped working, leaving six passengers trapped for nearly two hours.

The problem occurred at the popular ski resort of Cortainebleu at around 10:30 a.m., when a mechanical failure caused the cable car to stop suddenly. Engineers were not able to fix the problem immediately, and they called an emergency helicopter. The helicopter quickly arrived at the scene, but it was a slow process to safely rescue the six passengers who were trapped in the cable car. “There were some really scary moments,” said John Cline, on vacation from Manchester. “I was very happy to get into the helicopter and then return to the ski station,” he said.

Three hours after the rescue, mechanics were able to fix the problem. The cable car is now working normally again. Representatives from the ski resort say that all of the passengers who were rescued were never in danger and are all safe and well.



Think and plan

Writing
strategy

Structuring a news story

The paragraphs in a news story organize the ideas into a clear structure. The first paragraph introduces the story. The following paragraph(s) give more information. The final paragraph concludes the story.

- 3 Study the writing strategy and read the news story again. What is the purpose of each paragraph in the story? Match a–c with paragraphs 1–3 and say which paragraph is longest.**

paragraph 1	a Give an update after the event and say what the situation is now.
paragraph 2	b Give a short summary of what happened, where, when, to whom, and why.
paragraph 3	c Give details about what happened and what people said about the event.

- 4 Look at the picture and invent a news story for it. Use the structure in exercise 3 to make notes for each paragraph.

Write a first draft

- 5 **LANGUAGE POINT** Find two direct quotes in the news story on page 44. How does the writer punctuate each of them? Invent direct quotes to add to your first draft.
- 6 Write a first draft of your story. Use the paragraph plan and your notes from exercise 4.

Review and edit

- 7 Read through your first draft. Check it and revise it if necessary. Then write your final draft.
- **Content** Does your story explain the events in the picture and what happened afterwards?
 - **Organization** Do the paragraphs in your story follow the structure in exercise 3?
 - **Style** Did you include direct quotes and punctuate them correctly?



Reflect

How do we use pictures?

Why do we take pictures?

How do pictures make us feel?

Why do people alter pictures?

How can we best share pictures?

What do pictures add to a news story?

- 1 Think about your answers to the lesson questions. Make notes.

- 2 Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

- 3 Work together and compare your ideas.

- 4 Watch the same video *with* narration. Make notes. Did you learn anything new?

- 5 Discuss the lesson questions in pairs.

- 6 Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 43



I learned that our brains are very sensitive to images.

Project
task

Creating a video

Work in groups and create a video to tell a simple story through mime. Write a script for the video, then research how to communicate the script by using facial expressions and body language rather than words. Rehearse the scene, then film it. Present your video to the class. Can they understand the plot without any words?

UNDERSTAND

- 1 Read the instructions for the project task above. What is the main aim of the project?
- 2 Read the text below and look at the pictures. Answer the questions.
 - 1 In what kind of places have performers used mime since it began?
 - 2 What feelings do you think the people in the pictures are trying to convey?
 - 3 How do their facial expressions and body language show you how they feel?
 - 4 What may have just happened to make the people feel this way?

A



B



C



D



The History of Mime

Miming involves using body language and facial expression to act out a story without speaking. Indian and Japanese cultures have their own miming traditions, but in Western culture, mime began in Ancient Greece. From there it spread to Italy and France, where it became common in street performances. It became an art form in the early 1800s, when actors started using mime in theatres.

Mime played a key role in the first movies of the 1890s. Actors had to use exaggerated body movements instead of words to convey the story because the movies were made without sound. Once the "talkies" arrived in the late 1920s, miming became less important, although silent actors like Charlie Chaplin continued to make movies.

Mime is still a popular art form today, especially in street theater. Actors often wear tight black and white clothes and use white makeup on their faces. Traditionally, mimes have always been completely silent, but nowadays performers sometimes use sounds while they're performing. However, like the original mimes of Ancient Greece, words still play no part in the performance.



1.15

- 3 Listen to four students discussing ideas for their video. What is the plot of their story? What feelings and actions do they need to communicate in each scene to tell the story? Complete the table.

Scene	Feelings	Actions
1		
2		
3		
4		

COLLABORATE AND PLAN

- 4** Work in groups. Make a list of six tasks in the *What?* column using the steps in exercises 5–10 to help you. Then complete the *Who?* and *When?* columns.

Task	What?	Who?	When?
1			
2			
3			
4			
5			
6			

- 5** Work in groups. Choose one of the plots below for your video or use your own idea. Decide on four scenes and make notes about the feelings and actions you need to communicate in the story. Use the key phrases.

giving someone a present helping someone catch a fish offering to carry someone's suitcase
serving someone a meal

Discover more



SEARCH ONLINE and find examples of how to mime emotions and activities to use in your video.



- 6** Allocate roles to the students in your group: the director, camera operator, and two actors. In pairs, write the miming instructions for each character.

SHARE

- 7** Work in groups. Rehearse your video.



- 8** Give feedback on each character's representation of the feelings and actions they need to convey in the video.

- 9** Work together to film your video.

PRESENT



- 10** Present your video to the class. Can the other groups identify the feelings and actions in the video? Did the video successfully communicate the story?

Key phrases Speculating

I guess they'll be feeling (relaxed) if

They must be feeling) ... if

How do you think they'll be feeling?

They'll / probably / definitely be (feeling)

They can't be

Maybe they'll (make a surprised noise).

They might be (feeling)

Perhaps they'll be

Reflect

Work in groups. Think about your project and answer the questions.

- How could you improve the planning of your project?
- Which tasks were you not able to complete on time? Why?
- Which research was the most useful?
- How effective was your group's video?



VIDEO Learning about different kinds of travelers

READING Finding information in a report

LANGUAGE IN USE Talking about the future

LIFE SKILLS Being prepared to travel

LISTENING Listening for specific information

WRITING Using a theme to develop a topic

Why do people TRAVEL?

These days everyone is a traveler and an explorer.

What trips do we make?

- 1 Look at the comment on page 48. Do you agree? Why? / Why not?
- 2 Match the different kinds of traveler below with the categories 1–5. You can match some words with more than one category.

adventurer backpacker commuter explorer immigrant
motorist nomad passenger refugee tourist

Which kind of traveler?

- 1 Someone who travels a short distance between home and work or school is a/an ...
- 2 Someone who leaves their country to escape danger or poverty is a/an ...
- 3 Traveling is the traditional way of life for a/an ...
- 4 Someone who travels on vacation is a/an ...
- 5 Someone who travels to discover something new about the world is a/an ...

Discover vocabulary Travelers

Student Book ► Page 120

Workbook ► Page 46

- 3 Watch the Factflix video and answer the questions.

- 1 What kind of travelers do Sofia and Zach mention?
- 2 Which presenter do you think is more adventurous? Why?



- 4 Watch the video again. What do Sofia and Zach say about 1–5?

- | | |
|----------------------------|---------------------------------------|
| 1 commuters in Los Angeles | 4 immigrants in Qatar |
| 2 our ancestors | 5 the longest journey made by a human |
| 3 digital nomads | |

- 5 Discuss the questions.

- 1 What are your everyday trips like?
- 2 How do you like to travel longer distances?
- 3 Where would you like to travel to? Why?

Key phrases Talking about travel

How do you get around?

Would you like to go abroad?

What's your trip to ... like?

If I got the chance I'd go to

Do you fancy a trip to ...?

How long does it take you to get to ...?

Discover
more



SEARCH ONLINE and find five facts about **space tourism**. Share your facts with the class. Who in your class would like to go into space and why?

When is travel not a choice?

- 1 Study the reading strategy. Which of the features in the strategy are present in the report on page 51?

Reading strategy



Finding information in a report

Reports use headings, graphs, quotes, highlighted text, and personal stories to present information. Use these text features to find the information you are looking for.

- 2 Before reading the report, look at the headings. Under which headings do you think you'll find the information to answer questions 1–6?

- 1 What's the difference between a displaced person and a refugee?
- 2 How many refugees are there?
- 3 How do refugees travel across borders without discovery?
- 4 What risks do refugees face?
- 5 Where do refugees often arrive at?
- 6 What's it like to migrate abroad?



1.16

- 3 Read and listen to the report. Check your answers from exercise 2. Then answer questions 1–6.

- 4 Read the report again. Are 1–6 true (T) or false (F)? Explain your answers.

The report ...

- 1 includes mostly facts.
- 2 includes mostly opinions.
- 3 includes personal stories to show how dangerous it is to be a refugee.
- 4 criticizes refugees.
- 5 criticizes some countries.
- 6 encourages readers to donate money.

Discover vocabulary Multi-word verbs

Student Book ► Page 120

Workbook ► Page 46

- 5 Find the multi-word verbs 1–8 below in the report. What is the meaning of each in this context?

- | | | | |
|-------------|-------------|-------------|-----------|
| 1 move away | 3 pack up | 5 give away | 7 grow up |
| 2 go away | 4 drive out | 6 hide out | 8 end up |

- 6 Look at the verbs below. Can you combine them with *away*, *out*, or *up*? What is the meaning of each?

break	clean	cut
finish	stay	tidy



- 7 **TALKING POINTS** Discuss the questions.

- 1 What information in the report surprises you?
- 2 What problems do you think refugees have in camps?
- 3 What problems do you think they have when they become citizens of a new country?

Discover more



SEARCH ONLINE for images showing statistics on refugee education. Choose the graphic that shows the information most clearly and compare it with others in the class.

Children without CHOICES

Most people choose when and where to travel, but some people have to permanently move away out of necessity.

Every day, 37,000 people flee their homes. That's 26 people every minute, and a lot of them are children. The number of displaced people and refugees is now the largest ever.

Which statistic do you find easier to understand? Why?



Who's who?

DISPLACED PEOPLE have left their homes to escape danger, and have either stayed in their own country or moved to a new country.

REFUGEES have left both their homes and country to escape danger.

MIGRANTS choose to leave their country to find work, an education, or to be with their family.

ASYLUM SEEKERS have requested protection from persecution in their country.

Facts & figures at a glance



Currently, over **70 million** people are displaced.



25.9 million of these are refugees.



Over 50% of all refugees are children.



Recently, **over 100,000 children** were seeking asylum in **78 different countries**.

Why do people include graphs and graphics in reports?

Why leave?

Migrants make the choice to go away for a better life, but displaced people and refugees usually pack up and leave home because they face great danger. The most common reasons are war, violence, and persecution because of race, politics, or religion. Natural disasters, which often lead to a lack of food or water, also drive people out of their homes or countries.

Dangerous journeys

People sometimes give away all their money to smugglers to help them get across borders. Smugglers, however, care little about safety, and the alternatives are no better. Hiding out in trucks can be very dangerous. Ships are often old, unsafe, and overloaded. Pirates often stop boats and steal money and possessions. Though some journeys are planned, refugees often leave their homes suddenly with few or no possessions. Some children travel alone because they have lost everything – their home, possessions, parents, and friends. As they travel, criminals may force them into illegal work.

What are smugglers interested in?

Case studies – Gaspar and Doaa



Gaspar

As an orphan from a poor family, at the age of 12 Gaspar had to grow up quickly. "You're a man now," he was told. "You have to find your own way." A relative helped pay a smuggler to get Gaspar from Guatemala to the USA, but the smuggler abandoned him. Gaspar spent three days alone and lost, wandering through the desert.



Doaa

Sixteen year-old Doaa became a refugee after her father's store was destroyed by a bomb. She eventually got onto a boat, which sank while trying to cross the Mediterranean with 500 people aboard. Doaa was in the water for three days before she was rescued.

Where next?

Most refugees end up in a refugee camp or a detention center in a bordering country. The largest refugee camp is currently Kutupalong Camp, in Bangladesh. Aid workers there were expecting 75,000 people, but 700,000 came to the camp. This kind of situation can cause enormous difficulties for host countries. It is difficult to provide homes, food, healthcare, and education for hundreds of thousands of people.

Is the tsunami description effective? Why? / Why not?

"It was a tsunami of people, waves of people crossing the borders."

(Aid worker)

- 1** Read the information from a student magazine and answer the questions. Explain your answers.
- Which people do you envy most and least?
 - Which people are going to improve their skills?
 - Which people are going to enjoy their trip most?

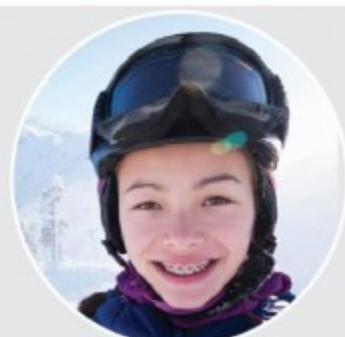
Here comes the summer!

Three people tell us about their plans for some special trips this summer.

Are you going somewhere this summer? If so, when and who with?

What are you going to do?

What do you think you'll learn?



Beth Riley

I'm going to the Rocky Mountains with a group to do a climbing course. The minibus **leaves** tomorrow at 7 a.m. – I can't wait!

If everything goes to plan, I'm going to do some serious climbing. I'm going to take a LOT of pictures, so you'll see it all.

I'm sure I'll become a better climber! It'll be great to see the scenery in the Rockies and learn about the wildlife, too.



Jason Harte

I'm going to Spain with my class as part of a language exchange. We're leaving on Tuesday. Unfortunately, our plane arrives at 2 in the morning!

I'm going to speak Spanish as much as possible. That should be easy, because I'm going to stay with a Spanish family. I'm also going to try to be adventurous with the food!

Besides learning the language, we'll learn how people live in Spain. We'll visit lots of monuments, museums, and galleries, so I'll learn about history, too.



Alyssa Clarke

I'm going to Jamaica next week with my mom. My grandparents **are meeting** us at the airport.

I'm going to stay with relatives I've never met before, and they're going to show us what Jamaica's really like. According to my mom, I'm going to eat lots of great food, too!

I'm sure I'll find out more about my roots and my family's past. I hope **I'll learn** a little Jamaican creole too, because everyone there speaks it.

Discover grammar Future forms

Student Book ► Page 121

Workbook ► Page 47

We use different future forms for predictions, plans, arrangements, and events in a schedule.

- 2** Match situations 1–4 with the **highlighted** examples in the article. Then match 1–4 with the forms a–d.
- an event arranged or organized for a future date
 - a future event in a schedule
 - a prediction based on current information
 - a plan to do something
- a Simple present
- b Present continuous
- c *(be) going to* + verb
- d *will* + verb
- 3** Find another example of each future form in the text in the article. Why is that form used?

4 Read the details of a travel competition. Which prize would you choose? Why?

TRAVEL COMPETITION

ATHENS AND ROME:



Ancient civilizations tour
Visit Athens and Rome, the birthplace of two great civilizations. Try the Mediterranean diet. It hasn't changed for centuries.

AUSTRALIA:



Great Barrier Reef and Aborigine experience
Visit one of the world's most beautiful and fragile ecosystems. Meet people from one of the world's oldest civilizations.

ATHENS AND ROME:



Language and culture
Do a course in Mandarin, the world's most spoken language. See ancient sites and treasures.

CHINA:

Win a trip for two to one of these fabulous destinations! Just tell us which trip you want to go on and why. We'll send you to your chosen destination with a companion and give you \$2,000 in spending money.

5 Imagine you win the competition in exercise 4. Make notes in each category 1–7 under *you*. In pairs, take turns to ask and answer questions about the categories and make notes under *your partner*.

So, where are you going for your trip?

Oh I'm definitely going to ...

	you	your partner
1 destination		
2 travel companion		
3 departure date		
4 departure time		
5 activities		
6 favorite aspect		
7 least favorite aspect		

6 Work with a new partner. Use your notes from exercise 5 to tell your new partner about your first partner's choices.

Discover more



SEARCH ONLINE for one of the activities below. Choose one you like and present it to the class.

- activity vacations for teenagers
- English courses abroad
- work experience opportunities for teenagers

Life skills
strategy

Being prepared to travel

Before you travel, it's helpful to identify what skills or knowledge you might need in different situations.

- 1** Study the life skills strategy. Then answer the questions in the *Smart Traveler* questionnaire. Check the answers with your teacher.



ARE YOU A SMART TRAVELER?

Which of these travel skills do you have?

Money



Can you convert from one currency to another? Find out the exchange rate from dollars to your currency. How much do you need to exchange to buy a 10 dollar train ticket?

Language



Which of these things can you do in a foreign language?

- a) ask for directions
- b) buy a bus or train ticket
- c) understand travel announcements

You can divide distance by speed to calculate trip time. If your destination is 475 km away and the train is traveling at 100 km/hour, how many hours will the trip take?

Time, distance,
speed

You get lost in a town or city. What's the best thing to do?

- a) go and ask for help in a store
- b) ask people on the street for help
- c) find your way to the city center by following a bus route

Awareness



Direction



Can you find your compass points? What direction is northeast from your location? What is the opposite direction to northeast?

Signs



What can you do or what must you do at the places where you see these signs?



On a train schedule you see a departure time of 09:45 and an arrival time of 13:20. How long is the trip? What time will you arrive if there is a 40-minute delay?

Schedules

Time	Destination	Plat	Exp
09:45		3	
10:15		5	
10:45		6	
11:15		7	
11:45		2	

Departures

If you need the police, an ambulance, or the fire department, what's the number to call for the emergency services in most countries?

Emergencies



Discover vocabulary Travel skills

Student Book ► Page 120

Workbook ► Page 48

- 2** Look at the questionnaire again. Can you think of any more skills you need while traveling? What kind of problems do travelers face?

Listening strategy



Listening for specific information: key words

When listening for specific information, we can usually predict key words that will accompany it. Hearing these key words alerts us to listen carefully for the information we need.

- 3** Study the listening strategy. Then read about four situations and underline the words that will help you identify the information you need.

Situation 1

You want to go to "Splashworld" waterpark on Sunday morning, but you're not sure about the opening times. You want to find out if there's a special price for families.



Situation 2

You're traveling to Gatwick Airport on a train which departs at 10:15. You think that the train is delayed and you're listening for information about the new departure time and the platform where the train will leave from.



Situation 3

You are on a bus with a tourist guide in Toronto, Canada. You're driving past a very tall tower and you want to know its name, how high it is and when it was built.



Situation 4

You're trying to find the bus station. You think it's near some traffic lights you can see, but you're not sure whether you need to turn left or right when you reach them. You also need to know how many minutes it will take to walk there.



1.17

- 4** Now listen to a monologue or conversation for each situation. Listen for the key words you underlined in exercise 3 and check (✓) the words you hear.

- 5** Listen again and take notes on the information you need. Did the key words help you to identify the information?

- 6** Imagine you are a tourist in your area. Use the key phrases to prepare questions to ask.

Key phrases Requesting local information

What's the best way to get to ... ?
 How long does it take to get to ... from here?
 Can you tell me where I can ... ?
 What's the best place to ... ?
 Can you tell me something / a little about ... ?
 Do you know when the ... opens / closes?



- 7** Take turns to ask and answer your questions from exercise 6.

- 8 REFLECT** Which of the travel skills in this section is the most important to you? Which of them have you already used?

Discover more



SEARCH ONLINE for information about an exciting attraction in your country. Present information about opening times, admission prices, and directions to your class.

Writing
task

Tourism promotion

Write a short tourist leaflet promoting different aspects of your country.

Understand the task

- 1 Read 1–7 and check (✓) the kinds of information tourism promotion usually includes.

1 where the place is ☐	5 typical places and activities ☐
2 what tourists can see and do ☐	6 economic information ☐
3 beautiful or interesting pictures ☐	7 reasons why people should visit ☐
4 graphs and tables ☐	
- 2 Read a tourist leaflet about Japan. Which information 1–7 in exercise 1 does it include?

A SENSE OF
Japan

See ancient temples and shrines just a short distance away from some of the most modern cities in the world. The city of Kyoto alone has over 2,000 temples and shrines. From there, don't miss out on a ride on the bullet train to Tokyo.

Taste sushi, noodles, and more. Japanese food is healthy, tasty, and varied. You'll love the taste sensations that await you here, and don't worry – there's always a friendly person around to explain the menu or help you to use chopsticks.

Feel the warmth on your skin. Why not start your tour in Okinawa, where the Japanese spring arrives early and you can enjoy the first of the sakura – Japanese cherry blossoms.

Smell the delicate fragrance of the flowers by walking under the trees and admiring their beauty.

Hear the roar of Japanese *taiko* drumming. The crowds at a *sumo* tournament can be really loud too, and you'll be surprised at how fast sumo wrestlers are for their size. You will definitely enjoy the electric atmosphere.

**Come to Japan to experience all of this and more.
This will be a trip you never regret or forget.
So pay us a visit. We look forward to meeting you.**

Think and plan

Writing
strategy

Using a theme to develop a topic

When writing about a topic, decide what theme will interest your readers. Then think of different aspects and develop each aspect in a separate paragraph so there is no repetition.

- 3 Study the writing strategy. Then look again at the leaflet. What theme did the writer choose to describe Japan? Which aspect of the theme does each paragraph develop?

- 4 Choose one of the themes a–f or think of your own. Then think of the aspects you want to write about in your leaflet. Take notes for each paragraph.

Write a first draft

- 5 **LANGUAGE POINT** Find phrases in the leaflet which persuade the reader to do something.
-
-

- 6 Use your notes to write your first draft. Use phrases from the leaflet on page 56 to convince the reader to do something.

Review and edit

- 7 Read through your first draft. Check it and revise it if necessary. Then write your final draft.
- **Content** Does the theme make your readers want to know more about your country?
 - **Organization** Does each of your paragraphs develop a different aspect of your theme?
 - **Style** Have you used persuasive phrases in your leaflet?

Viewpoints for a piece of
tourism promotion

a Five days in ...

b The best of ...

c Outdoor activities in ...

d North, south, east and west in ...

e Five questions about ...

f Something for all ages in ...

Reflect

Why do people travel?

- What trips do we make?
- When is travel not a choice?
- What can we learn by traveling?

- What skills do travelers need?
- Why should people visit your country?

- 1 Think about your answers to the lesson questions. Make notes.



- 2 Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

- 3 Work together and compare your ideas.



- 4 Watch the same video *with* narration. Make notes. Did you learn anything new?

- 5 Discuss the lesson questions in pairs.

- 6 Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 53



I learned that 1 billion people go abroad as tourists every year.



VIDEO Learning about education around the world

READING Understanding the meaning of words from context

LANGUAGE IN USE Talking about rules and recommendations

LIFE SKILLS Using your learning style

LISTENING Taking notes

WRITING Writing coherent responses

What's the best way TO LEARN?

Children at a forest school kindergarten in Denmark,
where the idea of educating children outdoors began.

Would you have liked to go to a school like this? Why? / Why not?

What's education like around the world?

- 1 Look at the picture and question on page 58. What do you think these children are learning about? How do you feel about education like this?
- 2 Read about educational practices around the world. Which ones are true for your country or school?

Where in the world do schools ... ?

- do physical exercise outdoors before classes
- make students clean the classroom and serve meals
- discuss topics like bullying and good behavior during ethics lessons
- replace final exams with assessment of assignments and projects during the year
- allow parents to educate their children at home instead of sending them to school
- give no homework to students in elementary schools
- organize work experience for high school students
- ban the use of smartphones

Discover vocabulary Education

Student Book ► Page 122

Workbook ► Page 56



- 3 Watch the Factflix video. Which educational practices do Sofia and Zach talk about? Which countries use them?



- 4 Watch the video again. What do Sofia and Zach say is the advantage of each practice?



- 5 Work in groups. Discuss all the practices in exercise 2. What is your opinion of them?

Key phrases Evaluating positive and negative aspects

What's the point of (do)ing ... ?

The point is to (do)

I can('t) see the point of that.

It makes / doesn't make sense to (do)

The (dis)advantage is that

Discover
more



SEARCH ONLINE for facts about schools around the world. Choose three interesting facts and present them to the class.

1 Read the article on page 61 and answer the questions.

- 1 What classes does the journalist attend and at what times?
- 2 How does she feel about the experience at the end of the day?



2 Read and listen to the article. Copy and complete the table to contrast the journalist's expectations and observations for topics 1–5.

	what the journalist expected	what the journalist observed
1 the difficulty of the subjects		
2 the intelligence of the students		
3 what the students think of high school		
4 the amount of time between classes		
5 the amount of stress for students		

**Reading
strategy**



Understanding the meaning of words from context

Use these questions to work out the meaning of a word you don't know:

- Does the position of the word tell you if it is a noun, verb, adjective, or adverb?
- Does a prefix, suffix, or the words around the unknown word give clues about its meaning?
- Is the word similar to a word in your language or a word you know in English?

3 Study the reading strategy. Then find words and expressions 1–6 in the article. Use the questions in the reading strategy to help you guess their meaning.

- | | | |
|------------|---------|-----------------|
| 1 famished | 3 range | 5 drag myself |
| 2 accurate | 4 peers | 6 anti-bullying |

4 Compare your answers from exercise 3 with a partner. Which are the most difficult to guess?

Discover vocabulary Adjective + preposition combinations

Student Book ► Page 122 Workbook ► Page 56

5 Look in the text and find the prepositions which follow adjectives 1–8. Then work in pairs and write five questions with the adjective + preposition combinations.

- | | | |
|-----------------|----------------|-------------------|
| 1 nervous | 4 upset | 7 worried |
| 2 full | 5 good | 8 impressed |
| 3 covered | 6 scared | |

Do you get nervous about exams?



6 TALKING POINTS Discuss the questions.

- 1 What are the similarities and differences between this school and yours?
- 2 Do you think that pressures are the same in every country and school? Why? / Why not?

**Discover
more**



SEARCH ONLINE for information about the US school system. What different schools are there? What age is a *freshman* and *sophomore*?

Back to SCHOOL

By Vicki Severson,
The Fort Morgan Times

A journalist returns to high school for a day



Why do you think that the journalist was nervous?

7:45 a.m. The morning starts a lot earlier than my day as a journalist. I drag myself to Brush High School, chugging my coffee and actually feeling a little bit nervous about the day ahead. It has been 20 years since I last stepped into a high school.

I wait for my guide for the day, Osvaldo Garcilazo. We greet each other and walk to our first class, advanced chemistry. I expect an hour of things I won't understand and a class full of kids much smarter than myself. I'm absolutely accurate in my predictions. The board is covered with formulas, and the teacher calls out questions that are swiftly answered by the students.

I ask students to write one sentence describing their high school experience. I expect to see things like, "best days of my life." A few sentences speak of the fun of sports and meeting great friends. Many, however, speak of stress, pressure, and exhaustion. Their words really make me ponder. Maybe high school students don't have it as easy as I thought.

8:45 a.m. Spanish class seems to bring with it students who are experiencing a range of emotions. Some enter laughing and chatting with friends. One girl is really upset about something. Another girl is falling asleep; she'd worked late the night before.

9:30 a.m. Osvaldo is a student teacher in algebra class. He helps his peers, who seem to really respect him. He writes problems on the board and works them out patiently with the students.

10:30 a.m. I am about to start eating pencil shavings! I didn't have time to eat breakfast, and I figured we would have time between classes to grab a snack or socialize. This is not the case at all. Off to calculus class we go.

11:30 a.m. I practically run to my truck because it is finally lunchtime. I'm famished, exhausted, and honestly consider playing hooky the rest of the day. This is not how I remember high school.

12:15 p.m. History time. I'm excited about this, as I'm good at history, but the class does not do any history today. Instead, it's ACT and SAT test preparation. The class has an air of tension, as the kids consider the effects these tests will have on their futures. I whisper to the kid next to me, "It will be OK, I promise." He smiles, not looking convinced.

Classes for the rest of the day are changed, due to an anti-bullying assembly. The presenter discusses what kids are scared of and worried about. Students are impressed with the presenter, and many thank him.

2:30 p.m. I leave the school with a new understanding of teenagers. I would sum up my day as eye opening. The students are good kids with more stress than I had realized. They are a lot like I was as a teen, but they also seem to be much wiser, less carefree, and far busier. I have a new respect for the kids and the pressures they face.

How does the journalist know that students in this class are smart?

Why do you think Osvaldo was chosen to be a student teacher to help the other algebra students?

How does the journalist humorously exaggerate her hunger?

Why do you think that the students are interested in the assembly?

GLOSSARY:

ACT and SAT are two kinds of test used in American high schools to see how well students are prepared for university studies.

- 1 Read the presentation slide about schools in the past, present, and future. Then discuss the questions.
- 1 Which do you think are the most important changes between past and present?
 - 2 Can you think of any more ways in which things like books, buildings, rules, and subjects have changed?
 - 3 Do you agree with the predictions for the future?

MY PRESENTATION
Slide 1 of 4

HOW ARE SCHOOLS CHANGING?

The past, present, and the challenge of the future.

Yesterday's schools	Today's schools	Our predictions for tomorrow's schools
Students could leave school at 14 or 15.	Students usually have to stay in school until they're 16. In some countries they can leave at 14 if they have a job.	Students won't have to stay in school until a specific age, but they will study for all their lives.
Classrooms were uncomfortable and students had to ask for permission to leave their desks.	Classrooms are more comfortable, but students should have more opportunities to exercise.	If students study from home, they will have to find new opportunities for exercise and social interaction.
Many students couldn't access information because there was no library in the area.	Thanks to the internet, students don't have to go to libraries, and they can access a lot more information.	The goal of learning should change from getting information to interpreting it.



Discover grammar Rules, recommendations, and permission

Student Book ► Page 123

Workbook ► Page 57

We use different verbs for rules, recommendations, and permission and ability.

- 2 Study the modal verbs *can*, *have to*, and *should* in the text and match them to their functions a–c.

a rules

b recommendations

c ability / permission



3 Look at the list of required subjects in a New York school in 1937. Use *have to* and *can* to talk about the differences between the school subjects then and now.

