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Oxford Discover Futures



Janet Hardy-Gould

Workbook

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e-book interactive features

Janet Hardy-Gould



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What is identity?

- 1 Study the reading strategy. Then read the online article for gist and choose the correct words in the summary.



Reading strategy

Reading for gist or detail

When we read for the general idea or gist, we don't focus on every 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.

The article is about a ¹small / large number of people who have a ²learned / natural ability to recognize faces that they have ³often / briefly seen before and how they use their skills ⁴in the workplace / on TV.

- 2 Now read the article for specific details. Decide if these sentences are true (T) or false (F). Correct the false sentences.

- 1 The term "super recognizer" has been used since 2009.
- 2 Being a super recognizer is similar to having "prosopagnosia."
- 3 At present, there's one super recognizer working for the Metropolitan Police.
- 4 Super recognizers can identify people from old pictures.
- 5 Super recognizers can often identify people better than modern technology.
- 6 Porritt remembers having good recognizing skills in early adulthood.

- 3 Answer the questions.

- 1 Can anybody become a super recognizer? Why? / Why not?

- 2 How do you think the super recognizers in the Metropolitan Police spend a lot of their time?

- 3 Do super recognizers need to see a whole picture of a person? Why? / Why not?

- 4 What were the early signs that Porritt had good recognizing skills?

- 5 What is one of the main disadvantages of Porritt's job?

- 6 Give an example of something Paul has needed to do when he isn't working.

- 4 Answer the questions. Write your ideas below.

Look back at the questions at the beginning of the article. Do you think you are a super recognizer? Explain why / why not.

What would be some of the advantages and disadvantages in your daily life of being a super recognizer? Give different examples.

ARE YOU A SUPER RECOGNIZER?

Can you:

- recognize the faces of people that you haven't seen for a very long time?
- identify faces that you've only seen once for a short time?
- recognize unknown actors who play small parts in different movies?
- see the similarity in the faces of people who are from the same family?



If the answer is “yes” to these questions, then you might be a “super recognizer” – a person who has the unusual ability to recognize people that they have only seen once.

The term “super recognizer” was first used in an article by American psychologist Richard Russell and his team in 2009. The researchers believe that less than two per cent of the population have this extraordinary skill. They think it is the opposite of “prosopagnosia” – a condition when people are unable to recognize faces at all. According to research with identical twins, super recognizers may inherit their remarkable ability from their parents rather than learning or developing it. However, they're not necessarily any more intelligent than other people.

Super recognizers are very useful to particular organizations. For example, the Metropolitan Police in London have used special memory tests to recruit a team of officers with the “superpower” of recognizing people. They frequently work with CCTV images to identify criminals who have done serious crimes like armed robberies. They can often identify people from seeing part of their face, such as their eyes or their nose, and they can recognize people from pictures taken when they were much younger. These determined officers are often better at identifying people than face recognition scanners.

Super recognizers can sometimes remember using these skills in their childhood. Elliot Porritt, who works



as a super recognizer for the Metropolitan Police, says, “When I was young, I used to watch a lot of movies with my father. I would recognize the same actor in different movies, and it would become a bit of a game remembering who they were.”

People who work as recognizers are enthusiastic about their work, but it can have disadvantages, too. Porritt says, “I love my job, but it can be hard to switch off when I'm not at work. I have a memory bank of faces in my head. Sometimes I recognize a person in the supermarket – or just walking down the street. I've had to arrest people when I'm off duty.”

Although there may be some drawbacks, super recognizers can be sure of one thing – when they meet a friend from kindergarten who says, “Do you remember me?”, they can always give the honest answer “yes.”





Describing people

1 Replace the underlined words with the words below.

blond-haired blue-eyed courageous
enthusiastic female well-dressed

- “Do you recognize this person?” “Yes, she’s a top woman tennis player.”
- This is a picture of my grandmother when she was in the army. She was so brave.
- You can see from Hassan’s face that he’s a very eager student.
- ‘Which one is your cousin in the video?’ ‘She’s the girl on the left, she has blue eyes like me.’
- You’ll know that famous actor. He’s light-haired and always very stylish.

2 Choose the correct words to complete the online newspaper article.

x
www.thedailynews.com

THE DAILY NEWS
 NEWS FOR TODAY

MOTHER WANTS TO THANK ¹... BOY

A Canadian mother wants to identify and thank a fifteen-year old ²... skateboarder who helped her six-year-old daughter at a skatepark.

Jeannean Thomas from Ontario, has written an open letter to the boy saying, “I want to thank you for being ³... to my daughter, even though your friends made fun of you.”

At first, her daughter Peyton felt a bit scared at the skatepark because she was the only ⁴... skateboarder there.

However, the boy spent an hour teaching Peyton to skateboard and she soon grew ⁵..., confident, and ⁶... to return. Unfortunately, the boy left before Jeannean could ask his name and thank him.

- | | |
|----------------|--------------|
| 1 a teenager | b teenage |
| c male | d elderly |
| 2 a determined | b elderly |
| c female | d male |
| 3 a kind | b determined |
| c well-dressed | d well |
| 4 a male | b female |
| c blue-eyed | d teenage |

- | | |
|------------------|---------------|
| 5 a enthusiastic | b kind |
| c teenage | d middle-aged |
| 6 a elderly | b determine |
| c determined | d kind |

Noun endings

3 Complete the article from a school blog with the noun of the word in parentheses.

Biometrics – is it all new?

By Alice Conti

We looked at *biometrics* in class last week. When people talk about this, they often think about modern technology to ensure ¹



(safe) at airports, for example, the ² (combine) of cameras and ³ (scan) that identify and check passengers.

But did you know that ways of taking

⁴ (measure) of people’s

⁵ (unique) have existed

for centuries? In Babylonia in 1500 BC, businessmen pushed their fingerprints into clay to record business deals and to stop ⁶ (confuse) among people. And nearly two centuries ago in China, handprints were used as evidence in criminal cases.

There’s a ⁷ (similar) between these ancient techniques and new ones. Maybe biometrics isn’t modern, after all!

4 Complete the definitions below with nouns from exercise 3.

- A _____ is a special machine for examining or measuring something.
- If people look nearly the same, we say that there is a lot of _____ between them.
- _____ is the quality of something being the only one of its kind.
- If you take a _____ of something, you record the size, length, or amount of it.
- When you’re protected from danger, you’re in a state of _____.

Talking about the present

- 5 Read the speech. Are the verbs in bold used about facts and routines (F), actions in progress (A), or past events relevant now (P)?

1	2	3	4
5	6	7	8

My most important ID is my passport. All Australian passports ¹**have** a kangaroo and an emu on the cover, which is really cool to me. Open my passport and there's my name: Alexandros Leon Katsaros. My last name Katsaros is Greek – my father ²**comes** from Greece. He ³**'s lived** in Australia for nearly 35 years, but he ⁴**'s visiting** his mother, that's my grandmother, in Athens at the moment. Katsaros ⁵**means** "curly-haired" – but for generations everyone in our family ⁶**has had** straight hair! My next most important ID? That's my fitness center membership card. I'm on the local water polo team and I ⁷**use** the pool at the center four times a week. We ⁸**haven't won** anything yet, but we're determined to win the national competition this year.



- 6 Write questions about the speech in Exercise 5. Then answer them with complete sentences.

- What on the cover? (Australia passports / have)
- Where? (Alexandros's father / come from)
- How long in Australia? (his father / live)
- What now? (his father / do)

Defining and non-defining relative clauses

- 7 Choose the correct words. Then decide if the sentence has a defining (D) or non-defining (ND) relative clause.

- Our relatives live in Athens, **where** / **which** / **what** is the capital of Greece.
- My grandmother, **which** / **what** / **who** lives miles away, visits us once a year.
- The manager of our team is a person **whose** / **who's** / **who** opinions I listen to.
- 10:00 is the time **where** / **when** / **what** we always play our matches.
- The fitness center, **which** / **whose** / **where** my team trains, is a very modern building.

- 8 Join the sentences using a relative pronoun to make sentences with non-defining relative clauses.

- My friend is from the same cultural background. He understands me.
.....
- I'm wearing a big hat. It was very expensive.
.....
- Our music teacher has influenced me a lot. His name is Ben.
.....
- That famous city is in the north. My grandparents live there.
.....
- We're studying Gandhi in our history lessons. He came from India.
.....

- 9 Complete these sentences so that they are true for you. Use *who*, *whose*, *which* / *that*, *where*, or *when* and defining relative clauses.

- is the historical figure
..... ideas I most
- is a school subject
..... I always
- is the place
my family
- My is the person
..... I always
- was the year
I first



Internet safety

10 Look at these facts about online security, then choose the correct words.

DID YOU KNOW?

- 1 In the 1960s a **hacker** / **post** / **hotspot** was the name for a computer programmer – not an online criminal.
- 2 The most common **links** / **PINs** / **updates** are 1234 and 1111 – no surprise there!
- 3 Hobbies and interests are some of the world's most popular **hotspots** / **hackers** / **passwords** e.g., *soccer* or *starwars*.
- 4 Safer Internet Day is in February. Their campaigns encourage young people to keep their social media **accounts** / **hackers** / **hotspots** safe, among other things.
- 5 I read that a quarter of the world's PCs have no anti-virus software **installed** / **linked** / **posted** on them.
- 6 Tourists can go online at the top of Mount Fuji in Japan because there's a safe Wi-Fi **PIN** / **account** / **hotspot** there!

11 Complete the text with the following words.

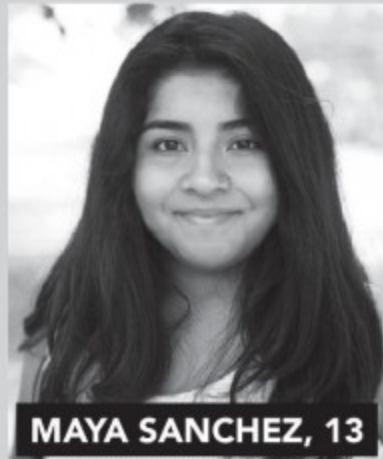
accounts hotspots links passwords PIN
post privacy update

RATE YOURSELF



This week:

how safe are you online?



MAYA SANCHEZ, 13

I'm good at keeping my identity safe – I use all the correct ¹ settings, so only my friends can see things. I never ² my school or address on social media sites. I always renew and ³ the anti-virus software on my laptop and I never click on ⁴ in unexpected emails that are sent to me! Also, I'm careful about using free ⁵ in cafes and I try to check to see if they're safe. I think my weak area is ⁶ numbers and security ⁷ I often use the same ones for different online ⁸ So I think I'd rate myself 8 out of 10 for online safety, but I'm determined to improve!

12 Complete these statements with a word from exercises 10 and 11, then circle *always*, *often*, or *never* so that they are true for you. Give yourself an online safety rating out of 10 based on your answers.

- 1 I **always** / **often** / **never** think about keeping information private online and my internet in general.
- 2 I **always** / **often** / **never** use the same and PINs for different websites and online accounts.
- 3 I **always** / **often** / **never** think carefully before using a in an airport or other public place.
- 4 I **always** / **often** / **never** or download new software without checking that it's safe.
- 5 I **always** / **often** / **never** click on in any strange messages or emails that I receive.
- 6 I **always** / **often** / **never** my passwords and think of new ones.

Read through your answers and reflect. How do you rate your online safety? / 10

13 CONSOLIDATION Answer the questions with your own ideas. Write complete sentences.

- 1 Imagine that you want to identify your best friend to another person. How would you describe him or her?
.....
.....
- 2 Do you think you can tell a person's personality from their appearance? Give an example.
.....
.....
- 3 Are there any strong similarities between you and other people in your family?
.....
.....
- 4 What do you do to protect your identity online?
.....
.....
- 5 Why do you think online safety is important?
.....
.....
- 6 Name the famous person who has influenced you the most? Why?
.....
.....

Listening

1 1.01 Listen to the conversation. Choose the correct answers.

- 1 Mariam and her father are talking about:
 - a a day of online safety activities that she had in school.
 - b an online safety game which she started last week.
 - c an internet safety talk that she's been to after school.
- 2 Mariam's father:
 - a already knows a lot about safety on the internet.
 - b is interested in learning more about online safety.
 - c isn't very enthusiastic about online safety.
- 3 Mariam thinks that cyber security is:
 - a very interesting.
 - b a bit boring.
 - c really difficult.

2 1.01 Listen again. What did Mariam learn today? Check (✓) the correct answers.

She learned that she needs to ...

- 1 change the privacy settings on her accounts. ☐
- 2 talk to her friends about their privacy settings. ☐
- 3 check the true names of Wi-Fi hotspots to avoid hackers. ☐
- 4 update all her passwords. ☐
- 5 make her passwords much longer. ☐

3 1.01 Complete the sentences with a word from the listening. Then listen again and check.

- 1 Mariam did well in the quiz about on social media.
- 2 Her father uses in public places.
- 3 Mariam has strong
- 4 Her father needs to his PINs now.
- 5 Cyber security is about keeping systems safe from

Speaking

4 Choose the correct words to complete the advice.

- 1 Always **be** / **have** / **take** careful when you use a new online shopping website.

- 2 **Make** / **Stay** / **Keep** sure that you never shop on a website that isn't secure.
- 3 Be sure **create** / **to create** / **creating** a different password when you open a new online account.
- 4 Don't forget to keep **an eye** / **eyes** / **eye** open for offers that are just "too good to be true."
- 5 It's very important to be **care** / **careful** / **caring** not to click on unknown links.

5 Grace, Mia, and Amy are giving a talk about online safety. Complete the talk with the words and phrases below.

be sure to careful keep an eye
make sure that take care

All We're going to give a talk about safety when we're shopping online.

Grace First of all, ¹ the website is safe *before* you put in personal information, or open an account and create a password. ² look at the website address. It needs to start with https – the "s" is for "secure."

Mia ³ open for the padlock symbol in the browser. This means that the website is likely to be secure. However, if you are unsure, leave the page *at once*.

Amy Always ⁴ to use online stores that have a good reputation and show their contact details clearly. Remember, if you feel worried, *don't* use the website. It's always good to be ⁵!

6 Choose one of these topics and write a talk for a group of older people who want to learn more about online safety. Use phrases from Exercises 4 and 5.

- How to avoid problems with "phishing" emails.
- How to protect your laptop from viruses.
- How to protect your privacy on social networks.

7 Study the speaking strategy, then practice giving your talk. Think about speed, stress, volume, and repetition to emphasize the important points.



Speaking strategy

Emphasizing important points

- Speed – Speak slowly and clearly to add emphasis.
- Volume / stress – Say the important words more loudly.
- Repetition – If something is important, say it several times in different ways.

A descriptive profile

- 1 Read a descriptive profile that a student has written using word association to generate ideas. What do you think were the descriptive words that the student first thought of? Complete the table.

appearance and clothes	
personality	
interests	

A DESCRIPTIVE PROFILE OF... ANGELA

Angela is a family friend who looked after me when I was young, so I've known her all my life. She's 1quite small, brown-eyed and with short, silver hair. She often wears 2really fashionable or sporty things, which tell us a lot about her. In particular, they show her youthful attitude.

Angela is 3very friendly when you first meet her. She's 4fairly chatty, but she's a good listener, too. When I tell her my plans, she's enthusiastic and offers to help me.

Outdoor sports are Angela's main interests. She surprises people when she says she's into running marathons. She says she's 5slightly slow,

but I don't believe her! She often posts pictures of herself training on social media. Those are the things which stand out most when I think about Angela. All in all, she's a special person and a wonderful family friend.



LANGUAGE POINT Adverbs of degree

- 2 Replace the underlined words in the text with one of these words that is closest in meaning.

- 1 fairly / really / a little
- 2 a little / somewhat / very
- 3 really / slightly / fairly
- 4 pretty / a little/ really
- 5 a little/ really / pretty

- 3 Complete these sentences with an adverb of degree from exercise 2 and your own ideas.

Personality

- 1 People sometimes think that I'm _____, but I'm actually _____.
- 2 In the past, I used to be _____ but now I'm _____.

Appearance

- 3 A few years ago, I had _____ hair but now it's _____.
- 4 When I was younger, I was _____ but now I'm _____.

Task A descriptive profile of someone you know well

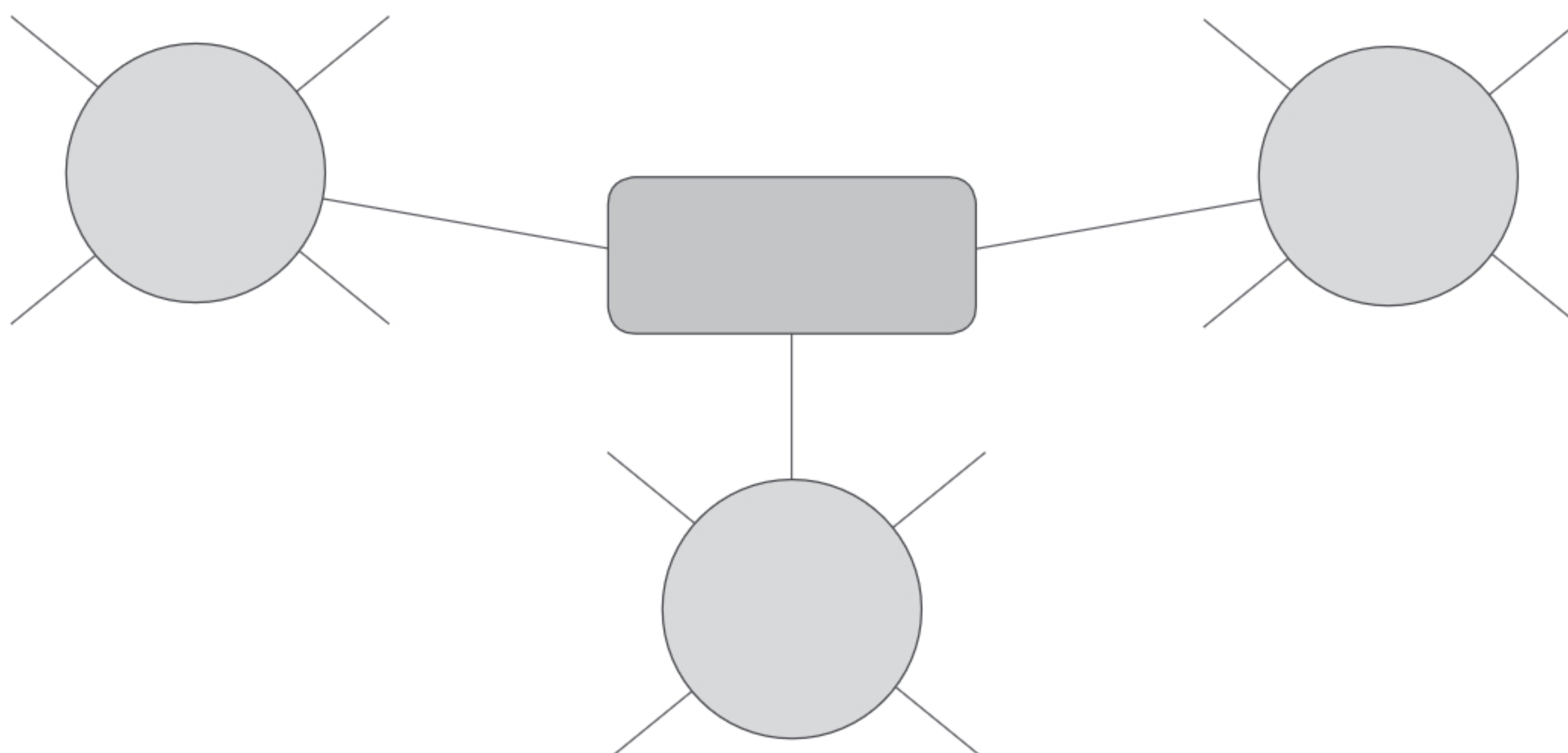
- 4 You are going to write a profile of someone older or younger than you who you've known for a long time. Choose who you are going to write about. You could use one of these examples or your own idea.

- A young neighbor who you often talk to.
- An older family friend who you have known for years.
- A person who has taught you something for a long time.

Think and plan

5 Study the writing strategy, then complete steps 1–4 to think of and organize your ideas.

- 1 Think of the person you're writing a descriptive profile of. Write their name in the small white circle.
- 2 Write one word in the bigger circle to describe them, then add more descriptive words until the circle is full.
- 3 Look back at the words you've written. Can they be grouped together into three main ideas? For example, one idea might be their overall "look" which includes words about clothes and appearance.
- 4 Put the name of the person in the center of the mind map below. Then complete the three circles around the name with your main ideas. Finally, add some of your descriptive words to show the details for each main idea.

**Write a first draft**

6 Now write the first draft of your descriptive profile.

- 1 Decide on the order for your three main ideas.
- 2 Then, use the details for each idea from your mind map to write three key paragraphs.
- 3 Add a short conclusion to sum up the profile.

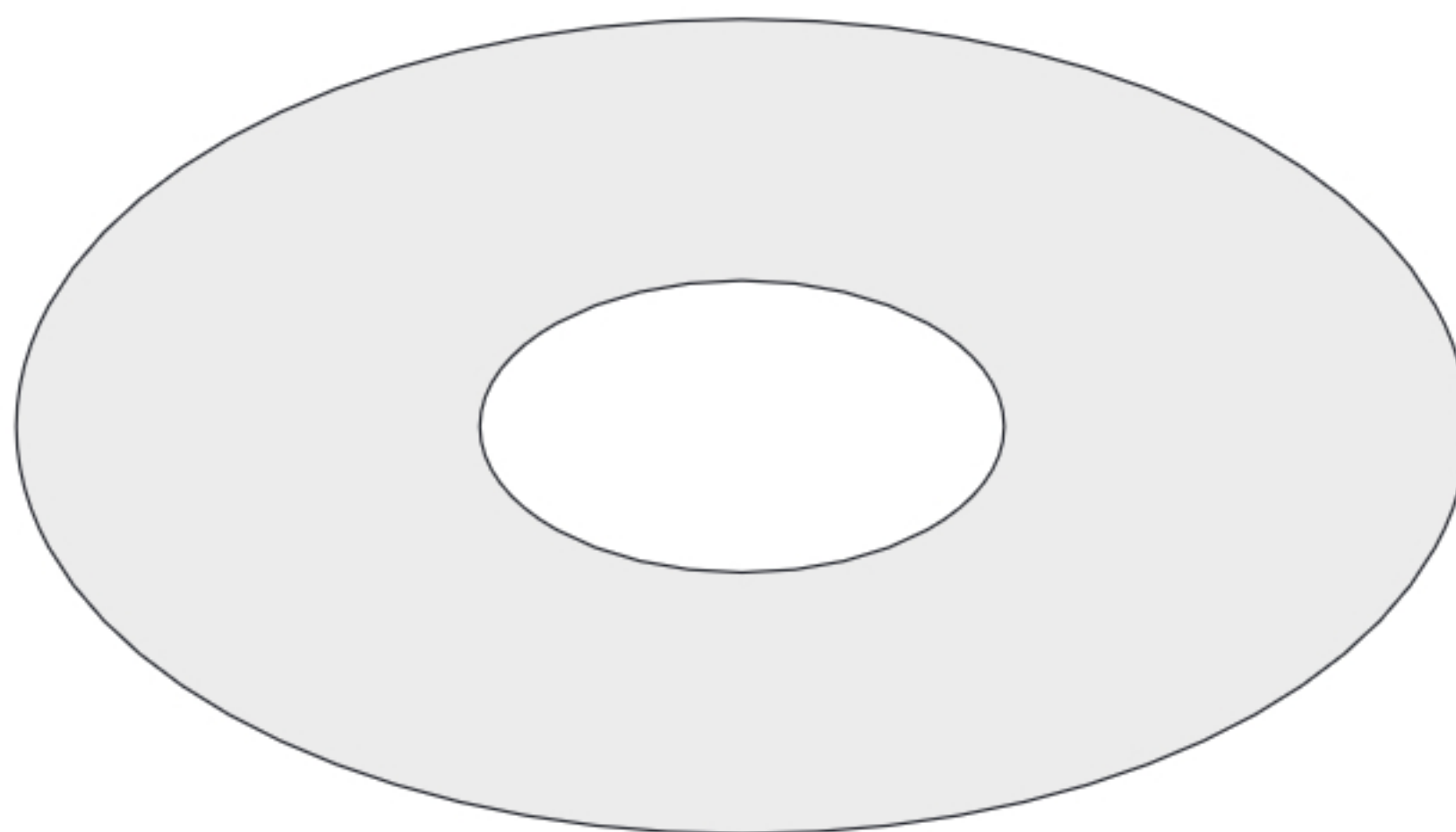
Review and edit

7 Read your first draft. How can you improve it? Use the checklist to help you.

8 Now write a final draft of your descriptive profile.

**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.

**Writing checklist****Content**

- Does the profile include all the main ideas from your mind map? Does it include details about their identity that you can see and details you can't see? ☐
- Does it include both physical aspects of the person as well as those you can't "see"? ☐
- Is your profile organized into clear paragraphs? ☐

Language

- Is your spelling and punctuation correct? ☐
- Is your grammar correct? ☐
- Does your profile include adjectives with adverbs of degree? ☐



Reading to learn

1 Are these strategies used when we are reading for gist (*G*) or detail (*D*)?

- 1 reading slowly and carefully
- 2 reading more quickly and generally
- 3 looking for the overall idea of a text
- 4 trying to identify specific information
- 5 using titles or headings to understand key ideas

2 Give two examples of things that you've read in the past week

for gist:

.....

for detail:

.....

Vocabulary and Grammar

Describing people

3 What word can replace the description of each person? Write age (*A*), personality (*P*), or appearance (*AP*) next to the words.

A person who is ...

- 1 wearing fashionable clothes.
.....
- 2 between 45 and 65 years old.
.....
- 3 strong and certain about the things they want to do.

4 Write three true sentences using each of the words from Exercise 4.

- 1
.....
- 2
.....
- 3
.....

Noun endings

5 Complete the sentences with the noun form of the word in brackets.

- 1 There's about her identity.
(confuse)
- 2 I see a between the pictures.
(similar)
- 3 The scanner takes a of your hands. (measure)

6 Write four more words with these endings.

1 -ness

.....

2 -ity

.....

3 -tion

.....

Talking about the present

7 Write questions using the simple present, present continuous, or present perfect. Then write answers that are true for you.

1 which living person / you / admire / the most / ? Why?

.....
.....
.....

2 how long / you / know / your closest friend / ?

.....
.....
.....

3 what topics / you study / in school / this week / ?

.....
.....
.....

Defining and non-defining relative clauses

8 Join the sentences using a defining or non-defining relative clause.

1 Erin is the country's top female ice dancer. She's only sixteen.

.....

2 This is the online safety quiz. We did it yesterday.

.....

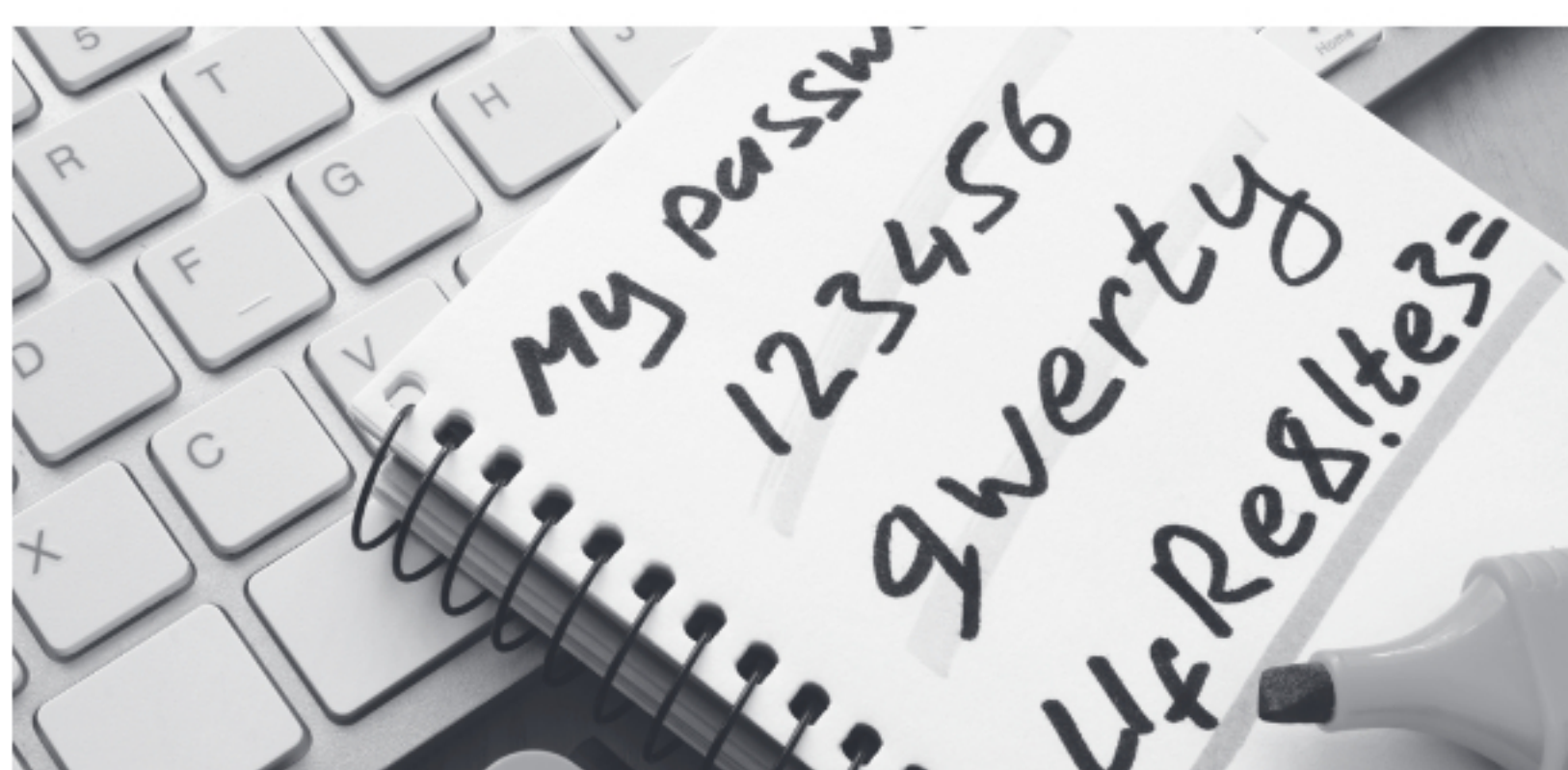
3 Martin Luther King is one of the most influential people in my life. He was born in 1929.

.....
.....

Internet safety

9 Complete the sentences with an internet safety word and your own ideas.

- 1 It's never a good idea to
personal information online such
as
- 2 Be careful with free Wi-Fi
because
- 3 The best type of have
at least eight characters and
.....



10 What are the three most important things you can do to keep yourself safe on the internet?

- 1
- 2
- 3

Listening

11 Who do you need to talk to about privacy settings? Why?

.....

.....

.....

12 What is one of the first things that you could do to check that a free Wi-Fi hotspot in a café is safe?

.....

.....

Writing

13 Why is it good to use word association before you write?

.....

.....

.....

14 How can mind maps help you plan what to write?

.....

.....

.....

15 Give three examples of adverbs of degree.

.....

Reflect

What is identity?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, what is identity?

.....

.....

.....

.....

What was the most interesting thing you learned in the unit?

.....

.....

.....

.....



- 1** Study the reading strategy, then quickly read the two texts on page 15. Which text is fiction and which one is nonfiction? Give two reasons for each answer.



Reading strategy

Distinguishing fiction and nonfiction

- Fiction is about imaginary characters or events. It's written to 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.

Text A is a text because

.....

Text B is a text because

.....

- 2** Read the texts again and find these things.

Text A

- 1 A statistic which shows the large number of people who went through Ellis Island.
.....
- 2 A fact which explains what happened to passengers who failed the tests at Ellis Island.
.....
- 3 A heading which covers the type of things people were asked.
.....

Text B

- 4 A sentence which shows us the feelings of one character during the first health check.
.....
- 5 A sentence which gives the general atmosphere of the Registry Room.
.....
- 6 Two phrases that show us the excitement of leaving Ellis Island to start a new life.
.....

- 3** Answer the questions.

- 1 Why did many of the immigrants leave their own countries to come to the United States?
.....
.....
- 2 Why did doctors watch people climb the stairs?
.....
.....
- 3 What did every person have to do in the Registry Room?
.....
.....
- 4 What advice does father give to Karl about the stairs?
.....
.....
- 5 Why do you think father smiled at Karl?
.....
.....
- 6 Who do you think the "uncle" is? Why is he meeting them?
.....
.....

- 4** Answer the questions. Write your ideas below.

Imagine you went back in a time machine and you were arriving at Ellis Island in 1900 with your family. How would you feel: when you first arrived on the island? Why?

.....

when you needed to answer a lot of questions? Why?

.....

when you were allowed to leave the island? Why?

.....



A

A VIEW TO THE PAST

Ellis Island

The first step to a new life

When Ellis Island finally closed its doors in 1954, it was an important moment in US history. For over 60 years, immigrants had arrived by ship in New York at this tiny island off Manhattan. It was their first step to a new life in America.

How many people came through Ellis Island?

About twelve million people entered the United States through Ellis Island. Most of these came from European countries such as Italy, Germany, or Poland. They were often escaping problems in their homeland such as poverty, religious prejudice, or war.

What happened when people arrived?

When the passengers arrived on the island, they were met by government workers. They asked the passengers to walk up some stairs into the main building for health checks. The first check was when they climbed the stairs. Doctors were watching to make sure that they were healthy. If passengers didn't pass the tests, they were sent back to their country. This happened to about two per cent of people.

What type of questions did people have to answer?

Passengers then went into a large hall called the Registry Room. Here, they had an interview with an important man who sat at a high desk. Each passenger answered 29 questions about, for example, the country that they came from or the money that they had. If they answered them successfully, they were free to enter and on their way to a new life.

B

Chapter 12

Will we make it through Ellis Island?

As our group stepped onto Ellis Island, we were met by a serious-looking man. We followed him into a building and then waited at the bottom of some stairs.

"Walk quickly up these stairs, Karl, and keep your head up high," my father whispered.

"Why do we need to do that?" I asked.

"I've heard they'll watch us," he said. "Your uncle said that it's the first health check."

I nervously climbed the stairs and was pleased to finally reach the top. A group of doctors waved our family past, and father turned to smile at me. We had all heard terrible stories about passengers who were sent home.

Later, after more health checks, we entered a huge hall. Crowds of people waited on benches talking noisily in different languages.

"This is the Registry Room," Father explained. "And we'll have an interview with one of those men at the desks over there."

After four hours, our family stood in front of a high desk. The man questioned us with the help of an interpreter.

"Where were you born?" he asked Father coldly.

"And how much money do you have?". After endless questions, it was then Mother's turn, and at last mine. With a little help, I answered them all in a calm voice, but inside I was shaking.

At last, we were free to go and we ran to meet my uncle.

"You've made it," he laughed pulling us all close to him.

"Welcome to America!"





Historical events

- 1 Complete the statements with the names and choose the correct words.

Abraham Lincoln Albert Einstein
Mahatma Gandhi Marie Curie
Rosalind Franklin

- 1 US President was against slavery and the slave **invention** / **trade** / **exploration**.
- 2 was a famous physicist, but he also campaigned against fighting and **trade** / **peace** / **war**.
- 3 Polish scientist was behind the **development** / **construction** / **war** of hospital X-rays.
- 4 was a leader for Indian independence. He believed in nonviolence and **discovery** / **construction** / **peace**.
- 5 was a British chemist. She contributed to the **discovery** / **founding** / **invention** of the structure of DNA.

- 2 Replace the underlined words in the student's homework with a word from Exercise 1.

Jules Verne – the father of modern science?

We're studying the French science fiction writer Jules Verne (1828–1905). Interestingly, many of his ideas have come true.

For example, in *From the Earth to the Moon*, he described the ¹building of a big rocket which took three people around the Moon. The aim of this journey was the ²investigation of the surface of the Moon. The rocket was sent from the US state of Florida. This predicted the ³establishment of the John F. Kennedy Space Center there in the 1960s. In his book *Paris in the Twentieth Century*, he also described the ⁴expansion of modern cities with huge skyscrapers.

In his most famous novel, *Twenty Thousand Leagues under the Sea*, he predicted the ⁵creation of the electric submarine.



Adverbs of manner

- 3 Complete the sentences with the adverb form of the adjectives in brackets.

- 1 Experts think that Ötzi the Iceman's body is (possible) that of a hunter from 5,300 years ago.
- 2 After the hunter died, snow fell (heavy) over his body.
- 3 The body was (perfect) preserved by all the snow and ice.
- 4 The body was (slow) frozen by the cold temperatures.
- 5 Archaeologists (brave) worked in the snow high up the mountain and excavated the body.
- 6 They (quick) took away his body, and it is now in the South Tyrol Museum of Archaeology, Italy.

- 4 Complete the online news article with the adverbs of the adjectives below.

bad beautiful greedy recent slow

ARCHAEOLOGISTS MAKE AMAZING DISCOVERY – IN THEIR OWN MUSEUM!

Museum workers in Sydney, Australia have ¹ discovered an Egyptian mummy in a sarcophagus that they thought was empty for 150 years.

The sarcophagus isn't ² painted, and it was only last month that people decided to look inside it.

When they ³ opened the sarcophagus, they discovered the remains of a mummy! They think that it probably dates from the year 600 BC, but they aren't sure.

Unfortunately, the body is in pieces and has been ⁴ damaged by robbers, who ⁵ stole valuable things from the coffin a long time ago.

Glossary

Sarcophagus – a stone container for an Egyptian mummy

Talking about past habits and situations

5 Complete the online article with the correct form of *used to* and the verbs below.

communicate have live not be
not wear write

HOW HAS LIFE CHANGED IN THE UNITED STATES IN THE LAST 50 YEARS?



Life expectancy is longer today. Better health care has had a positive effect on how long people live. In the past, Americans ¹ to an average age of 70 years. Now it is 78.6 years.

Nowadays, work life is more relaxed, with many office workers in casual clothes. In the past, people ² jeans to work – men always wore suits and women wore dresses or skirts and shirts.

50 years ago, nearly everyone ³ a home phone, but now there's a landline in only 50% of US homes.

People ⁴ with their home phones, or they ⁵ letters. Now, nearly 80% of Americans have smartphones, and that number is rising.

There ⁶ many TV channels before – but now there are hundreds of 24-hour channels to choose from.



6 Rewrite the sentences using *used to*.

1 Before the printing press, people copied books by hand.

.....

2 Books were extremely expensive.

.....

3 Most families didn't own books.

.....

4 In Alabama, black and white students went to different schools.

.....

5 There weren't laws against discrimination.

.....

Telling stories about the past

7 Choose the correct words to complete the text from a school book.

- | | |
|-------------------|------------------|
| 1 a grew | b was growing |
| c were growing | d had grown |
| 2 a was returning | b used to return |
| c returned | d has returned |
| 3 a had killed | b has killed |
| c killed | d were killing |
| 4 a was learning | b were learning |
| c had learned | d learned |
| 5 a hasn't known | b didn't know |
| c weren't knowing | d wasn't knowing |

The discovery of Penicillin



Alexander Fleming was a British scientist who worked in a laboratory. In the summer of 1928, he ¹ different types of bacteria in small glass jars as part of an experiment. In August, he went on vacation, but when he ² on September 3, he found something surprising. In one of the small jars, there was some strange green mold and it ³ all the bacteria around it. He later ⁴ that this green mold could kill a lot of different types of bacteria.

Fleming ⁵ at the time, but he had discovered the first true antibiotic – penicillin. This discovery led to big improvements in the world of medicine.

8 Complete the sentences with past simple, past continuous or past perfect forms of the verbs.

- Frederick Douglass (be born) as a slave in Maryland in 1818.
- At the age of 7, Frederick's slave owner (separate) him from his family to work for the wealthy Auld family of Baltimore. Fortunately, the mother, Sophia Auld, (show) kindness toward him.
- One morning, Sophia (teach) her son and Frederick to read. They (listen) carefully when suddenly her husband Hugh (come) into the room. He (be) very angry.
- However, it was too late. Frederick (already decide) to educate himself and later, as an adult, he (go on) to become a free man and a famous anti-slavery campaigner.



