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Jayne Wildman

Student Book

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Unit

Factflix videos



Reading to learn

Language in use

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Writing

Reflect videos



Who do we care about most?

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Reflect

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Reflect

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Reflect

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Language point *Gradable and non-gradable adjectives*

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TASK *An article*

Writing strategy *Engaging your reader*

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Reflect

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TASK *A for and against essay*

Writing strategy *Giving a balanced argument*

Language point *Introducing contrasting ideas*

Reflect



VIDEO Learning about fitting in

READING Identifying the author's purpose

LANGUAGE IN USE Talking about past states and habits, talking about adapting to change

LIFE SKILLS Being a positive influence

LISTENING Answering multiple-choice questions

WRITING Deciding on a topic

What **CONNECTS** us?

It takes courage to stand out in a crowd.



Why do we want to fit in?

- 1 Look at the picture and the caption. Why do you think only one beach hut looks different?



- 2 Work in pairs. Ask and answer the questions.

Conformist or rebel?

- 1 What are the advantages of fitting in?
- 2 Is it human nature to fit in or to be different?
- 3 What is peer pressure?
- 4 How can being different benefit us?

Discover vocabulary Fitting in

Student Book ► page 112 Workbook ► page 6



- 3 Watch the Factflix video. Do Bella and Josh mention your ideas from exercise 2?

- 4 Watch the video again and complete the statements. Do you agree? Why? / Why not?

- 1 People fit in because they want to be
- 2 When people are in groups, they feel safer and are more
- 3 If everyone likes something, it's extremely
- 4 Many extraordinary people don't
- 5 It would be pretty if we were all the same.



- 5 Work in pairs. Do you prefer to fit in or to be different? Talk about the subjects below. What do you have in common with your partner?

music you listen to clothes you wear TV shows you watch
your hairstyle movies you like books you read
sports you play food you eat

Key phrases Talking about similarities and differences

What sort of ... do you usually ... ?

I'd say I'm a

In terms of ..., I like stuff that's

I have good / normal / unusual taste in

We have / don't have the same taste in

We have ... in common.

Discover more



ASK FRIENDS about a song or poem that they like about being different or fitting in. Is it about fitting in, standing out in a crowd, or both?

How can we develop empathy?

- 1 Check the meaning of “empathy.” Then look at the pictures and movie poster on page 7. What do you think the article is about?

Reading strategy



Identifying the author’s purpose

When you read a non-fiction text, it will help your understanding to think about why the author wrote it.

- What is the main idea? What does he/she want us to think about?
- Does the text inform and teach us? Does it try to persuade and influence?



- 2 Study the reading strategy. Then read and listen to the article and choose the best answer, a or b.

1.01

- 1 The author wrote the text to
 - a teach us about something.
 - b recommend a good book.
 - 2 The author supports his/her ideas with
 - a statistics and examples from real life.
 - b strong personal opinions.
 - 3 The author wants us to think about
 - a the type of stories that can influence us.
 - b the way that we behave.
- 3 Answer the questions. Use your own words.
 - 1 What is the reader’s first impression of Auggie? Why does the writer introduce him in this way?
 - 2 Whose perspective is the story written from? What effect does this have on the reader?
 - 3 What were the results of the empathy study? Do you think they accurately represent teens? Why? / Why not?
 - 4 Explain what happens in an empathy class. Do you think they are useful? Why? / Why not?

Discover vocabulary Forming nouns from verbs

Student Book ► page 112 Workbook ► page 6

- 4 Complete the chart with verbs and nouns from the article.

Verb	Noun
1	reaction
appear	2
treat	3
4	understanding
5	practice
express	6



- 5 Imagine you are Auggie. Write a journal entry about your first day at school. Use the words from exercise 4.

I was nervous about my first day at school. I was afraid that the other kids might treat me badly because of my appearance.



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

- 1 When was the last time you did something kind? What did you do?
- 2 Imagine you meet someone in a similar situation to Auggie’s. How could you include them and help them fit in?

Discover more



SEARCH ONLINE and find out about World Kindness Day. Is it celebrated in your country? What do people do on this day?

LIVES WITH A DIFFERENCE

Why are new kids at school “eager” to fit in?

Auggie Pullman, the main character of the story *Wonder*, is like any other ten-year-old boy. He loves riding his bike and playing with his Xbox. He loves ice cream and soccer. He also has a great sense of humor. Yet when Auggie starts at a new school, he feels anxious. Like all new kids, he's eager to fit in. He wants to be part of a group and find people who he has something in common with. It's a challenge for anyone, but for Auggie it's a big problem. On the inside he's the same as everyone else, but on the outside he's very different. Auggie has a rare genetic disorder which has permanently disfigured his face. He's had 27 operations, but he will never look like other kids, and he thinks he will never “fit in.”

How do you think Auggie “copes with” people's reactions?

Wonder follows Auggie's day-to-day life at school and at home. It describes the friendships he makes. It also describes how people react to his appearance and how he copes with it. By the age of ten, he's gotten used to people's treatment of him; he's used to the stares and the comments. But there are times when he still feels embarrassed.

Wonder is a powerful story because it is written from Auggie's point of view, so we see the world as he sees it. We empathize with him and we feel his pain as he struggles to be accepted. Stories in books and movies often use a first-person narrator, which helps to develop our empathy and our ability to understand others. These stories take us on imaginative journeys into other people's lives. In *Wonder*, we identify with Auggie. He's an outsider, someone who is “different” from us, but we are able to share his feelings.

Our ability to understand other people's lives is important. People are social animals and we need to make connections with each other. However, a recent study of a group of teenagers showed an alarming trend. Psychologists found that there was a 40% drop in empathy among the group, compared with teens in the 1980s. The conclusion was that most teenagers today are only interested in themselves. They need to practice empathy more.

Why is this trend “alarming”?



Some schools in the U.S. are addressing this trend with classes in empathy. In one school in Seattle, a parent takes his/her baby to a class every week. The students sit in a circle around the baby. As the baby crawls around and explores, the students have to imagine how the baby is feeling. They have to notice body language and facial expressions, then they try to see the world from the baby's point of view. The students who take these classes improve their kindness and compassion as well as their empathy.

What body language might someone have if they are shy or sad?

In *Wonder*, Auggie has a great teacher named Mr. Browne. Every month Mr. Browne teaches the students a new rule about something really important. In Auggie's first class, the rule is about empathy and compassion. “When given the choice between being right or being kind,” says Mr. Browne, “choose kind.”



Auggie Pullman and his family in the movie *Wonder*

- 1 Read the article from a youth magazine. What challenges does Li talk about? How is he adapting to his new life?

REAL LIVES: LI YU

15-year-old Li Yu is from China. He moved to Canada with his family when his dad got a job in Toronto. He had to get used to a new culture, a new language, and make new friends. Real Lives talked to Li about how he has adapted.

So Li, what's the biggest challenge for you?

The language. I'm not used to speaking English, and sometimes it's difficult to understand. I learned English at my old school in China, but we didn't use to speak it very often.

Is your new school very different?

Yes, it is. My old school was small – I used to know all of the teachers and we would have lessons in the same classroom all day. But my new school is huge, with a lot of students. I'm used to it now, but sometimes I still get lost!

Are you getting used to your new home?

Yes and no. In China, we used to live in a house in a small town. It was close to the school so I used to walk there every day. Now I live in an apartment in a big city. I'm slowly getting used to it, but I'm not used to the snow!

What do you miss?

I miss my grandparents the most. They lived nearby, and my grandma would always make the best rice noodles for breakfast. I'll get used to my life here eventually, but I'll always miss China.



Discover grammar Talking about past states and habits

Student Book ► page 113 Workbook ► page 7

We use *used to* or *would* + base form to talk about repeated past actions that no longer happen. We use *used to*, not *would*, to talk about past states that are no longer true.

- 2 Study the examples from the article and rewrite them with *would* if possible.

- I used to know all of the teachers.*
- We didn't use to speak English very often.*
- We used to live in a house in a small town.*
- I used to walk to school every day.*



- 3 Read about the famous actor, Mila Kunis. Then discuss the questions in pairs.

- Where did Mila use to live?
- What do you think Mila and her parents would do every day when she was young?
- What happened in 1991? How did life change for Mila and her parents?
- What do you think she does now that she didn't use to do in the past?

Mila Kunis

- She was born in the Soviet Union in 1983. Her mother taught physics and her father was a mechanical engineer.
- In 1991, her family moved to the U.S. with just \$250. Her father worked as a taxi driver and her mother worked in a store.
- She was very unhappy in elementary school because she didn't speak English.
- She started acting classes when she was 9 years old.
- Today, she is an award-winning actor who has appeared in many TV shows and movies.



4 Look at the list of things that sometimes change in our lives. Were they different in the past for you?

my home

friends

my appearance (clothes, hairstyle, etc.)

school

hobbies and sports

TV / music that I like



5 In pairs, talk about how your life is different now. Use *used to* and *would*.

Discover grammar Talking about adapting to change

Student Book ► page 113 Workbook ► page 8

We use *get used to* and *be used to* + *-ing* form or noun to talk about new things or situations in our lives that are becoming or already are (or aren't) normal.

6 Study the examples from the article and answer the questions.

a *I'm not used to speaking English.*

d *I'm not used to the snow.*

b *I'm used to my new school now.*

e *I'll get used to my life here eventually.*

c *I'm slowly getting used to living in a city.*

1 Which sentence is about something new that is normal now?

2 Which sentences are about something new that is becoming normal?

3 Which sentences are about something new that isn't normal yet?



7 Imagine you have just moved to Canada. Discuss the questions in pairs.

- What aspects of life in Canada are you used to? What aren't you used to?
- Which new things will be easy to get used to? Which will be difficult?



8 Look at the situations below. Choose a situation, then talk to your partner about your old life and your new one. Use *used to* / *would*, *be used to*, and *get used to*. Think about:

- what was different in your old life.
- what new things or situations have / haven't become normal for you.
- which situation would be the most difficult to get used to.



**Discover
more**



SEARCH ONLINE and find out about **a famous person in your country who was born in a different country**. Why did they move? What did they have to get used to?

Life skills
strategy

Being a positive influence

If you want to persuade people to make positive changes or decisions,

- be positive and offer practical suggestions.
- listen and try to see things from their point of view.
- lead by example, giving examples from your life and other people's lives.

1 Study the life skills strategy. Then do the quiz.



Are you a
*positive
influence?*

TRY OUR QUIZ
AND FIND OUT!

1 Your friend has an annoying habit: she checks her phone messages all the time. Do you ... ?

- A criticize her in front of other friends
- B talk about a bad habit you once had and how you dealt with the problem
- C spend less time with her

2 Your cousins have a new YouTube channel. You think their videos are terrible. Do you ... ?

- A suggest that they give up
- B offer to help them improve the videos? They trust you, so they will listen
- C tell them you think they're great, but don't follow them

3 A friend disagrees with you about a homework assignment. He's stubborn and won't listen to you. What do you say?

- A "Sorry, but I know I'm right."
- B "I may be wrong. Let's look at the facts." Then justify your opinion.
- C Nothing. You don't like arguing with your friends.

4 You're doing your homework, but your brother put on loud music. Do you ... ?

- A go into his bedroom and switch off his music yourself
- B explain why it's a problem and convince him to turn it down
- C try to ignore it and carry on working

5 A friend posts an embarrassing picture on social media. Do you ... ?

- A tell her that the picture is really stupid
- B explain how people might react and talk her into taking it down
- C do nothing, but feel guilty about it

KEY

MOSTLY As You don't try to influence people – you prefer to tell them directly what to do. But people won't listen to you if you're rude.

MOSTLY Bs You politely say what you think, but you can see things from other people's point of view, too. You are a positive influence!

MOSTLY Cs You don't like disagreements. Consider influencing people to do the right thing sometimes.

Discover vocabulary Influencing

Student Book ► page 112 Workbook ► page 8



2 Work in pairs and compare your answers for the quiz. Were they similar or different? Do you agree with the key?



1.02

3 You are going to listen to a podcast about YouTubers. In pairs, discuss how YouTubers influence their followers. Then listen. Which ideas are mentioned?

- 1 They give their followers advice.
- 2 They offer them free products.
- 3 They share personal information.
- 4 They are good listeners.
- 5 They have a lot of expert knowledge.
- 6 They influence people in a positive way.



Listening strategy



Answering multiple-choice questions

When you have a multiple-choice listening task, underline key words in each question before you look at the options.

4 Study the listening strategy. Read questions 1–5 and underline key words in the questions.

- 1 Who do teenagers listen to most for advice, according to the presenter?
a pop stars b their parents c YouTubers
- 2 How many followers on YouTube do you need to start earning money?
a 500,000 b 17,000 c 1 million
- 3 How do YouTubers make money?
a They sell video games. c They work for one company.
b They have ads on their channel.
- 4 How are YouTubers similar to their followers?
a They have special talents. c They have similar life experiences.
b They are open and honest.
- 5 What do YouTubers do when they talk to their followers?
a They often film private conversations. c They ask their fans a lot of questions.
b They usually film themselves in a personal space.



5 Listen again and choose the best answers (a–c) to the questions in exercise 4. Did underlining key words help you?



6 Read the role cards and act out dialogues. Use the key phrases below to help you.



1

Student A You belong to a cycling club. Your friend has a new bike and you think he/she would really enjoy the club. Think of ways to influence your friend so that he/she joins the club.

Student B Your friend wants you to join his/her cycling club. You aren't really interested – you have other hobbies and don't have much time for exercising.

2

Student A There is a new student in your class who doesn't speak English well and seems lonely. You want to invite the student to spend the day with you and your best friend this weekend, but your friend doesn't like the idea. Think of ways to influence them to include the new student.

Student B Your best friend has invited a new student to spend the day with you on Saturday. You don't want someone new to join you – you think it will be less fun.

Key phrases Influencing people

Have you considered ... ?

Perhaps you could ...

You might not realize this, but ...

OK, you've persuaded me.

Sorry, I'm not convinced.

7 REFLECT Think about a situation in your life when you tried to influence a friend or family member. Were you successful? What would you do differently now?

Discover more



SEARCH ONLINE and watch some videos by a YouTuber that you like. What strategies do they use to influence and persuade their followers?

Writing task



An opinion essay

Your teacher has asked you to write an essay about the importance of caring about each other. Choose one of the following statements. Write an essay explaining if you agree or disagree, and why.

- People don't care about their neighbors any more.
- Teenagers only care about themselves.
- Pet owners care more about their pets than about other people.

Understand the task

- 1 Study the writing task. Do you agree or disagree with the three statements?
- 2 Read the essay below. Which statement from the writing task is it about? Do you agree with the writer?

It's clear that people care about different things: my grandma cares about her cat, my mom cares about her family, and my little brother really cares about his favorite baseball players! But what about teenagers? Some people say that they only care about themselves. I strongly believe this is far from the truth. People sometimes say that teens are selfish. They are labeled the "selfie" generation who only care about themselves and their "likes" on social media. In my opinion, this isn't a fair label. While it's true that teens spend a lot of time on social media, they read about global problems, too. We live in a connected world, and it's my belief that teens really care about things like inequality, poverty, and the environment and the impact that these issues have on other people. In addition, teens care about the people in their lives – their family, friends, classmates, and teachers – people whom they have the strongest connections with.

In conclusion, I'd say that teenagers don't only care about themselves. They care about their friends and their family, as well as people they don't know whose lives are affected by global problems. The way I see it, this makes teenagers just like other people.



Think and plan

Writing strategy



Deciding on a topic

You are often able to choose your topic for a writing assignment. You can write a better text if you choose the right topic for you. If possible, choose a topic that:

- you are personally interested in.
- you have a clear opinion about.
- gives you plenty of ideas when you think about it.

3 Study the writing strategy. Then read the writing task again. Follow the instructions.

- 1 Think about each of the three statements. Is it easy to think of ideas for each one?
- 2 Choose one to write your essay about. Explain to a partner why you chose it.

4 Look at the paragraph plan. Make notes for the essay topic that you have chosen.

Paragraph 1 – Introduce the essay topic in an interesting way and state your opinion.

Paragraph 2 – Explain your opinion with supporting examples.

Paragraph 3 – Sum up your opinion and restate it.

Write a first draft

5 LANGUAGE POINT Look again at the essay on page 12. Underline five phrases which Clare uses to introduce her opinion.

6 Write the first draft of your opinion essay. Use your notes and follow the paragraph plan from exercise 4.

Review and edit

7 Read through your first draft. Check it and revise it. Then write your final draft.

- **Content** Have you stated your opinion at the start?
- **Content** Have you included examples to support your opinion?
- **Organization** Does your essay contain three paragraphs: an introduction, main opinion, and conclusion?
- **Style** Have you used different words and expressions to introduce your opinions?

Reflect

What connects us?



Why do we want to fit in?



How can we develop empathy?



How do people adapt and change?



How can we influence people positively?



Who do we care about most?

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



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

3 Work together and compare your ideas.



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

5 Discuss the lesson questions in pairs.

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

Workbook ► Page 13



I learned that you can give up your time to do volunteer work to show that you care about people.



VIDEO Learning about the origin of place names

READING Scanning for specific information

LANGUAGE IN USE Talking about past events, talking about past actions connected to the present

LIFE SKILLS Understanding maps

LISTENING Identifying advantages and disadvantages

WRITING Developing your ideas

What do PLACES mean to us?

St. Petersburg, Russia's second city, was previously called Petrograd (1914–1924) and Leningrad (1924–1991).

How do places get their names?

- 1 Look at the picture and read the caption. Why do you think places change their names?
- 2 Match the place names below with the descriptions.
Bondi Beach Manhattan Manchester Wellington
Westward Ho! Uluru

What's in a name?

- 1 a seaside resort in England named after a famous book
.....
- 2 a borough of New York City which means "island of hills"
.....
- 3 a natural feature in Australia that has two names
- 4 a port in New Zealand named after a famous English Duke
.....
- 5 an industrial city in England that shares its name with many towns in the U.S.
- 6 a suburb in Sydney, Australia, named after the sound of the sea

Discover vocabulary Settlements

Student Book ► page 114 Workbook ► page 16

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

- 4 Watch the video again. What other places do Josh and Bella talk about? How did they get their names?



- 5 Work in pairs. Choose three or four places that you know and answer the questions.

- 1 What kind of settlement or natural feature are they?
- 2 What do you know about their history?
- 3 How did they get their names?

Key phrases Talking about places and origins

It's a (seaside resort) in the (southwest) of (England).

It was (invaded / built / founded) by

The name tells us

... is named after (a person / a battle / a natural feature).

... comes from the word ..., which means

That's a (funny / unusual / complicated) name.

Discover
more



SEARCH ONLINE and find **the most common place name** in your country. What does it mean? How many places have that name?

Why do places disappear?

- 1** Look at the pictures of towns and cities that people no longer live in on page 17. Answer the questions.

- 1 What kind of towns do you think they were? Modern or ancient? Industrial or agricultural?
- 2 Why do you think people left?



1.03

- 2** Read and listen to the travel guide and check your answers to exercise 1.

Reading strategy



Scanning for specific information

When you need to find specific information in a text, like a name or a number, you don't need to read every sentence.

- Decide what information you need: is it a name, a number, a date, a time?
- Scan the text until you have found the information.
- Read the sentences around the information to check you have found all of it.

- 3** Study the reading strategy. Then look at the city profiles. What type of information is missing? Scan the travel guide and complete the profiles.

Name: Shi Cheng

Founded:

Population:

When did people leave?

Why?

Name: Bodie

Founded:

Population:

When did people leave?

Why?

Name: Pripyat

Founded:

Population:

When did people leave?

Why?

- 4** Answer the questions about Shi Cheng, Bodie, and Pripyat.

- 1 What was life like there? What kind of people do you think lived there?
- 2 Can you visit the city today? How?

Discover vocabulary Synonyms

Student Book ► page 114 Workbook ► page 16

- 5** Find synonyms for these words and phrases in the travel guide.

- 1 huge
- 2 deserted
- 3 lively
- 4 sadly

- 5 move away
- 6 defend
- 7 contemporary
- 8 possessions



- 6** Cover the travel guide. In pairs, tell the story of the four time-capsule towns. Use the words from exercise 5 to help you.



- 7 TALKING POINTS** Discuss the questions.

- 1 Which town do you think has the most interesting story? Why?
- 2 Why might people want to visit abandoned places?
- 3 Should abandoned places be left as they are or restored? Why?

Discover more



SEARCH ONLINE and find out about another town, village, island or place that has disappeared or is disappearing. Where is it? Are people trying to save it?

LET'S EXPLORE ... TIME-CAPSULE TOWNS

Pompeii, Italy

August 24th in the year AD79 began like any normal summer day in Pompeii. People were getting up and having breakfast, or walking to work along the shaded city streets, when suddenly there was a massive explosion. 24 hours later, the city had been wiped out by Vesuvius, a nearby volcano. Pompeii became a time capsule of Roman life in AD79. Throughout history, many towns and cities have been abandoned by their inhabitants. Sometimes natural disasters are to blame, but there are other reasons, too. Let's find out about more "time-capsule towns."