*In 1937 students didn't have to study science.
Now we don't have to study*

SUBJECTS	MONTHS			
	1	2	3	4
Reading				
Grammar				
Writing				
Spelling				
Penmanship				
Arithmetic				

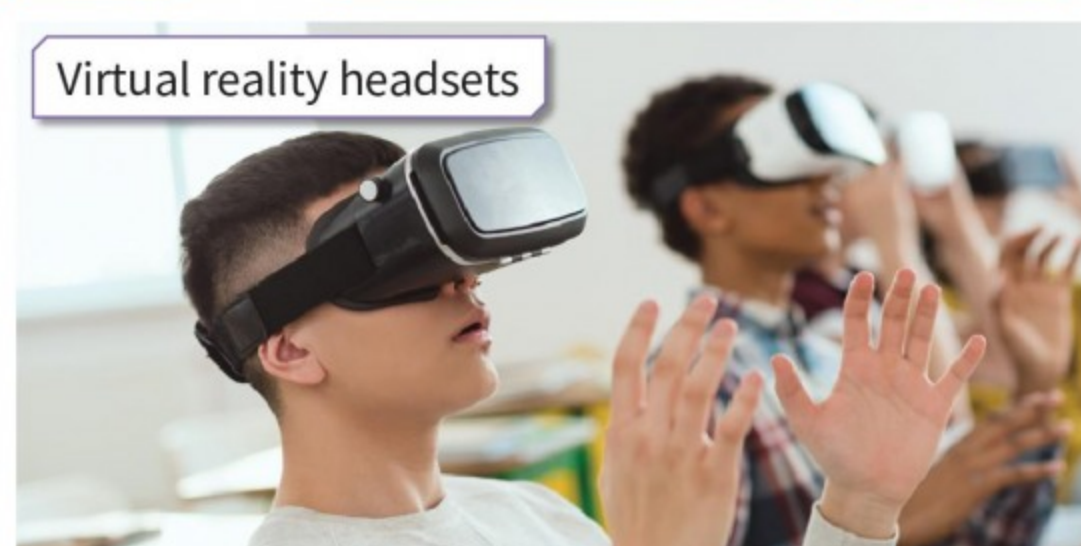
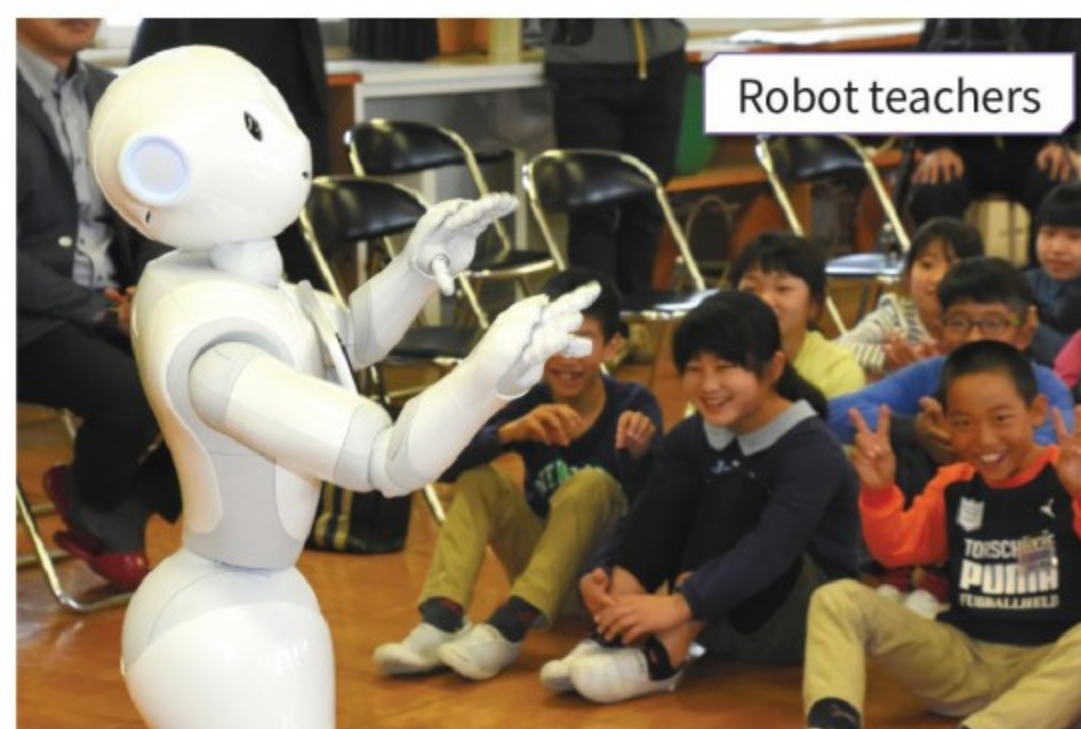
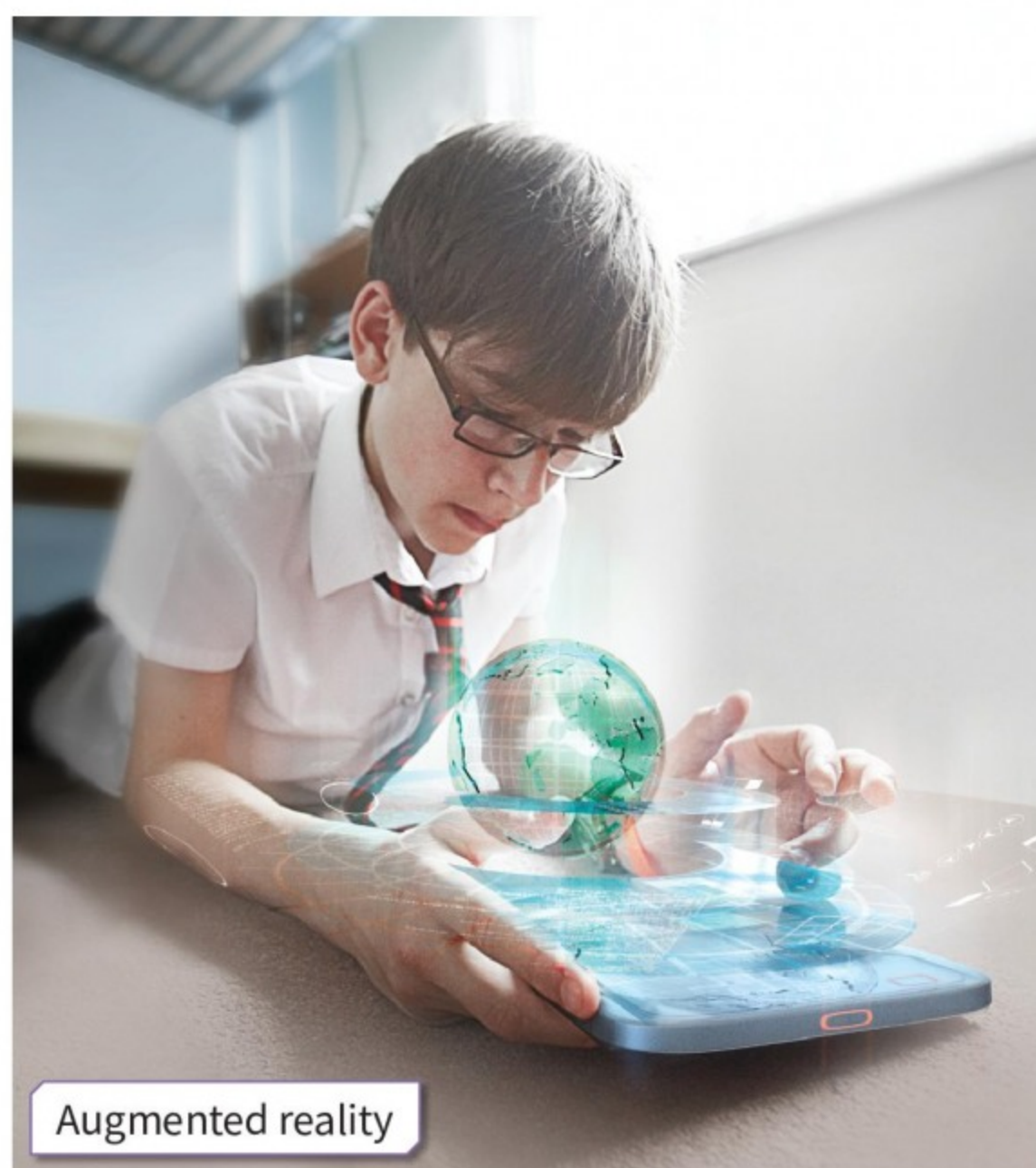
4 Read questions 1–4 and take notes.
Then discuss your answers in pairs.

- 1 Why do you think schools stopped teaching some subjects?
- 2 Do you prefer the subjects you study now? Why? / Why not?
- 3 Which subjects do you think all students should study?
- 4 Which new subjects should schools teach in the future?

5 Think of school rules for the categories below. For each topic, discuss points 1–3.
bullying cleaning clothes homework smartphones

- 1 What students can and can't do.
- 2 What students have to and don't have to do.
- 3 What students should and shouldn't do.

6 Look at three pictures of future learning technology. How will each technology change how students learn and their lives in general? Use forms of *be able to* and *have to*.



7 Write a paragraph with your predictions about schools of the future. Include some ideas about subjects, rules, and school facilities.

Discover
more



SEARCH ONLINE for **images of future classrooms**. Choose one that interests you and bring it to class. Describe what it shows and say what you think about it.

Life skills
strategy

Using your learning style

By knowing and using your preferred learning styles, you can teach yourself new skills more quickly and productively.

1 Study the life skills strategy. Then do the *How do you like to learn?* questionnaire.

HOW DO
YOU LIKE
TO LEARN?

Most people learn best with a mix of learning styles. Read the descriptions of the learning styles. Which ones do you do? Write a score in each box.

6 = This is definitely me. I often do this.

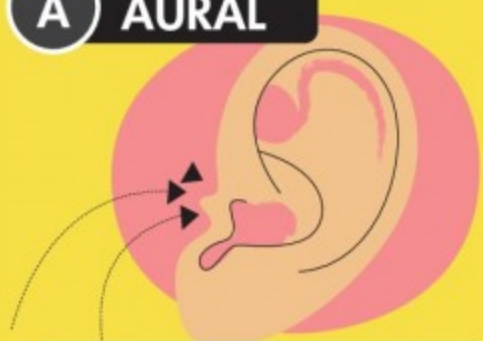
3 = Maybe this is me. I do this occasionally.

0 = This isn't really me. I don't do this.

Calculate the total score for each learning style A–G to see which learning styles you prefer. The learning style with the highest total indicates your preference.

There are no correct answers. The goal is to understand how you learn best!

WHEN I'M TRYING TO LEARN SOMETHING ...

A AURAL

TOTAL

I often repeat things aloud or in my head. ☐

I like to ask questions and discuss things. ☐

I'm good at oral exams. ☐

I have a great memory for music and lyrics. ☐

E PHYSICAL

TOTAL

I can't concentrate if I sit for a long time. ☐

I remember more if I move or walk around while I study. ☐

I learn by imitating people's movements. ☐

I like to take things apart and put them together again. ☐

B VISUAL

TOTAL

I watch a lot of video tutorials. ☐

I understand pictures in instructions more than words. ☐

I remember what I see more than what I hear. ☐

I'm good at drawing and understanding diagrams. ☐

F SOCIAL

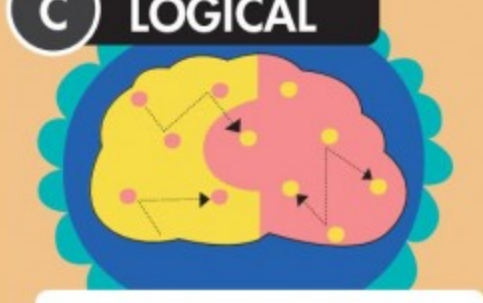
TOTAL

I like to get together with other people to study. ☐

I ask people for tips if I'm not sure how to do things. ☐

I like to take group lessons. ☐

I enjoy comparing experiences and ideas with people. ☐

C LOGICAL

TOTAL

I experiment with a problem to work it out. ☐

I use trial and error. If something doesn't work, I try again a different way. ☐

I love to solve problems. ☐

I make lists and prioritize the important things. ☐

D VERBAL

TOTAL

I like to learn languages. ☐

I'm good at memorizing jokes or poems. ☐

I love to read, and I remember what I've read. ☐

I take notes and use them to study from. ☐

G SOLITARY

TOTAL

I prefer to study alone. ☐

I think about what and how I'm learning. ☐

I know which learning methods work best for me. ☐

I like to take time to think about problems on my own. ☐

Discover vocabulary **Ways to learn**

Student Book ► Page 122

Workbook ► Page 58



2 Compare your results from the questionnaire in pairs. According to exercise 1, which learning styles do you prefer? Do you agree? Why? / Why not?

Listening strategy



Taking notes

When taking notes:

- **Prepare:** Identify what the topic is and what information you are listening for.
- **Select:** Only write the most important information.
- **Review:** Read your notes again and add any more important points you remember. If possible, listen again and focus on missing information.

3 Study the listening strategy. Then look at the information about a podcast. Do you recognize any of the names? What do the people have in common?



AUTODIDACTS

In this week's learning podcast we look at famous people who taught themselves.



Henry Ford

Frida Kahlo



- Priyal Jain and Prateek Mahesh became “supercoders” as kids, and made money writing apps.
- Bill Gates learned software programming and started the Microsoft Corporation.
- Kató Lomb learned 16 languages and became a well-known interpreter and translator.
- Frida Kahlo learned to paint and became famous for the unique style of her art.
- Henry Ford learned about mechanics and engineering and started the Ford Motor Company.



4 Listen to the podcast. Take notes about how the people in the program taught themselves.

1.19

5 Listen again for any information you missed in exercise 4. Which learning style do you think each person used?



6 Look at the activities below. Then discuss the questions in groups.

capoeira knitting magic tricks motorbike repairs origami Russian

- 1 Which activity would you like to learn?
- 2 What different ways are there to learn it?
- 3 Which of these ways is best suited to your preferred learning style?

Key phrases Talking about learning

I'd like to try to learn

You can learn ... by ... (ing)

I think it would suit me to

I (don't) get the hang of things if I

It helps me if I can

7 REFLECT How can your preferred learning styles help you to learn English better?

Discover more



SEARCH ONLINE for video tutorials about one of the activities in exercise 6. Find one you like and say why you like it.

Writing task



A response on a discussion board

Write a response to the discussion board question *What should we learn in school?*

Understand the task

- 1 When do people use discussion boards and internet forums? Describe any examples that you have seen.
- 2 Read the discussion on a class forum. Which opinions does Sai agree and disagree with? Which opinions do you agree or disagree with? Why?

Home About Latest news Message board Learn Profile



ISF Inter-Schools Forum

Comparing and discussing education

New thread > What should we learn in school?

Ms. Lynch	Which school subjects are most useful?
Mark	I enjoy most of my subjects, but I'd like to learn more about real-life issues. I read that in some countries ethics is a school subject. I think a subject like this gives students an important opportunity to discuss what's right and wrong. Besides, it helps us think about our own lives.
Nikki	Nice idea. 😊👍
Ms. Lynch	Can you explain your opinion, Nikki?
Nikki	Yes, sorry. I like the idea of discussing values. Why do we have required subjects, though? Can't we just learn about the things that we like? I really want to learn about computer coding.
Ava	I think ALL subjects are useful if you want to get a good education, and exams are useful, too. Maybe we just don't need exams for all our subjects. I'm not sure.
Sai	There are some interesting points in this discussion. Ava, I agree that lots of different subjects are important if you want to get an all-round education. Mark, I also like your idea of studying different things like ethics. What's more, I think that coding is probably a fun, useful thing to learn. But do we have time for all of this? Nikki, I can't really agree with your opinion that we should only learn about what we like. When students are older that's possibly not a bad idea, but when we start school we all need to study the same basic subjects, as well as a foreign language. I'm in favor of that because we need to communicate with people around the globe. I think we need exams for all the main subjects, but maybe not for optional subjects. I already have too much to study!

Writing strategy



Writing coherent responses

When writing a response to written comments or correspondence:

- address the writer(s) directly
- refer to what different people have said, quoting if necessary
- comment on points in the order they appear
- write a separate paragraph for each point you discuss

- 3 Study the writing strategy. Then read Sai's post again. Which points in the strategy does he follow?

Think and plan

- 4 Look at the questions at the beginning of the discussion on page 66. Make notes about your answers. Include facts and examples to support your opinions.
- 5 Look again at the posts and the opinions they express. Decide which comments you want to refer to in your response.

Write a first draft

- 6 **LANGUAGE POINT** Look at the **highlighted** expressions in the text. Why are they useful in a discussion about multiple topics or comments?
- 7 Write your post for the forum. Use your notes from exercises 4 and 5 to write your first draft. Use linkers of addition to refer to multiple opinions.

Review and edit

- 8 Read through your first draft and revise it if necessary. Then write your final draft.
 - **Content** Does your response answer one or more of the questions?
 - **Organization** Did you respond to comments in their order in the discussion?
 - **Organization** Did you write separate paragraphs for different points?
 - **Style** Did you use linkers of addition to refer to multiple topics or comments?

Reflect

What's the best way to learn?



What's education like around the world?



What's it like to be a student today?



How are schools changing?



How can we teach ourselves?



What should we learn in school?

- 1 Think about your answers to the lesson questions. Make notes.



- 2 Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

- 3 Work together and compare your ideas.



- 4 Watch the same video *with* narration. Make notes. Did you learn anything new?

- 5 Discuss the lesson questions in pairs.

- 6 Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 63



I learned that children in France start school at age 3.

Project
task

Planning a travel itinerary

Work in groups and plan an itinerary for a day trip to a place outside your town. You must leave at 8 a.m. and return by 6 p.m. Research a place and make notes on how to get there, things to see and do there, and how long things will take. Make a rough draft of your itinerary. Have a feedback session. Create your final itinerary and present it to the class.

UNDERSTAND

- 1 Read the instructions for the project task above. What is the main aim of the project?
- 2 Study the information about things to do in Bath, UK and the itinerary below. Answer the questions.
 - 1 How long is the group going to spend in Bath?
 - 2 If they didn't have lunch in a restaurant, would they have time for another activity?
 - 3 Why is an itinerary important for a trip?
 - 4 Do you usually make an itinerary before a trip?

VISIT WHAT'S ON DISCOVER SHOP AND EAT

Visit Historic Bath

THE ROMAN BATHS

Tour the historic baths that the Romans once used for public bathing.
Open daily from 9 a.m.–5 p.m.





VICTORIA FALLS ADVENTURE GOLF

Come to our adventure golf course and play 18 holes of mini-golf. Try not to hit your ball into the waterways or the lake!!!

BATH – Itinerary

9:30 a.m.	Meet at station
9:46 a.m.	Train leaves for Bath
10:03 a.m.	Train arrives in Bath
10:15 a.m.	Visit Roman Baths
12:30 p.m.	Lunch (find restaurant)
2:00 p.m.	Play mini-golf
4:00 p.m.	Shopping at Artisan Quarter
5:35 p.m.	Train leaves Bath

ROYAL CRESCENT

Come to Bath and see the incredible Royal Crescent for yourself!





SHOPPING

Bath's Artisan Quarter offers one of the best shopping experiences in the world!



3 Listen to four tourists discussing a day trip itinerary to Fort Wayne in the US. Answer the questions.

1.20

- 1 How is the group going to get to Fort Wayne?
- 2 What are they going to do in the morning? For how long?
- 3 When and where are they going to have lunch?
- 4 What are they going to do in the afternoon? For how long?
- 5 How long in total are they going to spend in Fort Wayne?

COLLABORATE AND PLAN



4 Work in groups. Make a list of five tasks in the *What?* column using the steps in exercises 5–9 to help you. Then complete the *Who?* and *When?* columns.

Task	What?	Who?	When?
1			
2			
3			
4			
5			

5 Search online and find information about a town you could visit on a day trip. Make notes about how to get there, things you can do there, and how long things will take.

6 Compare your notes from your research. Choose one of the destinations to plan your itinerary for.



7 Work in pairs. Make a rough draft of your itinerary. Use the key phrases.

SHARE

8 Work in groups. Give feedback on each other's draft itineraries.



9 Work in pairs. Make any necessary changes to your final itinerary.

PRESENT



10 Present your itinerary to the class. Take a class vote. Which itinerary would people like to follow?

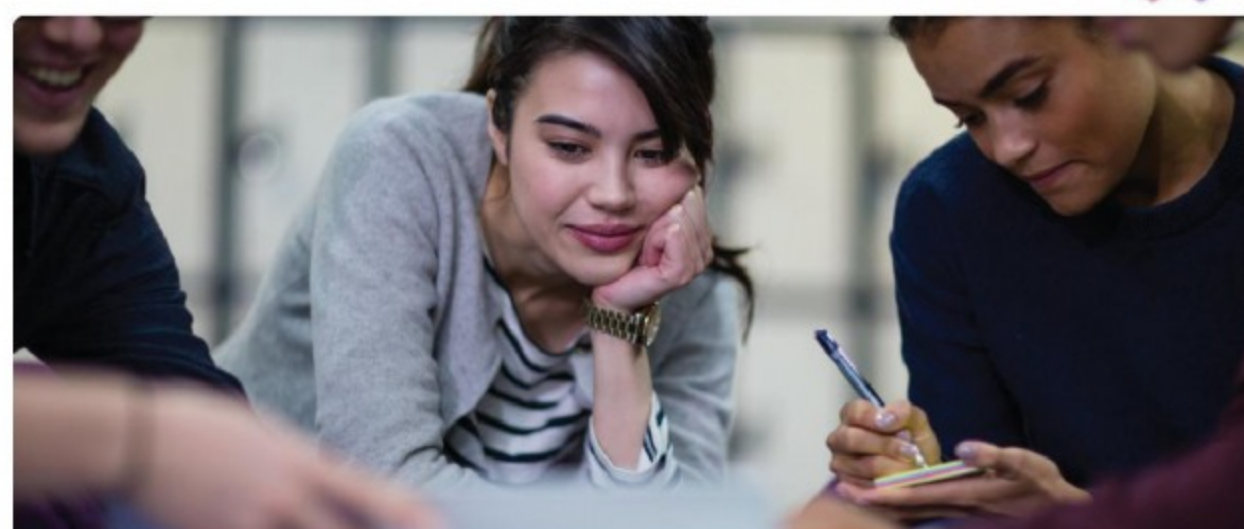
Key phrases Planning an itinerary

How are we going to get there / to ... ?
 How long does it / the journey take?
 What do you think we should do ... ?
 I think we should
 How long do you think we'll ... ?
 Do we have time to ... ?
 I don't think we'll have time to ... ?
 How are we doing for time?
 That will give us time to

Reflect

Work in groups. Think about your project and answer the questions.

- How could you improve the planning of your project?
- Which tasks were you not able to complete on time? Why?
- Which research was the most useful?
- How effective was your group's itinerary?





VIDEO Talking about inventions

READING Collaborating to understand a text

LANGUAGE IN USE Present and past passive verbs

LIFE SKILLS Problem solving: evaluating multiple aspects

SPEAKING Staging a group discussion

WRITING Writing introductions

How does TECHNOLOGY affect us?

This guide robot – in Incheon Airport in Seoul, South Korea – can understand and answer questions in four languages.



Which inventions most changed people's lives?

- 1 Look at the picture and the caption. Why do you think this technology might be useful? Why do you think people invent new things?
- 2 Read the text and decide on an answer for each topic.

Best inventions

Medicine	Which drug, therapy, or medical device is most important because of its life-saving properties?
Transportation	Which invention in the history of transportation most revolutionized how we travel?
Safety	Which practical invention most helped to make the world a safer place?
At home	Which appliance at home most improved your quality of life?
Electronics	Which portable electronic device do you consider to be the most indispensable?
Everyday life	Which simple non-electronic invention makes the biggest difference in your everyday life?

Discover vocabulary Describing technology

Student Book ► Page 124

Workbook ► Page 66

- 3 Watch the Factflix video. Which topics do Sofia and Zach discuss? Did they decide on any of the same inventions as you?



- 4 Watch the video again. What reasons do Sofia and Zach give for their choices?

Key phrases Comparing and contrasting

... is far more / less (environmentally friendly) than ...

... isn't as (portable) as ...

... is just as (practical) as ...

What could be more useful than ...?

There's nothing more (life saving) than ...

- 5 In groups, compare and contrast ideas for each topic and then choose one to report to the class. Did the groups choose the same or different inventions?
- 6 Have a class vote on the group choices for each topic. Do the inventions you voted on have anything in common? How did they change people's lives?

Discover more



SEARCH ONLINE for lists of the **most popular inventions of all time**. Which inventions are usually mentioned?

- 1 Look at the title and the pictures on page 73. What do you think the pictures show? Compare your answers.

Reading strategy



Collaborating to understand a text

Working in small groups can help you to understand texts. The members silently read one section at a time and discuss any interesting or unclear points:

What was this section about?

What do you think this word means?

What's the main point of this section?



- 2 Study the reading strategy. Work in groups to read the text in sections. Wait for others to finish reading. Then use the questions in the reading strategy to discuss each section.



2.01

- 3 Read and listen to the article. Answer the questions.

- 1 What's the author's opinion of body technology? How do you know?
- 2 Which future technology does the author think might be a problem? Why?
- 3 Which new technology does the author consider particularly important?
- 4 Which five applications of technology were still not possible when the author wrote the article?

- 4 Study the prefixes below and find words in the article that begin with them. What meaning does the prefix add to each word?

- 1 micro
- 2 bio
- 3 inter
- 4 super
- 5 re
- 6 anti
- 7 pre
- 8 nano

- 5 Work in pairs. Which prefix in exercise 4 can you add to each of the words below? What other words can you think of with each prefix?

market medical national play social technology view wave

.....
.....

Discover vocabulary Prefixes

Student Book ► Page 124

Workbook ► Page 66



- 6 **TALKING POINTS** Discuss the questions.

- 1 Which technology in the article do you think might improve our lives most? Why?
- 2 Do you consider any of these technologies to be potentially dangerous?
- 3 Which technology would you like to try?

Discover more



SEARCH ONLINE for information, pictures, and videos of one of the body technologies in the article. Show the class and explain how the technology works.

BODY TECHNOLOGY

In 1954 the first pacemaker was fitted inside a human body. This small, battery-operated device helps the heart to beat by sending it electrical signals. At the time, it was a revolutionary idea to put a machine inside the human body, but using technology to enhance the human body is increasingly common. Here's a brief look at how our bodies are benefiting from technology and might do so in the future.

What's another word for "brief"?

EXOSKELETONS

These motorized structures, first developed for the military, are worn like a suit and add great strength to human movements. Not only do they allow a person to run, lift, and push like a superhero; they can also make it possible for people with disabilities to move.

BIONIC LIMBS

Modern artificial limbs are hugely different from the plastic replicas of the past. These bionic devices are connected electrically to muscles and nerves so they can move in almost the same ways as natural limbs. Users can control bionic limbs with their thoughts and sometimes even feel with them.

What does "them" refer to?



BRAIN COMPUTER INTERFACE (BCI)

We can now use implants or electrodes to connect the brain to a computer. This interaction makes it possible to control drones and games simply through thought. More importantly, it has the potential to restore vision or hearing to blind or deaf people. On a more distant horizon, some predict that one day our brains will be able to connect wirelessly so that we can communicate with each other by thinking rather than speaking. Would this be a good thing? It's frightening to imagine that someone might be able to hack into your thoughts or your brain might not be able to disconnect!

How does the author refer to the future in this paragraph?

3D PRINTED REPLACEMENT PARTS

Scientists can now use the latest 3D printers to recreate muscles, blood vessels, and skin in laboratories. Layers of human cells are sprayed into the shape of new body parts quickly and accurately. One day, this anti-age technology might mean that biomechanics repair our bodies with pre-ordered parts.

SMART CONTACT LENSES

The latest generation of contact lenses will act like mini computer screens in front of our eyes. New bionic lenses are also being tested to make our vision three times better than what we now consider perfect. Contact lenses with a zoom capability already exist, and night vision lenses are just around the corner.

What does "just around the corner" mean?



NANOBOTS

Although they're still experimental, microscopic robots are being developed to work inside our bodies. They would be a fundamental development, because they could travel through blood vessels to repair them, clean them, and destroy any dangerous bacteria or viruses they find.

1 Read the article and answer the questions.

- 1 What things and places in the article can you see in the pictures?
- 2 Why aren't these things and places popular any more?
- 3 Do you think stores will stop selling records, videos, games, and books? Why? / Why not?

Goodbye stores, hello streaming!



Before people could get music online, it was recorded onto vinyl records – later cassettes – and finally onto compact discs. These were sold in record stores, where choice was limited and you often couldn't listen to the music before you bought it.

Music is now sold less and less in stores. Vinyl records and CDs are still produced, but they are mainly bought by DJs, collectors, or enthusiasts. There are almost no record stores left. Now that everyone is connected to the internet, most music is streamed to digital devices.

Streaming and downloads radically changed our other entertainment habits, too. Movies, games, and books also used to be sold in stores. If the store didn't have what you wanted, you had to order it and wait. People proudly kept their collections of books, movies, and music where others could see them.

Nowadays, all our entertainment is available on demand. TV shows, movies, music, and games are consumed immediately; and books are downloaded in an instant. Everyone can have everything and there's no need to wait. But maybe it was nice to visit the stores and to own and hold those objects. What do you think?

**Discover grammar Present and past passive verbs**

Student Book ► Page 125

Workbook ► Page 67

Active verbs focus on the person or thing that does an action. We use passive verbs when we don't know who or what does the action, or we want to focus on the action itself.

2 Look at the highlighted examples in the text and answer questions 1–3.

- 1 Which examples focus on the person or thing that does the action?
.....
- 2 In which examples do we not know who or what does the action?
.....
- 3 In which examples do we want to focus on the action or its object?
.....



3 Work in pairs. Look at the advertisements for two games. Use the advertisements to ask and answer questions 1–5 about each game.

- 1 When was it first made?
- 2 Was it based on an earlier game?
- 3 Who was it produced by?
- 4 Who is it played by?
- 5 How many were sold or downloaded in the first year?

shoponline.com



MONOPOLY

- When Parker Brothers launched it in 1930, they sold 5,000 games!
- This has been a family favorite since it replaced The Landlord's Game.

ADD TO BASKET



FORTNITE

- This creation by Epic Games is much more popular with teens than Player Unknown's Battleground ever was!
- 125 million users purchased this game when it launched in 2017!

ADD TO BASKET



4 Choose one of the obsolete entertainment devices in the pictures below. Using your own ideas, write a short report about it with the answers to questions 1–3.

- 1 What was it used for?
- 2 Why was it replaced?
- 3 What is now used in its place?



film projector



Atari's Pong



Sony Walkman

5 Read your reports in small groups. Do you agree? Check your ideas with the other groups.

Discover
more



SEARCH ONLINE for images and information about more obsolete devices. Choose one. When was it invented? How was it developed? How was it used? Why was it considered to be revolutionary?

Life skills
strategy

Evaluating multiple aspects

When we need to evaluate an idea, problem, or situation, we can understand it more fully by analyzing and discussing its different aspects.

- 1 Study the life skills strategy. Then read the web page. Which products in the pictures do you think succeeded or failed? Why? Use ideas from the website.

TECH
TALK

Choosing technology – What do we love or hate about new products and ideas?

Evaluating technology: a checklist

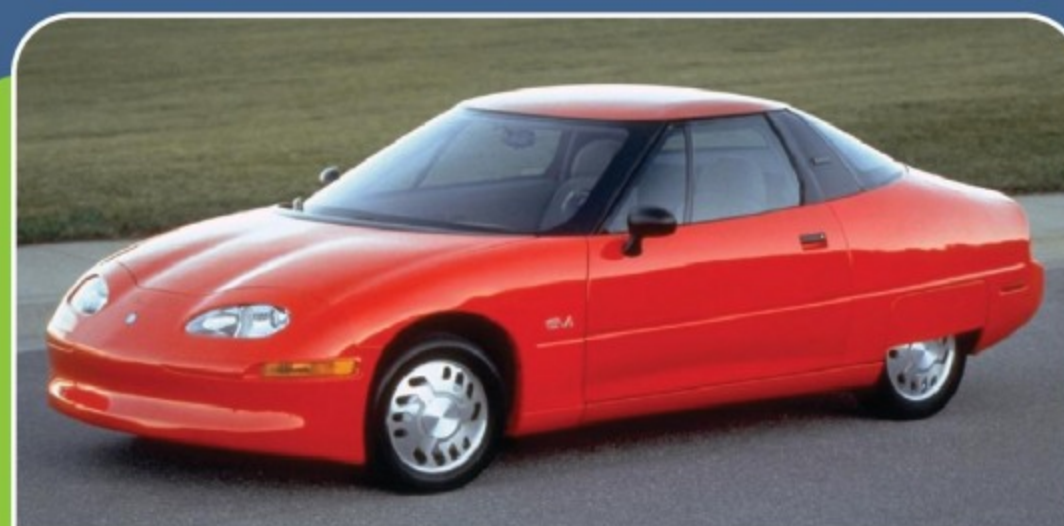
- ☐ Is it affordable and not too expensive to use?
- ☐ Is the product behind the times, is it innovative, or is it ahead of its time and too experimental?
- ☐ Is it an improvement on a tried and tested idea?
- ☐ Can you get spare parts, charge it, upgrade it, and fix it if it goes wrong?
- ☐ Is it compatible with other products or older technology?



Why did these products succeed or fail?



PS2 Games console (2000)



GM EV1 Electric car (1996)



Extender stick and Selfie stick (1983 and 2006)



BlackBerry Torch 9800 Smartphone (2010)

Discover vocabulary Aspects of technology

Student Book ► Page 124

Workbook ► Page 68



- 2 Listen to the TechTalk vlog and check your answers from exercise 1.

2.02

- 3 Listen again. Why was each product a success or a failure? Take notes for each device and then compare your answers.

- 4** Look at some aspects and questions to consider when evaluating an idea, problem, or situation. Can you add any more? Do you think there's a good order for discussing them? Why?