Information sources

- 9** Complete the definitions with the words below.

brochure census monument plaque
search statue

- 1 A is a flat piece of wood, metal, or stone with writing on it. It is attached to a wall.
- 2 A is a realistic figure of a person which is usually made from stone or metal.
- 3 A is an official count or survey of a population which is done by the government.
- 4 A is a small book or leaflet which has pictures and information about something.
- 5 A is a building, statue, or similar thing which commemorates a historical person or event.
- 6 When you look for things online, you are doing an internet

- 10** Complete the student's project with the words below.

augmented reality app biography guide
interview statistics tour

History project review

What were the best sources that you found for your project on the castle?

We found the best sources on our actual visit to the castle. Two of the most useful things were books from the store. I bought a ¹ to the castle with different facts and ² about the buildings. My friend bought a ³ of the king who built the huge palace and towers.

We also learned a lot from a young woman who gave us a guided ⁴ of the main palace. At the end, she showed us a video ⁵ with a famous historian about the history of the castle.

Perhaps the most exciting source was the ⁶ that we downloaded onto our phones. We could walk around inside the castle and see what some of the old rooms looked like hundreds of years ago – it was cool!

- 11 CONSOLIDATION** Answer the questions with your own ideas. Write complete sentences.

- 1 What was the most useful invention of the twentieth century? What were the consequences of the invention?
.....
.....
- 2 Where will the most interesting space exploration take place in the future?
.....
.....
- 3 What important thing has recently been discovered in your country? Why is it important?
.....
.....
- 4 What did students use to do in school that they no longer do now?
.....
.....
- 5 How did people use to communicate before the internet?
.....
.....
- 6 What were you studying in school on this day last week?
.....
.....
- 7 What homework had you finished by ten o'clock last night?
.....
.....
- 8 What are the best sources that you have used when studying history?
.....
.....



Listening

- 1 **2.01** Study the listening strategy. Then, listen to the three different parts of the guided tour for gist. What is the guide talking about in each part? Choose from the words below.



Listening strategy

Listening for gist or detail

We listen for gist to understand the general idea.

We listen for detail when we need answers to specific questions.

an augmented reality app a biography
a brochure a census a monument
a plaque a statue

The guide is talking about:

- 1
- 2
- 3

- 2 **2.01** Choose the correct question words, then listen again and complete the answers to the questions.

- 1 **When / Who** did the fire start?
.....
- 2 **How much / How many** houses disappeared in the fire?
.....
- 3 **Which / Where** road did the fire start in?
.....
- 4 **How / What** type of store did the fire start in?
.....
- 5 **How far / How long** did the fire last?
.....
- 6 **How many / How** people died in the fire?
.....

- 3 **2.01** Listen again. Complete the sentences with one or two words from the audio.

- 1 To reach the top of the column, you need to climb up
- 2 The guide translates the writing because it isn't in
- 3 Thomas Farriner baked bread for
- 4 The fire started because Thomas Farriner had forgotten to close the
- 5 Samuel Pepys wrote about the fire in his
- 6 Many people escaped from the fire in

Speaking

- 4 Complete the student's presentation about a local history guide with sentences A–E.

- A The drawing shows us that
- B What I found out from the book was that
- C It's clear from the statistics that
- D You can see from the cover of the book that
- E According to the author

I've brought in a guidebook with old pictures of our town and here it is. ¹..... our area was very important.

The most interesting scene in the book is this one on page four. ²..... our town was a really busy fishing port in the 1850s. ³..... of the book, most people worked in the fishing industry. ⁴..... there were over 150 fishing boats sailing from the port. Now there's only ten!

It's been a very helpful source, and I learned some surprising things. ⁵..... some places in our town haven't changed at all – especially the old port not far from our school, which still looks very similar.



- 5 You are doing a history project about your town and you are going to present a source to the class. Choose one of the sources below and write a short presentation, using phrases from exercise 4. You might need to change parts of the phrases.

a brochure a virtual tour an augmented reality app an online guide a biography
some statistics

A blog post

x

www.thedailynews.com

How do we ...

HOW DO WE CELEBRATE THANKSGIVING?

by Tyler

All my friends in the city of Charlotte look forward to the fourth Thursday in November because it's a big public holiday here in the US. This is when we celebrate Thanksgiving Day,

1

..... We remember the first harvest meal that the settlers,

2

....., shared with the local people in 1621.

On Thanksgiving Day, everyone has a traditional meal with their families. We always invite our grandparents to dinner. Before the big day, people prepare by buying the special food,

3

.....

On the actual day, there are parades across the country. We go to watch the big parade in our city – it's amazing.

Thanksgiving is fun, but it's important to remember why we celebrate it. Our dinner makes us think back to that first meal,

4

....., and it reminds us to be thankful. Before our meal, we say what we are thankful for. All in all, it's a wonderful day and a great time for our family.



- 1 Read the blog post. Answer the questions.
- 1 When is the Thanksgiving Day public holiday?

.....

.....
- 2 Why do people celebrate Thanksgiving Day?

.....

.....

- 3 How do people get ready for this public holiday?

.....

.....
- 4 What does Thanksgiving Day remind people to do?

.....

.....

LANGUAGE POINT Non-defining relative clauses

- 2 Complete the blog post with these non-defining relative clauses.
- which usually includes turkey, potatoes, cranberry sauce, and pumpkin pie

• who traveled by ship to our country

• which took place in 1621

• which is one of the most important celebrations of the year
- 3 Correct the relative pronouns, then add commas to make non-defining relative clauses.
- 1 The public holiday **who** is always on the first Friday of March is celebrated by everyone.

.....

.....
- 2 The first president **where** founded our nation is remembered on that day.

.....

.....
- 3 Victoria Park **which** the big parade starts is in the center of our city.

.....

.....

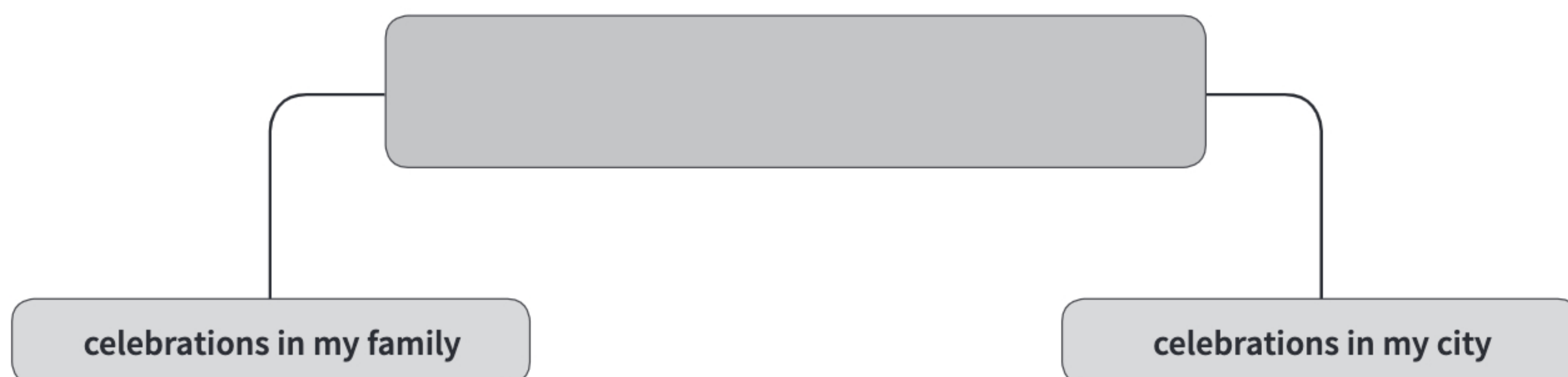
Task A blog post about an event

- 4 You are going to write a blog post about how an important event is celebrated in your city or region. Think about which event you are going to write about. Write down one example of how the event is celebrated in your city and in your family, to add a personal perspective.
- Event:
- City celebration:
- Family celebration:



Think and plan

- 5 Write your examples from exercise 4 on the mind map and add more ideas.



- 6 Study the writing strategy. Then complete the table with ideas to help you plan your blog post.



Writing strategy

Thinking about audience, purpose, and topic

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

Role	What is your role? To argue, inform, give news?
Audience	Who are you writing for? What do they know?
Format	What kind of text are you writing? What format?
Topic	What aspects of the topic are you writing about?

R	I'm writing to people about
A	My audience is who know / don't know
F	I'm going to use a typical format with
T	I'm planning to include the topics:

Write a first draft

- 7 Write a first draft of your blog post. Use your planning notes and the paragraph plan below to help you write three paragraphs.
- 1 An introduction to the history of the celebration.
 - 2 A paragraph about the different events and activities, relating them to your town or city and your family.
 - 3 A short paragraph about why the celebration is important in general and also to your family.

Review and edit

- 8 Read your first draft. How can you improve it? Use the checklist to help you.



Writing checklist

Content

- Does your blog post include all the important details about the celebration? ☐
- Does the blog post answer all the important RAFT questions? ☐
- Is your blog post organized into three clear paragraphs? ☐
- Did you explain terminology or include extra details using non-defining relative clauses? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐

- 9 Now create a final draft of your blog post. Include a suitable picture.



Reading to learn

1 Where would you usually find these things – in a fiction (F) or nonfiction (NF) text?

- 1 facts about real events
- 2 imaginary characters and events
- 3 the author's opinion about true events
- 4 descriptions written in a creative style

2 Read the extracts from two texts about the Moon landing. Which one is fiction (F) and which one is nonfiction (NF)? Explain why.

1 At 10:56 pm on July 20, 1969, Armstrong stepped out of the *Eagle* module onto the lunar surface and became the first person to walk on the Moon.

2 Millions watched from the safety of their homes. The Ryan family sat nervously on the edge of their chairs wondering, "Is he going to make it?"

Vocabulary and Grammar

Historical events

3 Complete the sentences with the noun of the words in brackets and your own ideas about historical events.

- 1 The (invent) of enabled us to
- 2 The (discover) of had a positive effect on
- 3 The (construct) of led to
- 4 The (explore) of enabled us to learn more about
- 5 The (develop) of has allowed us to

Adverbs of manner

4 Write adverbs for these adjectives.

- 1 greedy
- 2 brave
- 3 careful
- 4 heavy

5 Complete the sentences with the adverbs of the adjectives below. Then circle one that is true for you.

bad beautiful certain constant
occasional perfect possible
probable rare

- 1 I can sing my favorite song /
.....
- 2 When I'm older, I'll /
..... think about
going to college.
- 3 I / /
..... look at my phone.

Talking about past habits and situations

6 Answer the questions.

- 1 When do we use *used to* to talk about the past?
.....
.....
- 2 When can't we use *used to* to talk about the past?
.....
.....

7 Complete the sentences with *used to* or *didn't use to* and your own ideas.

- 1 Before the development of movies, TV, and radio, people
.....
- 2 In the past, children played outside more, and they
.....
- 3 Before the invention of cars, most travelers
.....

Telling stories about the past

8 Complete the sentences with the words in parentheses. Use the simple past, past continuous, or past perfect and your ideas.

- 1 I found some interesting historical statistics
(while)
- 2 We were walking round the ancient walls of our town
(when)
- 3 I wanted to go on a guided tour of the old monument, but
(already)

Information sources

9 Complete these definitions.

- 1 A biography is

.....

- 2 A tour is

.....

- 3 An interview is

.....

10 What three sources would you use if you want to learn more about a historical person who lived in your town? What can you find out from each one?

1

.....

2

.....

3

.....

Listening

11 What do we try to understand when listening for:

- 1 gist?

- 2 detail?

12 What type of questions would we ask when listening for detail about a famous historical event?

1

2

3

Writing

13 Read the questions writers ask themselves when using the RAFT writing strategy. Which part of the writing strategy do these questions belong to? Role, Audience, Format, or Topic?

- 1 Who am I writing for?

- 2 What type of text am I writing?

- 3 What subjects am I writing about?

- 4 What am I aiming to do? Inform or argue?

14 What might happen to your text if you don't use the RAFT strategy?

.....

.....

.....

.....

.....

.....

.....

Reflect

How can we learn from the past?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, how can we learn from the past?

.....

.....

.....

.....

What was the most interesting thing you learned in the unit?

.....

.....

.....

.....



Unit 3 How do we communicate?

GORILLA INFORMATION SHEET: COMMUNICATION

Gorillas share an amazing 98% of our DNA. Over the years scientists have studied the similarities between human and gorilla behavior, and in particular the ways they communicate.

Why do gorillas hit their chests?

In the wild, gorillas often live in groups of four to ten, although these groups can be much bigger. Gestures are an important part of gorilla communication and they are often used to keep the social relationships in the group. For example, if a young male gorilla tries to start a fight with an older "silverback" male gorilla, then the silverback stands up and hits his chest quickly with his hands.

1

Don't stare at the gorillas!

2

A gorilla shows fear by moving its eyes nervously from side to side and opening its mouth. Anger is shown by a long stare with the mouth shut and lips tightly pushed together. The consequence of this is that gorillas don't like being stared at by other gorillas, or humans!

Do gorillas talk to each other?

Gorillas usually live in thick rainforests, so communication by sound is important because they often can't always see each other. Gorillas have excellent hearing and when they are on the move, they often make sounds to locate other members of the group at a distance. Researchers have identified between 20 and 25 different gorilla sounds and their meanings. These sounds include barks, grunts, shouts, and screams, and are sometimes used together with gestures. For example, when the male silverback beats his chest to warn off a younger male, he makes a very loud screaming noise at the same time. ³

When young gorillas play with each other they make a noise that sounds like a human laugh.

How can gorillas warn of danger?

4

When gorillas travel through the rainforest, they always need to look out for predators and other dangers. If a silverback gorilla identifies a threat, they can give off a strong scent and secretly warn other gorillas without making a noise.

Our study here at the zoo

This year, the research department at our zoo will do a detailed study into how gorillas communicate with each other, particularly at feeding time.

5

But don't worry, they won't be staring at the gorillas, they'll be quietly observing them from one side!





Talking about languages

- 1 Look at these facts about language, then choose the correct words.

DID YOU KNOW?

- 1 The Cambodian language has the biggest **dialect** / **accent** / **alphabet**. It has 74 letters!
- 2 More than half of the world's population speaks two languages and is **native speaker** / **bilingual** / **translator**.
- 3 Ancient Egyptian used **ideograms** / **interpreters** / **translators** which are symbols with a meaning. We call them *hieroglyphs*.
- 4 Gyani Maiyi Sen is the only living **alphabet** / **accent** / **native speaker** of the Kusunda language of Nepal.
- 5 Researchers think that every two weeks a rare spoken language or **ideogram** / **dialect** / **alphabet** dies out.

- 2 Complete the interview with the words below.

accents fluently interpreter multilingual
native speaker translator

×
About
Interviews
News
Open Days



HOW TO BECOME AN INTERPRETER

An interpreter named Marcia Jones came to speak to us in school. These are some of the questions we asked her:

What do interpreters do?

An ¹..... changes the spoken word from one language into another. A ²..... works with written texts.

How do you become an interpreter?

You need to study one or more foreign languages at a high level, and you must speak them very ³..... Most interpreters are ⁴..... and speak at least two other languages. I'm a ⁵..... of English, and I speak Spanish, French, and Italian, too – my mother is Italian.

What skills do you need to have?

You have to be good at listening! And also be familiar with different ⁶..... in a language – that's really important.

Thanks Marcia!

Words that are nouns and verbs

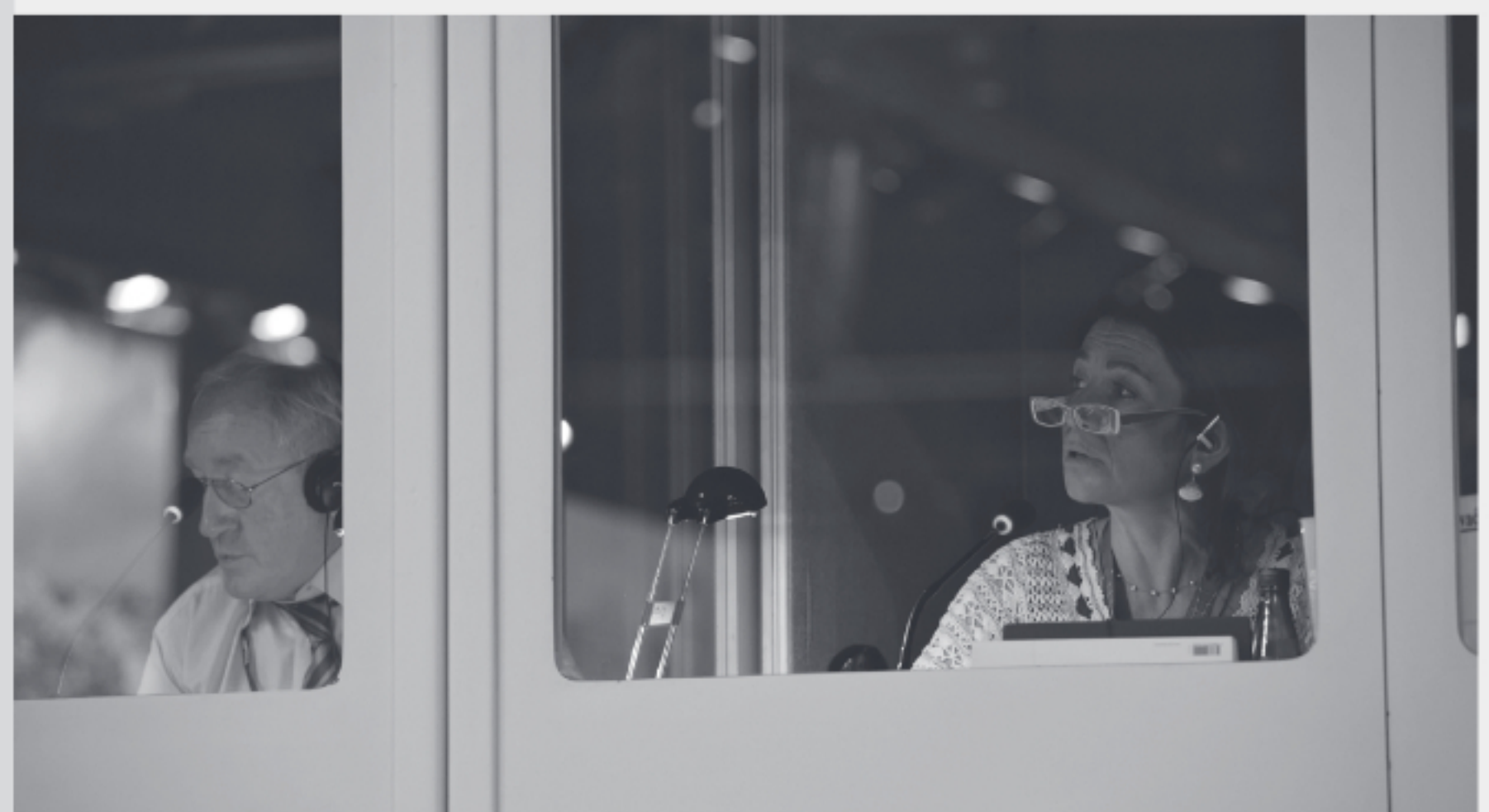
- 3 Match the situations to the sentences. Then decide if the **highlighted** words are nouns (N) or verbs (V).

a basketball game a bike accident
a funny show a foreign vacation
a mountain climb a long flight

- 1 I couldn't speak the language, so I gave a **shrug** when people asked questions.
- 2 At the end, we all ran to **high five** the captain.
- 3 We heard a **shout** and saw Ed lying on the road behind us. Luckily, he soon got up.
- 4 It was hard to sit still for ten hours, so I began to **fidget** in my seat.
- 5 We all **laughed** so much that we were in tears by the end.
- 6 When I reached the top, I turned and **stared** at the ground far beneath me.

- 4 Complete the sentences with the verb or noun form of the **highlighted** words from exercise 3.

- 1 By mistake, I pushed against a woman on the crowded bus. She turned and silently at me.
- 2 "Don't run in the school hallway!" the teacher above the noise.
- 3 We were waiting for the movie to start, but my brother couldn't sit still. "Don't be a!" Mom said.
- 4 "Where's the nearest store?" they asked. "I'm not sure," I answered and my shoulders.
- 5 My best friend told me that he had passed his guitar exam, so I immediately gave him a
- 6 The video on YouTube was very funny and we all had a good about it.



Talking about experiences: finished and unfinished actions

5 Complete the sentences with the present perfect continuous of the verbs below.

not listen study take try use visit
not wait not watch

- Kai wants to be an interpreter, so he three languages this year.
- Cara's accent hasn't improved much because she those language videos online.
- "My phone battery is dead!" "Oh no. you lots of selfies again?"
- I'm not very sure what to do for homework because I to my teacher in class.
- They know a little Japanese now, as they friends in Japan.
- "Our cousin started learning Mandarin recently." "..... she that new app? It's very good."
- We to learn Portuguese, but we can't say much yet.
- "I'm sorry, I'm late." "Don't worry. I long for you."

6 Read the sentence pairs and answer the questions.

- A "I've learned the vocabulary for tomorrow."
B "I've been learning the vocabulary for tomorrow."
Who's in the middle of studying the vocabulary?
Who knows all the vocabulary?
- A "They've been messaging each other for hours."
B "They messaged each other for hours."
Who's still texting?
Who was texting but has stopped now?
- A "I wrote my first letter."
B "I've written my first letter."
Who's talking to their grandmother on the phone about something they've just done?
Who's writing in their diary about a few days ago?

7 Complete the sentences with the simple past, present perfect simple, or present perfect continuous.

- I love this app. I (have) it on my phone for six months.
- She's annoyed because she (try) to download that app for hours.
- My parents (buy) me my first laptop about two years ago.
- My brothers (play) non-stop on their phones all afternoon.
- We have some exciting news. We (win) that competition!
- I (not look) at my phone at all last night.
- (you / study) all evening? You look very tired.
- "My grandparents went to Spain last year." "..... it?" (they / like)

8 Complete the online article with the simple past, present perfect simple, or present perfect continuous.

www.thedailynews.com

THE DAILY NEWS

VOL. 1.. No3 NEWS FOR TODAY www.thedailynews.com

THE BIRTHDAY CARD THAT KEEPS GOING

Two friends ¹ (send) the same birthday card to each other for fifty years and there's no sign of them stopping.

The friends, Lesley Charlton and Janet Brittan from the UK, first ² (meet) in elementary school when they ³ (be) only seven years old. When they were 16, Janet ⁴ (buy) a special birthday card for Lesley, who then ⁵ (return) it on Janet's birthday. Since then, the card ⁶ (go) back and forth between the two women.

They ⁷ (not live) near each other since school, but they always write a letter and put it inside the card, so they know each other's news.

This week, they ⁸ (be) in the news because they've reached their 65th birthdays and the fiftieth year of sending the card.





Conversation and communication

9 Choose the correct words.

- "I often move my hands around when I talk with friends."
a gesture b ignore c join
- "She sometimes talks when someone else is speaking."
a react b explain c interrupt
- "He often tries to respond to what people say to him."
a message b react c understand
- "Our teacher always makes things clear to us."
a explain b ignore c gesture
- "I sometimes check my phone when I receive a text."
a join in b get a message
c focus on
- "He doesn't pay attention to others when they speak."
a interrupt b react c ignore

10 Replace the words in bold with their opposites from the list below.

focus on ignore join patient polite
understand

How to have the best conversations with your friends

We all know people who are good at making conversation, but how do they do it? Here are some tips to help you get better at talking with friends.

Always be ¹**rude** and give others a turn in the conversation. Remember to be ²**impatient**, too, and allow your friends time to speak. Include everyone. For example, never ³**pay attention to** someone who wants to ⁴**leave** the conversation. When they start to speak, always ⁵**pay little interest in** what they are saying and listen very carefully.

Don't forget to explain things so that everyone can ⁶**misunderstand** what you're saying.

11 CONSOLIDATION Answer the questions with your own ideas. Write complete sentences.

- How can you learn to speak a language fluently?
.....
.....
- What do you have trouble with when you learn a new language?
.....
.....
- When do you fidget? Why?
.....
.....
- When would you high five your friends?
.....
.....
- What have you been doing today?
.....
.....
- What important recent news do you have?
.....
.....
- Do you think it's OK to interrupt someone while they're speaking? Why? / Why not?
.....
.....
- How do you usually react when a friend is saying something interesting?
.....
.....



Listening

1 **3.01** Listen to two conversations in a school. Write 1 or 2 next to the questions below.

- In which conversation does the existing student ...?
 - politely react to what the new student says?
 - show little interest in what the new student says?
 - ignore a phone message?
 - interrupt the new student?
 - explain when something isn't clear?
 - go and talk to a friend?
- Which conversation do you think is the most successful?

2 **3.01** Listen again. Complete the table with information you hear, or *NM* (not mentioned).

New student	Lily	Becki
Arrived at school		
Name of old school		
Favorite sport		
Length of time playing		
Teams		

3 **3.01** Listen again. Decide if the sentences are true (T) or false (F).

- Lily's old school was bigger than the new one.
- Finn has been helping a young soccer team.
- Lily can use the basketball court without asking.
- Becki thinks the gym is a bit old-fashioned.
- Anna is going to be in the street dance show.
- There's a pool at Becki's new school.

Speaking

4 Choose the correct words.

- That's **interest** / **interested** / **interesting**.
- Tell** / **Telling** / **Tells** me, did you have a nice time?
- So when **was** / **were** / **are** that?
- I know what you **meaning** / **mean** / **means**.
- How** / **Who** / **Which** about you?

5 Complete the dialogue with the words below. There is one extra word that you don't need.

about amazing know me really so
that where yes

Sam Hi, I haven't seen you for ages. How are you?

Josh Fine. I'm just back from a few days away.

Sam Oh ¹

Josh Yeah. I took part in a state football tournament with my club.

Sam ² ³ was that?

Josh In California. There were over fifty teams.

Sam ⁴? That's ⁵!
So tell ⁶, did you win?

Josh No, unfortunately.
How ⁷
you? What have you
been doing?

Sam Studying for
tomorrow's math
exam. It's hard!

Josh I ⁸
what you mean!



6 Study the speaking strategy. Underline the questions and phrases in the dialogue in exercise 5 that show interest.



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

7 You meet a friend who has been away. Write a dialogue using phrases from exercises 4 and 5 to show interest. Choose a place that your friend has been to from the list below.

- an exciting activity or event
- an important sports competition
- an outdoor adventure trip

An email

1 Alisha is going on a Language Exchange Program to a school in Madrid. Read her formal email to the head of languages there. Answer the questions.

- 1 What role does Alisha have?
- 2 What three pieces of equipment does Alisha ask about?

1 Ms. Lopez,

2 your school's Language Exchange Programme in February. I am the group representative for the students who are taking part from my school. My teacher, Mr. Cox, has asked me to **contact** you on behalf of everyone. **We would be very grateful** if you could answer our questions about the trip to Madrid.

From our teacher, **we understand** that we will take part in classes, and we wonder if we need to bring our laptops or notebooks to use in class. We also wondered if we could get login details to **access** your school's website during our stay so that we can see the daily schedule. ³ to hear that we will go into the mountains on the first weekend. We would like to know if we need walking boots.

Thank you in advance.

We are looking forward to the visit.

4 if your students need any **further** information about our school, too.

5

Alisha Wood



2 Read the email again. Complete 1–5 with the words and phrases below.

We are happy Yours sincerely
Please don't hesitate to contact me Dear
I am writing to you regarding

LANGUAGE POINT Identifying formal, neutral, and informal phrases

- 3 Find formal words or phrases in the email in exercise 1 for these neutral (N) or informal (I) words.
- 1 We can't wait for (I)
 - 2 get in touch (N)
 - 3 We'd be really pleased (N)
 - 4 get on to (I)
 - 5 We've heard that (N)
 - 6 more (N)

Task An email to someone you don't know

4 You are going on your school's Language Exchange Program to another country. Your teacher has asked you to write a formal email to the head of languages at the exchange school. Study the writing strategy and answer the question.



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 to the person we are writing to.

Why do you need to use a formal style in your email?

.....

.....

.....

.....

5 Check (✓) the things that you need to include in your formal email.

- 1 ☐ paragraphs
- 2 ☐ contractions
- 3 ☐ formal phrases
- 4 ☐ emojis
- 5 ☐ colloquial language
- 6 ☐ imperatives
- 7 ☐ exclamation marks
- 8 ☐ formal names

Think and plan

6 Use your imagination and answer the questions below about your trip.

- 1 The school we're visiting is in the city of
- 2 We're going in the month of
- 3 The teacher we're going with is named
- 4 The head of languages at the other school is called
- 5 The three questions that all our students want to know about going on the trip are:
.....?
.....?
.....?

7 Plan three paragraphs of your formal email. Write your notes in the table.

- 1 An introduction introducing yourself, explaining why you're writing and what you'd like the head of languages to do.

.....

.....

.....

.....

.....

.....

- 2 A paragraph about the three different questions that you'd like answered.

.....

.....

.....

.....

.....

.....

- 3 A short conclusion with thanks.

.....

.....

.....

.....

.....

.....

.....

.....

.....



Write a first draft

- 8 Write a first draft of your formal email. Use your notes and plans from exercises 6 and 7. Remember to use formal phrases and language.

Review and edit

- 9 Read your first draft. How can you improve it? Use the checklist to help you.



Writing checklist

Content

- Do you introduce yourself clearly at the beginning of your email and explain why you're writing? ☐
- Does your email explain the questions that you would like answered? ☐

Language

- Have you used formal language and avoided contractions? ☐
- Is your spelling correct? ☐
- Is your grammar correct? ☐

- 10 Now create a final draft of your formal email.



Reading to learn

- 1** What happens when you visualize a story or an article while reading? Complete the text.

Visualizing can help you to understand a text better. When you visualize, you need to ¹ the words into ² and create your own “brain ³” You have to ⁴ what the different places, people, and things ⁵ like. Visualizing gestures helps you understand what characters in a story think or ⁶

- 2** Read the extract from a story and visualize the character’s movements and gestures. How do you think he feels?

The man stood up quickly from his chair on the beach. He looked up into the sky with his left hand above his eyes to shield the sun. Suddenly, he gave a low cry, his mouth fell slightly open and his eyes widened. Then he quickly put both hands over his head and bent down.

Vocabulary and Grammar

Talking about languages

- 3** Complete the questions, then answer them.

- 1** What things can help you to speak (fluent) in another language?

- 2** What’s the more interesting job – being an (interpret) or a ? (translate) Why?

Words that are nouns and verbs

- 4** Complete these sentences so that they are true for you. Are the words in bold nouns (N) or verbs (V)?

- 1** I often **fidget** when
- 2** I sometimes give a **shrug** if
- 3** I **high fived** my friend recently because

- 5** Think of two more words that are both nouns and verbs. Write two example sentences for each word to show it used in both forms.

- 1** Word
Noun
Verb
- 2** Word
Noun
Verb

Talking about experiences: finished and unfinished actions

- 6** Complete the sentences with the simple past, present perfect simple, or present perfect continuous. Then, match a–c to the sentences.

- 1** “Oh no! I (lose) my new camera and really need it for art class.”
- 2** “I (search) everywhere. I haven’t found it yet, but I’ll keep looking.”
- 3** “I only (buy) it last week.”

- a** An action in progress in the past and now.
- b** An event or action only relevant to the past.
- c** An event which is news and relevant now.

- 7** Look at the picture from a sports competition. Imagine the girls’ answers to the questions.

- 1** “What’s your news?” “We!”
- 2** “What have you been doing?”
“We”
- 3** “What happened in the competition last year?” “We”



Conversation and communication

8 Write example sentences using the verbs in parentheses.

- 1 (interrupt)
- 2 (ignore)
- 3 (explain)
- 4 (join)

Speaking

9 Imagine you are showing a new student around your school. What positive things should you do in a conversation like this? Why? Write sentences with three of the words or phrases below.

be patient be polite focus on
use gesture react

- 1 You should try to
.....
.....
- 2 You need to
.....
.....
- 3 It's best to
.....
.....

Writing

10 Are these the beginning of formal (F), neutral (N), or informal (I) emails?

- 1
Dear Alice
My name is Sofia and our English teacher has given me your details as part of the school exchange program.
- 2
Hey Alice
What are you up to? I've just had some big news and I'm really excited about it!
- 3
Dear Miss Carter
We are writing to you regarding the arrangements for the school language trip this summer.

11 What phrases could you use to finish each of the communications above?

- 1
- 2
- 3

Reflect

How do we communicate?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, how do we communicate?

.....
.....
.....
.....

What was the most interesting thing you learned in the unit?

.....
.....
.....
.....



- 1** Study the reading strategy, then quickly read the blog post. Choose the correct answer below.



Reading strategy

Identifying an author's viewpoint

When you read an article or essay, try to identify what the author thinks about the topic. The author's choice of language and facts can help us understand this.

The author's viewpoint in this blog post is:

- a It's OK for tourists to take pictures of local people. Asking for permission isn't really necessary most of the time.
- b Tourists should never take pictures of local people. It's an irresponsible thing to do and it can upset people.
- c If you want to take pictures of strangers when you're on vacation, always ask them first and behave responsibly.

- 2** Read the blog post again. Number these events in the order in which they appear in the text.

Jake Doyle ...

- a heard a local person complain about the way tourists take snapshots.
- b took a course over two days and learned all about responsible travel photography.
- c began to think about tourist photographs after his experience.
- d learned about a special photography course.
- e was on vacation and about to take a picture in a market.
- f discussed the issue with people on social media.

- 3** Answer the questions.

- 1 Why did Jake Doyle want to photograph the market? What did he possibly want to do with the picture?
- 2 Why was the fisherman annoyed when he saw Jake about to take a picture?

- 3 What did Jake start to think about after his experience in the market?

- 4 According to one person, why do tourists feel the need to take photos of places such as a beautiful market?

- 5 According to the rules of responsible photography, when should you leave someone alone?

- 6 If you take responsible pictures, what might the people in your pictures look like?

- 4** Answer the questions with your own ideas.

Are you interested in becoming a "responsible" photographer when you're on vacation? Why / Why not?

Do you think it's always possible to follow the "rules" in the blog post? Why? / Why not?



On the Road by Jake Doyle

This week: Travel snapshots – is it OK to take them when we want?

Read about my vacation experience and why I took a travel photography course.

Last year, I was on a group adventure vacation on the east coast of Africa. One morning, we were walking through the local market with our tour guide. Tables were piled high with sacks of rice and colorful fruit and vegetables, and fishermen were selling spectacular fish from their stalls. I looked at the breathtaking scene, then lifted my camera to take a picture of a family behind their stall.

Just then I heard a voice. "You tourists just come to take pictures. You never buy anything, do you?"

I turned to see one of the local fishermen. He was looking annoyed. I opened my mouth to speak, but stopped. It was true, I hadn't bought anything or spoken to the stall holders. I could see other tourists taking snapshots of the stalls behind him – they didn't seem to be asking permission or buying anything either.

I apologized to the man and walked away quickly, but the whole experience was thought-provoking. It was a reminder of the negative impact vacation photos can have on the communities we visit. These people at the market worked hard to sell their

produce and make money. They didn't need tourists like me to come along and take pictures without asking, talking to them, or buying anything. Maybe I was just "taking" without giving back.

When I discussed my experience on Twitter, some people thought the problem might come from social media. One person said, "What's the point of visiting an amazing market if I don't have the pictures to share online and show I was there?" Another posted, "As tourists, we've bought an expensive trip, so we think we've bought the right to take pictures, too."

Another travel blogger told me about a responsible travel photography course, and I signed up for it when I got home. Over two days, we learned to think carefully before taking travel snapshots and we even practiced in a local market.

The important rules are:

Ask permission before taking a picture. If people say "no," leave them alone!

Start a conversation with the person. Even if you can't speak their language, gestures go a long way. Don't be in a hurry. Buy something from their stall or take part in what they're doing.

Put yourself in their place – If you wouldn't like someone to take your picture doing something, don't take theirs!

If you go on a group tour, print your pictures when you arrive home and send them to the tour guide. They can give them to the people in the pictures when they do the next tour.

Taking pictures responsibly isn't difficult, it just needs a little thought. People will smile and look at the camera if you spend a little time with them. You'll learn a lot more about the community and get better pictures, too.





Photography

- 1** Complete the definitions with the words below.

fashion photojournalism portrait print
retouch snapshot

- A is an informal photograph which is taken quickly.
- If you a picture, you produce the photo on paper.
- When someone communicates news through photos, it is called
- If you work in the world of photography, you take photos for clothes magazines.
- If you a photograph, you improve or repair it by making small changes.
- A is a photograph, drawing, or painting which shows the head and shoulders of a person.

- 2** Complete the description of a photo with the words below.

artistic background camera foreground
portrait retouched



A description of a photo by Hannah Major

This photo is a lovely ¹ of a father and son. In the ², you can see the father holding the baby on his shoulder. In the ³, there might be trees, but I'm not sure as they're blurry and out of focus.

It looks like a family snapshot to me and not any type of ⁴ photography. I don't think that it has been changed in any way or ⁵

Above all, I like the way that the baby is looking straight at the ⁶ – you can really see his lively character.

Compound adjectives: noun + present participle

- 3** Circle the correct past participle to make the compound adjectives.

- The views in these pictures are breath....
a popping b breaking c taking
- Is the story behind this sad portrait heart...?
a breaking b numbing c eating
- Most statistics about pictures are mind-....
a provoking b saving c numbing
- This gallery feels never... There's so many pictures!
a numbing b ending c taking
- The cost of that picture was record-
a breaking b provoking c saving

- 4** Complete the sentences. Use your own ideas in the first blank and compound adjectives made using a word from list A and list B in the second one.

A heart man mind mouth thought

B eat numb provoke warm water

- can become dangerous animals.
- is my favorite dish. It's really tasty and
- is a movie with a happy ending. It's really
- was a TV series that really made me think. It was very
- The boring went on for hours. It was incredibly

Question tags

- 5** Write the question tags. Then read the sentences out loud. Use a rising intonation if you're uncertain and a falling intonation if you're certain.

- The oldest surviving photograph was taken in 1826,
- The first color photographs appeared in the 19th century,
- There was a famous photojournalist called Robert Capa,
- Most people don't print their pictures nowadays,
- Photography will always be popular,
- Old-fashioned cameras aren't used much now,

6 Read the dialogue below, then correct the question tags in the dialogue. One of the question tags is correct.

- Ollie** I told you about my project on wildlife photography, ¹**haven't I?**
- Yasmin** Yes. How is it going?
- Ollie** Really well, thanks. Look at this picture. It's by a woman wildlife photographer. It's quite unusual, ²**aren't they?**
- Yasmin** Yes, you don't usually find pictures of wild animals on a black background, ³**don't you?**
- Ollie** That's right. You can usually see animals with trees or grass in the background, ⁴**isn't it?**
- Yasmin** I think the photographer has altered the picture, ⁵**hasn't she?**
- Ollie** Yes. But I think it's OK. It isn't pretending to be a natural wildlife photo, ⁶**does it?** It's obvious that it's been changed.
- Yasmin** Yes, you're right.



7 Read the dialogue out loud. The question tags all have the same intonation. Is it rising or falling?

Modal verbs for possibility and deduction

8 Choose the correct words.

- It's possible that this famous photograph **must** / **might** / **can't** be retouched.
- Those old pictures of people flying in the air **can't** / **must** / **might** be real. Someone has definitely altered them.
- The photographer **could** / **can't** / **must** feel very happy with that image. It looks amazing!
- I'm not 100% sure who is in the video. There's a chance that it **could** / **must** / **can't** be that famous movie star.
- Those pictures are terrible. They **must** / **could** / **can't** be by a professional photographer.
- "Is your brother in the picture?" "I don't know, but I think that **can't** / **might** / **must** be him in the background."