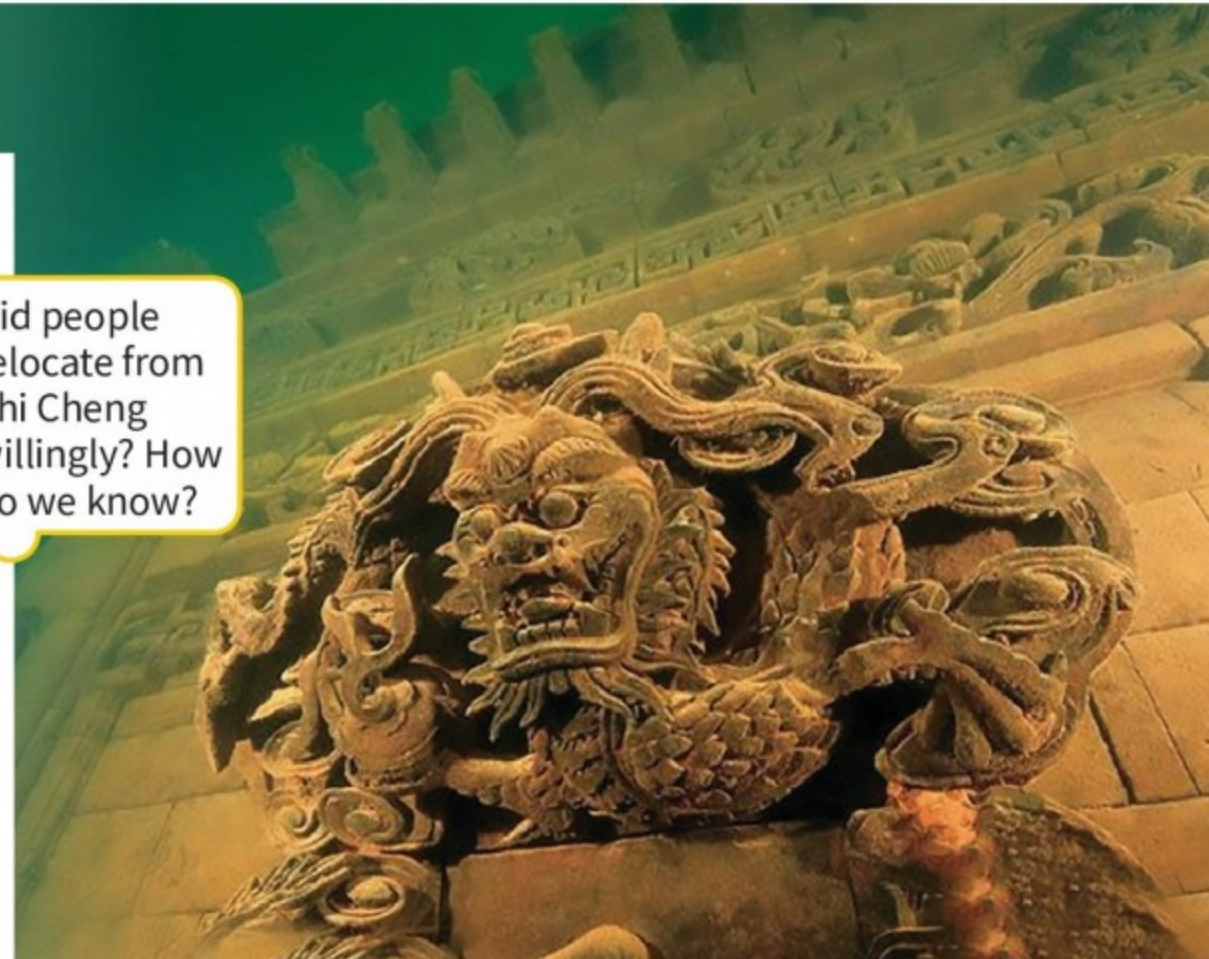
What does "wipe out" mean?



Shi Cheng, China

- 10 Shi Cheng or "Lion City" used to be a bustling town in a valley in China. The city was founded 1,300 years ago and by the 20th century, it was home to 290,000 people. Shi Cheng was a beautiful place. You could walk down its wide streets, through ornate stone arches and past historic temples decorated with intricately carved lions and dragons.
- 15 Unfortunately, the valley where the town was located was flooded in 1959. The area needed electricity, so an artificial lake was created and a huge power station was built. Everyone in Shi Cheng was forced to relocate and "Lion City" disappeared beneath Qiandao Lake. The town was forgotten for many years.
- 20 Today Lion City is a recognized monument. Divers often visit to see its stone temples and to photograph the dragons and lions. The stone lions once protected the city, but they could not protect it from progress.

Did people relocate from Shi Cheng willingly? How do we know?



What kind of things made Bodie "perilous"?

Bodie, U.S.

- In the 1800s, many new towns were created across the American West as people rushed to mine for gold. One of these, Bodie in California, grew from 20 people in 1861 to 10,000 people 25 years later. During that time, its mines produced gold worth more than 34 million dollars. By the 1880s, Bodie had two banks, a school, a post office, and a jail. Miners from all over the world went there to make their fortune. There were also gunfighters, robbers, and other criminals, so it was a perilous place to live and there were often fights. Every morning people would ask, "Did anyone get killed last night?" But eventually the gold ran out and the mines closed down. Then two major fires destroyed large parts of the town. By 1939, the school and post office were closed and the town was left with a handful of residents. The last mine closed in 1942.
- A lot of tourists visit Bodie today. The miners and robbers have long gone, but perhaps a few ghosts remain!



What are two synonyms for "hastily"?

Pripjat, Ukraine

- Pripjat was a model city. It was built in 1970 and was modern, clean, and well managed. It had schools, a hospital, stores, parks, movie theaters, factories, and almost no unemployment or crime. Over 50,000 people lived and worked in the town and at the Chernobyl nuclear power plant nearby. Then in 1986, disaster struck. An explosion at the nuclear power plant allowed dangerous radiation to escape. Within two days, the town was empty – people left hastily, leaving their personal belongings in their homes or on the streets.
- Today Pripjat has become a time capsule. No one can live there, but brave tourists can visit. However, wildlife around the city is thriving. There are more deer, wild boar, and wolves than ever before!

1 Read two people's impressions of London and answer the questions.

- 1 Who are the people and why are they in London?
- 2 What things do they notice in the city?
- 3 What do you usually notice when you arrive in a new place?



YOUR IMPRESSIONS OF LONDON



CASEY

Monday was our first day in London. We missed the tour bus because we'd been taking so many pictures, so we decided to take the underground to Trafalgar Square instead. While we were waiting on the platform, a teenage boy pushed into me. He apologized and walked away quickly. A moment later, our train arrived and thirty minutes later, we were in Trafalgar Square. Everyone was taking pictures. I looked for my camera, but it wasn't in my bag. I was sure the boy on the platform had stolen it!



ALBERTO

I've been in London for three months now, and I've been studying English since I arrived. My English has improved, but lessons are expensive. I've been working in a cafe every evening to pay for them. London is different from what I imagined. I've never seen so many different kinds of food or heard so many languages! And although people are polite here, they aren't very friendly. I've met a lot of other Spanish people here, but I haven't made any English friends yet.



Discover grammar Talking about past events

Student Book ► page 115 Workbook ► page 17

We can use these tenses to talk about past events: simple past, past continuous, past perfect simple, and past perfect continuous.

2 Study the examples from Casey's post. Match them with descriptions 1–5.

- a He apologized and walked away quickly.
 - b Everyone was taking pictures.
 - c While we were waiting on the platform, a teenage boy pushed into me.
 - d The boy on the platform had stolen it.
 - e We missed the tour bus because we'd been taking so many pictures.
- 1 A finished action that happened before another action
 - 2 A repeated action some time before another action
 - 3 A background description
 - 4 A sequence of actions
 - 5 A longer action interrupted by a shorter action



3 Read the captions and imagine you took the pictures below. Work in pairs and answer the questions.

- Describe the pictures. What were you doing? What was the weather like?
- Describe what you had been doing and what had happened before you took the picture.
- Describe two things that happened after you took the picture. Why did you do them?



Traveling around the U.S. in a camper sounds fun, but our first day was a disaster.



Today we started our trip across South America.

Discover grammar Talking about past actions connected to the present

Student Book ► page 115 Workbook ► page 17

We use the present perfect simple and present perfect continuous for actions and states that began in the past but continue, have a result in the present, or happened during an unfinished time period.

4 Study the examples from Alberto's post on page 18 and answer the questions.

- | | |
|--|--|
| a <i>I've been in London for three months.</i> | c <i>I've been studying English since I arrived.</i> |
| b <i>My English has improved.</i> | d <i>I've been working in a cafe every evening.</i> |

- Which situations started in the past and are still going on?
- Which action has a present result?
- Which action happened a number of times?



5 Imagine you are spending a year working and travelling in Australia. Make notes about the following. Then compare your experiences with a partner.

- | | |
|---------------------------------------|--|
| 1 How long have you been there? | 4 What job have you been doing? |
| 2 What experiences have you had? | 5 What has most interested or impressed you about Australia? |
| 3 How have you been traveling around? | |



Discover
more



SEARCH ONLINE and find out which places in your country are the most visited. What do you think people notice about them?

Life skills
strategy

Understanding maps

Maps are important for getting from A to B. To understand a map, you need to be able to interpret its symbols, lines, and colors and relate them to the real world around you.

1 Study the life skills strategy, then answer the questions.

- 1 When was the last time you used a map? What kind of map was it, and what did you use it for?
- 2 Think about the area where you live. If you give directions to your house, which landmarks, roads, and buildings do you include?

Discover vocabulary Maps

Student Book ► page 114 Workbook ► page 18

2 How much do you know about map reading? Answer the questions. Use the map on page 21 to help you.

ARE YOU A MAP LEGEND?

- 1 How does a scale help you understand a map?
- 2 On a physical map, what does it mean when contour lines are close together?
- 3 What does a dotted line on a map often represent: a footpath, a river or a railway?
- 4 On a road map, what does a street with an arrow usually mean?
- 5 What symbols are often used on maps to represent different landmarks?
- 6 What kinds of borders are usually included in maps?



3 Imagine you are going somewhere very remote. Would you take a map? Why? / Why not?



1.04

4 Listen to an interview. What kind of map did the student use? Why did she get lost? What would you have done in this situation?

Listening
strategy

Identifying advantages and disadvantages

When people have a discussion, they usually give advantages and disadvantages. When you listen to a discussion, note down the advantages and disadvantages that you hear. This will help you follow the discussion.

5 Study the listening strategy. Then listen again. Note down more advantages and disadvantages of map apps and paper maps.

	Advantages	Disadvantages
Map apps	They are easy to use.	
Paper maps		They only show one area.

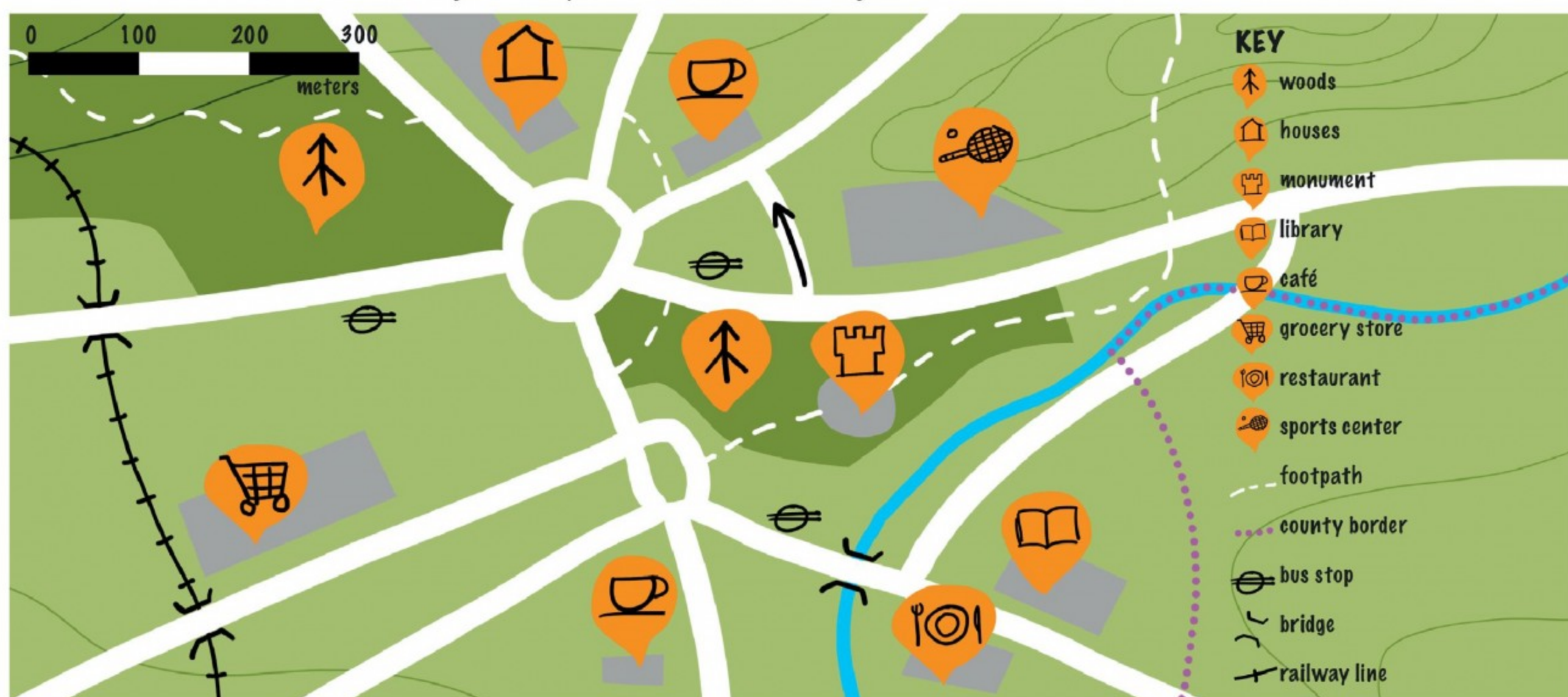
6 Which sentence summarizes Steve's opinion about real maps and map apps? Check (✓) the correct answer.

- a He thinks real maps are generally more valuable than map apps. ☐
- b He recommends a combination of map apps and paper maps during an expedition. ☐
- c He thinks map apps will replace real maps for explorers. ☐



7 Work in pairs. Follow the instructions and draw a map from memory. Use the map below to help you.

- Choose an area for your map. It could be:
 - part of your neighborhood
 - your town center
 - an area of countryside near your town
- Decide what natural features, buildings, and other landmarks your map will include.
- Make sure your map has a scale and a key.



8 Now swap your map with another pair. On the new maps, choose two points and imagine you are using the map to walk or travel between them. Discuss the journey and use the key phrases to help you.

Key phrases Reading a map

What does this symbol mean? Let's check the key.

First, we have to go north / south / east / west along

We should look out for a ... on the right / left.

According to the scale, this road / sidewalk is about ... long.

If we go in this direction, we'll pass

We can take a shortcut if we go

9 Find the area that you drew on a map app and compare it with your map. What are the differences? Did you include the same landmarks? Did you miss anything important?

10 REFLECT Which kinds of maps do you think are most useful in your everyday life? Will you use paper maps more in the future?

Discover
more



SEARCH ONLINE and find out about Aboriginal songlines in Australia. How did people use them?

Writing task



A description of a place

Your school magazine has asked for articles describing a place that is important to you and why it is special. Write a short article for the magazine. The best piece of descriptive writing will be featured in next month's issue.

Understand the task

1 Read the writing task and answer the questions.

- 1 Who will read your article and where?
- 2 What kind of description is it: emotional, factual, or both?
- 3 What do you think makes a place special? Is it the location, the people, or events that happened there?

Think and plan

Writing strategy



Developing your ideas

Before you start writing, develop your ideas. Use a mind map to generate ideas. Ask yourself questions about the place. Then select the most relevant and most interesting ideas.

2 Study the writing strategy. Look at the mind map. What information about Padstow do you think is most interesting?



3 Now read Martyn's description. Which ideas were included from the mind map?

A Special Place

by Martyn McGregor

My favorite place is Padstow, a **picturesque small** town on the coast of Cornwall, in southwest England.

Padstow is famous for its harbor, where there are rows of **gray stone** houses, and pretty blue and white fishing boats. The town is near **long sandy** beaches such as Treyarnon Bay, where you can surf. It's also near places of interest such as Trevoze Head Lighthouse, and the **magnificent ancient** Tintagel Castle where King Arthur lived.

There is always plenty to do in Padstow, but when we are there, we usually eat at the same cafes and do the same boat trips and walks. I still notice different things about them every time I visit. This and the **friendly local** people always make me feel relaxed and at home.

That said, Padstow has changed over the years. It's gotten bigger and more popular. More tourists visit its famous seafood restaurants and crowd into the **bustling old** streets. Local people have moved out, too, because it's an expensive place to live. But despite these changes, I still love Padstow. It reminds me of my summer vacations with my family and friends, so it will always be a special place to me.

4 Choose a place you want to write about. Follow the instructions.

- 1 Think of three questions about the place that you can answer in your description.
- 2 Generate ideas to answer the questions and select the best ideas.
- 3 Think of adjectives to describe your special place and the things you can see and do there.

Write a first draft

5 LANGUAGE POINT Look at the highlighted adjectives in the description on page 22. Match them with the adjective categories below. Then complete the rule for adjective order.

opinion material age



6 Write a first draft of your description. Use your ideas from exercise 4.

Review and edit

7 Read through your first draft. Check it and revise it. Then write your final draft.

- **Content** Did you select your best and most interesting ideas?
- **Organization** Did you organize your ideas into clear paragraphs?
- **Style** Did you use a variety of adjectives in your description in the correct order?

Reflect

What do places mean to us?

How do places get their names?

How do we read maps?

Why do places disappear?

What makes a place special?

What do we notice about places?

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

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

3 Work together and compare your ideas.

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

5 Discuss the lesson questions in pairs.

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

Workbook ► Page 23



I learned that the town of Craco in Italy was abandoned because of earthquakes.

Project
task

Designing a travel guide

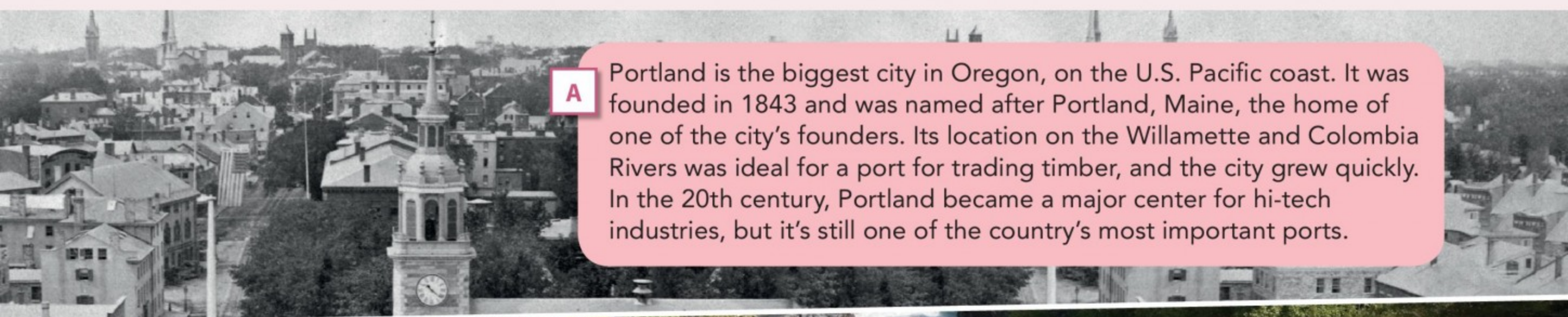
Work in groups and create a mini travel guide about your town or region. Decide the most interesting areas to write about: history, places of interest, entertainment, etc. Research information about your town and collect pictures and maps. Present your travel guide to the class.

UNDERSTAND

- 1 Read the instructions for the project task. What is the main aim of the project?
- 2 Look at these sections from a travel guide. Match sections A–D with the headings 1–6 below. There are two extra headings.