- 5** Now look at the picture and caption. Use the ideas and questions in exercise 4 and make notes on each about the future of drones.



A passenger drone
Could this be the taxi of the future?
Companies are racing to make pilotless drones a solution to our traffic problems.

Speaking strategy



Staging a group discussion

It's important to deal with discussion points in a logical order and to give everyone an opportunity to express their point of view.



- 6** Study the speaking strategy. Then work in a group to discuss the various aspects of passenger drones. Decide who will lead the discussion, how everyone will receive an opportunity to speak, and the order you will discuss the aspects in.

Key phrases Staging a discussion

Who wants to start?

Let's start with

What's the next point / question?

What should we deal with next?

Moving on

Does anyone have anything more to add?

Okay, so to summarize our ideas

- 7 REFLECT** What's most important to you when you buy or use technology? How do you choose what to buy? Think of examples and compare your ideas.

Discover more



SEARCH ONLINE and find out more about passenger drones or driverless cars. Share your information with the class.

What are the advantages and disadvantages of technology?

Writing task



A for and against essay

Has technology changed our lives for better or for worse? Write about the advantages and disadvantages of technological progress in our homes.

Understand the task

- 1 Read the writing task and answer the questions.**
 - 1 What might you write about this topic?
 - 2 Why is it a good idea to consider both perspectives?
 - 3 Where will you get your ideas from?
- 2 Read the for and against essay about the advantages and disadvantages of technology at work. Then answer the questions.**
 - 1 What is the purpose of each paragraph?
 - 2 Do you think the writer successfully presents both perspectives? Why? / Why not?
 - 3 Does the writer give his/her perspective first or second? Why do you think he/she does this?
 - 4 Do you agree with the writer's opinions and the conclusion?

What are the advantages and disadvantages of technological progress in the workplace?

Technology has changed the way many people work. Although these changes have improved some jobs, this isn't always the case, and technology is putting some jobs at risk. The aim of this essay is to consider various ways technology has changed the workplace and then decide if the advantages or disadvantages are greater.

On one hand, technology has brought disadvantages. While it has eliminated some boring jobs, it has created even more boring ones! For example, people need to operate machines and input data into computers. Another disadvantage is that when people work with machines, they communicate less with each other. The biggest problem is that technology can change some jobs so much that the people who did them can no longer do the same job.

On the other hand, technology can bring remarkable benefits to the workplace. Computers or robots now do a lot of the most repetitive tasks in offices and factories, so people can focus on more interesting or challenging things. Machines have also made a lot of jobs easier and less dangerous, because people no longer have to do physical tasks such as lifting heavy objects or cutting metal by hand.

Technology obviously offers both advantages and disadvantages for the workplace, but I think it brings more advantages than disadvantages. However, this could change in the future. Technology currently makes jobs easier, but one day it could make many jobs disappear completely.

Think and plan

Writing strategy



Writing introductions

We begin longer pieces of writing with an introductory paragraph. The purpose of an introduction is to:

- give the reader a general idea of the topic
- interest the reader so they will want to read
- give some indication of how the writer will develop the topic

- 3 Study the writing strategy. Then read the introduction in the model text. What will be different in your essay? What will be similar?**

- 4 Make notes about the advantages and disadvantages of technological progress in homes. Copy and complete the table. Then compare your ideas and decide which perspective you will support.

Technology in the home

Advantages	Disadvantages

Write a first draft

- 5 **LANGUAGE POINT** Look at the essay about technology at work on page 78. Find five more linking words or phrases that show contrast.

although



- 6 Write a first draft of your for and against essay. Use your ideas and notes from exercises 3 and 4. Include linkers of contrast.

Review and edit

- 7 Read through your first draft. Check it and revise it if necessary. Then write your final draft.
- **Content** Did you include clear advantages and disadvantages?
 - **Organization** Did you include an introductory paragraph and a conclusion?
 - **Organization** Are the paragraphs in a logical order?
 - **Style** Is the style formal enough?

Reflect

How does technology affect us?



Which inventions most changed people's lives?



How can technology transform our bodies?



How has technology affected our free time?



How do we react to new technology?



What are the advantages and disadvantages of technology?

- 1 Think about your answers to the lesson questions. Make notes.



- 2 Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

- 3 Work together and compare your ideas.



- 4 Watch the same video *with* narration. Make notes. Did you learn anything new?

- 5 Discuss the lesson questions in pairs.

- 6 Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 73



I learned that bioprinting is being used to make replacement body parts.



VIDEO Talking about world problems

READING Comparing information in texts

LANGUAGE IN USE Talking about consequences

LIFE SKILLS Being a good citizen

SPEAKING Speaking clearly

WRITING Topic sentences

How can we make the world a **BETTER PLACE?**

Everybody needs a helping hand sometimes.

Who do we need to help?

1 Look at the picture and the statement. Think of situations when people need a helping hand. Compare your ideas.

2 Work in pairs. Read about the World Village and guess the percentage of people in the world with each problem.

Imagine that the world is a village of 100 people

POVERTY How many of the 100 people live on less than \$2 a day?

POLLUTION How many people in the village live with bad air quality?

HEALTH & SANITATION How many have no access to clean drinking water?

HUNGER How many people are hungry some or all of the time?

HOUSING How many people have no home or shelter?

CONFLICT How many live in fear of conflict or violence?

LITERACY & EDUCATION How many can't read or write?

Discover vocabulary World problems

Student Book ► Page 126

Workbook ► Page 76

3 Watch the Factflix video and check your answers from exercise 2.

4 Watch the video again. What do Sofia and Zach think that we should do about the problems? Do you agree?

5 Work in groups. Read problems 1–5 and discuss if and how you can help.

- 1 a news report about a natural disaster abroad
- 2 a friend is sick and can't go to school
- 3 homeless dogs and cats in your area
- 4 litter in your local park
- 5 a classmate needs help with homework



Key phrases Talking about responsibility

It's (not) up to us to

The least / most we can do is

It's (not) our responsibility to

It's none of my business.

We have to do something.

6 Discuss as a group which of these problems most needs your help.

Discover more



SEARCH ONLINE for quotations about helping others. Choose your favorites and share them.

Reading
strategy

Comparing information in texts

Different kinds of texts have different aims and can present the same information in different ways. Knowing the characteristics of different texts can help you find the information you need more easily.

1 Study the reading strategy. Then read the blog post and the report on page 83. Which of them include 1–8 below? Write *blog*, *report*, *both*, or *neither*.

- | | |
|-----------------------------|----------------------------------|
| 1 the data sources | 5 personal experience |
| 2 a story or anecdote | 6 date of publication |
| 3 statistics | 7 a subjective perspective |
| 4 conclusions | 8 an objective perspective |

2 Which is more effective for doing these things, a blog or a report? Why?

- informing people about your personal opinion **blog / report**
- presenting recent research **blog / report**
- persuading people to do something **blog / report**
- organizing information in a clear format **blog / report**



3 Read and listen to the texts. Answer the questions. Is the answer in the blog, the report, or both?

2.03

According to the blog / report / blog and report ...

- What words do the letters MAD stand for?
- How do the numbers of teenage and adult volunteers compare?
- What percentage of young people volunteer regularly?
- What are the benefits of volunteering for young people?
- How do today's teens compare to other generations?

4 Study the examples from the blog and report. When do we use *each other* after a verb? Find more examples.

We've known each other for awhile.

Volunteers are more likely to respect themselves, each other, and people they meet.



5 Look at the verbs below. Work in pairs to invent some example sentences using the verbs with *each other*.

blame hurt introduce teach

Discover vocabulary Reciprocal verbs

Student Book ► Page 126

Workbook ► Page 76



6 TALKING POINTS Discuss the questions.

- Do you think that all schools should have community service projects?
- Why do you think that helping others might be good for your education and health?
- What other benefits can helping others offer?

Discover
more

SEARCH ONLINE and find out about the benefits of helping others. Make a poster showing some of the benefits.

A Helping Hand

posted: June 29

One day a man was walking along a beach when he saw a boy gently throwing something into the ocean. The man asked, "What are you doing?" and the boy replied, "Throwing starfish back into the ocean. The tide is going out. If I don't throw them back, they'll die."

- 5 "Son," the man said, "there are miles and miles of beach and hundreds of starfish. You can't make a difference." The boy listened politely, picked up another starfish and threw it into the ocean. Smiling at the man, he said, "I made a difference for that one."

What message does the story give?

- The story is simple, but its strong message is important for a group of us at my school. We've known each other for awhile, and we decided to form a group called
- 10 MAD Teens (MAD stands for Make a Difference!). We take part in fundraising and volunteer projects, and we've raised over \$7,000 for different causes. Working with each other is fun, and our success shows that no act of kindness is too small. We make a difference and have fun doing it!

- We're not alone. About 50% of young Americans between 12 and
- 15 17 volunteer, which is a lot more than adults. In fact, today's American teens are the most helpful generation in history. Some people say this is just a response to unhappy events like hurricanes and shootings, but it's more. A lot of high schools now have community service programs, and
- 20 charities are using social media to contact teens directly.

What other kinds of unhappy events inspire people to volunteer?

- If you ask me, more and more teens now understand that volunteering is fun. It's a good way to meet people and make friends, but most young people get involved because they feel
- 25 compassion for the people with problems. Others get satisfaction from doing something they believe in. I see it as a win-win situation. It just makes sense to help each other!

What is a "win-win" situation?



MAKING A DIFFERENCE

Report on: Youth volunteering in the USA

- An estimated 15.5 million young people (55% of 12 to 18-year-olds) participate in volunteer activities.
- The teen volunteering rate is significantly higher than the adult volunteering rate of 29%.
- Young people contribute over 1.3 billion hours of community service each year.
- 39% of teen volunteers help out regularly – at least 12 weeks per year.

What do you think "community service" is?

According to research ...

Volunteers are more likely to:

- respect themselves, each other, and people they meet
- do well in school

Volunteers are less likely to:

- feel negative about themselves
- get into trouble with the police
- suffer from health problems as adults



1 Work in pairs. Read the comments on the discussion forum and discuss the questions.

- 1 What do you think of each idea? How strongly do you agree or disagree with each?
- 2 Do you think we can all help to change the world? Why? / Why not?
- 3 Can you think of any ideas to add to the article?



HOME ABOUT **DISCUSSION** BLOG

A BETTER WORLD

A discussion forum for making the world a better place



Be friendly with everyone!

When I chat with my grandma, the conversation is always great. If we spent more time with older people, we'd learn a lot. If people were nice to strangers too, everyone would feel happier. 😊

Daniella,
age 13



Share!

If I was a world leader, I'd be tough, but kind, too. I'd insist that very rich people shared some of their money with very poor people. I read that if everyone in Europe gave just one cent to charity every year, it would total over seven billion US dollars!

Maria,
age 15



Drive carefully!

I'm a cyclist, and when I'm on a main road I'm often scared because cars drive too close to me. If I get a driver's license, I'll definitely drive carefully around cyclists and give them lots of space.

Pablo,
age 14



Think about what you buy!

I know some countries use child labor, so I don't buy clothes if they're made in one of those countries. I also try to buy local products. If a product comes from thousands of kilometers away, we use a lot of fuel to transport it, and we cause pollution.

Harriet,
age 15



Turn it off!

We'd save a lot of energy if people didn't always leave their electronics on standby. If you don't turn off your TV and video games, they still use electricity. I'm saying this because my dad always says it to me! Switch off lights when you leave a room, too – that's another thing Dad taught me.

Ahmed,
age 14

Add yours:

Discover grammar Talking about consequences

Student Book ► Page 127

Workbook ► Page 77

We use conditional forms to describe the consequences of situations. Different conditional forms exist to indicate that a situation is real, possible, or hypothetical.

2 Match examples a–c with the kinds of situation 1–3. Which part of each sentence describes the situation and which part describes the result?

- 1 A real situation or a fact that is always true.
- 2 A situation that's possible.
- 3 An improbable or hypothetical situation.
- a If I get a driver's license, I'll definitely drive carefully around cyclists.
- b We'd save a lot of energy if people didn't always leave their electronics on standby.
- c If a product comes from thousands of kilometers away, we use a lot of fuel to transport it.

3 Find more examples of conditional sentences in the discussion forum on page 84.



4 Answer the questions. Then compare and discuss your answers in pairs.

- 1 Do you feel better if you help someone or if someone helps you?
- 2 What do you do if a stranger asks you for money?
- 3 If you learn to drive, what kind of driver do you think you'll be?
- 4 What would happen if everyone started buying local products?
- 5 Would people be happier if everyone earned the same amount of money?

5 What do you think is likely or unlikely to happen in the near future? Write *Probable* or *Improbable* for 1–5. What do you think will be the consequences of each situation?

- 1 The Earth becomes overpopulated.
- 2 There isn't enough water for everyone.
- 3 We stop using fossil fuels in cars.
- 4 Strangers start talking to each other.
- 5 People are generous.

I think the Earth will probably become overpopulated.

If the Earth becomes overpopulated ...



6 In pairs, imagine situations 1–5. Ask your partner about their reaction.

1

win a million dollars

2

hear the fire alarm in your school

3

not have a place to live

4

see a car accident

5

find a laptop on the bus

What would you do if you won a million dollars?

If I won a million dollars, I'd ...



7 Imagine that you become a world leader. Write down six things you would do to make the world a better place.

8 Compare your answers from exercise 7. As a class, choose the three best policies for the future. What can you do individually or as a group to make those things happen?

Discover more



SEARCH ONLINE and find out what **the biggest global problems today** are. Did any of them surprise you? Can you think of any solutions?



Being a good citizen

Good citizens make the world a better place. They know that quality of life depends on helping other people in their community and improving the world that we live in.

1 Study the life skills strategy. Then read the poster and discuss the questions.

- 1 Which of the things do you do already?
- 2 Which do you think you could maybe do more?
- 3 Which do you think are most and least important? Why?

SEVEN WAYS TO BE A GOOD CITIZEN

- 1 Be honest and responsible. Respect the law.
- 2 Respect and protect public spaces and the environment.
- 3 Be a good neighbor. Get to know people and get involved with your local community.
- 4 Be aware of what's happening. Raise awareness about issues and encourage other people to get involved.
- 5 Volunteer. Give some of your time and energy for a good cause.
- 6 Share things, and donate to charity when you can.
- 7 Support fundraising campaigns you believe in with your time or money.

Discover vocabulary Community action

Student Book ► Page 126

Workbook ► Page 78

2 Look at pictures 1–4. How do you think the people are helping their community?





3 Listen to the podcast and check your answers from exercise 2.

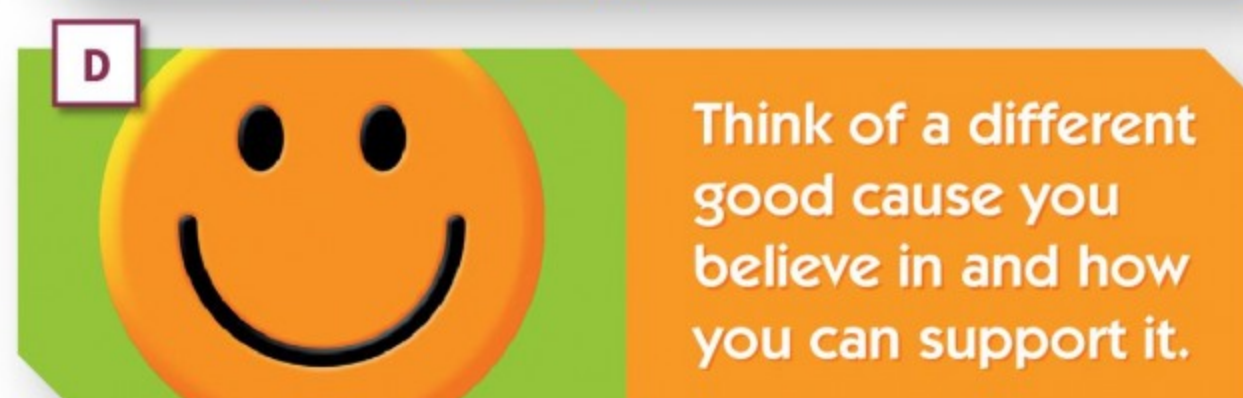
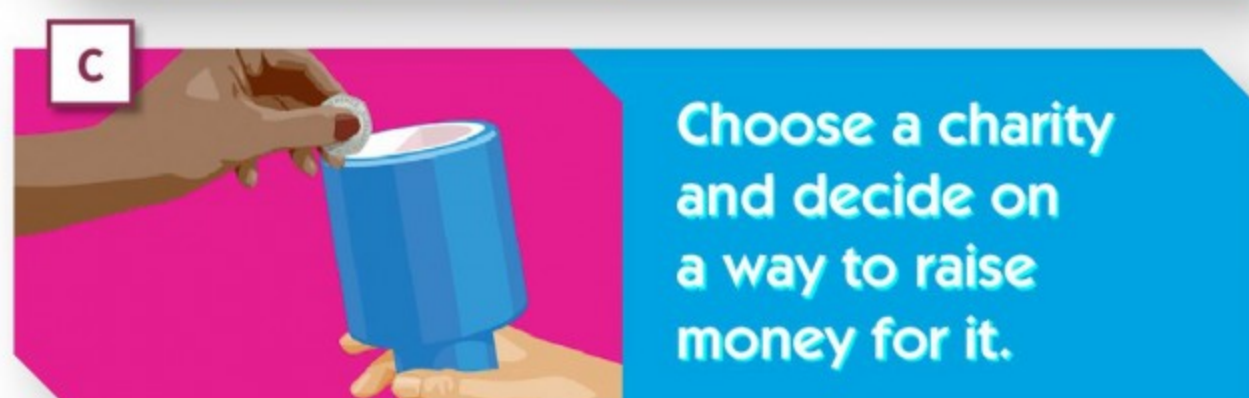
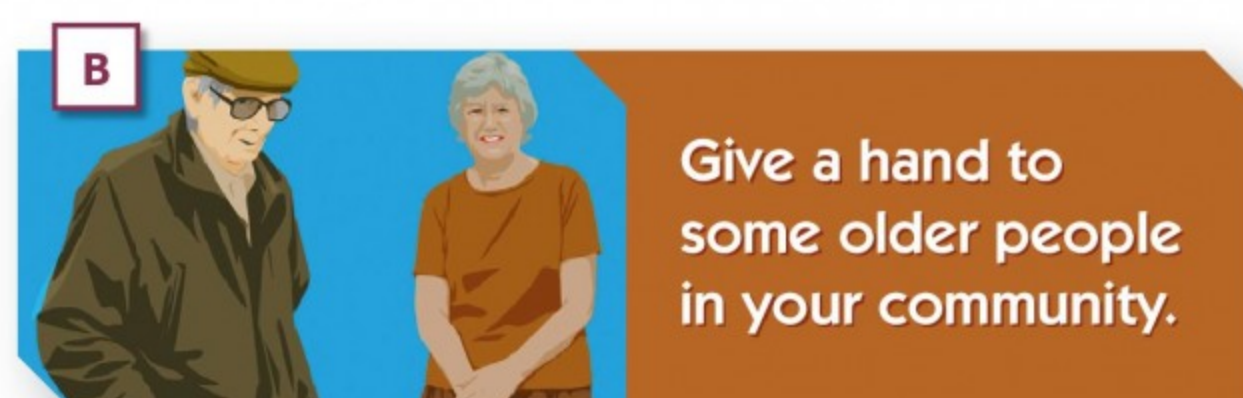
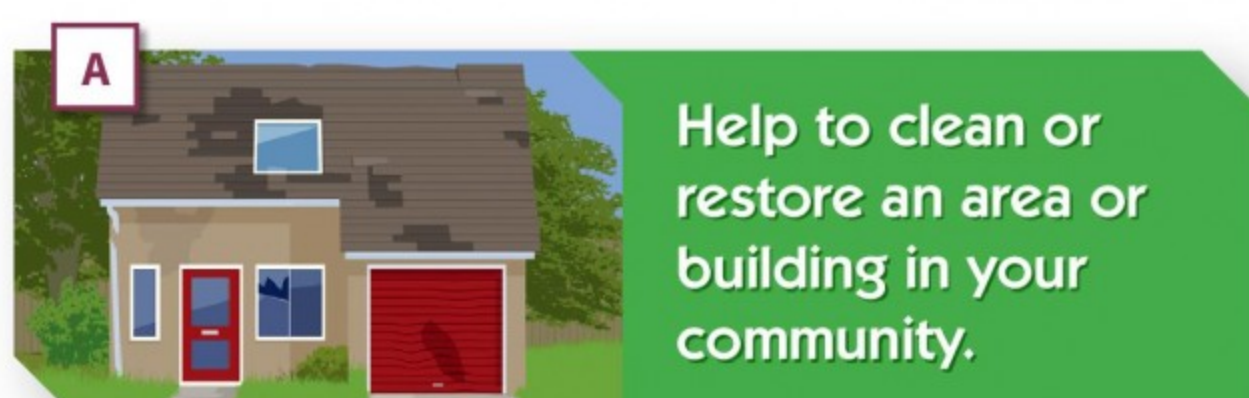
2.04

4 Listen again and answer the questions.

- 1 What is the aim of the podcast?
- 2 What does the presenter like about the sock campaign?
- 3 What were the advantages and disadvantages of Paul's costume?
- 4 Why did Bria volunteer at first and why did she continue?
- 5 What are the benefits of "plogging"?

5 Look at the ideas A–D below. Work in pairs and choose one you'd like to get involved in. Then answer questions 1–4.

- 1 Why do you want to support this cause?
- 2 What will be your specific goal?
- 3 How can you reach this goal?
- 4 What can other people do to help?



Speaking strategy



Speaking clearly

Speaking clearly helps your audience to understand you. There are some easy ways to ensure that you are speaking as clearly as possible.

- Practice speaking. You can read aloud or repeat what you need to say.
- Take your time. If you speak slowly, people will understand you better and you will be able to focus more on pronunciation.
- Watch how people react when you speak. If they appear confused, try to repeat more clearly.



6 You are going to present your ideas from exercise 5. Study the speaking strategy and the key phrases. Prepare what you want to say. Then tell the class about the cause you want to get involved in, why, and how.

Key phrases Explaining aims and motives

The aim is to / What we aim to do is

The (whole) point of this is to

The reason for this is to

By (doing this),

This is a good / great / the only / way to

7 REFLECT What opportunities are there for you to be a good citizen? Are there any activities in your community that you can get involved with? How?

Discover more



SEARCH ONLINE for clever fundraising ideas. Present your favorite idea to the class and say what you could use it for.

Writing
task

A formal email

Write a formal email in response to an advertisement. Express interest, give information about your positive qualities, and request more information.

Understand the task

1 Read advertisement A and the email that Sarah wrote to the organization. Then answer the questions.

- 1 Does Sarah use a formal or informal style? Why?
- 2 Do you think that Sarah is a good candidate for the project? Why?
- 3 In what ways would an email to a friend be different?

Volunteer Opportunities

A **Helpers for people with disabilities**

Charity organization seeks enthusiastic, patient, and caring young people. We help to teach disabled people basic skills, such as shopping and household chores, so that they can become more independent.

B **Youth theater assistant**

We need help from active, sociable people who are willing to move equipment, make and serve refreshments, or help out as needed behind the scenes at our popular performances.

C **Library Helper**

Do you like kids and books? If so, your local library needs you! Spend one hour every Saturday morning listening to children read and helping them to enjoy books and become better readers.

For more information, email us at Volontops.org

TO:

Dear Sir or Madam,

I am writing to inquire about one of the volunteering opportunities advertised on your website. I would be very interested in getting involved in helping people with disabilities in my area.

I am at present a student at Oxley High School. I am studying English, and languages are my favorite subjects. I hope to get a degree in modern languages when I finish school. I play basketball on the school team and I like most sports and the outdoors.

I believe that I am suitable for this kind of project. I am eager to get involved in order to get some community service experience. I would describe myself as sociable and hard-working. I have some experience working in a local store, so I think that I am good at dealing with people.

I would be grateful if you could send me further information so that I can see what opportunities there are in my area. If any of them take place after school or on weekends, I'll get back in touch. I look forward to hearing from you.

Regards

Sarah Nugent

2 Look again at Sarah's email. What is the purpose of each of the four paragraphs? Write 1–4 next to the purposes a–d.

- | | |
|---|---|
| a give general information about yourself | c request more information |
| b give the reason for writing | d explain how you meet the requirements |

Think and plan

3 Look at the other advertisements B and C for volunteer opportunities and choose a project that interests you. Take notes for each paragraph of your letter.

Write a first draft

4 LANGUAGE POINT Look at the **highlighted** linkers in the email on page 88. What is their function? Choose from a–c.

- a to order events b to express reason or purpose c to give consequences

Writing strategy



Topic sentences

A topic sentence introduces a paragraph. It tells the reader what the paragraph will be about. Good topic sentences are short and clear.

5 Study the writing strategy and identify the topic sentences in the paragraphs of Sarah's letter. Use the ideas in exercise 2 and your notes from exercise 3 to write a topic sentence for each paragraph of your letter. Include linkers to express reason or purpose.

Review and edit

6 Read through your first draft. Check it and revise it if necessary. Then write your final draft.

- **Content** Did you include information about yourself and your reason for writing?
- **Organization** Did you organize your email into logical paragraphs with topic sentences?
- **Style** Is your email sufficiently formal?

Reflect

How can we make the world a better place?



Who do we need to help?



Why should we help others?



What can we do to change the world?



How can we be better citizens?



How can we offer to help?

1 Think about your answers to the lesson questions. Make notes.



2 Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

3 Work together and compare your ideas.

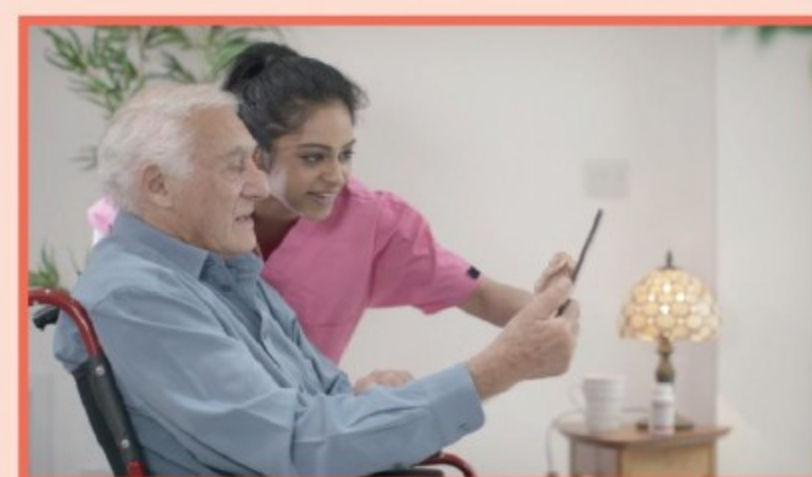


4 Watch the same video *with* narration. Make notes. Did you learn anything new?

5 Discuss the lesson questions in pairs.

6 Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 83



I learned that more people are volunteering and donating to charity than ever before.

Project
task

Taking part in a class debate

Have a class debate on the following topic: "Social media is making us more antisocial." Research one side of the debate on the internet: How does social media make us less sociable? or How does social media make us more sociable? Write a speech and practice it. Give your speech in a debate.

UNDERSTAND

1 Read the instructions for the project task. What is the main aim of the project?



2 In groups, answer the questions.

- 1 How many sides are there usually in a debate?
- 2 What does each side have to do?
- 3 Make a list of positive and negative effects of using social media.



2.05

3 Listen to Ruby's team and Jack's team taking part in a debate. The topic is "Social media is harming language." Answer the questions.

- 1 Which team ... ?
 - a agrees with the statement
 - b disagrees with the statement
- 2 Which team is ... ?
 - a presenting arguments
 - b responding to arguments
- 3 Which of these topics do the teams discuss? Check (✓) all that apply.

a Telling short stories. ☐	c Spelling mistakes. ☐
b New words and meanings. ☐	d Opportunities for writing. ☐

4 Listen again. Which arguments do the teams give for and against each of the topics discussed? Which team do you agree with?

Topic	For	Against



COLLABORATE AND PLAN

- 5** Work in groups. Make a list of six tasks using the steps in exercises 6–11 to help you. Then complete the *Who?* and *When?* columns.

Task	What?	Who?	When?
1			
2			
3			
4			
5			
6			

- 6** Decide if your group agrees or disagrees with the statement: “Social media is making us more antisocial.” If you agree, research: “How does social media make us less sociable?” If you decided you disagree, research: “How does social media make us more sociable?”

- 7** Work as a group. Make notes for your speech, using the following structure.

- introduction
- your first point, with examples
- your second point, with examples
- conclusion

- 8** Write your speech for the debate. Use the key phrases.

SHARE

- 9** Practice your speech. Give feedback and make any necessary changes.
- 10** Think creatively about how the other team might respond to your opinions. Think of ways to respond to their points.

PRESENT

- 11** Work in groups with two teams in each group. Team 1 gives a speech and Team 2 responds.
- 12** Switch and repeat the activity. Which team made the clearest points?

Key phrases Having a debate

Introducing a speech

We’re going to speak for / against the statement

Presenting your opinion

First of all, / Secondly, we’d like to talk about/to raise the point of

The way we see it, ... / Our feeling is

For example, ... / To illustrate my point,

Responding to opposing opinions

I’m sorry, but I have to disagree with (Tom).

I can’t accept what you said about (emojis), I’m afraid.

I’m not convinced by your point about (acronyms).

Sorry, but I don’t think you’re right about (spelling).

Summarizing

To sum up, / In conclusion, we believe / think / feel

Reflect

Work in groups. Think about your project and answer the questions.

- How could you improve the planning of your project?
- Which tasks were you not able to complete on time? Why?
- Which research was the most useful?
- How effective was your group’s speech?
- How well do you think your team responded to the other team?



VIDEO Talking about goals

READING Identifying the author's intentions

LANGUAGE IN USE Reporting what other people say

LISTENING Understanding attitudes from intonation

LIFE SKILLS Setting goals

WRITING Writing an opinion essay

Why do we have GOALS?

These climbers are on their way to the top, but about 300 people have lost their lives trying to reach the summit of Mount Everest.

What kinds of goals inspire us?

1 Look at the picture and the caption. Why do you think some people risk their lives to achieve their goals?



2 Guess the answers in the quiz below. Then work in pairs and compare your answers.

LIFE GOALS QUIZ Many people dream of achieving these goals.

- 1** Attempting to climb Mount Everest. How high is it?
a almost 5,000 m **b** almost 9,000 m **c** almost 19,000 m
- 2** The goal most runners set for the Marathon des Sables across the Sahara desert is simply to complete it! How long is this race?
a 42 km **b** 140 km **c** 250 km
- 3** Winning the Nobel Prize is the ambition of top scholars. How many medals are awarded each year?
a one **b** three **c** six
- 4** Actors dream of winning an Academy Award to prove they're the best. When was the first Oscar ceremony held?
a 1929 **b** 1969 **c** 1999
- 5** The Vendée Globe solo yacht race around the world is the ultimate challenge for sailors. How long does it take?
a three weeks **b** three months **c** three years

Discover vocabulary Goals

Student Book ► Page 128

Workbook ► Page 86



3 Watch the Factflix video and check the answers in exercise 2.

4 Watch the video again. Why do Zach and Sofia say people want to achieve the goals in exercise 2?



Key phrases Speculating about future achievements

What's your life goal / aim / ambition?

Do you think you'll ever ... ?

You never know. / Probably (not)

I want to ... / I'd love to ...

I certainly can't imagine ... (ing)

What about ... (ing)?



5 Work in pairs and discuss the questions.

- 1** What are your life goals?
- 2** Which are realistic, and which are probably just dreams?

Discover
more



SEARCH ONLINE Find out about one of the goals in exercise 2. Share your facts with the class.

What does it take to achieve a goal?