9 Rewrite the underlined sentences with *might*, *must*, or *can't*.

- The pictures are cool. I'm sure they use special cameras.
They
- That picture is too perfect. It definitely isn't real.
It
- "Is the girl's hair natural in this ad?" "I don't know. Maybe she has beautiful hair in real life."
She
- I recognize that boy. He possibly goes to my school.
He
- Everybody looks young in this movie. I'm sure it's old.
It
- Not all photographs are altered nowadays. I'm sure they don't modify them all.
They

10 Write three sentences about the photos below using the modal verbs.

- must
can't
might
- must
might
could





Sharing pictures

11 Replace the underlined word or phrase with words from the list.

- | | |
|----------------|------------|
| a access | e protect |
| b copyright | f secure |
| c embarrassing | g settings |
| d permission | h tag |

WHAT DO YOU THINK ABOUT SHARING PICTURES OR VIDEOS ONLINE?



- "I try not to share pictures when they might be ¹upsetting and awkward for the person." – Ashraf
- "We talked a lot about this in school. So we only post videos of friends on sites that are ²safe." – Lola and Erin
- "I didn't use to be careful about posting pictures, but now I think about who can ³see them." – Tom
- "It's good to check if anyone has ⁴ownership of a picture and ask for ⁵authorization." – Ryan
- "I don't usually ⁶identify the people in the pictures that I post, unless they ask me to." – Zeina
- "Before you share anything, you need to think about the security ⁷levels on the site, don't you?" – Xander
- "We don't share professional pictures. Photographers need to ⁸preserve their rights to the images." – Eve and Ann

12 Complete the checklist from a school website with words from exercise 11. You may need to change the form.

Photography checklist for student journalists

When you write an article for the school online magazine, it's always good to put a picture with it. Follow this checklist first:

- Don't post ¹..... pictures of other students. You might think someone falling into a river on a school trip is funny, but they probably won't! Our website has strong safety settings and is very ²....., but pictures can always be copied and put on social media.
- If you're using a picture taken by another student, always get their ³..... first, before you put it on the website.
- Don't just copy and paste pictures that you have ⁴..... online. Remember the picture might be ⁵..... by ⁶....., and you could get into trouble if you use it.

Mr. Collins – editor, school online magazine

13 CONSOLIDATION Answer the questions with your own ideas. Write complete sentences.

- 1 Do you ever print snapshots of your friends? Why? / Why not?
.....
- 2 What type of pictures do you like taking? Why?
.....
- 3 What's the most mouth-watering thing that you've ever tasted?
.....
- 4 When would you use a question tag with rising intonation?
.....
- 5 Where might you find a lot of retouched or altered photographs? Why?
.....
- 6 What could happen if you shared an embarrassing picture of someone?
.....

Listening

- 1 **4.01** Listen to the conversation at a school camera club. Choose the correct answers.



- 1 What happened to Ben?
 - a He shared another student's picture without permission.
 - b He put someone's picture on his website without asking.
 - c Someone used one of his pictures without permission.
- 2 What did Ben do about sharing pictures before?
 - a He was always careful to ask people's permission.
 - b He just copied and shared pictures without asking.
 - c He always put the photographer's name on a picture when he used it.

- 2 **4.01** Listen again. Complete the sentences with one, two, or three words from the audio.

- 1 It's the camera club meeting of the year.
- 2 Ben's picture had won first prize in the
- 3 Ben's dad found the picture on the website of a
- 4 Ben felt when he learned about the picture.
- 5 The teacher reminds the students that a lot of pictures are protected by
- 6 Ben now knows that it's important to have strong on his site.

- 3 **4.02** Study the listening strategy. Listen to these sentences from the audio. Draw where the words become connected when people speak.

- 1 That's such an amazing photo.
- 2 What a great shot!
- 3 I was annoyed when I found out.
- 4 So they took it down immediately.



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.

Speaking

- 4 Correct the bold words in the comments on photos.

- 1 What's a great picture!
- 2 That's **so** a cool photo.
- 3 How **embarrassed**!
- 4 That's **such** funny!

- 5 Complete the dialogue with the words below. There is one extra word.

awful cool how shot so such what

Dylan Have you seen this picture of emperor penguin chicks?

Kate ¹ cute!

Dylan I know! It's from an exhibition of wildlife photography.

Kate That's ² a ³ picture. I think I might go and see it. Where is the exhibition on?

Dylan At a gallery in town. Everyone says it's really good. Look, here's another picture from the exhibition.

Kate Wow! That's ⁴ nice.

Dylan Yes, ⁵ a great ⁶! How do photographers get such fantastic pictures?

Kate I think I'll definitely go and see that exhibition.

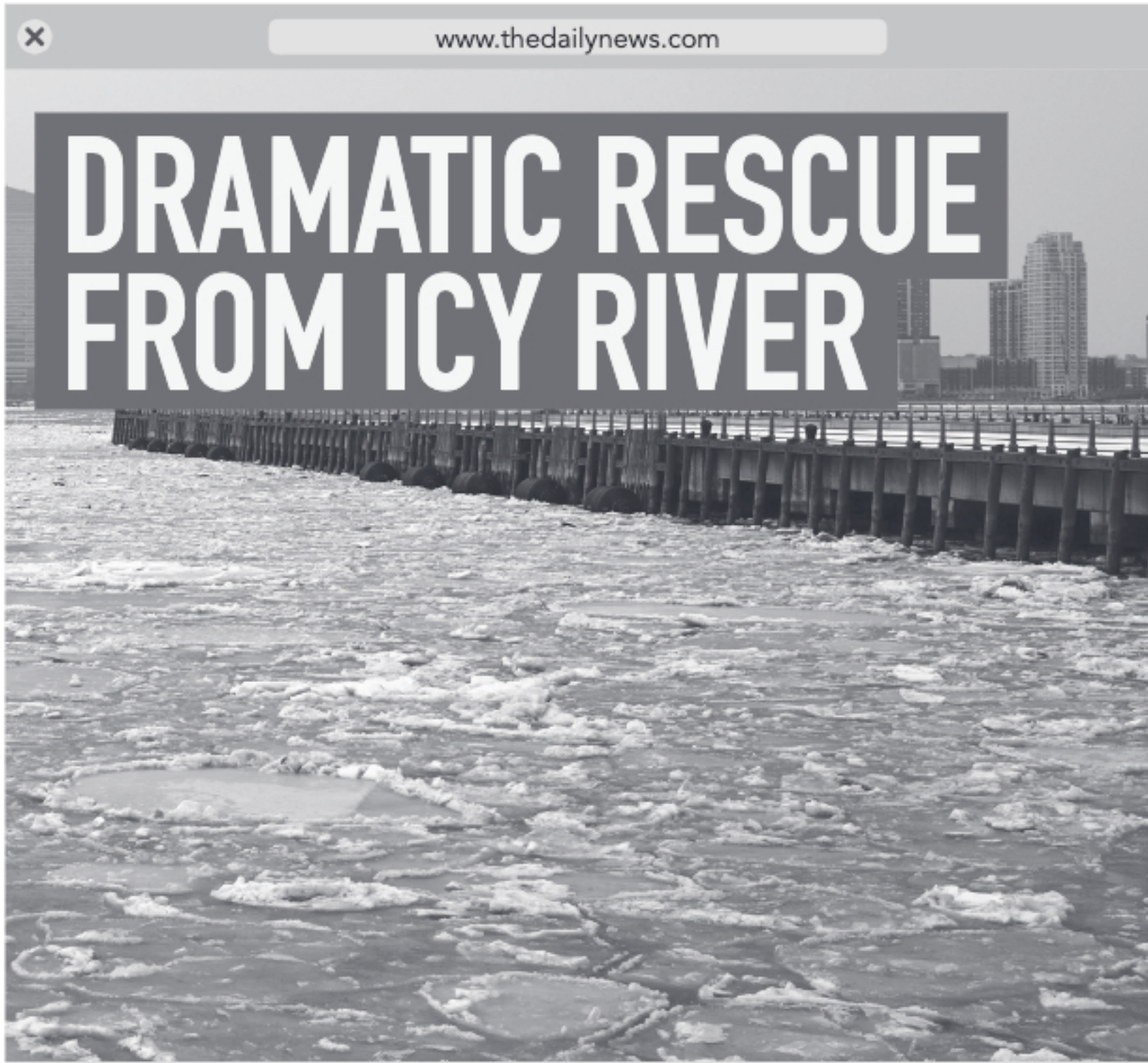
- 6 Imagine that you find a cute, cool, or amazing picture and you show it to a friend. Write a dialogue. Explain to your friend where the picture is from – for example, an Instagram account or a travel brochure. Use phrases from exercises 4 and 5.



A news story

1 Look at the picture. Then, read the article and complete the table about the rescue.

Place, day, situation	
How it happened	
Name and age of person rescued	
Rescuers	
How person rescued	
Final result	



There was a dramatic scene on the Bronx River in New York City yesterday, when a young boy was trapped on thin ice.

Firefighters were called to the river after reports that a 10-year-old boy had walked out onto dangerously thin ice. The frightened boy, Lahquan Brooks, was still standing on the ice when the New York City Fire Department arrived. “I spoke to the young man and told him to stay where he was,” Captain Tom Yuneman said. Then one of the firefighters in a cold-weather wetsuit walked out onto the ice, but he fell through into the freezing river. The other men quickly put a ladder across the ice guided by the firefighter in the water and Lahquan crawled across it to safety. “Within two minutes, we had him coming ashore,” said Captain Yuneman.

The boy, along with one of the rescuers, was taken to the hospital for observation, and is recovering well from his ordeal.

2 Do you think the picture makes the news story more interesting and easier to understand?

LANGUAGE POINT Direct quotes

3 Rewrite the direct quotes with punctuation in them.

- I told the boy to stay still explained Captain Yuneman.
- He was in a dangerous position the firefighter added.
- The boy said later I’ll never go on the ice again.
- I was so worried when I saw the news his father cried.

Task A photo news story

4 Look at the picture of a dramatic rescue on page 41. You are going to invent a news story about it. Write your ideas in the table.

Place, day, situation	
How it happened	
Age, name of person / people rescued	
Rescuers	
How person / people rescued and time taken	
Final result	

5 Study the writing strategy, then look back at your notes in Exercise 4. Which paragraph will you put the ideas in? Use your ideas to make more detailed notes for each paragraph in the table below. Include two direct quotes from the people involved.



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.

.....

.....

.....

.....

.....

[illegible][illegible]

6 Write a first draft of your news story. Use your paragraph plan from Exercise 5.

7 Read your first draft. How can you improve it? Use the checklist to help you.



Content

- Does your news story explain the events in the picture and the dramatic rescue?
- Did you convey clearly the very dangerous situation and the difficult rescue?
- Did you include two direct quotes from the rescuers and punctuate them correctly?

- Do the paragraphs follow the structure in the writing strategy?

- Is your spelling correct?
- Is your grammar correct?

- 8** Now create a final draft of your news story.



Reading to learn

- 1** Why do you think it's important to identify an author's viewpoint? Choose two answers.

Identifying an author's viewpoint can help you:

- 1 ☐ understand what the author thinks about the topic.
- 2 ☐ follow the order of the author's ideas.
- 3 ☐ consider if the author is truthful and impartial.
- 4 ☐ understand the structure of the text.

- 2** What type of things can help you to identify an author's point of view?

.....

.....

.....

Vocabulary and Grammar

Photography

- 3** Explain the difference between these words.

- 1 The foreground / background of a picture.

.....

.....

.....

- 2 A portrait / snapshot picture.

.....

.....

.....

- 3 Retouching / printing a picture.

.....

.....

.....

Compound adjectives: noun + present participle

- 4** Think of an example of these things in your own opinion.

- 1 A view that is **breathtaking**

.....

.....

.....

- 2 A book that is **mind-numbing**

.....

.....

.....

- 3 A dish that is **mouth-watering**

.....

.....

.....

- 4 A **thought-provoking** video

.....

.....

.....

Question tags

- 5** Complete the sentences with question tags. Then, say the sentences with the correct intonation depending on whether you are certain or uncertain.

- 1 Berlin and Rome are capital cities,

.....

- 2 George Washington was the first US president,

- 3 Tigers don't live in Africa,

- 4 An ostrich can run 70 km an hour,

.....

Modal verbs for possibility and deduction

- 6** Complete the sentences with *can't*, *could*, *might*, or *must*.

- 1 We use when we feel sure that something is true or correct.

- 2 We use when we feel sure that something isn't true or correct.

- 3 We use or when we feel that something is perhaps true or correct, or is a possibility.

- 7** Write sentences for these situations with *might*, *could*, *must*, or *can't*.

- 1 You hear someone at the front door. You feel sure that it's your friend, Isabella.

- 2 You think you can see your cousin in the background of a photo, but you're not sure.

- 3 A friend tells you a fact. You don't believe that it's true.

.....

Sharing pictures

- 8** Answer the questions.

- 1 Why is it important to think about privacy settings on a site before posting a picture?

.....

.....

.....

- 2 Why isn't it always a good idea to tag people in pictures?

.....

.....

.....

- 9** What are the three most important questions that you need to ask yourself before sharing a picture?

1

2

3

Listening

- 10** Answer the questions.

- 1 What happens to some words when a person speaks quickly in English?
-
-
-
- 2 Why can this create problems when listening?
-
-
-
-

- 11** Where do the words become connected in these phrases? Draw a line to show the linked words.

- 1 What a nice photo of Ann!
- 2 Look at that amazing picture.
- 3 Don't share these embarrassing old photos.

Writing

- 12** Why is it important to give a news story a strong structure with clear paragraphs?

.....

.....

.....

- 13** These sentences are from a news story which has three paragraphs. Number the paragraph that they appear in. Explain why.

- a All the residents are now safe.
Paragraph because it
-
-
- b There was a fire yesterday at an apartment building in the downtown area.
Paragraph because it
-
-
- c Firefighters arrived at 10:15 and they put up a ladder to rescue two trapped residents.
Paragraph because it
-
-

Reflect

How do we use pictures?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, how do we use pictures?

.....

.....

.....

.....

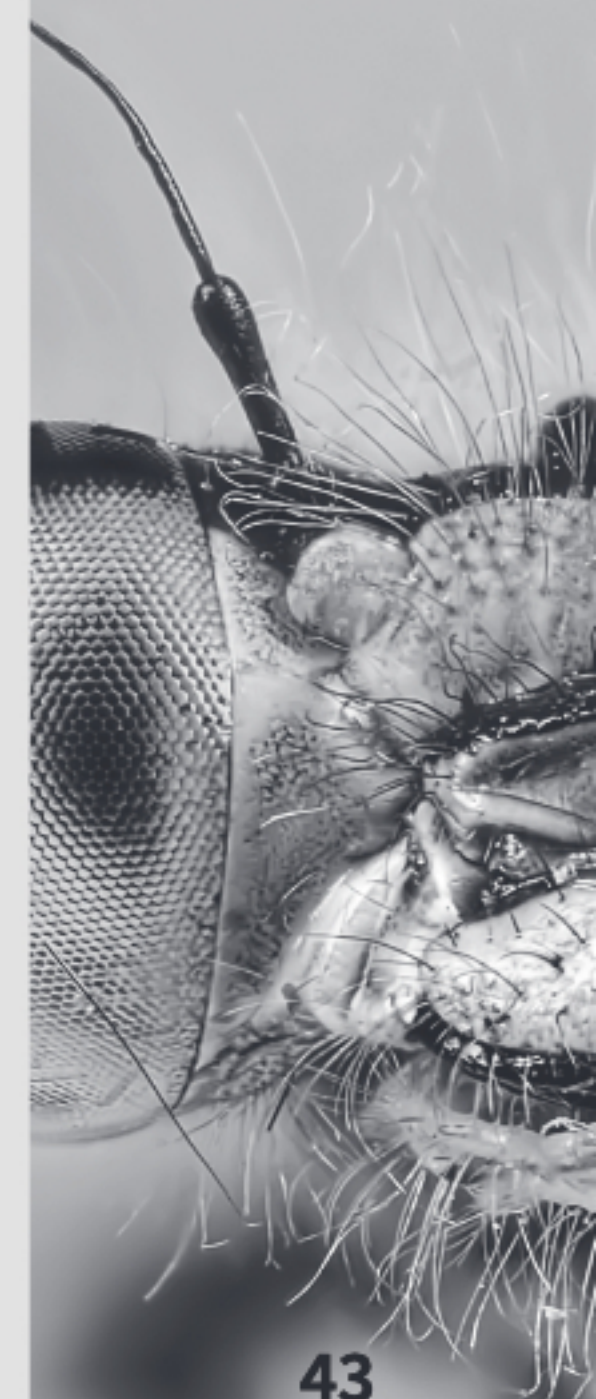
What was the most interesting thing you learned in the unit?

.....

.....

.....

.....





Why do people travel?

- 1** Study the reading strategy. You're going to read a report about nomadic people. Under which of the report headings below do you think you will find the information for questions 1–4? First write the headings, then read the report and find the answers.



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.

- Nomads in numbers
- Case study – a modern nomad
- What's the future?
- Different types of nomadic people

- 1** Three important challenges to nomads in years to come.

Heading:

Answer:

- 2** The statistics about the last members of the Kawahira tribe in the Amazon rainforest.

Heading:

Answer:

- 3** What one nomad keeps in her tent.

Heading:

Answer:

- 4** The name of a group of "hunter gatherer" nomads in Canada.

Heading:

Answer:

- 2** Read the report again. Decide if the sentences are true (T), false (F), or if the information isn't found in the text (NF).

- 1** There are about 30–40 million people with a nomadic lifestyle worldwide.
- 2** The Innu, Bedouin, and Roma people all travel to find food.
- 3** The Bedouin have problems traveling because of the oil industry.
- 4** Bayarmaa moves around Mongolia with her relatives and her animals.

- 5** Bayarmaa is worried that younger people are giving up the nomadic lifestyle.

- 6** The future challenges to nomadic people aren't very serious.

- 3** Answer the questions.

- 1** In general, what has happened to the world population of nomadic people?

.....

.....

- 2** What's the difference between hunter gatherers nomads and pastoral nomads?

.....

.....

- 3** Where do you often find peripatetic nomads?

.....

.....

- 4** Who is the biggest threat to the Kawahira?

.....

.....

- 5** Why does Bayarmaa continue with her lifestyle?

.....

.....

- 6** How are nomads adapting to challenges?

.....

.....

.....

- 4** Answer the questions. Write your ideas below.

What do you think are the advantages of living a nomadic lifestyle?

.....

.....

.....

.....

.....

What are the disadvantages?

.....

.....

.....

.....

.....

Nomads

A traditional lifestyle in a modern world

For those living in a modern city, the idea of a nomadic lifestyle might seem a thing of the past. However, there are an estimated 30–40 million nomads in the world who regularly pack up and move from place to place. In the past there were more nomadic people, but over the last hundred years significant numbers have turned away from their traditional lifestyle.

DIFFERENT TYPES OF NOMADIC PEOPLE

Hunter gatherers are nomads who move to find different plants and animals for themselves according to the seasons. The Innu people of Quebec and Labrador in Canada travel to hunt wild animals.



Pastoral nomads are animal farmers who move to find grass or other food for their animals. The Bedouin people of the Sahara desert in Africa are pastoral nomads who raise goats, sheep, and camels.



Peripatetic nomads move from place to place to trade or sell things they make. They are usually found in more industrialized countries. The Roma people are peripatetic nomads who live in Southern and Eastern Europe.

NOMADS IN NUMBERS

12 MILLION:

the Fulani nomads. They live in central and west Africa and are one of the world's largest nomadic communities.

FEWER THAN 12:

the Kawahira people. Their nomadic lifestyle in the remote Amazon jungle has been threatened by loggers who cut down the rainforest.

AROUND 100:

the number of large tribes of Bedouin people. They traditionally move around the Middle Eastern deserts. A century ago, the nomadic Bedouin of the Middle Eastern deserts were around 10% of the total Arab population. Today, they are around 1% of the total.

A MODERN *nomad*

CASE STUDY

73 year-old Bayarmaa from Mongolia has been a nomad all her life. She moves from place to place across the remote country to find food for her two horses, twenty cows, and fifty sheep, along with her son and his family. Although she lives a traditional lifestyle, she carries a mobile phone in her pocket. There are many modern comforts in her tent or "yurt" that she takes with her on each move, such as a TV, fridge, painted cupboards, and colourful sofas. She is very proud of her nomadic lifestyle and says, "I'll always follow the life that I grew up with."

What's the future?

Millions of nomads worldwide still have traditional lifestyles, but there are major challenges to this in the future. These include industrialization, global warming, and extreme weather events which will make it much more difficult for them to travel freely and find food for themselves and their animals. However, many nomadic people are adapting to these challenges by combining aspects of modern life, such as mobile phones and vehicles, with the traditional lifestyle which their ancestors have lived for centuries.



Travelers

- 1 Read the online article. Complete the nouns with the correct endings. Make them plural where necessary.



When we think of ¹**commut**....., we might imagine ²**motor**..... in their cars, or ³**passeng**..... traveling to their office by bus or train. But Benjamin David from Munich in Germany is different.

When he gets up in the morning, he puts on a swimsuit. Then he climbs into the River Isar and swims 2 km to his place of work. Passersby and ⁴**tour**..... wave to him from the bridges.

River swimming can be very dangerous, but Benjamin always checks the river conditions first.

He carries a waterproof backpack on his back for his clothes and laptop. This also helps him to float. If you saw a picture of him, you might think he was a modern ⁵**explor**..... or a strange ⁶**backpack**....., but he's just commuting to work!

- 2 Complete the questions and answers with the words below. Make the words plural as necessary.

adventurer immigrant nomad refugee

Levi Strauss Marco Polo Rita Ora
the Tuareg people

- Who are the who travel around the deserts of North Africa?
.....
- Who was a traveler and who went from Venice to China in the 1300s?
.....
- Which maker of jeans was a German who moved to America in 1853?
- Which British singer was a who had to leave the country of Kosovo with their family?

Multi-word verbs

- 3 Think about the way that the bold adverbs modify the verbs in these sentences. Then complete the definitions with the words below.

another place by chance find older
them together

- If you **pack up**, you pack all your things
.....
- If you drive someone **out**, you force to leave.
- If you **grow up**, you grow
.....
- If you **hide out** somewhere, you move to a place where no-one will you.
- If you move **away**, you move to
.....
- If you **end up** somewhere, you arrive there
.....

- 4 Choose the correct multi-word verb in parentheses. Put it in the correct form to complete the sentences.

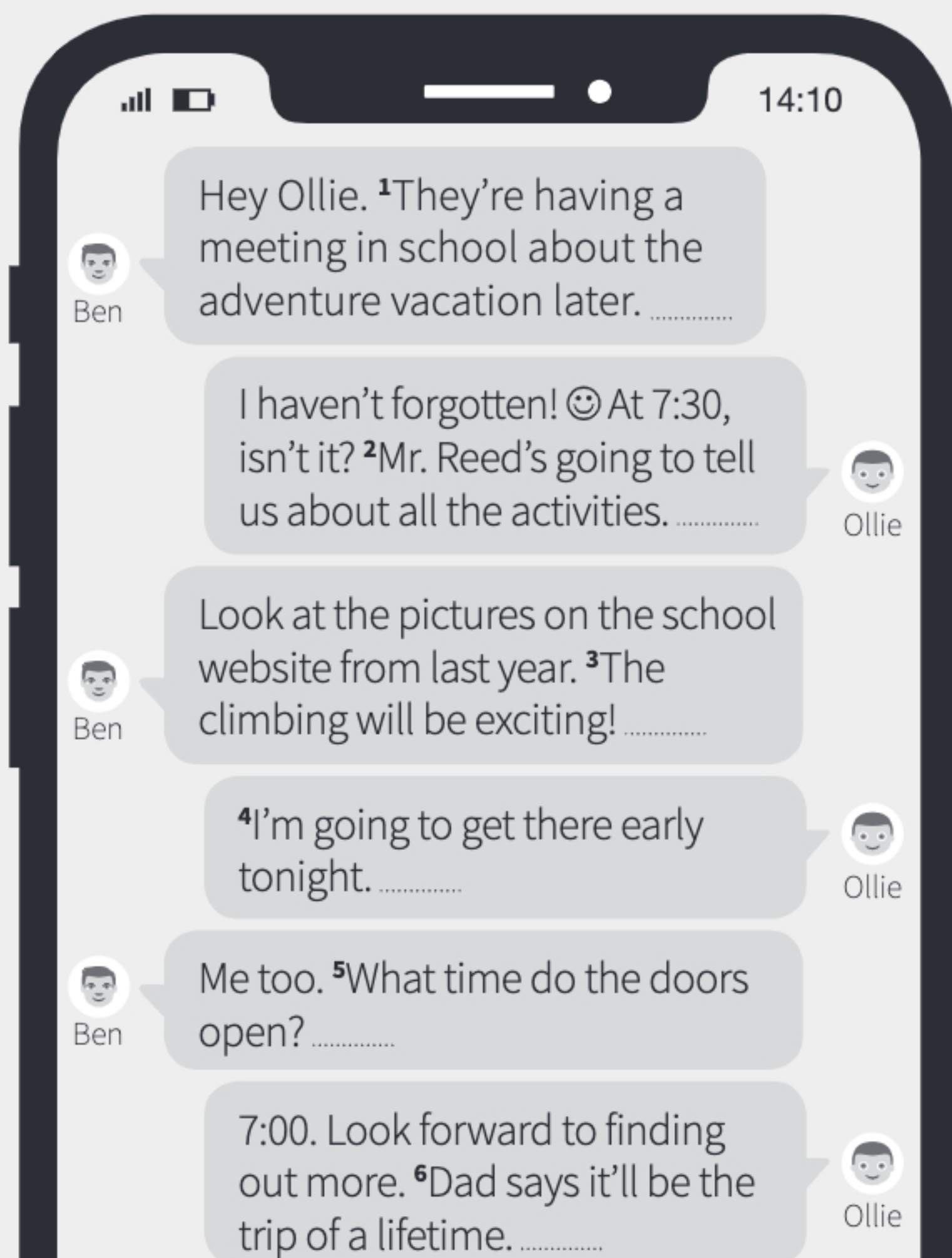
- After the hurricane, people moving to a different area. (give away / end up / stay out).
- Last year, Ahmed's brother to another country to find work. (go away / clean up / break up)
- She always late watching the news online. (stay up / tidy up / break away)
- After the earthquake, the family was thinking of to another island. (move away / finish up / cut out)
- Many local people clothing and food to charities helping refugees. (clean out / hide out / give away)

- 5 Complete the sentences with *away*, *out*, or *up* and your own ideas.

- The one thing that I would never give is my
.....
- If I want people to stay of my room, I sometimes
.....
- The person who I would miss the most if they moved is
.....
- I think that one day, I might end studying
.....
- If I don't want people to find me, I sometimes hide in
.....
- When I grow I want to be a or perhaps something more unusual, like a
.....

Future forms

- 6 Read the messages and decide if they are about future events in a schedule (FT), future plans (FP), predictions based on current information (PC), or events organized for a future date (EF).



- 7 Choose the correct words in the dialogues

- "Can we talk about our plans at 6:00?" "Sorry, I'm playing / I will play / I play tennis then."
- "I hope we're seeing / see / 'll see some elephants while we're there." "That would be great, wouldn't it?"
- "Have you downloaded that map for us?" "No, I do / I'm going to do / I'm doing it this evening."
- "What are you doing / will you do / do you do tomorrow at 10:30? Can you help pack my bags?"
- "It's OK. We have lots of time!" "That's true. Our coach to the airport will depart / departs / depart at 11:45."

- 8 Complete the second sentence with the simple present, *will* or *going to* so that it means the same as the first sentence.

- We plan to do a language exchange in Germany. We
- Ed can definitely tell me about it – he went last year. I'm sure Ed

- Have you decided to take an online German course?
Are
- The arrival of our plane is at 8:30 in the morning.
Our plane
- My friend doesn't have plans to come with us.
My friend

- 9 Choose the correct words to complete the email.

Hey Danni,
I've got the best news!
I ¹... on a trip with our drama class on Saturday to New York! I can't wait. Our teacher has been planning it for ages and we ²... a musical on Broadway. I know it ³... great – the reviews are five star!
The only bad thing is that our plane ⁴... at 6:30 a.m., but fortunately I've organized a ride to the airport with Jo. Her mom ⁵... us there.
I have to go now. I ⁶... Erin at the bus stop in ten minutes and if I'm late, she ⁷... for me!
Amy



- | | |
|------------------|---------------------|
| 1 a go | b 'll go |
| c 've gone | d 'm going |
| 2 a 'll see | b 're going to see |
| c see | d saw |
| 3 a 'll be | b is being |
| c was | d be |
| 4 a has left | b leave |
| c leaves | d leaving |
| 5 a driving | b drove |
| c drives | d is going to drive |
| 6 a 'm meeting | b 'll meet |
| c 've met | d meet |
| 7 a doesn't wait | b won't wait |
| c isn't waiting | d didn't wait |



Travel skills

10 You ask a hostel receptionist some questions. Match the words and phrases in bold with the words below.

calculate currency directions emergency
locate schedule

- 1 Can you help me **find** the youth hostel on this map?
- 2 Where can I exchange **money** near here?
- 3 Do you have a copy of the bus **times**?
- 4 Could you tell me **the way to get to** the town center?
- 5 Is there an easy way to **figure out** the exchange rate when you're shopping?
- 6 Who do we speak to at the youth hostel if there's an **urgent problem or accident**?

11 Look at the situations in the Travel Troubles article. Write sentences with the words below and your own ideas. Use one of the words in each answer.

ambulance arrival compass departure
directions exchange rate

Travel troubles!

What do you need to do in these situations?

You're walking in a forest on a school trip, but your group has been going in circles. You have a map and other equipment.

We need to ¹

You're out with a friend. You've just seen a bad road accident.

We should ²

You're in another country. You've found some cool sneakers with a price on them, but you don't know if they're expensive.

I have to ³

You and a friend are lost in a strange city on a school trip.

We need to ⁴

12 CONSOLIDATION Answer the questions with your own ideas. Write complete sentences.

- 1 When you're older, would you like to be a backpacker for a few months? Why / Why not?
.....
.....
- 2 What's your dream trip as a tourist?
.....
.....
- 3 What do you think is the most common reason why refugees move away from their home country?
.....
.....
- 4 What do you do with your old things? Do you pack them away in a closet or do you give them away?
.....
.....
- 5 What do you think you'll do when you grow up?
.....
.....
- 6 What are your plans for this weekend?
.....
.....
- 7 Do you stay calm in emergencies? Why? / Why not?
.....
.....
- 8 When you're traveling, do you prefer to arrive just before the departure time or a long time before?
.....
.....

You want to meet your cousin at his train at the station, but you don't know what time his train arrives.

I need to ⁵

You're at the airport and your plane is delayed. You want to know when it's going to leave.

I have to ⁶



Listening

- 1  5.01 Study the listening strategy, then circle the words that you think you will hear in the three parts of the recording. Then, listen to confirm your answers.



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.

- Olivia listens to a message. She wants to know the **departure times** and **prices** of tours to Niagara Falls.
Saturday a.m. afternoon café
dollars students car clothes
- Olivia visits the tour office to ask about **crossing the Canadian border** and about what **money** to take.
passport school currency calculate
door exchange rate food
- Olivia listens to the guide on their tour boat giving **safety information** and **statistics** about Niagara Falls.
emergency sudden noise roads meters
bus amount liters sun

- 2  5.01 Listen again. Answer the questions.



- What time is the earliest tour of the day?
.....
- How much are the tickets for young people?
.....
- Who needs a passport on the tour?
.....
- What type of money does Olivia need?
.....
- How much water comes over the falls?
.....

- 3  5.01 Listen again. Complete the tour information.

Falls Tours leave daily in the ¹....., with departures from the ²..... Hotel in the center of ³..... The journey to the falls is only ⁴..... and the whole tour lasts ⁵..... hours. The tour includes a boat trip around the bottom of the falls. Look up ⁶..... meters to the top and enjoy the amazing views!

Speaking

- 4 Complete the conversation with sentences A–E.

- A What's the best place to visit near the museum?
B Do you know when it opens and closes?
C What's the best way to get to it?
D Can you tell me where I can get tickets?
E How long does it take to get there from here?

Ethan Hi. Can you tell me something about the Museum of Science?

Advisor Yes, it's a large science center with a planetarium and an IMAX theater.

Ethan Cool!

Advisor It opens at 9:00 a.m. and closes at 5:00 p.m.

Ethan

Advisor At the museum. You can also buy them online.

Ethan Ok.

Advisor On the subway.

Ethan

Advisor About 20 minutes. It's four stops on the subway.

Ethan

Advisor North Point Park is a nice place to relax.

- 5 Imagine that you go to a tourist information office to find out about visiting a local attraction. Choose from the places below. Write a dialogue using phrases from exercise 4.

- a big theme park
- a well-known skyscraper
- a modern aquarium
- a famous baseball stadium

Tourism promotion

- 1 Read the text about the US city of San Diego. Choose the correct title which shows the theme of the tourism promotion.

The place to go in summer and fall
The city for all seasons
The home of Californian street life
The surfing paradise for young people

San Diego

Come to San Diego in California for comfortable weather and exciting activities all year round. Visit in the hot summer to enjoy Californian beach life. Go swimming, play volleyball, or relax on the sand.

¹ try surfing lessons, too?

In the fall, there's still warm, dry weather and it's the best time to go *tide pooling*. ² exploring the natural pools along the beach which are full of amazing sea creatures.

The winter is an ideal season for a boat trip. ³ on the chance to see the grey whales off the coast.

Spring is sunny in San Diego. There are fewer tourists than in the summer, so it's a good season to rent a bike and explore the streets.

⁴ enjoy cycling along the waterfront with its 43 km of beaches, parks, and cafes.

Come to San Diego at any time of the year – there's no place like it.

LANGUAGE POINT Persuasive phrases

- 2 Complete the text with the phrases in the box.

you'll love don't miss out
you will definitely why not

- 3 Complete the sentences with information about your town or city.

- 1 If you come to, you'll definitely enjoy
- 2 For those who only have a short time in, why not?
- 3 If you're a first-time visitor to, don't miss out on
- 4 Shopping is good in You'll enjoy

Task Tourism promotion

- 4 Write a tourist leaflet about your town, city, or area. Choose one of the themes below (or think of your own theme) and decide who will be your target audience.

- Must-visit places for families in ...
- The best-kept secrets about ...
- Twenty-four hours in ...
- Something for young people in ...

My theme is:

My target audience is:



Think and plan

- 5 Study the writing strategy. Then think of four main aspects for the theme you have chosen, and write them in the table. Make notes for each aspect.**

Aspect 1:	
Aspect 2:	
Aspect 3:	
Aspect 4:	

 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.



Write a first draft

- 6** Write a first draft of your tourist leaflet using your notes. Write four to five paragraphs plus a conclusion. Think carefully about how you write it. Don't forget to persuade people to visit your town, city, or area!

Review and edit

- ## 7 Read your first draft. How can you improve it? Use the checklist to help you.

Writing checklist

Content

- Does your theme make people want to know more about or visit your town, city, or area?
- Does each paragraph develop a different aspect of your theme?

Style

- Have you used persuasive phrases and language in your tourist leaflet?

Language

- Is your spelling correct?
- Is your grammar correct?

- 8** Now create a final draft of your tourist leaflet. Try to include a suitable picture if possible.



Reading to learn

- 1** What is the main purpose of a report?
- A To amuse and entertain the reader.
B To give instructions on how to do something.
C To inform the reader about a particular topic.
D To tell a narrative story.
- 2** Which of these might you find in a report?
- 1 ☐ graphs and statistics
2 ☐ section headings and titles
3 ☐ funny stories or jokes
4 ☐ quotes from people
5 ☐ poems and creative writing

Vocabulary and Grammar

Travelers

- 3** Complete the words and the definitions.
- 1 A motor..... is a person who
.....
- 2 A nom..... is a person who
.....
- 3 A passeng..... is someone who
.....
- 4** Which word doesn't belong? Why?
- 1 backpacker refugee tourist
.....
.....
.....
- 2 commuter explorer adventurer
.....
.....
.....

Multi-word verbs

- 5** Write example sentences with three of these multi-word verbs.

end up give away go away grow up
pack up stay out

- 1
2
3

- 6** Complete the sentences with a combination of *hide, move, pack* and *away, out, or up*. Then answer the questions.

- 1 If you had to to a different city, where would you choose to go? Why?
.....
.....
- 2 Where do refugees sometimes if they want to leave a country?
.....
.....
- 3 How quickly can you your things in your school bag in the morning?
.....
.....

Future forms

- 7** Match 1–4 to a–d.
When talking about the future, we often use ...
- 1 the simple present
2 the present continuous
3 *will*
4 *going to*
- a for plans to do something
b for scheduled events
c for arrangements
d predictions based on current information
- 8** Write sentences about these things. Use your own ideas.
- 1 An arrangement with your friends for this weekend.
.....
.....
- 2 A plan that you have for the next vacation.
.....
.....
- 3 A prediction that you have about your own future.
.....
.....
- 4 The time that something starts or finishes in the future.
.....
.....

Travel skills

9 Look at the travel words below. When do you need these things?

- 1 a compass
- 2 an ambulance
- 3 a schedule

10 You go on a shopping trip to a foreign city. Which travel skill do you think is the most important? Why?

- calling an ambulance
- following directions
- reading a departures board
- calculating the exchange rate

Listening

11 Why do we need to listen for key words when we're listening for specific information?

Key words

12 Write three types of general key words that you would listen for in the situations.

- 1 An announcement at a train station.

- 2 Recorded telephone information about a theme park.

- 3 Directions given to you by someone on the street.

Writing

13 Why is it useful to have a theme in a text such as a tourist leaflet?

14 Give four examples of phrases that you could use to persuade the reader in a tourist leaflet. Write them in full sentences.

- 1
- 2
- 3
- 4

Reflect

Why do people travel?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, why do people travel?

.....

.....

.....

.....

What was the most interesting thing you learned in the unit?

.....

.....

.....

.....



1 Read the TV review. What areas of school life in South Korea does Sasha mention?

- 1 ☐ duration of school day
- 2 ☐ school sports
- 3 ☐ teaching style
- 4 ☐ student clothes
- 5 ☐ school canteen
- 6 ☐ after-school study

2 Study the reading strategy. Find the words below in the article. Choose the correct definition. Which questions in the reading strategy helped you to decide?



Reading strategy

Understanding the meaning of words from context

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

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

- 1 intrigued – **disappointed** / curious / concerned
- 2 take notes – **follow** / read / write
- 3 keep up – **stand up** / listen / do at same speed
- 4 cope – **survive** / understand / write
- 5 respectful – **without any respect** / showing respect / losing respect
- 6 mopping – **cleaning** / clearing / repairing

3 Read the TV review again and answer the questions.

- 1 In general, what did the three students do in South Korea?

.....

.....

- 2 How does the length of the school day in South Korea compare to the school day in Wales?

.....

.....

- 3 Does Sasha like the teaching style in South Korea? Why / Why not?

.....

.....

- 4 What two positive things are mentioned about the South Korean students' behavior in class?

.....

.....

- 5 What was the main difference between the school uniforms in Wales and South Korea?

.....

.....

- 6 Is Sasha's review of the TV program positive or negative? How do we know?

.....

.....

.....

4 Answer the questions. Write your ideas below.

Would you like to do a "school swap" and attend a school in a different type of education system? Why / Why not?

.....

.....

.....

.....

.....

What part of school life would you find the most different in South Korea? Why?