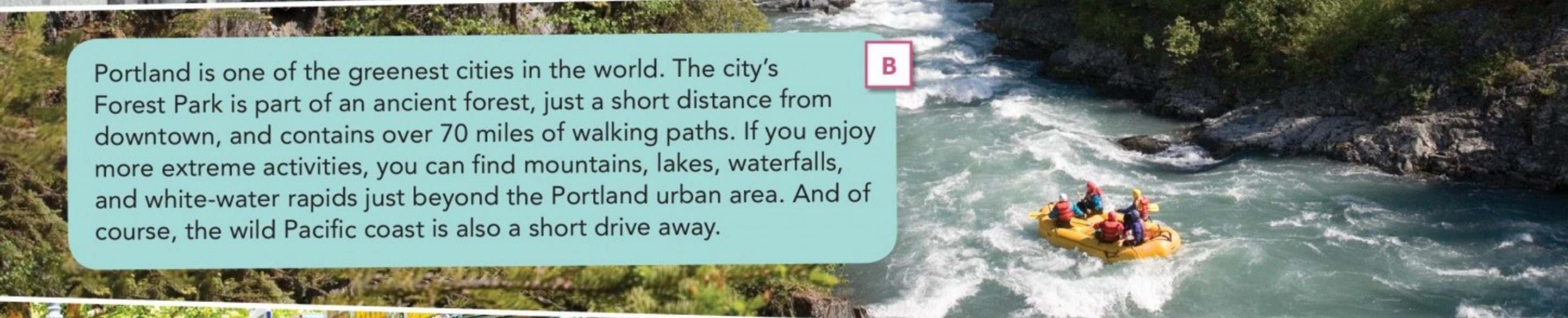
- 1 The History of Portland
- 2 Where to Eat and Drink
- 3 The Great Outdoors

- 4 Special Events in Portland
- 5 Travel and Places to Stay
- 6 A Special Place to Visit



A

Portland is the biggest city in Oregon, on the U.S. Pacific coast. It was founded in 1843 and was named after Portland, Maine, the home of one of the city's founders. Its location on the Willamette and Colombia Rivers was ideal for a port for trading timber, and the city grew quickly. In the 20th century, Portland became a major center for hi-tech industries, but it's still one of the country's most important ports.



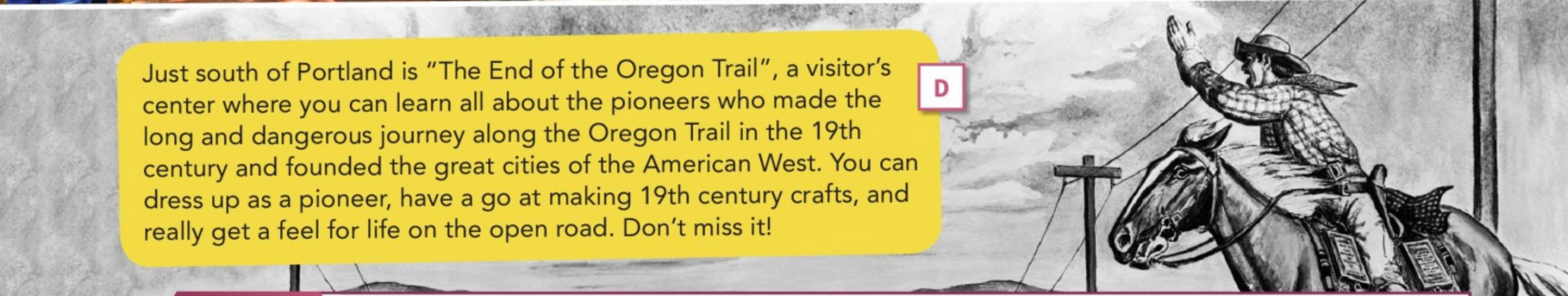
B

Portland is one of the greenest cities in the world. The city's Forest Park is part of an ancient forest, just a short distance from downtown, and contains over 70 miles of walking paths. If you enjoy more extreme activities, you can find mountains, lakes, waterfalls, and white-water rapids just beyond the Portland urban area. And of course, the wild Pacific coast is also a short drive away.



C

If you're into street food, there's no better place in the U.S. than Portland. The city has over 600 food carts where you can try freshly made dishes from all over the globe, from Korean tacos to traditional American hot dogs. Head to one of Portland's street food "pods" and choose your favorite food cart. Try Fifth Avenue if you're downtown, or Portland State University.



D

Just south of Portland is "The End of the Oregon Trail", a visitor's center where you can learn all about the pioneers who made the long and dangerous journey along the Oregon Trail in the 19th century and founded the great cities of the American West. You can dress up as a pioneer, have a go at making 19th century crafts, and really get a feel for life on the open road. Don't miss it!

Discover
more

SEARCH ONLINE for some travel guides to your town. What information do they include? Which do you like most and why?



- 3** Listen to four students planning a travel guide. Which four categories do they decide to include?

1.05

COLLABORATE AND PLAN



- 4** Work in groups. Come to a decision about which categories to include in your travel guide. Use the key phrases.

Key phrases Coming to a group decision

Making requests

Would you like to ... ?

What do you think about ... ?

Can you find out about ... ?

Making a suggestion

What if we ... ?

Maybe we could ... ?

Here's something we could try.

Responding to suggestions

I hadn't thought of that.

I see what you mean.

That sounds about right.

Concluding

Are we all agreed?

That's fine with me.

Is everyone else OK / fine if ... ?

- 5** Think about the tasks you need to do to create your travel guide and complete the project planner.

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



- 6** Think about what information you already know and research new information online. Find pictures and other visuals for each category. Then write a first draft.

SHARE



- 7** Give feedback on each other's first drafts and visuals and make any necessary changes.



- 8** Work together to write and design your travel guide.

PRESENT



- 9** Present your travel guide to the class. Which group has chosen the most interesting or most unusual categories?

Reflect

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

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



VIDEO Learning about food and the environment

READING Figuring out meaning from context

LANGUAGE IN USE Using the passive

LIFE SKILLS Understanding food labels

LISTENING Listening for numbers

WRITING Researching information online



How do we choose **OUR FOOD?**

There are more than 7.5 billion people in the world.
How can everyone have enough to eat?

What is the environmental impact of our food?

- 1 Look at the picture and the question. What are the challenges of feeding the world?



- 2 Think of some food items that you have eaten recently. Discuss the questions in pairs.

Food and the environment

- 1 Where was the food grown and produced?
- 2 Was it locally sourced or was it transported a long distance?
- 3 What type of packaging did it come in?
- 4 Was the packaging reusable or will it end up in landfill? Is it biodegradable?

Discover vocabulary The life cycle of food

Student Book ► page 116 Workbook ► page 26



- 3 Watch the Factflix video. Which item(s) ... ?

- 1 was transported from abroad
.....
- 2 was locally sourced
.....
- 3 has biodegradable and non-biodegradable packaging
.....



- 4 Read the definition and watch the video again. Why do some of the food items have a high carbon footprint?

Carbon footprint: the amount of carbon gas that is produced by the activities of people and companies.



- 5 Work in pairs. Make a list of the snacks you eat during a typical week. Then discuss the following questions.

- 1 Does each snack have a big carbon footprint? Why? Could you reduce it?
- 2 Which foods should you avoid? Why?

Key phrases Talking about food choices

I (don't) think about ... when I buy ...

I think my choice of food is ...

... has a large / small carbon footprint because ...

I could cut down on ...

I should avoid ... -ing

... is / are (terrible) for the environment because ...

Discover
more



SEARCH ONLINE and find out about **the life cycle of potato chips**. What happens to the packaging? Are there any environmentally-friendly alternatives?

What influences our diet?



1 Look at the pictures on page 29. Discuss the questions.

- 1 Where do you think the young people are from?
- 2 What type of food can you see? Why do you think they eat this food?



2 Read and listen to the article and check your ideas. Did anything surprise you?

1.06

**Reading
strategy**



Figuring out meaning from context

When you read a text, you may come across key words which you don't know. Ask yourself:

- What type of word is it: noun, verb, etc.? Does it have a prefix or suffix that can help you?
- Is there a synonym or an antonym of the word in the sentence or the surrounding sentences? Is it paraphrased, or followed by an example?

3 Study the reading strategy. Then find the words below in the article on page 29. Can you figure out their meanings?

- | | |
|--------------------------|---------------------|
| 1 intriguing (line 18) | 4 chronic (line 41) |
| 2 malnutrition (line 26) | 5 obese (line 48) |
| 3 shack (line 30) | |

4 Read the article again and answer the questions.

- 1 Why did Greg Segal decide to photograph food?
- 2 What were the main similarities and differences in people's diets?
- 3 What's unusual about pizzas in India?
- 4 According to the writer, why do a lot of people in the U.S. eat fast food?
- 5 What does Segal want to achieve with Daily Bread?

Discover vocabulary Collocations

Student Book ► page 116 Workbook ► page 26

5 Match the words in A with words in B to make collocations. Check your answers in the article.

A school-aged status carbonated
developing advertising fast

B country food drink symbol
campaign child

6 Make new collocations finishing with the nouns in B in exercise 5. Use the words below and your own ideas.

- | | |
|------------------|-------------------|
| 1 organic | 4 developed |
| 2 chemical | 5 only |
| 3 soft | 6 political |



7 TALKING POINTS Make a list of what you usually eat for breakfast / lunch / dinner. Then discuss the questions.

- 1 Why do you think you or your family choose this food? Think about advertising, price, convenience, culture, nutritional value.
- 2 Do you think the typical diet in your country is healthy?

**Discover
more**



SEARCH ONLINE and find out about school lunches in a different country. What are the similarities and differences compared to your school lunches?

DAILY BREAD

What would a weekly diet look like in one photo? Let's take a look at Greg Segal's photo series *Daily Bread* and find out.



What does "processed" mean? What other things are processed?

Greg Segal is an American photographer. His photos always have something to say about the world, and his pictures of children in *Daily Bread* are no exception. The children are surrounded by the food that they eat in a week. The pictures make us reflect on what we consume, and what is a healthy diet.

It all started in 2016, after Segal had completed a project photographing people's weekly trash. He noticed how much of our trash came from packaged food. This got him thinking about how much processed food we have in our diets, and how this is different for people in different countries. For *Daily Bread*, he photographed people from the U.S., Europe, Asia, and Africa.

Before Segal took the photos, children were asked to keep a food journal of everything they ate for a week, including the portion size. Then all of their meals were recreated by food stylists and cooks. The results are intriguing and thought-provoking – the similarities and differences among countries and cultures are clear to see. There are the same global brands, carbonated drinks, and processed snacks. But there are also different homecooked meals, vegetables, and fruit.

Segal found some of the differences surprising. In developing countries, malnutrition and lack of food can be an issue. However, in *Daily Bread*, the diets of children from Asia and Africa are generally good. Segal photographed a 10-year-old Indian girl named Anchal Sahni. Anchal lives with her family

What exactly got Segal thinking?

What does the prefix re- in "recreated" mean?

in a little shack outside Mumbai. She eats traditional homecooked meals and lots of vegetables. She has hardly any processed food because her family can't afford it. Her dad earns \$5 a day, and a Domino's pizza is \$13 – it's almost a status symbol because it's so expensive. Price influences food choices, and in countries like India, global convenience foods are pricy. As a result, these items are less popular ... and diets are often healthier.

In contrast, diets in the developed world are sometimes poor. In the U.S., for example, a lot of people eat badly. Aggressive advertising campaigns, price, and convenience influence choice; fast food is cheap and easily available. This has led to a chronic overconsumption of processed food – in fact, the average American meal contains up to 60% of ultra-processed food. Sixteen-year-old Isaiah Dedrick, from California, has a typical diet. He eats some healthy meals, but he also eats a lot of fast food, which is high in saturated fat and sugar. The consequences are clear: one in three school-aged children in the US are overweight or obese, and life expectancy has decreased.

Which words introduce results in this paragraph?

Daily Bread is a fascinating snapshot of the things that influence children's diets: price, convenience, culture, and the globalization of companies that sell processed food. By putting diets in the spotlight, Segal hopes to start a conversation and raise awareness of the problems that ultra-processed food can cause. He's encouraging people to take the *Daily Bread* challenge and photograph everything they eat in a week. We like taking pictures of food and posting them on Instagram; maybe *Daily Bread* will get us talking about it, too ... and change our diets for the better.

1 Read the extract about the future of our cities. Discuss the questions.

- 1 How did people in cities produce food in the past?
- 2 What helped cities to grow and develop?

HUNGRY CITIES



Today, more than 50% of people on our planet live in cities and they all need food. Megacities like London need over 30 million meals a day! Thanks to sophisticated technology, supermarket shelves are packed with everything from Spanish olive oil to Thai noodles. But how do we feed our cities?

Hundreds of years ago, food choices in cities were very limited. Rapid transportation such as railroads hadn't been invented, and there was no refrigeration. As a result, crops could only be grown inside or near the city. Animals like sheep and cows were also kept inside the city walls.

The Industrial Revolution changed this. Railroads were built and new methods of food preservation were

invented. Food production could be moved away from the cities and into the countryside. As the food industry and transportation networks grew, so did the cities.

Nowadays, cities can be located anywhere. Places like Las Vegas in the Nevada desert and Yakutsk in Siberia have been built in environments where it is difficult to grow food or keep farm animals. Their inhabitants are totally reliant on supermarkets, which have huge amounts of food transported long distances to them every day.

Food in our cities is plentiful. Sadly, it is also being wasted. Over 25% is thrown away. In fact, 75% of the world's resources are being consumed by our cities. Will our planet be destroyed by hungry cities?

Discover grammar Using the passive

Student Book ► page 117 Workbook ► page 27

We use the passive when the agent (who or what did an action) is unknown, obvious, or less important than the action.

2 Study the examples from the article and answer the questions.

- a *Railroads hadn't been invented.*
- b *New methods of food preservation were invented.*
- c *Crops could only be grown inside or near the city.*
- d *Will our planet be destroyed by hungry cities?*

- 1 Which sentence says who or what does the action?
- 2 Can you guess the agent in the other sentences?
- 3 Why is the passive used in these sentences?



3 Rewrite examples a–d from exercise 2 in the active. Which do you think sounds better, active or passive?

- a
- b
- c
- d



4 Read the text about supermarkets and discuss the questions.

King Kullen, the world's first supermarket, was built in New York City in 1930. Until then, people did their shopping at small grocery stores where there was personal service. However, King Kullen had self-service and was much bigger. Prices were often discounted, too. This new type of store was a huge success and supermarkets soon became popular, with many being built outside of cities where land was cheaper and there was space for a parking lot. In the 1950s, more people had cars and refrigerators at home, so these stores became "a one-stop shop" where you could buy all your week's groceries. Today supermarkets are everywhere, from mountains to the middle of the desert. But what about the future? More and more groceries will be delivered to people's homes, but the supermarkets will still be king!

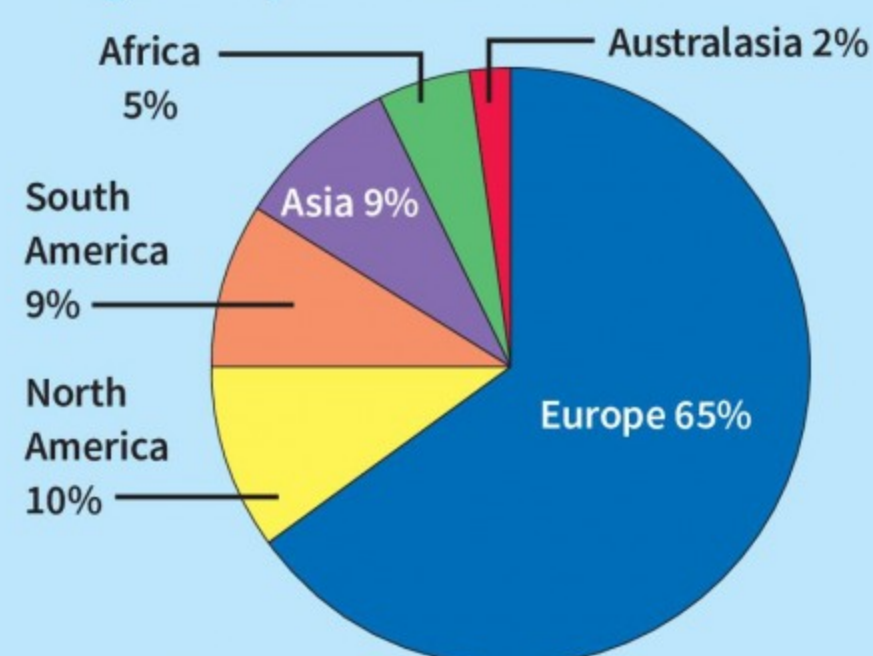


- Where are supermarkets usually built and why?
 - How were people's shopping habits influenced by supermarkets?
 - Why were a lot of small grocery stores replaced by supermarkets?
 - How has the way we eat been changed by supermarkets?
 - How do you think supermarkets will be affected by technology / climate change / population growth in the future?
- 5 Look at the factfile. Use the passive to explain how the origin of food in the U.K. has changed throughout history. Why do you think these changes have happened? Do you find any of the facts surprising?

Where does food in the U.K. come from?

	1800	1900	2018
Imported*	>1%	45%	45%
Traditional / Organic farming	99%	55%	5%
Farming using chemicals / pesticides	0%	0%	50%

*Origin of imported food in 2018



6 Work with a partner. Think about your city or region. Make questions and answer them.

- what food and drink / grow or produce / locally?
- how / food and drink / produce / in the past?
- what popular food and drink / transport / other parts of your country or / import?
- people's eating and shopping habits / change / recently? How?
- a lot of new supermarkets / build / at the moment? Where and why?
- more food / produce / locally in the future or / bring / from other places? Why?

Discover more



SEARCH ONLINE and find out about **growing food in cities**. What type of food is being grown in cities around the world?

Life skills
strategy

Understanding food labels

Food items often contain a lot of added ingredients, not just those that we can see and taste. Understanding labels on food products allows us to identify both healthy and unhealthy aspects of our food and maintain a balanced and healthy diet.

- 1 Think of the food you eat on a typical day. How healthy or unhealthy do you think it is? Add it to the scale below.



- 2 Study the life skills strategy, then read the text below. Do you eat any of these things? How often?

Discover vocabulary Food and nutrition

Student Book ► page 116 Workbook ► page 28

FOOD FACTS:

DON'T BE FOOLED!

What if you found out that your favorite healthy food wasn't healthy at all? Check out our food facts, then take a long, hard look at the food that you buy!



1 BREAKFAST CEREALS

Cereals are advertised as healthy, but are they? In reality, many popular brands are high in calories, "bad" carbohydrates such as sugar, and other unhealthy ingredients. One serving of cereal can contain 400 calories, or a fifth of your daily amount ... and very soon you're hungry again.



2 JUICE

Juice has vitamins and minerals, but it's not as good for you as you think. Why? Because the calories and sugar are concentrated, so your blood sugar level rises quickly and your body gets stressed. It's better to get your vitamins and minerals from fresh fruit and vegetables which contain fiber.

3 PREPARED SALADS

Just because the label says "salad", it doesn't mean it's good for you. Salad dressing can contain up to 600 calories and 40 grams (or 10 teaspoons) of sugar. That's more than a cheeseburger! The best salad dressing is olive oil and vinegar – there's no need for preservatives or artificial sweeteners.



4 FLAVORED YOGURT

If you want a yogurt, keep it simple, plain, and natural. Avoid ones with fruity flavors, because they're more likely to contain sugar and artificial flavorings than real fruit.



5 ENERGY BARS

There's a good chance that your energy bars are as unhealthy as pieces of candy. They have a lot of processed ingredients and are often packed with saturated fat. Want some fiber and protein? Have an apple or some cheese instead!



- 3 Read *Food facts* again. In pairs, explain why each of the foods isn't as healthy as it seems.



- 4 Listen to a radio show about food labels. What unhealthy food and drinks are mentioned? Why should we avoid them?

1.07

Listening strategy



Listening for numbers

Before you listen, try to identify which answers in a task will be numbers.

- Always write numbers as you listen, not words – it's quicker.
- Be careful not to mix up numbers ending in *-teen* and *-ty*. For *thirty*, *forty*, etc., we put a strong stress on the first syllable.
- Be ready to hear decimals – we read them using the word *point*, e.g., 3.14 = *three point one four*.



5 Study the listening strategy. Then listen again and complete the missing information in the leaflet.

KNOW YOUR DAILY ALLOWANCE

Calories (KJ / Kcal)	2,000 – ¹	³	25 g / ⁴ teaspoons
Fats	² g (400–700 Kcal)	⁵	6 g / 1 teaspoon
Carbohydrates	500 g (1,200 Kcal)	Sodium	⁶ g



6 Work in pairs to analyze these food labels. For each food label, follow the instructions. Use the key phrases to help you.

- 1 First, look at the food packaging. Does it look healthy? What ingredients do you expect it to have?
- 2 Now read the label. Analyze the information. Is there a healthy amount of each item?
- 3 Discuss the food items. How healthy or unhealthy do you think each item is and why? Would you buy it?



FRESH VEGETABLE SOUP

Amount per serving (= 1 cup)	
Kcal	400
Total Fat	20 g
Sodium	0.48 g
Total Carbohydrates	21 g
Sugars	4 g



NUTS 'N FRUIT GRANOLA BAR

Amount per serving (= 1 bar)	
Kcal	120
Total Fat	2.5 g
Sodium	0.04 g
Total Carbohydrates	22 g
Sugars	14 g



LOW SUGAR SPORTS DRINK

Amount per serving (= half a bottle)	
Kcal	50
Total Fat	0 g
Sodium	0.11 g
Total Carbohydrates	14 g
Sugars	0.01 g

Key phrases Analyzing information

At first glance, this looks

According to the packaging, this product is

One serving contains ... % of your daily allowance of

There's a huge amount of ... in it.

How much ... does it contain?

7 REFLECT Look back at the scale of foods you made in exercise 1. Would you change the position of any of them? Why?

Discover more



RESEARCH a food item that is sold in a vending machine in your town. Analyze the ingredients and find out if it is healthy or unhealthy.