- 1** Which of these things could British women do in 1905? Compare your answers.
compete in the Olympics drive vote wear trousers work

Reading
strategy



Identifying the author's intentions

Understanding the author's intentions can help you to better understand what you are reading. As you read, study the language the author uses and ask yourself:

- Why did the author write this – to inform, to persuade, to describe, or to entertain?
- How does the author want us to feel – shocked, amused, frightened, or happy?



2.06

- 2** Study the reading strategy. Then read and listen to the extract on page 95. Identify the author's intentions to complete the sentences.

- The author wrote this to
- The author wants us to feel

- 3** Read the extract again and answer the questions.

- What was the women's goal during the meeting? What was their final goal?

.....

- How did the speaker answer the men's questions and the women's questions?

.....

- How did the audience react to the women's question? Why?

.....

- In the end, did anybody answer the women's question? Why? / Why not?

.....

- What do you think happened to the women after they were taken outside?

.....

Discover vocabulary When sound expresses meaning

Student Book ► Page 128

Workbook ► Page 86

- 4** Find the words below in the extract. Say them out loud and try to match them with the definitions 1–6.

howl murmur roar scratch shriek shuffle

- | | |
|--|---|
| 1 a low, indistinct sound | 4 a very high cry or scream |
| 2 a long, loud sound like a wolf makes | 5 a loud deep sound like a lion makes |
| 3 the sound of a sharp object moving across a hard surface | 6 the sound of feet on the ground while walking |



- 5 TALKING POINTS** Discuss the questions.

- How can each of these factors make it difficult to achieve a goal?
age disability gender health location money qualifications
- Do any problems make it difficult for you to achieve your goals? How can you overcome them?

Discover
more



SEARCH ONLINE and find out about Helen Keller. What problems did she overcome and how? Why do we have goals?

FIGHTING FOR VOTES FOR WOMEN

This excerpt from the autobiography of Emmeline Pankhurst tells the story of a day in 1905 when she went with her daughter Christabel and her friend Annie Kenney to a political meeting to express their views about votes for women.

Annie Kenney and my daughter Christabel had the job of questioning the speaker at the conference. They sat quietly through the meeting, and at the end questions were invited. Several questions were asked by men and were politely answered. Then Annie stood up and asked: "If the party returns to power, will they take steps to let women vote?" At the same time, Christabel held up a small poster that said "Votes for Women" so that everyone in the hall understood the question. The speaker did not reply to Annie's question, and the men sitting near her forced her rudely into her seat, while one of the organizers pressed his hat over her face. A confusion of shouts and cries sounded from all over the hall.

When the room was quiet again, my daughter Christabel stood up and repeated the question: "Will the government ... give votes to women?" Again, the speaker ignored the question, and again a storm of shouts and angry cries broke out. A policeman left the platform and came down to the women, asking them to write their question, which he promised to hand to the speaker. They wrote: "Will the government give votes to working women?"

The policeman handed the question to the speaker, who read it, smiled, and passed it to the others on the platform. They also read it with smiles, but no one answered the question. Only one lady who was sitting on the platform tried to say something, but the director of the conference interrupted her to announce that the meeting was over. Annie stood up and cried out over the noise of shuffling feet and murmurs of conversation: "Will the government give votes to women?" Then the audience became a mob. They howled, they shouted and roared, shaking their fists fiercely at Annie. Some men tried to drag her out of her chair, but Christabel defended Annie from the mob, who hit her and scratched at her until her sleeve was red with blood. Still, the girls held together and shouted over and over: "The question! The question! Answer the question!"

Six men grabbed Christabel and dragged her away, and other men followed with Annie. Both girls still called for an answer to their question. The men on the platform sat silent and indifferent while this horrible scene was taking place, and the mob were shouting and shrieking from the floor.

Adapted from *Suffragette: My Own Story* by Emmeline Pankhurst



Why do you think the men around Annie behaved in this way?

Why do the speaker and his colleagues smile when they read the question?

What image of the crowd does the writer create here?

Why does the author use direct quotes?

In 1918, after women had kept Britain's factories running during World War I, Parliament gave women over the age of 30 the right to vote. In 1928 British women received the same voting rights as British men.



1 Read the article about William Kamkwamba and answer the questions.

- 1 What was William's goal when he was 14?
.....
- 2 How did William's life change as a result of his achievement?
.....
- 3 Who benefited from William's achievement?
.....

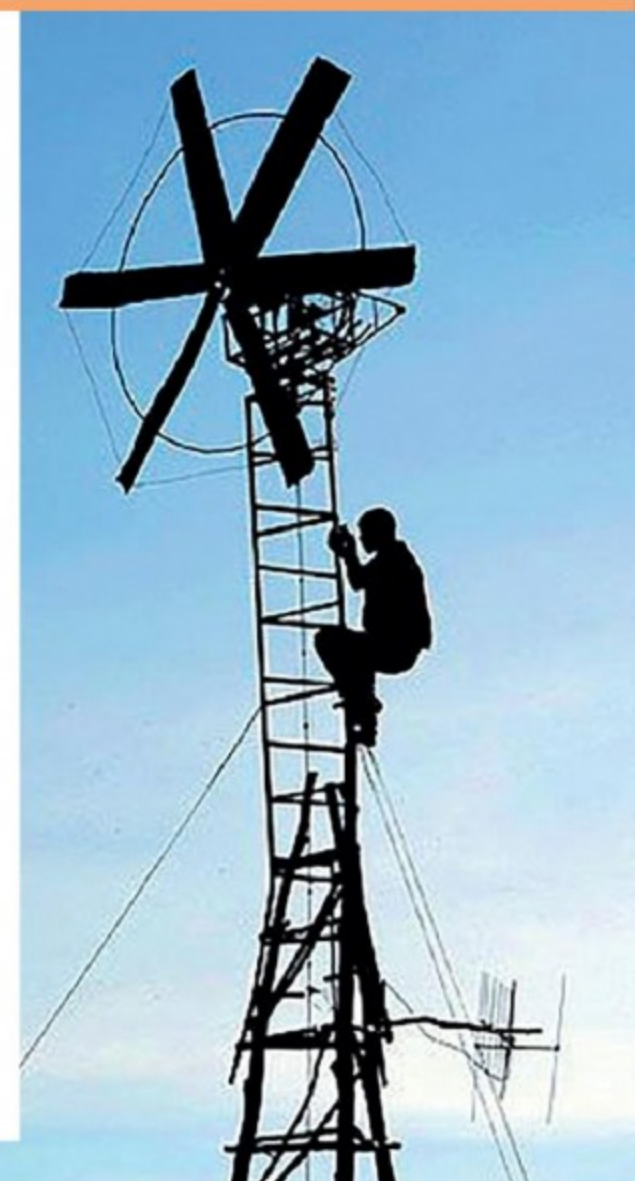
William's windmill

I recently watched an online interview with an amazing young man from Malawi called William Kamkwamba. When William was only 14, he was forced to leave school because his parents could no longer pay his school fees. He continued his education in the local library, where he saw a diagram of a windmill that generated electricity. He knew the windmill would make a big difference to his village, so he went ahead and built it.

Fifteen years after building the windmill, William told his story at a conference. After introducing him to the audience, the interviewer asked William how his life had changed since he had built the windmill. William said that he had finished school and then he had gone to an American university. William told the interviewer that he was currently designing a new water pump for farmers in his country.

The interviewer also asked William how life in his village had changed. William said that the village had become more prosperous, so it had been able to pay for repairs to the school. He told the interviewer that his parents were running their own business and that all six of his sisters had been able to go to school.

William wants to inspire other young people to solve problems in their communities. From the impact his story had at the conference, he will surely achieve his new goal.

**Discover grammar Reporting what other people say**

Student Book ► Page 129

Workbook ► Page 87

We use reported speech to tell the words of one person to another person.

2 Study the examples of direct speech below. Find the corresponding reported speech in the article.

Interviewer: "How has your life changed since you built the windmill?"
.....
.....

William: "I finished school, and then I went to an American university."
.....
.....

3 Find four examples of reported speech in the article. Write the words in direct speech.

.....
.....
.....
.....
.....



- 4 Listen to a podcast about two teens whose goals have changed their lives. How are the two young women, Frozan and Amber, similar?

2.07



- 5 Listen again. Work in pairs and answer questions 1–5 about one of the teens. Student A answers the questions about Frozan and Student B answers the questions about Amber.

1 Where does she live?

2 What did she achieve?

3 What inspired her?

4 What is she studying?

5 What is her goal?



- 6 Use your answers from exercise 5 and reported speech to tell your partner what the presenter said about Frozan (student A) or Amber (student B).

The presenter said that Frozan / Amber lived in

He said that she had



- 7 Think about your own goals in life. Then discuss your future goals in pairs. Then use reported speech to tell the class what your partner said.

Discover
more



SEARCH ONLINE and find out more about Amber Yang or beekeeper Frozan. Take notes and tell the class.

Life skills
strategy

Setting goals

If we want something to happen, we need to clarify how to make it possible. Setting goals gives us focus and direction.

- 1 Think of three goals for your near and distant future. Write them down on a piece of paper.
- 2 Study the life skills strategy. Then read about how to set SMART goals. Number the points from the most (1) to least (5) important for you. In pairs compare your answers.

HOW TO SET SMART GOALS

Use the guide to plan and achieve your goals! **SMART** goals are:



SPECIFIC: Clear goals give you direction; if your goals are vague, it will be more difficult to make decisions. Define exactly what your final objective is and you will find it much easier to reach it.



MEASURABLE: Include precise quantities in your goals so that you can measure your success. For example, your goals need to include exact numbers or sums of money.



ACHIEVABLE: Set realistic goals that are possible to achieve. You will soon give up if your goals are too demanding. If your goals are too easy, however, reaching them won't give you satisfaction.



RELEVANT: Make sure your goals lead in the direction you want your life to take. Trivial or superficial goals can distract you and may prevent you from reaching more important life goals.



TIME-BOUND: Set a time limit so that you can review your progress as you go along. A deadline will tell you exactly when you can celebrate success or when to make adjustments to your goal.

Be sure to write down your SMART goals to make them more concrete. The sooner they are on paper, the sooner you can start working towards them. Good luck!

Discover vocabulary Describing your goals

Student Book ► Page 128

Workbook ► Page 88

- 3 Work in pairs. Study Nathan's goals below. Use the guide to identify if his goals are SMART or not. Check (✓) the goals that meet the criteria in the guide.

- 1 watch all the episodes of my favorite TV show during the summer vacation. ☐
- 2 get 70% on my English test next week. ☐
- 3 do more physical activity this year. ☐
- 4 learn how to drive. ☐
- 5 earn enough money for a new car before the summer. ☐

I want to ...

Listening
strategy

Understanding attitude from intonation

You can understand if a speaker's attitude is positive or negative from what they say and their facial expression, but other clues can also help you recognize their attitude.

- Speaking quickly, a high tone of voice, rising intonation, and humor all indicate a positive attitude.
- Speaking slowly, a low tone of voice, falling intonation, and hesitation all indicate a negative attitude.



- 4** Study the listening strategy on page 98. Then listen to Jess, Emma, Matt, and Stuart talking about a tennis tournament. Whose attitude is positive and whose attitude is negative?

- 5** Listen again and answer the questions.

- 1 How does Stuart feel about the tennis tournament?
- 2 How successful was Jess in her first swimming competition?
- 3 Why did she achieve a different result a year later?
- 4 What does Stuart think about Jess's approach at first? Why?
- 5 What does Emma think of Jess's approach? Why?
- 6 What does Jess suggest to Stuart? How does Stuart react?

- 6** Study the key phrases a–f. Order the phrases from acceptance (1) to rejection (6).

Key phrases Evaluating suggestions

- a Let me think about it.
- b That should work.
- c I can see some problems with that.
- d That might be worth trying.
- e I'm not at all convinced of that.
- f That's just what I need!



- 7** Work in pairs. Give your partner the goals you wrote in exercise 1. Use the guide for SMART goals to write suggestions to improve your partner's goals.



- 8** Give your partner their goals with your suggestions. Read your partner's suggestions and use the key phrases to comment on them.

- 9 REFLECT** Do your partner's suggestions make your goals seem easier or more difficult to achieve? What can you do now to help your goals to become reality?

Discover
more



ASK ADULTS about their goals at your age. Did they achieve them? Did their goals change later?

Writing
task

An opinion essay

Write an essay giving your opinion on the question: *Is money necessary to achieve your goals?*

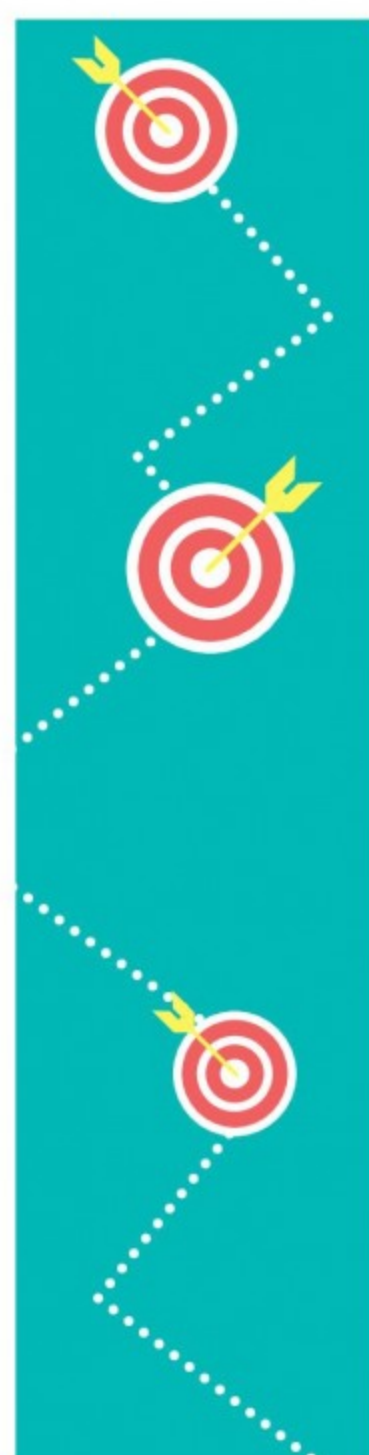
Understand the task

1 Read the writing task and answer the questions.

- 1 How can you make an opinion essay interesting?
- 2 What is your opinion about the essay question?

2 Now read the opinion essay below about having one or many goals and answer the questions.

- 1 Where does the writer first state their opinion?
- 2 How many paragraphs support the writer's opinion?
- 3 How many paragraphs oppose the writer's opinion?



Is it better to have one specific goal or lots of different goals?

There is no doubt that a goal gives us direction. The question is, can having lots of goals give us more direction? In my opinion, this is not the case.

It's true that having just one goal is a little risky. If you don't achieve it, your life can seem pointless. I think that, in particular, not reaching a goal can make people extremely unhappy. For instance, if you want to be a doctor, but you don't get good enough grades to study medicine, you could get very depressed. So, in some cases, it might be good to have another goal to focus on if your main goal becomes impossible.

However, the main reason why I am in favor of having just one goal is time.

- 10 For example, if you want to run a marathon, you need to train for at least an hour a day. This is already difficult when you have obligations like school, homework, and chores such as cleaning your room and walking the dog. Personally, I can't imagine how to find time to work on more than one goal.

- 15 To sum up, I think it's best to focus on a single goal. Although you risk being disappointed if you do not achieve it, I believe your chances of success are greater if you focus all your time and effort on one thing. Of course, when you finish celebrating your success, it will be time to choose your next goal!

3 LANGUAGE POINT Study the highlighted ways to introduce examples in the opinion essay. Answer the questions.

- 1 Which ones introduce nouns or gerunds?
- 2 Which ones introduce phrases as well as nouns or gerunds?
- 3 Which one introduces a single specific example?

Think and plan



4 Discuss the question in the writing task. What goals in life do different people have? Think of reasons why money is or isn't necessary to achieve those goals. What is your opinion? How will you support your opinion?

5 Plan your essay. Think of at least one idea to oppose your opinion and at least one idea to support it.

Writing strategy



Write a first draft

Writing conclusions

The conclusion of an essay has three main aims:

- to leave the reader with an interesting final impression
- to repeat the main idea of the essay
- to summarize the main points of the essay

6 Study the writing strategy and the conclusion of the essay on page 100. In what order (1–3) did the writer cover the aims?

7 Write the first draft of your essay. Use your plan from exercise 5 to help you.

Review and edit

8 Read through your first draft and revise it if necessary. Then write your final draft.

- **Content** Does your essay answer the question?
- **Content** Did you include ideas to oppose and support your opinion?
- **Organization** Is your essay logically organized into paragraphs?
- **Style** Have you used a variety of ways to introduce examples?

Reflect

Why do we have goals?



What kinds of goals inspire us?



What does it take to achieve a goal?



How can a goal change our lives?



How can we make our goals reality?



Is money necessary to achieve your goals?



1 Think about your answers to the lesson questions. Make notes.



2 Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

3 Work together and compare your ideas.



4 Watch the same video *with* narration. Make notes. Did you learn anything new?

5 Discuss the lesson questions in pairs.

6 Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 93



I learned that 4,000 people have managed to climb Mount Everest.



VIDEO Learning about the Earth's resources

READING Using infographics

LANGUAGE IN USE Verb patterns

LIFE SKILLS Taking care of our planet

SPEAKING Intonation in proposals

WRITING Writing headings

How do we use our PLANET?

Workers work underground in a mine to excavate mineral deposits.
Why do we make such great efforts to extract minerals from the Earth?
What problems can this cause?

What resources do we take from the Earth?

1 Look at the picture and caption. Discuss your answers to the questions on page 102.



2 Work in pairs. Read the quiz and answer the questions about the natural resources.

Natural Resources Quiz

Our natural resources include:
coal, copper, gold, oil, silver and water

- 1 Which do you think is the most precious?
- 2 Which do you think is the most difficult to obtain?
- 3 Which are needed to manufacture a smartphone?
- 4 Which are fossil fuels?
- 5 Which are minerals?
- 6 Which resources are renewable?
- 7 Which is our main source of energy for transportation?
- 8 Which is the largest single source of electricity in the world?

Discover vocabulary Using the Earth

Student Book ► Page 130

Workbook ► Page 96



3 Watch the Factflix video. Which of the questions from exercise 2 do Sofia and Zach answer? Were your answers correct?



4 Watch the video again. Compare your answers from exercise 1 with the problems Sofia and Zach say are caused by using natural resources.



5 Work in pairs. Study the objects below. Which resources do you think each contains? Use the key phrases to help you.

bicycle glasses headphones pen TV watch

Key phrases Saying what you do and don't know

I'm sure / certain that

I'm not sure

I think / believe

I don't think

I wonder if

Maybe ... / Perhaps

I don't have a clue.

Discover
more



SEARCH ONLINE and check which resources are used to create a **bicycle**, **pen**, **TV**, **watch**, **glasses**, or **headphones**. Tell the class what you learned.

Reading
strategy



Using infographics

An infographic makes facts easier to understand. Use the images and headings to locate information. Use the graphics to make sense of the statistics or trends.

1 Study the reading strategy. Then look at the images and headings in the infographic on page 105 and answer the questions.

- 1 Where did the gold on the surface of Earth come from?
- 2 How was gold formed in the universe?
- 3 Where is most of the gold on the Earth?
- 4 How are gold deposits formed underground?
- 5 What are the five main uses of gold?



2 Read and listen to the infographic. Check your answers.

2.09

3 Study the figures from the infographic. What does each refer to?

August 17, 2017 130 million years 99% 5,437°C 45 cm 1,000,000,000 3.9 km 50 cents

4 Read the infographic again and answer the questions.

- 1 What were the historical uses of gold?
- 2 Which of these uses continue to the present day?
- 3 What are the benefits of using gold for these purposes?
- 4 What percentage of the gold on the planet can be found on the surface of the Earth?

Discover vocabulary Verb suffixes

Student Book ► Page 130

Workbook ► Page 96

5 Study the words below. What verb form can you find for each in the infographic?

beauty	bright	circular	material
dark	hard	identity	stable
origin	solid	special	

6 Compare the verbs in the infographic with the words in exercise 5. What four suffixes do we use to create the verbs?

.....

7 Work in pairs. Create new sentences with the verbs you found in the infographic in exercise 5.



8 TALKING POINTS Discuss the questions.

- 1 Do you think gold is necessary for our lives? Why? / Why not?
- 2 What factors make resources valuable?
- 3 Do you think we value any resources too much or too little?

Discover more



SEARCH ONLINE and find out about another **precious metal**. How does it form, how is it extracted, and what is it used for? Tell the class what you learned.

WHAT'S SO SPECIAL ABOUT GOLD?

WHERE DID IT COME FROM?

Did you know that gold originated from space? Scientists have identified

the presence of gold in meteorites, stars, and planets that circulate in the solar system.

On August 17, 2017, scientists discovered that the collision of neutron stars 130 million years ago generated an explosion that created gold and precious metals. These particles of gold traveled through the universe and materialized in meteorites and on the surface of the Earth.



HOW MUCH GOLD IS THERE ON EARTH?

How does the writer help us to understand large quantities?

However, **ninety-nine percent** of the gold on the planet lies in liquid form deep in its center at a temperature of **5,437 degrees Celsius** and is impossible to excavate. There is enough gold at the center of the planet to cover the entire Earth with **45 centimeters** of solid gold. That's one and a half feet and **1.6 quadrillion tons!**



What do you think "chunks" means?

WHERE CAN WE FIND GOLD?

Every now and then, particles of this gold rise to the Earth's surface as a result of **volcanic action**. This gold then hardens and solidifies into chunks. Sometimes the chunks of gold come to rest in pockets of rock underground. The world's deepest gold mine is in South Africa and is **3.9 km deep**. Working there is extremely hot and dangerous.



HOW DO WE USE GOLD?

The traditional use of gold is in jewelry or currency because it's valuable, is easy to manipulate, and doesn't darken over time. From 50% to 80% of all new gold is transformed into some form of jewelry.



Gold is known to have been used in dentistry as early as 700 B.C. Gold is now also used as a drug to treat a small number of medical conditions, including arthritis and cancer.

A small amount of gold is used in the manufacture of electronics. This includes cell phones, calculators, global positioning system (GPS) units, and other small devices. Nearly one billion cell phones are produced each year, and most of them contain about fifty cents worth of gold!



Gold has also been used throughout history to treat skin conditions and to beautify the skin. Cleopatra used to sleep in a gold mask to brighten her complexion. Nowadays, gold is added to moisturizers, sunscreens, eye creams, and lip balms. Some spa centers also specialize in gold facials at a cost from \$100 to \$1000.

Why is there a reference to Cleopatra?



Gold is used to reflect infrared radiation and to help stabilize core temperatures in every space vehicle that NASA launches. The visor on the helmet of an astronaut's space suit is coated with a very thin film of gold. This film reflects most of the intense solar radiation of space, protecting the astronaut's eyes and skin.





- 1 In pairs, think of and discuss examples of animals we use in these ways:
clothes entertainment food pets research work
- 2 Study the fish in the picture. Do you think it's a good pet? Why? / Why not?
- 3 Read the article and check your answer to exercise 2.

HOME NEW POSTS ARCHIVES SEARCH



FISH UNDER THREAT

The fish in the picture is a blue tang. In the wild, these fish feed on the algae that grow on their coral reef habitat.

However, blue tang are also becoming popular in aquariums, and many of the million or so Americans who enjoy keeping tropical fish would like to have one. Breeders have not yet managed to raise blue tang in captivity, so the fish are imported, mainly from Indonesia and the Philippines.

Fishermen there catch the blue tang because they want to earn money by selling them to exporters. The fishermen need to avoid touching the blue tang's sharp spines, which can cut through skin. To catch them more easily, some fishermen spray the fish with cyanide, which makes them unconscious. The fish that survive this toxic chemical are kept in containers until an exporter ships them abroad. Some of the fish die on their journey from the reef to the aquarium.

Marine biologists say that we should choose other fish as pets and leave the blue tang in the wild. If we carry on taking blue tang from their habitat, they may become endangered.

Discover grammar Verb patterns

Student Book ► Page 131

Workbook ► Page 97

When we use two verbs together, the first verb determines the form of the second verb. When you learn a new verb, you need to learn the verb form that follows it.

- 4** Find the verbs below in the article on page 106 and study the verbs that follow them. Then complete the table with the verbs from the list.

avoid carry on enjoy manage want would like

verb + infinitive (to go)	verb + gerund (going)

- 5** Fill in the blanks with the correct form of the verbs in parentheses.



Marni, 15
214 posts

Many people enjoy ¹..... (go) to marine parks to watch dolphins in shows or swim with them. They don't consider that the dolphins don't want ²..... (be) there because they would like ³..... (live) with their families in the ocean. Most dolphins manage ⁴..... (survive) in these parks, but it's impossible to avoid ⁵..... (injure) or killing some animals. If we really love dolphins, we shouldn't carry on ⁶..... (capture) them for entertainment.

Share Like Comment

- 6** Continue the sentences about the blue tang and marine parks with a verb in the correct form and your own ideas.

- I think visitors to marine parks want
- I (don't) think the blue tang enjoys
- Managers of marine parks should avoid
- People with aquariums can't carry on
- I would(n't) like ... a blue tang.

- 7** Are the verbs below followed by an infinitive or a gerund? Check each word in a dictionary and add them to the table in exercise 4.

decide dislike don't mind hope miss need stop think about



- 8** What's your opinion of the ways we use the animals in exercise 1? Write sentences using the verbs in exercises 4 and 7 with a second verb to express your ideas.



- 9** Work in pairs to discuss your opinions in exercise 8. Take turns to read your sentences and agree or disagree.

Nowadays people don't need to hunt animals.

I agree with you. I enjoy eating meat but I don't eat it often.

Discover
more



SEARCH ONLINE and find out more ways animals help humans. Choose one animal and take notes about how it helps humans. Tell the class what you learned.

Life skills
strategy

Taking care of our planet

Our planet provides a home for seven billion people and countless organisms. To ensure that it will continue to do so, try to reduce the impact of your actions on it.

- 1 Study the life skills strategy. Think about your lifestyle. What impact does it have on the planet?
- 2 Read the guide for doing outdoor activities. Decide which of the rules are *Do* or *Don't*.

THE GREAT OUTDOORS

Camping, hiking, and climbing are awesome, but everyone should follow these rules to make sure your activities don't trash nature.

- 1 leave behind any litter or personal belongings.
- 2 stay on marked paths so that you walk over plants.
- 3 resist the temptation to feed native animals.
- 4 keep noise levels low so that you disturb the wildlife.
- 5 pick any wild flowers or fruits, to protect the habitat.
- 6 touch animals or insects, as this can harm them.
- 7 keep your dog under control and next to you at all times.
- 8 make fires, as they can get out of control.



Discover vocabulary Our impact on nature

Student Book ► Page 130

Workbook ► Page 98

- 3 Study the pictures showing the impact of people's actions on our planet. What do you think people did in each case?

A



B



C



D





- 4** Listen to two students planning a report about the impact of people's actions on nature. Check your answers to exercise 3.

2.10

- 5** Listen again. What negative consequences can the actions have in each case?

Speaking strategy



Intonation in proposals

We can propose ideas with questions or statements. In both cases, our voice goes up at the end if we want to be polite or express uncertainty. Our voice goes down if we want to express certainty or convince the other person.



- 6** Study the speaking strategy. Then listen to five extracts from the conversation. Choose the arrow pointing up (↑) or down (↓) to show the intonation of each extract.

2.11

- 1 ↑ ↓ We could start with people leaving their litter behind ...
 - 2 ↑ ↓ Let's include Mount Everest ...
 - 3 ↑ ↓ Why don't we mention that in our report ... ?
 - 4 ↑ ↓ What about picking wild flowers, fruit, or plants ... ?
 - 5 ↑ ↓ What if we add rock stacking ... ?
- 7** With a partner, practice saying the phrases in exercise 6 with both kinds of intonation.
- 8** In pairs, think of examples of people's impact on nature in your area. Choose one problem that you would like to change. Make notes and decide which ideas you are certain will work.
- 9** In groups, take turns to share your ideas. Use the key phrases and the correct intonation to show certainty or uncertainty.

Let's include something about litter. We could start a project to clean up the local park.

What if we create posters to advertise for volunteers on a fixed day and time?

How about asking local businesses to put the posters in their windows?

Key phrases Proposing ideas

We could (start with the problem of)

Let's (include something about)

What if we (add people who) ... ?

Why don't we (mention) ... ?

How / What about

- 10 REFLECT** What can you do differently to take better care of our planet?

Discover more



ASK ADULTS and find out how nature has changed in your area. Were any places very different twenty years ago? Were they in better or worse condition?

Writing task



A report

Write a report entitled *How can we use fewer resources in school?* The purpose of the report is to examine how you use resources in school and how you can conserve them. Your report will include facts and recommendations.

Understand the task

1 Read the writing task and answer the questions.

- 1 What will be the topic of your report?
- 2 Will your report include facts or opinions?

Think and plan

Writing strategy



Writing headings

Each section in a report begins with a heading. The heading is the title for that section. When we write headings, we usually:

- sum up the main idea in the paragraph
- keep the heading short
- make the style of the headings as consistent as possible

2 Study the writing strategy and the report below. Match the headings A–D in the report with four of the headings below. There are two extra headings.

- | | |
|---------------------------------------|---|
| 1 Introduction | 4 Using resources on our houseboat |
| 2 Conclusion | 5 Conserving resources on our houseboat |
| 3 Advantages of living on a houseboat | 6 Using fewer resources to save money |

HOW CAN WE USE FEWER RESOURCES AT HOME?

A

The purpose of this report is to explain how we can all make small changes to use fewer resources. First, I will describe my family's lifestyle and how we use resources. Then I will make some recommendations concerning ways we can all conserve resources.

B

My family lives on a houseboat so we use energy and water differently from other people. Concerning water, we have a tank on board. We use this water for washing, but we buy bottled water for drinking. As regards energy, we use a generator to power the fridge and all our electronic devices. The engine uses diesel fuel and we have cans of gas for cooking and heating.

C

Because we live on a boat, we need to conserve water and energy. As for water, we use the minimum to brush our teeth, wash our hands, and only take three minute showers. Regarding energy, we always turn off lights and power switches. When it's cold, we put on extra clothes.

D

I conclude it's possible to use fewer resources. I recommend that we consider our habits and identify ways we can conserve resources.



3 Read the report on page 110 and answer the questions.

- 1 Which headings will be the same in your report?
- 2 What resources do you use in school?
- 3 Which recommendations in the report can you use in school? What other recommendations can you think of?

Write a first draft

4 LANGUAGE POINT Study the highlighted expressions in the report. Choose the correct answer to say why we use these expressions.

We use *concerning / regarding, as regards / as concerns* and *as for*:

- a to generalize b to specify c to explain

5 Write the first draft of your report. Create appropriate headings for your four sections and use expressions for specifying.

Review and edit

6 Read through your first draft and revise it if necessary. Then write your final draft.

- **Content** Did you include all the information in the writing task?
- **Organization** Did you divide your report into sections with headings?
- **Language** Did you use expressions for specifying?

Reflect

How do we use our planet?



What resources do we take from the Earth?



What makes resources valuable?



How are animals a resource?



How can we take care of our planet?



How can we use fewer resources at home?

1 Think about your answers to the lesson questions. Make notes.



2 Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

3 Work together and compare your ideas.



4 Watch the same video *with* narration. Make notes. Did you learn anything new?

5 Discuss the lesson questions in pairs.

6 Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 103



I learned that diamonds are the hardest material on Earth.