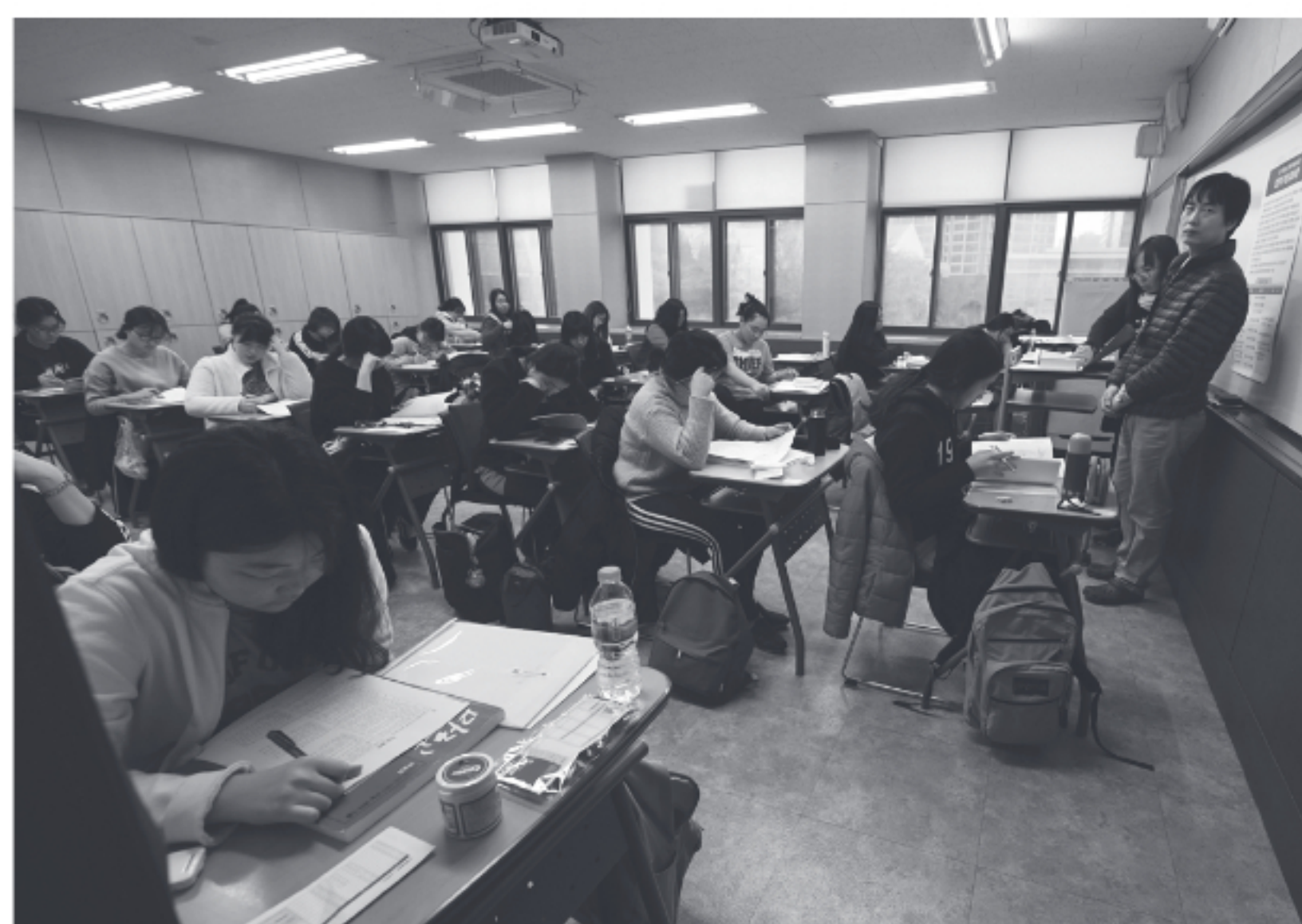
.....

.....

.....

.....

.....



School Swap Gangnam Style



a TV review by Sasha Blake

I watched a TV series called *School Swap*. It was about three students who exchanged their lives at secondary school in Wales for a new routine at a high school in South Korea. It was a really interesting documentary, and the point was to show the similarities and differences between two education systems.

The three students, Sarah 16, Tommy 16, and Ewan 17, went to the Gangnam area of Seoul where they stayed with host families. Sarah attended an all-girls school, while Tommy and Ewan went to a boys' school. I was very intrigued to see how the teenagers got along in the South Korean school system, which does well in international rankings in math, science, and reading.

On day one, the students were eager to start, but they felt slightly nervous about joining their new classes.

The first difference they encountered was the length of the school day. Back in Wales, school starts at 9 a.m. and finishes at 3:30 p.m., which is similar to my school. However, the South Korean students start at 7:30 a.m. and often have a ten hour day ahead of them.

In class, the three students found other differences, too. They noticed how fast the lessons were compared to back home. The teachers used a lecture style, with students taking notes as quickly as possible. As far as I can see, one of the main advantages is that all students have to pay attention and keep up. However, I'm not sure that I could cope, as I'm not good at fast note taking!

During class, the students were pleasantly surprised by the enthusiasm of their classmates. They rushed to

the front to answer questions, and the board was soon covered with their writing. Ewan was impressed with students' respectful attitude toward the teachers, and I agree that it was good to see.

However, Sarah, Tommy, and Ewan weren't so positive about the rules. Their school in Wales is relaxed about uniform, with both sexes wearing a polo shirt and a deep maroon-colored sweater with black shoes, but in South Korea, there are required formal uniforms and all jewelry is banned. Breaking the rules is serious, too. Not wearing the correct uniform or being late can result in a punishment like mopping the floor in the hallway. Nobody likes a punishment, but in my opinion, this isn't such a bad idea – it makes sense to do something positive to keep the school clean.

Life outside school presented some surprises. Ewan's host student took him to a five-hour study session at the local library. Many South Korean students study after school at libraries. Or sometimes they return to study in their school building, which doesn't close until midnight – something which I found very surprising! Older students study for long hours because they're worried about difficult college entrance exams. I can see the point of studying hard, but it's good to relax, especially at the end of a long day.

Overall, I would definitely recommend watching *School Swap*. It was really interesting to see the differences between the two school systems and I was impressed with Sarah, Tommy, and Ewan and how much they learned from their school swap.



Education

1 Choose the correct words.

- Online ... is upsetting for the victims and needs to stop.
a assessment b work experience
c bullying
- In Canada and the US, children are ... to start school at age six.
a required b banned
c educated
- There is a strict ... on the use of phones in this class.
a assignment b assessment
c ban
- Some pupils need to sit still and improve their ...
a assessment b behavior
c bullying
- In the past, schools used to ... their pupils differently.
a educate b allow
c ban
- Students can learn useful IT skills from ... in an office.
a behavior b grades
c work experience

2 Complete the tweets with words from exercise 1.



Matt Atkinson ✓ @mattya

I read recently that some schools in Australia don't
1 teachers to use red pen when they
mark their students' homework 2
or more formal 3 Red pen is
considered too negative or even "aggressive." Do
you agree?

1,234 Reposts

45,678 Likes



4.2K

1.2K

45.6K



Joanna Green ✓ @jogreen

@mattya Yeah, I can see the point of that. I think that
schools should definitely 4 all red
pens – it's disappointing when my work always comes
back covered in red! 😞

Ashraf Malek ✓ @ashrafm

@mattya Not sure about stopping the use of all red
pens, Jojo! But my history teacher uses different colors
– he highlights the good parts of our essays in yellow
and the areas to be improved in green. The advantage
is that it's more positive – perhaps it should be
5 in all schools! It might help to
improve student 6 What do you think?

Adjective + preposition combinations

3 Choose the correct words. Then answer the questions so that they are true for you.

- What were you nervous **in / with / about** when you first started at your school?
.....
.....
- Which school subjects are you good **at / about / of**?
.....
.....
- What are you worried **with / about / in** when you're reviewing for exams?
.....
.....
- What type of things do students feel scared **in / at / of**?
.....
.....
- What are your classroom walls covered **at / in / of**?
.....
.....

4 Complete the online interview with one of the adjectives below and the correct preposition.

covered full good impressed nervous

This week:

schools with unusual subjects

We interviewed student Paulo West about the experience of taking a sailing class at his school.

How did you feel when you first started?

At first, I felt 1 learning to sail, but I soon relaxed thanks to our teacher – I was very 2 her clear instructions.

Has it always been a good experience?

Not always! The disadvantage is that when it's very windy you get 3 cold water and your shoes can become 4 water too!

How do you feel about sailing now?

Very confident. I soon became 5 controlling the boat and I feel at home on the water now.

Rules, recommendations, and permission

- 5 Read the school information. Write permission (P), recommendation (R), or rule (RL) next to each sentence.

THE LIBRARY MEDIA CENTER GUIDELINES



COMPUTERS AND LAPTOPS

- You should reserve the laptops or computers in advance if you have important work. ¹
- You must log off when you finish using a computer or laptop. This is very important. ²
- You shouldn't work for too long without taking a screen break. ³

BOOKS

- You can borrow books for two weeks. ⁴
- You have to replace any book you lose. ⁵
- You can photocopy a small number of pages from reference books, but please ask. ⁶

- 6 Read the information and complete the email with the correct form of *can*, *can't*, *have to*, *don't have to*, *should*, or *shouldn't*.

Cedars International School Information

Uniform: blue and gray – required

Shoes: choice of black, brown, gray, or blue

Phones: allowed, but keep in backpack unless given permission to take out

Jewelry: we recommend that you keep this to a minimum and leave expensive pieces at home

Hey Cara,

Just received the information for our new school. Have you seen it yet? We ¹ wear a blue and gray uniform, as you probably know, but the good news is that we ² wear boring black shoes all the time.

We ³ bring cell phones to school, but we ⁴ take them out unless our teacher lets us.

The school guide says that we ⁵ wear expensive jewelry – no problem there! It also recommends that we ⁶ only wear a small amount of jewelry to school, too. All sounds reasonable to me!

Kate 😊

- 7 Complete the sentences with the correct form of *can* / *could*, *have to*, or *should* and the verbs below.

attend call put away sit wear

- 1 In school, my grandfather always his teacher "sir" and stand up when he came in the room.
- 2 Our teacher says that we our phones when we study at home. She says it's helpful.
- 3 In the future, I think students school every day. They'll be allowed to have virtual classes at home sometimes.
- 4 At my old school, our teacher said that we next to our best friends in every class.
- 5 My brother goes to kindergarten. He a uniform – just jeans and a sweatshirt.

- 8 Write answers that are true for you using the correct form of *can* / *could*, *have to*, or *should*. Tell us about ...

- 1 A treat you were allowed to have in elementary school.
Our teacher told us that we
.....
- 2 Something that wasn't required at your elementary school that you need to do now.
I
.....
- 3 An important recommendation that you would give to all new students at your school.
You!
- 4 A privilege that is taken away if you behave badly in school.
You





Ways to learn

9 Match 1–6 to a–f to complete the definitions.

- 1 If you use **trial and error**,
 - 2 If you **prioritize** something,
 - 3 If you **figure something out**,
 - 4 If you give someone a **tip**,
 - 5 If you **concentrate**,
 - 6 If you **memorize** something,
- a you focus all your attention on something.
 - b you give them a piece of advice.
 - c you learn something so that you'll remember it exactly.
 - d you make it more important.
 - e you find the answer yourself by thinking carefully.
 - f you experiment with methods until you're successful.

10 Complete the news article with the correct form of the words below.

aloud experiment get together repeat
trial and error video tutorials

WHEN A MUSEUM

BECAME A CLASSROOM

How do you learn best? Do you like studying in groups, or do you prefer working on your own using ¹? Or how about learning with your whole school? This is what happened in the US city of Atlanta when all 750 students from the Galloway School took over a museum for the day.

The students all ² at the city's High Museum of Art. The building closed its doors to the public, so the students could discuss things ³ without worrying.

They had lessons inspired by the museum's art, but they also covered other subjects including math, physics, literature, and music. In one physics activity, they ⁴ by making paper planes and throwing them from the high balcony inside the building. They used ⁵ to make the best planes. The whole day was a huge success, so perhaps the school will ⁶ their day out next year.



11 CONSOLIDATION Answer the questions with your own ideas. Write complete sentences.

- 1 Which subject should be required in schools which isn't required now? Why?
.....
.....
- 2 What's the best way to stop bullying in school?
.....
.....
- 3 Should schools ever allow cell phones in class or ban them completely?
.....
.....
- 4 What do you feel nervous or worried about when you're doing a formal assessment like an exam?
.....
.....
- 5 What things did your parents have to do in school that you don't have to do now?
.....
.....
- 6 What recommendation would you give to students who have problems concentrating on their homework?
.....
.....
- 7 Do you like learning things by trial and error? Or do you prefer studying things systematically?
.....
.....
- 8 In which subjects do you get the hang of things quickly?
.....
.....

Listening

- 1 6.01 Study the listening strategy, then listen to the radio program. Complete the profiles for each person with short notes. Listen again and add to your notes.



Listening strategy

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 important points you remember.

Vincent van Gogh

Job famous for and previous jobs

.....

When started to learn new skills

How learned new skills

.....

.....

.....

Joseph Conrad

Job famous for and previous jobs

.....

When started to learn new skills

How learned new skills

.....

.....

.....

Vera Wang

Job famous for and previous jobs

.....

When started to learn new skills

How learned new skills

.....

.....

.....

- 2 6.01 Listen again. Answer the questions.

- Where and when was van Gogh born?
.....
- What two languages did Conrad speak when he was young?
.....
- Why did Vera Wang design her own wedding dress?
.....

- 3 6.01 Listen again. Which famous person in exercise 1 might have said these things?

1 "The way I learn is to by doing things instead of learning rules from books."

2 "I'm more of a solitary learner and I prefer working on my own. It helps me to concentrate on improving my technique."

3 "The way I first learned was by carefully looking at things and then creating something similar for myself. I soon started to get the hang of things."

Speaking

- 4 Choose the correct words.

- I struggle a bit **of** / **on** / **with** motivation sometimes.
- It takes me **a** / **some** / **the** while to learn new things.
- I don't **have** / **get** / **go** the hang of things quickly.
- It doesn't **take** / **make** / **give** me long to feel frustrated.

- 5 Complete the conversation with the words below. There are some words you don't need to use.

doesn't don't find hang helps it
little long struggle the to while

Sara I heard you are learning to juggle. How's it going??

Noah OK. I can juggle with two balls now! It

¹..... take me ²..... to watch and learn the basic things because I'm a visual learner. How about your salsa dancing?

Sara It was hard at first. I ³..... get the ⁴..... of things quickly.

Noah I'm the opposite! I ⁵..... it very easy to get started, but then I ⁶..... a ⁷..... finding time to practice and I don't make progress.

Sara Well, ⁸..... way I learn is to practice for 15 minutes after school every day. You should try it!

Noah Yeah, that's what I need to do! Thanks.

- 6 Write a conversation between two friends who are learning to do something. Choose from the following activities or use your own ideas.

- bake cupcakes
- play the guitar
- skateboard
- windsurf

A response on a discussion board

1 Read the discussion on a school forum. Which person thinks that ...

- 1 students need a balance of assessment types?
- 2 assessed projects could be unfair?
- 3 memorization is something we need to do?
- 4 repeated assessments during the year are best?



SFN Schools Forum Network

Thread > Are end-of-year exams a good type of assessment?

Mr Khouri > Are end-of-year exams a good type of assessment? I'm interested to hear your opinions on this ...

Ed > In an ideal world, I think assessed projects, essays, and presentations during the year are best. I struggle with memorizing information and I get nervous before end-of-year exams. What's ¹....., regular assessments like projects are better at testing students' skills, not just their memories.

Nisha > Not sure, Ed! 😞

Mr Khouri > Why? What are your thoughts Nisha?

Nisha > Big exams are a necessary part of life. Shouldn't we practice doing them? ²....., we all need to learn and memorize things at times – it's called knowledge!

Jo > I agree with Nisha, we should practice taking big exams and prepare for real life. There's another problem with regular assessments, ³..... Some students might get help with things like projects if they're done at home. Is that fair?

Tom > There are good ideas here. I can see, Ed, that end-of-year exams don't suit everyone and they might ⁴..... test students' memories, not skills. I disagree, Nisha, we don't need to memorize things nowadays. When we are doing a task in real life, we look up everything online, don't we? Interesting point, Jo, about getting help with projects. I hadn't thought of that. Assessment should be fair for everyone. I think having end-of-year exams ⁵..... continuous assessment is perhaps the best idea.

LANGUAGE POINT Linkers of addition

2 Choose the correct words.

- 1 Are you good at exams ... projects?
a also b as well as c too
- 2 They do well in math, and sometimes history, ...
a too b besides c as well as
- 3 Exams can be stressful. ..., students sometimes forget everything they've learned.
a As well as b Too c What's more
- 4 We don't usually worry about tests. ..., we always do better than we think.
a Besides b As well as c Too
- 5 There are different kinds of assessments including essays and projects. There are ... practical exams.
a besides b also c too

3 Complete the responses on the discussion board with the words below.

also as well as Besides more too

Task A response on a discussion board

4 You're going to write your own response on the forum in about 80 words. First, study the writing strategy. Then read the discussion forum again. Which comments and questions are the most interesting? Which ones do you think you will respond to?



Writing strategy

Writing coherent responses

- 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.



Think and plan

- 5** What are your general opinions about big end-of-year exams as assessments? Write the advantages and disadvantages of end-of-year exams.

Advantages

.....

.....

.....

Disadvantages

.....

.....

.....

- 6** Plan your post for the forum in three paragraphs. Write notes in the table, using your ideas from exercise 5 and the model text to help you. Try to answer at least one of the questions people ask in their comments.

Are end-of-year exams a good type of assessment?

Paragraph 1

- General comment on discussion
- Comment on post(s) you agree / disagree with on a particular point
- Add your own opinion

.....

.....

.....

.....

.....

.....

Paragraph 2

- Comment on another post(s) you agree / disagree with on a particular point
- Add your own opinion

.....

.....

.....

.....

.....

.....

Paragraph 3

- Your general conclusion

.....

.....

.....

.....

.....

.....

.....

Write a first draft

- 7** Write a first draft of your response on the forum in three paragraphs. Use your notes from exercise 6.

Review and edit

- 8** Read your first draft. How can you improve it? Use the Writing checklist to help you.



Writing checklist

Content

- Does your response answer one or more of the questions in the forum? ☐

Organization

- Did you respond to comments in their order in the discussion? ☐
- Did you write separate paragraphs for different points? ☐

Language and Style

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use linkers of addition to refer to multiple topics and comments? ☐

- 9** Now create a final draft of your response on the forum.



Reading to learn

- 1 Write three ways you can understand the meaning and type of word from context.

- 1
- 2
- 3

- 2 What is the meaning of the underlined words below? What helped you in each case?

Mr. Santani was a popular DT teacher at the college in our town for many years. Although he ceased teaching last June, he is still interested in vocational education and he has co-authored this new book with a friend.

- 1 DT
- 2 ceased
- 3 vocational
- 4 co-authored

Vocabulary and Grammar

Education

- 3 Write the noun of the verb in parentheses, then answer the questions with your ideas.

- 1 What type of (behave) isn't acceptable in the busy hallways of a school?
.....
- 2 Are spoken exams an essential type of (assess) for language exams?
.....
- 3 In your experience, what type of homework (assign) take the longest?
.....

Adjective + preposition combinations

- 4 Complete these sentences with a suitable adjective.

- 1 My backpack was so of books that I couldn't close it easily.
- 2 I was worried about climbing the mountain. I felt really about falling, so I was shaking when we started.
- 3 My parents admired the quality of the students' artwork at my school. They were very with it.

- 5 Choose the correct prepositions, then complete the sentences with your own ideas.

- 1 If I try really hard, one day I might become good **about / in / at**
- 2 I never tell anyone, but I'm really scared **in / of / at**!
- 3 I don't usually get upset **of / in / about**
- 4 My bedroom walls are covered **with / at / of**

Rules, recommendations, and permission

- 6 What verb – *can*, *could*, *have to*, or *should* – would you most likely use in these situations?

- 1 Your grandmother tells you about what she was allowed to do in school.
- 2 Your friend says it's OK to use his ruler.
- 3 Your teacher gives you a study tip.
- 4 The captain of the school basketball team explains one of the rules of basketball to you.

- 7 Answer these questions using *can*, *could*, *have to*, *don't have to*, or *should*.

- 1 What's an important rule at your school?
.....
- 2 Which things aren't necessary at your school that are rules in other schools?
.....
- 3 How many hours of homework does your school recommend that you do every evening?
.....
- 4 What time were you allowed to go home when you were at elementary school?
.....

Ways to learn

- 8** Write four sentences about your preferred learning strategies using the words below.

experiment get together figure out
memorize repeat trial and error

1

2

3

4

Listening

- 9** What do you find difficult about taking notes?
What can you do to help with this problem?

I find it difficult to

.....

To help this problem

.....

- 10** When you are listening to something and taking notes on it, what do you need to do at these important stages?

Before listening: prepare	
While listening: select	
After listening: review	

Writing

- 11** Check (✓) the best ways to write a coherent response on an internet forum or discussion board.

- 1 ☐ write general comments without saying who you're replying to
- 2 ☐ address the writer of the original comment directly
- 3 ☐ write a different paragraph for each point
- 4 ☐ refer to specific comments and quote them
- 5 ☐ comment on points in the order they interest you not the order they appear

Reflect

What's the best way to learn?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, what's the best way to learn?

.....

.....

.....

What was the most interesting thing you learned in the unit?

.....

.....

.....





How does technology affect us?

1 Read the news article. Make short notes.

Name: Mat Bowtell
Nationality:
Old job:
Job now:
Machines he always uses:
People he often helps:

2 Read the article again. Decide if these sentences are true (T) or false (F). Correct the false sentences.

- 1 Bowtell put on a bionic arm while in Japan as a student.
- 2 Bowtell began to make cheap devices at the car company.
- 3 3D printing is a lot faster than other techniques.
- 4 People pay a lot of money for Bowtell's devices.
- 5 Bowtell only makes assistive devices.
- 6 People in other countries have 3D printed Bowtell's designs.

3 Study the reading strategy. Imagine that you are working in a group and your classmates are asking the questions below. Answer them.



Reading strategy

Collaborating to understand a text

Working in small groups can help 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 part of this section?

- 1 What do you think the phrase "light bulb" moment means?
.....

- 2 What's the meaning of the word "indispensable"?
.....

- 3 I don't understand, "The object ... is gradually built up layer by layer." What does it mean? What are the layers made of?
.....

- 4 Can you explain this part to me? "With the help of crowdfunding money, he was able to get more 3D printers."
.....

- 5 I wasn't sure about this part, "... anyone with access to a 3D printer can take their own measurements and create their own device."
.....

4 Answer the questions. Write your ideas below.

How would you describe Mat Bowtell's character? Why?
.....

How do you think the children feel when they get their new assistive devices? Why?
.....

SUPERHERO ENGINEER

REVOLUTIONIZES CREATION OF BIONIC LIMBS

When Australian Mat Bowtell went to Japan as an engineering student in 2004, he had a “light bulb” moment. He was studying robotics and tried on a bionic arm worth over \$1 million. He realized that the device could be indispensable to many people around the world, but he had one thought – how could the average person afford such a thing?

After finishing a successful career as an engineer at an international car company in Australia, Bowtell thought again about his experience in Japan. He soon started to design and make cheap plastic assistive devices in a workshop at his home. Bowtell uses 3D printing to make these limbs – mostly hands, arms, and fingers. 3D printing is a printing process in which solid objects are created using a model on a computer and a special printing machine. When the object is printed by the machine, it is gradually built up layer by layer. Bowtell started out with 3D printers that he had bought himself, but with the help of crowdfunding money, he was able to get more 3D printers, as well as special scanners, 3D printing software, and other equipment for making assistive devices.

3D printing has a number of advantages. Once the machine is bought, it isn’t as expensive as other manufacturing processes, so Bowtell can make all of his plastic arms and hands very cheaply. 3D printing is also far less slow than other techniques. For example, a hand can take just 20 hours to print, so Bowtell often prints the limbs overnight while he’s asleep. Most 3D objects are created in plastic and this is what Bowtell’s devices are made from. However, it is also possible to 3D print objects in other materials such as metal or ceramic.



Mat is the founder of Free 3D Hands. In interviews, he explains that he doesn’t charge for his work and raises all money through donations. He is particularly eager to help young people. For instance, he recently made six-year-old Lois Agnello her first prosthetic hand and she can now ride a bike. Her hand is just as good as an expensive device. The children he helps take part in the design process and are able to choose the color of their new limb. Bowtell also creates gadgets which help some children to take part in different activities. For example, he made a jump rope adaptor for children born without a hand.

Bowtell is one of many engineers around the world who are using advances in 3D printing technology to help others. His designs are available to download for free anywhere in the world, so anyone with access to a 3D printer can take their own measurements and create their own device. Bowtell’s practical designs are popular – they have been downloaded over 1,000 times. So he isn’t just a superhero engineer in Australia, but around the world, too.



Describing technology

1 Choose the correct words.

- The professor has created a **life-saving** / **environmentally-friendly** / **portable** drug which cures certain people who have very serious illnesses.
- The electric washing machine was one of the earliest big household **practicals** / **appliances** / **portables**.
- The website has every crazy **gadget** / **implement** / **appliance** for your home. Buy this talking coffee cup!
- The internet **implemented** / **revolutionized** / **life-saved** how we store and find information.
- This small metal **appliance** / **practical** / **device** can help you to hang your keys on the wall.

2 Replace the underlined words with words from exercise 1.

YOUNG INVENTOR

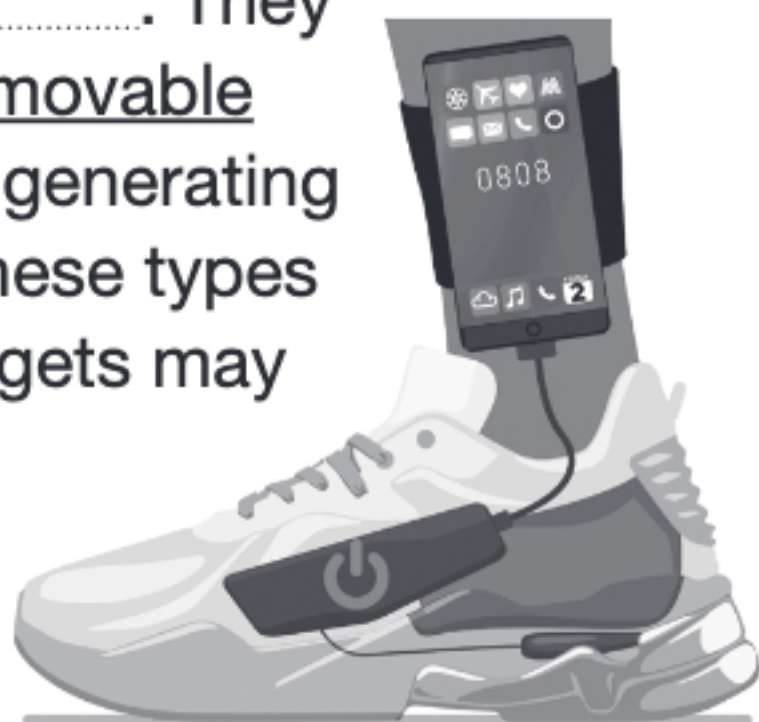
Name Angelo Casimiro

Age In his 20s

Profile Angelo started inventing things in his early childhood. Over the years, he has ¹put into practice many of his ideas and turned them into real-life gadgets.

Best invention At 15, he invented a type of sneaker insole which generates electricity by walking. The electricity is used to power devices such as mobile phones. It is far more ²useful than many other gadgets and can help people in their everyday lives. Inventions like these could ³completely change how we make energy and could be very ⁴good for our planet.

They could give people a ⁵movable way of generating power. In the future, these types of energy-making gadgets may be an ⁶essential part of our lives.



Prefixes

3 Look at the bold prefixes in the sentences. Complete the table with the words below.

again against before
between different things exceptional
life / living thing small very tiny

Example of prefix	General meaning of prefix
The gadget contains micro chips.	¹
She has invented a new bio nic foot.	²
That robot is the latest super hero.	³
Does the device re store hearing?	⁴
That anti -age treatment isn't new.	⁵
The nano bots help repair the body.	⁶
Can you pre dict the future?	⁷
The device acts as an inter face with the brain.	⁸

4 Complete the words in the TV schedule with prefixes from exercise 3.

TV GUIDE

TV South

TUESDAY

7:00 p.m. CONSUMER CHAMPIONS

Hassan and Mia ask: Are ¹_____ markets charging too much? Is your ²_____ wave oven safe?

7:30 p.m. POLITICS TODAY

³_____ view with the Minister of Justice about new ⁴_____ -discrimination laws.

8:15 p.m. INTO SCIENCE

The presenters broadcast from the London ⁵_____ national science fair and look at developments in ⁶_____ technology – the study and use of very small things. Fascinating!

Present and past passive verbs

5 Choose the correct words.

- My favorite computer game ... in the United States.
a was developed b were developed
c was develop
- The game ... in many countries at first.
a weren't sold b wasn't sell
c wasn't sold
- Three different versions ... last year.
a were launch b were launched
c was launched
- Two of the characters ... in the latest version.
a didn't included b wasn't included
c weren't included
- The different versions ... by millions worldwide.
a play b is played
c are played
- The game ... by many adults.
a isn't understood b aren't understood
c not understood

6 Complete the second sentence with the present or past passive so that it has the same meaning as the first sentence. Only include *by* where necessary.

- Scott de Martinville made the earliest voice recording in the 1850s.
The earliest voice recording
.....
- People sold the first musical recordings in the 1890s.
The first musical recordings
.....
- The RCA company launched popular vinyl records in the 1930s.
Popular vinyl records
.....
- From the 1990s onwards, people didn't use vinyl records much.
From the 1990s onwards, vinyl records
.....
- They don't sell recorded music in many stores now.
Recorded music
.....
- You can't find record players in most homes.
Record players
.....

7 Complete the blog post with the correct form of the present or past passive.

www.thedailyhistoryblog.com

The Daily History Blog

How do we celebrate our history?

This week

The GAMEBOY

The original Gameboy

1 (remember) by many people who grew up in the 1990s. The device was a handheld gaming console which

2 (make) by the Nintendo company of Japan. It 3 (design) by Nintendo employee Gunpei Yokoi and his team.

The Gameboy 4 (launch) in 1989 in Japan, and the device became a big success. In the first two weeks, 300,000 Gameboys 5 (sell) in Japan alone.

The original version 6 (not make) any longer, so they 7 (not sell) in stores. However, old ones 8 (buy) and sold online. Gameboys 9 (find) in museums too – there is one on display in the Computer Games Museum in Berlin.



8 Complete the questions with the present or past passive. Then read the blog post again in exercise 7 and answer them.

- In which country the Gameboy (produce)?
.....
- Who the Gameboy (create) by?
.....
- How many Gameboys (buy) in the first two weeks in Japan?
.....
- How some old Gameboys ? (sell)
.....
- Where some old Gameboys (keep)?
.....
- Where one Gameboy (display)?
.....



Aspects of technology

9 Match the words below to the definitions.

affordable behind the times compatible
experimental tried and tested upgrade

- 1 inexpensive and reasonably priced
- 2 old-fashioned and dated
- 3 used a lot and found to work well
- 4 original and inventive
- 5 improve and raise to a better standard
- 6 fits and works well with another product

10 Complete the reviews with the correct option.

- | | |
|----------------------|---------------------|
| 1 a experimental | b affordable |
| c innovative | d compatible |
| 2 a affordable | b tried and tested |
| c innovative | d compatible |
| 3 a compatible | b affordable |
| c behind the times | d ahead of its time |
| 4 a experimental | b compatible |
| c upgraded | d innovative |
| 5 a spare parts | b tried and tested |
| c innovations | d experiments |
| 6 a tried and tested | b afford |
| c upgrade | d innovate |

11 CONSOLIDATION Answer the questions with your own ideas. Write complete sentences.

- 1 Apart from your phone, which device would it be difficult to live without? Why?
.....
- 2 In 50 years' time, which gadget or appliance will be indispensable to humans?
.....
- 3 How do you think anti-aging technology might change people's lives in the future?
.....
- 4 Will scientists use technology to recreate extinct species such as the dodo bird one day?
.....
- 5 Which communication app is used the most by your friends? Why?
.....
- 6 When was your favorite video game launched? In which country was it created?
.....
- 7 Which entertainment device was most ahead of its time?
.....
- 8 Do you think that spare parts should be available for all appliances or gadgets?
.....

TECH MAGAZINE

WHAT'S NEW?

There's a new solar powered music speaker for playing music outdoors. What do our readers think of the specifications?



AMY98: It works well and doesn't cost too much. I think it would be ¹... for many people. It's cool looking too and it has an unusual and ²... design. I'd buy it.

SKATERBOY: All gadgets will be solar powered one day, so I think this product belongs to the future and is ³... You can play music from lots of devices because it's ⁴... with most smartphones, MP3 players, or tablets.

JOSHK: I have one question about new gadgets like this – what happens when it breaks? Can you buy any ⁵... for this or ⁶... it in any way to make it better? The manufacturers don't say.

Listening

- 1 7.01 A group of students have raised money to buy a new school video camera. Listen to the three students evaluating two cameras. Write the words and phrases under the cameras in the table.

a bit behind the times easily portable
extremely practical innovative
more affordable tried and tested

Camera A – BX 405	Camera B – EK500

- 2 7.01 Listen again. Complete the sentences with a number.

- The teacher, Ms. Hassan, chose the two video cameras from other cameras.
- Ms. Hassan wanted them to evaluate points.
- The weight of camera A is grams.
- Camera B weighs grams.
- The battery life of camera A is about to minutes.
- The more affordable camera is around £ less.

- 3 7.01 Listen again. Using words from the audio, complete, Jessica's email to their teacher, Ms. Hassan.

To: Hassan@greenoaksschool.org.uk

Dear Ms. Hassan,

We evaluated the cameras and think that the ¹ camera is the most practical for carrying into the ² on our trip. It has a protective ³ to keep it safe, too.

We were worried that the other camera was too big and ⁴ to carry and we thought that the ⁵ was old-fashioned and not very innovative. The camera we have chosen isn't ⁶, but we think it will be worth it.

Thank you for your help
Jessica

Speaking

- 4 Correct these phrases for staging a discussion.

- Who want to start?
- What should we deal to next?
- So to summary our ideas
- Moved on
- What the next question?
- Does anyone have nothing more to add?

- 5 Complete the conversation with the phrases from exercise 4.

Alfie So we're going to evaluate this mobile printer.

Amy I'll begin. Let's start with the important features. It's a portable printer. You can print pictures instantly. Good for selfies!

Alfie Sounds innovative.

Dan I think we should deal with the question, "Is it an improvement?" Yes, it's portable – that's better than ordinary printers.

Amy I agree, Dan.

Alfie The next question: Is it affordable? It's \$150.

Dan That seems like a lot. to another question: Is it compatible with other products?

Amy Yes, it's compatible with most smartphones.

Dan
Alfie No, nothing., it's useful and compatible with other technology, but perhaps it isn't affordable for everyone.



- 6 Study the speaking strategy. Write a conversation among a group of students evaluating a product or invention that is good for teenagers. Choose from the options below or use your own idea.



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.

- a mini drone
- a solar phone charger
- gaming headphones
- a smartwatch

A for and against essay

1 Read the for and against essay. What two advantages and two disadvantages are mentioned?

Advantages

Disadvantages

.....
.....

.....
.....

What are the advantages and disadvantages of smartphone communication technology?



Technology has revolutionized the way that we communicate. In particular, communication devices such as smartphones have changed how people interact. ¹**However, / While** smartphones provide benefits such as easy communication, they have disadvantages such as being a distraction. The aim of this essay is to consider the ways that smartphones have changed our lives and then decide if the advantages or disadvantages are greater.

²On **one / the other** hand, smartphones have brought remarkable changes to the way we communicate with each other. We can keep in touch cheaply with people around the world. In addition, video apps allow us to talk “face to face” even though we’re often far apart.

³On **the other / one** hand, smartphone technology has brought disadvantages, too. ⁴**But / Although** smartphones are extremely useful, they can be addictive. What’s more, smartphones can be dangerous if they distract your attention when you’re crossing the road.

Modern communication technology offers us both advantages and disadvantages. ⁵**However, / While** I think that smartphones give us more advantages than disadvantages. Many of the disadvantages are about how we use them. In the future, I think we should enjoy the advantages, ⁶**but / on the one hand** change our behavior to stop the disadvantages.

LANGUAGE POINT Linkers of contrast

2 Read the essay again. Choose the correct words.

3 Complete the sentences with your own ideas.

- 1 **Although** my phone has a cracked screen,
- 2 **While** this laptop is very cheap,
- 3 It’s difficult to stop looking at my phone. **However**,
- 4 **On one hand**, I think smartphones are, **on the other hand**,

5 Look at some of the points below about gaming technology. Write them under advantages (+) or disadvantages (-). Add two ideas of your own.

Gaming technology can ...

- help you experience new situations
- stop you doing exercise
- be addictive
- be a fun and enjoyable way to relax
- help you to develop skills and mental abilities
- take up too much free time

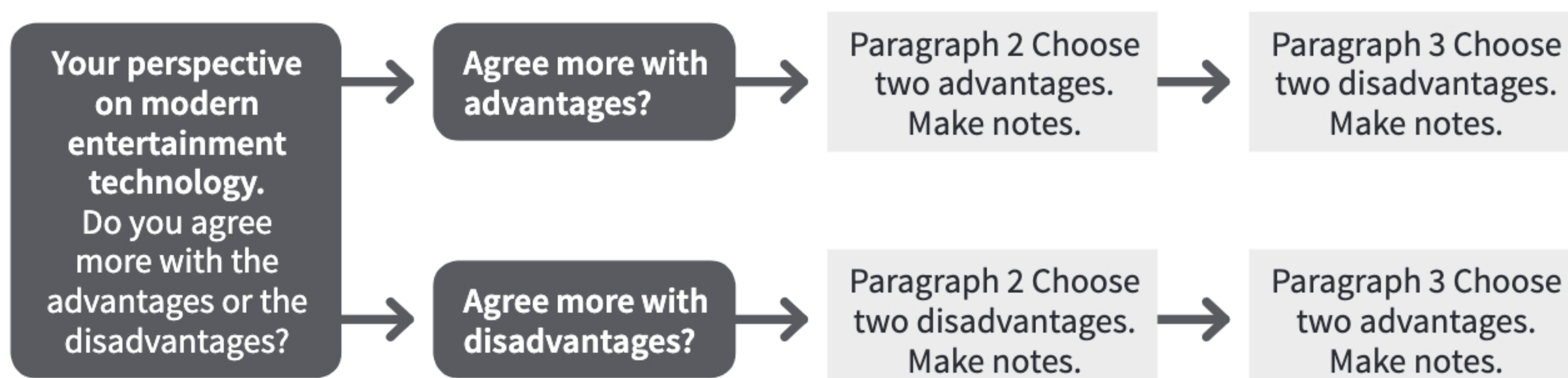
+	
-	

Task A for and against essay

4 Write a for and against essay with the title: What are the advantages and disadvantages of modern entertainment technology such as gaming devices?

Think and plan

- 6** Complete the flow chart to help you plan the second and third paragraphs of your essay. Look back at exercise 5 to choose the advantages and disadvantages.



- 7** Study the writing strategy. Then, plan your introduction below. Look back at the introduction to the essay on page 70 about smartphone communication technology to help you.



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.

General introductory sentence

.....

.....

Example of an advantage or a disadvantage to interest reader

.....

.....

.....

Example of a disadvantage or an advantage to interest reader

.....

.....

.....

An indication of aims and how you will develop topic

.....

.....

Write a first draft

- 8** Write a first draft of your essay in four paragraphs. Start with your introduction from exercise 7. Use your notes from Exercise 6 and linkers from exercise 2 to write paragraphs 2 and 3. Then finish with a conclusion paragraph.

Review and edit

- 9** Read your first draft. How can you improve it? Use the checklist to help you.



Writing checklist

Content

- Did you include clear advantages and disadvantages? ☐

Organization

- Did you include an introductory paragraph and a conclusion paragraph? ☐
- Are the paragraphs in logical order? ☐

Language and Style

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use linkers of contrast to join your ideas? ☐
- Is the style formal enough? ☐

- 10** Now create a final draft of your essay.



Reading to learn

- 1** What are two advantages of collaborating together to understand a text?

.....

.....

.....

- 2** Write three questions that you could ask someone in your group when collaborating to understand a text.

1
.....

2
.....

3
.....