What's the connection between food and culture?

Writing task



A description of a popular food

As part of a school food festival, your school magazine has asked students for articles about food and culture. Write about a food that is typical of or important in your country or culture. Give information about its origins, what it's made of, and when it is eaten.

Understand the task

- 1 Read the writing task. Think of some food from your country or culture that you could write about. What information do you need to include in your description?

Think and plan

Writing strategy



Researching information online

When you write, you can research information online to add to your own ideas.

- Make a note of information you already know on a topic. Decide how much to include in your text. Then decide what information you want to research.
- Use a search engine and enter questions, for example, *What are the origins of ... ?*
- Double check the information you want to include. Find it in more than one website.

- 2 Study the writing strategy. Then read Alessandro's description and answer the questions. What information do you think he needed to research online?

- 1 What is the food made of?
- 2 When was it first eaten in your country?
- 3 Did people eat it differently in the past? How?
- 4 Is it associated with a particular city or region? Which one?
- 5 Do people eat it on special occasions? When?

The importance of pasta

Pasta is a very simple food made from wheat and water. However, it's an important part of Italian culture, and has a long and fascinating history. Some people say that it was introduced by Marco Polo in 1292, after his travels in China. Others claim that the Romans first ate pasta in the 1st century AD. Whatever the story, pasta is a very ancient food.

In the 1300s, pasta took a long time to make and only rich people could afford it. But in the 1700s, machines were used to make pasta, so it became popular with poorer people. People would eat pasta from the same dish in the street. In fact, it was so popular in Naples that the people there were known as "macaroni eaters." Dry pasta was especially useful because it could be stored for a long time in the warm Mediterranean climate. Historians maintain that it was also used by sailors during long ocean voyages.

Today, pasta is one of the most popular foods in the world, but Italians love it the most. It's eaten for everyday meals, when families get together, and on special days. On Christmas Eve, Italian families eat pasta without meat. My grandmother always cooks a traditional seafood pasta called *La Festa dei Sette Pesci* (the Feast of Seven Fishes).

We eat pasta to celebrate our shared culture, and also because it's delicious. In Italy, we say pasta is like poetry. *Buon Appetito!*

Alessandro Mera, Bologna, Italy



- 3 Choose a food you'd like to write about. Then look at the questions in exercise 2. Answer them as much as you can about your food using your own knowledge.

Information I already know

Information I need to research

- 4 Now research more information online. Add the information to your answers in exercise 3.

Write a first draft

- 5 **LANGUAGE POINT** Find three examples where Alessandro reports what other people say or think. What verbs does he use? What other verbs could you use?

- 6 Write the first draft of your description. Use your answers from exercises 3 and 4. Decide what information to include in each paragraph.

Review and edit

- 7 Read through your first draft. Check it and revise it. Then write your final draft.

- **Content** Have you included all the information asked for in the task?
- **Content** Have you used reliable sources for your information?
- **Organization** Is your description organized into clear paragraphs?
- **Style** Have you used verbs to report what people say or think?

Reflect

How do we choose our food?

What is the environmental impact of our food?

What influences our diet?

How do we feed our cities?

What's in your food?

What's the connection between food and culture?

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

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

- 3 Work together and compare your ideas.

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

- 5 Discuss the lesson questions in pairs.

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

Workbook ► Page 33



I learned that 66 tons of food is wasted globally every second.



VIDEO Learning about heroes

READING Identifying facts and opinions

LANGUAGE IN USE Using relative clauses

LIFE SKILLS Dealing with difficult situations

SPEAKING Asking for clarification

WRITING Supporting your opinion



What makes A HERO?

The Avengers saved the day!

What qualities do heroes have?

- 1 Look at the picture and the caption. How would you define a hero? What do heroes do? What qualities do super-heroes have?

- 2 In pairs, discuss the questions.

Hero File

- 1 Choose the most important qualities which you think heroes have. Explain your choices.
they're ... courageous reckless compassionate moral selfless
they ... stand up for other people show leadership
- 2 How do heroes react in dangerous or challenging situations?
- 3 Why do other people find it harder to react in those situations?
- 4 What type of jobs might need heroic skills?

Discover vocabulary Describing heroes

Student Book ► page 118 Workbook ► page 36

- 3 Watch the Factflix video. What do Bella and Josh say about the questions in exercise 2?

- 4 Watch the video again. Answer the questions.

- 1 What did Wesley Autrey do?
- 2 What difficulties did Nadia Lopez face?
- 3 Do you agree that they are heroes?



- 5 Think of someone you consider to be a hero. Explain who it is and why they are your hero.

Key phrases Talking about personal qualities

I'd say that ... is a great example of (a hero).

What's really amazing about him/her is

An example of when he/she ... was

My idea of a hero is someone who

He/She sounds like the kind of person who

Discover more



SEARCH ONLINE and find out about **a hero in the news**. What did they do? Why is the person considered a hero? Do you agree that they are a hero?

1 Read the introduction to the comments on page 39 and answer the questions.

- 1 Who was Christopher Columbus? What is he famous for?
- 2 Why do you think people might disagree about his reputation?

**2 Read and listen to the comments. Are your ideas from exercise 1 mentioned? What is each writer's opinion of Columbus?**

1.08

3 Read the comments again. Answer the questions.

- 1 How does Anna Craig build up the achievements of Columbus in her opening paragraph?
- 2 What is her opinion of Columbus's use of slaves? Do you agree?
- 3 How does she say Columbus contributed to the development of the modern world?
- 4 According to Guillermo Delgado, who discovered the Americas?
- 5 What does he say was Columbus's motivation for making the voyage?

**Reading
strategy****Identifying facts and opinions**

It's important to recognize facts and opinion. A fact is true and can be proven. It's based on evidence or research. An opinion is what a person thinks or feels. It's based on a point of view or a belief.

4 Study the reading strategy, then read these sentences. Which are fact and which are opinion?

- 1 a Columbus was an Italian explorer.
b Columbus was a brave explorer.
- 2 a The Pacific is the largest ocean in the world.
b The Pacific is the most difficult ocean to sail across.
- 3 a Columbus brought spices back from the Americas.
b Spices improve the taste of lots of dishes.
- 4 a Columbus was a very talented sailor.
b Columbus started sailing when he was ten.

5 Now find three more facts and three more opinions in the comments.**Discover vocabulary Negative prefixes**

Student Book ► page 118 Workbook ► page 36

6 Find more negative adjectives in the comments and add them to the lists below. Which is the most common negative prefix? What spelling rules apply for the prefixes *ir* and *im*?

un	dis	in	im	ir	mis	non-
intelligent	honest	sensitive	patient	rational	represented	judgmental

7 Think of another historical figure or famous person. Use the adjectives in exercise 6 to write some facts or opinions about them.**8 TALKING POINTS Discuss the questions.**

- 1 Why can a person be a hero and a villain to different people? Think about who is telling the story and why they are telling it.
- 2 Is it possible for a historical figure to be a hero to everyone? Can you think of any examples?

**Discover
more**

SEARCH ONLINE about another controversial hero or villain from history. Who thought they were a) heroes and b) villains? Why?

CHRISTOPHER COLUMBUS: HERO OR VILLAIN?

Christopher Columbus was a famous Italian explorer. Some people say he discovered the Americas. But was he a brave explorer or a greedy invader?

○ A skilled navigator or a reckless adventurer? Two historians, Professor Anna Craig and Dr. Guillermo Delgado, give their point of view.

Can you think of a synonym for “skilled”?

Why does the writer use the word “real”? What does it imply?

What “instincts” do you think Columbus trusted?

Is “ruthlessly” a positive or negative word?

Where are the Old and New Worlds?

5 Imagine coming from a poor family in 15th century Europe. You start working on boats when you are only ten years old, to earn money and help at home. Life is difficult, but you’re determined to succeed, and eventually you become one of the best navigators in the world. This is the real

10 Christopher Columbus – a courageous, ambitious character who, in 1492, set off on a dangerous journey to an unknown world.

Columbus wanted to find a new and faster route to India by traveling west. In 1492, he sailed west without a map, trusting his instincts. It was a brave thing to do and, although he didn’t find a new route to India, he did
15 find the Americas and the Caribbean. He started the colonization of the Western hemisphere, and the great exchange of ideas and cultures. It was an amazing achievement.

Sadly, some people don’t recognize this achievement. They criticize Columbus for his cruel treatment of native people. Columbus enslaved
20 people who had been disloyal or fought against him. Slavery is clearly immoral, but in the 15th century, it was an accepted part of life. Columbus was simply a man of his times.

In short, Columbus built a bridge between the Old and New Worlds, creating an exchange of culture and ideas. Thanks to Columbus, a new modern age
25 began, changing the world forever. This is why he is a hero.

Professor Anna Craig

Christopher Columbus has been called a hero for centuries – people have named cities and even a country after him, and many places still celebrate Columbus Day. But the achievements of Christopher Columbus are often
30 misunderstood. Is he really the hero people think he is?

First, it’s inaccurate to say that Columbus discovered the Americas. In 1492, there were already millions of people living there. In addition, the first European had arrived there 500 years earlier – his name was Leif Erikson.

Second, Columbus’ voyage was about economics, not exploration. He
35 wanted wealth and power. He worked for the King and Queen of Spain, who gave him 10 per cent of any precious metals and objects he found. But Columbus found little gold or silver in the Americas, so he decided to make money another way – by ruthlessly making native people slaves.

Finally, Columbus started an exchange of people, animals, and plants
40 between the Old and New Worlds. The Old World benefited greatly from this exchange, but new, unfamiliar diseases killed millions of people in the New World.

In my opinion, Columbus isn’t a hero. He was mean and self-interested, and helped destroy native cultures in the Americas. If you celebrate Columbus
45 Day, you’re celebrating a villain.

Dr. Guillermo Delgado

What is a hero's journey?

1 Read the extract from an essay about heroes and answer the questions.

- 1 What did the book *The Hero with a Thousand Faces* show?
- 2 Who can be a hero?

Everyone has their favorite hero: there's Harry Potter, who fights Lord Voldemort, Rey from Star Wars, whose life changes when she leaves the planet Jakku, and Theseus, who defeats the Minotaur. But what do all these characters and their stories have in common? They all experience a hero's journey.

The hero's journey was first defined in a book called *The Hero with a Thousand Faces*. The book, which looked at hundreds of stories from Greek mythology to Hollywood movies, showed how the hero's journey is always the same. First, there is a call to action or a message. The message that the hero receives is often mysterious, but it's something that tells him or her about the quest. Next, the hero gets help from someone older and wiser. Then, he or she goes to a special world where there are dangerous trials and tests. The most difficult trial changes the hero's life, and he or she returns home. However, nothing is the same after that, and a new quest soon begins ...

In these stories, heroes are people who do extraordinary things. However, if we take a closer look, we can see that these heroes are human, and that their stories reflect our own lives. Many of us are already on a hero's journey. Our call to action might be to help a friend in need, look after a sick parent, or support a local charity. We can all be heroes.



Discover grammar Using relative clauses

Student Book ► page 119 Workbook ► page 37

We use defining relative clauses to define the thing or person we are talking about.
We use non-defining relative clauses to give extra information about the thing or person we are talking about.

2 Study the examples from the extract. Then answer the questions.

- a *There's Rey from Star Wars, whose life changes when she leaves the planet Jakku.*
 - b *The book, which looked at hundreds of stories, showed how the hero's journey is the same.*
 - c *The message that the hero receives is often mysterious.*
 - d *He or she goes to a special world where there are dangerous trials.*
 - e *Heroes are people who do extraordinary things.*
- 1 In which examples is essential information about someone or something given?
 - 2 In which examples is extra information about someone or something given?
 - 3 Which relative pronoun can be omitted? Why?
 - 4 Find more examples of relative clauses in the text. Are they defining or non-defining? Why?

3 Read this story about the Greek hero, Odysseus. Find seven relative clauses. Which are defining and which are non-defining?

Odysseus is the hero of a story called *The Odyssey*.

It's a story about a king who leaves home to fight a battle. It's set in Ancient Greece, a place where there are a lot of small islands. It's set in a time when there are a lot of wars. The hero is someone who is intelligent and determined. He goes on a quest which takes him to different lands. He meets a lot of people. One of these is a witch called Circe who helps him.

In the end, he returns home where his wife, Penelope, is waiting.



- 4 Work in pairs. Think of a hero from a story. Use the description of Odysseus on page 40 to write your own description.
- 5 Read your description to the class, but don't read the first line. Can they guess the hero and the story?
- 6 Read the instructions for the game and the example. What is the extra information that each student adds?

HERO MEMORY GAME: Instructions

- Play in teams of 3 or 4.
- Player 1 thinks of a hero from a story and says a true sentence about him or her.
- Player 2 repeats the sentence and adds extra information in a relative clause.
- Player 3 repeats player 2's sentence and adds more extra information in a relative clause.
- Players continue until they make a mistake or are unable to add extra information. If this happens, they are out of the game.
- The last player left in the game is the winner!



In Star Wars, Rey, who is a scavenger, comes from planet Jakku.



player 1

player 2

player 3

In Star Wars, Rey comes from the planet Jakku.

In Star Wars, Rey, who is a scavenger, comes from the planet Jakku, where she meets Finn.

- 7 Work in groups and play the *Hero Memory Game*. Use your own ideas or the ideas below to help you.



Robin Hood lived with a group of outlaws in Sherwood Forest.



In Spider-Man, Peter Parker is an orphan who lives with his aunt and uncle.



Lara Croft explores the world looking for powerful and mysterious objects.

Discover
more



SEARCH ONLINE and find out about a **legendary hero or heroine from a different country**, such as China, or Brazil. What happens in his or her story?

Life skills
strategy

Dealing with difficult situations

Difficult situations arise when something unexpected happens. You need to stay calm, keep people safe, and make decisions quickly.



1 Study the life skills strategy. Have you ever been involved in an emergency? What happened? Tell your partner.

2 Look at the situations below. What decisions do people need to make? What would you do in each situation?

One of your friends has gotten into trouble while swimming in the river.



You are in a movie theater when a fire alarm goes off.



Your friend didn't arrive on the bus as you had planned. You think he is missing.



You get lost while you are hiking. Your phone battery is dead and you don't have a map.



You are walking in the countryside when you are caught in a severe snowstorm.

Discover vocabulary **Emergencies**

Student Book ► page 118 Workbook ► page 38



3 Listen to a radio interview. What emergency situation happened? Where did it happen?

1.09

4 Read the advice leaflet. Then listen again. Which advice is mentioned? What do you think was the most important thing Samuel Boas did? Why?

Don't make a drama out of a crisis!

In an emergency:

- a** Remain calm and try to think clearly.
- b** Remove yourself and other people from danger.
- c** Seek additional help if necessary.
- d** Come up with a practical plan.
- e** Make quick, rational decisions.
- f** Help other people and calm them down.
- g** Don't put anyone at risk.
- h** Give people tasks to do.



Speaking strategy



Asking for clarification

If you are unsure of instructions or a plan, always ask for clarification. Asking people to repeat instructions, or summarizing what someone has said, can clarify a course of action.



5 Study the speaking strategy. Then work in groups and role play the situations. Decide on the best plan of action to take. Make sure everyone understands what they need to do.

1 You are visiting another city with friends. You spent the afternoon doing different things. One of your friends is now missing. It's an hour after you arranged to meet, and his/her phone is switched off.

2 You are hiking in the countryside with some friends. It has started to snow unexpectedly, and soon you find it difficult to continue walking. You can't see the path.

3 You are on the beach. Suddenly, you hear someone shouting. It is a woman – her child is a long way out in the water and seems to be in difficulty.

Key phrases Making decisions under pressure

If we ..., everything will be OK.

There's no point in ... -ing.

You must not It will make things worse.

(Luke), could you ... as quickly as you can?

That sounds like a good plan.

Let me check I've understood.

6 REFLECT Think again about a difficult situation that you were in. What decisions did people make? Were they the right ones? Would you have done anything differently now?

Discover more



SEARCH ONLINE and find out about a recent emergency or difficult situation in the news. How did people deal with the situation? What was the outcome?

Writing
task

A description of a person you admire

Your teacher has asked you to write a description of a person who you think is a good example of a role model. Tell their story and explain what makes them a role model.

Understand the task

- 1 Read the writing task. Then read the definition of a role model. Circle the right answers.

What's a role model? It isn't someone who ¹tells / **shows** you what to do, it's someone who ²tells / **shows** you what to do. They ³follow / **lead** by example and they ⁴inspire / **order** you to be like them. We ⁵look up to / **look down on** role models because they have a lot of life ⁶experience / **problems**. They have many good qualities, but best of all, they encourage us to do the right thing.

- 2 Read Danni's description. Who does she admire? What qualities does she mention?

Think and plan

Writing
strategy

Supporting your opinion

Many writing text types require you to express your personal opinions. When you express an opinion, give real-life examples and facts to support it.

- 3 Study the writing strategy, then read Danni's description again. What achievements and other information does she include to support her opinion?

A **GOOD** friend, a **GREAT** role model

by Danni Jagielka

There are many people who I admire and who clearly make great role models. Some of them are important people from history, others are famous celebrities or politicians. However, the person I want to write about is my best friend Lisa. Lisa isn't famous or powerful, but she's a fantastic role model – she certainly makes a difference in other people's lives.

I first met Lisa when I was 11 years old. We were in school together and I sat next to her in class. Lisa was really good at math and she used to help me when I got stuck! She had a great sense of humor and we soon became good friends. But unfortunately, Lisa started missing classes. At first I didn't know why, then I found out that she was sick. She was in the hospital for a long time, but she was very brave. Luckily, she got better.

Lisa came back to school, but she didn't forget the hospital or the kids she met there. She was determined to help them, so every year she organizes a fundraising day. Last year there was a sponsored walk – amazingly, it raised 10,000 dollars for the hospital! Although Lisa spends a lot of time helping other kids, she always has time for her friends. She's a good listener and she still helps me with math. She's one of the kindest and most compassionate people I know. That's why she's my role model. 😊❤️



4 Make notes about a person you admire. Ask yourself these questions.

Paragraph 1 – Introduce your role model. Can you summarize why you admire them?

Paragraph 2 – What is their story? What relevant details can you include?

Paragraph 3 – What are their achievements? What qualities do they have?

Write a first draft

5 LANGUAGE POINT Find four examples of adverbs in the description that show the writer's attitude or opinion. What opinion or feeling do the words express?

6 Make adverbs from the following adjectives. Write sentences with your opinions.

- 1 incredible
- 2 bizarre
- 3 unlucky
- 4 surprising

7 Write the first draft of your description. Include your notes from exercise 4.

Review and edit

8 Read through your first draft. Check it and revise it. Then write your final draft.

- **Content** Have you supported your opinion with facts and achievements?
- **Organization** Are your paragraphs clear?
- **Style** Have you used attitude adverbs?

Reflect

What makes a hero?



What qualities do heroes have?



How can someone be both hero and villain?



What is a hero's journey?



How can you deal with an emergency?



Who is your role model?



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



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

3 Work together and compare your ideas.



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

5 Discuss the lesson questions in pairs.

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

Workbook ► Page 43



I learned that time might change our perception of who is a hero.



Designing a digital timeline

Work in groups and create a digital timeline about a real hero, living or dead. Research key dates in their life. Include dates, images, and information about key events in their life. Present your digital timeline to the class.

UNDERSTAND

1 Read the instructions for the project task and look at the timeline below. Work in groups and answer the questions.

- 1 What is the main goal of the project?
- 2 What is a digital timeline?
- 3 Look at the timeline. How old was Malala when she spoke to world leaders at the UN?

MALALA YOUSAFZAI

July 1997
Malala is born.

She was born in the town of Mingora in the north of Pakistan on July 12.

October 2012
Malala is shot because of her protests.

On October 9, Malala was shot as she travelled on a bus. She was badly injured and she was flown to a hospital in Birmingham in the U.K.

January 2013
She starts a new life in the U.K.

Malala finally left hospital to live with her family, who had moved from Pakistan to England.

2013
Her first book is published.

Malala's autobiography, *I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* became an international best seller.

October 2014
She wins the Nobel Peace Prize.

Aged 17, Malala became the youngest winner of the Nobel Peace Prize.

2007
Malala's school is closed down.

The mountainous region where Malala lived became controlled by a group who believe that girls should not be educated.

2008
Malala starts to protest.

Malala started to protest about her education being taken away. She gave speeches and wrote a blog for the BBC.

July 2013
She gives a famous speech at the United Nations.

On her 16th birthday, Malala spoke to world leaders about education and women's rights, urging them to change their policies.

September 2017
Malala starts studying at Oxford University.

Malala was accepted into Oxford University and started her course in Politics, Philosophy, and Economics.

Discover
more



SEARCH ONLINE and find out about making a timeline. What key events or information can you include?

COLLABORATE AND PLAN

- 1.10**  **2** Listen to four students discussing their project. Which events on the timeline do Rani and Tanya mention? Which do Alex and Jed mention?
- 1.11**  **3** Listen to the students discussing how to create the digital timeline. What special feature does Rani suggest they include?
-  **4** Work in groups. Make a list of tasks to create your timeline and complete the project planner.