Describing people 1.21

blond-haired blue-eyed courageous determined
elderly enthusiastic female kind male middle-aged
teenage well-dressed

1 Choose the correct words to describe the people.

- Alex Smith is a woman.
- Alex Brown is a man.
- Annie's 15.
- My grandfather is 80 this year.
- My aunt and uncle are about 50.
- Astronauts are very brave.
- Luke is full of energy.
- Max is caring and thoughtful.
- Emma always works hard to get what she wants.
- Paul wears fashionable clothes:



- Victor looks like this:
- Sophia looks like this:

2 Choose the answers that are true for you. Complete the sentences with your own ideas.

ME, AND THE PEOPLE IN MY LIFE

- My best friend is **red** / **blond** / **black** / **brown** / **gray** / **white**-haired and **brown** / **blue** / **gray** / **green**-eyed. Me? I'm
- Most of my friends are **male** / **female**. I prefer hanging out with them because
- Most of my friends are **retired** / **teenage**.
..... are the people I know who are retired.
- Most of my friends **are** / **aren't** well-dressed. Me? I'm
- I really like people who are **courageous** / **determined** / **enthusiastic** / **kind**. I think I'm

Noun endings 1.22

-ation -er -ity -ness -ment -sion -ty

3 Complete the sentences. Use the words in parentheses with the noun endings above. Make any necessary spelling changes.

- I've taken all the (measure)
- Malala Yousafzai is a great because she is determined and courageous. (inspire)

- You can use your phone as a (scan)
- Online is very important. (safe)
- He shows great to everyone, even to people he doesn't know. (kind)
- There's been some about the schedule. (confuse)
- What was your great-grandmother? (national)
- Strawberries and ice cream is my favorite for a dessert. (combine)
- I swim, but my brother's a (run)
- What are there between you and your friends? (similar)

Internet safety 1.23

account hacker hotspot install link password PIN
post privacy

4 Complete the sentences with the correct form of the words.

1 My was 4501 and my was 5%haPPy30.

2 often set up free in public areas and then steal people's data from them.

3 Someone stole my identity. They got into one of my social media and things I would never write.

4 When I clicked on the I had no idea it would a virus on my laptop.

5 Your settings control how you can see what's on your social media.

5 Answer the questions with your own ideas.

- How often do you check your privacy settings?
- Do you use Wi-Fi hotspots in public places? Where? How often?
- How often do you post things on social media? What do you post?
- Do you ever worry about clicking on links that you don't know? Why? / Why not?
- How often do you change your password?

Talking about the present

We use the **simple present** form to talk about facts and routines.

*The name Tariq **means** “morning star.”*
*Where **do** you **buy** your clothes?*

Tip We often use adverbs of frequency (e.g., *usually, sometimes, never*) and time expressions (e.g., *on Fridays, twice a week*) with the **simple present** when we talk about routines.

*My neighbor **always** says hello to me.*
*Meg and Cynthia **don’t** phone each other **every day**.*

We use the **present continuous** form to talk about actions that are happening now.

These actions can be happening right now:

*I can see Jim. He’s **talking** to Amy.*



or they can be happening around now:

*We’re **studying** the American Civil War in school.*



Tip We often use time expressions like *now, right now, at the moment, today, this week*, and *this year* with the **present continuous**.

*I’m cycling to school **this week** but I usually walk.*
*What’s Lily doing **now**?*

We use the **simple present** not the present continuous when we use verbs that express likes, dislikes, and other states of mind (e.g., *love, like, hate, want, need, understand, know, recognize, remember, believe*).

*I **remember** my first day in school.*
(NOT I’m remembering...)
*Max **doesn’t believe** me. (NOT Max isn’t believing...)*

We use the **present perfect** for events that started in the past and are relevant now.

*I’ve **lost** my identity card. (→ I can’t find it now.)*
*Anna **has visited** Japan. (→ She knows what it’s like.)*

We also use it when a past and present situation are the same.

*Ryan and Joel **have been** friends for five years. (→ They were friends five years ago. They’re still friends now.)*

Defining and non-defining relative clauses

A relative clause is part of a sentence that begins with the relative pronoun, *who, whose, which / that, where, or when* and contains a subject and a verb. We use them to make short sentences into longer ones.

A **defining relative clause** adds essential information to a sentence.

*I saw a movie about a man. He’d walked across Asia. → I saw a movie about a man **who’d walked across Asia**.*
*It’s an app. It identifies music. → It’s an app **which / that identifies music**.*

*We need to find the boy. These are his shoes. → We need to find the boy **whose shoes these are**.*

A **non-defining relative clause** adds non-essential information. We use commas to separate it from the rest of the sentence.

*The first woman to reach the top of Mount Everest was Junko Tabei. She died in 2016. → The first woman to reach the top of Mount Everest was Junko Tabei, **who died in 2016**.*

*June is the best month to go camping in the U.K. The weather in June is good and the days are long. → June, **when the weather’s good and the days are long**, is the best month to go camping in the U.K.*

1 Use the words in parentheses to complete the sentences in the simple present, present continuous, or present perfect.

- Look at Paul! He _____ (walk) on his hands!
- My dad _____ (not / usually / wear) a tie.
- A _____ (you / ever / lose) your passport?
B No, but my friend lost hers on holiday.
- I _____ (think) I _____ (break) my arm.
- We _____ (learn) about the Amazon.
- Jason _____ to unblock his phone. (need)
- Why _____ (you / look) at me like that?
- Ed _____ (have) that watch for years!
- That purse _____ (not / belong) to you.

2 Choose the correct words to complete the sentences.

- Fall is the time of year **which / when** I feel happiest.
- Your fingerprints, **which / who** developed before you were born, are completely individual to you.
- That’s the girl **whose / who’s** dad is a famous actor.
- I know a cafe **where / that** you can pet cats.
- This is my brother **Sam who / Sam, who** studies economics.
- We went to Electric Cinema, **where / which** is very old.
- Jeff Bezos is the man **which / who** created Amazon.
- New York, **when / where** I was born, was the first US capital.

Historical events 1.24

construction development discovery exploration
founding invention peace spread trade war

1 Complete the sentences with the correct words.



- The Taj Mahal is a beautiful white building in India. Its _____ took 16 years.
- Jan Evangelista Purkinje made the important _____ that everybody's fingerprints are different in 1823.
- In the Middle Ages, the Italians had a _____ exchange of metal and oil for paper from Egypt.
- The first moon landing was in 1969. What will the future of space _____ be?
- Millions of people died of the flu in 1918. The disease _____ very fast.
- Before the _____ of more complex forms of wheeled transportation and roads, people used to walk and ride horses on paths.
- Countries sometimes go to _____ when they fight over land, religion, and resources like oil and water.
- Since its _____ in 1946, Unicef has helped millions of children worldwide.
- Robert Noyce was an electrical engineer whose most famous _____ was the microchip.
- There is fighting among many countries, but some people believe world _____ is possible.

2 Do you agree (A) or disagree (D) with each statement. Why?

- Stopping the spread of disease is more important than space exploration. A / D _____
- There will always be wars. A / D _____
- The development of flight (planes, helicopters, etc.) changed the world forever. A / D _____
- All inventions and discoveries are good. A / D _____

Adverbs of manner 1.25

badly beautifully bravely carefully greedily heavily
quickly slowly

3 Complete the sentence in each pair with the correct adjective or adverb.

- a It was a lovely old bus but it was very _____.
b Hurry up! Why are you walking so _____?
- a Have a great trip! Drive _____!
b Be _____! You might break it!
- a He's very _____ and selfish.
b He ate the candy _____.
- a I can't carry this bag. It's really _____.
b He fell _____ onto the sidewalk.
- a That was very _____ of you.
b The men defended themselves _____.
- a She left the room _____.
b Can we have a _____ chat?
- a I speak French very _____.
b I think it's a really _____ idea!
- a They wrapped the gift _____.
b There was a _____ sunset today.

Information sources 1.26

augmented reality app biography brochure census
guide interview monument plaque statistics
statue tour

4 Match the sentence halves 1–7 with a–g. Which sentences are true for you?

- There are a lot of plaques on _____
 - Augmented reality apps _____
 - There are a lot of statues and _____
 - I prefer a real guide to an online guide _____
 - I enjoy reading biographies of _____
 - Asking local people about history is more exciting _____
 - I sometimes pick up brochures in _____
- a when I'm on a city or museum tour.
b than studying censuses and statistics.
c the walls of buildings in my city.
d famous people.
e tourist offices, but I don't always read them.
f are fun, but I've never used one for learning history.
g monuments on the streets of our capital city.

5 Answer the questions with your own ideas.

Which information sources could you use to find out about ... ?

- your family history _____
- the building you live in _____
- the history of your local neighborhood _____
- the history of your capital city _____
- the history of famous people from your country _____

Talking about past habits and situations

Used to expresses past habits or states that don't happen now.

Boys and girls **used to go** to different schools.

Did you use to have long hair? Yes, I **did**.

Didn't use to expresses current habits or states that didn't happen in the past.

People **didn't use to drink** bottled water.

Affirmative (+) and negative (-)		
I / You / He / She / It / We / They	used to	live here.
	didn't use to	understand.
Questions and short answers		
Did I / you / he / she / it / we / they use to live here?	Yes, I / you / we / they / he / she / it did .	
	No, I / you / we / they / he / she / it didn't .	

Tip We pronounce **used to** as /'yustu/.
I **used to** /'yustu/ go to bed at eight o'clock.

Telling stories about the past

We use the **simple past**, **past continuous**, and **past perfect** to relate main and background events in stories about the past.

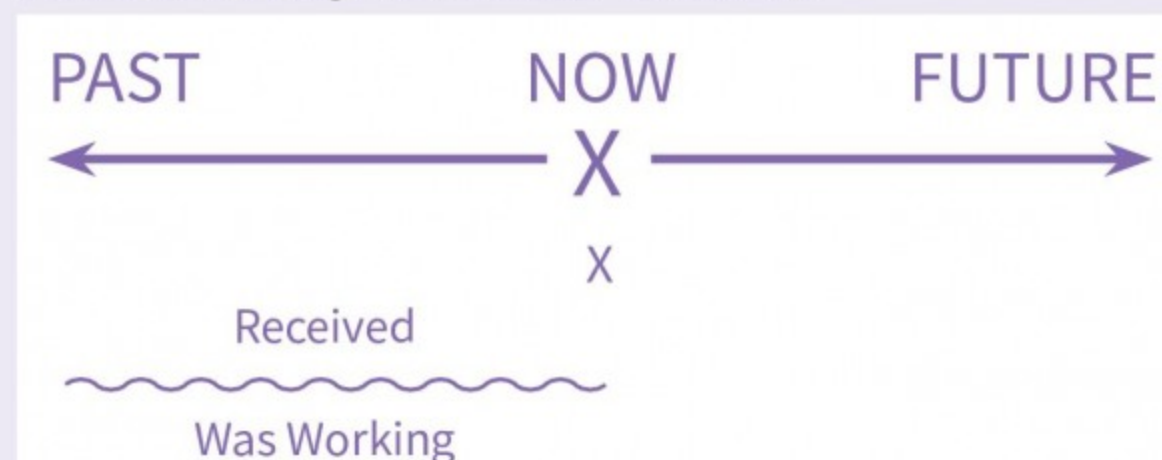
We use the **simple past** to describe the main events of a story.

Giorgio Armani **studied** medicine in his 20s. Later, in the 1960s, he **became** a fashion designer.



We use the **past continuous** to give background information about events that happened at the same time as one or more of the main events.

Marie Curie received her second Nobel Prize in 1911, while she **was working** at Sorbonne University.



We use the **past perfect** to give information about background events that happened before main events.

When Mozart died, in 1791, he **had written** more than 600 pieces of music. He was only 35 years old.



Tip We use **when** or **while** to introduce a background activity, or to show that two background activities happened at the same time.

I met Anna **when / while** I was traveling in the US.

While / When I was cooking, Alex was working.

We use **when** (not **while**) to introduce a main event.

When I met Anna, I was traveling in the US.

When we met, I'd been in the US for six months.

1 Complete the sentences about the past many years ago using **used to**, **didn't use to** or **Did ... use to ... ?** and the verbs below.

buy have think travel wear write

- 1 People _____ phones.
- 2 People _____ letters by hand.
- 3 Women in many countries _____ pants.
- 4 _____ people _____ to a lot of different countries? No, they _____.
- 5 People _____ the earth was flat.
- 6 _____ people _____ things with money? Yes, they _____.

2 Complete the article using the correct form of the verbs in parentheses, the simple past, past continuous, or past perfect.



THE RACE TO THE NORTH AND SOUTH POLES



In January 1911, Norwegian explorer Roald Amundsen and his team
1 _____ (start) a journey from a camp in Antarctica. Eight men, with 86 dogs, 2 _____ (try) to become the first people to reach the South Pole.

Amundsen and his team 3 _____ (leave) Norway by boat in June 1910. For the first month of the journey, Amundsen's team 4 _____ (not / know) they were heading for the South Pole. They thought they 5 _____ (travel) towards the North Pole because Amundsen 6 _____ (want) to be the first person to get there. In fact, Amundsen 7 _____ (change) his plans when American explorer Robert Peary claimed he 8 _____ (reach) the North Pole in April 1909.

Bad weather 9 _____ (stop) the team's first attempt, and just five men and 52 dogs set out on the second attempt. They 10 _____ (arrive) at the South Pole on Friday December 14, 1911. While all this 11 _____ (happen), British explorer Robert Scott 12 _____ (lead) a team to the South Pole, too. Scott's team 13 _____ (reach) it on January 17, 1912, only to find that Amundsen's team 14 _____ (arrive) there first. Sadly, Scott and his team all 15 _____ (die) on their journey home.

Talking about languages 1.27

accent alphabet bilingual dialect fluently
ideogram interpreter multilingual native speaker
translator

1 Complete the sentences with the correct form of the words.

- If you speak a language _____, you speak it freely and easily.
- If you learn a language from birth, you become a _____ of that language.
- Lucas is _____ – he speaks English, Spanish, Arabic, and French really well.
- A _____ works with written words of different languages in books and articles.
- A person's _____ often indicates which part of the world he or she comes from.
- Bella's _____ – she speaks Italian and Swedish really well.
- The English _____ has 26 letters.
- English has different _____ – for example British English, Scottish English, and American English.
- An _____ works with the spoken words of different languages at meetings.
- An _____ is a symbol that has meaning in the same way as words and phrases.

2 Check (✓) the answers that are true for you.

- 
- I'm multilingual. ☐
- I use ideograms. ☐
- I'd love to work as an interpreter. ☐
- I wouldn't like to work as a translator. ☐
- I sometimes speak English with native English speakers. ☐
- My language has different dialects. ☐
- When I speak English, I don't have an accent. ☐

Words that are nouns and verbs 1.28

fidget high five laugh scream shout shrug stare

3 Which word fits both sentences? Change the form of the verb if necessary.

- The situation was very funny we all had a good _____ about it.
It's not funny! Why are you _____?
- Sit still! You're such a _____!
Sit still! Don't _____!
- He gave a _____ as if to say,
"I don't know, and I don't care."
Instead of answering my question, he
_____ his shoulders and walked away.
- I heard a loud _____.
Be quiet! Don't _____!

- He has bright blue eyes and his _____
is very powerful.
I feel really uncomfortable if someone
_____ at me. I don't like people
looking at me like that.
- There was a terrible _____ from a
frightened person inside the castle.
You _____ so
loudly. It's only a little spider!
- Good job! Give me a _____!
Do you and your friends _____ each
other if something good happens?

Conversation and communication 1.29

explain focus on gesture ignore interrupt join
message patient polite react understand

4 Match the sentence halves 1–7 with a–g.

- Every time I started speaking, _____
 - I wanted to **join** the conversation, _____
 - They won't **understand** _____
 - If I get a **message** when I'm talking to someone, _____
 - I wanted to **react** immediately to what she was saying, _____
 - He didn't say much, _____
 - She wasn't **focusing on** what I was saying _____
- a but his **gestures** expressed how he felt.
b I **ignore** it.
c but I was too **polite** to interrupt.
d but I was **patient** and let her finish.
e he **interrupted** me.
f until you **explain** exactly what happened.
g because she kept checking her phone.

5 Complete the questions with the correct words. Then answer them with your own ideas.

- What face and hand _____ do you use when you speak? Why?
- Do you check your _____ when someone is talking to you?
- Do you find it easy to _____ conversations when people are talking? Why? / Why not?
- If someone says something you don't agree with, do you _____ or stay quiet? Why?
- Would you ever completely _____ someone who was talking to you? Why?
- What do you do if someone's trying to _____ something to you and you don't _____?
- In what situations do you find it difficult to _____ on what someone is saying?

Talking about experiences: finished and unfinished actions

We use the **simple past** for events and situations that started and finished at a specific time in the past. We use it to tell stories and report past events.

*She **looked** at me and **smiled**.*

We often use **past time expressions** like *at 3:30, in 1984, last week, ten years ago, when I was a child* with the simple past.

*The course started **last week**.*

*I learned some Russian **when** I was in Moscow.*

We use the **present perfect simple** for events and situations relevant to the past and now. We use it to give news and talk about experiences.

*He's **won** lots of competitions.*

*I've **taken** the test.*

Tip We often use adverbs like *ever, never, yet*, and *already*, and time expressions like *this week* and *this year* with the present perfect when we give news and talk about experiences.

*Have you **ever** won a competition?*

*I've **never** been to Mexico.*

*I've **already** taken the test. Have you taken it **yet**?*

*Has Jasmine called you **this week**?*

We also use the **present perfect simple** to talk about events that started in the past and continue in the present.

*We've **had** this car for a long time.*

*How long have you **had** that dictionary?*

Tip We use *how long, since*, and *for* when we talk about duration. We use *since* + point in time and *for* + period of time.

<i>since</i>	<i>for</i>
April 12, 12:45, 1997, Monday, you were 11	20 years, two days, a long time, weeks, 5 minutes

*He's **played** golf **for** years.*

*I've **lived** here **since** 2008.*

We can also use the **present perfect continuous** for actions currently in progress that started in the past (or that have recently happened).

*He's **been playing** golf **for** years.*

*I've **been living** here **since** 2008.*

*Lily's **been waiting** here **for** an hour / **since** noon.*

Affirmative and negative

I / You / We / They	have been	swimming.
He / She / It	has been	

Question

Have	I / you / we / they	been swimming?
Has	he / she / it	

Yes / No, I / you / we / they have / haven't.

Yes / No, he / she / it has / hasn't.

Tip We don't use the **present perfect continuous** when we talk about quantity.

*I've **taken** 50 pictures.*

(NOT ~~I've been taking 50 pictures.~~)

Tip We don't use the **present perfect continuous** with stative verbs that express likes, dislikes, and other states of mind (e.g., *love, like, hate, want, need, understand, know, recognize, remember, believe*).

*I've **known** Jack since 2014.*

(NOT ~~I've been knowing Jake since 2014.~~)

1 Choose the correct words to complete the sentences.

- A Hi, Sam, I haven't seen you ¹**for / since** ages! How are you?
- B I'm fine. I ²**spent / 've been spending** time with my grandma recently. She's not very well.
- A Why, what's the matter with her?
- B She ³**fell and broke / 's fallen and broken** her leg a couple of weeks ago.
- A Oh no!
- B She's OK. But she ⁴**hasn't been / didn't go** out of the house since it happened, so she ⁵**enjoyed / 's been enjoying** having visitors. She loves talking!
- A What have you ⁶**talked / been talking** about?
- B She ⁷**'s / has had / had** a really interesting life. I've ⁸**just known / known for a long time** that she was a nurse, but I didn't know she ⁹**worked / 's been working** in India before she got married. She ¹⁰**told / 's been telling** me all about it!
- A Cool!
- B And I learned that she ¹¹**won / 's won** a prize in 1975 for her work with children with heart problems.
- A Amazing!
- B Anyway, how about you? Have you ¹²**ever finished all your exams / finished all your exams yet?**
- A Yes, I have. I've been free ¹³**for / since** last Friday!

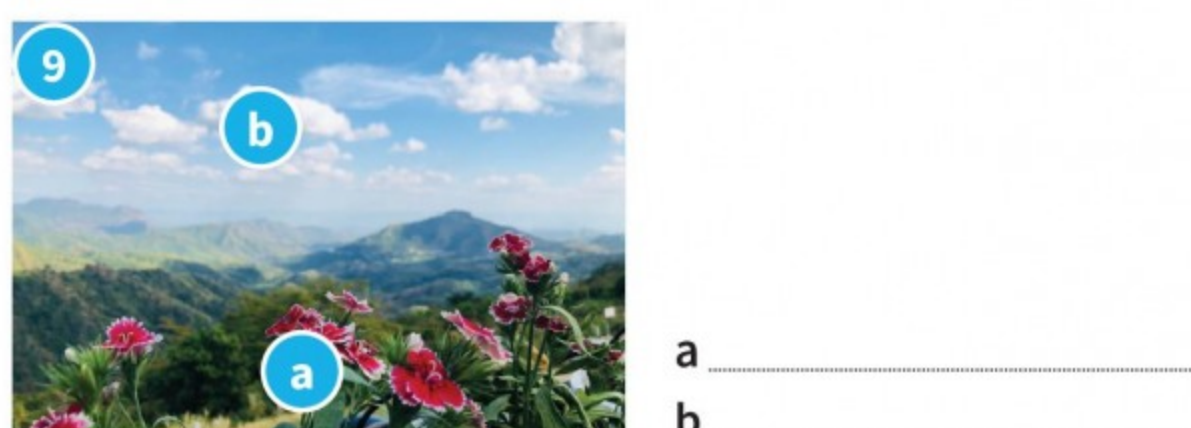
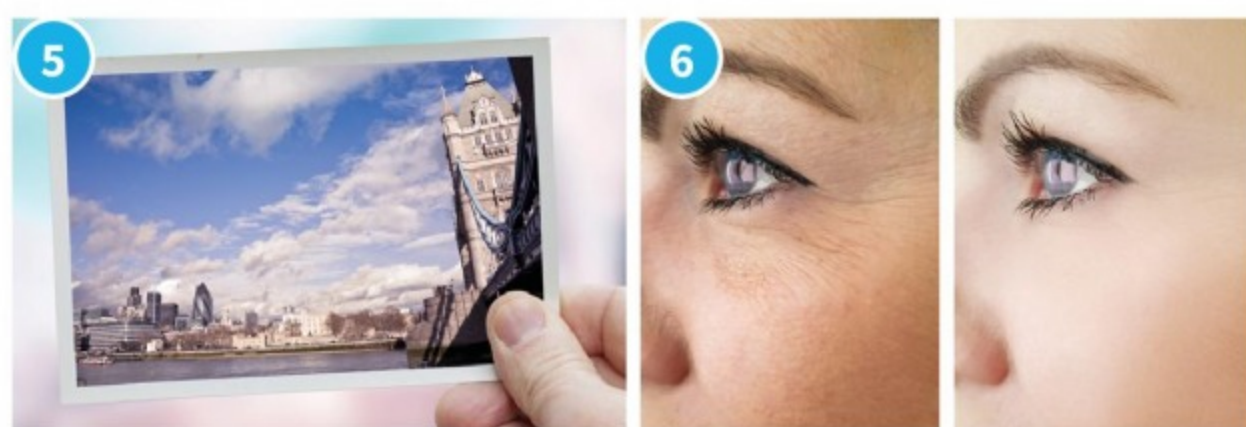
2 Use the words in parentheses to complete the sentences with the simple past, present perfect, or present perfect continuous. Sometimes more than one answer is possible.

- 1 Danny _____ (leave) the house an hour ago.
- 2 _____ (the package/arrive) yet?
- 3 How long _____ (Vicky / be) asleep? Should I wake her up?
- 4 You _____ (read) that book since May!
- 5 It _____ (snow) during the night.
- 6 We're going away next week and Tom _____ (already / pack) his suitcase!
- 7 Ella _____ (not / call) since Tuesday.
- 8 I _____ (think) about you all day.

Photography 1.30

artistic photography background camera
fashion photography foreground photojournalism
portrait print retouch snapshot

1 Label the pictures with the correct words.



2 Answer the questions with your own ideas.

- Why do people retouch pictures?

- Do you get print pictures? Why? / Why not?

Compound adjectives: noun + present
participle 1.31

brehtaking eye-popping heartbreaking
heartwarming man-eating mind-numbing
mouth-watering neverending record-breaking
thought-provoking

3 Complete the sentences with the correct words.

- I read a _____ article in the newspaper today that made me cry.
- The movie had _____ special effects.
- Lions and tigers are _____ animals.
- It was a _____ movie that made me think about what it must be like to be homeless.
- I heard a _____ story that really cheered me up.
- The work was _____; I'd never been so bored in all my life.
- It was a clear day and the views from the top of the mountain were _____.
- Ross Edgley, at age 33, swam around Britain in a _____ 157 days.
- The smell of cooking was _____.
- His story went on and was _____.

Sharing pictures 1.32

access copyright embarrassing permission protect
secure settings tag

4 Complete the sentences with the correct words.

- I hate that picture of me! It's so _____!
- _____ me in that picture if you share it.
- Don't post on that website; it isn't _____.
- Be careful about who can _____ your pictures online.
- Do you have _____ to use that picture?
- You should change your privacy _____.
- The _____ of a picture is usually held by the photographer.
- Take care to _____ your privacy on social media.

5 Choose the words to make the sentences true for you.

1 *I have / 've never experienced computer problems from using a website that isn't secure.*

2 *I sometimes / never worry about who can access my pictures.*

3 *I'm happy with / think I should probably change my privacy settings online.*

4 *I like / don't like / don't mind being tagged in pictures.*

5 *I often / sometimes / never see pictures of me that I think are embarrassing.*

Question tags

When we speak, we use a **question tag** with rising intonation to check information when we're uncertain. We can also use a question tag with falling intonation to show we're certain.

*You've seen the news today, **haven't you**?*

*Joanna won't mind, **will she**?*

*It doesn't work, **does it**?*

Main clause	Question tag
Subject + affirmative verb,	negative auxiliary + subject pronoun
Josh plays tennis, You can speak French,	doesn't he? can't you?
Subject + negative verb,	affirmative auxiliary + subject pronoun
Tim and Leo aren't here, He didn't pass the exam,	are they? did he?

Some structures have different tags.

Structure	Auxiliary	
I am	aren't	I'm right, aren't I?
has	does	He has blue eyes, doesn't he?
Let's	shall	Let's go home, shall we?
used to	did	She used to like me, didn't she?

When the subject in the sentence is *This*, *That* or *Everything*, the subject in the tag is *it*.

*That's right, **isn't it**?*

*Everything was OK, **wasn't it**?*

When the subject in the sentence is *These*, *Those*, *Everyone*, *Someone* or *No one*, the subject in the tag is *they*.

*Everyone enjoyed the party, **didn't they**?*

*These are yours, **aren't they**?*

Tip We usually pronounce question tags with falling intonation.

*You don't eat meat, **do you**?*

Modal verbs for possibility and deduction

We can use **modal verbs** to show how sure we are about something, and also to suggest different possibilities.

100% sure	She's here.	
	She must be here.	
100% sure	She might be here.	} possibilities
	She could be here.	
	She can't be here.	
100% sure	She isn't here.	

Tip We use the infinitive without *to* after modal verbs.

*I'm not sure. You **might** / **could be** right.*

We use *might* and *could* when we're not sure about something.

*What's that noise? ~ I'm not sure. It **might** be thunder or it **could** be a plane.*

We use *must* when we think something is true.

*You **must** be really tired. Why don't you go to bed?*

*She plays the guitar very well. She **must** practice a lot.*

We use *can't* when we think something isn't true.

*\$20? That **can't** be right. We only had two drinks.*

*This purse **can't** be new! Look, it's really dirty.*

1 Add the missing question tags.

- Your brother takes good pictures, _____?
- She shouldn't share that picture, _____?
- You went to bed late last night, _____?
- We can't be late, _____?
- Dan and Rob aren't brothers, _____?
- I'm going to be late for school, _____?
- Your mom's a photographer, _____?
- It'll be OK, _____?
- All the food had spoiled, _____?
- No one saw us, _____?
- Those are nice, _____?
- Let's have a break, _____?
- Your friend John has a bike, _____?
- You and I used to walk to school together, _____?

2 Choose the correct words to complete the sentences. For one of the sentences more than one answer is possible.

- A Is that Martin over there?

B Oh ... I'm not sure. It **must** / **might** / **can** be.
- A Luke thinks he passed the exam.

B He **could** / **can't** / **must** know that for sure! We don't have our results yet.
- A Someone's stolen my bike.

B Oh no! You **must** / **could** / **can't** be really angry!
- A What do you see in this picture?

B Well, it **can** / **must** / **could** be a vase or it **might** / **must** / **can** be two faces. Clever!
- A Hi, I'm Julian. And you **might** / **can't** / **must** be Jasmine.

B Hi, yes, that's right. Nice to meet you.
- A Eve borrowed Misha's new watch, but then she lost it.

B Oh no! Misha **might not** / **can't** / **must** be very happy about that!

Travelers 1.33

adventurer backpacker commuter explorer
immigrant motorist nomad passenger refugee
tourist

- 1 Label the pictures. You can use more than one word for each picture.



- 2 Choose the correct words to complete the sentences.

- I would describe myself as **an adventurer** / **a tourist**, not **an adventurer** / **a tourist**, because I like to go to places that most people don't visit on vacation.
- He doesn't mind driving, but he prefers being a **commuter** / **passenger**.
- In the late 19th century, thousands of **immigrants** / **refugees** moved to the US for a better life.
- Millions of **tourists** / **backpackers** come to the city every summer. Many are **tourists** / **backpackers** looking for cheap food and accommodation.
- Many places and species are named after the German **explorer** / **adventurer** Alexander Von Humboldt.

Multi-word verbs 1.34

drive out end up give away go away grow up
hide out move away pack up stay away
stay up stay out

- 3 Complete the second sentence so it means the same as the first. Use the correct form of a verb + adverb combination.

- Our cat didn't come home all night.
Our cat _____ all night.
- "Leave!" she shouted.
"_____!" she shouted.
- My only option was to take a taxi, so that's what I did.
I _____ taking a taxi.
- They were forced to leave their country.
They were _____ of their country.
- I won't come, because I have a bad cold.
I'll _____ because I have a bad cold.
- He didn't keep anything that he'd won.
He _____ everything that he'd won.
- They left the area.
They _____.
- Let's go to the woods where no one will find us.
Let's _____ in the woods.
- She was born in Scotland and lived there for 18 years.
She _____ in Scotland.
- You need to put all your stuff into boxes and leave.
You need to _____ and leave.
- We didn't go to bed until one in the morning.
We _____ late.

Travel skills 1.35

ambulance arrival calculate compass currency
departure directions emergency exchange rate
locate schedule

- 4 Match the sentence halves 1–5 with a–e.

- We can find directions if we use the compass to
- If we know the departure time, we can
- The schedule will
- To know what your currency is worth in dollars,
- In a medical emergency you need to
- a calculate our arrival time.
- b find out today's exchange rate.
- c locate our position on the map.
- d call an ambulance.
- e give the arrival time.

- 5 Add the missing words to complete the sentences. Are the sentences true (T) or false (F) for you?

HOW GOOD ARE YOUR TRAVEL SKILLS?

- I ask for _____ when I'm lost.
- I find it easy to _____ how long a journey will take.
- I find train _____ easy to read.
- If I saw an accident in another country, I would know how to call an
- I've successfully used a _____ to find my directions.
- If I've _____ a place on a map, I can find my way there easily.

Future forms

We use different **future forms** for plans, arrangements, and predictions.

Plans and arrangements

We use **(be) going to + verb** to talk about a plan or intention to do something in the future.

I'm going to throw away some of my old clothes.

What subjects are you going to study next year?

We use the **present continuous** to talk about an arrangement or something that is organized for a certain date.

Oliver's flying to Sweden tomorrow.

What are you doing on the weekend?

We use the **simple present** to talk about future events in a schedule.

The movie starts in ten minutes.

The next train doesn't leave until 2:45 p.m.

Predictions

We use **will + verb** to talk about a prediction based on current information or knowledge.

We won't need much food.

Will we have enough money?

Tip We often use phrases like *I expect ... , I guess ... , I (don't) think ...* and *I'm sure ...* when we make predictions.