Vocabulary and Grammar

Describing technology

- 3** Rewrite the sentences with the correct form of the word in parentheses.

- 1 This gadget will totally change gaming.
(revolution)
.....
- 2 Are these appliances easy to carry? (port)
.....
- 3 That product is better for nature.
(environment / friend)
.....



- 4** Complete the definitions. Then think of an example device, appliance, or product for each description.

- 1 If something is indispensable, you
.....
- 2 If something is practical, it's
.....
- 3 If something is life-saving, it can
.....

Prefixes

- 5** Match the meanings 1–6 to the prefixes a–f. Then complete the words with a suitable ending.

- | | |
|---------------------|---------------|
| 1 really tiny | a inter |
| 2 between | b micro |
| 3 exceptional | c anti- |
| 4 against | d nano |
| 5 very small | e pre |
| 6 before | f super |

- 6** Choose three of the words from Exercise 5 and write example sentences.

- 1
.....
- 2
.....
- 3
.....

Present and past passive verbs

- 7** In which situation would we probably use the active (A) or passive (P)?

- 1 When we want to focus on the action in a sentence?
- 2 When we're interested in the person or thing that does the action?
- 3 When we don't know who does the action?
.....

- 8** Complete these sentences with the passive of the verb in parentheses and suitable words.

- 1 Nowadays, the majority of pop music (stream) from
.....
- 2 Today, most people in my neighborhood (connect) to the
.....
- 3 The most popular TV series in my country (call) I think it (show) for the first time about ago.
- 4 When my parents were young, recorded music and books (sell) in They (not download).

Aspects of technology

9 Complete the words with the correct prefix or suffix. Then answer the questions.

- 1 Is it a good idea for consumers tograde their phone or laptop frequently? Why? / Why not?

.....
.....
.....

- 2 Would you be happy to buy an experiment.....device or do you prefer things that are tried and tested?

.....
.....
.....

- 3 Will environmentally-friendly technology like electric cars become more afford.....? Why? / Why not?

.....
.....
.....

- 4 What do you think is the best way to find out about innovat.....products?

.....
.....
.....

10 Complete these phrases. Think of an example for each phrase. It could be a device, movie, book, or game.

Phrase	Example
..... of its time	
..... the times	
Tried and	

Speaking

11 When you are speaking with others in a group, what questions could you ask to help move along the discussion? Complete the questions.

- Who wants to?
- What's the next?
- What should we with next?
- Does anyone have anything more to?

Writing

12 Check (✓) the things that you would expect to find in the introduction to an essay.

- ☐ A general idea of the topic
- ☐ Small details about the topic
- ☐ Information to interest the reader and make them want to continue reading
- ☐ A lot of different quotes from people
- ☐ An indication of how the topic will be developed in the essay

Reflect

How does technology affect us?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, how does technology affect us?

.....
.....
.....
.....

What was the most interesting thing you learned in the unit?

.....
.....
.....
.....

- 1** Study the reading strategy, then read the texts on page 75 and decide if the phrases below appear in the leaflet, the email, or both.



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.

a subjective perspective
an objective perspective heading
individual experience instructions
personal news statistics

Leaflet:

.....

Email:

.....

- 2** Read the sentences below. Do you think they appear in the leaflet or the email? Then read the texts again and complete them with the sentences.

- 1 It's very rewarding – I've convinced myself that some of the children are improving already!
- 2 There has been a long history of Scouts helping people in their communities.
- 3 I'm working on a badge this summer with one of my new friends, Josh.
- 4 Many of them help young people to develop skills that can be useful in their local area.
- 5 Take action over a three-month period.
- 6 That's pretty bad, and we thought, "We have to do something!"



- 3** Answer the questions.

- 1 Which fact shows how successful the Scout organization is today?
.....
.....
- 2 What does the Community Impact badge encourage people to do?
.....
.....
- 3 How much time do you need to spend volunteering to get the Level 1 badge?
.....
.....
- 4 Where did Freddie use to live, and where does he live now?
.....
.....
- 5 Why did Luke and Josh decide to volunteer in a library?
.....
.....
- 6 Do you think Luke has had a positive or negative experience of volunteering? Give evidence.
.....
.....

- 4** Answer the questions. Write your ideas below.

Do you like the sound of the Community Impact badge? Why? / Why not?

.....
.....
.....

If you did the Community Impact badge, what type of volunteering would you do? Why?

.....
.....
.....



Lending a hand to make the world a better place

Since the Scout Movement first started in the UK in 1910, it has grown in popularity with 480,896 people now taking part in Scouting activities every week.

1

The organization still continues that tradition by encouraging Scouts to do community volunteering or charity projects.

How can I volunteer through Scouts?

Since the early days, Scouts have had the opportunity to earn different badges and there are now 69 activity badges.

2

One of these is the Community Impact badge which encourages Scouts to volunteer in the community.

How does the Community Impact badge work?

You can earn the Community Impact badge at four levels. Level 1 needs the least amount of time and Level 4 the most.

What do I need to earn for the Community Impact badge at Level 1?

- First, choose a community issue.
- Then, prepare yourself by planning how to take action. Speak to your Scout troop leader about this.
- 3
- Spend at least four hours taking action in the community.
- Discuss what you have learned with your Scout group.
- Explain to others what you've done. Tell them why the issue is important, why you took action, and what they can do.

x



To: Freddie@vacationmail.com

Hey Freddie

Hope you're finding things to amuse yourself back in Florida this vacation. Did you enjoy the scuba diving course last week? I was sad to miss out on going on the Sea Base trip with you again this year. I've joined my local Scout group near our new house here in the UK and

4

It's called the Community Impact badge and it's about making a difference in our community.

The Scout leaders didn't tell us what to do. It was up to us to find an issue to focus on. It didn't take long for Josh and me to decide. We heard something shocking in education news here – one in five children can't read well by the age of 11.

5

So we investigated literacy programs and found one at our local library called the Summer Reading Challenge. Children join the program and read six books of their choice over the summer vacation. We immediately messaged the library and they said we could help. Then, we spoke to Ben, our Scout leader, and he emailed them to make arrangements.

Josh and I have done two volunteering sessions so far – an hour last week and an hour today. It's our responsibility to help the kids choose six books, then sit and listen to them read.

6

To complete the badge we have to talk to our group about what we learned from volunteering and write about our experience for the group's website. I've really enjoyed reading with the younger kids, but Josh reminded me that we've also developed skills like teamwork, leadership, and patience.

Talk soon,
Luke





World problems

1 Complete the sentences with the words in the box.

conflict education health housing
hunger literacy pollution poverty
sanitation

If there's a problem with ...

- 1 _____, there isn't enough clean drinking water.
- 2 _____, too many people are sick and need treatment.
- 3 _____, families don't have sufficient money.
- 4 _____, people don't have any food to eat.
- 5 _____, there aren't enough schools.
- 6 _____, children aren't learning to read.
- 7 _____, the air and water quality is poor.
- 8 _____, there is war and fighting.
- 9 _____, there aren't enough places to live.

2 Complete the dialogue with words from exercise 1.

- Lara** Hey, Adam and Sam, do you want to come to my concert on Saturday to raise money for WaterAid?
- Adam** WaterAid? That's an international charity, isn't it?
- Lara** Yes, they provide clean drinking water in areas with ¹_____ problems. They sometimes work in places with narrow streets and poor ²_____ – the water there is often dirty because of ³_____ from factories nearby. Dirty water is bad for people's ⁴_____ and it makes a lot of children sick.
- Sam** That's terrible!
- Lara** Yes, 443 million school days are lost every year because of water-related illness.
- Adam** We have to do something. This is bad for children's general ⁵_____ and their ⁶_____. They won't learn to read if they aren't in school.
- Lara** And it's our responsibility to do something about it.
- Sam** I agree. The least we can do is come to your concert. See you there on Saturday!

Reciprocal verbs

3 Choose the correct verb, then complete the reciprocal pronoun with *him, my, our, them, or your*. One word can be used twice.

- 1 I went to a talk about volunteering last week, but on the way, I fell over and badly **prepared** / **hurt** _____ self.
- 2 My friend Mark had to wait for me. But he said, "Don't **blame** / **convince** _____ self. It was just an accident."
- 3 While we were waiting for the talk to start, we **convinced** / **amused** _____ selves by playing games on our phones.
- 4 At the start of the talk, the speaker **introduced** / **taught** _____ self. His name was Mr. Parker.
- 5 "When you start volunteering, you can **blame** / **help** _____ selves by learning about the organization you are volunteering for," he said.
- 6 Mr. Parker then explained that successful volunteers often need to **amuse** / **teach** _____ selves new skills.

4 Complete the online article with phrases made from words in group A and group B. Put the verbs in the correct form.

- A** blame convince introduce prepare teach
- B** herself myself ourselves themselves yourself

Volunteering Blog

Becki: Before you volunteer, look at the organization's website. This helps you to get ready and ¹_____ in advance.

Nadia: Don't worry about feeling nervous. My friend Anna ²_____ that she would be terrible at volunteering, but she wasn't!

Adam: When I volunteered, the people in our group didn't know each other at all. We all ³_____ immediately, so we knew each other's names from the start.

Kai and Ali: If things go badly on the first day, people sometimes ⁴_____, but it's not usually their fault. They need to just come back and start again the next day or week.

Jamal: Be independent! I didn't know how to use a particular computer program, but I ⁵_____ on the first day.

Talking about consequences

5 Decide if the consequences in these sentences are real (R), possible (P), or hypothetical (H).

- 1 If strangers talked to each other, the world would be a friendlier place.
- 2 It'll be good for the community, if our school starts a volunteer program.
- 3 If you throw away too much garbage, it's bad for the environment.
- 4 There wouldn't be so much pollution if all students walked or cycled to school.
- 5 If I don't turn my phone off, I won't be able to concentrate on my essay.
- 6 People use less electricity when they use solar-powered appliances.

6 Complete the conditional sentences in these conversations with the correct form of the verbs in parentheses.

- 1 "Are you allowed to play video games before bed?" "Never. My parents (tell) me to switch my computer off if they (see) me playing games."
- 2 "If you (be) President of the United Nations General Assembly, what (do)?" "Good question! Try to solve world conflict, I think."
- 3 "Look at the time!" "Oh no! If we (not leave) now, we (not catch) the train."
- 4 "Is that a new laptop?" "No, it's my old one, which is slow. I (do) everything more quickly, if I (have) a new one."
- 5 "This physics question is hard!" "No, it isn't. If you (multiply) those numbers, you always (get) the answer."
- 6 "Are you having problems logging on to your account, Mom?" "Yes! But I (buy) you a ticket for that concert, if I can (log on) to it."

7 Complete the sentences with the correct conditional form and your own ideas.

- 1 I'd try to find the answer to global warming, if I
- 2 If we discuss world problems in school, we always
- 3 We'll try to volunteer in the future, if we

- 4 If everybody in the world had clean water, there
- 5 If my friends have free time next summer, they

8 Choose the correct words in the blog post.

×
www.thedailyenvironmentalistblog.com

The Daily Environmentalist Blog

BYE-BYE PLASTIC BAGS!



When Melati and Isabel Wijsen from Bali were younger and went swimming on their island's beautiful beaches, they often found plastic bags floating around them. Of course, these bags aren't just bad for swimmers, they're a danger to wildlife, too. If sea creatures ¹... plastic, they often ²...

So the sisters launched a campaign to ban single-use plastic bags with their organization BBPB "Bye-Bye Plastic Bags" and after five years, they achieved their goal. If you ³... to a supermarket on Bali today, you ⁴... get a single-use plastic bag.

If you ⁵... the chance to change the place where you live, what ⁶... you do?

- | | | |
|---|------------------|--------------------|
| 1 | a will eat | b would eat |
| | c eat | d eating |
| 2 | a would die | b die |
| | c dying | d will die |
| 3 | a goes | b will go |
| | c would go | d go |
| 4 | a 'll be able to | b won't be able to |
| | c not be able to | d don't be able to |
| 5 | a had | b 'll have |
| | c would have | d has |
| 6 | a do | b don't |
| | c won't | d would |



Community action

9 Choose the correct words.

- Human ... such as liberty and freedom are important.
a rights b good causes
c neighbors d charities
- We decided to ... in our community and pick up garbage.
a get to know b respect
c encourage d volunteer
- I try to be tolerant and ... everyone in our community.
a respect b donate
c volunteer d get involved
- We often help the elderly ... who live opposite us.
a volunteers b neighbors
c charities d rights
- I ... the children in that apartment building and now we always say "hello" to each other.
a donated b encouraged
c got to know d volunteered

10 Replace the underlined words or phrases in the letter with ones from the list below. There are two extra words or phrases. Which of the three ideas would you choose to do? Why?

donate encourage get involved in
get to know good cause moneymaking
neighbor respect

11 CONSOLIDATION Answer the questions with your own ideas. Write complete sentences.

- Is it our responsibility to do something about world problems like hunger? Why? / Why not?
.....
.....
- If you could stop one big problem in the world, which one would you choose? Why?
.....
.....
- Is it easy to teach yourself a language? Why? / Why not?
.....
.....
- If you met your favorite movie star, what would you say to them?
.....
.....
- What will you do if you have free time this weekend?
.....
.....
- Have your friends ever done any fundraising or donated money to charity?
.....
.....
- What skills can people learn from getting involved in volunteering?
.....
.....

Dear Student,

Next week is Community Action Week in school. How will you get involved? Choose at least one thing from the list.

- ¹Give half of your allowance to our Action Week charity, *Vision Matters*, which helps partially-sighted people in our community. It's a very ²worthwhile charity
- Organize a booth at our big Community Action Week Fair on Tuesday after school. How about selling cupcakes or some of your old things? ³Persuade your friends to come and buy things, too. This will be a ⁴fundraising event for our chosen charity.
- ⁵Take part in the school rock choir. Come and sing to the patients in the hospital in town. Don't worry if you haven't been in a choir before! It's a good way to ⁶become friendly with new people, too.

My choice of activity

I'd choose

[Return this section to your teacher]



Listening

- 1 8.01 Listen to the speech and complete the poster.

Hampton High School

1 Mile Sponsored Fun Run June 4 at 12 p.m.

Help us to raise money for the *Combat Loneliness*
2 to create a 3 for
our local nursing home. It's a good cause!

Want to join over 4 students and
take part or volunteer to help? Contact Mason
Brown. All welcome! Run, jog, or 5
to finish the run!



- 2 8.01 Listen again. Complete the questions with the words in the box. Then answer them.

how many how much what when
where who

1 teachers are taking part in the
fun run?

2 will the volunteer helpers
give out?

3 will the garden be finished?

4 money are they going to
raise?

5 is going to start the fun run?

- 3 8.01 Listen again. Complete the sentences.

1 The aim of *Combat Loneliness* is to encourage
teenagers to

2 Mason Brown has been visiting the nursing
home with

3 Many families have promised to donate
money by

4 If the runners feel too hot, they should

Speaking

- 4 Complete the phrases with the prepositions
to, of, for, or by.

- The whole point this is to get publicity.
- doing this, we hope to raise money, too.
- This is a great way help a good cause.
- The reason our campaign is that many
animals are endangered.
- The aim is get a lot of people involved.

- 5 Complete the presentation with the phrases
below.

by doing great way the aim
the reason we aim whole point

Hi, everybody. Next Friday, it's going to be
Endangered Species Day. The 1
of this day is to remind people about animals
in danger.

What 2 to do on that day is to raise
awareness about one endangered animal – the
elephant. 3 for this is to remind
everyone that elephant numbers are going down
rapidly.

We're going to sell elephant T-shirts and ask
people to wear them. 4 this, we
want to raise awareness and raise money, too!
We think this is a 5 to fundraise for
a good cause.

6 is to raise over \$150 dollars.
Please get involved next week!

- 6 Write a speech that you will give to explain
about a special charity fundraising day. Use
phrases from exercises 4 and 5. Choose from
the ideas below or use your own idea.

World Clean Water Day Stop Malaria Day
Save the Rainforest Day End World Hunger Day

- 7 Study the speaking strategy. Then practice
giving your speech to your friends or family.
Speak as clearly as possible.



Speaking strategy

Speaking clearly

There are some easy ways to ensure you're speaking
as clearly as possible.

- Practice speaking. You can read aloud or repeat
what you need to say.
- Speak slowly. People will understand you
better and you will be able to focus more
on pronunciation.
- Watch how people react. If they appear confused,
repeat what you are saying more clearly.

A formal email

1 Read the advertisement and the email. Answer the questions.

1 What would Oscar do on the volunteer program?

.....

2 Explain why he would be good for the program.

.....

Could you share your computer skills?



Learning Matters is seeking "Computer Buddies" to volunteer at the Westfield Community Center. Computer Buddies come to the center on Saturday mornings to help people improve their computer skills. You will be supported by a supervisor. For more information contact info@learningmattersnow.org.

x



To: info@learningmattersnow.org

Dear Sir or Madam,

I am contacting you to inquire about the ad for Computer Buddies. I would like to get involved in this volunteer program.

I am a high school student at Mill Park High School. My favorite subjects are science and IT. I am planning to go to college when I finish high school ¹..... to study computer science and possibly become an IT teacher. If I have free time on the weekends, I go off-road biking with my friends.

I believe that I have the right qualities for the program. I consider myself to be a friendly person who can explain things clearly, ².....

I think I could help people with their IT skills.

I have experience tutoring my younger cousins, but I would like to be a Computer Buddy

³..... learn more about teaching.

I would be grateful if you could send me more information about being a Computer Buddy. I am also interested in visiting the community center so ⁴..... I can see how the program works.

I look forward to hearing from you.

Regards,

Oscar Prentice

LANGUAGE POINT linkers to express reasons or purpose

2 Choose the correct words.

1 I'm emailing you **so** / **to** I can find out more about the volunteering opportunity.

2 We plan to volunteer **so that** / **in order to** get involved in our community.

3 I'm very sociable, **to** / **so** I would be good at working in a team.

4 I would like to join the program **in order to** / **so** learn new skills.

3 Complete the email in exercise 1 with *in order*, *so*, *that*, or *to*.

4 Find formal phrases in the email for these informal words.

1 I'd love to

2 I'm really into things like

3 I think that I'm

4 I've done a lot of

5 I can't wait to

Task A formal email

5 Look at the advertisements for opportunities to volunteer and choose one to apply for. You are then going to write a formal email to apply to the volunteer program. First, answer the questions below.

1 What suitable qualities do you have for the volunteering program you have chosen?

.....

2 What skills or experience do you have that might help?

.....

x

Media volunteers

Media for Charities helps charity organizations by designing their posters, leaflets, and social media ads. Do you have design skills and can you work on a team?

x

Nature reserve helpers

Wetlands Nature Reserve is looking for a group of volunteers to clear garbage and unwanted plants from the reserve. It's hard work but fun!

Think and plan

6 Make notes for each paragraph of your formal email.

Paragraph	Notes
1 Your reason for writing	
2 General information about yourself	
3 How you meet the requirements	
4 Request for more information	

7 Study the writing strategy. Look back at your notes for each paragraph in exercise 6 and the email in exercise 1. Now write a short topic sentence for each paragraph in the grid below.



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.

Paragraph 1

.....

.....

Paragraph 2

.....

.....

Paragraph 3

.....

.....

Paragraph 4

.....

.....

Write a first draft

8 Write a first draft of your email to the volunteer program. Use the paragraph plan and your notes from exercise 6, your topic sentences from exercise 7, and linkers to express reason or purpose.

Review and edit

9 Read your first draft. How can you improve it? Use the Writing checklist to help you.



Writing checklist

Content

- Did you include your reason for writing as well as information about yourself, your qualities, and experience? ☐

Organization

- Did you organize your email into clear paragraphs? ☐
- Did you include a short topic sentence in each paragraph? ☐

Language and Style

- Is your spelling and grammar correct? ☐
- Is your email sufficiently formal? ☐
- Did you use linkers to express reason or purpose? ☐

10 Now create a final draft of your formal email.



Reading to learn

1 Complete the text below with suitable words.

Comparing information in texts

Different types of text often present

¹ in different ² This is because they have different ³ or purposes. If you know the typical characteristics of certain texts it can help you ⁴ the information that you want more ⁵

2 Where would you expect to find these things? Fill in the table.

- an objective approach
- a subjective approach
- an anecdote or story
- the data sources
- recent research
- personal experience

A teenager's description of their volunteering in a magazine article	An official information leaflet about volunteering

Vocabulary and Grammar

World problems

3 Complete the table with the noun forms of the words.

Verb	Noun	Adjective	Noun
educate	¹	hungry	⁴
house	²	healthy	⁵
pollute	³	poor	⁶
		literate	⁷

4 Complete the sentences with one of the nouns from exercise 3 and your own ideas.

- It's up to us to try to improve the problem of because
- We have to do something about because
- The most we can do about the problem of in my country is to

Reciprocal verbs

5 Complete the sentences with a reciprocal verb.

- The new girl walked into the room and to the other students. 'I'm Maya,' she said.
- I broke my brother's bike last week. Although it was an accident, I still for it now.
- We were surprised that the test was easy. We had that it would be difficult!

6 Complete the questions with a suitable reciprocal verb and then answer them.

- Have you ever self to play an instrument or to do something difficult?
.....
- How do your classmates get ready and selves for a big exam?
.....
- How do you self when you feel bored?
.....

Talking about consequences

7 Complete these sentences with the verbs below. What type of sentences are they: always true, possible, or improbable / hypothetical? Write A, P or H.

'd go die don't water starts
won won't stay

- If we a lot of money, we on an exotic holiday.
- If you plants, they
- We on the beach if it to rain.

8 Complete these sentences with the verbs and your own ideas.

- We (feel) happier if we
- If I (see) a mythical creature like a unicorn, I
- I (try) to stop in different countries, if I

Community action

9 Give one example of these things.

- 1 A good cause

.....

- 2 An international charity

.....

- 3 A method of fundraising

.....

10 Write sentences with three of these verbs and phrases that are true for you.

donate encourage get involved
get to know volunteer

- 1

- 2

- 3

Speaking

11 Speaking clearly can help the people listening to understand what you are saying. Write three tips for speaking clearly.

- 1 Before you speak, don't forget to

.....

- 2 While you're speaking make sure that

.....

- 3 Always look at your audience to see

.....

Writing

12 Answer the questions about topic sentences.

- 1 Where do you usually find a topic sentence?

.....

- 2 What is the purpose of a topic sentence?

.....

- 3 What are good topic sentences like?

.....

13 Choose the best topic sentence for this paragraph about volunteering.

Benefits include getting to know new people, as well as learning or practicing different skills. For example, you can learn how to communicate with different people and also improve your ability to work on a team.

- a Volunteering isn't something that everyone enjoys.
b There are many advantages to volunteering.
c Good skills are essential to being a volunteer.

Reflect

How can we make the world a better place?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, how can we make the world a better place?

.....

What was the most interesting thing you learned in the unit?

.....

1 Study the reading strategy. Then, read the diary and choose the correct answers.



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?

1 The author's intention is to:

- a warn and advise
- b persuade and convince
- c describe and report
- d compare and contrast

2 At the end, the author wants us to feel:

- a disappointed b terrified
- c amused d excited

2 Read the diary again. In which part of the text can you find the following? Write "introduction" or the number of the day in his diary.

- A health problem that Sean experiences.
.....
- The point when Sean achieves his dream.
.....
- An outline of Sean's career.
.....
- How Sean's job can be boring sometimes.
.....
- Why it is difficult to film these animals.
.....
- The importance of putting cameras in the right place.
.....



3 Answer the questions.

1 Give two examples of information which show that Sean is experienced at his job.

.....

.....

.....

2 What has happened when other people tried to film the snow leopards?

.....

.....

.....

3 Why do you think the local guides were important?

.....

.....

.....

4 Do you think all the cameramen were optimistic about their chances of success?

.....

.....

.....

5 When do you think Sean feels disappointed?

.....

.....

.....

6 Why do you think Sean is particularly happy with the film of the snow leopards?

.....

.....

.....

4 Answer the questions. Write your ideas below.

What do you think is difficult about being a wildlife cameraman or woman?

.....

.....

.....

.....

If you had the chance to go and film some wild animals, which ones would you choose? Why?

.....

.....

.....

.....

DIARY OF A CAMERAMAN

19

Over the past twenty years, cameraman Sean Collins has visited many remote areas to make wildlife documentaries. He has filmed animals from the howling wolves of Siberia to the shrieking lemurs of Madagascar. However, there is one creature he has never filmed – the snow leopard of the Himalayas. Sean led a recent expedition to attempt to film these rare animals. But did he achieve his ambition? Read his diary and find out.

DAY 1

After a long journey, I arrived today with the rest of our camera crew in the Eastern Himalayas. However, we face a huge challenge – there are only 3,500 snow leopards left in the world and they lead solitary lives far up in the mountains. Other people have attempted to film them, but they have only taken poor pictures. The good thing is that we have the latest camera traps – remote cameras which start filming when animals go past and record everything onto a memory card. But will our plan succeed? I hope so!

DAY 3

We met local guides earlier and made plans. We're going to travel up into the cold, rocky mountains to make a base camp and leave our equipment there. Then, we'll slowly walk to an altitude of 5,000 meters, staying in shelters overnight.

DAY 12

We made it to 5,000 meters yesterday! Good news – the guides have just identified recent snow leopard tracks in a steep valley and we plan to put our cameras there.



Reading to learn

DAY 21

Oh no! On the way down to base camp, I suddenly became very sick with altitude sickness. Fortunately, with the help of local doctors, I start to feel better.

DAY 29

We go back up to 5,000 meters and take our heavy camera equipment. Our cameramen are going to spend the next week putting the cameras high on the steep mountain sides. It's essential they're in the right position to film the elusive snow leopards moving from valley to valley.

DAY 36

Finally, the cameras are ready! We leave them to do their work while we stay in a shelter down in the valley. It's pretty dull sitting around for hours. I ask one of the men if they think we'll achieve our goal. "I doubt it," he murmurs, and reminds me that past camera crews weren't successful.

DAY 42

This morning, we sent two cameramen to change the camera cards, then watched the film. We see different animals shuffling past – wild goats, Himalayan marmots, and big yaks. But no snow leopards ...

DAY 53

We checked the cameras for the third time today and watched the film. Once more, there are endless goats, marmots, and yaks ... but suddenly something walks into view. Could it be a snow leopard? Yes, definitely! And it isn't in the distance ... it's close. Later, there's another snow leopard, and another. Three! And then we see one of the snow leopards standing at the top of the valley, roaring loudly.

At last, we can go home happily. Job done, goal achieved!





Goals

1 Choose the correct words.

- 1 The sailor **achieved** / **attempted** / **dreamed** to cross the ocean, but she had to turn back due to bad weather.
- 2 He has one **challenge** / **medal** / **ambition** in life – to become an astronaut.
- 3 I'd love to become a famous actor one day, but it's just a **dream** / **a challenge** / **an attempt**.
- 4 We swam across the river to **prove** / **set** / **challenge** to ourselves that we could do it.
- 5 I've set myself the **ambition** / **attempt** / **goal** of getting over 90% on my science exam.
- 6 She competes in competitions and she dreams of winning an **award** / **goal** / **dream** one day.

2 Complete the questionnaire with words from exercise 1. Change the form where necessary. Then answer the quiz with the phrases below, so that the answers are true for you.

Definitely I don't think so I doubt it
I hope so I might No way!

The Daily Quiz

GOALS AND CHALLENGES

WHAT WOULD YOU DO?



- 1 If you could ¹..... to climb a very high mountain with professional climbers, would you do it?

Your answer: ².....

- 2 Would you move away from your family if you had the chance to ³..... an ambition like becoming a professional tennis player?

Your answer: ⁴.....

- 3 If you won a gold ⁵..... or an important prize, would you make a long speech at the ceremony?

Your answer: ⁶.....

- 4 If your P.E. teacher ⁷..... you the ⁸..... of running 10K for charity, would you be happy to do it?

Your answer: ⁹.....

- 5 If you were given the ¹⁰..... of parachuting out of a plane at 4,000 meters, would you do it?

Your answer: ¹¹.....

When sound expresses meaning

3 Match the words to the sentences.

Which animal or person makes these sounds?

- a howl c roar e shriek
b murmur d scratch f shuffle

- 1 A male tiger warning away another tiger.
- 2 A dog outside at night trying to communicate with another dog.
- 3 A cat at a door using its paws to try to come in.
- 4 A person walking slowly without lifting their feet.
- 5 A monkey giving a high alarm call to another monkey.
- 6 People talking quietly in another room.

4 Complete the lines from these novels with the past simple of the verbs in exercise 3.

In the wind, the branch of the tree ¹..... like a hand at the window of the tower.

The man jumped up suddenly. "Go away and leave me alone!" he ²..... angrily in a deep voice.

My earliest memory is from when I was two. I put on my father's huge shoes, then ³..... very slowly across the kitchen floor to my mother.

Suddenly, a huge dark green snake slithered across the path in front of me. I ⁴..... in a high voice and turned to run.

He turned and ⁵..... something quietly, but we couldn't hear what he said. That was the last time we saw him.

A mother and a small child sat next to us on the tiny plane. When we took off, the boy began to cry and ⁶..... loudly for a long time.

Reporting what other people say

5 Complete the sentences with the words below.

hadn't wanted was were would

- "My goal is to take part in the Olympics," said Ed.
Ed said that his goal to take part in the Olympics.
- "I want to climb K2 one day," said Maryam.
Maryam said that she to climb K2 one day.
- "We haven't thought of any goals," said Ben and Jo.
Ben and Jo said that they thought of any goals.
- "We're thinking of volunteering," said Ali and Max.
Ali and Max said that they thinking of volunteering.
- "I'll try to run 10 kilometers," said Jasmin.
Jasmin said that she try to run 10 kilometers.

6 Choose the correct words in the reported questions.

- "Do you know about the new award program?" asked our teacher.
Our teacher asked us ... about the new awards program.
a if we knew b if we know
c if we did know
- "Where can I find information?" asked Freddie.
Freddie asked where ... information.
a he can find b could he find
c he could find
- "Is there a leaflet about the new program for parents?"
Lily asked ... a leaflet about the new program for parents.
a if there was b if is there
c if was there
- "When did it first start?"
We all asked when ...
a did it first start b it had first started
c does it first start
- "Who is planning to take part in the program?"
Our teacher asked who ... to take part in the program.
a was planning b were planning
c are planning

7 Complete the article with reported speech.

www.thedailynews.com

THE DAILY NEWS

VOL. 1... No1 NEWS FOR TODAY www.thedailynews.com

TEENAGERS DO CYCLE CHALLENGE

Sixteen-year-olds Eve Williamson and Frank Nash want to go 500 km by bike across Ghana with their dads to raise money for the charity *child.org*. The charity sponsors social projects in Africa for vulnerable children.



Eve explained to reporters that she ¹..... (do) a few charity events before, but nothing that big. She said that she ²..... (be) really excited and that ^ait would be really interesting to see how different people lived.

Frank was also looking forward to the trip. He said that it ³..... (seem) like a very exciting and amazing experience and ^bhe had never done anything like that before.

He went on to explain that ^ctheir bikes would be donated at the end of the challenge. He said that he ⁴..... (love) the whole idea of it and ^dit was a nice feeling to help others and do something so different.

Eve's dad did a bike ride for the charity to raise money last year. He said it ⁵..... (be) heartbreaking for any parent to see vulnerable children without support and ^ethat's why he wanted to try to help.

8 Write the sentences from the article (a–e) in direct speech.

- "It,," said Eve.
- "I,," said Frank.
- "Our bikes,," explained Frank.
- "It,," said Frank.
- "That's why I,," explained Eve's dad.



Describing your goals

- 9** Complete the table with the adjectives below. Check the two adjectives that are always negative when describing goals.

concrete demanding measurable precise
realistic relevant trivial vague

Adjective	Meaning	Negative?
1	definite, not abstract	
2	unimportant, not serious, of little value	
3	able to be measured, quantifiable	
4	unclear, too general	
5	needing a lot of skill or effort; difficult	
6	possible and achievable	
7	closely connected to what is being considered	
8	exact, specific	

- 10** Complete the comments on the blog post with adjectives from exercise 9.



EllaBella @EllaBella

Happy New Year Everyone! It's New Year's Day – the day that people make resolutions to change things in their lives. But I read that only 8% of people keep their resolutions. Why is this? Comments please!

1,234 Reposts 45,678 Likes +

4.2K 1.2K 45.6K

MissLucy @MissLucy

@EllaBella Most resolutions are too big and aren't clear enough, this makes them ¹..... and hard to achieve. People says things like, "I'm going to learn the drums," but they need a more ²..... goal which includes numbers and is ³..... Something like "I'm going to practice the drums for 30 minutes every day." I did that with the piano and got much better!

TennisAce @TennisAce

@EllaBella My resolution last year was to regularly save money and buy a phone that I'd seen online. But it was impossible to save that much money! Be honest with yourself and ⁴..... about what you can do. Don't make your resolutions too difficult or ⁵..... On the other hand, don't make them too small or ⁶..... – there's no point in that!

- 11 CONSOLIDATION** Answer the questions with your own ideas. Write complete sentences.

- If you could choose one goal to achieve in your teenage years, what would it be?
.....
- What is your ambition when you're older? Why?
.....
- Have you ever heard an animal roar or howl? If yes, when and where?
.....
- In what situation do your friends shriek?
.....
- What's the most interesting or funny thing that someone has said to you this week? Report what they said.
.....
- What quote can you remember by a famous person? Report the words that they said.
.....
- What would be an example of a demanding goal for all teenagers?
.....
- If you could choose a concrete and realistic goal for your best friend, what would it be?
.....



Listening

- 1 9.01 Match the goals for the summer vacation to the speakers.

clean up a room learn a language
learn new bike tricks learn to cook something
make some furniture see a lot of movies

- 1 Nina
.....
2 Archie
.....
3 Rafael
.....

- 2 9.01 Choose the correct answers.

- 1 Nina's first goal might be too ...
a challenging b vague c expensive
2 The app makes language learning ...
a relevant b fun c measurable
3 Nina thinks that Archie's first plan is ...
a exciting b cool c vague
4 According to Rafael, Archie's second goal isn't ...
a practical b realistic c precise
5 Rafael plans to throw away things that aren't ...
a relevant b practical c new
6 Rafael wants to learn more ... tricks on his bike.
a dangerous b difficult c precise

- 3 9.02 Study the listening strategy, then listen again to these sentences. What is the speaker's attitude – positive or negative?



Listening strategy

Understanding attitude from intonation

You can understand if a speaker's attitude is positive or negative from what they say, their facial expressions, and how they speak.

- Speaking quickly, a high tone of voice, rising intonation, and humor indicate a positive attitude.
- Speaking slowly, a low tone of voice, falling intonation, and hesitation indicate a negative attitude.

- 1 That might be worth trying.
2 Thank you for saying that.
3 Maybe you need to be more precise.
4 We'll come and watch you.



Speaking

- 4 Choose the correct words.

- 1 I can see some problems **of / at / with** that.
2 That's just what I **need / needs / needing**.
3 I'm not at all convinced **on / to / of** that.
4 Let me think **across / about / with** it.
5 That should **work / works / worked**.

- 5 Complete the dialogue with the phrases below.

I can see some problems I'm not at all convinced Let me think That's just what
That might be worth trying that should

Liam My guitar exam is soon, but I'm not at all ready.

Daisy Have you tried talking to your guitar teacher?

Liam ¹..... He's helpful.

Daisy And what about practicing before school?

Liam ²..... with that.
For example, I don't have much time before I get on the bus.

Daisy You could get up a bit earlier.

Liam ³..... by that! Be realistic! I don't like getting up really early.

Daisy Well, practice *after* school, when you get home!

Liam Mmm ... ⁴..... about it.
Yes ... ⁵..... work. I have time then. I'll do that.

Daisy You could make a practice schedule, too.

Liam Yes! ⁶..... I need. Good idea.

- 6 Write a conversation between two teenagers using phrases from exercise 4. One of the teenagers is having problems with achieving a goal. Choose one to write about:

- doing well on a school exam
- learning all their lines for a play
- getting a spot on in a school sports team

An opinion essay

- 1 Read the opinion essay and decide if the sentences are true (T) or false (F).

The writer thinks that ...

- 1 long-term goals are better than short-term goals for young people.
- 2 young people usually know what they want to do in the long-term.
- 3 long-term goals can help young people to make better decisions.

IS IT BETTER FOR YOUNG PEOPLE TO HAVE SHORT-TERM GOALS OR LONG-TERM GOALS?

Setting goals can give young people a sense of direction. The question is, are short-term or long-term goals the best thing for them? In my opinion, long-term goals are better.

It's true that short-term goals can be easier to choose and are more achievable. ¹..., a short-term goal such as getting on the basketball team can be easier to identify and to achieve than a long-term goal. Short-term goals ²... these can be more practical for teenagers, because young people are often unsure what they want to do long-term.

However, the reason why I think long-term goals are better is that they help us to make good decisions. ³..., if we don't think about what we might study in college one day, we could choose the wrong classes to take now or the wrong college to attend. I personally believe that long-term goals help teenagers to consider "the big picture." ⁴..., they encourage us to think about life choices ⁵... careers.

To sum up, I think it's best for young people to have long-term goals. Although short-term goals are easier to identify and achieve, long-term goals help us to plan for a successful future. Of course, we can have one important short-term goal, and that's to decide our long-term goal!

LANGUAGE POINT Introducing examples

- 2 Choose the correct words to complete the opinion essay.

- | | |
|-------------------|-------------------|
| 1 a For instance | 4 a In particular |
| b Particularly | b Like |
| c Like | c Such |
| 2 a in particular | 5 a for instance |
| b for example | b such |
| c like | c such as |
| 3 a Such as | |
| b For example | |
| c Like | |

- 3 Complete the sentences so that they are true for you.

- 1 My goal is to get better grades in subjects such as
- 2 I have a number of long-term goals. In particular,
- 3 I sometimes give myself short-term goals. For example,
- 4 It's important to practice things in order to improve. For instance,
.....
- 5 I always have a lot of things to do after school like

Task An opinion essay

- 4 Write an opinion essay with the title below. What's your first reaction to the question? Choose from the phrases.

Is having goals the best way to stay happy?

- ☐ Yes, it is. I think I'd definitely feel lost and unhappy if I didn't have goals at all.
- ☐ I'm not sure. I think *some* goals can help you to stay happy, but it's not always true.
- ☐ No, I don't think so. Goals are overrated nowadays. I think it's perfectly possible to have no goals and stay happy.



Think and plan

5 Put sentences 1–4 below in the table, under statement A or B. Then add one more idea of your own for each statement. Has your opinion from exercise 4 changed now that you've looked at some ideas?

- 1 Having goals can make you feel stressed.
- 2 Having goals gives you something positive to plan for and makes you optimistic.
- 3 Having goals stops you from being spontaneous.
- 4 Having goals can help you know what you want to do.

A Having goals is the best way to stay happy.	B Having goals isn't the best way to stay happy.
--	---

6 Study the writing strategy. Then make notes for the four paragraphs of your opinion essay. You can look back at the example essay in exercise 1 to help you plan your conclusion.



Writing strategy

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

Write a first draft

7 Use your notes from exercise 6 to write a first draft of your essay in four paragraphs. How will you leave the reader with an interesting final impression in your conclusion?

Review and edit

8 Read your first draft. How can you improve it? Use the checklist to help you.



Writing checklist

Content

- Does your essay answer the question? ☐
- Did you include ideas to oppose and support your opinion? ☐

Organization

- Is your essay logically organized into four paragraphs? ☐
- Did you include a conclusion which repeats the main point, summarizes the ideas, and leaves a good impression? ☐

Language and Style

- Is your spelling and grammar correct? ☐
- Have you used a variety of ways to introduce examples? ☐

9 Now create a final draft of your opinion essay.

Paragraph 1 Introduction – my opinion	Paragraph 3 Supporting ideas
Paragraph 2 Opposing ideas	Paragraph 4 Conclusion



Reading to learn

- 1** Read the short text below. Answer the questions.