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

- 5** Choose a hero. Decide who will research which periods of his/her life. Then research key events.

SHARE

- 6** Share your initial research with the group. Use the key phrases. Then decide what you still need to find out and complete your research.
-  **7** Create your timeline. Download a digital timeline or make a poster. Add visuals.
-  **8** Analyze your timeline as a group. Give feedback on the design and images and make any necessary changes.

PRESENT

-  **9** Present your digital timeline to the class. Which group created the most interesting or most attractive timeline? Which person would you like to find out more about?

Key phrases Sharing information

Reporting back

This is what I've found out so far.
 I need to do some more research on that.
 I've still got a bit more research to do.
 I wasn't able to find out about

Asking for help

Do you know how I can find out about ... ?
 Why don't we work together on ... ?
 Can anyone give me a hand with ... ?

Praising

Good job. You've found out a lot.
 That will make it really interesting.
 Great work!

Reflect

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

- How could you improve the planning of your project?
- Which tasks were you not able to complete on time? Why?
- Which piece of research was the most interesting and useful?
- Which feedback did you find the most useful?
- How effective was your digital timeline?



VIDEO Learning about numbers around us

READING Topic sentences

LANGUAGE IN USE Talking about ability and possibility, talking about deduction

LIFE SKILLS How to manage your money

LISTENING Recognizing context

WRITING Writing an introduction

How do we use NUMBERS?

"Without mathematics, there's nothing you can do. Everything around you is numbers."

Shakuntala Devi, writer and mathematician



Which numbers are in our everyday lives?

1 Look at the picture and the caption. Can you think of more examples of numbers in our everyday lives?



2 Complete the quiz with the numbers below. Work in pairs and compare your ideas.

0.9 3 3.12 9 10 13

Quick quiz: Numbers in our lives

- 1 Average price of a coffee in New York \$.....
- 2 Number of hours teenagers need to sleep per day
- 3 Number of points for winning a soccer game points
- 4 Amount of time it takes a computer to break a password milliseconds
- 5 Maximum recommended weight of a school backpack % of body weight

Discover vocabulary Numbers and measurements

Student Book ► page 120 Workbook ► page 46



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



4 Watch the video again and answer the questions.

- 1 According to Bella, how do numbers keep us safe? Can you think of other ways numbers might keep us safe?
- 2 What other examples does Josh give which show that sports are mathematical?
- 3 Josh says not everyone needs numbers. Can you think of everyday activities that don't need math or numbers?



5 In pairs, write your own short quiz about numbers in our lives. Research the numbers if necessary. Then ask another pair your quiz questions.

What percentage of people in the world are left-handed?

Key phrases Asking about numbers

How long / high / heavy is ... ?

What's the (average) weight / length / height / price of ... ?

What percentage of ... ?

What's the probability of ... ?

How many points do you get for ... ?

How much is ... ?

Discover more



SEARCH ONLINE and find out about **the Pirahã people**. How do they live without numbers?

1 Answer the questions.

- 1 Do you enjoy math? Can you predict the next two numbers in this sequence?
0, 1, 1, 2, 3, 5, 8, 13,
- 2 Describe the pictures on page 51. How do you think the sequence relates to these things?



1.12

2 Read and listen to the article on page 51 and check your ideas. What are Fibonacci numbers? How do they work?Reading
strategy**Topic sentences**

Topic sentences are like signposts. They show us the main idea of the paragraph and help us follow the development of a text. They usually appear at the beginning of a paragraph, but they can also be in the middle or at the end.

**3 Study the reading strategy. Then decide which sentence or question is the topic sentence for paragraphs A–E. Compare in pairs and explain why.**

- A
 - a When you ride your bike to school, walk in the park, or simply look out of the window, you'll probably see an example of a Fibonacci number.
 - b But what exactly is a Fibonacci number?
- B
 - a Why do these numbers occur so often in nature?
 - b For hundreds of years, mathematicians, botanists, and physicists have searched for an explanation.
- C
 - a Sunflowers are an excellent example of this.
 - b Let's look at the sequence in flowers first.
- D
 - a However, Fibonacci numbers are not only found in flowers.
 - b Even the Milky Way has several spiral arms, each of them following the Fibonacci sequence.
- E
 - a A lot of people study Fibonacci numbers even today.
 - b Fibonacci numbers have provided us with a better understanding of how things grow and multiply.

Discover vocabulary Verb + preposition

Student Book ► page 120 Workbook ► page 46

4 Find these verbs in the article. Which prepositions follow them?

- | | | | |
|----------------|---------------------------|----------------|-----------------|
| 1 appear | 3 search | 5 belong | 7 insist |
| 2 occur | 4 apply (something) | 6 arrive | 8 provide |

5 Rewrite the sentences so they have the same meaning. Use the verbs in parentheses and a preposition.

- 1 It gave mathematicians the ratio of a circle's circumference to its diameter. (provide)
- 2 Today, Pi can be used in many math problems, from simulations of the Earth's climate to apps on our cell phones. (apply)

**6 TALKING POINTS Discuss the questions.**

- 1 Can you think of other examples of the Fibonacci sequence in nature?
- 2 Summarize what you have learned in this lesson. What did you find interesting?

Discover
more

SEARCH ONLINE and find out about the golden ratio. What is it? Where does it occur in nature?

NATURE AND NUMBERS

What do snowflakes, a spider's web, snail shells, and sunflowers have in common? It may seem strange, but their shape and structure follow the same patterns, patterns that are based on math. Let's find out about
5 a pattern of numbers called FIBONACCI numbers!



A

When you ride your bike to school, walk in the park, or simply look out of the window, you'll probably see an example of a Fibonacci number. It could be the number of petals on

What part of a flower is a "petal"?

10 a flower (maybe 8 or 13), or the number of spirals on a shell (perhaps 21 or 34). There are an infinite number of examples in nature. But what exactly is a Fibonacci number? Fibonacci numbers belong to a sequence which starts with 0 and 1. Each number
15 that is added to the sequence is the sum of the two previous numbers. For example, after 0 and 1, the next number is 1 (0+1), then 2 (1+1), 3 (2+1), 5, 8, 13, and so on.

B

Why do these numbers occur so often in nature?

20 For hundreds of years, mathematicians, botanists, and physicists have searched for an explanation. Is it a coincidence? Do the numbers occur in plants because they represent the best growth patterns? Over 800 years ago, an Italian mathematician was
25 asking the same questions. His name was Leonardo Pisano Fibonacci. Fibonacci arrived at the sequence of numbers after studying how rabbits reproduced and multiplied over a year. While he was busy studying these numbers, other mathematicians
30 started to notice how frequently the formation appeared in the natural world.

C

Let's look at the sequence in flowers first. The number of petals in a flower follows the Fibonacci sequence. Sunflowers are an excellent example of
35 this. Count the petals, and you'll find precisely 21, 34, or 55 – numbers which belong to the sequence. In the center of a sunflower, there's also a spiral pattern, which goes in two directions. These are called Fibonacci spirals.

40 The dimensions of each section of the spiral follow the Fibonacci sequence.

D

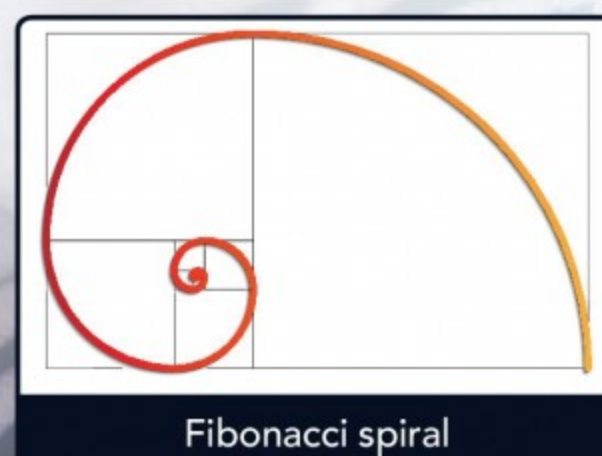
However, Fibonacci numbers are not only found in flowers. The unique geometric formation of the Fibonacci spiral occurs in thousands of plants, animals and other natural phenomena. We can
45 see them in spider's webs, pine cones, sea shells, snowflakes, and hurricanes. Even the Milky Way has several spiral arms, each of them following the Fibonacci sequence.

E

50 A lot of people study Fibonacci numbers even today. They've appeared in popular movies and books such as The Da Vinci Code, as well as in science journals and school science books. Some people have tried to apply the numbers to everything in nature. It's
55 tempting to insist on a simple underlying connection between all things in the natural world. However, nature is complex, and not all plants and animals follow the same sequence. Still, Fibonacci numbers have provided us with
60 a better understanding of how things grow and multiply. Maybe math doesn't inspire you, but numbers in nature will!

What is the opposite of "simple" in this paragraph?

Does "precisely" mean "approximately" or "exactly"?



1 Read the article and answer the questions.

- 1 What did Ivan and Xuming do?
- 2 How did they work together?
- 3 What happened to their school work?

TEEN GENIUSES

It must be difficult to invent a new mathematical theorem ... unless you're Ivan Zelich or Xuming Laining. In 2015, the teenage students developed an important new theorem about space. Some scientists say that thanks to their work, we'll be able to understand much more about intergalactic travel and "wormholes." Ivan and Xuming met on an online math forum. They were trying to find a solution to the same problem and started working together. Ivan is from Australia, and Xuming was living in the U.S., so they were able to work on the problem 24 hours a day! Xuming took over when Ivan went to sleep, and vice versa. Both boys are very smart. Xuming was able to solve complex math problems

when he was still in high school, and Ivan could understand negative numbers when he was only three. Ivan can also speak six languages, and Xuming teaches math to university students. However, both boys got poor grades in other school subjects. That's understandable – it might have been difficult to study and work on the theorem at the same time. They couldn't have had much time for homework! After a lot of work, Ivan and Xuming managed to complete their theorem. Their parents must have felt incredibly proud – Ivan was even congratulated by the Australian Prime Minister. In the future, the boys want to make more discoveries about math and space – they might be working on them right now!

Discover grammar Talking about ability and possibility

Student Book ► page 121 Workbook ► page 47

We use modal verbs *could*, *managed to*, and *was able to* to talk about ability and possibility in the past. We use *can* and *will be able to* to talk about ability and possibility in the present and future.

2 Study the examples. Do the verbs refer to the past or future? Which verb means *was able to* in general, and which means *was able to on one occasion*?

- a He *could* understand negative numbers when he was just three.
- b They *were able to* work on the problem 24 hours a day.
- c After a lot of work, Ivan and Xuming *managed to* complete their theorem.
- d Thanks to their work, we'll *be able to* understand much more about intergalactic travel.

3 Work in pairs. Read about a famous Hungarian mathematician and answer the questions.

- 1 What could(n't) / was(n't) he able to do at different ages?
- 2 What did he manage to achieve? When?
- 3 Do you think he is a typical genius? Why?

**Paul Erdos (1913–1996)**

- multiplied 3-digit numbers in his head at the age of 3
- discovered negative numbers at the age of 4
- tied his shoes for the first time when he was 11
- got a doctorate in mathematics at 21
- learned how to make a sandwich at 21
- never learned how to cook, drive a car, or do his own laundry
- left money to help mathematicians to solve unsolved math problems

- 4** Think of ages in your past and future. What could / couldn't you do at those ages? What did you manage to do? What do you think you'll be able to do in the future?

I could tie my shoes laces when I was 8. When I'm 20, I'll be able to drive.

Discover grammar Talking about deduction

Student Book ► page 121 Workbook ► page 47

We use the modal verbs *must (have)*, *can't / couldn't (have)*, *might (have)*, *may (have)*, and *could (have)* to make deductions about present and past situations.

- 5** Study the examples. Then answer the questions.

- a *It must be difficult to invent a new mathematical theorem.*
- b *They might be working on them right now!*
- c *It might have been difficult to study and work on the theorem at the same time.*
- d *They couldn't have had much time for homework!*
- e *Their parents must have felt incredibly proud.*

- 1 Which verbs talk about the past?
- 2 Which talk about the present?
- 3 Which tell us the speaker is certain about something?
- 4 Which tell us the speaker isn't certain about something?

- 6** Read about a different mathematician. Think about different aspects of Esther's life in the past and present, and make deductions.

her friends and social life her studies her free-time activities pressure from her family

She must have studied a lot for her degree. She couldn't have had many friends her own age.



Esther Okade loves math as much as other teens love music and sport. The 13-year-old British-Nigerian girl is getting a Ph.D. in financial mathematics.

Esther was home-schooled by her mother, also a mathematician. Incredibly, Esther passed her GCSE Math exam at the age of 6 (other students take this at 16!) and started her college degree at the age of 10.

Esther's ambition is to have her own bank by the time she is 15. She wants to use her math skills to help other people. Until then, she's writing a series of workbooks to help other teens excel in math!



- 7** Think of or research some other young stars in math, sports, or music. Talk about the challenges they might have experienced and how they may have felt.

Judit Polgar became the world's youngest ever female chess Grandmaster at the age of 15.

Wolfgang Amadeus Mozart composed his first symphony at age 8.

Akrit Jaswal is a medical genius with an IQ of 146. He performed his first surgical operation aged 7.

Discover
more



SEARCH ONLINE and find out about another math genius, such as the "human calculator."

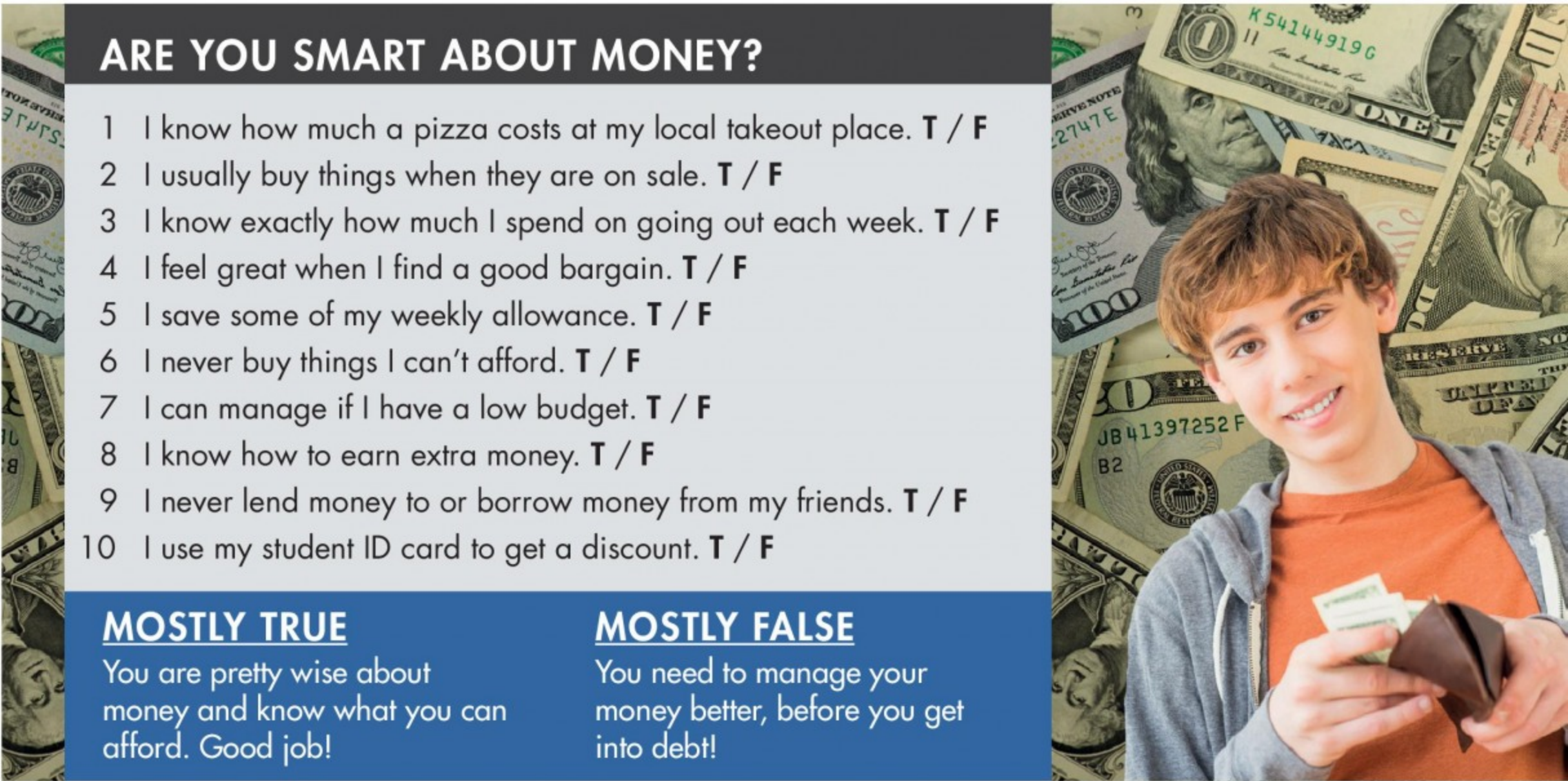
Life skills
strategy

How to manage your money

Learning how to manage money is an important part of life. You need to understand how much money you need to live on, how much you can save, and how to cut costs when you need to.



- 1** Study the life skills strategy, then do the questionnaire in pairs. Are the statements true or false for you?



ARE YOU SMART ABOUT MONEY?

- 1 I know how much a pizza costs at my local takeout place. **T / F**
- 2 I usually buy things when they are on sale. **T / F**
- 3 I know exactly how much I spend on going out each week. **T / F**
- 4 I feel great when I find a good bargain. **T / F**
- 5 I save some of my weekly allowance. **T / F**
- 6 I never buy things I can't afford. **T / F**
- 7 I can manage if I have a low budget. **T / F**
- 8 I know how to earn extra money. **T / F**
- 9 I never lend money to or borrow money from my friends. **T / F**
- 10 I use my student ID card to get a discount. **T / F**

MOSTLY TRUE

You are pretty wise about money and know what you can afford. Good job!

MOSTLY FALSE

You need to manage your money better, before you get into debt!

Discover vocabulary **Money and budgeting**

Student Book ► page 120 Workbook ► page 48

Listening
strategy

Recognizing context

When you listen to a conversation, recognizing context can help you build understanding. Notice:

- background noises: Where do you think the speakers are?
- tone of voice: What is their relationship? How do they feel?
- key words or words that are stressed: Can you guess the conversation topic?



1.13

- 2** Study the listening strategy. Then listen to three conversations and answer the questions.

- 1 Where are the speakers?
- 2 What is their relationship?
- 3 What are they talking about?

- 3** Listen again. For each question, write 1, 2, or 3 for the different conversations. In which conversation(s) does someone ... ?

- 1 suggest borrowing money from someone
- 2 talk about withdrawing money
- 3 talk about saving money
- 4 mention an allowance
- 5 talk about a way to earn more money
- 6 talk about spending less money

- 4 Cate wants to save up \$150 to buy the sneakers that she saw. Read about her weekly spending and answer the questions.
- 1 How much of her allowance does she have left at the end of each school day?
 - 2 How much of her salary does she have left after the weekend?
 - 3 How much can she save towards her sneakers each week?



CATE'S WEEK

During the week, Cate has an allowance of \$10 a day. She takes the bus to school and buys a fruit juice before school starts. She always eats in the school cafeteria. She usually has a cheese sandwich, yogurt, and a piece of fruit, and she drinks water. On the weekend, Cate works part-time in a store and earns \$70. She buys a phone card, and usually goes to the movies with friends. She always gets some popcorn. After the movie, she usually goes out for pizza and spends \$15.



CAFETERIA

NACHOS	\$3
SALAD	\$2.50
FOUR-CHEESE PIZZA	\$2
CHEESE SANDWICH	\$1.80
FRIES	\$1.60
HAM SANDWICH	\$1.80
DONUT	\$1.40
YOGURT	\$1
FRESH FRUIT	\$1
FRUIT JUICE	\$1.20
MILK	\$0.60
WATER	FREE

CHARLTON BUSES

round trip
from Hill Street
to Charlton High School

\$1.20



Now with
6GB Data

PHONE CARD

\$20
TOP UP

- 5 Now work in groups. Discuss how Cate can spend less and save more money. How quickly can she save up the money for her new sneakers? Use the key phrases to help you.

Key phrases Talking about money

I think she could do without
If she wants to cut costs, she should
I think ... is a total waste of money.
... is a luxury / must-have item. She doesn't need / needs it.
Why doesn't she cut down on ... ?
She can't really afford

- 6 REFLECT Think about your own budgets and spending. Could you reduce your own spending? If so, what would you do with the money that you saved?

Discover
more



SEARCH ONLINE and find out about people who have lived without money, such as Daniel Suelo or Heidemarie Schwermer. How did they do it?

How can we learn about each other through numbers?

Writing task



A report on a survey

You are going to look at the results of a survey and write a report about those results.

Understand the task

- 1** Study the writing task. Check (✓) the information you think should appear in a report on a survey.

the writer's opinion

☐

quotes from people

☐

questions from the survey

☐

a summary of the results

☐

the aim of the survey

☐

- 2** Read the report and check your ideas. Did any of the results surprise you?