I'm sure Alex will be here soon.

I don't think Annie will remember.

Tip We can also use *(be) going to + verb* when we make predictions that are based on evidence.

Look, that tree's going to fall!

Jack's going to wake up soon.

Tip We use *definitely* and *probably* to show how sure we are about our predictions and intentions. *Definitely* means very sure and *probably* means pretty sure. These adverbs of certainty go **after** *will* and *be* but **before** *won't*.

You'll definitely feel better soon.

They probably won't pay you.

I'm definitely going to look for a summer job.

I'm probably not going to have a party.

1 Which sentences have the same future form and use? Match sentences a–e to 1–5.

- 1 We'll probably arrive at about three o'clock.
- 2 Be careful! You're going to break the key!
- 3 We arrive in Orlando at 8.45 p.m.
- 4 She's meeting Andrea in front of the theater.
- 5 I'm going to stop watching videos on my phone.
- a a future arrangement
- b a future intention
- c a future event in a schedule
- d a future prediction
- e a future prediction based on current information

2 Choose the correct words to complete the sentences. Sometimes both answers are possible.

- 1 A Why are you buying so many bananas?
B Because I'm going to / 'll make banana cake.
- 2 A Do you want to come to a music festival in May?
B Maybe. I'm not sure what we do / 're doing in May.
- 3 Excuse me, what time does the museum close / is the museum going to close?
- 4 I'm definitely not / not definitely going to ask anyone for help.
- 5 I've decided I'm not going to eat / don't eat any candy for a week!
- 6 Philip likes soccer so he probably will / 'll probably watch the game with us on Saturday.
- 7 Claire won't / is going to want to watch this – she hates horror movies.
- 8 A Oh no! It's ten o'clock! I'm meeting / 'll meet my friends at quarter past ten and our bus will leave / leaves at ten twenty. I'm being / going to be late!
B Your friends won't / don't leave without you.

3 Use the words in parentheses to complete the sentences with the correct future forms. Sometimes more than one answer is possible.

- A When ¹ (your vacation / begin)?
- B The fifteenth of December.
- A My school ² (finish) on the ninth.
- B Oh, lucky you! ³ (go) anywhere interesting then?
- B Yes! My mom and dad ⁴ (work) during that first week so
⁵ (stay) with my cousins. They live near the mountains and they love skiing.
- A Cool! So ⁶ (go) skiing?
- B Yes. My uncle is an instructor and he
⁷ (give) me some lessons.
- A Lucky you!
- B I know. My cousins ⁸ (definitely / be) much better than me, but I'm sure
⁹ (have) fun. How about you?
¹⁰ (do) anything special?
- A No, not really. I expect I ¹¹ (be) tired from school, so I ¹² (probably / not / do) very much.
¹³ (relax) a lot!

Education 1.36

allow assessment assignments ban behavior
bullying required educate grades work experience

1 Complete the conversation with the correct words.

Ben What school do you go to?

Mia My parents wanted to ¹ me at home, but they both have full-time jobs, so I go to the local high school.

Ben Do you study hard?

Mia Yes, but I don't get very good ².

Ben Are you happy in school?

Mia Yes, although I was a victim of ³ for a while. There were some girls who weren't very nice to me. Fortunately, my teacher was very helpful and their ⁴ changed completely.

Ben Do you study science in school?

Mia Yes, it's a ⁵ subject, along with math and English.

Ben How do they test you?

Mia There are exams at the end of the year, but we also have continuous ⁶.

Ben And do you have a lot of homework?

Mia Yes! We have to complete two ⁷ every week.

Ben That's a lot! Can you use your cell phones in school?

Mia Yes. We can use them at break times, and the teachers sometimes ⁸ us to use them for quizzes during class. We're lucky, since I know some schools ⁹ them completely.

Ben What are you looking forward to next year?

Mia We do six weeks' ¹⁰. I have a placement at a vet's. It'll be interesting.

2 Are the sentences true (T) or false (F) for you?

- 1 Religious studies is a required subject for students of my age in my country.
- 2 I'm generally happy with the grades I get.
- 3 We're allowed to have any hairstyle we want at my school.
- 4 I've never done any work experience.
- 5 Bullying isn't a big problem at my school.
- 6 I'd love to be educated at home.

Adjective + preposition combinations

1.37

covered in full of good at impressed with
nervous about upset about scared of worried about

3 Complete the second sentence so it means the same as the first. Use adjective + preposition combinations.

- 1 Allie had paint on all her clothes and in her hair.
Allie was paint.
- 2 I used to be a nervous flyer.
I used to be flying.

- 3 Joe's a great dancer.
Joe's very dancing.
- 4 I keep thinking I might fall over.
I'm falling over.
- 5 There were a lot of people in the room.
The room was people.
- 6 I find snakes really scary!
I'm snakes!
- 7 The way you answered her question was amazing.
I was the way you answered her question.
- 8 Were you sad that you lost your phone?
Were you losing your phone?

Ways to learn 1.38

aloud concentrate experiment get together
memorize prioritize repeat tip trial and error
video tutorial figure out

4 Match the sentence halves 1–5 with a–e.

- 1 I figured out how to fix my bike
- 2 I experimented with different approaches,
- 3 I got together with some friends
- 4 I prioritized the information I needed to know
- 5 I memorized the new vocabulary
- a by repeating it aloud several times.
- b by watching a video tutorial.
- c and we shared tips about study skills.
- d and this process of trial and error was very helpful.
- e and concentrated on learning it.

5 Answer the quiz with your own ideas. Use words and phrases from exercise 4.

Quiz

What's the best way to ... ?

- memorize ten important dates from history
.....
- calculate how much paint you need to decorate a room
.....
- figure out how to make a pizza that everyone likes
.....
- prepare for six exams in different subjects
.....
- learn how to change an electrical plug
.....
- find out where the best places to visit are in a country you're going to visit next month
.....
- improve your English pronunciation
.....

Rules, recommendations, and permission

We use **different verbs** to talk about rules, recommendations, and permission.

Rules

We use **have to** and **must not / can't** to talk about rules.

*Remember that you **have to** use a black pen in the exam. (= It's required.)*

*You **must not / can't** use a dictionary. (= It's forbidden.)*

Tip **Must / must not** is usually used in formal situations and on public notices.

*All pupils **must** use a black pen in the exam.*

The past of **have to** (and **must**) is **had to**.

*We **had to** wear the correct school uniform.*

*They **had to** take a test yesterday.*

The past of **must not** and **can't** is **couldn't**.

*We **couldn't** run inside the school buildings.*

To talk about future rules, we use **will have to** and **can't / won't be allowed to**.

*I'll **have to** do two hours of homework a day next year.*

*You **can't / won't be allowed to** wear jeans tomorrow.*

To talk about lack of obligation, we use **don't / doesn't have to** (present), **didn't have to** (past) and **won't have to** (past).

*They **don't / didn't / won't have to** pay. (= It isn't / wasn't / won't be necessary.)*

The question form for **have to** (and **must**) is **Do / Does / Did / Will ... have to ... ?**

***Do you have to pay** for school books?*

***Did your brother have to** show his ID card?*

***Will we have to** bring lunch?*

Recommendations

We use **should** to talk about recommendations.

*You **shouldn't** wear brown shoes with that suit.*

*You **should** wear black shoes.*

*What **do** you **think** I should do?*

Permission

We use **can** to talk about permission.

*You **can** leave your bags at reception.*

***Can** I leave ten minutes early?*

Tip We also use **may** to ask for permission. It's more polite than **can**.

***May** I borrow this book?*

We use **could** and **be allowed to** to talk about past and future permission.

*Over 50 years ago in the UK, pupils **could** leave school when they were 15.*

*Next year, you'll **be allowed to** drive.*

Ability

We use **can** and **can't** to talk about ability in the present.

*I **can** speak English very well, but I **can't** speak French.*

We use **could** and **couldn't** to talk about ability in the past.

*Dan **could** play tennis when he was five.*

***Could** you read when you were five? No, I **couldn't**.*

1 Circle the correct words to complete the sentences. Sometimes both answers are possible.

- 1 Stop! You **must not / don't have to** go in that room.
- 2 My sister **couldn't / can't** watch that movie until she's older.
- 3 You **must / have to** stand behind the yellow line.
- 4 A Do you like this sweater? Sam gave it to me.
B Yes, I do, but I think you **have to / should** wash it before you wear it. It's really dirty!
- 5 We **didn't have to / couldn't** wear jewelry to school. It was forbidden.
- 6 You **can't / won't be allowed to** use this ticket until nine o'clock tomorrow morning.
- 7 When I'm older, I **don't / won't** have to go to bed when my parents tell me to!
- 8 How many times a day **could I / do I have to** take this medicine?
- 9 Excuse me, **may / can** I borrow your pen?
- 10 I'm sorry but you **won't be allowed to / have to** use the school computers next week.

2 Complete the second sentence so it means the same as the first. Use the modals below.

couldn't didn't have to have to had to must
must not should shouldn't will have to won't be
allowed to won't have to

- 1 It was necessary to get up at six o'clock.
We _____ at six o'clock.
- 2 Going into the forest without an adult was forbidden.
We _____ into the forest without an adult.
- 3 I don't think it's good that you eat so much candy.
You _____ so much candy.
- 4 Drive on the right in the US – that's the law.
You _____ on the right in the US.
- 5 Stop! Don't touch those chemicals.
Stop! You _____ those chemicals.
- 6 I recommend visiting the science museum.
You _____ the Science museum.
- 7 Swimming in the lake will be forbidden soon.
You _____ in the lake soon.
- 8 It wasn't necessary to pay for the meal.
He _____ for the meal.
- 9 It won't be necessary to study a language next year.
You _____ a language next year.
- 10 If it rains tomorrow, I will need to take a coat.
If it rains tomorrow, I _____ take a coat.

3 Complete the second sentences with the correct form of **can** or **could** with one of the verbs below.

do eat run sleep

- 1 I _____ last night. It was so hot!
- 2 When I was ten I _____ a mile but I _____ that now.
- 3 I _____ my lunch. I'm just not hungry.

Describing technology 2.12

appliance device environmentally-friendly gadget
implement indispensable life-saving portable
practical revolutionize

1 Match the sentences A–D to 1–4 to make conversations.

A

"Is that a new electronic device you've got?"

B

"Printers aren't very practical, because they take up so much space, don't they?"

C

The invention of the V-type safety belt has saved more than a million lives.

D

"Is your fridge an environmentally friendly kind?"

- 1 "Yes. This appliance is on all the time, so it needs to be."
- 2 "Wow! That's an amazing life-saving device."
- 3 "Yes. You know me! I love my gadgets!"
- 4 "Yes, but you can buy portable ones now."

2 Check (✓) the columns of the table to show your opinions.

	practical	portable	life-saving	environmentally-friendly	indispensable
the wheel					
planes					
smartphones					
toothbrushes					
scissors					

Prefixes 2.13

anti- bio- inter- micro- nano- pre- re- super-

3 Use one prefix and the two highlighted words to complete the pairs of sentences.

- 1 **set** **place**
 - a You need to the first aid kit after you've used it.
 - b Please your password.
- 2 **diversity** **medical**
 - a scientists study cells, organs, and systems in the human body.
 - b We need to protect the of the rainforest.

3 **scope** **wave**

- a A can view DNA.
- b You can cook the apples in the

4 **computer** **market**

- a Buy some bread when you go to the
- b can make an astonishing 200,000 trillion calculations per second.

5 **bots** **technology**

- a are small enough to travel through blood vessels.
- b operates at the scale of atoms, molecules, proteins, and cells.

6 **active** **national**

- a There were some great displays at the museum.
- b calls are expensive.

7 **bacterial** **social**

- a behavior is a concern.
- b This spray is great for cleaning.

8 **view** **date**

- a We've seen a movie
- b Jellyfish dinosaurs.

Aspects of technology 2.14

affordable ahead of its time behind the times
compatible experimental innovative spare parts
tried and tested upgrade

4 Choose the correct words to complete the sentences.

- 1 We're sure consumers will want our product because it's an improvement on **an experimental** / **a tried and tested** idea.
- 2 I love my motorbike and I don't want to change it, but it's difficult to **upgrade** / **get spare parts** for it when something breaks.
- 3 I've had my laptop for a long time, so I need to **upgrade it** / **be compatible**.
- 4 I keep getting this error message: "Your device is not **compatible** / **innovative** with this app."
- 5 Dad, your phone is so old! **You're behind the times!** / **It's ahead of its time.** Get a new one!
- 6 It's **innovative** / **affordable** but it's expensive.

5 Complete the quiz.

Name something (anything!) that ...

... is tried and tested.

... never needs spare parts.

... people like to upgrade regularly.

... is innovative and affordable for most people.

... is innovative but not affordable for most people.

... was ahead of its time when it was first invented.

Present and past passive verbs

In **active forms**, we are interested in the person or thing that performs an action.

The charity raises a lot of money every year.
They're testing the new software right now.
People used to buy books in stores.
Nobody has used these notepads since last year.
Someone changed the design a few years ago.

We use **passive forms** when we don't know who or what does the action, or when we are more interested in the action itself or its object.

A lot of money is raised by the charity every year.
The new software's being tested right now.
Books used to be bought in stores.
These notepads haven't been used since last year.
The design was changed a few years ago.

Tip We use **by** in passive sentences when we want to say who does the action.

The CD player was invented by James T. Russell.

We form **affirmative passive** verbs like this:

Subject + *am / is / are* + past participle

Information is shared on social media.
Movies and music are being streamed online.
My camera has been stolen.
These shoes were designed by a famous designer.
Bread used to be eaten with every meal.

We form **negative passive** verbs like this:

Subject + *'m not / isn't / aren't* + past participle

Card games aren't played much by young people.
This phone wasn't made in Japan.
Alarm clocks weren't used 200 years ago.
Employees didn't use to be treated very well.

We form **passive questions** like this:

is / are + subject + past participle

Is music sold online? Yes, it is.
Were fireworks invented in China? Yes, they were.

We form questions with question words like this:

Who is "Fortnite" played by?
How many pictures are taken every day?
Where was oil first discovered?
When were pants first worn by women?

1 Complete the passive sentences. Add *by* where necessary.

- Someone invented the typewriter in the 19th century.
The typewriter _____ in the 19th century.
- They transport the products by ship.
The products _____ ship.
- People have found gold in South Africa, China, Russia, Canada, the U.S., Peru, and Australia.
Gold _____ in South Africa, China, Russia, Canada, the U.S., Peru, and Australia.
- Did they open the new factory? Yes, they did.
_____ the new factory _____? Yes, it _____.
- Wilhelm Rontgen discovered X-rays in 1895.
X-rays _____ Wilhelm Rontgen in 1895.
- Do people make these in China? No, they don't.
_____ these _____ in China? No, they _____.
- People didn't understand electricity 500 years ago.
Electricity _____ 500 years ago.
- They don't teach baseball at this school.
Baseball _____ at this school.
- When did he send the email?
When _____?
- Nobody's bought the paintings yet.
The paintings _____ yet.
- They used to record music onto discs.
Music _____ onto discs.
- The team is developing software.
Software _____ the team.

2 Complete the text with the correct passive form of the verb in parentheses.

Interesting everyday facts!

In the 1700s, chocolate milk ¹ _____ (sell) as a medicine because people believed it was good for their health.
 How much oil ² _____ (produced) every day? Over 83 million barrels.
 Most rubber bands ³ _____ (not / make) from real rubber. They ⁴ _____ (make) from oil.
 About 27,000 trees ⁵ _____ (cut down) each day for toilet paper.
 Scissors ⁶ _____ (use) over 3000 years ago.
 Cola ⁷ _____ (invent) by Dr. John Pemberton in 1886. Millions of liters ⁸ _____ (drink) every day around the world.
 British banknotes used to ⁹ _____ (make) of paper, but since 2017, they ¹⁰ _____ (make) of a kind of plastic.
 The first high-heeled shoes ¹¹ _____ (not / wear) as a fashion item. They ¹² _____ (make) of wood and they used to ¹³ _____ (wear) over normal shoes because the streets were so dirty.
 Around the world, about four babies ¹⁴ _____ (be born) right now ... and now ... and now ... and now ...

World problems 2.15

conflict education health housing hunger literacy
pollution poverty sanitation

1 Choose the correct words to match the sentences.

- 1 "Some people don't have enough money to spend on basic things like food and shelter." _____
- 2 "Children need to go to school." _____
- 3 "Everyone needs clean water for drinking and washing." _____
- 4 "People need safe places to live." _____
- 5 "Some families don't have enough food." _____
- 6 "The ability to read and write changes lives." _____
- 7 "We all need to be protected against illness and disease." _____
- 8 "In some parts of the world, communities and countries are at war with each other." _____
- 9 "The air, land, and water are dirty because of the actions of humans." _____

2 Read and complete the questionnaire.



How optimistic are you?



Choose the answers you agree or disagree with.

- 1 Not much can be done to solve the problem of pollution.
- 2 Scientists will find a cure for most of the world's biggest health problems in the next 50 years.
- 3 Technology will allow everyone to have access to a good education in the future.
- 4 There will always be conflict in the world.
- 5 A growing population means there will never be enough housing for everyone.
- 6 There will always be people who are working to end hunger and poverty.
- 7 Technology will improve sanitation in the poorest countries by 2100.
- 8 Achieving literacy will always be difficult for some.

Score

Questions 1, 4, 5, and 8:

Agree = 0 points Disagree = 1 point

Questions 2, 3, 6, and 7:

Agree = 1 point Disagree = 0 points



Result

5–8 points It's great that you have hope for the future of the world. But remember – optimism alone won't change things. People need to take action!

2–4 points Well, at least you're optimistic about some things! Is there something small you could do to make a difference to the world?

0–1 points Oh dear! You aren't very optimistic about the world you live in. Is there something small you could do to make a difference in your local community?

Reciprocal verbs 2.16

amuse blame convince help hurt introduce
prepare teach

3 Complete the sentences using a reciprocal verb and the correct reflexive pronoun.

- 1 She plans to _____ Spanish.
- 2 Don't _____ for what happened.
- 3 I'm going to _____ to Sophia.
- 4 Be careful, Sam! Don't _____!
- 5 We're not going to be home on time, so our guests will have to _____.
- 6 He _____ that he was sick.
- 7 We need to _____ for difficult times.
- 8 Welcome! _____ to coffee or tea.

Community action 2.17

charity donate encourage fundraising get involved
get to know good cause neighbor respect rights
volunteer



4 Complete the text with the correct form of the words.

I moved here two years ago with my family. We didn't know anyone at first, but then we met some of our ¹ _____ and after that, I ² _____ more people in the area. One day, I was talking to someone who ³ _____ me to ⁴ _____ in a local community project. It's a ⁵ _____ called the Green Garden Project, and it's turned an area of wasteland into a beautiful green space for children to play. I'm happy to ⁶ _____ for such a ⁷ _____. There are people from all parts of the community but everyone ⁸ _____ each other's ⁹ _____ and freedoms. Right now, we're running a ¹⁰ _____ campaign so we can buy more plants and equipment. A local company has just ¹¹ _____ a large sum of money, which will make a huge difference in what we do.

5 Answer the questions with your own ideas.

- 1 How many charities can you name? Write some here.

- 2 Which charity would you donate to? Why?

- 3 If you could spend a year volunteering, where would you go? What would you do? Why?

- 4 What local community organizations do you know?

Talking about consequences

We use **conditional sentences** to describe the consequences of situations.

*When my friends and I get together, we laugh a lot.
We won't eat outside if it's cold tomorrow.
If I had a twin brother, would he look like me?*

Tip Conditional sentences have condition clauses and result clauses. It doesn't matter what order these clauses go in.

condition clause result clause

If we work together, we'll finish the job more quickly.

result clause condition clause

We'll finish the job more quickly if we work together.

When the condition clause goes first, we put a comma before the result clause.

If I had time, I'd help you.

Different conditional forms exist to indicate that a situation is real, possible, or hypothetical.

Zero conditional

We use **zero conditional** sentences to talk about situations that always happen or facts that are always true.

*I bring a bag with me when I go shopping.
How do you feel if someone copies your work?*

if clause	if / when + Simple present
Result clause	Simple present

First conditional

We use **first conditional** sentences to talk about situations that we think are possible and probable.

*What will happen if I don't pass the exam?
If I see Hannah, I might ask her about the letter.*

if clause	if + simple present
Result clause	will / won't / might + infinitive without to

We often use first conditionals when we make plans, offers, promises, and threats.

*I'll be really angry if you do that again!
If you want, I'll help you.*

Second conditional

We use **second conditional** sentences to talk about situations that aren't true now or that we don't think will happen.

*If I could play the guitar, I'd start a band.
Would you give money to charity if you became rich?*

if clause	if + simple past
Result clause	would / wouldn't + infinitive without to

Tip Sometimes we only use either a condition clause or a result clause.

*Imagine if everyone had enough food to eat.
Would you ever steal money from someone?*

1 Match the sentence halves. Are the sentences true for you?

- 1 I never look at my phone
- 2 If someone smiles at me,
- 3 If I do well in school,
- 4 I'll be very sad
- 5 If I had more time,
- 6 I wouldn't like it
- a I will go to college.
- b I'd do some volunteer work.
- c I always smile back at them.
- d if it rains tomorrow.
- e when I eat a meal with my family.
- f if someone shouted at me in the street.

2 Choose the correct words to complete the sentences.

- 1 If I can't sleep tonight, I **listen** / **'ll listen** to music.
- 2 What **would** / **will** you do if a stranger gave you \$100?
- 3 If people **don't** / **didn't** litter so much, the streets would be much cleaner.
- 4 **When** / **If** I were a world leader, I wouldn't start any wars.
- 5 My sister **wouldn't** / **doesn't** like it when I take her things without asking.
- 6 When I don't feel well, I **go** / **'ll go** to bed.
- 7 If you're not careful, you **would** / **might** fall.
- 8 What do you do when you're on a train or bus and you **have** / **had** nothing to do?

3 Complete the conversations with the correct form of the verbs in parentheses.

- 1 A How (you / feel) if you (stop) eating candy completely?
B You know me! That's never going to happen!
- 2 A (cry) when you (watch) sad movies?
B Sometimes, yes!
- 3 A Oh no! There's no milk left.
B If you (give) me some money, I (go) and get some.
- 4 A If you (can) have one magical superpower, what (it / be)?
B I think I (want / be able to) fly.
- 5 A Imagine if everyone only (work) three days a week.
B We (have) lots more free time!
- 6 A I sometimes get fed up with social media – too many messages, too many things to think about!
B When that (happen) to me, I (turn off) my phone for a day.
- 7 A Are you going to the park after school on Friday?
B If I (not have) too much homework I (come) too.
- 8 A What (you / do) if Joe (ask) you to dance at the party?
B When people (see) how I dance, they (not / ask) me!

Goals 2.18

achieve ambition attempt award challenge dream
goal prize prove set (a goal)

1 Choose the correct words to complete the article.

WHAT DO YOU WANT TO DO IN LIFE

We asked seven people to tell us about their ¹awards / goals in life. Here are their answers.

I want to ²set / award a goal to win a first place ³medal / challenge in the 200 meter race. *Josh, 15*

I don't like ⁴setting / achieving goals. I worry I'll be unhappy if I don't ⁵prove / achieve them! *Millie, 16*

My ⁶ambition / challenge is to make \$500,000 by the time I'm 40. *Charlie, 15*

Traveling into space would be the ultimate ⁷challenge / ambition for me! I'd love to do that! *Mikey, 16*

I ⁸prove / dream of living in the country and having my own yard and some cows and sheep. *Tara, 17*

My ⁹challenge / goal is to stay happy no matter what happens to me in life. 😊 *Ben, 15*

I'm going to ¹⁰attempt / dream to cycle around the world when I leave school. *Annie, 15*

I want to ¹¹attempt / prove to my parents that I'm responsible enough to have a dog. *Sam, 14*



2 Add the missing words. Then choose the answers that are true for you or add your own ideas.

- I _____ of being famous / being rich / making a difference in other people's lives.
- I want to _____ that I can run a business / do well in my exams / be a great musician.
- I think the biggest _____ in life is to be happy / kind / fit and healthy.
- I'd like to _____ to climb Mount Everest / run a marathon (42 km) / break a world record.
- My _____ is to be a millionaire / married / a manager by the time I'm 25.
- I _____ myself goals connected with sports and fitness / work and study / health and fitness.

When sound expresses meaning 2.19

howl murmur roar scratch shriek shuffle

3 Match the sentence halves 1–6 with a–f.

- My sister was so angry that she roared
- I thought I could hear a cat
- I could hear the shuffle
- Marcia and her friends shrieked
- The burn was so painful that he howled in pain
- We could hear the murmur
 - with laughter when they heard the joke.
 - like a lion.
 - like a wolf.
 - scratching at the back door.
 - of voices in the next room.
 - of feet coming slowly along the corridor.

Describing your goals 2.20

concrete demanding measurable precise realistic
relevant trivial vague

4 Choose the correct words to complete the sentences.

- The goal "Learn ten new languages in the next five years" is probably too **demanding** / **realistic** for most.
- "Travel to some different places" is an example of a **concrete** / **vague** goal.
- If you want to work in Spain, "Learn Spanish" is / isn't a relevant goal.
- "Gain some basic office work experience" is a **realistic** / **trivial** goal.
- "Pass my guitar exam by next July" is a **concrete** / **vague** goal.
- If you want to become a doctor, "Learn how to take better pictures" is a **demanding** / **trivial** goal.
- "Send applications to six companies by November 10" is a **precise** / **relevant** goal.
- "Do five English exercises a day" is a **measurable** / **vague** goal because you are setting a daily goal.

5 Match sentence halves 1–5 to a–e. Are the sentences true for you?

- I have a lot of very trivial goals, for example
- I have some concrete and measurable goals, like
- Some of my goals are a little vague, for example
- I like demanding goals, for example
- Most of my goals are realistic and relevant to my future career, such as
 - "Run 5 km every evening" and "Learn 100 new phrasal verbs every week."
 - "Travel more" and "Meet new people".
 - "Get a more fashionable phone."
 - "Get 70% or more on all my exams" and "Find a volunteer job so I can get some work experience".
 - "Learn ten new phrasal verbs by next Monday."

6 Look again at exercise 1. Whose goals are concrete? Whose seem realistic?

Concrete: _____
Realistic: _____

Reporting what other people say

We use **reported speech** to tell the words of one person to another person.

*Kieran said that Max had broken a window.
I loved the movie, but Charlotte said she didn't like it.
Luke said he wanted to go home, so we got a taxi.
Hannah asked if I was feeling OK, but I didn't reply.
Edward asked me how long I'd known Joe.*

I have three goals in life.

In **direct speech**, we use a comma after **said** and quotation marks.

Megan said, "I have three goals in life."

In reported speech, we don't use this punctuation.

Megan said she had three goals in life.

Tip We can use **tell somebody** instead of **say**.

Megan told me she had three goals in life.

We make other changes, too.

(1) First and second pronouns (*I* and *we*) change to third person pronouns (*he*, *she*, *they*).

*My parents said, "We left some food in the fridge."
My parents said **they'd** left some food in the fridge.*

(2) We often "backshift" the tense of verbs.

simple present → simple past

*George said, "I believe you."
George said he **believed** me.*

present continuous → past continuous

*Sophia said to us, "Ali's waiting at the bus stop."
Sophia told us that Ali **was waiting** at the bus stop.*

simple past → past perfect

*Charlie said, "I fell asleep in the movie theater."
Charlie told me he'd **fallen** asleep in the movie theater.*

present perfect → past perfect

*Katie said, "Sam has gone home already."
Katie said that Sam **had gone** home already.*

(3) We can use **that** after **said**.

*Alex said, "I'm hungry."
Alex **said (that)** he was hungry.*

Tip When the reporting verb is in a present tense, the tense of the verbs doesn't change.

*Bella says, "I hope to become a web designer."
Bella says she **hopes** to become a web designer.*

In direct speech we use question structures, but in reported speech we only use affirmative structures.

*John asked Sarah, "Do you have any pets?"
John asked Sarah if **she had** any pets.
Julia asked, "Why are you wearing a suit and tie?"
Julia asked me why **I was wearing** a suit and tie.*

We use **if** when we report yes/no questions.

*Tom asked, "Was Joanna at the party?"
Tom asked **if** Joanna **had been** at the party.*

1 Choose the correct answers.

- Henry said that they'd lost the soccer game.
Henry **said**, / **said that** "We lost the soccer game."
- Doug said, "I've been to Mexico twice."
Doug said **I'd** / **he'd** been to Mexico twice.
- Victor said, "I was in the hospital."
Victor **said** / **told** me he'd been in the hospital.
- Mia said, "Meg and Jack are sitting outside."
Mia said that Meg and Jack **are** / **were** sitting outside.
- My sister said, "John is using your phone."
My sister told me John was using **my** / **her** phone.
- My mom says, "Life is sweet."
My mom says life **is** / **was** sweet.
- Peter asked, "Where's the cafe?"
Peter asked **where the cafe was** / **where was the cafe**.
- Lucy asked me, "Did you study economics?"
Lucy asked me **I studied** / **if I'd studied** economics.

2 Complete the sentences with direct speech.

- Adam said he didn't remember anything about the movie.
Adam said, "_____ anything about the movie."
- Mr. and Mrs. Baker said they needed to speak to their son.
Mr. and Mrs. Baker said, "_____ son."
- Martin tells me he wants to help other people.
Martin says, "_____ to help other people."
- Emma told Matt she'd bought a new bike.
Emma said to Matt, "_____ a new bike."
- Carla asked me if I wanted lunch.
Carla asked me, "_____ lunch?"
- Mike asked Suzy what countries she'd visited.
Mike asked Suzy, "What countries _____?"

3 Complete the sentences with reported speech.

- Mom said to me, "I found your phone."
Mom told me _____ phone.
- Hannah said, "I'm not feeling very well."
Hannah said _____ very well.
- They said, "We don't understand our homework."
They said _____ homework.
- Vicky says, "I didn't know about the meeting."
Vicky says _____ about the meeting.
- Leo asked my brother, "Why are you selling your bike?"
Leo asked my brother why _____ his bike.
- Dan asked, "How long have you known Eva?"
Dan asked me how long _____ Eva.

Using the Earth 2.21

coal contain conserve copper drill extract melt
mine mineral oil resource

1 Choose the correct words to complete the text.



RICHES down under



Australia is rich in natural ¹**resources** / **coal** such as oil, ²**resources** / **coal**, natural gas, gold, copper, silver, and diamonds.

For over 40,000 years, local Australian people took stone and pigments (orange, yellow, and brown colored ³**minerals** / **resources**) from the earth to use in their art and other cultural traditions. Then, when Europeans settled in Australia in the 1840s, ⁴**drilling** / **mining** became a big industry. The first products to be exported were gold and coal.

These days, large companies like Rio Tinto use expensive equipment to ⁵**extract** / **conserve** metals from the earth by ⁶**drilling** / **extracting** down deep into the ground. They then refine the metals by ⁷**mining** / **melting** them at high temperatures. The petroleum business is also very big in Australia. ⁸**Oil** / **Resources** and gas are found under the sea and under the land.

Sadly, the environment pays the price for extracting natural resources like these. However, if we know what the everyday products we use ⁹**extract** / **contain**, we can make lifestyle choices that will help ¹⁰**melt** / **conserve** resources.

2 Answer the questions with your own ideas.

- What natural resources does your country have?
.....
- What can we do to conserve oil and coal?
.....
- What can we do to conserve water?
.....
- How can we generate electricity without using natural resources like coal and gas?
.....

Verb suffixes 2.22

beautify brighten calculate circulate darken
harden identify materialize originate solidify
specialize stabilize

3 Complete the sentences using a verb in the correct form that means the same as the phrase in parentheses.

- The news (moved freely and continuously through an area) quickly and soon everybody knew what had happened.
- Planting flowers along the streets will help to (make more visually pleasing) the town.