I will never forget my first and last attempt to enter the world of acting. I only had a tiny part in our school Shakespeare play, but it didn't go well. When it was my turn to go on stage, the first thing I did was fall over. The audience laughed loudly, and in a panic I immediately forgot my two very short lines. That was the beginning and end of my acting career.

- What do you think the author's intention was in writing this?
- How do they want the reader to feel?
- What other intentions can writers sometimes have?
- What other emotions might they want readers to feel?

Vocabulary and Grammar

Goals

- 2** Write sentences with these three words.

- attempt
- set
- achieve

- 3** Complete the sentences with your own ideas.

- I think the most popular ambition among students at my school is to
- One day, I'd like to prove that
- In the future, I'd like to win a medal for

When sound expresses meaning

- 4** Give two examples of animals or birds that might make these sounds.

Sound	Animal or bird
roar	1
howl	2
shriek	3

- 5** Complete the definitions to show the meaning of the word.

- If you *shuffle*, you
- If you *murmur* something, you
- If you *scratch* your phone screen, you

Reporting what other people say

- 6** Rewrite the reported sentences and questions.

- "We'll achieve our ambitions," they said.
They said that
- "I can't think of a relevant goal," said David.
David said that
- "Do you like challenges?" they asked.
They asked me if
- "What is your dream job?" he asked.
He asked me what

- 7** What have people said to you today?

- My friend said that
- Our teacher explained that
- My classmate told me that
- Someone in school asked me

Describing your goals

- 8** Write the adjectives from the words in brackets, then think of an example goal for you.

- A (demand) goal for me would be
- A (real) goal for me would be
- A (measure) goal for me would be

9 Think of adjectives to describe:

- 1 a goal that's too small and unimportant
.....
- 2 a plan that's really exact and specific
.....
- 3 a dream that's too general and unclear
.....
- 4 a goal that is very real and isn't abstract
.....
- 5 a plan that is not complete or detailed
.....
- 6 a time or date that something needs to be finished

Listening**10** What factors can we use to help us understand if a speaker's attitude is positive or negative? Complete the table with the phrases below.

falling intonation hesitation
high tone of voice humor low tone of voice
rising intonation

Positive attitude	Negative attitude
1	2
3	4
5	6

11 How would someone normally say these things – in a high tone with a rising intonation (*H*) or a low tone with a falling intonation (*L*)?

- 1 That's a nice T-shirt.
- 2 I had a terrible day.
- 3 My phone's broken.
- 4 I really like this song.
- 5 That's great news.
- 6 I'm sorry to hear that.

Writing**12** What are the aims of a conclusion? Write yes (*Y*) or no (*N*).

- 1 To add new information to your essay.
- 2 To summarize the main points and ideas of the essay.
- 3 To repeat the main idea of the essay.
- 4 To repeat some of the evidence and quotes in the essay.
- 5 To leave the reader with an interesting final impression.
- 6 To introduce the topic of your essay.

Reflect**Why do we have goals?**

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, why do we have goals?

.....

.....

.....

.....

What was the most interesting thing you learned in the unit?

.....

.....

.....

.....

How do we use our planet?

- 1** Study the reading strategy, then look at the images and read the infographic on page 95 and choose the correct answers.



Reading strategy

Using infographics

An infographic makes facts easier to understand. Use the images and headings to find information quickly. Study the graphics and diagrams to understand the statistics or trends.

- 1 Coal originates from large plants that once grew ...
 - a in sandy valleys
 - b in wet forests
 - c on rocky mountains
- 2 The plants turned into material which was later buried under ...
 - a huge trees
 - b layers of ash
 - c rocks and minerals
- 3 The most significant element in coal is ...
 - a carbon
 - b nitrogen
 - c hydrogen
- 4 Harmful ... are released when coal is burned.
 - a pollution
 - b acid rain
 - c gases
- 5 Coal power stations have ... which generate electricity.
 - a large towers
 - b huge turbines
 - c thin pipes
- 6 One advantage of coal is that there are ... of tons of coal reserves.
 - a a millions
 - b billions
 - c trillions

- 2** Read the infographic again and complete the facts.

- 1 The thick plant material which becomes coal is called
- 2 The stage at which the plant material changes into dark, hard coal is known as
- 3 The second most important thing contained in coal is

- 4 Burning coal produces two dangerous gases which are
- 5 The turbines in a coal power station are moved by
- 6 Nations that produce coal include

- ### 3 Answer the questions.

- 1** How much coal comes from three meters of plant material?

- 2 How could coal be partly responsible for acid rain?

- 3 What is the most common thing that coal is used for?

- #### 4 Why isn't coal a renewable source of energy?

- 5 How is coal linked to climate change?

- 6 What is the cost advantage of using coal?

- 4** Answer the question. Write your ideas below.

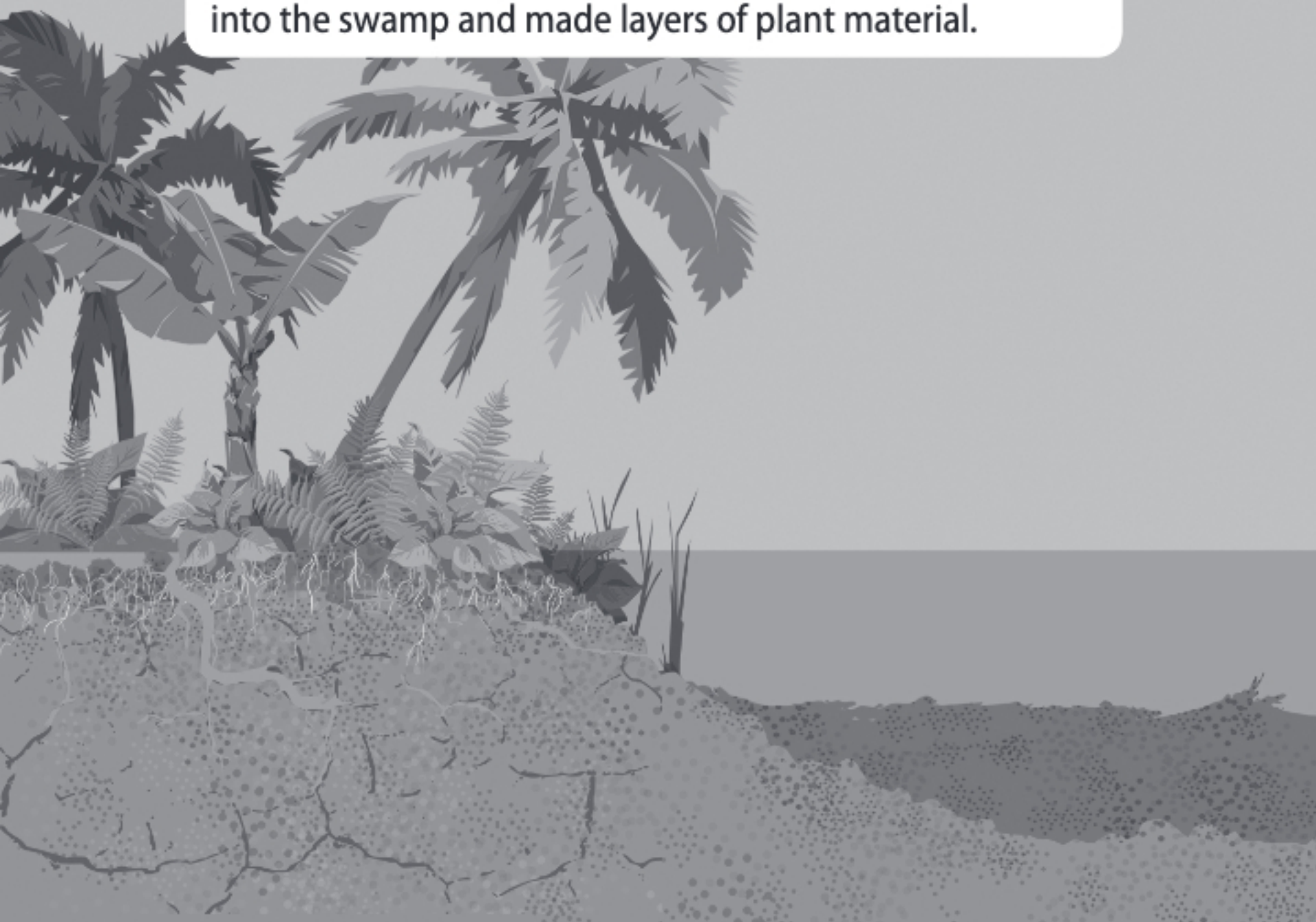
Coal has been an important resource for centuries. Do you think that it will continue to be a widely-used resource in 50 years' time? Why? / Why not? Use evidence from the text to support your ideas.

THE EARTH'S
RESOURCES –

COAL

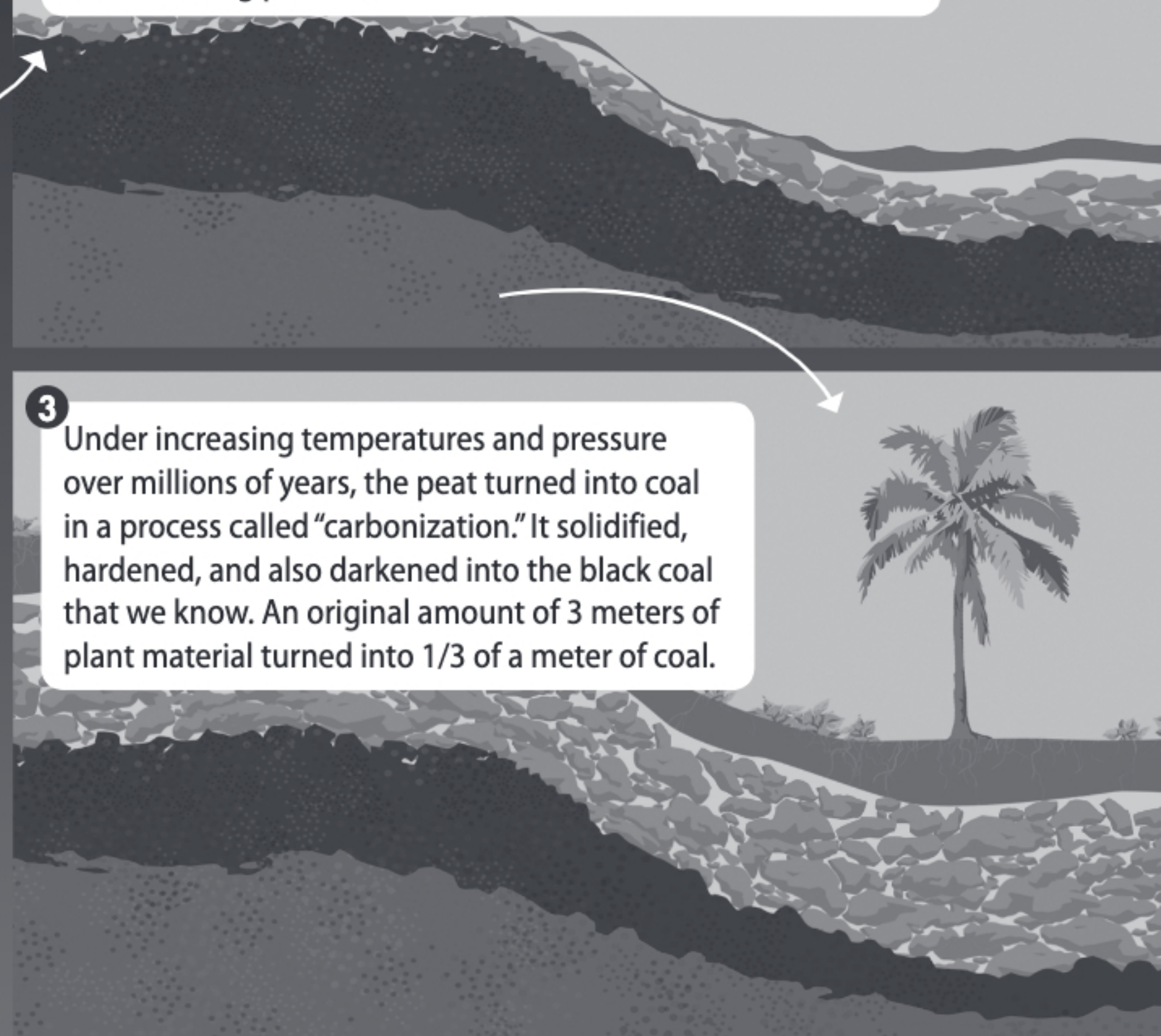
HOW WAS COAL FORMED?

- 1 About 300 million years ago, much of the Earth was covered in swamp forests containing huge tree-like plants and large ferns. When these plants and ferns died they fell into the swamp and made layers of plant material.



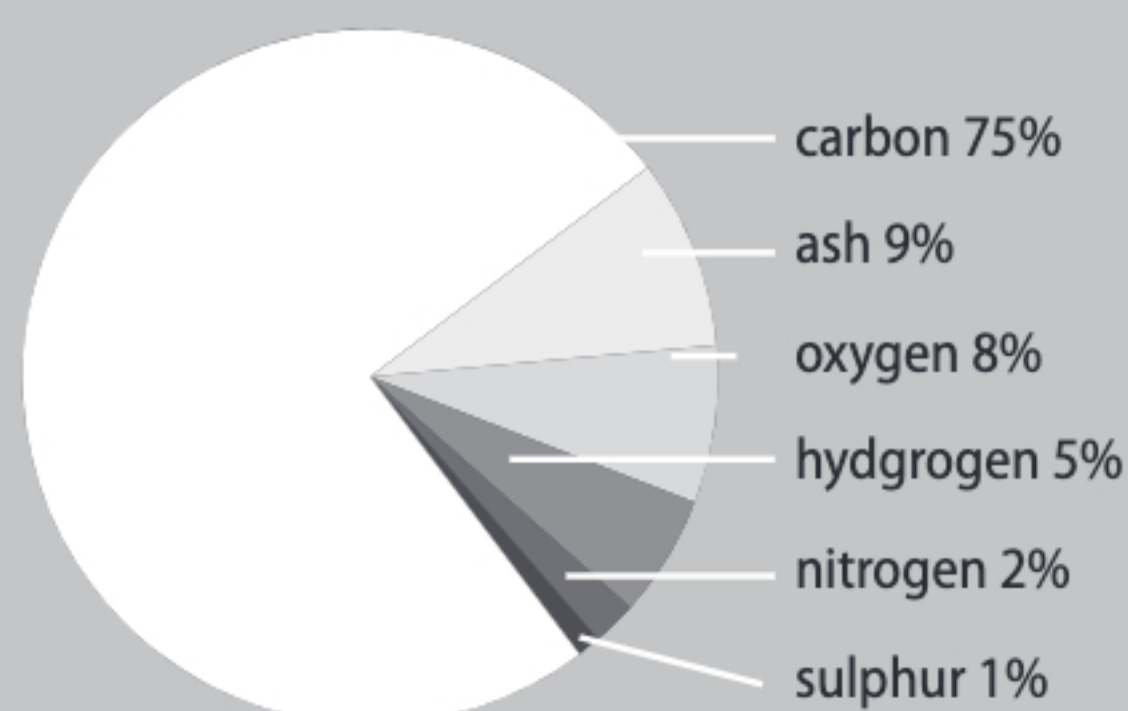
- 2 Over a long time this plant material became buried. It eventually turned into a thick material known as peat which became more deeply buried by rocks, sand, and other minerals. Most of the water in the peat was squeezed out by the increasing pressure.

- 3 Under increasing temperatures and pressure over millions of years, the peat turned into coal in a process called "carbonization." It solidified, hardened, and also darkened into the black coal that we know. An original amount of 3 meters of plant material turned into 1/3 of a meter of coal.



WHAT IS COAL MADE OF?

The composition varies but coal typically contains:



The elements in coal explain which gases are released when it is burned. These include harmful gases such as: sulphur dioxide, nitrogen dioxide, and acid gases like hydrogen chloride, which has been linked to air pollution and acid rain.

WHAT IS COAL USED FOR?

The primary use of coal is to generate electricity in power stations. It is used in industrial processes for steel and cement production, too. People also burn coal for heat.

WHAT ARE THE ADVANTAGES AND
DISADVANTAGES OF COAL?

ADVANTAGES

There are an estimated 1.1 trillion tons of coal reserves identified worldwide.

Coal is found in many different countries including China, the US, India, and Australia.

Coal is a relatively cheap source of energy.

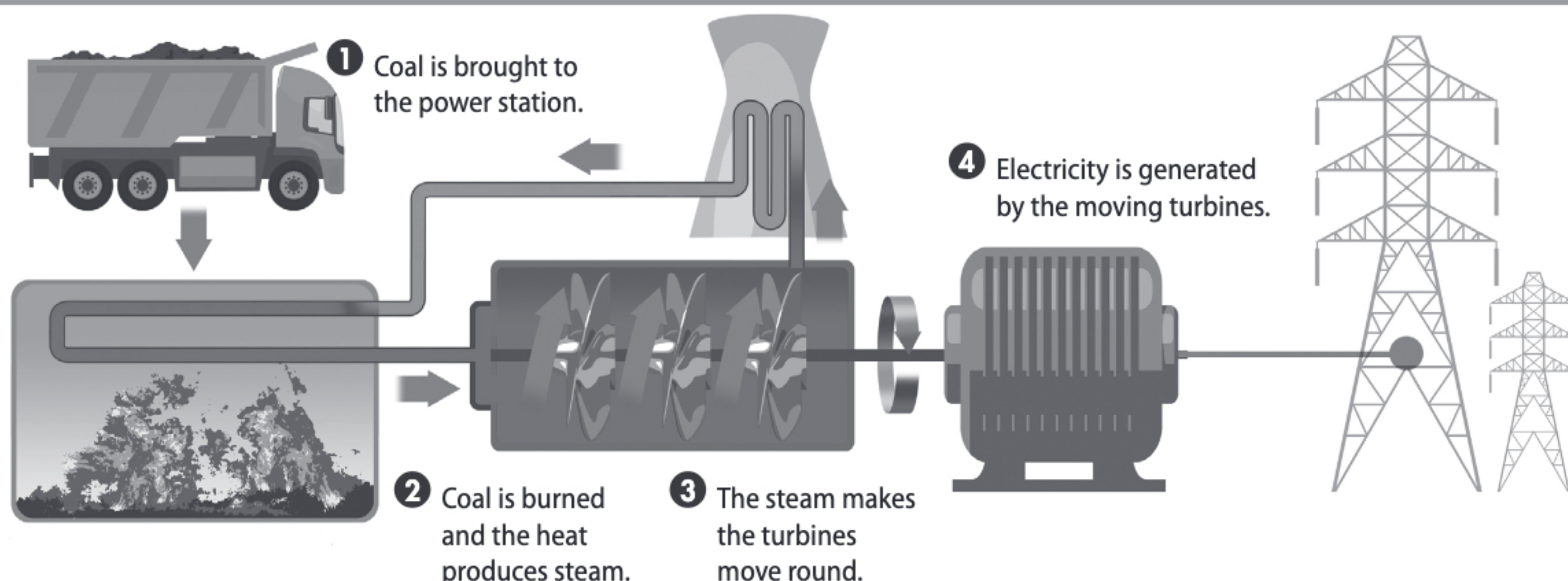
DISADVANTAGES

Burning coal causes serious air pollution from harmful gases.

Burning coal produces carbon dioxide, which is the main greenhouse gas contributing to climate change.

Coal takes millions of years to form.

HOW DO WE MAKE ELECTRICITY FROM COAL?





Using the Earth

1 Choose the correct words.

- When a solid becomes a liquid.
a melt b extract c contain
- An orange-colored metal that is used in electrical equipment.
a coal b oil c copper
- A liquid from under the ground. It's a source of energy.
a coal b copper c oil
- When engineers make a long hole into the earth with a special machine.
a conserve b drill c contain
- When people dig under the ground for things like gold.
a mine b melt c resource
- When you protect something from wasteful overuse.
a drill b contain c conserve
- Hard black material that is mined underground.
a coal b copper c mineral
- A substance such as salt or gold that comes from the ground.
a mine b mineral c extract

2 Complete the conversation with words from exercise 1. Change the form where necessary.

- Mom** What have you been studying in class?
Lola We've been looking at how people take
 1 from the Earth – in particular
 2 like silver or coal.
Mom Sounds interesting.
Lola Yes, but worrisome, too! Have you ever seen pictures of the open 3 visible from space? They're huge holes in the ground.
Mom I'm not sure. Let me think. No, I don't think so.
Lola Look at this picture – it shows the world's largest manmade excavation in the US. It's 4 km wide! Do you know what they are 4?
Mom No, I don't have a clue.
Lola Maybe you can guess. It's an orange metal. Your phone 5 some of it.
Mom Oh, I know! I'm certain that it's 6



Verb suffixes

3 Complete the sentences with the verb form of the words in brackets.

- That store (special) in selling modern silver jewelery. There's a cool necklace in the window.
- In ancient times, these natural products were used to (beautiful) people's appearance.
- "This table moves from side to side. How can we (stable) it?" "Maybe we should get some glue."
- My bedroom is really dull. I need to (bright) it up with some color.
- The gold in this ring (origin) from Australia.
- "When will the designs for that new smartphone (material)?" "I'm not sure. Perhaps in June?"

4 Complete the fact file with the verbs below. Change the form where necessary.

calculate darken harden identify
 manipulate solidify

Metal fact file

PLATINUM

Platinum is one of the most expensive metals in the world, but what do you know about it?

Source: About 80% of all platinum is excavated from the ground in South Africa.

Colour: Similar to silver. But you can
 1 platinum because it stays quite light and shiny, and it doesn't
 2 and turn black like silver.

Boiling point: It is very hard, and experts have 3 has an extremely high boiling point of 3825°C! When it is a liquid and it starts to cool, it begins to
 4 and then 5 at around 1768°C.

Uses: You can bend and 6 platinum quite easily. This means it is good for making jewelery.



Verb patterns

5 Choose the correct verb forms.

Tips for keeping pets

Many people enjoy ¹**to keep** / **keeping** pets, and children often want ²**having** / **to have** a pet to take care of. However, it's very important to choose the right one.

Never keep wild animals as pets, as they will miss ³**living** / **to live** in their natural habitat and they might not manage ⁴**to adapt** / **adapting** to their new environment.

Avoid ⁵**buying** / **to buy** pets which are taken from the wild, such as some turtles. It encourages the trade of these creatures and they might become endangered.

People with children often decide ⁶**getting** / **to get** small domesticated pets like hamsters or rabbits, and that is usually the best thing to do.

Remember that certain animals need ⁷**to live** / **living** in special conditions, so always think about ⁸**finding** / **to find** the right equipment for them.



6 Complete the sentences with the gerund or infinitive of the verbs below.

attract ban build keep swim visit

- Marine parks want visitors, so they sometimes have animals like huge orcas or "killer whales."
- However, many people think they shouldn't continue animals like orcas in captivity.
- Some people avoid marine parks with orcas.
- Orcas are huge animals of up to eight meters long and they need freely in the big oceans.
- Orcas normally swim up to 220 km a day! If marine parks want to keep them, they should think about much bigger pools.
- A number of countries have now decided orcas and dolphins from marine parks and aquariums.

7 Complete the second sentence with a gerund or an infinitive so that it means the same as the first sentence.

- The scientists succeeded in helping the dolphins.
The scientists managed
- Mark's hobby is keeping tropical fish.
Mark enjoys
- Becoming a marine biologist is Sasha's ambition.
Sasha would like
- The fisherman tried hard not to injure the dolphins.
The fisherman avoided
- Visiting the zoo is my plan for tomorrow.
I've decided
- Amy doesn't work at the aquarium any longer.
Amy has stopped

8 Complete the sentences with gerunds or infinitives and information that is true for you.

A snapshot of me!



- One day, in the not too distant future, I hope ₁
- More than anything in life, I'd like ₂
- Most of my friends don't know that I dislike ₃
- When I'm in a bad mood, I usually want ₄
- People are often surprised that I don't mind ₅
- Usually I try to avoid ₆
- For as long as I can, I'll continue ₇



Our impact on nature

9 Complete the sentences with the words below.

endanger harm leave behind litter
pick poison trash trample

- 1 When people go for a picnic on the beach, they shouldn't any boxes or wrappers.
- 2 Don't climb those old trees. You might the branches.
- 3 Destroying the habitat of the rare amur leopard has them. There are only 70 left in the world.
- 4 After the big outdoor concert, there was a lot of left on the ground by the fans.
- 5 If pollution from factories goes into rivers, it can the fish there.
- 6 Large crowds of people can sometimes completely tourist attractions or places of natural beauty.
- 7 If you go for a walk in the countryside, it's always best not to the wild flowers.
- 8 Always walk on the paths in the mountains or you might on the rare flowers there.

10 Replace the underlined words with one of the words from exercise 9.

www.Oxfordschool.com

About | interviews | News | Open Days

The problems that tourists can bring

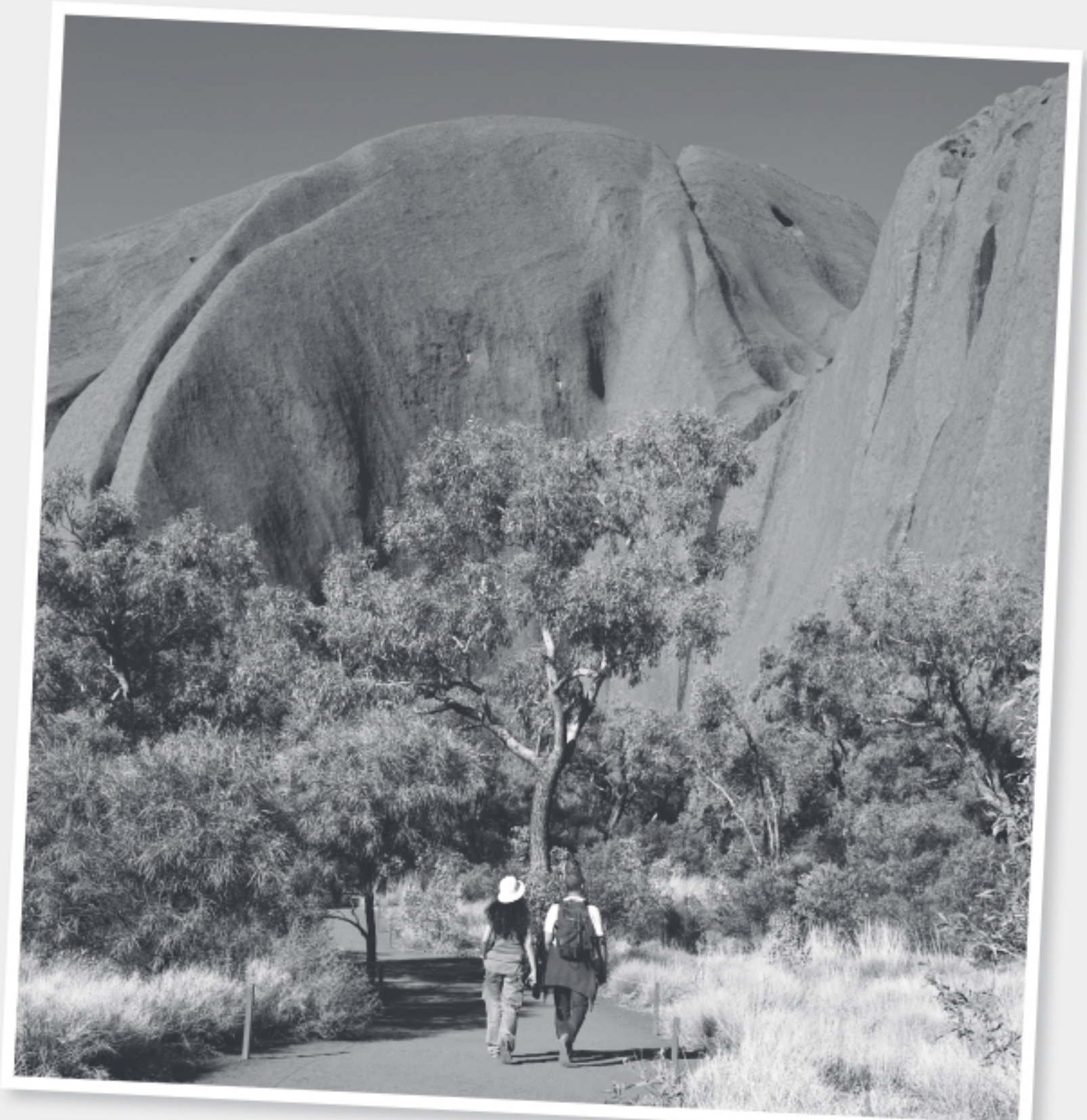
Uluru-Kata Tjuta is a National Park in Australia. It is home to the famous 348 meter high Uluru, a huge rock which is a special place for the Aboriginal people. Hundreds of thousands of visitors come to the park each year, and this can bring with it a number of problems. For example, tourists sometimes 1abandon a lot of their 2cans, papers, food, and bottles

There are also many rare plants in the park that could be 3seriously threatened if visitors 4walk on or 5take them.

In the past, some tourists have 6damaged Uluru itself by carving their names into some parts of it. This is a particularly bad thing to do because the rock is a sacred part of Aboriginal culture. From October 26, 2019, visitors will not be allowed to climb the rock, to protect it from more damage.

11 **CONSOLIDATION** Answer the questions with your own ideas. Write complete sentences.

- 1 Which minerals are extracted from the ground in your country?
.....
- 2 What is one important way to conserve the planet's resources in our daily lives?
.....
- 3 What subject would you like to specialize in when you are older?
.....
- 4 Where does your favorite type of food originate from?
.....
- 5 What do students often avoid doing at your school?
.....
- 6 Give an example of a difficult thing that you have managed to do recently.
.....
- 7 Why is it important not to leave behind litter in the countryside?
.....
- 8 What type of things endanger rare animals and birds in your area?
.....



Listening

- 1  10.01 Look at the poster and think about what words might go in the spaces. Then, listen to the conversation and complete the poster.
- 2  10.01 Listen again. Answer the questions.
 - 1 What can the students win in the poster competition?
.....
 - 2 How long do the students have to make the poster?
.....
 - 3 Who is writing down the information for the poster?
.....
 - 4 How many rules does Anya want on the poster?
.....
 - 5 What are the students going to do after they have finished writing the rules?
.....

Speaking

- 3  10.02 Study the speaking strategy, then listen to these proposals from the conversation. Draw ↓ when their voice goes down at the end and ↑ when it goes up.



Speaking strategy

Intonation in proposals

We can propose ideas with questions or statements. 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 others.

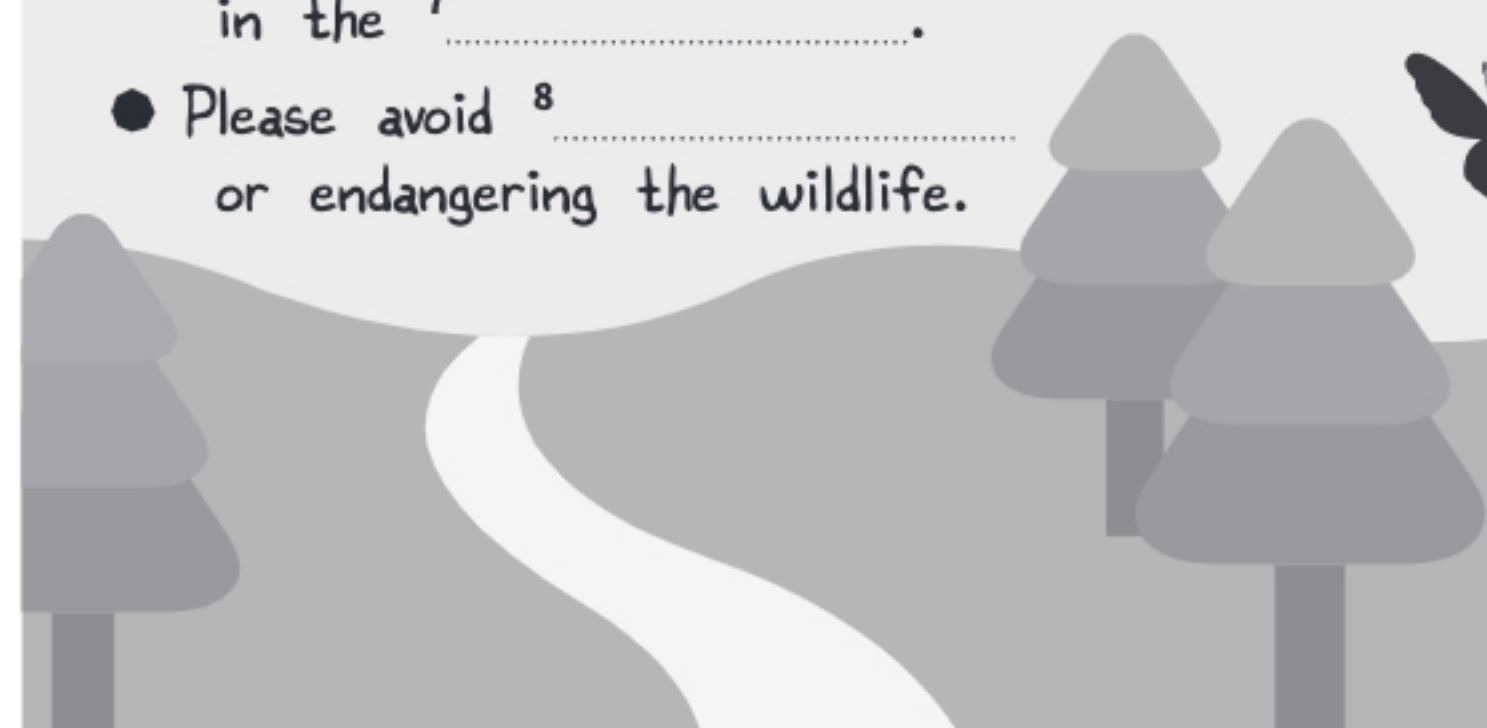
- 1 Let's think about what to write on the poster first.
 - 2 How about starting with the wild flowers?
 - 3 Why don't we mention litter next?
 - 4 What about: "Please avoid harming or endangering the wildlife?"
- 4 Choose the correct words to complete the proposals.
 - 1 On our school trip, we **do** / **could** / **have** try to reduce our impact on the environment. What do you think?
 - 2 Yes, **let's** / **let** / **letting** think of some ideas and make sure we don't trash nature!
 - 3 Why **not** / **doesn't** / **don't** we tell everyone in the class about our ideas?
 - 4 What about **talking** / **to talk** / **talk** to our friends, too?
 - 5 **Who** / **How** / **Whose** about making a poster with advice on it?
 - 6 What **of** / **to** / **if** we show all the students a video? Will that help?



1 to Forest Vale Nature Reserve!

Please enjoy your 2 here, but don't forget to follow these 3 rules:

- Please don't 4 the rare summer flowers! Remember to stay on the paths or you'll 5 the young plants.
- Don't 6 litter anywhere in the 7
- Please avoid 8 or endangering the wildlife.



- 5 Complete the conversation with the phrases below. There is one word that you don't need.

could let's look looking we
what why

Emily 1 don't
2 try to limit our impact on nature when we go on the day trip to the waterfall next week?

Oscar Yes. We 3 remind everybody in our group not to throw things into the water or leave litter around the edge of the waterfall.

Zac Good idea. 4 if we take litter bags on the trip with us? Will that help?

Emily Yes. 5 ask Mr. Piper to get some.

Oscar How about 6 around for litter at the end?

Zac OK. We'll leave the waterfall area just as we find it!

- 6 Write a conversation among a group of students who want to limit their impact on nature when they go on one of the following trips. Use phrases from exercise 4.

- A day trip to a beautiful beach with endangered plants and sea creatures.
- A weekend trip to a hostel near a forest with rare flowers.
- A week's trip to a campsite in the mountains near a lake.

A report

1 Read the report. Answer the questions.

- 1 What are the resources that the report focuses on?
.....
- 2 What practical recommendation is made for reducing the consumption of those resources?
.....
.....
.....

HOW CAN WE REDUCE THE CONSUMPTION OF RESOURCES AT OUR SCHOOL?

Introduction

Big buildings like schools sometimes need to use a significant amount of resources. In this report, I will first look at some of the different resources used in our school and how they are used. I will then make some recommendations regarding ways we can conserve them by reducing our consumption.

Using resources in our school

In our school, two of the main resources that we use are energy, in the form of electricity, and water.
¹... electricity, I think that we use it mostly for lighting, heating, and electrical appliances.
²... water use, we use it for a range of purposes, from cooking in the school kitchen to hand washing in the school bathrooms.

Conserving resources in our school

Everybody in our school makes an effort not to waste resources, but we could perhaps do better in our consumption of them. ³... electricity, we could all try to turn off lights when we leave rooms. ⁴... water, we could make sure that we turn the faucets off after we have finished and also report any problems with broken water taps.

Conclusion

I think that it's possible for us to consume fewer resources in our school. The main issue is that we have to change our habits. We need to look behind us when we leave a room to make sure that we haven't left things on, like the lights or the faucets.

LANGUAGE POINT expressions for specifying

2 Complete the report with the correct expressions.

- 1 a To regard b Regards
c Regarding
- 2 a Concerned b Concerning
c With concern
- 3 a Refers to b With reference to
c For reference
- 4 a As for b As of
c As

3 Complete the sentences with your own ideas.

- 1 There were three main resources that our family decided to conserve. Regarding water,
- 2 Most people in our family planned to use less water. As for my brother,
- 3 I read that families waste a lot of energy in the form of electricity or gas. With reference to electricity, our family
- 4 My parents could save energy resources by taking the bus to work instead of driving. As for my school friends and I, we

Task A report

4 Write a report entitled *How can we reduce the consumption of resources in our school classroom and outdoor areas?*

Which resources do you think that you use a lot of in your classroom or in the schoolyard? Look at the example, then think of at least three more ideas and make notes about their use.

paper
for writing, printing, photocopying,
and in the form of books. Also, paper
used in things such as wrappers.
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Think and plan

- 5** Choose two of the resources from exercise 4 that you use the most. Think of three practical ways that you could reduce the consumption of them in your classroom or the outdoor area around your school and make a list.

Resource 1
Ways to reduce consumption

- 1
.....
.....
2
.....
.....
3
.....
.....

Resource 2
Ways to reduce consumption

- 1
.....
.....
2
.....
.....
3
.....
.....

- 6** Make notes for your report using your best idea for each resource from exercise 5. Look at the report in exercise 1 to help you.

Paragraph	Notes	Heading
1		Introduction
2		
3		
4		Conclusion

- 7** Study the writing strategy. Write a heading for each paragraph in your report in the table in exercise 6.



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

Write a first draft

- 8** Write a first draft of your report using your notes and headings from the table in exercise 6 and phrases for specifying.

Review and edit

- 9** Read your first draft. How can you improve it? Use the writing checklist to help you.



Writing checklist

Content

- Did you include all the relevant information to cover the title of your report? ☐

Organization

- Did you divide your report into sections with headings? ☐
- Did you write short headings with nouns or gerunds? ☐

Language and Style

- Is your spelling and grammar correct? ☐
- Is your report sufficiently formal? ☐
- Did you use expressions for specifying? ☐

- 10** Now create a final draft of your formal report.



Reading to learn

- 1** Which of these things might you find in an infographic text? Write yes (Y) or no (N).
- a colorful pie chart
 - a timeline which shows the development of something in pictures
 - large paragraphs of text without illustrations
 - a diagram to show how something works
 - a long, written introduction and conclusion
- 2** What are some advantages of using an infographic text to explain a topic?
-
-
-

Vocabulary and Grammar

Using the Earth

- 3** Give an example of how these resources are used.
- Coal is used to
 - Copper is used to
 - Oil is used to
- 4** Complete the sentences.
- When ice, it turns into water.
 - If engineers want to find oil, they a hole into the ground with a special machine.
 - We may run out of some resources if we don't them carefully.
 - If we minerals in beautiful mountains and forests, we might ruin them.

Verb suffixes

- 5** Use the beginnings of the words below to make verbs. Write them in the table.
- beaut- bright- calcul- dark- material-
origin- solid- special-

-ify	-ate	-ize	-en

- 6** Which word from the table means the following:

- to add up numbers?
.....
- to stop being a liquid and become hard?
.....
- to come from somewhere?
.....
- to become an expert in a subject?