Writing strategy



Writing an introduction

When you write an introduction, always:

- state your purpose clearly. What is the aim of the text and what will it include?
- consider the kind of writing and your audience. Use the correct register (formal or informal).

- 3** Study the writing strategy. Then look at these introductions for the report. Which do you think is the best? Why is the other one inappropriate?

A The aim of this report is to look at what teenagers do after school. The report is based on a survey which asked teenagers about the kinds of activity they spend the most time doing, the activities they enjoy the most, and how often they do them.

B The purpose of this report is to examine what teenagers do after school. Personally, I spend a lot of time playing soccer after school. However, most teenagers prefer to play online games. In my opinion, teenagers spend far too long on screens.

Report: after-school activities

Which activities do you spend most time doing after school?

Nearly all of those questioned spend most of their time doing homework. Over 65% spend one hour or more every night on school assignments. A couple of people spend more time playing organized sports, as they are members of sports teams.

Which activity do you enjoy most?

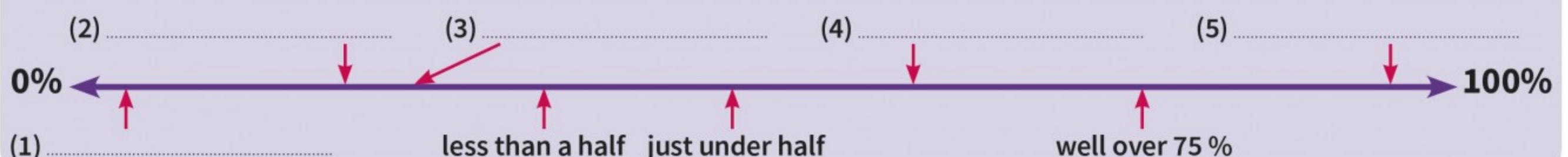
Predictably, none of the people surveyed mentioned homework. Approximately 60% of people said they enjoy online activities, such as online games or chatting on social media. Over half meet friends, and about a quarter like playing sports. Just over 20% mentioned watching TV or movies.

How often do you do your favourite activity?

Nearly all of the people who do online activities are online every day. The majority of people who meet friends do it on Fridays or on the weekend. Three quarters of the people who play sports practice the sport at least once a week. Most of the people who watch TV also do it every day.

In conclusion, it appears that the after-school activity teenagers spend most time on is homework. However, the most popular activities are online ones, and students do these activities every day.

- 4 LANGUAGE POINT** Complete the scale with the highlighted words or phrases for using approximate language in the report.



Think and plan

- 5 Look at the results of a survey. What was the topic of the survey? How many students answered the questions?
- 6 Use approximate language to help you make notes about some of the results of the survey in exercise 5.

Write a first draft

- 7 Write the first draft of your report of the survey in exercise 5. Use your notes from exercise 6 and write an introduction and conclusion.

Review and edit

- 8 Read through your first draft. Check it and revise it. Then write your final draft.
 - **Content** Does your introduction introduce the aim and summarize the content of the survey?
 - **Content** Is it clear which questions you asked in your survey?
 - **Style** Have you used approximate language?



Reflect

How do we use numbers?

- Which numbers are in our everyday lives?
- Which numbers can we find in nature?
- Who thinks in numbers?
- How can math help with money?
- How can we learn about each other through numbers?

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



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

- 3 Work together and compare your ideas.



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

- 5 Discuss the lesson questions in pairs.

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

Workbook ► Page 53



I learned that nature is full of perfect geometric shapes.



VIDEO Learning about movies

READING Understanding pronouns and references

LANGUAGE IN USE Talking about likely, unlikely, and hypothetical consequences

LIFE SKILLS Creating interesting content

SPEAKING Speaking with an audience

WRITING Writing a conclusion

Why are we **FASCINATED** by **MOVIES?**

This iconic scene comes from the silent movie *Safety Last!* (1923).

What makes a movie enjoyable?

1 Look at the picture and read the caption. Why do people like this type of movie?

2 How much do you know about movies? Complete the movie facts with the numbers below.

11 26 39 60 10

The movies – past and present

- In 1930, over % of Americans went to the movies every week. But today, less than % go every week.

The world's favorite movie

- The most popular movie in history is *Gone with the Wind*. It was made in 19

Success at the Oscars

- The most Oscars won by one movie is : *Titanic* (1997) and *Lord of the Rings: The Return of the King* (2003).
- The world's most successful director is Walt Disney – he won Oscars.

Discover vocabulary Movies

Student Book ► page 122 Workbook ► page 56

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

4 Watch the video again. Who thinks the following aspects of movies are important, Josh or Bella?

- | | |
|-----------------------------|--------------------------|
| 1 stunning special effects? | 4 amazing action scenes? |
| 2 a good screenplay? | 5 an interesting plot? |
| 3 a memorable soundtrack? | 6 strong performances? |



5 Work in pairs. Agree on the top three things from exercise 4 that make movies enjoyable. Think of movies you like to support your ideas.

Key phrases Talking about movies

My idea of a good movie is

Nothing is more enjoyable than

... is / aren't everything in a movie.

Take (*Titanic*), for example.

I think the secret to a great movie is

(*Gone With The Wind*) is a classic.

Discover more



SEARCH ONLINE for more movie facts. Which movie had the biggest cast of all time? Which movie made the most money of all time?

How have movies changed with the times?

- 1** Look at these developments in movie history. Which do you think are the most important? Why?

“talkies” (movies with sound) color in movies 3D movies feature-length movies
animation VR (Virtual Reality) movies CGI (Computer Generated Imagery) special effects



1.14

- 2** Read and listen to the timeline on page 61. Which developments does it mention? What do you think “fad” means?

- 3** Read the timeline again and answer the questions.

- 1 In paragraph 1, the writer mentions the main objectives of filmmakers. What are they?
- 2 Why did directors originally prefer black and white movies?
- 3 In what ways did the introduction of sound in movies change people’s behavior?
- 4 How did the movie industry fight back against TV in the 1950s? Who has won this battle?
- 5 According to the article, what might be the future of movies? Do you agree?

Reading strategy



Understanding pronouns and references

We use pronouns and other references to avoid repeating a noun or idea. Pronouns and references can refer to people, objects, places, or ideas.

- 4** Study the reading strategy. Then say what the **highlighted** pronouns and references in 1–5 from the extract refer to.

- 1 **They** thought the train was real. (line 4)
- 2 ... movies did **the same**. (line 16)
- 3 ... **it** was a social event. (line 19)
- 4 ... **their** unusual accents. (line 22)
- 5 Is **this** a good thing or a bad thing? (line 46)

Discover vocabulary Compound adjectives

Student Book ► page 122 Workbook ► page 56

- 5** Find six compound adjectives in the timeline. Use five of them to complete the questions. Then ask and answer.

- 1 Which actors or directors from your country are around the world? Why are Hollywood actors and directors often the best-known?
- 2 Do you think most people enjoy movies and TV shows? Why? / Why not?
- 3 Can you think of a scene from a movie? What makes it?
- 4 Why do some movie actors have a career?
- 5 What are the most developments in recent technology? Explain why.



- 6** In pairs, describe a movie, actor, or director using the compound adjectives below.

highly respected fast-paced old-fashioned hard-hitting thought-provoking neverending



- 7 TALKING POINTS** Discuss the questions.

- 1 Why do you think black and white movies are still made today?
- 2 Why do you think some movie fads have been more successful than others?
- 3 How do you think that the movie industry will change in the future?

Discover more

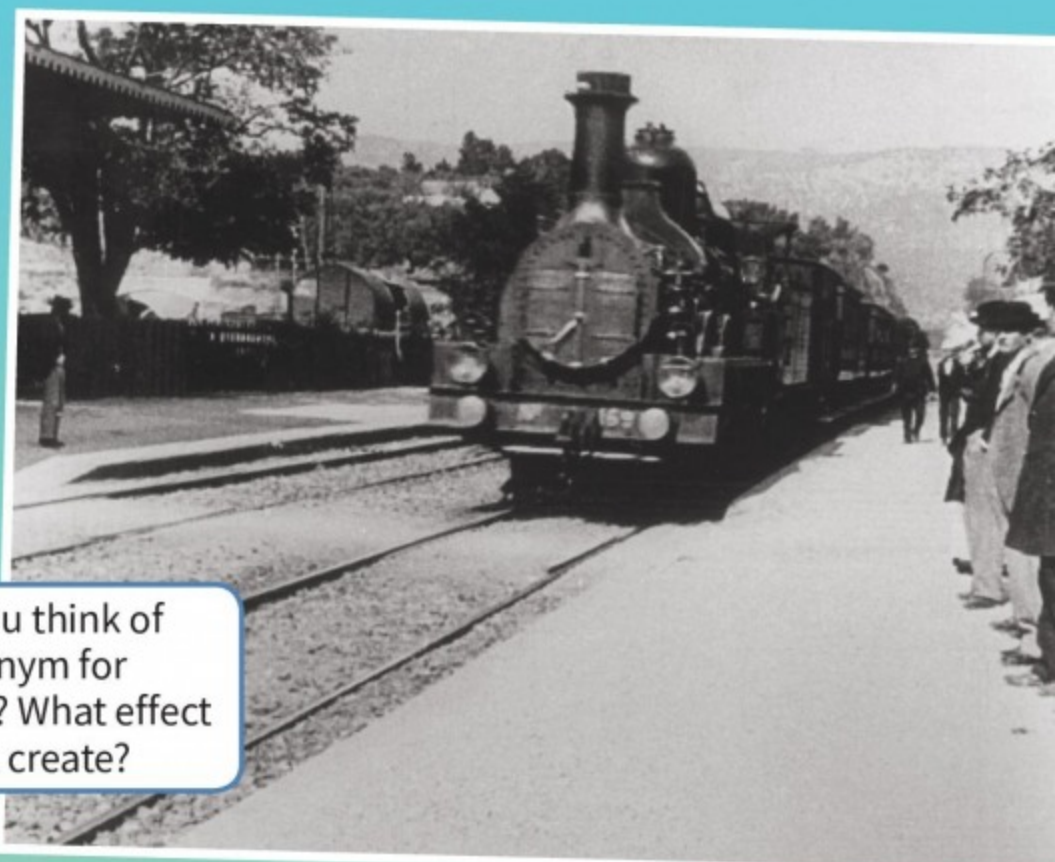


SEARCH ONLINE and find out about **drive-in movies**. Were they successful? Why did people like / dislike them? Are they still popular today or were they a fad?

FAD OR THE FUTURE?

1896

In Paris in 1896, a silent black and white movie was being shown in a small theater. It showed a steam train arriving at a station. As the train moved towards the audience, people shouted and leaped out of their seats. They thought the train was real. Throughout movie history, directors have tried to make moving images as compelling as they were in that first show. Innovations such as bigger screens and better sound have made movies even more entertaining and realistic. Some developments were only fads, but others shaped the future.



Can you think of a synonym for "leap"? What effect does it create?

MID-
1910s

COLOR

- 10 When Technicolor was invented in 1915, it was a groundbreaking development. It's impossible to imagine movies such as *The Wizard of Oz* (1939) without color. However, it was expensive and tricky to use, and many directors preferred black and white. They thought color was less artistic, and said it was a fad. The public preferred black and white, too – it was what they were used to from watching television. However, in the 1960s, TVs switched to color, and movies did the same.

Think of two synonyms for "tricky."



THE
1920s

SOUND

- It may seem hard to believe, but when sound was first added to movies, people thought it was a fad. "Talkies" were introduced in the 1920s, but audiences weren't impressed. People liked to watch movies and talk to each other – it was a social event. But with the introduction of sound, they had to pay attention to what the actors were saying. Sound was a nightmare for the studios, too. Actors found it difficult to remember their lines, and some well-known actors lost work because of their unusual accents. Still, sound was there to stay, and helped to shape the future of movies.

Why does the writer use the word "nightmare"?

EARLY
1950s

3D

- In the early 1950s, the movie industry was in trouble. Ticket sales at movie theaters were falling as more people owned television sets. Movie studios needed a way to get audiences back into the theaters, so in 1952, a new kind of movie opened in Hollywood. It was a 3D movie called *Bwana Devil* and it was about man-eating lions! Soon there was a 3D craze in the movie industry, with almost every director making one. However, due to technical problems and people getting headaches, the popularity of early 3D movies was short-lived. Since then, 3D technology has improved and has reappeared in theaters in action-packed movies such as *Guardians of the Galaxy*. But tickets are expensive, the glasses are uncomfortable, and people are complaining about headaches (again). Some people think that 3D is probably still a fad.

What is a "craze"? Can you think of more crazes?



LATE
1950s

VIRTUAL REALITY

- In 1957, a cinematographer called Morton Heilig invented the Sensorama. People sat in front of the machine and experienced breathtaking 3D images, stereo sound, movement, and smells. It was an exciting development, but it was also expensive and complicated. Ultimately the Sensorama, the first 3D experience, turned out to be a fad. Movies haven't changed much since then, although strangely enough, 3D experiences in the form of Virtual Reality seem ready to make a comeback. Movie directors are taking an interest in VR headsets, which put the audience at the centre of the action. They not the director, control what they view and how they experience the movie. Is this a good thing or a bad thing? Is it the future or a fad? Movies change with the times, and only time will tell!



1 Read the article about happy endings. Answer the questions.

- 1 Why do people like movies with happy endings?
- 2 What kind of ending did the ancient Greeks prefer and why?

 Happily ever after

Imagine you are on your way to the movies. You love happy endings, so you've chosen to watch a romantic comedy. But if the movie ended in tragedy, would you ask for your money back?

Today Hollywood movies often have happy endings. Before movies are released in theaters, they are usually shown to test audiences. If the test audience doesn't like the ending of the movie, the director will change it. Think about recent blockbusters: how would the audience have reacted to *Jurassic World* if everyone had been eaten by dinosaurs? Would people have enjoyed *Frozen* if Elsa hadn't been saved by Anna? If people liked sad endings, there would be a lot more of them.

Many of us watch movies to escape from reality; happy endings help us forget about our problems for a while. Even Shakespeare wrote more comedies than tragedies! However, happy endings weren't always so popular. The ancient Greeks, for example, preferred tragic endings. They believed that tragedy had more value because it taught us about the consequences of our actions. In other words, we'll probably learn more about life if we watch a tragedy. Research shows that watching tragic or sad movies can actually make people happier, because it makes us feel better about our own lives.


Discover grammar Talking about likely and unlikely consequences

Student Book ► page 123 Workbook ► page 57

We can use conditionals to talk about things which could possibly happen, or things which are hypothetical or unlikely to happen.

2 Study the examples from the article. Do they describe possible or hypothetical actions and consequences?

- a *We'll probably learn more about life if we watch a tragedy.*
- b *If people liked sad endings, there would be a lot more of them.*
- c *If the movie ended in tragedy, would you ask for your money back?*
- d *If the test audience doesn't like the ending of the movie, the director will change it.*

3 Look at these scenes from popular movies. Imagine what happens next. Complete the scenarios and think of more of your own.

 1 Beauty and the Beast

-  Bella, a young girl, has been kidnapped by a terrible Beast who wants to marry her. One day
-  she manages to escape from his castle. She goes
-  into the forest to hide from the Beast, but she is
-  threatened by wolves.

- a If Bella screams / doesn't scream for help, ...
- b If the wolves attack her, ...
- c If she wasn't afraid of the Beast, ...
- d If she had a weapon, ...

 2 The Hunger Games

-  Katniss Everdeen lives with her mother and sister in a poor and dangerous district. Every year, a boy and
-  a girl from each district is chosen to compete in a
-  deadly game where only one competitor will survive.
-  It is the day when the competitors are announced.
-  Katniss's younger sister is chosen.

- a If Katniss's sister competes in the game, ...
- b If they try to run away before the game starts, ...
- c If Katniss replaced her sister, ...
- d If her family wasn't poor, ...

Discover grammar Talking about hypothetical consequences in the past

Student Book ► page 123 Workbook ► page 57

We use the third conditional to talk about hypothetical actions and their consequences in the past.

4 Study the examples from the article and underline the hypothetical actions in the past. Then try to answer the questions.

- a How would the audience have reacted to *Jurassic World* if everyone had been eaten by dinosaurs?
 b Would people have enjoyed *Frozen* if Elsa hadn't been saved by Anna?

5 Read about the actor Chris Pratt. Do any of the facts surprise you?**HOLLYWOOD STARS:****5 FACTS ABOUT CHRIS PRATT, ONE OF THE BEST-KNOWN ACTORS IN HOLLYWOOD.**

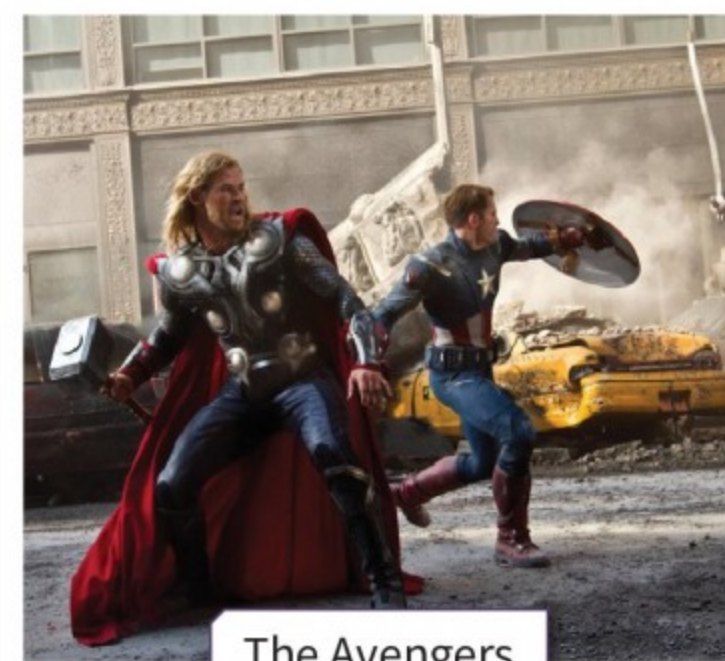
- ★ Chris Pratt decided that he wanted to be famous after winning a wrestling competition.
- ★ A movie director discovered Chris, aged 19, when he was working in a restaurant.
- ★ Two of his first movies, *The Lego Movie* and *Guardians of the Galaxy*, were very successful.
- ★ Chris turned down the part in *Guardians of the Galaxy* at first, but changed his mind when he met the director.
- ★ Chris was a big fan of *Jurassic Park*, so was eager to star in *Jurassic World*.

**6 Imagine things in Chris's life had been different. What do you think would / wouldn't have happened?***If he hadn't won the wrestling competition, he wouldn't have wanted to be famous.***7 Work in pairs. Look at the famous movies below or choose more movies that you know well. Follow the instructions.**

- 1 Think of what happened and didn't happen at the end of each movie.
- 2 Imagine if the opposite was true. What would the consequences be? Use the third conditional.

*At the end of Titanic, Jack didn't survive. Rose separated from her fiancé.**If Jack had survived, he and Rose would have gotten married.*

Titanic

Harry Potter and the
Deathly Hallows: Part 2

The Avengers

**Discover
more**

SEARCH ONLINE and find out about **a Greek tragedy**. What is the name of the play? What's it about? What happens in the end?

Life skills
strategy

Creating interesting content

When you create content for an audience, such as a documentary or presentation, always consider how to make the content interesting and engaging. Include information your audience will find helpful, relevant, or surprising.

1 Study the life skills strategy. Then think of a video or presentation that you have seen recently and liked. What made it interesting?



2 In pairs, read the quiz about documentaries and choose the best answer.

HOW MUCH DO YOU KNOW ABOUT DOCUMENTARIES?



DOCUMENTARIES ...

- 1** are **fictional** / about the real world.
- 2** are intended to **entertain** / be informative.
- 3** often include a **screenplay** / a dialogue with no script.
- 4** are often shot **on location** / on a movie set.
- 5** usually have a **voice-over** / special effects.

Discover vocabulary Documentaries

Student Book ► page 122 Workbook ► page 58



1.15

3 Listen to a radio show about a documentary called *Human*. What is it about? How does it engage its audience?

4 Listen again and answer the questions.

- 1** What gave the director the idea for the movie?
- 2** What kind of questions do the interviewees answer? How would you answer them?
- 3** The film critic says it was surprising that people said similar things. Do you agree that it's surprising?
- 4** How were the interviews filmed? Why were they filmed in that way?
- 5** In which way are all the interviewees similar?
- 6** What does the director want to achieve with the documentary?



- 5** Work in pairs. You are going to create a short interview for *Human*. Read the list of questions to ask people about their lives. Think of five more questions to add to the list.

Being human

- 1 What makes you happy?
- 2 What are you afraid of?
- 3 Who in your life is most important to you?
- 4 How are you similar to your friends and family?
- 5 How are you different from them?
- 6
- 7
- 8
- 9
- 10



- 6** Now choose five questions from your list for your own interview. Remember to think about your audience. What might they find interesting? Use the key phrases.