- We had to get home quickly because the sky was (getting darker) and we knew the storm was coming in our direction.
- The glue (became hard) after about five minutes and I was able to pick up the plate safely.
- In the distance, the clouds were disappearing and the sky was beginning to (become lighter).
- The passengers had to (to establish or recognize a person or thing) their suitcases before they were put on the plane.
- Water (becomes solid) at 0°C, when it freezes and becomes ice.
- The government is hoping to (support and make secure) the currency and exchange rates.
- He wants to (focus on and become an expert) in criminal psychology.
- This computer can (use mathematical methods to determine) the total mass in the galaxy.
- As we stood and watched, three men suddenly (take shape and appear) out of the mist.
- We realized that the stream (to come from or begin in a particular place) from the top of the mountain.

Our impact on nature 2.23

endangered harm leave (v) litter pick poison
trash (v) trample

4 Match 1–5 to a–e.

- Don't trample over those plants.
 - Don't leave litter behind.
 - Don't pick wild flowers.
 - You'll poison the fish.
 - Human beings are the greatest threat.
- Take it home with you.
 - if you use that shampoo in the lake.
 - You'll trash them!
 - Leave them for other people to enjoy.
 - to the survival of endangered species.

5 Complete the sentences with the correct words. Do you agree (A) or disagree (D) with the statements? Why?

- People who drop are lazy.
A / D
- People should never wild mushrooms, berries, and other plants. A / D
- Companies whose activities the environment should pay the government a "green tax" – in other words, they should give a large sum of money to the government. A / D
- In some countries, people have to wash themselves and their clothes in rivers because they don't have washing machines. This might wildlife in the river, but in this situation human health is more important. A / D

Verb patterns

When we use two verbs together, the first verb determines the form of the second verb. When you learn a new verb, you need to learn the verb form that follows it.

*You **should go** to the aquarium.
I'd like **to go** home now.
I **don't mind going** to the dentist.*

Verb + infinitive without to (go)

We use the infinitive without *to* (*go, have, take, put, etc.*) after modal verbs (e.g., *can, could, should, must, will, may, and might*).

*You **shouldn't pick** wild flowers.
Chunks of gold **can weigh** over 40 kg.*

We also use the infinitive without *to* after the verb *make(s)* + object.

*These pictures **make me feel** very sad.
How did you **make that happen**?*

Tip We often use an adjective after *make(s)* + object.
*The conversation **made him angry**.*

Verb + infinitive (to go)

We use the infinitive (*to go, to have, to take, to put, etc.*) after certain verbs. Here are some examples:

decide, want, need, hope, offer, plan, would like
*My brother **hopes to go** to Florida next year.
I've **offered to help** Katie with her assignment.*

Verb + gerund (going)

We use the gerund (*going, having, taking, putting, etc.*) after certain verbs. Here are some examples:

avoid, imagine, keep, miss, practice
*He **keeps asking** me for money.
I usually **avoid going** into town on the weekend.*

Many verbs that express emotions are followed by the gerund.



love



like, enjoy



don't mind



don't like



hate, can't stand

*James **loves swimming** in the ocean.
Do you **like drawing**?
I **can't stand watching** quiz shows on TV.*

Verbs like *think about* are formed of verb + preposition. We always use the gerund after verb + preposition.

*Have you ever **thought about studying** abroad?*

1 Choose the correct answers to complete the sentences.

- I'd like **visit** / **to visit** the aquarium.
- Have you ever thought about **to become** / **becoming** a nature photographer?
- You aren't allowed **walk** / **to walk** on the railroad.
- Do you want **to play** / **playing** a game?
- I was worried about **fail** / **failing** the exam.
- You can't **leaving** / **leave** all that trash on the ground.
- What made him **say** / **to say** that?
- Amy and Jack have decided **getting** / **to get** a dog.
- I miss **to see** / **seeing** my sister every day.

2 Complete the sentences with the correct form of the verbs in parentheses.

Salt

Salt, like water, is one of the Earth's natural resources that is essential for life. Here are some facts you might not know.

- The word "salad" comes from the word "salt" because the Romans liked ¹_____ (put) salt on their green vegetables.
- Adults shouldn't ²_____ (eat) more than 6 grams (1 teaspoon) of salt a day.
- Small amounts of salt actually make sweet food like chocolate and ice cream ³_____ (taste) sweeter.
- You should avoid ⁴_____ (eat) too much salt because the sodium in it can ⁵_____ (cause) heart problems.
- However, we all need ⁶_____ (have) some sodium in our diet, since our bodies can't function without it.
- It's hard to imagine ⁷_____ (fight) about salt, but there have been several salt wars in the last 200 years.
- To eat less sodium, you could think about ⁸_____ (use) lemon juice instead of salt to improve food flavors.
- Some women find they want ⁹_____ (eat) more salt when they're expecting a baby.
- You can ¹⁰_____ (put) sliced apple pieces in salt water to keep them looking fresh.



3 Choose the correct words to complete the conversation.

*We're ¹**hoping to** / **thinking about** going to Spain next summer.*

*Really? We ²**'re planning** / **might to go** to Spain, too!*

*We ³**should** / **need to find** a Spanish class.*

*That's a great idea! I ⁴**love** / **'d like to do** that!*

*Yes, and we can ⁵**practice** / **decide** speaking Spanish together.*

Writing task



A for and against essay

Write an essay discussing the advantages and disadvantages of different kinds of technology. Your essay should end with your own opinion, and state if you are for or against using this kind of technology.

Suggested topics are the advantages and disadvantages of:

- reading books on digital devices
- social media
- studying online
- streaming music
- online gaming
- voice recognition

Understand the task

1 Study the writing task. What do you have to do in the essay?

2 Read the model essay and answer the questions.

- 1 Which topic is the essay about?
- 2 Is the writer for or against the topic? Why?

Title

IS IT TIME TO STOP DOWNLOADING?

Paragraph 1: Introduction

How do you listen to music? Increasingly, the big question is whether to forget downloads and just listen to music on streaming services, which now account for 75% of the music industry's income. So what are the advantages and disadvantages of doing this?

Paragraph 2: Advantages of streaming music

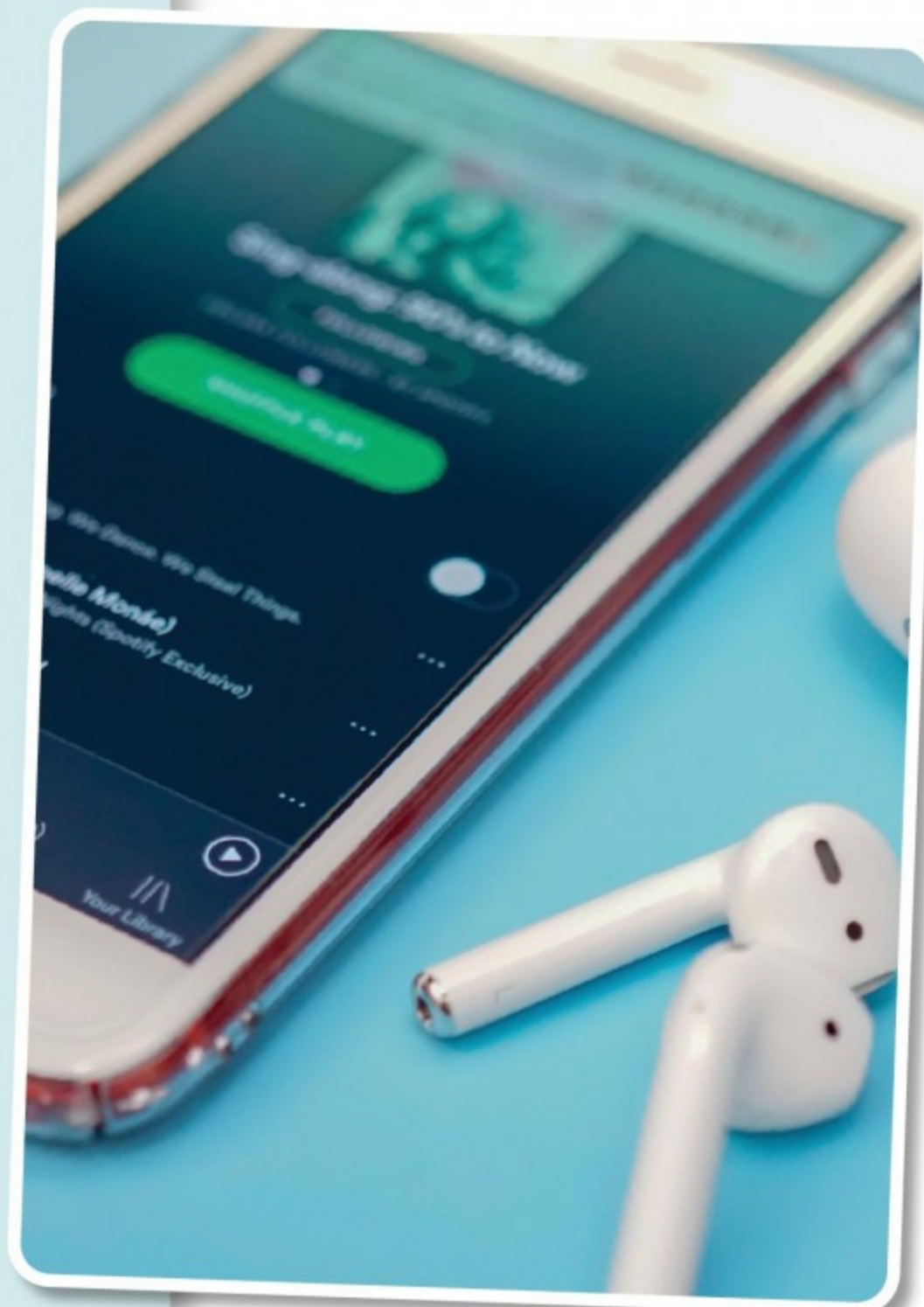
Let's start with the advantages. First, and most importantly, streaming means you can listen to your favorite songs anywhere, on any device, without using up memory on it. Second, you can create your own playlists, and what's more, share them with friends easily. Another big advantage is that streaming services suggest music to you, which helps you find new bands. On top of this, the choice is absolutely enormous! Finally, it's possible to stream music for free, which is great for young people.

Paragraph 3: Disadvantages of streaming music

Turning to the disadvantages, first of all you need good Wi-Fi for streaming and a fairly big data allowance. As well as the cost of these, the streaming service itself can be pretty expensive (and while the free service with ads might seem fine at first, obviously they can get very annoying). Furthermore, the audio quality can be quite poor, although not everyone notices this. There's also the fact that some artists don't appear on streaming services, and another argument against them is that they don't pay artists much. Last but not least, when you stream music, unfortunately you don't own it at all.

Paragraph 4: Conclusion (personal opinion)

So, all things considered, even though I like the convenience of streaming, to me personally, it's much better to own the music you love. That's why overall, I still prefer downloads.



3 Answer the questions about the model essay.

- 1 How many paragraphs are there?
- 2 How does the writer begin paragraphs 2 and 3?
- 3 How many advantages are described in paragraph 2?
- 4 How many disadvantages are described in paragraph 3?
- 5 Which points does the conclusion contain: advantages, disadvantages, new information, opinion?

Think and plan



Writing tip

Don't decide which topic you are going to write about too quickly. First, ask yourself:

- Which of the technology topics are you most familiar with?
- Which have you heard people talk about the most?
- Which one(s) do you use most often?
- Which one(s) have you had the most problems with?



1 Study the writing tip and discuss your ideas with a partner.

Writing strategy



Organizing for and against points

In a for and against essay, it's easiest to discuss the advantages in one paragraph, and then do the same for the disadvantages in another paragraph.

2 Study the writing strategy. Match these notes to the different essay topics. Which notes are about advantages? Which are about disadvantages?

- a it saves the cutting down of trees
- b it encourages people to have social interaction
- c there's a lack of feedback from a teacher
- d you can meet and play with new people



Writing tip

Before you begin writing, make notes on the essay topic. You can write down nouns or adjectives under "for" or "against." This will help you organize your ideas and save time. After taking notes, try cutting as many words as possible from your ideas, leaving only the key information you need. This will help you get into the habit of taking short notes.

3 Study the writing tip. Look at these notes again and try to reduce the words to the number in parentheses, or even less if possible.

- it saves the cutting down of trees (4 words) saves cutting down trees → saves trees
- it encourages people to have social interaction (3 words)
- you don't get any feedback from a teacher (4 words)
- you can meet and play with new people (4 words)

Writing strategy



Generating ideas

Before you decide whether you are for or against the topic, think of as many points as possible for each argument. Think of different people you know and their opinions.

You can find more ideas by doing online research and choosing the ideas that you think are strongest.

- 4** Study the writing strategy (Organizing for and against points) on page 133. Write down your arguments in the *For* or *Against* column, and then write what another person might say in answer to them. Do some internet research to find other ideas.

For (Advantages)	Against (Disadvantages)



- 5** Work in pairs. Read one column of your arguments to each other. The other person has to make an opposite argument for each point. Did you find any new ideas?

Writing strategy



Selecting and ordering ideas

There won't be space for more than two or three ideas in each main paragraph. Which ones in your notes make the strongest arguments? Which will be easiest for you to explain?

Decide the order of your ideas now. Which come after each other most logically? Could any of them be joined into one sentence? You can also decide whether to start each paragraph with the strongest points, or finish it with them.

- 6** Study the writing strategy and answer the questions.

- Which arguments are joined in one sentence in the model essay on page 132?
- Which paragraph begins with the strongest argument?
- Which paragraph has one of the strongest points at the end?
- Select and order your notes for each of your two main paragraphs.



Drafting



Writing tip

Use the first paragraph to introduce the topic and get the reader's interest. You can make it personal by asking a question. You could also say why it's important to think about this topic, and what the alternative is to using this kind of technology.

- 1** Study the writing tip and answer the questions.

- What question is asked in the introduction to the model essay on page 132?
- What alternative to the technology is mentioned?



- 2** Write a draft of your introduction.

Writing strategy



Linking your for and against ideas

In each of the main paragraphs, you need to use words and phrases that link your ideas together and help the reader to understand your arguments. You can use words and expressions for listing and adding ideas.

3 Study the writing strategy on page 134 and look at the key phrases. Complete the blanks with the expressions.

On top of this, Second, Last but not least, What's more,

Key phrases Listing and adding ideas

First, / First of all,

¹

Then there's the question of ...

Also,

Another reason why / for / that / ... is

Another advantage / disadvantage is

Another argument for / against ... is

Furthermore, / ²

Besides this, / ³

In addition to ... / As well as ...

There's also the fact that ...

Above all, / ⁴

Finally,

4 Look at the model essay on page 132. Circle the key phrases that list ideas and underline the key phrases that add information.

5 Look at the notes you made in exercise 4 of Think and plan on page 134. Choose three of the key phrases for listing and adding, and include them in your notes.



Writing tip

When you talk about the disadvantages, you can make a short contrast with an advantage. Use the key phrases.

Key phrases Making a contrast

although ..., even though ...,
even if ..., while ...

6 Study the writing tip and the key phrases. Find these contrasts in the model essay on page 132 and complete them.

... ¹ the free service with ads might seem fine at first, obviously they can get very annoying.

... the audio quality is quite poor, ² not everyone notices this.

... ³ I like the convenience of streaming, to me, it's much better to own the music ...

Writing strategy



Using attitude adverbs

Attitude adverbs (*Obviously, Certainly, Most importantly*) are an easy way to make a point clear, as they are only one or two words. They also make your writing more interesting.

7 Study the writing strategy. Match the attitude adverbs (1–8) with their definitions (a–h). Check (✓) the ones that are used in the model essay on page 132.

☐ 1 obviously,

☐ 2 basically,

☐ 3 incredibly,

☐ 4 apparently,

☐ 5 increasingly,

☐ 6 actually,

☐ 7 personally,

☐ 8 most importantly,

a more and more

b this is more important than anything I've said before

c this is really difficult to believe

d you might not think this is true, but in fact it is

e this is my own opinion

f to say it in a very clear and simple way

g I've heard this, but I don't know if it's definitely true

h everyone knows this

YOUR
OPINION
MATTERS

Writing strategy



Introducing for and against paragraphs

To make it clear what each of your main paragraphs are about, introduce it with one of these expressions.

Key phrases Introducing the advantages

Let's start by looking at the advantages.

On the plus side,

On the one hand,

Introducing the disadvantages

Now let's look at some of the disadvantages of

Turning to the disadvantages,

On the other hand,



8 Study the writing strategy and look at the key phrases. Now write a draft of your two main paragraphs, using your notes. Remember to include some attitude adverbs and some key phrases for:

- introducing each paragraph
- listing and adding points
- making a contrast

Writing strategy



Writing a conclusion

Your conclusion should be a short final paragraph that repeats one or two of the most important points to you and concludes with a clear statement of your opinion.

9 Study the writing strategy about writing an essay conclusion. Which key phrases are used in the model essay on page 132?

Key phrases Introducing your conclusion

To sum up,

Overall,

In conclusion,

All things considered,

All in all,



Writing tip

Your conclusion should sum up the whole argument, so it helps to include one of the opposite points of view before you give your own opinion. Use one of the key phrases for making a contrast (*although, even if, even though, while*). Which opposite point of view is mentioned in the conclusion of the model essay?

10 Study the key phrases and the writing tip. Then write a draft of your conclusion.

Review and edit



Writing tip

Avoid repetition when you refer back to something you said earlier, e.g.,

*You can play your songs on any **device**, without using up memory on **the device**.*

You can do this by using pronouns such as:

it this that these those them which

E.g., *You can play your songs on any **device**, without using up memory on **it**.*

1 Study the writing tip on page 136. Find these lines in the model essay on page 132. What do the highlighted pronouns refer to?

- 1 So what are the advantages and disadvantages of doing **this**?
- 2 ...and what's more, share **them** with friends easily.
- 3 As well as the cost of **these**,
- 4 ... **which** is great for young people.
- 5 ..., obviously **they** can be very annoying.
- 6 ..., although not everyone notices **this**.
- 7 ..., unfortunately you don't own **it** at all.

2 Read through and edit your draft essay. Try to use pronouns where you have repeated things.



Writing tip

Use adverbs of degree with adjectives to make your writing more interesting.

a little → quite → fairly → pretty → very → extremely → incredibly

3 Study the writing tip. Match the adverbs of degree and adjectives with the things they referred to in the model essay on page 132. Then look at the essay to check.

- | | |
|--------------------|----------------------|
| 1 quite poor | a ads |
| 2 fairly big | b streaming services |
| 3 pretty expensive | c choice |
| 4 very annoying | d audio quality |
| 5 incredibly big | e data allowance |

4 Find adjectives in your essay and add some adverbs of degree before them.

5 Read through your first draft and check that all your ideas are in the correct paragraph. Make sure that you haven't repeated any ideas.

Final check

Writing strategy



Making cuts

If your essay is too long, look for things you can cut without losing any important arguments. If you can't cut things, can you find ways to say the same thing in fewer words?

If necessary, take a break and then try to make more cuts. You can often see new ways to make cuts after a break!

1 Study the writing strategy and try to make cuts in your essay where possible.



Writing tip

Read your essay aloud as a final check. Do all the arguments in it make sense? Reading aloud can also help you to see if some information is missing.

2 Study the writing tip. Read your essay aloud to check that it all makes sense. Then look through it carefully and use the list below to check spelling and punctuation.

- Look for spelling mistakes, checking in a dictionary or using a spellchecker.
- Does every new sentence begin with a capital letter?
- Does each sentence end with a period, question mark, or exclamation mark?
- Have you used commas where necessary (e.g., after listing words and attitude adverbs)?

Before you read

1 You are going to read the beginning of a novel called *Great Expectations* by Charles Dickens. Read *About the Author*. Then answer the questions.

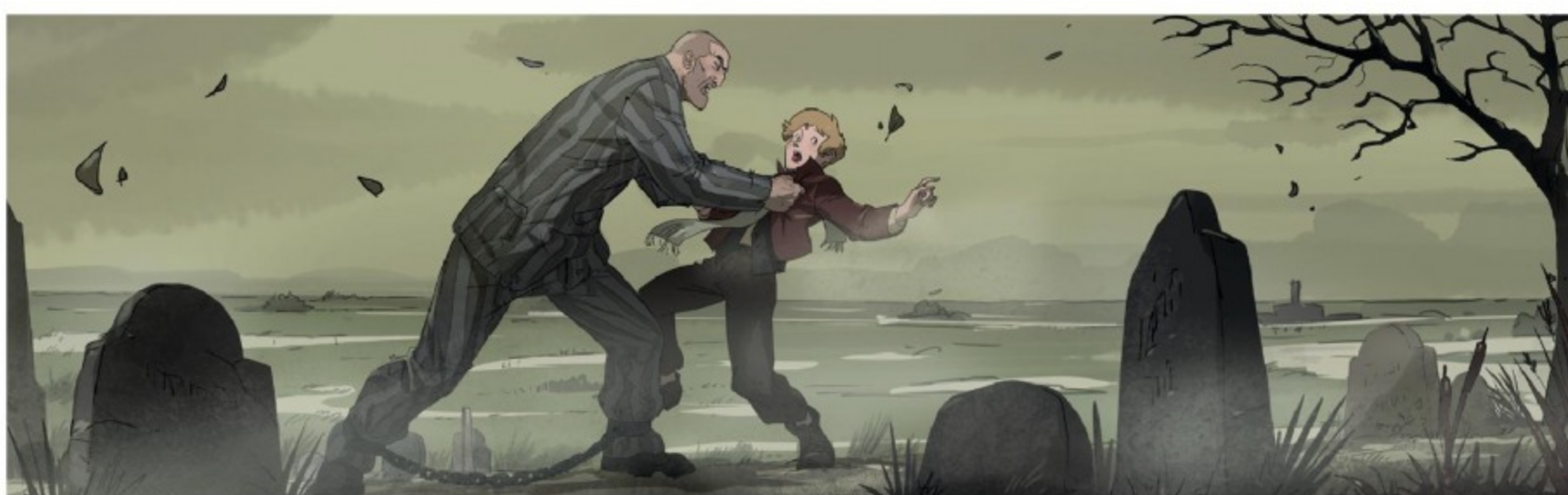
- 1 How did Charles Dickens' experiences influence his novels?
- 2 Why have Charles Dickens' novels become famous?
- 3 What is *Great Expectations* about?

About the Author

Charles Dickens (1812–1870) was an English novelist and journalist. He had a happy early childhood, but at the age of twelve his life changed. He had to leave school to work in a factory because his family had money problems and his father went to prison for debt. This difficult experience influenced his novels, which often show the hard lives of working British people at this time. His first novel came out in 1836, and he wrote fourteen more novels including *A Christmas Carol*, and *Great Expectations*. Dickens' memorable characters have made his novels famous, and many of them have been made into movies. *Great Expectations* was published in 1861. The story shows the development of the main character from a boy to a man. Many people think it is one of Dickens' greatest novels.



2 Look at the picture of a man and a boy in a scene from *Great Expectations*, but don't read the story yet. Work in groups to complete the table with your ideas.



	man	boy
description (young, old, etc.)		
how the person feels		
what the person is saying		



3 Look at the picture again in pairs. Decide if the words and phrases below describe the man (M) or the boy (B).

badly frightened _____ very fierce _____ a terrible voice _____ begged in terror _____
exhausted and hungry _____ whole body trembling _____



4 Read and listen to the story on page 139. Then answer the questions. Discuss your answers in pairs.

2.24

- 1 What type of person is the man?
- 2 What does the man ask Pip to bring to him? Why does he need these things?
- 3 What does Pip do?
- 4 Would you do the same thing as Pip? Why? / Why not?
- 5 Were any of your predictions about the boy and man in exercises 2 and 3 correct?

Glossary

- ¹*churchyard* – the area where people are buried
²*gravestone* – a stone to show where a dead person is buried
³*marsh* – flat land near the sea or a river which is always wet
⁴*iron chain* – a series of strong metal rings joined together
⁵*blacksmith* – a person who makes things in metal by hand
⁶*file* – a long, thin metal tool for removing or cutting metal
⁷*beat* – hit a person again and again
⁸*shelter* – protection from the wind and the rain
⁹*villain* – a very bad person

Great Expectations

My parents had died when I was a baby, so I could not remember them, but often I used to visit the ¹churchyard, about a mile from the village, to look at their names on the ²gravestones.

5 My first memory is of sitting on a gravestone in that churchyard one cold, grey, December afternoon, looking out at the dark, flat, wild ³marshes divided by the black line of the River Thames and listening to the sound of the sea in the distance.

10 “Don’t say a word!” cried a terrible voice, as a man jumped up from among the graves and caught hold of me. “If you shout, I’ll kill you!”; He was a big man, dressed all in grey, with an ⁴iron chain on his leg. His clothes were wet and torn. He looked exhausted and hungry and very fierce. “Don’t hurt me, sir!” I begged in terror.

“Tell me your name, boy!” he said, still holding me. “And show me where you live!”

“My name’s Pip, sir. I live in the village over there.”

“So where are your father and mother?” he asked.

20 “There, sir,” I answered, pointing to their graves.

“I see,” he said. “They’re dead. Well, who do you live with?”

“With my sister, wife of Joe Gargery, the ⁵blacksmith.”

“Blacksmith, you say?” And he looked down at his leg. Then he held me by both arms and stared fiercely into my eyes.

25 “Now look here. You bring me a ⁶file. You know what that is? And you bring me some food. If you don’t, or if you tell anyone about me, I’ll break your arms.”

“I promise I’ll do it, sir,” I answered. I was badly frightened, and my whole body was trembling.

30 “You see,” he continued, smiling unpleasantly, “I travel with a young man, a friend of mine, who ⁷beats young boys. He’ll find you, wherever you are, and he’ll beat you, too. So bring the file and the food to that wooden ⁸shelter over there, early tomorrow. Remember, you promised.”

35 I watched him turn and walk with difficulty across the marshes, the chain hanging around his leg. Then I ran home.

My sister, Mrs. Joe Gargery, was not a beautiful woman, being tall and thin, with black hair and eyes, and a very red face.

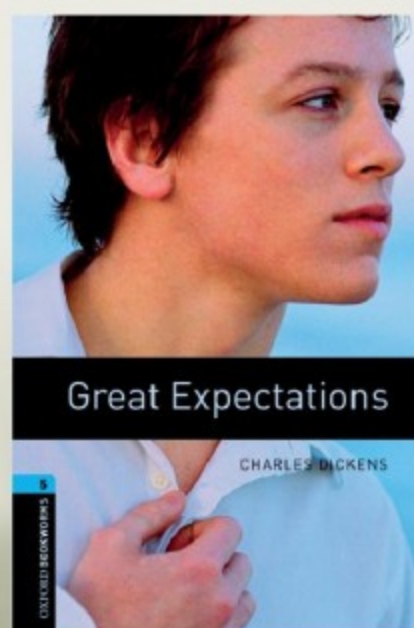
40 She clearly felt that Joe and I caused her trouble, and she frequently complained about it.

“Where have you been, you young monkey?” she shouted.

“Only to the churchyard,” I whispered.

“Churchyard! If I hadn’t brought you up, you’d be in the churchyard with our parents,” she cried.

45 For the rest of the evening, I thought of nothing but the stranger on the marshes.



Just before I went to bed, we heard the sound of a big gun on the marshes. “Was that a gun, Joe?” I asked.

“Ah!” said Joe. “Another prisoner has escaped. One got away last night. They always fire the gun when one escapes.”

From *Great Expectations* by Charles Dickens.

Retold by Clare West,
Oxford Bookworms Level 5.

“Who fires the gun?” I asked. Joe shook his head to warn me.

55 “Too many questions,” frowned my sister. “If you must know, it’s the men in the prison ships who fire the gun.”

“I wonder who is on the prison ships, and why?” I asked.

This was too much for Mrs. Joe. “Listen, my boy, I didn’t bring you up to annoy people! There are ships on the river which are used as prisons. People who steal and murder are put in the prison ships, and they stay there for years sometimes. 60 And they always begin their life of crime by asking too many questions! Now, go to bed!”

I could not sleep that night. As soon as there was light in the sky outside, I got up and went quietly down to the kitchen.

65 I stole some milk, bread, cheese, and a big meat pie, hoping that nobody would notice what was missing. I took a file from Joe’s toolbox and ran out onto the marshes.

The mist was so thick that I could not see anything. Although I knew my way to the shelter very well, I almost got lost this 70 time. I was near it when I saw a man sitting on the ground, half asleep. I went up and touched his shoulder. He jumped up, and it was the wrong man! He was dressed in grey, too and had an iron chain on his leg. He ran away into the mist.

“It’s the young man!” I thought.

75 When I arrived at the shelter, I found the right man. He looked so cold and hungry that I felt sorry for him. Trembling violently, he swallowed the milk and ate the food like a hunted animal, looking around him all the time for danger.

“You’re sure you didn’t tell anyone?”

80 “No sir. I’m glad you’re enjoying the food, sir.”

“Thank you, my boy. You’ve been good to a poor man.”

“But I’m afraid there won’t be any left for *him*.”

“Him? Who’s that?” My friend stopped in the middle of eating.

“The young man who travels with you.”

85 “Oh, him!” he replied, smiling. “*He* doesn’t want any food.”

“I thought he looked rather hungry,” I answered.

He stared at me in great surprise. “Looked? When?”

“Just now, over there. I found him half asleep, and I thought it was you. He was dressed like you, and –” I was anxious to 90 express this politely, “– he had the same reason for wanting to borrow a file.”

“Then I *did* hear them fire the gun last night! Show me where this man went. I’ll find him, and I’ll finish with him! That ⁹villain! Give me the file first.”

95 I was afraid of him now that he was angry again.

“I must go home,” I said. He did not seem to hear, so I left him filing away at his iron chain. Halfway home I stopped to listen, and I could still hear the sound of the file.



Recall

5 Read the summary of the excerpt. Find and correct six more mistakes.

~~One morning~~, young Pip was in the local market when he met a strange man. The man asked Pip to find some food and a file, and to take them to a shelter on the marshes nearby. He told Pip that he was traveling with a young man. Pip went back to the house where he lived with his aunt and her husband Joe Gargery. That evening, they heard the sound of music because a prisoner had escaped from a prison ship on the river not far away. The next evening, Pip found some food, drink, and a file. Then he went out onto the marshes. Pip saw a man and touched his head, but it was the wrong man! Then Pip went to the shelter and gave the things to the right man. Pip explained that he had just met the young man, but the older man suddenly became ill, so Pip went home.

6 Read these statements. Do you agree (A) or disagree (D) with them? Find at least one piece of evidence in the text to support your ideas.

- 1 Pip seems like a lonely child.
- 2 Pip has a very happy home life.
- 3 The young man is an escaped prisoner too.
- 4 The older man is a truly bad person.
- 5 The older man and the young man are enemies.

Interpret

7 Stories by Dickens are famous for their atmospheric settings, strong characterizations, and rich language. Answer these questions with reference to the text.

Setting

- 1 What is the general setting (where and when the story happens) of *Great Expectations*? Which adjectives describe the setting in lines 5 to 9.
- 2 What effect do you think that the setting has on the atmosphere of the story?

Characterization

- 3 What kind of person is Pip's sister?
- 4 How does the writer describe Pip's sister? Think about the adjectives used and what she does and says.

Language

- 5 The writer shows Pip's fear throughout the text. What is used to show this fear?
- 6 What impression of the older man does the writer create in lines 75 to 78?

Literary strategy



Analyzing narrative point of view

The narrative point of view is the perspective the writer uses to tell the story. We can understand it by asking: *Who is telling the story?* and *What effect does this have?* There are two common types of narrative point of view and they use different pronouns:

- **First person narrative:** this is a personal point of view, usually expressed by the main character.

Pronouns: I / me

- **Third person narrative:** this is a neutral and objective point of view expressed by a narrator, not a character.