Verb patterns

- 7** Complete the sentences with the gerund or infinitive of the verbs below.

be buy recycle use

- Can we continue the planet's resources in such a wasteful way?
- We should all decide more careful with natural materials.
- People need more things like old plastic bottles in order to save resources.
- Perhaps we should all stop new phones and keep our old ones for longer.

- 8** Complete the questions with a gerund or an infinitive. Then answer them with full sentences.

- What type of music do you enjoy (listen to)?
.....
- Which band do you hope (see) in concert one day?
.....
- Which new movie would you like (go) to?
.....
- What type of movies do you avoid (watch)?
.....

Our impact on nature

- 9** What's the name of a beautiful natural place in your area? What *shouldn't* people do when they go there? Write three sentences using the words below.

The name of the place is:

harm leave behind pick trample trash

-
-
-

10 Give two examples of the things below.

- 1 a place that has been endangered by humans
.....
- 2 typical things that you find in litter
.....
- 3 something that might poison animals or fish
.....
- 4 minerals that we excavate from the earth
.....
- 5 natural renewable resources
.....

Speaking**11 In what situations does a person's voice go up or down when they propose ideas with questions or statements? Read the situations and draw ↓ when their voice goes down at the end and ↑ when it goes up.**

- 1 When someone wants to express certainty.
.....
- 2 When someone wants to express uncertainty or politeness?
- 3 When someone wants to convince the other person.

Writing**12 Write true (T) or false (F) next to these statements about writing good headings for a report.**

- 1 In general, a heading shouldn't be longer than five words.
- 2 It's always important to use full sentences and punctuation in headings.
- 3 It's a good idea to use nouns or phrases with gerunds.
- 4 It's best to use a lot of different styles of headings throughout the report.
- 5 It's a good idea to repeat the title of the report in the final heading.

13 Check the best heading in each pair for a report about saving water in the home.

- 1 a How we conserve water when we take care of our yards. ☐
- b Conserving water in the yard ☐
- 2 a Water use in the kitchen ☐
- b A look at the different ways that water is used in the kitchen. ☐
- 3 a America has the largest share of the world's freshwater ☐
- b World water resources ☐

Reflect**How do we use our planet?**

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, how do we use our planet?

.....

.....

.....

.....

What was the most interesting thing you learned in the unit?

.....

.....

.....

.....





Exam preparation

Reading

- 1 Study the exam strategy, then quickly read the extract and choose the best alternative title.
 - a The world's most important ancient places
 - b New ancient discoveries change our understanding
 - c The search for clues about the past

Exam task multiple choice

- 2 Read the text and choose the correct answers, (a, b, c, or d).



Uncovering History

From time to time archaeologists discover something which changes our view of human history. A good example is the ancient temple at Göbekli Tepe, in Turkey, which dates from about 10,000 BCE. That's about 6,000 years older than any other temple in the world!

"What we've found at Göbekli Tepe completely changes our view of the people that were living here," explains local archaeologist, Professor Emine Meltem Kahraman. "We thought they were simple hunters who moved from place to place. Now we know that big communities lived and farmed here, sharing their culture and beliefs – in fact, this may be the place where farming began."

New discoveries have also made us think again about the history of North America. Most people agree that the first humans in North America were Asian hunters who reached North America about 16,000 years ago, after they had walked across frozen land and ice from Siberia. But who came next?

For a long time, people believed that the first Europeans in North America arrived after Columbus had crossed the Atlantic in 1492. That view changed after the discovery of a Viking camp at L'Anse aux Meadows, in Canada, which dated from 1,000 AD.

"Maybe the Vikings visited North America many times," Professor Kahraman explains. "But others probably visited America before Columbus."

Did ancient traders in tiny open boats regularly cross the biggest ocean on earth? It's hard to imagine, but the evidence is growing stronger. There are even words which are similar in Polynesian and Native American languages. These new discoveries around the world are changing history books and our beliefs.

Glossary *archaeologist* a person who studies ancient buildings
site a place where you find or study something



Exam strategy

Quickly read the text before you answer the questions, and think of a sentence or an alternative title to summarize the main topic. This will help you to understand the whole text and answer the questions.

- 1 According to the text, how has the temple at Göbekli Tepe changed our view of history?
 - a It shows that people were hunting in the area 10,000 years ago.
 - b It means that big groups of people stayed in the same area for a long time.
 - c It shows how farming changed at the time.
 - d It shows that people knew how to build before this time.
- 2 What does the text say about the first people in North America?
 - a Nobody really knows who they were.
 - b They sailed there from Siberia.
 - c They visited North America, then left.
 - d Many think they were an Asian people.
- 3 The Vikings ...
 - a visited North America after Columbus.
 - b stayed in North America for a long time.
 - c probably visited North America a few times.
 - d only visited one place in Canada.
- 4 What is Professor Kahraman's opinion of the idea that ancient traders crossed the Pacific?
 - a There isn't much evidence for this.
 - b It certainly happened.
 - c It's not possible to cross the Pacific in small boats.
 - d It's difficult to believe, but probably true.
- 5 What might someone write to a friend after reading this article?
 - a I learned about how archaeologists use technology to find out about the past.
 - b The article showed me that everything we learned in school about history is wrong.
 - c I understood that new discoveries can make us change our ideas.
 - d It's clear that history is a much more interesting subject than I thought.

Listening

- 3** Study the exam strategy, then look at the sentences and think of another way to say the underlined words.

- 1 That woman is very wealthy.
- 2 We've all heard tales like that.
- 3 Your emotions are important.
- 4 People are responsible for how they act.



Exam strategy

If a word in the text is also in one of the answer options (a–c), that option probably isn't the correct answer. Correct answers usually paraphrase information in the text rather than repeating it.

Exam task multiple choice

- 4** **11.01** You will hear someone giving a talk called "Do we have free will?" Listen and choose the correct answers (a, b, or c).
- 1 The speaker says that free will is ...
 - a having alternatives to choose from, because you have money.
 - b being free from government control.
 - c being able to think about and choose what we do.
 - 2 The speaker gives the example of accepting an invitation to ...
 - a show that we appear to have free will.
 - b show why most people believe in free will.
 - c explain why she decided to speak to this audience.
 - 3 In an MRI experiment, volunteers ...
 - a pressed a button with both hands for seven seconds.
 - b decided which hand to use.
 - c asked scientists which of two buttons to press.
 - 4 What does the speaker say about the test?
 - a The scientists didn't check their results.
 - b Some people have disagreed with the scientists' ideas.
 - c There were problems with the test.
 - 5 Overall, what does the speaker feel?
 - a There are reasons to believe that free will doesn't exist, but we need more studies.
 - b Free will definitely doesn't exist – biology decides everything.
 - c Free will may not exist, but it probably does.

Speaking



Exam strategy

When you describe pictures, you should describe the overall scene, name and describe objects and people. Try to guess what is happening. Refer to the picture directly, using phrases like "this picture shows ..." and "it's clear from this picture that ...".

Exam task describing and discussing pictures

- 5** Study the exam strategy, then talk for one minute about the pictures below.



Writing: email

- 6** Study the exam strategy. Then look at the task below and take notes to answer each point in the exam strategy.



Exam strategy

Read the task carefully. Think about these things:

- who will read your email?
- what points should you include?
- how formal or informal should it be?

Exam task email

- 7** Read the email below and write a response of 90–100 words.

Hi! I'm doing a school project about historical events and celebrations in different countries.

Please write about an important historical day in your country. Mention:

- why the day is important.
- what people do to celebrate or remember the day.
- what you do on that day.

Thanks very much.



Exam preparation

Reading

1 Study the exam strategy, then match the texts 1–5 in exercise 2 with descriptions a–h. There are **two** descriptions that you don't need.

- | | |
|----------------------------------|----------------------------------|
| a contest | e email apology |
| announcement | f written note |
| b invitation | g special offer in a store |
| c warning notice | h customer notice |
| d advertisement for a talk | |



Exam strategy

Read each text before reading the questions. Think about where you would find the text and its purpose: does it advertise something, give information, or a warning?

Exam task short texts

2 Read the texts and choose the correct answer, a, b, or c.



Photography club contest



This year's theme is "winning shot." The contest is open to club members and anyone interested in sports photography. Send in your entries to the address below – this could be your chance to win a great prize: new Nikkei 2250 Superzoom Camera!

Closing date: July 31st.

- 1 What is true about the prize?
- The contest is only for people in the club.
 - You must enter the contest before a certain date.
 - You can enter pictures on any subject.

2

DEAL OF THE WEEK!

Buy any three \$15 T-shirts at The Santa Monica Clothing Company store, and get a \$15 coupon to spend on anything in the store. This offer ends Friday.

- 2 What does the text tell us?
- The T-shirts will cost \$10 each if you buy three of them.
 - If you buy three T-shirts, you can get \$15 off the total price.
 - You can get a coupon to spend if you buy three T-shirts for \$15 each.

×

3

Career presentation:

Act great, look great

Do you do badly in interviews? Your body language might be the problem. Come to our free talk and find out more.

Click [here](#) to reserve your free tickets now.

Sherborn Town Hall, 8 p.m. Thursday. No entry without tickets – no late entry!

- 3 What must people do before the lecture?
- reserve a place online.
 - buy tickets
 - arrive early to get a ticket

4



The Hangout Cafe Use of our Wi-Fi



Our Wi-Fi is free for cafe customers, but we've introduced a password because people outside have been using it, too. Please ask the staff for today's Wi-Fi password when you pay for your drinks.

- 4 What is true about the cafe's Wi-Fi connection?
- Anyone can use their Wi-Fi.
 - People who buy something in the cafe can use it.
 - The cafe only gives the Wi-Fi code to staff.

×

5

Stop – think – share

What information have you been sharing on social media? Share too much, and you could be an easy target for hackers. Think before you share!

Anglia Police Department
keeping you safe 24/7.

- 5 What does the notice say?
- Be careful about what you share online.
 - Don't hack into social media accounts.
 - Never share information or pictures online.

Listening

- 3 Study the exam strategy, then look at the sentences in exercise 4. What part of speech are each of the missing words?



Exam strategy

In a fill-in-the-blanks task, the sentences paraphrase information from the text. The words that you need to complete the sentence are actual quotes from the audio.

Exam task completing sentences

- 4  11.02 Listen to someone talking about security cameras. Complete the sentences with a short word or phrase.



- In an average US city, you appear on CCTV cameras about times a day.
- Dr. Palmer says that might get into security camera networks.
- CCTV helped to catch two after the Boston Marathon in 2013.
- Dr. Palmer is worried that people in could keep recordings of us.
- Cameras on police uniforms help the police to check after they've had from the public.
- We need more about how to use security cameras.

Speaking



Exam strategy

Give complete answers to personal questions. Include personal opinions and, where appropriate, additional descriptive information. Do not prepare and memorize set answers.

- 5 Study the exam strategy, then look at the answers (a–b) to questions 1–3 below. Which answers are better, and why?

- Do you enjoy studying English?
 - I enjoy English and I'm good at it. It's an important international language.
 - Yes, I do. I find English really difficult, but the classes are enjoyable.

- Tell me about your home town.
 - I'm originally from Gdansk, in Poland. It's a really nice city with a lot of history.
 - I come from Gdansk. It's in Poland.

- Do you have any hobbies?
 - My hobbies are chess and skateboarding.
 - Yes, I really like painting. But I don't have much time to do it!

Exam task answering personal questions

- 6 Answer the questions below. Try to give full answers.
- Where do you live?
 - Tell us a little about your family.
 - What's your favorite thing about school?
 - What are your plans for the future?
 - What hobbies or sports are you good at?

Writing



Exam strategy

To make your story more interesting, use a variety of structures, and adjectives and adverbs. Use sequencers to tie information in your story together.

- 7 Read the exam strategy, then read the exam task and complete the notes to plan your story.

where and when?

people

main event(s)
before

during

ending

Exam task news story

- 8 Read the exam task again, and check your plan. Then write your story.

Your teacher has asked you to write a news story with this title:

Lucky escape for local teenagers

Write your story in 90–100 words.



Exam preparation

Reading

- 1 Study the exam strategy, then look at the prompts. Use the prompts to write notes for each person and text.**

Name

- Reason for improving their English

Learning method name

- Type (e.g., app, website)
- Good for (English need)

Exam task multiple matching

- 2 The people below want to improve their English. Match each person (1–5) with the best learning method for them (A–G). There are two methods which you do not need to use.**

1 Anwar lives in Britain, speaks English well, and likes computer games. But he has problems with reading and writing in English. He'll need these skills for his new job in scientific research.

2 Emilia wants to improve her listening skills and learn new words. She doesn't like lessons or learning apps. She wants to learn while she's relaxing at home.

3 Ha-Yoon will be very busy at work this year, so she won't have much time to study. Her biggest problem is memorizing English vocabulary.

4 Jacek loves traveling, but he sometimes has communication problems. He doesn't need to speak perfect English, but he wants to communicate better in restaurants and hotels.

5 Eda is going to study Physics in the US. Her English is very good, but she must learn the specialist vocabulary that people use to talk about her subject in English.



Exam strategy

To match people with the correct text, identify the key information and make notes about people and things. Then reread all the texts to check the matches.

A Word Master

Is it hard to remember new English words? Our app teaches you how to use mental pictures to learn new words quick. It's easy to do our short ten-minute lessons during your busy day!

B English Channel

English Channel TV shows hundreds of movies and documentaries in original English every month. Subtitles will help you understand different accents and pick up new words.

C Exam practice interactive CD ROMs

We have CD ROMs for all major international English exams. Our CDs train you in all four skills, and get you exam-ready!

D Do you need academic English?

Our site has English lectures by world-class speakers on subjects from science to art and health to economics. Start today to improve your listening skills, and learn something new!

E My Class

With My Class, students are able to join a live lesson with a real English teacher – 24/7. All lessons are interactive. Just choose your level and join in!

F Detective School

In this exciting new PC game, you become a detective and look for clues. You'll need to read, understand, and write messages and police reports, then use this information to solve crimes.

G surviveyourtrip.org

Our website teaches basic vocabulary, listening, and speaking skills in 30 languages, including English. After our courses, you'll be much more confident on your next trip overseas.

Listening



Exam strategy

In multiple-choice listening tasks, you will usually hear information related to all three options (A–C), but only one option will be correct. It will not repeat the same words. Before you listen, look at the topic of each extract and try to predict the words that you will hear. This will help you to spot words in the text which are the paraphrases.

- 3 Study the exam strategy, then read the questions in the exam task. What words might you hear in each extract?**

extract 1
 extract 2
 extract 3
 extract 4

Exam task multiple choice

- 4**  **11.03** Listen and choose the correct answer (a, b, or c).

- A woman tells her friend about visiting their old school. What has changed most at the school?
 - the teaching staff
 - the clothing that students wear
 - the school buildings
- You hear a boy talking about a recent vacation activity. How does he feel about it?
 - He's sorry that it finished so soon.
 - He would like to go on a similar trip again.
 - He's happy that he went.
- Two people talk about a flight. What does the girl advise the boy to do?
 - Get the airport bus to his aunt's house.
 - Try to get some rest on the plane.
 - Watch movies on the plane.
- Two people are talking about a learning website. What does the woman think?
 - It isn't very easy to use.
 - It's too expensive.
 - It isn't good for some subjects.

Speaking

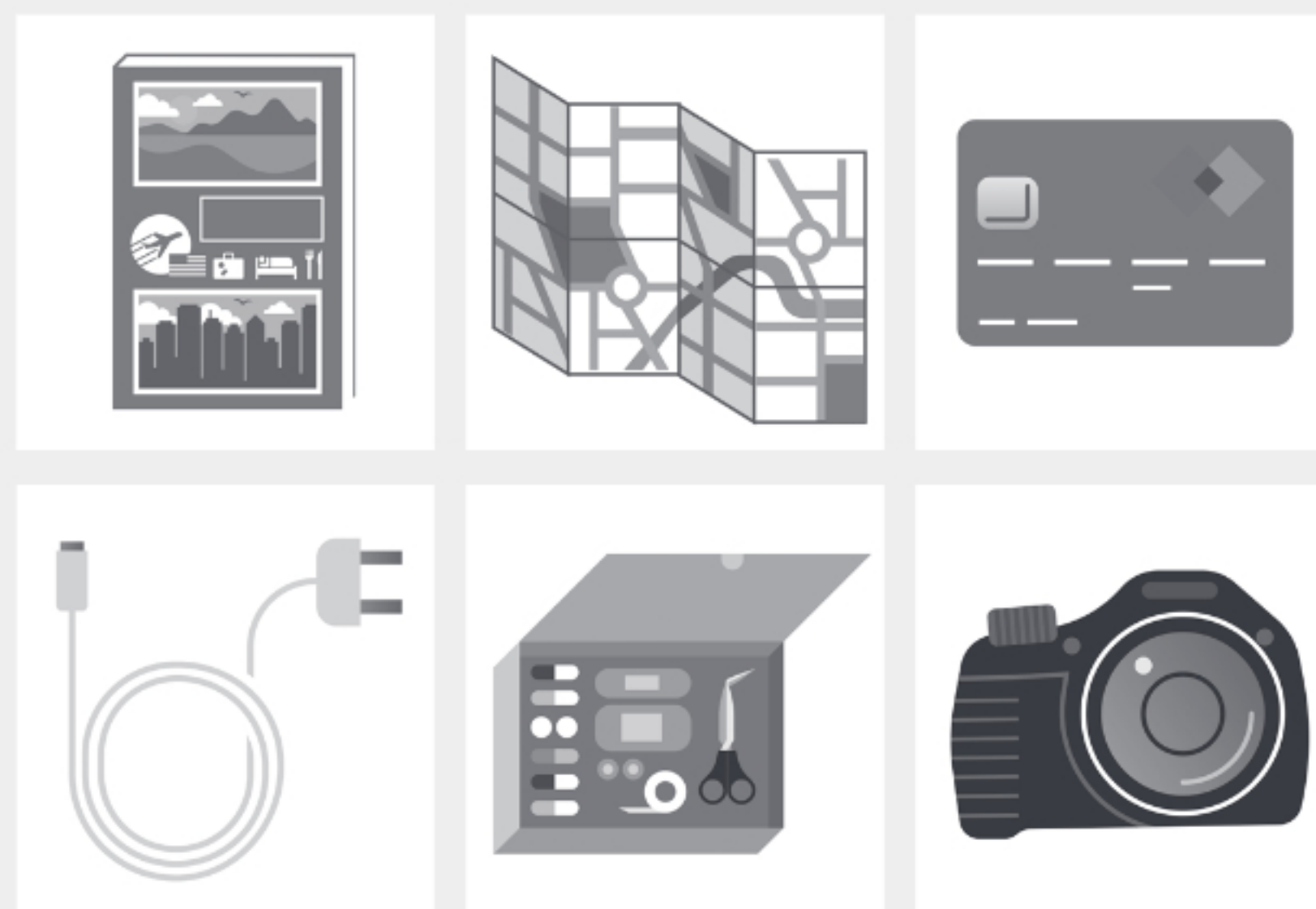


Exam strategy

In collaborative speaking tasks, remember to take turns, listen to your partner's suggestions and, when appropriate, respond with comments or questions.

Exam task collaborative task

- 5 Study the exam strategy, then do the exam task. Remember to discuss all the options.**
- You are going to travel to a city with friends for three days. You want to visit interesting places, go to a concert, and stay in a youth hostel. Look at the pictures and talk about the things that you could take. Then choose the two most important.



Writing



Exam strategy

When you are given an exam writing task, think about the topic and choose 2–3 main ideas. Decide how to begin each paragraph. Use the first sentence (the topic sentence) to introduce the main idea of the paragraph.

- 6 Study the exam strategy and the exam task in exercise 7. Look at the paragraph plan below and write a topic sentence for each paragraph.**
- Paragraph 1: introduction
 Paragraph 2: school subjects and future schools
 Paragraph 3: education technology
 Paragraph 4: conclusion

Exam task article

- 7 Read the exam task again, then use your notes to write an article.**

You're studying in class how people learn around the world. You have to write an article for your school newspaper to answer this question:

Education

What will future education be like?

Think about ...

- school subjects and future schools
- education technology

Write your article in 90–100 words. Remember to check your spelling and punctuation.



Exam preparation

Reading

- 1 Study the exam strategy, then quickly read the exam task and article below. Underline key words in each of the missing sentences.**



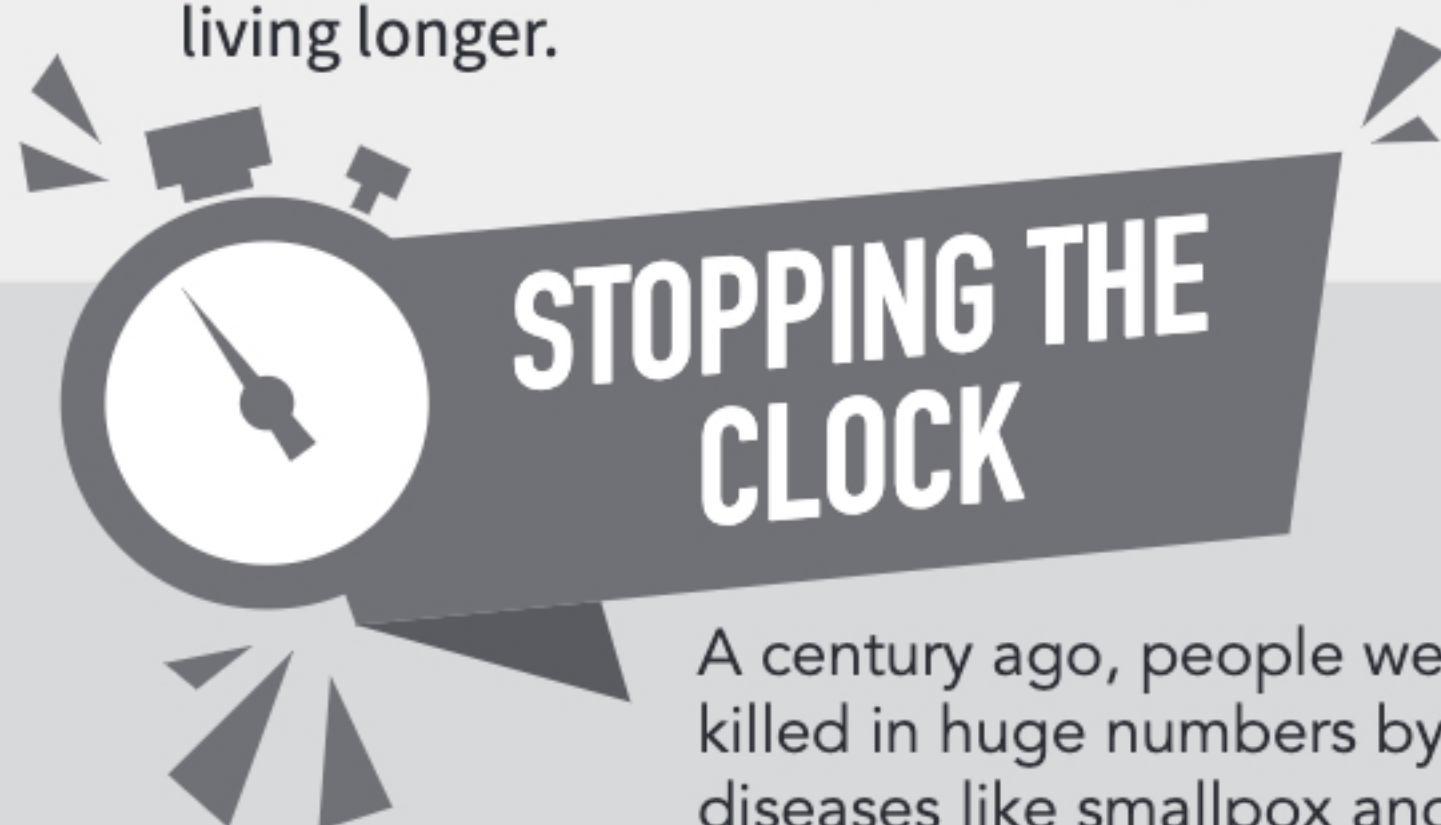
Exam strategy

Underline words in the missing sentences which refer to or continue the topic of the sentences on either side of the blank in a fill-in-the-blank sentence task. Some blanks will probably be easier to complete than others. Do the easiest ones first so that you have fewer alternatives for the more difficult blanks.

Exam task missing sentences

- 2 Read the text and match the missing sentences a–h with the blanks 1–5. There are three extra sentences which you do not need.**

- a But if we do find a way to beat old age, how will it change our society?
- b Now, some scientists are trying to beat the biggest health problem of all.
- c He hopes that new treatments will be able to turn back the aging clock.
- d However, living longer could bring problems – and new diseases, too.
- e More recently, a drug was used to extend the life of mice.
- f This could be very bad for the environment.
- g Of course, the project is still in its early days.
- h And of course, the final goal is simply living longer.



tuberculosis. Since then, we have found cures for these and many more terrible illnesses. ¹..... They want to stop us growing old!

That may sound like science fiction, but there have already been some successes. In the 1990s, biologist Dr. Cynthia Kenyon discovered that the DNA of worms can be changed to make them live longer.

²..... We need to remember that both of these animals have very short lives compared to humans. But experiments like this one are still very interesting.

Many of today's worst health problems – like heart disease and Alzheimer's – partly happen because damage can't be repaired easily by older people's bodies. If we stopped growing old, we would be able to stay healthier. ³..... Wouldn't everybody want a few more years if they had the chance?

Top scientist Aubrey de Grey has identified seven reasons why people grow old – and he is working on cures for all of them. ⁴..... And if people live longer, science will have more time to discover new cures, so we could turn back time again and again!

In the near future, new drugs may help people to live for 150 years or more. But if we live longer, populations will grow too, so we will need more energy, food, and land. ⁵..... Scientists like de Grey argue that new technologies will solve these problems, but others aren't so optimistic. Could our search for long life bring environmental disaster – and actually shorten our lives?

Listening



Exam strategy

When you listen to a recording and choose the correct picture, listen carefully to the whole phrase – the information which comes later may contain negative verb forms or contrasting linkers which make some pictures incorrect.



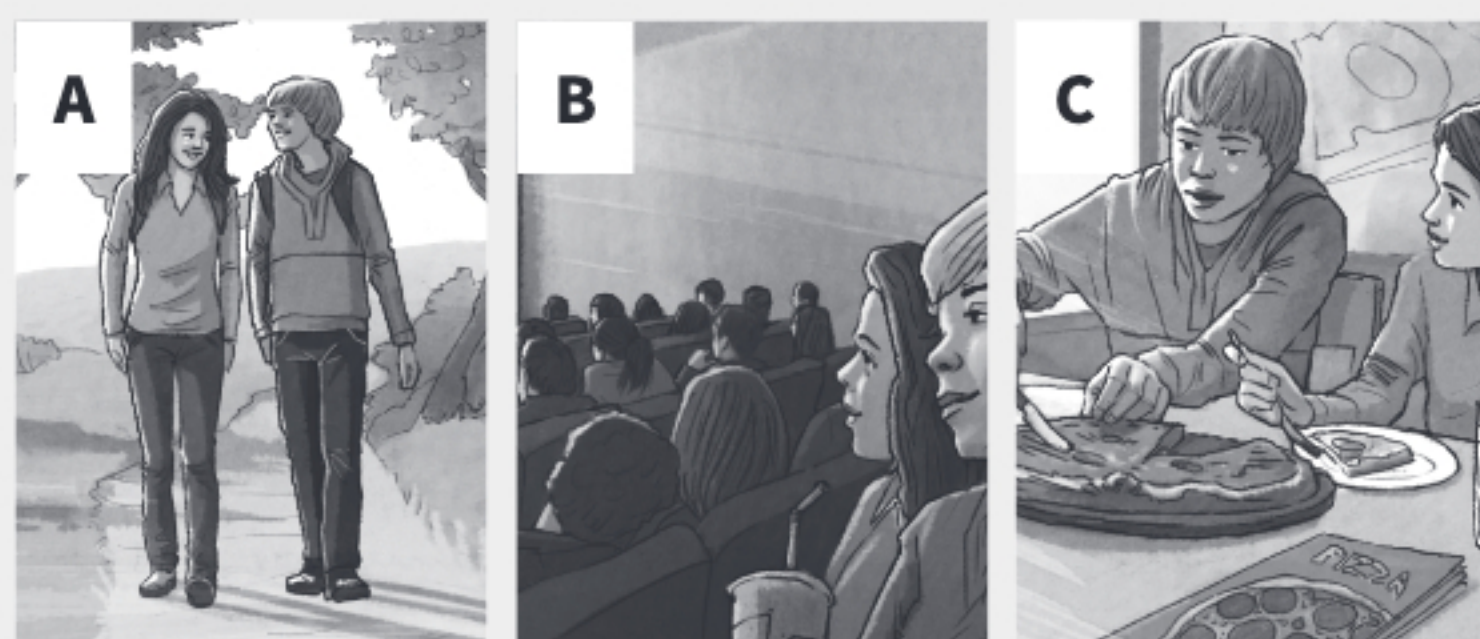
- 3 Study the exam strategy above, then check ✓ the sentence that matches the picture.**

- a I still feel really sick, but I'd love to go out for a walk. ☐
- b I'd love to go out walking with you, but I still feel quite sick. ☐

Exam task multiple choice (pictures)

4 11.04 Listen to the recordings and choose the correct answers, (A, B, or C).

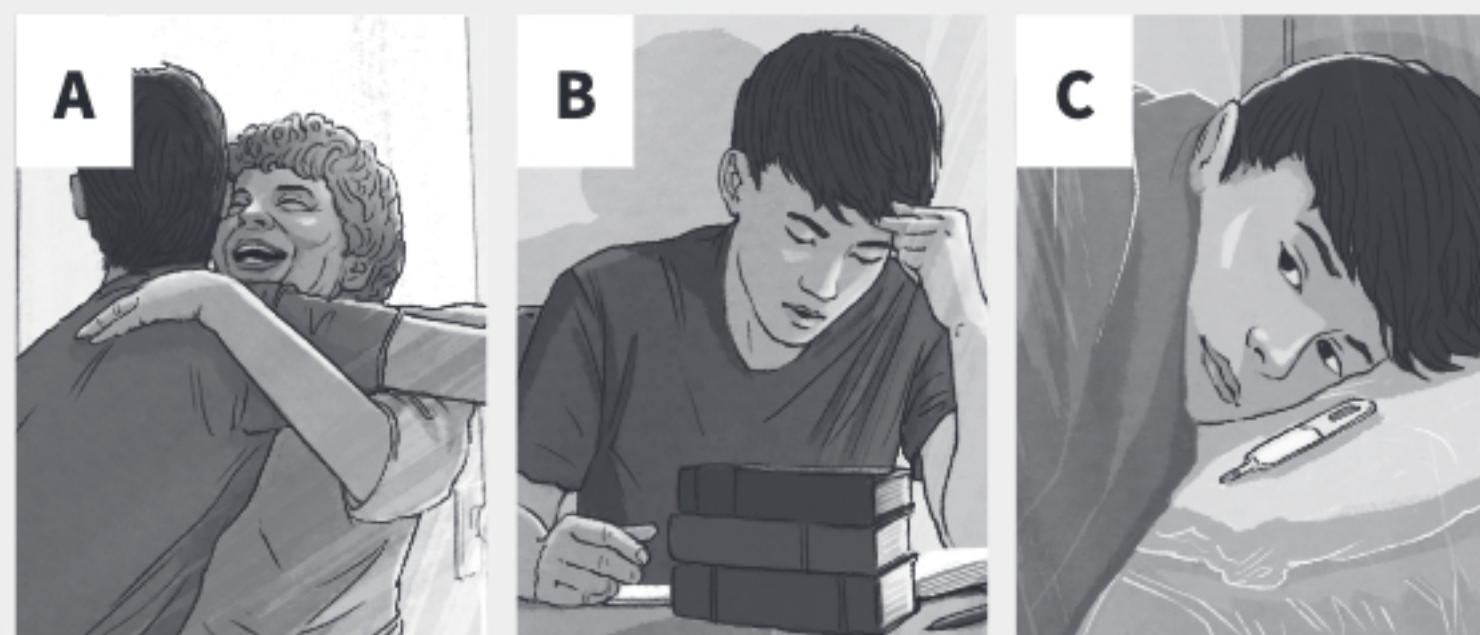
1 What do the speakers decide to do this afternoon?



2 Which historical invention was the most important?



3 Why can't the boy go to his friend's birthday party?

**Speaking**

5 Study the exam strategy, then look at the phrases below. Check (✓) the phrases you can use to politely disagree.

That's a ridiculous idea ☐

You have a point, but ... ☐

I'm afraid I don't agree with you. ☐

You're wrong. ☐

I'm not sure I agree. ☐

I see what you mean, but ... ☐

Exam strategy

After a collaborative speaking task, the examiner will ask questions about a similar subject. Give your opinions and respond to what your partner says by agreeing or politely disagreeing.

Exam task answering longer discussion questions

6 You have just discussed environmental problems in a collaborative task. Now answer these follow-up questions.

- 1 How can people reduce their carbon footprint?
- 2 How can technology help the environment?
- 3 Why should we respect and protect wildlife that can be dangerous for us?
- 4 How can we raise environmental awareness?
- 5 Is protecting the environment compatible with our modern way of life?

Writing**Exam strategy**

If you write an email to ask for information, think about who you are writing to, and how formal the email should be.

Exam task email

7 Write an email.

You see this ad in an online magazine, and you would like more information.

Vista Mar PC Games is looking for students to work at two of its offices in the US this summer. You'll have the chance to learn the basics of writing gaming code and help test new computer games – but you'll also work hard! If that sounds interesting, email for more information.

Email the company, explain your reason for writing, and ask for more information. Ask ...

- which US cities the offices are in.
- how long the placements are.
- where you can stay.

Write your email in 90–100 words. Remember to check your spelling and punctuation.



Reading

- 1** Study the exam strategy, then read the text quickly, ignoring the blanks. Do you think Sewell is an interesting place to visit? Why or why not?

- 2** Now read the text more slowly, ignoring options A–D below. What part of speech should the word in each blank be?

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



Exam strategy

Read the text through quickly first, for gist. Then look at the words to complete each blank. Cross out any words that are the wrong part of speech. Try reading the sentence silently with the remaining words in place – the option which “sounds right” is usually correct.

Exam task multiple choice

- 3** Choose the correct words to complete the text (a, b, c, or d).

- 1 a visit b arrived c been
d went
- 2 a at b so c then
d when
- 3 a next b above c said
d for
- 4 a despite b although c with
d against
- 5 a their b with c by
d its
- 6 a alright b possible c managed
d could

The empty town in the clouds

When a travel magazine said they would send me to Chile to photograph an old copper mining town in the Andes Mountains, I was very excited. I'd never ¹... to Chile before. Two weeks later, I was there – driving along a long mountain road called “the copper highway.”

My local guide explained that Chile was the world's biggest copper producer, and Sewell was named after Barton Sewell, the president of a mining company. In the early 1900s, ²... Sewell announced that he would build a mining town high up in the Andes Mountains, people said he was crazy. But the town became a lively community of 15,000 people because it was right ³... the biggest underground copper mine in Chile. In total, the miners of Sewell dug 2,400 kilometers of tunnels!

We managed to reach Sewell ⁴... the heavy rain. The miners had called Sewell “the city of stairs” because there were no roads there at the time.

All the supplies came in ⁵... train. People then had to carry everything up thousands of stairs to their houses on the mountain sides.

The afternoon light was good. I ⁶... take great pictures of the old school and houses that people left behind when mining changed and people slowly moved out in the 1970s. It was hard to imagine whole families living 2,000 meters up in the Andes.

Glossary

mining town (adj.) a place where people extract minerals from a mine



Listening

- 4** Study the exam strategy, then look at the exam task and read each question. What do you think the speaker's talk will be about? Circle a, b, or c.

- a The career of a successful female astronaut.
- b The history of female astronauts in the US.
- c Why women are better astronauts than men.



Exam strategy

Read the questions and try to predict the kind of vocabulary you will hear. When you listen the first time, try to choose the best options for each question. The second time, complete any missing questions and listen carefully to check the other options are correct.

Exam task multiple choice – long text

- 5  11.05 You will hear a person giving a talk about the space program. Listen and choose the correct answer (a, b, or c).
- The Mercury and Gemini space missions ...
 - took astronauts to the moon.
 - included nineteen female astronauts.
 - helped NASA to get ready for moon missions.
 - Why did some people at NASA argue against using female astronauts?
 - There weren't enough experienced female pilots.
 - They thought that spaceflight was too difficult for women.
 - They said that women couldn't get the right training.
 - Who were the Mercury 13?
 - The women accepted into the space program.
 - The first women to go into space.
 - People who worked at the Lovelace Clinic.
 - What did Jerrie Cobb and Jane Hart do when NASA cancelled their training?
 - They stopped flying.
 - They asked politicians to help them.
 - They won their battle to stay in the space program.
 - The speaker says that Valentina Tereshkova's flight ...
 - proved that it was possible for women to be astronauts.
 - made NASA think again about female astronauts.
 - showed the world that women were more equal in Russia.
 - The speaker is surprised that only 10% of astronauts are women because ...
 - a lot of women want to be astronauts.
 - there are many great female scientists.
 - women have some physical advantages over men in space.

Speaking**Exam strategy**

When you talk about a picture, refer to the locations of things in the picture as you describe them, such as the foreground, background, middle, top, bottom, and left- or right-hand corners.

Exam task discussing pictures

- 6 Study the exam strategy, then talk about the two pictures below. Try to talk for one minute.

**Writing****Exam strategy**

Organize your article into paragraphs. Use a variety of expressions to link sentences, to compare and contrast information, and give examples and opinions to support your arguments.

- 7 Study the exam strategy, then complete the table with the words below.

all in all for instance I don't believe that
I think in conclusion in contrast
in my opinion in the same way last
on the other hand second such as
to start with to sum up whereas

ordering points	
giving examples	
comparing and contrasting	
giving opinions	
concluding	

Exam task article

- 8 Read the exam task and write notes. Then use your notes to write an article.

You are studying environmental issues in class.
You have to answer this question:

How can we make this part of town more environmentally friendly?

Think about ...

- environmental problems in the area (e.g., litter, traffic, etc.)
- solutions to those problems.

Write your article in 90–100 words. Remember to check your spelling and punctuation.

Key phrases bank

Unit 1

Identifying people

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

You can tell by (his face) that ...

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

He/She strikes me as being ...

He is / isn't (old) enough to be ...

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 ...

Unit 2

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 ...

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 ...

Unit 3

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 ...

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 ...

Unit 4

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.

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.

Unit 5

Talking about travel

How do you get around?

What's your trip to ... like?

Do you fancy a trip to ... ?

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

Would you like to go abroad?

If I got the chance I'd go to ...

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?

Unit 6

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 ...

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 ...

Unit 7

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 ...

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 ...

Unit 8

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.

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 ...

Unit 9

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)?

Evaluating suggestions

Let me think about it.
 That should work.

I can see some problems with that.
 That might be worth trying.
 I'm not at all convinced of that.
 That's just what I need!

Unit 10

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.

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 ... ?

Projects key phrases

Giving a presentation

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 ...

Creating a video

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 ...