Key phrases Choosing the right questions

I think people will be able to relate to
 Why don't we add a question about ... ?
 I could talk for a long time about
 This question has the potential to be really interesting.
 I'm sorry, but I'm not comfortable talking about
 I don't think people will be interested in

Speaking strategy

Speaking with an audience

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

- Practice before you speak until you feel comfortable.
- Take your time. If you speak slowly, people will understand you better and you will be able to focus on correct pronunciation.
- Watch how people react when you speak. If they appear confused, express your ideas more clearly.

- 7** Study the speaking strategy, then practice your questions and answers in pairs. When you are ready, film your interview or act it out in front of the class.
- 8** Watch your classmates' interviews. Then vote for the one that you found most engaging. Which interview got the most votes?
- 9 REFLECT** Do you think your interview was a success? What could you do differently next time you create content for an audience?

Discover more



SEARCH ONLINE and find out about another international documentary project, e.g., *Humans of New York*. What was the purpose of the project? What questions did the filmmakers ask people? How do they engage their audience?

Writing task

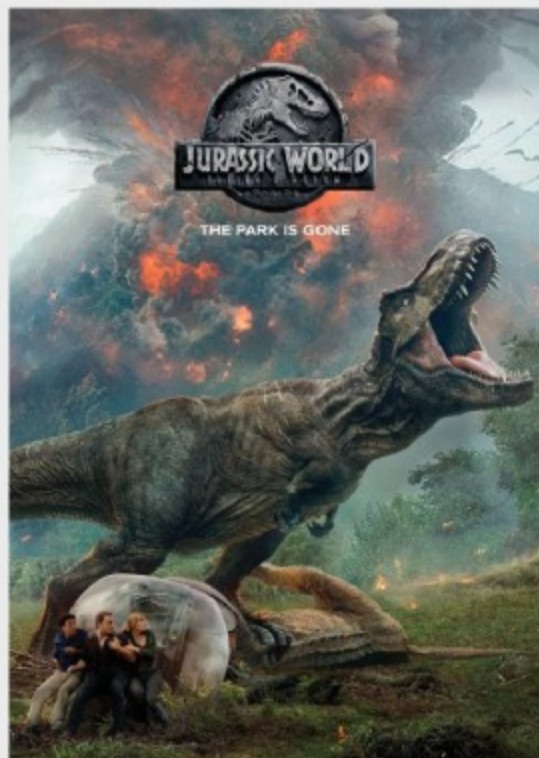


A review

Your school magazine has a new section about movies. Write a review of a movie you have seen recently or a memorable movie that you thought was either good or bad.

Understand the task

- 1 Read the writing task. Who are you writing for? Where will the review appear?
- 2 Look at the possible information to include in a review. Which do you think is most important to include?
 - 1 What kind of movie is it?
 - 2 Who directed the movie?
 - 3 Who stars in the movie?
 - 4 What other movies have the actors or the director made?
 - 5 What is the movie about?
 - 6 What was good or bad about the movie?
 - 7 What happens in the end?
 - 8 Should you go and see the movie?
- 3 Read Holly's review. Which questions from exercise 2 does it answer?



Jurassic World: Fallen Kingdom is an action movie by director J.A. Bayona. It's the action-packed sequel to *Jurassic World*, which is the third most successful movie of all time! Many of the stars from *Jurassic World* reappear in it, including Chris Pratt as Owen, Bryce Dallas Howard as Claire, and Blue (Owen's pet Velociraptor).

The story is set on Isla Nublar, the same island as the original *Jurassic World*. It's about a rescue operation, but not to save the people on the island. This time its mission is to save the dinosaurs from an erupting volcano. Owen is looking for Blue, who is still on the island, and a lot of things go wrong. However, although the plot has changed, Claire and Owen haven't. They still argue all the time!

The special effects in the movie are absolutely **thrilling**. The explosions and volcanic eruptions are **stunning**. However, the acting is sometimes poor. The real stars of the movie are the dinosaurs. In this movie, they use realistic animatronic dinosaurs as well as CGI, and the result is totally **terrifying**! In one scene, a **huge** animatronic dinosaur is in a child's bedroom. It's probably the scariest moment in the movie.

Writing strategy



Writing a conclusion

When you write a conclusion, always summarize your arguments and restate your opinion. You can make your paragraph more memorable by including:

- questions to engage the reader.
- a surprising fact or memorable moment.
- an imperative as a suggestion.

- 4 Study the writing strategy. Then look at these conclusions and answer the questions.
 - 1 Which questions in exercise 2 do the conclusions answer?
 - 2 How does the writer make the conclusions memorable?

A

To sum up, *Jurassic World: Fallen Kingdom* is a roller coaster ride and I would definitely recommend it to other teenagers. Like all the *Jurassic Park* movies, it's fast-paced and exciting. Although the acting is awful in places, it's a very **entertaining** movie. Go and see it – you won't regret it!

B

Would I recommend the movie? No, I wouldn't. Although the special effects are fairly **good**, the story is pretty **boring**. If the ending hadn't been so predictable, I might have liked it more. Avoid this movie!

- 5 Which conclusion is the best for Holly's review? Why?

Think and plan

- 6** Look back at the writing task on page 66 and choose a movie that you would like to write a review about. Make notes for each paragraph below.

Paragraph 1 – Introduction: key information about the movie.

Paragraph 2 – A brief description of the plot and the main events of the movie.

Paragraph 3 – What you like and dislike about the movie.

Paragraph 4 – Conclusion: your overall opinion and whether you recommend it.

Write a first draft

- 7** **LANGUAGE POINT** Look at the **highlighted** adjectives in the review and conclusions. Are they gradable (with quantifiers like *very*, *a little*, *extremely*), or non-gradable (with quantifiers like *absolutely*, *completely*)? Which category of adjectives have a stronger effect?
- 8** Write the first draft of your review. Follow the paragraph plan from exercise 6. Include non-gradable adjectives to make it exciting.

Review and edit

- 9** Read through your first draft. Check it and revise it. Then write your final draft.
- **Content** Have you mentioned what you liked and disliked?
 - **Content** Have you written a memorable conclusion?
 - **Style** Have you used gradable and non-gradable adjectives correctly?

Reflect

Why are we fascinated by movies?

- What makes a movie enjoyable?
- How have movies changed with the times?
- Why do we like happy endings?

- How do you engage an audience?
- What movies do you recommend?

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

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

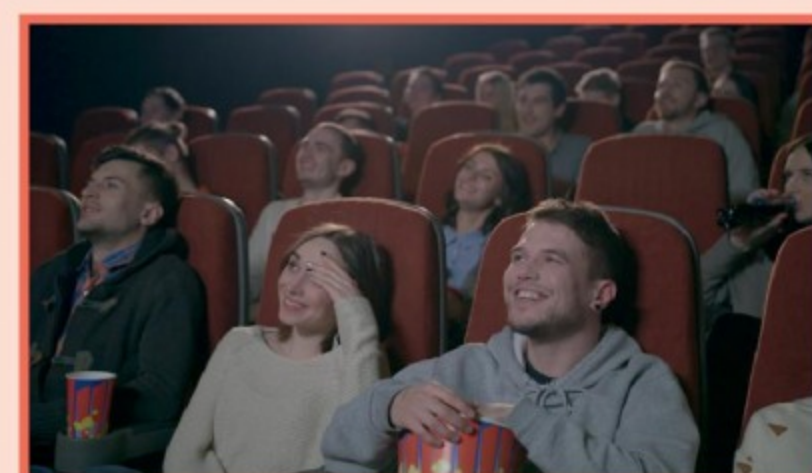
- 3** Work together and compare your ideas.

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

- 5** Discuss the lesson questions in pairs.

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

Workbook ► Page 63



I learned that people like happy endings because they like to believe that good can triumph over evil!

Project task



Making a movie scene

Work in groups and make a video of a movie scene or a short documentary. Choose a director and actors. Choose a location and write the script. Film the scene and show your video to the class.

UNDERSTAND

- 1** Read the instructions for the project task and the Movie Planner below. Answer the questions.

- 1 What is the main goal of the project?
- 2 How long do you think you will need to do this project?
- 3 Who is your audience?
- 4 What role would you like to have when you make your video?

Movie Planner

Stage 1



Writing the script

Think about what is happening in the scene that you're going to film. Is it exciting? Sad? Funny? Action-packed? How many actors will you need? How long will the scene be? What kind of language will you be using? Or do you prefer to make a documentary?

Stage 2



Choosing roles, costumes, props, and location

Decide who is going to do what, and think about costumes and make up. Do you need props? Work with the talents and strengths of the people in your group. Where are you going to film the scene? What size space do you need?

Stage 3



Rehearsing and filming

Once the script is written, read through the lines and record how long this takes. How many rehearsals will you need? Who is going to do the filming?

Stage 4



Editing

Do you want to use any special visual effects in your video, like slow motion or high speed? What about a soundtrack? How creative do you want to be? Who in your group has digital talent?

Discover more



SEARCH ONLINE and find out about creating your own special effects in a video. Do you think you could include any when you make your movie?



2 Listen to four students talking about the four stages in the Movie Planner. How long do they think they will need for each stage?

1.16

Stage 1 hours

Stage 3 hours

Stage 2 hours

Stage 4 hours

3 Work in a group. Choose a scene or documentary topic to film. Use the ideas to help you.

- a 3–5 minute scene from a movie that you like
- a short documentary giving information about something or advice about how to do something

COLLABORATE AND PLAN



4 Work together and complete the planner below. Use the key phrases.

Task	What?	Who?	How long?
1			
2			
3			
4			
5			
6			



5 Complete stages 1 and 2 in the Movie Planner. Consult your project planner as needed.



6 Now rehearse and film your video, then edit it. Complete stages 3 and 4 in the Movie Planner.

SHARE



7 Watch the video and share feedback on the footage. Make notes of what could be improved or changed and edit the final footage.

PRESENT

8 Show your scene to the class. Vote on the three best scenes for the categories below:

- the best actors
- the best script
- the best costumes, special effects, or soundtrack

Key phrases Talking about time frames

Asking how long something will take

How much time do you need to ... ?

How long do you think you'll need?

How long will it take?

We need to figure out how long it will take.

Giving a time frame

I think it will take about

We might need quite a long time.

Let's allow ... for

I don't think that will take too long.

... is going to take the most time.

... shouldn't take too long.

Agreeing

That seems like a long time.

That sounds about right.

Reflect

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

- How could you improve the planning of your project?
- Which tasks were you not able to complete on time? Why?
- Which planning ideas were the most useful?
- Which feedback did you find most useful?
- How effective was your video?



VIDEO Learning about qualities at work

READING How to deal with difficult texts

LANGUAGE IN USE Talking about obligation, prohibition, and permission

LIFE SKILLS Making a good impression

SPEAKING Answering interview questions

WRITING Presenting your good points

What is the world of **WORK** LIKE?

This engineer is repairing part of the International Space Station.
What qualities do you need to do this job?



What is the right job for you?

1 Look at the picture and answer the question. What other jobs need these qualities?



2 Work with a partner. Look at the skills below. Think of jobs where you need each one.

Great Careers!

Are you ... ?

a team player a natural leader creative decisive

We're looking for people with:

time management skills analytical skills

communication skills patience people skills

If that's you, contact us!

Discover vocabulary Career skills and qualities

Student Book ► page 124 Workbook ► page 66

3 Now match the jobs below with 1–4. What do you think “future-proofed” means?

nurse engineer retail sales assistant

software developer (x2) fisherman

1 the most common job in the U.S.

2 the most future-proofed job

3 the most in-demand jobs

4 the most dangerous job



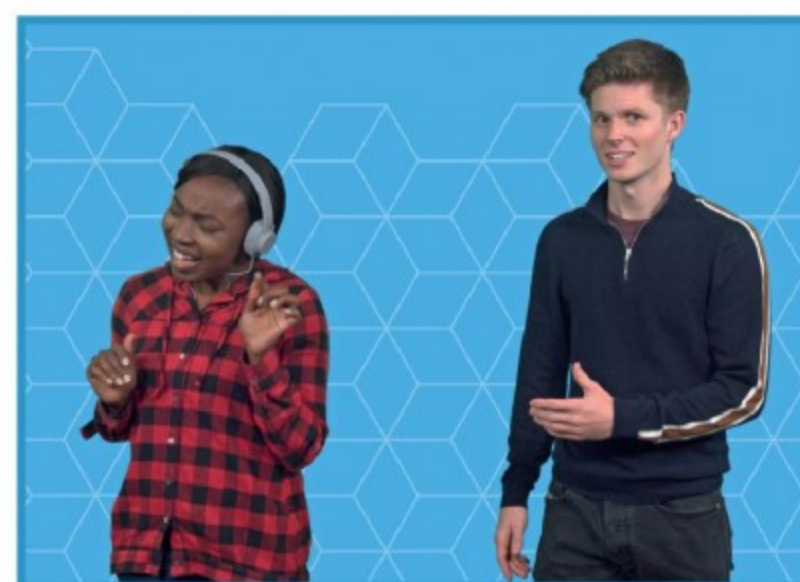
4 Watch the Factflix video and check your answers to the questions in exercise 3.

5 Watch the video again. Find out:

1 what you need to become a pop star.

2 three jobs young children want to do and why.

3 extra information about software developers.



6 Work in pairs. Which career skills do you and your partner have? Which job do you think is the right job for you and why?

Key phrases Talking about future careers

Here's a job you're suited for.

I'm / You're (not) cut out for ... because

I think I'd / you'd make a great ... because

I've / You have a talent for

You need to be passionate about ... to be a

Discover more



SEARCH ONLINE and find out about more **record-breaking jobs**, e.g., best-paid, the hardest, etc.

Should we follow our dreams?

1 Look at title of the biography on page 73. What does it mean? Do you think it is good advice? Why? / Why not?



2.01

2 Read and listen to the biography. Jose's story has been described as "inspiring." Why do you think that is?

Reading
strategy



How to deal with difficult texts

If you find a text difficult to understand, try the following:

- Read the text aloud.
- After each paragraph, reread earlier paragraphs to understand the connection with previous ideas.
- Summarize the text in your own words and compare with a friend. If you disagree, explain why.

3 Study the reading strategy. Then take turns reading the biography aloud with a partner. Summarize each paragraph. Discuss what you think is the message of the article.

4 Complete the sentences about the biography.

- 1 José first had his dream when
- 2 He wanted to be an astronaut even though
- 3 School was challenging for Jose because
- 4 José did well in his studies thanks to
- 5 If he hadn't been a farmer,
- 6 Even if your goal is difficult, José's advice is to

Discover vocabulary Multi-word verbs (1)

Student Book ► page 124 Workbook ► page 66

5 Find multi-word verbs in the biography that match the following meanings.

- 1 use actions to demonstrate something (paragraph 2)
- 2 stop participating in something (paragraph 3)
- 3 accept that a difficult situation exists and try to overcome it (paragraph 4)
- 4 say no to an offer or reject something or someone (paragraph 4)
- 5 think of a new idea or plan (paragraph 4)
- 6 be a success after you have worked hard (paragraph 4)

6 Answer the questions.

- 1 José Hernández overcame many obstacles in his life. What do you think was the hardest challenge for him to face up to? Why?
- 2 How would you describe José's attitude? How did this attitude pay off?
- 3 Why might people drop out of school? Why was José able to carry on?



7 TALKING POINTS Discuss the questions.

- 1 Which of these things help people achieve their dreams? Rank them in order of importance.
personal ambition financial help parental support strong mentors a good education
- 2 What advice would you give to someone who has a dream, but doesn't think they can achieve it?

Discover
more



SEARCH ONLINE for more advice on how to achieve our dreams, e.g., setting goals, time management, giving up bad habits. Which advice is the easiest / most difficult to follow?

Dare to dream big

On December 14, 1972, astronaut Eugene Cernan was walking on the moon's surface. Millions of people all over the world were watching on TV as he talked to Mission Control. Ten-year-old José Hernández was watching him, too. José was in California, following the live broadcast with his parents. Every now and then, he would run outside and look at the full moon, then go back in and watch the images on their old black and white television. José was excited and intrigued. At that moment, he knew what he wanted to be: an astronaut.

What's the difference between a "live" and recorded broadcast?



Children often enjoy imagining or acting out their future jobs, but these early dreams rarely become reality. José wanted to be an astronaut, but the odds were against him. The competition was huge – only a handful of people had been into space. In addition, most of his childhood was spent traveling from place to place, constantly changing schools and falling behind with his schoolwork. José's parents were agricultural workers from Mexico, and for much of the year they had to find work in different parts of the U.S. José also helped his parents on weekends and during vacations. "While our friends loved summer vacations," he says, "we hated them because that meant seven days a week [working] in the fields."

The writer often uses direct quotes. What effect does this have?

Eventually, José's family decided to stay in one place so that he could attend one school, in a small town called Stockton. At first he struggled with his English, but he excelled in science and math because "two plus three is five in any language." And, while his teacher helped him with his studies, his parents helped him in other ways. "My parents [didn't] have economic resources, ... but they gave me something more valuable. They gave me the belief that I could accomplish my goal of being an astronaut," he says. "They ... would sit at the kitchen table with me to make sure that I would do my homework. They were there giving [me] their time." Thanks to this support, while other kids dropped out of school, José stuck to his path.

What is a synonym of "accomplish" your goal? What is the noun form?

Nowadays, José says that his hard work as a farmer gave him a "strong work ethic", and that this helped him face up to challenges and overcome them. After graduating from college, he worked in engineering, then he applied to be an astronaut at NASA. He wrote to NASA 12 times and was turned down over and over again, but he didn't give up. Instead he came up with a plan: he looked at the skills of the people who succeeded. One year he saw that the astronauts who were successful were all pilots, so he learned to fly a plane. Another year, he noticed that many were divers, so he learned to dive. Finally, in 2004, José's hard work paid off and he became an astronaut. In 2009, he flew the Space Shuttle Discovery into space – his dream had become a reality.

What other things can you "overcome"?

José has achieved a lot in his life. Looking back, what advice would he give to his 10-year-old self? "The more difficult the goal, the more you will have to work," he says. "But everything is possible, and you should dare to dream big."



1 Read the article about children and work. Answer the questions.

- 1 What kind of work did children do in the past?
- 2 What kind of work can children do in the U.K. today? What about other countries?



Children and work

In England, up until the 19th century, child labor was common, especially in agricultural communities. During the industrial revolution, many children had to work alongside their parents in factories. They worked in extremely dangerous conditions, and their employers didn't let them have breaks. But by the end of the 19th century, laws had been passed to protect children. Children under the age of 16 weren't allowed to work full-time in a factory, and education also became more widely available.

Today, British teenagers from the age of 13 are allowed to work part-time, but only outside school hours. Fifteen-year-old Rachel works in a shoe store on Saturdays. "I like dealing with customers," she says. "My boss lets me talk to them – she says it's good for business! I have to be polite and friendly, even if I'm having a bad day." Rachel starts working at 8 a.m. "I can't be late, but sometimes my bus gets stuck in traffic. If that happens, my boss makes me work extra time at the end of the day."

However, according to a recent report, the number of U.K. school children doing part-time jobs has fallen dramatically. Fourteen-year-old Krishan is typical. "I used to work in a supermarket," he says. "I didn't have to work long hours, but I couldn't keep up with my homework. It's much easier now I don't have to spend all Saturday at work." Young people know that they'll have to pass their exams in order to get a good job, so they choose to spend their time studying.

Discover grammar Talking about obligation, prohibition, and permission

Student Book ► page 125 Workbook ► page 67

We use *have to*, *must*, and *make* to talk about obligation. We use *don't have to* to talk about lack of obligation. We use *must not*, *cannot / can't* and *not be allowed to* to talk about prohibition. We use *let* and *be allowed to* to talk about permission.

2 Study the examples from the article and answer the questions.

- a *I have to be polite and friendly.*
- b *I don't have to spend all Saturday at work.*
- c *I can't be late.*
- d *British teenagers from the age of 13 are allowed to work part-time.*
- e *My boss lets me talk to them.*
- f *My boss makes me work extra time at the end of the day.*

- 1 Which modal verb has a similar meaning to *must*?
- 2 Do *don't have to* and *must not* have a similar meaning?
- 3 Which structure has a similar meaning to *can / can't*?
- 4 Do we use *make* and *let* for people who give obligation / permission or for people who receive it?

3 Find examples of past and future modal verbs in the article. Do they express permission, (lack of) obligation, or prohibition?



4 Look at these part-time jobs and responsibilities. Take turns to choose and describe the jobs using language for obligation, prohibition, and permission.



5 In pairs, imagine you each worked at one of these jobs during your summer vacation. Describe your responsibilities to your partner using the language below. Then discuss. Is this a good job for a teenager? Why?

*I had to / didn't have to ... I was / wasn't allowed to ... Sometimes, they made me ...
They let me ...*

THEME PARK ATTENDANT

WORKING HOURS:

Saturdays, 9 a.m.–4 p.m.