Pronouns: he / him, she / her, they / them, it

8 Study the literary strategy on page 140. Then answer the questions and analyze the narrative point of view.

- 1 Does Dickens use a first or third person point of view in *Great Expectations*?
- 2 How can we identify the point of view? Give examples.
- 3 Why do you think Dickens used this point of view?

Respond



9 Work in pairs. You are going to rewrite the excerpt from *Great Expectations* on page 139 from the point of view of the older man. We later learn that his name is Magwitch.

- 1 To think about the events from Magwitch's perspective instead of Pip's, complete the table with information about Magwitch. Look back at the excerpt, but use your imagination, too.

	Pip	Magwitch
Who is he?	a poor boy whose parents are dead	1
Why is he in the churchyard?	He's looking at his parents' gravestones.	2
How does he feel when he sees the other person?	He feels very afraid.	3
What does he want? Why?	He wants to stay safe and not get into trouble. He's terrified.	4
How does he speak to the other person? Why?	He speaks to Magwitch politely. He's worried that he will hurt him.	5

- 2 Rewrite the excerpt from Magwitch's perspective in three paragraphs. Explain what he thinks and feels. Use some of the phrases below and parts of the dialogue in the excerpt.

Paragraph One – meeting Pip in the churchyard

- where Magwitch met Pip, what Pip was doing and what he looked like, why Magwitch was in the churchyard, how he felt, what he thought when he first saw Pip
I remember my first meeting Pip in ... ; He was sitting ... ; He looked ...
I had just escaped from ... ; I was feeling very ... because ... ; As soon as I saw Pip, I thought that ...

Paragraph Two – start of the conversation

- how Magwitch began talking to Pip, why he said these things, how Pip reacted
I jumped up from ... ; I said ... because ... ; He told me ... ; He looked ...

Paragraph Three – how the conversation finished

- what Magwitch asked for, how he convinced Pip, how Pip reacted
I asked Pip ... ; I told him ... ; Pip seemed very ... ; He said ...

- 3 Collaborate to write a first draft of your story. Make it as interesting and descriptive as possible.
- 4 Read your first draft and try to improve it. Check that you include Magwitch's thoughts and feelings.
- 5 Read some of the other students' stories.
- 6 Answer the questions.
 - Which story shows the character, thoughts, and feelings of Magwitch the best?
 - How does the story change when it is narrated by Magwitch instead of Pip?

Before you read

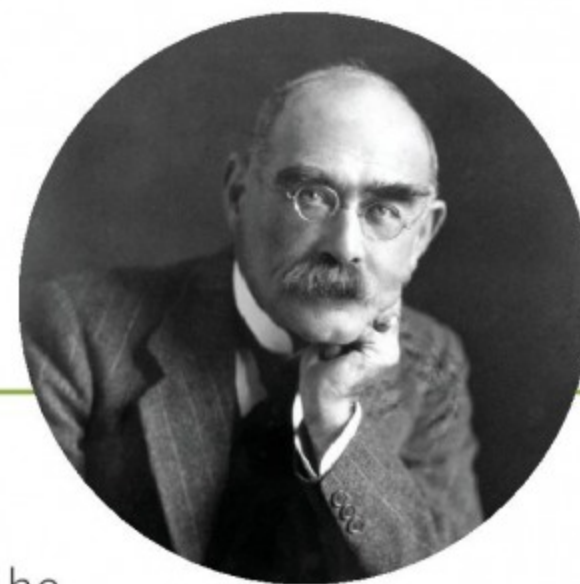


1 You're going to read *How the Camel got his Hump* by Rudyard Kipling. It's from a collection of stories called *Just So Stories*. Before you read, discuss the questions in groups.

- 1 What is a camel's "hump" and what is inside it?
- 2 Why do camels have humps?
- 3 Do camels always have one hump?

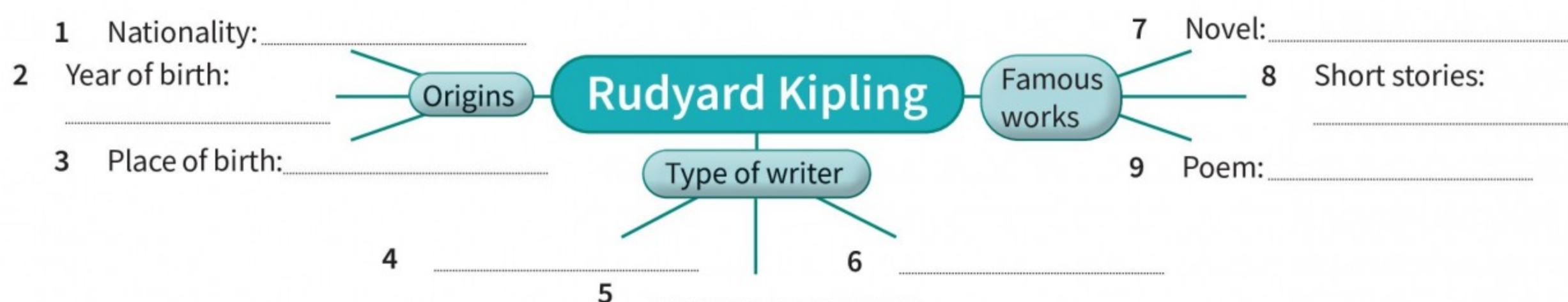


2 Read *About the Author*. Then complete the mind map. Compare your mind map with a partner.



About the Author

Rudyard Kipling (1865–1936) was a British novelist, poet, and journalist who was born in India. From the age of six he went to school in the UK, but he later returned to India. Kipling was one of the most famous British writers of the late 19th and early 20th century, and he won the Nobel Prize for Literature in 1907. Although some of his political ideas are now out of date, his works of literature continue to be popular. The most famous of these are the novel *The Jungle Book* (1894), the *Just So Stories* (1902), and the poem "If ..." (1910). Much of his literature was influenced by his life in India. For example, *The Jungle Book* is set in the heart of the Indian jungle. It is his most famous work, and has been made into movies, plays, and musicals.



3 Read the information about *Just So Stories* and answer the questions.

- 1 Why did Rudyard Kipling write *Just So Stories*?
- 2 Why are these stories suitable for children?

Just So Stories

Rudyard Kipling created *Just So Stories* for his own children, in particular his daughter Josephine. The stories take the reader or listener to wild and adventurous places in different parts of the world. In the stories, he often invented explanations for different questions about animals, for example *How the Leopard got his Spots* and *How the Camel got his Hump*. Kipling was a very imaginative short story writer. The twelve original *Just So Stories* are still popular because the characters are colorful and Kipling's language is so creative. He even invented new words!



2.25

4 Read and listen to *How the Camel got his Hump* on page 143. Complete the character profile about the camel. What five other characters are there?

Camel character profile	
favorite thing to say (and the sound)	
personality	
food	
where it lives	
how it changes and why	
how it doesn't change	

How the Camel got his Hump

This tale tells how the Camel got his big hump.

In the beginning of years, when the world was new, and the animals were just starting to work for Man, there was a Camel who lived in the desert. He stayed there because he didn't want to work. He just sat eating sticks and thorns and ¹tamarisks and milkweed, and prickles. He was extremely lazy, and when anybody spoke to him he said, "Humph!" Just "Humph!" and no more.

Presently the Horse came to him on Monday morning, with a saddle on his back and a bit in his mouth, and said, "Camel, O Camel, come out and trot like the rest of us."

"Humph!" said the Camel, and the Horse went away and told the Man.

Presently the Dog came to him, with a stick in his mouth, and said, "Camel, O Camel, come and fetch and carry like the rest of us."

"Humph!" said the Camel; and the Dog went away and told the Man.

Presently the Ox came to him, with the ²yoke on his neck and said, "Camel, O Camel, come and ³plough like the rest of us."

"Humph!" said the Camel, and the Ox went away and told the Man.

At the end of the day the Man called the Horse and the Dog and the Ox together, and said, "I'm very sorry for you, but that Camel in the desert can't work, or he would have been here by now. So I am going to leave him alone, and you must work double-time to ⁴make up for it."

That made the three animals very angry, and they held a ⁵pow-wow on the edge of the desert, and the lazy Camel came chewing on milkweed, and laughed at them. Then he said "Humph!" and went away again.

Presently there came along the ⁶Djinn in charge of all the deserts, rolling in a cloud of dust (Djinns always travel that way), and he stopped to have a pow-pow with the Three.

"Djinn of All the Deserts," said the Horse, "is it right for anyone to be lazy, with the world so new-and-all?"

"Certainly not," said the Djinn.

"Well," said the Horse, "there's a thing in the middle of your desert with a long neck and long legs, and he hasn't done a ⁷stroke of work since Monday morning. He won't trot."

"Whew!" said the Djinn, whistling, "that's my Camel, for all the gold in Arabia! What does he say about it?"

"He says 'Humph!'" said the Dog; "and he won't fetch and carry."

"Does he say anything else?"

"Only 'Humph!,' and he won't plough," said the Ox.

"Very good," said the Djinn. "I'll speak to him if you will kindly wait a minute."

The Djinn rolled himself up in his dust-cloak, and flew across the desert, and found the lazy Camel, looking at his own reflection in a pool of water.

"My dear friend," said the Djinn, "what's this I hear of your doing no work, with the world so new-and-all?"

"Humph!" said the Camel.

The Djinn sat down, with his chin in his hand, and began to think, while the Camel looked at his own reflection in the pool of water.

"You've given the Three extra work ever since Monday morning, all because of your laziness," said the Djinn, and he went on thinking, with his chin in his hand.

"Humph!" said the Camel.

"I shouldn't say that again if I were you," said the Djinn, "you might say it once too often."

The Camel said, "Humph!" again, but no sooner had he said it than he saw his back ⁸puffing up and puffing up into a great big hump.

"Do you see that?" said the Djinn. "That's your very own humph that you've brought upon yourself by not working. Today is Thursday, and you've done no work since Monday, when the work began. Now you are going to work."

"How can I," said the Camel, "with this humph on my back?"

"That's made on purpose," said the Djinn, "all because you missed those three days. You will be able to work now for three days without eating because you can live on your humph. So don't you ever say I never did anything for you! Come out of the desert and go to the Three, and behave. Move yourself!"

And the Camel moved himself, humph and all, and went away to join the Three. And from that day to this the Camel always wears a hump (we call it "hump" now, not to hurt his feelings); but he has never yet caught up with the three days that he missed at the beginning of the world, and he has never yet learned how to behave.

Glossary

¹tamarisk – a bush or small tree with pink or white flowers

²yoke – a wooden collar that attaches an animal to a plough

³plough – cut and turn over the ground so you can plant seeds in it

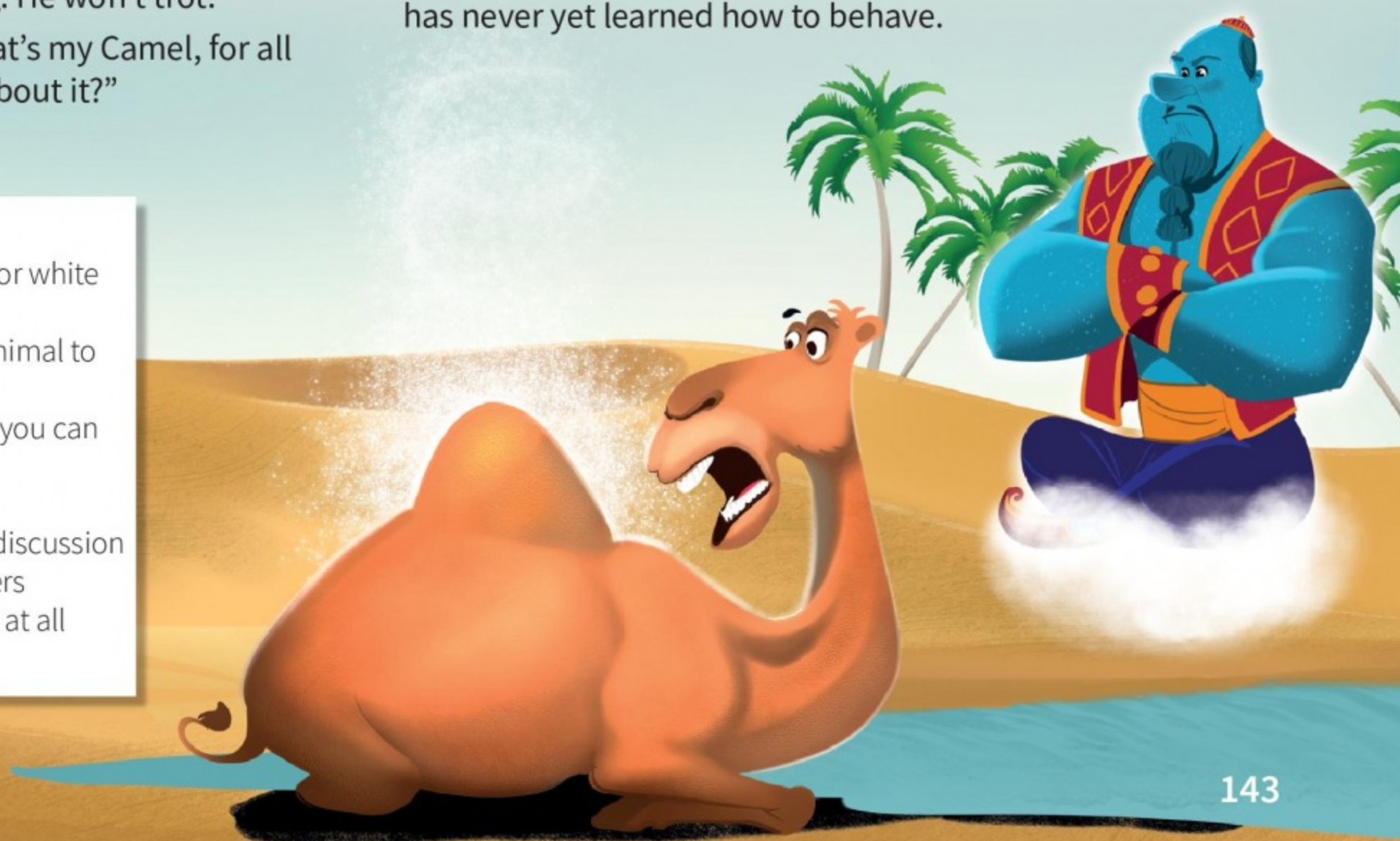
⁴make up for – replace or compensate

⁵pow-wow – a meeting among friends for discussion

⁶Djinn – a magical being with special powers

⁷not do a stroke of work – not do any work at all

⁸puff up – to become bigger



Recall



5 Read and listen to the story on page 143 again. Number the events a–f in the order they happened (1–6). The first one has been done for you.

2.25

- a The Horse, Dog, and Ox asked the Camel to work, but the Camel just said, “Humph” so they told the Man. 1
- b The Djinn asked the Camel to work, but the Camel refused. _____
- c The Man told the Horse, Dog, and Ox they had to work harder because the Camel was lazy. _____
- d The Djinn punished the Camel because it was lazy. _____
- e The Horse, Dog, and Ox complained to the Djinn about the Camel. _____
- f The Horse, Dog, and Ox had a meeting, but the Camel laughed at them. _____

6 Which character in the story had each of opinions below: the Camel, the Man, the Horse, or the Djinn? Give reasons for your answers.

- 1 I agree with you, but I can’t change the situation.

- 2 I’m clever and they are all stupid.

- 3 If someone can’t learn, they need a lesson.

- 4 It’s just not right for us to do all the work.

Interpret

7 Check (✓) the sentence (1–4) that best expresses the message of *How the Camel got his Hump*. Explain your answer with reference to the story.

- 1 Dishonesty and greed are dangerous. ☐
- 2 We all need love and friendship. ☐
- 3 Fairness and teamwork are important. ☐
- 4 Hope and optimism are important. ☐

Literary strategy



Analyzing style

Style is the way that the author writes and tells a story. It creates the voice that the readers hear when they read the text. Things that contribute to style can include:

- **word choice** e.g., informal words, strange words, or unusual words
- **patterns in the text** e.g., repeated phrases or sentences
- **rhythm of the language** sentences with a particular rhythm
- **use of certain words or phrases to structure the story** e.g., *once upon a time*, *then*, *next*
- **type of dialogue** e.g., how the characters speak

8 Study the literary strategy on page 144. Then answer the questions about the style used in the story.

- 1 Kipling is famous for using unusual words. Find an example in the first paragraph. Why do you think he uses it?
- 2 Kipling creates a pattern by repeating phrases with similar words and rhythm. Find examples. What effect does the repetition create?
- 3 Instead of “next” or “then” Kipling uses a different word to structure the story. What is it?
- 4 When reading the story, it sometimes seems that someone is telling it directly to you. Find examples of this in lines 1 and 34. What effect does this literary style have?

Respond



9 You are going to create a poster about *How the Camel got his Hump*. Work in pairs to write information for the poster on a separate piece of paper.

- 1
 - Title: _____
 - Author: _____
 - Date published: _____
 - Part of collection: _____
 - Genre: _____
 - Audience: _____
 - Style: _____
 - Setting: _____
 - Message: _____
 - Main characters: _____
 - Conflict: _____
 - Summary of story: _____
- 2 Suggest a good way to present the story to a contemporary audience. Decide on the following aspects:
 - chosen audience (children? adults? teens?)
 - medium (animation? comic strip? cartoon? video? theater? podcast?)
 - setting (desert or something different?)
 - artists (illustrator? actor? musicians?)
- 3 Think of an image and decoration for your poster.
- 4 Design and create your poster. Make it as eye-catching and informative as possible.
- 5 Put your poster up in class. Walk around and look at the other posters. What is the best thing about each poster? Use the following categories to help you:
 - the design and images
 - the completeness of the information
 - the quality of the writing
 - the suggestion for a contemporary presentation



Before you read

About *The Time Machine*

The Time Machine was published in 1895. It was the first story to popularize the idea of time travel using a machine, and it created the expression “time machine” we use today. H. G. Wells, along with the French writer Jules Verne (1828–1905), is considered one of the creators of the modern science fiction genre. After *The Time Machine*, Wells wrote *The Invisible Man* (1897), *The War of the Worlds* (1898), and *The First Men in the Moon* (1901), which have all had an influence on modern science fiction novels and movies.



1 You are going to read a modern play script based on the beginning of *The Time Machine*, a novel by H. G. Wells. Read *About The Time Machine* and answer the questions.

- 1 When was the novel *The Time Machine* published?
- 2 What did *The Time Machine* help make popular in the late 1800s?
- 3 Which two writers developed the genre of modern science fiction?



2.26

2 Read and listen to the play script based on the beginning of *The Time Machine* novel. Decide if the sentences are true (T), false (F), or not mentioned (NM) in the play script.

- 1 Dan's friends visit him for dinner every couple of weeks.
- 2 Dan and his school friends have to design a product that has something to do with time.
- 3 When Dan shows his new design to his friends, they have positive and negative reactions.
- 4 Dan completed a model of his machine before creating a life-sized version.
- 5 When the friends next visit Dan's house, he tells them about his adventures in the past.

The Time Machine

Characters

Dan	Kai	Maya	Pizza delivery person
Dan's mother	Amy	Jasmine	

Scene One

Four young people: Kai, Amy, Maya, and Jasmine are outside their friend Dan's front door. Kai knocks.

Dan's mother: (opening front door) Hello everybody!
Come in. Sit down. (They start walking in and sit in the lounge.) Dan! (shouting) Your school friends are here!

(They start walking in and sit in the lounge.)

Amy: Thank you for letting us come over.

Maya: Yes, we love meeting here for pizza and to hang out every week.

Mother: (while they are waiting for Dan) So what are you all doing for your school design projects?

Kai: Well, I'm designing an app to help students organize their study time.

Mother: I think Dan's idea has something to do with time, too. He's been working on it in the basement for months. Ah, here he is.

(Dan appears from a door that comes up from the basement.)

Dan: Hi there, everybody!

Everybody: Hey, Dan!

(Dan's mother leaves the basement)

Maya: Dan! Have you been working on your design for months? I've only just started mine!

Kai: We know yours will be great, Dan, because you won first prize last year! What's your big idea this time?

Dan: Well, it's complicated. (scratching his head) I've been reading about ¹relativity, and looking at the latest microchips online, and
(pauses)

Everybody: (all looking at Dan) And?

Dan: Let's go down to the basement. I'll show you.

Scene Two

Dan, Jasmine, Amy, Kai, and Maya are in the basement.

Dan: Come over to the table. *(all move and stand round table)* Here's the design ²prototype.

Jasmine: Wow, you've been busy!



Dan: Yes! My model has a small ³circuit board, a ⁴digital time display, a seat to sit on, and a special ⁵lever that you can move backwards or forwards.

Amy: Oh, cool! That's amazing. But what is it, Dan?

Dan: It's my design for a time machine.

Kai: A time machine? Don't we need to design something ... well ... useful?

Maya: And make something that really works?

Dan: Well, I'm building a full-sized time machine over there. *(He points and they all look with interest.)* And it *will* work. Who wants to test it?

Maya: Me! I'll do it.

Dan: Put your hand here ... Ready? Now, push the lever forward. *(pause as everybody watches)*

Jasmine: Look! The time on the clock is starting to go forwards!

Amy: Oh ... it's ... it's disappearing! ... It's gone!

Dan: Yes, it's traveled into a different time dimension.

Mother: The pizzas are ready! *(in a loud voice from upstairs)*

Dan: *(sighs)* I suppose we'd better go upstairs.

Scene Three

Dan's mother, Dan, Amy, Kai, Maya and Jasmine are upstairs in the living room.

Mother: The pizzas are on the table, with some plates. *(leaves room)*

Everybody: Thanks! *(Everybody starts helping themselves to pizza and putting it on the plates.)*

Amy: Hey, how did you do that, Dan? Tell us!

Kai: It was some sort of trick.

Dan: It wasn't a trick. The machine really has traveled forward in time.

Kai: Do you really believe that, Dan?

Dan: Yes. What's more, I've nearly finished the full-sized machine. I'm just waiting for one more part.

Amy: And then what?

Dan: I plan to make a trip into the future.

Kai: Are you serious?

Dan: I've never been more serious in my life.

(Everybody sits in silence finishing their pizzas.)

Jasmine: Oh, look at the time! I need to go home.

Maya: Yes, it's time for us to go, too. *(Everybody gets up to go.)*

Jasmine: Bye, Dan. Say "thank you" to your Mom. Please be careful! See you next week.

Amy, Kai, and Maya: Bye, Dan!

Scene Four

The next week Amy, Maya, Kai, and Jasmine are at Dan's front door. Amy is knocking.

Mother: Hi, everybody. Come in. Dan isn't here. He'll be back soon. I think he's left a note for you downstairs. *(She leaves the room.)*

Maya: I'll go look for it. *(runs down the stairs, then returns; opens note and reads)* "Hi gang, sorry I'm not here. I'll be back at 6:30. Start eating without me if I'm not back by then. Dan."

Kai: He's just playing a joke on us. I'm sure.

Maya: But the big time machine that he was building is gone. And there isn't any sign of Dan at all. *(There's a knock at the front door.)*

Jasmine: Ah, maybe that's him! *(runs to the front door and opens it)*

Pizza delivery person: Hello there. Pizzas?

Jasmine: Thanks. *(takes pizzas)* Who wants what? *(gives them out)* Here, take a plate. *(gives out plates)*

Amy: Where is Dan? It's nearly 6:30. *(They eat silently.)* *(The sound of footsteps on the basement stairs. Everybody turns around to look as Dan walks with difficulty up the stairs. His hair is untidy, his clothes are slightly torn and he isn't wearing any shoes, only socks.)*



Maya: Dan! Where did you come from?

Amy: You look terrible! And where are your shoes? You should sit down.

Dan: *(sits down)* I ... I need something to eat.

Jasmine: Here have this. *(Gives him pizza and a plate. They sit and watch while he eats hungrily.)*

Kai: What on earth have you been up to, Dan?

Dan: Move closer ... *(They all lean in towards Dan)* and I'll tell you my story ...

Glossary

¹*relativity* – Einstein's theory of the universe based on the idea that all movement is relative and time is the fourth dimension

²*prototype* – the first design of something

³*circuit board* – a flat board which holds electrical circuits

⁴*digital time display* – a clock with the time in digital numbers

⁵*lever* – a handle used to operate a piece of machinery

Recall



3 Read and listen to the play script on pages 146–147 again. Answer the questions with the names of the characters below.

2.26

Dan ~~Dan's mother~~ Jasmine Kai Maya

Which character ... ?

- 1 has a very vague idea what Dan's design is about Dan's mother
- 2 says the most negative things about Dan's new design _____
- 3 notices the time machine clock moving forward _____
- 4 is very serious about his or her future plans _____
- 5 has to tell some troubling news to the group of friends _____

4 Match scenes one to four with the summary sentences (1–5). There is one extra sentence.

- 1 The group of friends watch Dan slowly disappear on his time machine. _____
- 2 Dan demonstrates a small version of his new time machine to his friends. _____
- 3 When Dan's friends come back, he isn't there. He then appears looking terrible. _____
- 4 Dan's friends arrive at his house and they discuss their design projects. _____
- 5 Everybody discusses the prototype machine. They wonder if it can really work. _____

Interpret

5 Answer the questions about the play script.

- 1 In Scene One, Dan says that his idea is “a bit complicated.” How does he explain this?
- 2 At the end of Scene Two, Dan has to stop his explanation about the time machine. How do you think the audience might feel at this point?
- 3 In Scene Three, why do you think the friends eat silently and then leave in a hurry?
- 4 Who still doesn't believe Dan in Scene Four? What does this person say that shows this? Why is it useful to have a character with strong opinions?

Literary strategy



Analyzing literary techniques: foreshadowing

Foreshadowing is when a writer gives hints about what is going to happen later in a play or novel. Foreshadowing helps the audience or reader to have expectations about what will happen. This makes them want to know more about the story. It can also prepare people to accept strange events. Foreshadowing can take many different forms. It can be in the dialogue that the characters say, the different events that happen, or even in the title. For example, the title *The Time Machine* gives strong expectations of what the story is about.

6 Study the literary strategy on page 148. Then answer the questions about foreshadowing in these scenes.

How is the audience introduced to the idea that ... ?

- 1 Dan's project will be related to time (Scene One)

Dan's mother says, "Dan's idea has something to do with time, too."

- 2 Dan is capable of designing something exceptional (Scene One)

- 3 Dan might try to travel through time himself (Scene Two)

- 4 Dan might try to travel through time very soon (Scene Three)

- 5 something terrible has happened to Dan and he will tell his friends all about it (Scene Four)

Respond



7 Work in small groups. Write, rehearse, and act out a new scene for *The Time Machine* play script. In this final scene, Dan tells his story to the group of friends.

- 1 Start by giving each person the role of one of the characters from the play script. Then, as a group, read the first four scenes out loud. Put feeling into the dialogue.
- 2 Then, share ideas about what you think might happen in the next, final scene of the play. What do you think Dan's story is? What happens to him in the future?
- 3 Write the new, final scene together where Dan tells his story. Make sure that the dialogue is dramatic and interesting for the audience. Think carefully about what happens at the end.
- 4 Read your scene out loud in your group, each taking different roles. Make changes where necessary to improve the dialogue, the story, and the ending. Then, write the final draft.
- 5 Do a full rehearsal of the scene. Speak loudly and clearly. Think about who you are speaking to. Discuss any changes if you think they are necessary. Rehearse your scene again.
- 6 Perform your scene to the class.



8 In your group, discuss and make notes about the questions below. Then share your ideas with the class.

- Which group's scene was the most dramatic? Why?
- What things worked well in the performances? What things could be improved? Think about: the volume and clarity of the dialogue, the quality of the acting, the positioning of the actors.
- Which group showed good reasons for Dan's appearance (his messy hair, etc.)?
- Which scene had the best ending?



Before you read

About the Author

Miroslav Holub (1923–1998) was a scientist and poet from the country then known as Czechoslovakia. His first book of poems came out in 1958, but his poetry wasn't published widely so he wasn't well-known in his home country in his lifetime. From the 1970s, his poems began to be popular in translation in other countries around the world, and they have been translated into over thirty languages. They translate well because they aren't written in rhyme, and have a plain style with clear ideas that often celebrate everyday things. Although Holub became a well-known poet, he always saw himself first as a scientist, and his poems often use his experience in the world of science.



1 Read *About the Author*. Then work in pairs and answer the questions.

- 1 What were Miroslav Holub's two jobs? Do you think it would be interesting to have a creative job and another job at the same time? Why? / Why not?
- 2 Why do Miroslav Holub's poems translate well? Is it possible to translate all poems easily?
- 3 What was the most important part of Miroslav Holub's identity? How did this impact his poetry?



2.27

2 You are going to read a poem by Miroslav Holub called *The Door*. Read and listen to the poem. Identify the things in the picture that the poet says may be behind the door.

The Door

- 1 Go and open the door.
Maybe outside there's
a tree, or a wood,
a garden,
or a magic city.
- 2 Go and open the door.
Maybe a dog's ¹rummaging.
Maybe you'll see a face,
or an eye,
or the picture
of a picture.
- 3 Go and open the door.
If there's a fog
it will clear.
- 4 Go and open the door.
Even if there's only
the darkness ticking,
even if there's only
the hollow wind,
even if
nothing
is there,
go and open the door.
- 5 At least
there'll be
a ²draught.



Glossary

¹*rummaging* – searching through things by moving them around and looking into, under, and behind them

²*draught* – a flow of cold air into a room that you can feel

Recall



3 Read and listen to the poem on page 150 again. Identify which stanza (1–5) describes ...

2.27

- a something bad which will go away
- b simple things which become increasingly exciting
- c something that isn't always positive, but which at least makes you feel alive
- d directly addresses the reader with possibilities
- e negative things, and the idea that perhaps there isn't anything there at all

Interpret

4 Choose the correct answers. Explain your answers with evidence from the poem.

- 1 The poem is **traditional and formal** / **complex and intellectual** / **modern and chatty**.
- 2 The poet sounds like he's talking to **people in general** / **you in particular** / **himself**.
- 3 The "voice" of the poet is **insistent** / **bored** / **sad**.
- 4 The poem is laid out in **an old-fashioned** / **a very confusing** / **a modern** way.

Literary strategy



Analyzing metaphors

A metaphor is a word or phrase used in a nonliteral way to make a comparison between two things that aren't related, but have some things in common.

An example of a metaphor is *The wind was whispering through the trees*. Here the writer is comparing the noise the wind makes in the trees to the literal meaning of the word whisper: *to speak quietly*. Poets often use metaphors to create an image in the reader's mind.

5 Study the literary strategy. Then answer the questions about *The Door*.

- 1 "The door" is an extended metaphor in this poem. What could "the door" represent?
- 2 The first and second stanzas show positive possibilities. In the third stanza, there is a metaphor of "fog" which "will clear." What do you think this means?
- 3 In stanza four, why does the author tell us to open the door to things that might be worrying?
- 4 What do you think the final sentence means? Choose and explain the best option below.
 - At least something will happen in your life, even if it isn't necessarily good. ☐
 - At least you'll feel happy after trying new things. ☐

Respond



6 Work in pairs. Write your own poem called *The Front Door*. Follow the steps below.

- 1 Read *The Door* again. Start to think about how you could write a similar poem called *The Front Door* using the repeated line "Go and open the front door."
- 2 Make notes about what you might put in each stanza. Think of an interesting way to finish your poem.
 - Stanza one** What positive things will be outside your front door?
 - Stanza two** What random or mysterious things might you see outside your front door?
 - Stanza three** What metaphors can you use for a bad thing that will go away?
 - Stanza four** What negative or troubling things might you find?
 - Stanza five** What is the final thing that there might be outside the door?
- 3 Write your poem. Think about your choice of words. Make sure that it is laid out on the page in an unusual way. Read it aloud by yourself to make sure that it sounds good.
- 4 Practice your poem with a partner. Stress the important words. Pause for emphasis.
- 5 Take turns reading your poems to the class. Then vote for your favorite.

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