Planning a travel itinerary

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

Taking part in a class debate

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

Writing workshop key phrases

Listing and adding ideas

First, / First of all,

Second,

Then there's the question of

Also,

Another reason why / for / that / ... is

Another advantage / disadvantage is

Another argument for / against ... is

Furthermore, / What's more,

Besides this, / On top of this,

In addition to ... / As well as

There's also the fact that

Above all, / Last but not least,

Finally,

Making a contrast

although ... ,

even if ... ,

even though ... ,

while ... ,

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,

Introducing your conclusion

To sum up,

In conclusion,

All in all,

Overall,

All things considered,

Wordlist

The words in **bold** are the target vocabulary. Learn these words after each unit. Words marked with the key symbol  are part of the Oxford 3000™, a list of the 3000 core words that every learner of English needs to know. For more information and to download a copy of the list, visit the Oxford 3000 and 5000 web page at <http://www.oxford3000.com>

Phonetic symbols

Vowels

/i/	see
/ɪ/	sit
/e/	ten
/æ/	cat
/ɑ/	hot
/ɔ/	saw
/ʊ/	put
/u/	too
/ʌ/	cup
/ə/	about
/eɪ/	say
/aɪ/	five
/ɔɪ/	boy
/aʊ/	now
/oʊ/	go
/ɜr/	bird
/ər/	winner
/ɪr/	near
/er/	hair
/ɑr/	car
/ɔr/	north
/ʊr/	tour

Consonants

/p/	pen
/b/	bad
/t/	tea
/d/	did
/k/	cat
/g/	got
/tʃ/	chin
/dʒ/	June
/f/	fall
/v/	voice
/θ/	thin
/ð/	then
/s/	so
/z/	zoo
/ʃ/	she
/ʒ/	vision
/h/	how
/m/	man
/n/	no
/ŋ/	sing
/l/	leg
/r/	red
/j/	yes
/w/	wet

Wordlist key

(adj)	adjective
(adv)	adverb
(conj)	conjunction
(n)	noun
(phr)	phrase
(v)	verb

Unit 1

account (n) /ə'kaʊnt/ 
algorithm (n) /'ælgərɪðəm/ 
astronaut (n) /'æstrənɔ:t/
belief (n) /bɪ'li:f/ 
beware (v) /bɪ'wer/
biometric (adj) /,baɪəʊ'metrɪk/
blocked (adj) /blɔ:kt/
blond-haired (adj) /blɔ:nd herd/
blue-eyed (adj) /blu: aɪd/
camera (n) /'kæməərə/ 
casual (adj) /'kæʒuəl/ 
choir (n) /'kwaɪər/
combination (n) /,kəmbrɪ'neɪʃn/ 
common (adj) /'kɔ:mən/ 
confusion (n) /kən'fju:ʒn/
contain (v) /kən'teɪn/ 
courageous (adj) /kə'reɪdʒəs/
desire (n) /dɪ'zaɪər/ 
determined (adj) /dɪ'tɜ:rmɪnd/ 
doppelgänger (n) /dɑ:pəlgæŋər/
eccentric (adj) /ɪk'sentrɪk/
elderly (adj) /'eldərli/ 
enthusiastic (adj) /ɪn,θu:zi'æstɪk/ 
experience (n) /ɪk'spɪəriəns/ 
fake (adj) /feɪk/
feed (v) /fi:d/ 
female (adj) /'fi:meɪl/ 
fingerprint (n) /'fɪŋgəprɪnt/
hacker (n) /'hækər/
hotspot (n) /'hɔ:tspɔ:t/
identify (v) /aɪ'dentɪfaɪ/ 
identity (n) /aɪ'dentəti/ 
identity theft (phr) /aɪ'dentəti θeft/
influence (v) /'ɪnfluəns/ 

insecure (adj) /,ɪnsɪ'kjʊr/
inspiration (n) /,ɪnspə'reɪʃn/
install (v) /ɪn'stɔ:l/ 
kind (adj) /kaɪnd/ 
kindness (n) /'kaɪndnəs/
knowledge (n) /'nɔ:lɪdʒ/ 
link (n) /lɪŋk/ 
male (adj) /meɪl/ 
measurement (n) /'meʒərmənt/ 
middle-aged (adj) /'mɪdl eɪdʒd/
modest (adj) /'mɔ:dɪst/
nationality (n) /,næʃə'næləti/
neighborhood (n) /'neɪbərhʊd/ 
optimistic (adj) /,ɒptɪ'mɪstɪk/
originally (adv) /ə'rɪdʒənəli/ 
pacifist (n) /'pæsɪfɪst/
password (n) /'pæswɜ:rd/
physical (adj) /'fɪzɪkl/ 
PIN (n) /pɪn/
post (v) /pəʊst/ 
privacy (n) /'praɪvəsi/ 
proud (adj) /praʊd/ 
punch (v) /pʌntʃ/
runner (n) /'rʌnər/ 
safety (n) /'seɪfti/ 
scanner (n) /'skænər/
screen (n) /skri:n/ 
secure (adj) /sə'kjʊr/ 
shark (n) /ʃɑ:rk/
show off (phr v) /ʃəʊ ɔ:f/
similarity (n) /,sɪmə'lærəti/ 
spyware (n) /spaiwer/
stand out (phr v) /stænd aʊt/
statistics (n) /stə'tɪstɪks/ 
strike (v) /straɪk/ 
teenage (adj) /'ti:neɪdʒ/ 
trick (v) /trɪk/ 
unblock (v) /,ʌn'blɔ:k/
uniqueness (n) /ju'ni:knəs/
virus (n) /'vaɪrəs/ 
well-dressed (adj) /wel dresd/

Unit 2

access (n) /'ækses/ 
according to (prep) /ə'kɔ:rdɪŋ tu:/ 
agriculture (n) /'ægrɪkʌltʃər/
aim (n) /eɪm/ 
allow (v) /ə'laʊ/ 
ancestor (n) /'ænsesətər/
ancient (adj) /'eɪnfənt/ 
arrow (n) /'ærou/
augmented reality app (n) /ɔ:g'mentɪd ri'æləti æp/
axe (n) /æks/
badly (adv) /'bædli/ 
battle (n) /'bætl/ 
beautifully (adv) /'bjʊ:tɪfli/
biography (n) /baɪ'ɑ:grəfi/
bravely (adv) /'breɪvli/
bring about (phr v) /brɪŋ ə'baʊt/
carefully (adv) /'kerfəli/ 
census (n) /'sensəs/
civil rights movement (n) /'sɪvl raɪts 'mu:vmənt/
civilization (n) /,sɪvələ'zeɪʃn/
clue (n) /klu:/ 
consequence (n) /'kɔ:nsəkwens/ 
construction (n) /kən'strʌkʃn/ 
declare (v) /dɪ'kleɪ/ 
development (n) /dɪ'veləpmənt/ 
discovery (n) /dɪ'skʌvəri/ 
drip (v) /drɪp/
effect (n) /ɪ'fekt/ 
enable (v) /ɪ'neɪbl/ 
eventually (adv) /ɪ'ventʃuəli/ 
exploration (n) /,eksplə'reɪʃn/ 
founding (n) /faʊndɪŋ/
fungus (n) /'fʌŋɡəs/
give up (phr v) /ɡɪv ʌp/
greedily (adv) /ɡri:dɪli/
guide (n) /ɡaɪd/ 
heavily (adv) /'hevɪli/ 
interview (n) /'ɪntərvju:/ 
invention (n) /ɪn'venʃn/ 
launch (v) /ləʊntʃ/ 



microscope (n) /'maɪkrəskəʊp/
monument (n) /'mɒnɪjəmənt/
mummified remains (n) /'mʌmɪfaɪd rɪ'meɪnz/
nickname (n) /'nɪkneɪm/
ozone layer (n) /'oʊzəʊn 'ler/
peace (n) /pi:s/
plaque (n) /plæk/
politics (n) /'pɒlɪtɪks/
possession (n) /pə'zeʃn/
preserve (v) /prɪ'zɜ:v/
progress (n) /'prɒ:grəs/
quickly (adv) /'kwɪkli/
scientific technique (n) /,saɪən'tɪfɪk tek'nɪk/
skilled (adj) /skɪld/
slippery (adj) /'slɪpəri/
slowly (adv) /'sləʊli/
spread (n / v) /spred/
statue (n) /'stætʃu:/
storekeeper (n) /'stɔ:ki:pər/
strength (n) /streŋθ/
struggle (n) /'strʌgl/
substance (n) /'sʌbstəns/
telescope (n) /'telɪskəʊp/
tour (n) /tʊr/
trade (n) /treɪd/
turning point (n) /'tɜ:rnɪŋ pɔɪnt/
valuable (adj) /'væljuəbl/
war (n) /wɔ:r/
warrior chieftain (n) /'wɔ:riər 'tʃi:ftən/
wound (n) /wu:nd/

Unit 3

accent (n) /æk'sent/
alphabet (n) /'ælfəbet/
awareness (n) /ə'wɛrnəs/
bilingual (adj) /,baɪ'lɪŋgwəl/
cheek (n) /tʃi:k/
concentration (n) /,kɒnsn'treɪʃn/
cute (adj) /kju:t/
dialect (n) /'daɪəlekt/
eventually (adv) /ɪ'ventʃuəli/
exchange program (n) /ɪks'tʃeɪndʒ 'prəʊgrəm/

explain (v) /ɪk'spleɪn/
extinct (adj) /ɪk'stɪŋkt/
eyebrow (n) /'aɪbraʊ/
fail (v) /feɪl/
fidget (n / v) /'fɪdʒɪt/
fluently (adv) /'flu:əntli/
focus on (phr v) /'fəʊkəs ɔ:n/
freeze (v) /fri:z/
gesture (n) /'dʒestʃər/
have the chance (phr) /hæv ðə tʃæns/
hesitate (v) /'hezɪteɪt/
high five (n / v) /haɪ faɪv/
hip (n) /hɪp/
ideogram (n) /'ɪdiəgræm/
ignore (v) /ɪg'nɔ:r/
in disbelief (phr) /ɪn ,dɪsbɪ'li:f/
indication (n) /,ɪndɪ'keɪʃn/
inform (v) /ɪn'fɔ:rm/
intensity (n) /ɪn'tensəti/
interpreter (n) /ɪn'tɜ:prɪtər/
interrupt (v) /,ɪntə'rʌpt/
irritate (v) /'ɪrɪteɪt/
join (v) /dʒɔɪn/
laugh (n / v) /læf/
limited (adj) /'lɪmɪtɪd/
look forward (phr v) /lʊk 'fɔ:rwərd/
magical (adj) /'mædʒɪkl/
message (n) /'mesɪdʒ/
multilingual (adj) /,mʌlti'lɪŋgwəl/
mysterious (adj) /mɪ'stɪriəs/
native speaker (n) /'neɪtɪv 'spi:kər/
overpowering (adj) /,əʊvər'paʊərɪŋ/
patient (adj) /'peɪʃnt/
placement (n) /'pleɪsmənt/
polite (adj) /pə'laɪt/
possess (v) /pə'zes/
raise (v) /reɪz/
react (v) /ri'ækt/
roll (v) /roul/
scream (n / v) /skri:m/
shout (n / v) /ʃaʊt/

shrug (n / v) /ʃrʌg/
slang (n) /slæŋ/
sore (adj) /sɔːr/
stare (n / v) /ster/ 
stationery (n) /'steɪʃənəri/
survey (n) /'sɜːrveɪ/ 
tough (adj) /tʌf/ 
transform (v) /træns'fɔːrm/ 
translator (n) /træns'leɪtər/
trouble (n) /'trʌbl/ 
understand (v) /,ʌndər'stænd/ 

Unit 4

access (v) /'ækses/ 
act out (phr v) /ækt aut/
advertising (n) /'ædvɜːtaɪzɪŋ/ 
alter (v) /'ɔːltər/ 
artistic photography (n) /ɑːr'tɪstɪk fə'tɑːgrəfi/
background (n) /'bækgraʊnd/ 
blurry (adj) /'blɜːri/
bomb attack (n) /bɑːm ə'tæk/
bombardment (n) /bɑːm'bɑːrdmɛnt/
breath-taking (adj) /'breθteɪkɪŋ/
campaign (n) /kæm'peɪn/ 
celebrity (n) /sə'lebrəti/ 
check out (phr v) /tʃek aut/
completely (adv) /kəm'pliːtli/ 
copyright (n) /'kɔːpraɪt/
creativity (n) /,kriːeɪ'tɪvəti/
drown (v) /draʊn/
embarrassing (adj) /ɪm'bærəsɪŋ/ 
exaggerated (adj) /ɪg'zædʒəreɪtɪd/
eye-popping (adj) /aɪ pɑːpɪŋ/
fashion photography (n) /'fæʃn fə'tɑːgrəfi/
fault (n) /fɔːlt/ 
flood (n) /flʌd/ 
foreground (n) /'fɔːrgraʊnd/ 
galaxy (n) /'gæləksi/
heart-breaking (adj) /'hɑːrtbreɪkɪŋ/
heartwarming (adj) /hɑːrtwɔːrmɪŋ/
helicopter (n) /'helɪkɔːptər/ 
impact (n) /ɪm'pækt/ 

jungle (n) /'dʒʌŋɡl/
make out (phr v) /meɪk aut/
man-eating (adj) /mæn 'iːtɪŋ/
manipulate (v) /mə'nɪpjuleɪt/
marvelous (adj) /'mɑːrvələs/
mechanic (n) /mə'kænɪk/
miming (n) /maɪmɪŋ/
mind-numbing (adj) /maɪnd 'nʌmɪŋ/
modify (v) /'mɔːdɪfaɪ/ 
mouth-watering (adj) /maʊθ 'wɔːtərɪŋ/
navigate (v) /'nævɪgeɪt/
never-ending (adj) /'nevərəndɪŋ/
out of focus (phr) /aʊt əv 'fəʊkəs/
permission (n) /pə'rɪmɪʃn/ 
photojournalism (n) /,fəʊtəʊ'dʒɜːrnəlɪzəm/
portrait (n) /'pɔːtrət/ 
power (n) /'paʊər/ 
print (v) /prɪnt/ 
propaganda (n) /,prɒpə'gændə/
protect (n) /prə'tekt/ 
publicity (n) /pʌb'lɪsəti/
record-breaking (adj) /'rekərd breɪkɪŋ/
retouch (v) /,riː'tʌtʃ/
setting (n) /'setɪŋ/ 
snapshot (n) /'snæpʃaɪt/
starving (adj) /stɑːrvɪŋ/
tag (v) /tæg/
thought-provoking (adj) /θɔːt prə'vəʊkɪŋ/
trap (v) /træp/
tribe (n) /traɪb/
universe (n) /'juːnɪvɜːrs/ 
weird (adj) /wɜːd/

Unit 5

adventurer (n) /əd'ventʃərər/
aid worker (n) /eɪd 'wɜːrkər/
alternative (n) /ɔːl'tɜːnətɪv/ 
ambulance (n) /'æmbjələns/
arrival (n) /ə'raɪvl/ 
backpacker (n) /'bækpækər/
break away (phr v) /breɪk ə'weɪ/
break out (phr v) /breɪk aut/



break up (phr v) /breɪk ʌp/
calculate (v) /'kælkjuleɪt/
care (v) /ker/
clean out (phr v) /kli:n aʊt/
clean up (phr v) /kli:n ʌp/
commuter (n) /kə'mju:tər/
companion (n) /kəm'pæniən/
compass (n) /'kʌmpəs/
congested (adj) /kən'dʒestɪd/
currency (n) /'kʌrənsi/
currently (adv) /'kʌrəntli/
cut up (phr v) /kʌt ʌp/
departure (n) /dɪ'pɑ:rtʃər/
destination (n) /,destɪ'neɪʃn/
destroy (v) /dɪ'strɔɪ/
directions (n pl) /də'rekʃns/
drive out (phr v) /draɪv aʊt/
emergency (n) /i'mɜ:rdʒənsi/
end up (phr v) /end ʌp/
envy (v) /'envi/
exchange rate (n) /ɪks'tʃeɪndʒ reɪt/
explorer (n) /ɪk'splɔ:rər/
fabulous (adj) /'fæbjələs/
fancy (v) /'fænsi/
finish up (phr v) /'fɪnɪʃ ʌp/
fragrance (n) /'freɪgrəns/
give away (phr v) /gɪv ə'weɪ/
go away (phr v) /gəʊ ə'weɪ/
grow up (phr v) /grəʊ ʌp/
hide out (phr v) /haɪd aʊt/
illegal (adj) /ɪ'li:gl/
immigrant (n) /'ɪmɪgrənt/
landmark (n) /'lændmɑ:rk/
locate (v) /'ləukeɪt/
location (n) /ləu'keɪʃn/
miss out (phr v) /mɪs aʊt/
motorist (n) /'məʊtərɪst/
move away (phr v) /mu:v ə'weɪ/
nomad (n) /'nəʊmæd/
orphan (n) /'ɔ:rfn/
overloaded (adj) /,əʊvər'ləʊdɪd/
pack up (phr v) /pæk ʌp/

passenger (n) /'pæsɪndʒər/
platform (n) /'plætfɔ:rm/
poverty (n) /'pɑ:vərti/
refugee (n) /,refju'dʒi:/
roots (n) /ru:ts/
scenery (n) /'si:nəri/
schedule (n) /'skedʒu:l/
shrine (n) /ʃraɪn/
smuggler (n) /'smʌglər/
stay away (phr v) /steɪ ə'weɪ/
stay out (phr v) /steɪ aʊt/
stay up (phr v) /steɪ ʌp/
sumo wrestler (n) /'su:moʊ 'reslər/
tidy up (phr v) /'taɪdi ʌp/
tourist (n) /'tʊrɪst/
volunteer (n / v) /,vɒlən'tɪr/
wander (v) /'wɑ:ndər/

Unit 6

alert (adj) /ə'lɜ:rt/
allow (v) /ə'laʊ/
all-round (adj) /ɔ:l raʊnd/
aloud (adj) /ə'laʊd/
assessment (n) /ə'sesmənt/
assignment (n) /ə'saɪnmənt/
ban (v) /bæn/
baths (n) /bæðz/
behavior (n) /bɪ'heɪvjər/
bullying (n) /'bʊlɪŋ/
carefree (adj) /'kerfri:/
chug (v) /tʃʌg/
concentrate (v) /'kɒnsntreɪt/
covered in / with (adj) /'kʌvəd ɪn / wɪð/
drag (v) /dræg/
educate (v) /'edʒukeɪt/
educational (adj) /,edʒu'keɪʃnl/
ethics (n) /'eθɪks/
exhaustion (n) /ɪg'zɔ:stʃən/
experiment (n / v) /ɪk'sperɪmənt/
famished (adj) /'fæmɪʃt/
figure out (phr v) /'fɪgʃər aʊt/
formula (n) /'fɔ:rmjələ/

full of (adj) /fʊl əv/ 
get together (phr v) /get tə'geðər/
good at (adj) /gʊd ət/ 
grab (v) /græb/ 
grades (n pl) /greɪdz/ 
imitate (v) /'ɪmɪteɪt/
impressed with (adj) /ɪm'prest wɪð/ 
itinerary (n) /aɪ'tɪnəreri/
kindergarten (n) /'kɪndərgɑːrtən/
lake (n) /leɪk/ 
memorize (v) /'meməraɪz/
nervous about (adj) /'nɜːrvəs ə'baut/ 
obligatory (adj) /ə'blɪgətɔːri/
optional (adj) /'ɒːpʃənəl/
oral exam (n) /'ɔːrəl ɪg'zæm/
oxygen (n) /'ɒːksɪdʒən/
play hooky (phr) /pleɪ 'hʊki/
ponder (v) /'pɒːndər/
practically (adv) /'præktɪkli/
pressure (n) /'preʃər/ 
prioritize (v) /praɪ'ɔːrətaɪz/
range (n) /reɪndʒ/ 
repeat (v) /rɪ'piːt/ 
required (adj) /rɪ'kwaɪərd/
scared of (adj) /skerd əv/ 
social interaction (n) /'səʊʃl ɪntər'ækʃn/
solve (v) /sɔːlv/ 
stress (n) /stres/ 
sum up (phr v) /sʌm ʌp/
swiftly (adv) /swɪftli/
take part (phr v) /teɪk pɑːrt/
tension (n) /'tenʃn/
tip (n) /tɪp/ 
total (n) /'təʊtl/ 
trial and error (phr) /'traɪəl ən 'erər/
truck (n) /trʌk/ 
upset about (adj) /'ʌpset ə'baut/ 
video tutorial (n) /'vɪdiəʊ tuː'tɔːriəl/
waterway (n) /'wɑːtərweɪ/
wise (adj) /waɪz/ 
work experience (n) /wɜːrk ɪk'spiəriəns/
worried about (adj) /'wɜːrɪd ə'baut/ 

Unit 7

affordable (adj) /ə'fɔːrdəbl/
ahead of its time (phr) /ə'hed əv ɪts taɪm/
anti-age (adj) /'ænti eɪdʒ/
antisocial (adj) /,ænti'səʊʃl/
appliance (n) /ə'plaɪəns/
bacteria (n) /bæk'tɪriə/ 
behind the times (phr) /bɪ'hɑɪnd ðə taɪmz/
biomedical (adj) /,baɪəʊ'medɪkl/
bionic (adj) /baɪ'ɒːnɪk/
blood vessel (n) /blʌd 'vesl/
compatible (adj) /kəm'pætəbl/
cons (n pl) /'kɒːnz/
contact lens (n) /'kɒːntækt lenz/
deal (v) /diːl/ 
device (n) /dɪ'vaɪs/ 
download (n) /'daʊnləʊd/ 
drone (n) /droun/
electrode (n) /ɪ'lektroʊd/
eliminate (v) /ɪ'lɪmɪneɪt/
enhance (v) /ɪn'hæns/ 
environmentally-friendly (adj) /ɪn,vəɪrən'mentəli
 'frendli/
experimental (adj) /ɪk,sperɪ'mentl/
fundamental (adj) /,fʌndə'mentl/
gadget (n) /'gædʒɪt/
hack into (phr v) /hæk 'ɪntu/
implant (n) /ɪm'plænt/
implement (v) /'ɪmplɪmənt/
improvement (n) /ɪm'pruːvmənt/ 
in an instant (phr) /ɪn ən 'ɪnstənt/
increasingly (adv) /ɪn'kriːsɪŋli/ 
indispensable (adj) /,ɪndɪ'spensəbl/
innovative (adj) /'ɪnəveɪtɪv/
interaction (n) /,ɪntər'ækʃn/
interface (n) /'ɪntərfeɪs/
international (adj) /,ɪntər'næʃnəl/ 
life-saving (adj) /laɪf seɪvɪŋ/
limb (n) /lɪm/
medical problem (n) /'medɪkl 'prɒːbləm/
microscopic (adj) /,maɪkrə'skɒːpɪk/
microwave (n) /'maɪkrəweɪv/



military (n) /'mɪləteri/ 
motorized (adj) /'məʊtəraɪzd/
nanobot (n) /'nænəʊbɔ:t/
nanotechnology (n) /,nænəutek'nɔ:lədʒi/
on demand (phr) /ɑ:n dɪ'mænd/
pacemaker (n) /'peɪsmekər/
people with disabilities (phr) /'pi:pl wið ,dɪsə'bɪləti:z/
portable (adj) /'pɔ:rtəbl/
practical (adj) /'præktɪkl/ 
predict (v) /prɪ'dɪkt/ 
properties (n pl) /'prɒ:pərti:z/
pros (n pl) /prəʊz/
purchase (v) /'pɜ:rtʃəs/ 
radically (adv) /'rædɪkli/
recreate (v) /,ri:kri'eɪt/
remarkable (adj) /rɪ'mɑ:rkəbl/
repair (v) /rɪ'per/ 
repetitive (adj) /rɪ'petətɪv/
replacement (n) /rɪ'pleɪsmənt/
restore (v) /rɪ'stɔ:r/
revolutionize (v) /,revə'lʊ:ʃənaɪz/
risk (n / v) /rɪsk/ 
spare part (n) /sper pɑ:rt/
stream (v) /stri:m/
streaming (n) /'stri:mɪŋ/
succeed (v) /sək'sɪd/ 
suitability (n) /,su:tə'bɪləti/
summarize (v) /'sʌməraɪz/ 
superhero (n) /'su:pərhɪrəʊ/
supermarket (n) /'su:pərmɑ:rkæt/ 
transportation (n) /,træns'pɔ:r'teɪʃn/
tried and tested (phr) /traɪd ən testɪd/
upgrade (v) /'ʌpgreɪd/
vinyl record (n) /'vaɪnl 'rekərd/
zoom capability (n) /zu:m ,keɪpə'bɪləti/

Unit 8

blame yourself (v) /bleɪm jər'self/
charity (n) /'tʃærəti/ 
child labor (n) /tʃaɪld 'leɪbər /
community service (n) /kə'mju:nəti 'sɜ:rvis/
compassion (n) /kəm'pæʃn/

conflict (n) /'kɒnflɪkt/ 
contribute (v) /kən'trɪbjʊt/ 
debate (n) /dɪ'beɪt/ 
degree (n) /dɪ'ɡri:/ 
disabled (adj) /dɪs'eɪbld/
donate (v) /'dəʊneɪt/ 
driver's license (n) /'draɪvəz 'laɪsns/
education (n) /,edʒu'keɪʃn/ 
encourage (v) /ɪn'kʌrɪdʒ/ 
enquire (v) /ɪn'kwɪər/
environment (n) /ɪn'vaɪrənmənt/ 
fire alarm (n) /'faɪər ə'lə:rm/
fundraising (n) /fʌndreɪzɪŋ/
garbage bag (n) /'ɡɑ:rbɪdʒ bæɡ/
get involved (phr v) /get ɪn'vɔ:lvd/
get to know (phr v) /get tə nəʊ/
give a hand (phr) /ɡɪv ə hænd/
hard-working (adj) /hɑ:rd 'wɜ:rkɪŋ/
health (n) /helθ/ 
help out (phr v) /help aʊt/
homeless (adj) /'həʊmləs/
household chore (n) /'haʊshəʊld tʃɔ:r/
housing (n) /'haʊzɪŋ/ 
hunger (n) /'hʌŋɡər/ 
hurricane (n) /'hɜ:rəkən/ 
hurt yourself (v) /hɜ:rt jər'self/
insist (v) /ɪn'sɪst/ 
introduce yourself (v) /,ɪntrədu:s jər'self/
literacy (n) /'lɪtərəsi/
make sense (phr) /meɪk sens/
neighbor (n) /'neɪbər/ 
on standby (phr) /ɑ:n 'stændbaɪ/
philosophy (n) /fə'lə:səfi/ 
pollution (n) /pə'lʊ:ʃn/ 
poverty (n) /'pɒ:vərti/ 
refreshments (n pl) /rɪ'frefmənts/
respect (v) /rɪ'spekt/ 
responsibility (n) /rɪ,spɑ:nsə'bɪləti/ 
rights (n pl) /raɪts/ 
sanitation (n) /,sæni'teɪʃn/
shelter (n) /'ʃeltər/
shocking (adj) /ʃɑ:kɪŋ/

shooting (n) /'ʃu:tɪŋ/ 
sociable (adj) /'səʊʃəbl/
sponsored walk (n) /'spəʊnsəd wɔ:k/
starfish (n) /'stɑ:rfɪʃ/
teach yourself (v) /ti:tʃ ʤər'self/
total (n / v) /'təʊtl/ 

Unit 9

achieve (v) /ə'tʃi:v/ 
adjustment (n) /ə'dʒʌstmənt/
ambition (n) /æm'bɪʃn/ 
approach (n) /ə'prəʊtʃ/ 
attempt (v) /ə'tempt/ 
autobiography (n) /,ɔ:təbaɪ'ɑ:grəfi/
award (n / v) /ə'wɔ:ɪrd/ 
challenge (n) /'tʃælɪndʒ/ 
collision (n) /kə'liʒn/
concrete (adj) /'kɒŋkri:t/
conference (n) /'kɒnfərəns/ 
deadline (n) /'dedlaɪn/
demanding (adj) /dɪ'mændɪŋ/
depressed (adj) /dɪ'prest/ 
disappointed (adj) /,dɪsə'pɔɪntɪd/ 
dream (n / v) /dri:m/ 
excerpt (n) /'eksɜ:rpt/
generate electricity (phr) /'dʒenəreɪt ɪ,lek'trɪsəti/
goal (n) /gəʊl/ 
guarantee (n) /,gærən'ti:/ 
heroic (adj) /hə'rouɪk/
howl (v) /haʊl/
indifferent (adj) /ɪn'dɪfrənt/
measurable (adj) /'meʒərəbl/
mob (n) /mɔ:b/
murmur (n / v) /'mɜ:rmər/
objective (n) /əb'dʒektɪv/ 
obligation (n) /,ɔ:blɪ'geɪʃn/ 
personally (adv) /'pɜ:rsənəli/ 
pointless (adj) /'pɔɪntləs/
precise (adj) /prɪ'saɪs/
prize (n) /praɪz/ 
profit (n) /'prɒfɪt/ 
prosperous (adj) /'prɒspərəs/

prove (v) /pru:v/ 
realistic (adj) /,ri:ə'lɪstɪk/ 
relevant (adj) /'reləvənt/ 
risky (adj) /'rɪski/
roar (v) /rɔ:r/
satellite (n) /'sætələɪt/ 
scholar (n) /'skɔ:lər/
scratch (v) /skrætʃ/
set a goal (phr) /set ə goʊl/
shriek (n / v) /ʃri:k/
shuffle (n / v) /'ʃʌfl/
simply (adv) /'sɪmpli/ 
sleeve (n) /sli:v/
space agency (n) /speɪs 'eɪdʒənsi/
summit (n) /'sʌmɪt/
time limit (n) /taɪm 'lɪmɪt/
trivial (adj) /'trɪviəl/
vague (adj) /veɪg/
water pump (n) /'wɔ:tər pʌmp/
windmill (n) /'wɪndmɪl/

Unit 10

algae (n pl) /'ælgi:/ 
aquarium (n) /ə'kwəriəm/
awesome (adj) /'ɔ:səm/
beautify (v) /'bjʊtɪfaɪ/
brighten (v) /'braɪtn/
calculate (v) /'kælkjuleɪt/ 
cancer (n) /'kænsər/ 
chemical (n) /'kemɪkl/ 
chunk (n) /tʃʌŋk/
circulate (v) /'sɜ:rkjəleɪt/
coal (n) /kəʊl/ 
conductor (n) /kən'dʌktər/
conserve (v) /'kɒnsɜ:rv/
contain (v) /kən'teɪn/ 
copper (n) /'kɒpər/
coral reef (n) /'kɔ:rəl ri:f/
cyanide (n) /'saɪənaɪd/
darken (v) /'dɑ:rkən/
dentistry (n) /'dentɪstri/
deposit (n) /dɪ'pɔ:zɪt/



disturb (v) /dɪ'stɜːrb/
dolphin (n) /'dɔːlfɪn/
drill (v) /drɪl/
dump (n) /dʌmp/
endangered (adj) /ɪn'deɪndʒəd/
entire (adj) /ɪn'taɪər/ 
excavate (v) /'ɛkskəveɪt/
extract (v) /ɪk'strækt/
fossil fuels (n pl) /'fɔːsl 'fjuːəlz/
habitat (n) /'hæbɪtæt/
harden (v) /'hɑːrdn/
harm (v) /hɑːrm/ 
identify (v) /aɪ'dentɪfaɪ/ 
in captivity (phr) /ɪn kæp'tɪvətɪ/
infrared (adj) /ɪnfrə'red/
intense (adj) /ɪn'tens/ 
invest (v) /ɪn'vest/ 
jewelry (n) /'dʒuːəlri/ 
leave (v) /liːv/ 
litter (n) /'lɪtər/ 
manufacture (v) /ˌmænju'fæktʃər/
materialize (v) /mə'tɪriəlaɪz/
medical condition (n) /'medɪkl kən'dɪʃn/
melt (v) /melt/ 
meteorite (n) /'miːtɪərɪt/
mine (n) /maɪn/ 
mineral (n) /'mɪnərəl/ 
obtain (v) /əb'teɪn/ 
oil (n) /ɔɪl/ 
originate (v) /ə'ɪdʒɪneɪt/
particle (n) /'pɑːrtɪkl/
personal belongings (n pl) /'pɜːrsənəl bɪ'lɔːŋɪŋz/
pick (v) /pɪk/ 
poison (v) /'pɔɪzn/ 
precious (adj) /'preʃəs/
presence (n) /'prezns/ 
radiation (n) /ˌreɪdɪ'eɪʃn/
renewable (adj) /rɪ'nuːəbl/
resist (v) /rɪ'zɪst/ 
resource (n) /'riːsɔːrs/ 
solar panel (n) /'səʊlər 'pænl/

solar system (n) /'səʊlər 'sɪstəm/
solidify (v) /sə'lɪdaɪfai/
specialize (v) /'speʃəlaɪz/
spine (n) /spaɪn/
stabilize (v) /'steɪbəlaɪz/
tank (n) /tæŋk/ 
temptation (n) /temp'teɪʃn/
toil (v) /tɔɪl/
toxic (adj) /'tɔːksɪk/
trample (v) /'træmpl/
trash (v) /træʃ/
visor (n) /'vaɪzər/

Irregular verbs

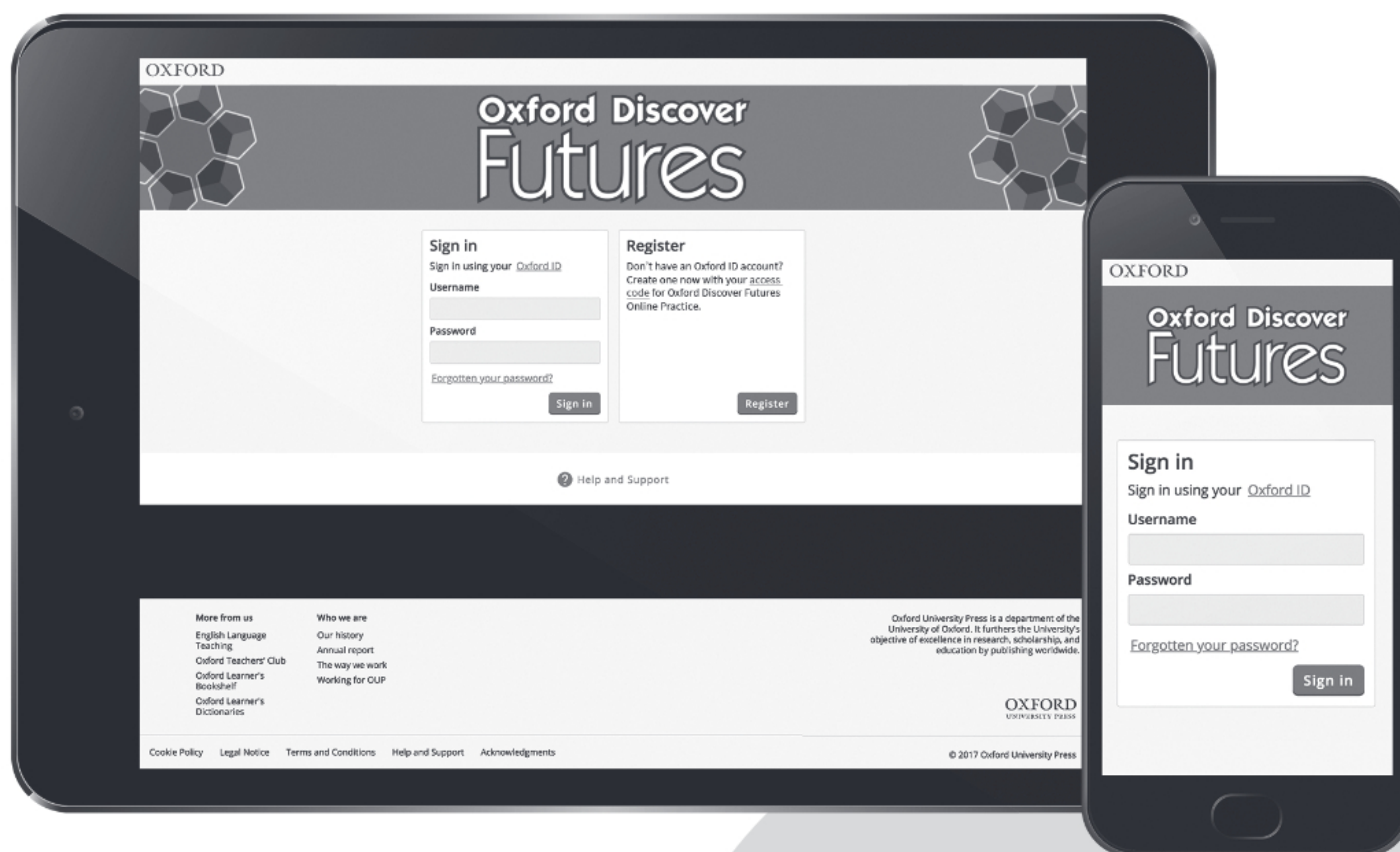
Infinitive	Infinitive phonetics	Past simple	Past simple phonetics	Past participle	Past participle phonetics
be	/bi:/	was, were	/wəz/, /wɜ:r/	been	/bin/
beat	/bi:t/	beat	/bi:t/	beaten	/'bi:tn/
become	/bi'kʌm/	became	/bi'keɪm/	become	/bi'kʌm/
blow	/bləʊ/	blew	/blu:/	blown	/bləʊn/
born	/bɔ:rn/	born	/bɔ:rn/	born	/bɔ:rn/
break	/breɪk/	broke	/brəʊk/	broken	/'brəʊkən/
bring	/brɪŋ/	brought	/brɔ:t/	brought	/brɔ:t/
buy	/baɪ/	bought	/bɔ:t/	bought	/bɔ:t/
catch	/kætʃ/	caught	/kɔ:t/	caught	/kɔ:t/
choose	/tʃu:z/	chose	/tʃəʊz/	chosen	/'tʃəʊzn/
come	/kʌm/	came	/keɪm/	come	/kʌm/
cut	/kʌt/	cut	/kʌt/	cut	/kʌt/
do	/du:/	did	/dɪd/	done	/dʌn/
drive	/draɪv/	drove	/drouv/	driven	/'drɪvn/
eat	/i:t/	ate	/et/	eaten	/'i:tn/
fall	/fɔ:l/	fell	/fel/	fallen	/'fɔ:lən/
feel	/fi:l/	felt	/felt/	felt	/felt/
find	/faɪnd/	found	/faʊnd/	found	/faʊnd/
fly	/flaɪ/	flew	/flu:/	flown	/fləʊn/
forget	/fər'get/	forgot	/fər'gɔ:t/	forgotten	/fər'gɔ:tn/
get	/get/	got	/gɒt/	gotten	/gɔ:tn/
give	/gɪv/	gave	/geɪv/	given	/'gɪvn/
go	/ɡəʊ/	went	/went/	gone, been	/ɡɔ:n/, /bɪn/
grow	/ɡrəʊ/	grew	/ɡru:/	grown	/ɡrəʊn/
have	/hæv/	had	/hæd/	had	/hæd/



Infinitive	Infinitive phonetics	Past simple	Past simple phonetics	Past participle	Past participle phonetics
hear	/hɪr/	heard	/hɜːrd/	heard	/hɜːrd/
hit	/hɪt/	hit	/hɪt/	hit	/hɪt/
hold	/hoʊld/	held	/held/	held	/held/
hurt	/hɜːrt/	hurt	/hɜːrt/	hurt	/hɜːrt/
know	/nou/	knew	/nuː/	known	/noun/
leave	/liːv/	left	/left/	left	/left/
lose	/luːz/	lost	/lɔːst/	lost	/lɔːst/
make	/meɪk/	made	/meɪd/	made	/meɪd/
meet	/miːt/	met	/met/	met	/met/
put	/pʊt/	put	/pʊt/	put	/pʊt/
read	/riːd/	read	/red/	read	/red/
run	/rʌn/	ran	/ræn/	run	/rʌn/
say	/seɪ/	said	/sed/	said	/sed/
see	/siː/	saw	/sɔː/	seen	/siːn/
sell	/sel/	sold	/sould/	sold	/sould/
send	/send/	sent	/sent/	sent	/sent/
spend	/spend/	spent	/spent/	spent	/spent/
teach	/tiːtʃ/	taught	/tɔːt/	taught	/tɔːt/
tell	/tel/	told	/tould/	told	/tould/
think	/θɪŋk/	thought	/θɔːt/	thought	/θɔːt/
throw	/θrou/	threw	/θruː/	thrown	/θroun/
wake	/weɪk/	woke	/wouk/	woken	/'woukən/
wear	/wer/	wore	/wɔːr/	worn	/wɔːrn/
win	/wɪn/	won	/wʌn/	won	/wʌn/
write	/raɪt/	wrote	/rou/	written	/'rɪtn/

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