RESPONSIBILITIES INCLUDE:

Welcoming and greeting customers
Working on rides
Working in gift shop

RESPONSIBILITIES DON'T INCLUDE:

Selling tickets
Checking safety of rides

CONDITIONS:

Uniform provided
Discounts for family and friends



RESTAURANT ASSISTANT

WORKING TIMES:

Three evenings per week (sometimes more when very busy)

RESPONSIBILITIES INCLUDE:

Taking phone orders
Waiting tables
Cleaning kitchen

RESPONSIBILITIES DON'T INCLUDE:

Cooking food
Delivering food

CONDITIONS:

Uniform provided
Meal provided at end of night; soft drinks provided regularly



6 Work in groups of three. Choose one question and discuss it. Present your ideas to the rest of the class.

- 1 At what age do you think children should be allowed to work full-time?
- 2 Should we let 10-year-old children work to support their families? What kind of work should they be allowed to do?
- 3 Should we allow children to leave school at 14?
- 4 "Sixteen-year-olds must not work the same jobs or the same hours as adults." Do you agree?

Discover
more



SEARCH ONLINE and find out about the **age at which young people can work**, and the **jobs they are allowed to have** in the following countries: Egypt, U.S., India, and Finland.



Making a good impression

When we meet someone for the first time, we quickly form an opinion about them and decide what kind of person they are. First impressions are hard to change, so it's important to be aware of the impressions you make. Think about your clothes, body language, facial expressions, and the way you interact with other people.

- 1 Look at the pictures below. Describe the people's appearance. What do you think their personalities are like? If they were competing for the same job, which person would get it?
- 2 Study the life skills strategy. Then discuss if you think the statements below are true or false.

MAKING A GREAT FIRST IMPRESSION




- 1 When we meet someone, it takes just a few seconds to form a first impression.
- 2 First impressions usually aren't lasting impressions.
- 3 What you say is more important than what you wear.
- 4 Wearing untidy clothes can create a bad impression.
- 5 If you fold your arms, you can come across as confident.
- 6 If you smile, people won't take you seriously.
- 7 Making eye contact is more important in some cultures than others.
- 8 It's a good idea to make small talk. It can help you get to know someone.

Discover vocabulary First impressions

Student Book ► page 124 Workbook ► page 68



- 3 Listen to a psychologist. Does she have the same ideas as you from exercise 2?

2.02

Speaking strategy



Answering interview questions

When you have an interview for a job, try to give plenty of information when you answer questions; take advantage of the opportunity to talk about your experience, skills, and personality. At the end of the interview, ask some questions of your own, too – this shows that you are interested.



2.03

4 Study the speaking strategy, then listen to two interviews for a job in an electronics store. Do you think Jake or Katie made a good or bad impression? Which of them do you think will get the job?

5 Listen again. Which things below did Jake and Katie do that made a good or bad impression? What advice would you give each of them?

arrive late ask relevant questions give short answers start using their phone
sound interested talk about relevant experience use colloquial language



6 Read the job advertisement and role cards and do the interview. Remember the advice in the speaking strategy. Use the key phrases to help you. When you finish, exchange roles and repeat the activity.

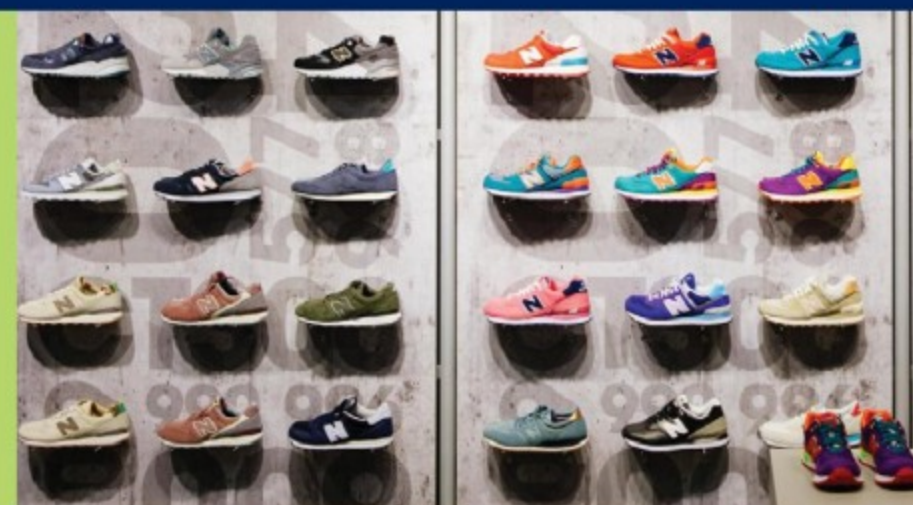


TOTALFITNESS

Position: SHOP ASSISTANT

Total Fitness has a vacancy for a part-time shop assistant. Saturday mornings only.

Must be friendly and outgoing, enthusiastic about health and fitness, and knowledgeable about the latest sports and health trends. Retail experience preferred.



Student A You are interviewing a candidate for the job. Make a note of the skills needed for the job and questions you will ask the candidate. Write down their answers and your first impressions. Did they make a good first impression?

Student B You have applied for the job and are going to have an interview. Make a note of the skills needed for the job and the skills you have; think of specific examples. Think of questions about the job that you can ask. Remember to try to make a good first impression.

Key phrases Doing an interview

Asking questions

Can you give me an example of ... ?
Could you tell me a bit more about ... ?

Talking about your skills and experience

I'm good at / with ...
I have (some / a lot of) experience in ...
I learned how to ... when I ...
An example of this is ...

7 REFLECT Think about a time when you met someone for the first time. Did you make a good first impression? What could you have done differently?

Discover more



What do you think the saying "Don't judge a book by its cover" means? Then **SEARCH ONLINE** and find more inspirational quotes about first impressions. Which is your favorite quote and why?

Writing task



A cover email

You are looking for a job for the summer. Read the advertisements below and write a cover email to accompany your résumé for one of the jobs. Talk about your skills and ask for more information.

Understand the task

- 1 Read the writing task and choose the correct options. In a cover email:
 - 1 use formal / informal language.
 - 2 talk about your interests, skills, and experience in general / related to the job.
 - 3 mention all the places you have been to school / where you are currently studying.
 - 4 It's OK to use / You should never use the first name of the person you are writing to.
- 2 Read Liam's cover email and answer the questions.
 - 1 How does Liam begin and end the email?
 - 2 What topics does he talk about in paragraphs 2, 3, and 4?

Olympic Camps are looking for young, enthusiastic people to help with summer programs for 8- to 12-year-olds. You must:

- be fit and good at sports
- enjoy working with children
- have basic first aid knowledge



Contact Macy Evans on mevans@camp.org



Pisa Pizzeria is looking for seasonal workers. Tasks include:

- waiting tables and washing dishes
- preparing food

No experience necessary.

Contact Jamie Walsh on jwalsh@pisapizza.com



Do you love riding bikes? Are you confident and good with people? Are you interested in our town's history?

Bert's bike tours are looking for bicycle tour guides.

Previous tour guide experience an advantage.

Contact Bert Walker at bw@bertsbikes.co.uk



From: Liam Hughes
To: Macy Evans
Subject: Summer camp job
Dear Macy,

I am writing to apply for the Summer Camp Assistant vacancy at Olympic Camps. Please find my résumé attached.

I am currently a student at Wetherall College, where I am studying physical education. I am a very experienced basketball player, as well as a good football player. I play for the Wetherall College football team and basketball team, too. In addition, I do first aid training as part of my studies and have an intermediate level certification.

In addition to studying and playing sports, I also do volunteer work at Hayes Community Center. I coach children in basketball there twice a week. I've created a strong team with players from a wide range of backgrounds. What's more, I have taught them the value of teamwork and doing their best.

I feel that my love of sports, my first-aid training, and my work experience makes me an ideal candidate for this job.

I look forward to hearing from you soon.

Best wishes,

Liam Hughes



Think and plan

Writing strategy



Presenting your good points

When you write about yourself, mention your positive points. Decide which of your skills and qualifications are relevant for the job or role you are applying for. Present them clearly and give specific examples to support them so it's easy for people to see what your strengths are.

- 3 Study the writing strategy, then look at Liam's email again. Which skills and qualifications does he mention? How are they relevant to the job? What specific examples does he give?
- 4 Look at the job ads in exercise 2. Make a list of the skills and qualifications you need for each job. Which job are you most suited for?

5 Make notes for your cover email. Use the paragraph plan to help you.

Paragraph 1 – Introduce yourself and your reason for writing.

Paragraph 2 – Talk about your current studies and other activities.

Paragraphs 3 and 4 – Talk about your skills and how they match the job.

Write a first draft

6 LANGUAGE POINT Look at the highlighted words and phrases used to add extra information and link ideas in the email. Which do we use ... ?

- 1 at the start of a sentence or clause
- 2 before a noun or gerund
- 3 at the end of a sentence
- 4 before the main verb in a sentence

7 Write the first draft of your cover email. Follow the paragraph plan from exercise 5. Use linkers to add extra information.

Review and edit

8 Read through your first draft. Check it and revise it. Then write your final draft.

- **Content** Have you talked about your good points?
- **Style** Have you used the correct register?
- **Organization** Have you used linkers for adding information correctly?

Reflect

What is the world of work like?

- What is the right job for you?
- Should we follow our dreams?
- Is there a right age to start work?

- How can you make a good first impression?
- What are employers looking for?

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

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

3 Work together and compare your ideas.

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

5 Discuss the lesson questions in pairs.

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

Workbook ► Page 73



I learned that children as young as 10 work in some countries around the world.



VIDEO Learning about the benefits of sports

READING Reading fluently

LANGUAGE IN USE Using reported speech

LIFE SKILLS Thinking positively

SPEAKING Being a good listener

WRITING Engaging your reader

What impact do SPORTS have on our world?

Sports both divide and unite us.



What are the benefits of sports?

- 1 Look at the picture and the caption. What are people doing in the picture? Do you agree with the caption?



- 2 Work in pairs. Guess the missing information.

Sports facts

- Teenagers should do ¹..... minutes of physical activity every day. This takes discipline and motivation.
- Professional athletes are determined and disciplined. They train between ²..... hours per week.
- ³..... is the world's most popular sporting event. It is usually watched by nearly half the world's population.
- ⁴..... is the world's most popular sport with over 4 billion fans. Everyone can appreciate the talent of its top players.
- ⁵..... is thought to be the oldest sport in the world. It appears in cave paintings from 15 thousand years ago.
- On average, male athletes can run and swim around ⁶..... % faster than female athletes. But are they more athletic?

Discover vocabulary Sports values

Student Book ► page 126 Workbook ► page 76



- 3 Watch the Factflix video and check the information in exercise 2.

- 4 Watch the video again. Complete the benefits of sports that Josh and Bella mention.

- 1 It's good for your
- 2 It develops qualities like
- 3 You feel part of a
- 4 The best thing about sports is that can do them.
- 5 An active body means an active



- 5 Discuss other ways in which sports can benefit us. Talk about individual sports that you like playing or watching, and sports in general.

Key phrases Talking about benefits

(Athletics) develops qualities like

Another positive thing about (tennis) is that

(Soccer) also teaches you to

The best thing about (sports) is that

(Sports) also benefits us by

It's taking part that counts.

Discover more



SEARCH ONLINE and find out about the Olympic Games. How did they begin? How have they changed?

What is the real cost of sports?

1 Look at the pictures on page 83 and answer the questions.

- 1 What is the connection between the pictures?
- 2 Top athletes can earn millions of dollars. Where do you think their money comes from?

Reading strategy



Reading fluently

In order to read fluently, you need to be able to read texts quickly and accurately in a short time. You can improve your ability to do this by setting a time limit and reading as much as possible. Then repeat the activity, trying to read further each time.

2 Study the reading strategy. Then follow the instructions.

- 1 Read the article on page 83 silently for two minutes. How far did you get?
- 2 Read the article again for two minutes. Did you get further? Figure out your words per minute score and compare it with a partner.
- 3 Continue until you have read the whole article. Were your ideas in exercise 1 mentioned?



2.04

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

- 1 What is a problem for fans like Brad and why?
- 2 What challenges do factory workers face?
- 3 What do sports companies usually spend their money on?
- 4 What does the writer of the article want us to do?
- 5 What is the writer's opinion about salaries in the sports industry? How do we know?

Discover vocabulary Other prefixes

Student Book ► page 126 Workbook ► page 76

4 Find words in the article with the following meanings. Can you think of other words which begin with these prefixes?

- | | |
|---------------------------------------|----------------------------|
| 1 make something again | 5 extremely popular |
| 2 with a price that is too high | 6 against racism |
| 3 not paid enough | 7 in favor of sports |
| 4 between nations | |

5 Replace the underlined phrases with a word with a prefix from exercise 4. Do you agree with the opinions? Why? / Why not?

- 1 "I don't think professional athletes are paid too much. They only have short careers, so they need to make as much money as they can."
- 2 "Top-level sports and big business are dependent on each other. One can't survive without the other."
- 3 "I'm not against sports, but I am against athletes who promote unhealthy food."
- 4 "Fans are exploited and valued too little by sports stars."
- 5 "Extremely rich sports organizations don't do enough to help poorer people."



6 TALKING POINTS Discuss the questions.

- 1 Do you think sports is too influenced by big business?
- 2 Why do so many people buy expensive team shirts and other sports merchandise?
- 3 Do you think celebrities are responsible for the products they promote?

Discover more



SEARCH ONLINE and find out about a famous athlete who supports a charity or good cause. How has the person changed people's lives?

Winners and losers

As part of our sports series, *Youth Matters* is looking at the rising cost of professional sports. Who are the winners and who are the losers? For the lucky few at the top, money is no problem, but at the same time, many fans can't afford to buy the latest soccer shirts. Even worse, many workers in factories that produce these shirts can't survive on their wages. Let's look at two people affected by the real cost of sports.

Can you think of a synonym for "rising"?



Most Saturday mornings, 16-year-old Brad Hoffman plays soccer at a local sports center. In the dressing rooms, after the games, he chats with the other players as he takes off his 90-dollar soccer shoes and 85-dollar soccer shirt. Brad gets a new pair of shoes and a new shirt every season, but the shirts and the shoes are getting more and more difficult for his parents to afford. As he leaves the sports center, he passes posters of his favorite soccer heroes, advertising the same expensive sports merchandise.

Why do you think the writer specifies the price of the shoes?



Can you give an example of "branded sportswear"?

On the other side of the world, in a clothing factory, a factory worker is quickly sewing a soccer shirt similar to Brad's. One shirt can be made in 30 seconds, or over 100 shirts in an hour. It's hard work, and if workers make a mistake, they often have to remake the shirt for no extra pay. As a result, many factory workers don't earn enough to get by. A recent study showed that from an 85-dollar shirt, over 24 dollars goes to the sports company but only a few cents goes to the factory worker. In other words, branded sportswear is becoming increasingly overpriced for the average fan, but the people making sportswear are still underpaid and overworked.

What does "astronomical" mean?

So where does all the money go? The answer is to advertising, prize money, and players' salaries. According to a new study, top soccer players' pay has risen an astronomical 1,500% in the past 20 years. In 1961, a top player was paid 100 dollars a week. Today the most talented players can make almost a million dollars. Expensive sports merchandise and game tickets help pay for these inflated earnings. International sports manufacturers know that mega-popular athletes have a lot of influence, and that fans will spend a fortune to wear the same shirts and sneakers as their idols and to watch them play.

Some sports stars use their wealth and influence in positive ways. Basketball player LeBron James has used his earnings to help educate children and support anti-racist organizations. Tennis star Martina Hingis is an ambassador for Right to Play, a non-profit pro-sports organization which helps children from poor backgrounds. However, other athletes earn millions promoting products such as junk food and sugary drinks. This sends mixed messages: people may wrongly associate these products with sports and a healthy lifestyle.

Sports are exciting and entertaining. It's the most popular pastime in the world. But sports companies and top athletes often take advantage of our love of sports, and too many people pay too high a price. We are told that sports are good for us and that sports are for winners. But in the end, we have to ask ourselves: who are the real winners? And what is the real cost of sports?

What effect do these questions have on the reader?



LeBron James

- 1 Read the article. What is special about the town of Bekoji? What kind of challenges do athletes face there?

SPORTS WITHOUT BORDERS

Town of Runners

Bekoji is a small town on the green hills of central Ethiopia. It's called the "Town of Runners" because many Olympic marathon runners train there. Our reporter Pete Kent visited to find out why the athletes in Bekoji are so successful.



Day 1

I talked to a 17-year-old runner called Haile. Haile told me that he had been training in Bekoji for three years. I asked him if he had won any medals. "Not yet," he laughed, but he insisted that he would compete at the next Olympics. In fact, athletes from Bekoji have won 35 Olympic medals in the last 20 years.

Day 2

At 6 a.m. Haile and other athletes were training. I met his coach, Senteyehu, and he offered to show me around. I asked him why athletes from Bekoji have had so much success. He explained that Bekoji was 2,800 m above sea level and that the air was thin. As a result, athletes were used to difficult conditions and were very strong. For many, running was also a way out of poverty. One runner, Askale, admitted saving up for six months for her shoes.

Day 3

It was raining when I met Haile one last time. He apologized for being late, then complained about training in the rain because his shoes were wet and uncomfortable. We talked about the Olympics again, and he explained that he wanted to win a gold medal and buy a house for his mother. He promised to give me an exclusive interview if his dream came true!

Discover grammar Using reported speech

Student Book ► page 127 Workbook ► page 77

We use reported speech to report what someone has said or asked. We can use different reporting verbs to indicate the function of the original statement or question.

- 2 Study the examples. Find the reported versions in the article. What changes have been made in each reported statement or question?

1 "I've been training in Bekoji for three years."

2 "Have you won any medals?"

3 "I'll compete at the next Olympics."

4 "Why have athletes from Bekoji had so much success?"

5 "Bekoji is 2,800 m above sea level and the air is very thin."

6 "I don't like training in the rain."

- 3 Find more examples of reported speech in the article. Which other reporting verbs are used? What verb pattern is used after them?



- 4 Listen to the conversation between Aksale and her coach. Then in pairs, report as much of the conversation as you can remember. What is the problem? Do you agree with Aksale's coach?

5 Look at the profiles of three different athletes. Which sport do they play? How have sports changed their lives? Are their lives better or worse because of sports?

Petra is 14. She recently left her home in the Czech Republic to study at an expensive tennis school in the U.S. She trains for five hours a day, has three hours of school lessons, and plays tournaments at the weekend. She is under a lot of pressure to succeed.



Holly, 16, loves playing soccer. She's on her local team and is the top goal scorer. Holly used to be very shy, but her confidence has improved thanks to soccer. Her parents are very proud of her. When she leaves school, she wants to be a coach!



Newman is 18. He had a serious accident three years ago. He couldn't play with his basketball team anymore and he became depressed. Then last year, a wheelchair basketball club contacted him, and he started to play again. Now he wants to represent his country in the Paralympics.



6 Look at these quotes below. Who said what: Petra, Holly, or Newman? Report what they said using the verbs below.

admit explain complain offer deny insist

- 1 "I never have any free time. I'm always playing sports or studying."
- 2 "That's wrong, I didn't give up on sports. I was waiting for another opportunity."
- 3 "Do you like soccer? I'll get you some tickets to my next game."
- 4 "You must let me play in this game, coach. I need the practice so I can compete in the Paralympics one day!"
- 5 "I often feel anxious before a game. I worry about not being good enough."
- 6 "My mom didn't like it at first, but she never misses a game now!"



7 You are going to do an interview for the magazine *Sports Without Borders* in pairs. Choose an athlete from exercise 5 and think of questions you would like to ask them about their life.

When did you first become interested in sports?

Have your families and friends encouraged you in your dreams? How?



8 Role-play the interview. Student A: you are the athlete. Think about answers to the questions. Student B: You are the interviewer. Write down student A's answers.



9 Now write your interview for the magazine. Use reported speech and reporting verbs.

How sports has changed my life

For this article, I interviewed She said that she had first become interested in sports when ...

**Discover
more**



SEARCH ONLINE and find out about an **organization which uses sports to change people's lives**. How does the organization help? What impact can sports have?

Life skills
strategy

Thinking positively

Positive thinking helps us deal with difficult situations. If something isn't working out, think about how you could do it in a different way. Try to learn and take something positive from every experience. It will stop you repeating your mistakes.



- 1 Look at the picture. What has happened? How do you think the person feels? What would you say to them?
- 2 Read 1–7 below. Check (✓) the statements that are true for you.

7 SEVEN WAYS TO
DEAL WITH ...

FAILURE

- 1 If I don't think I'll succeed at something, I won't try it in the first place. ☐
- 2 When things go wrong, I immediately think about how to make them better. ☐
- 3 If something isn't working out, I just give up. It means it isn't for me. ☐
- 4 I see it as positive when I mess something up. It's a chance to learn important lessons. ☐
- 5 If I fail, I pretend I don't care. I don't want people to know I am upset. ☐
- 6 If I make a mistake, I take responsibility for it and try to make it right. ☐
- 7 I hate doing badly at something, because people can see your weaknesses. ☐



- 3 Check your answers in the key. Do you agree? Then compare your results with a partner's.

KEY

If you checked mostly odd numbers ...

You feel bad about making mistakes and would rather not talk about them. But you need to acknowledge your failures and examine them. This would help you change, grow, and get better at what you do!

If you checked mostly even numbers ...

You look for reasons behind your mistakes and identify what you could have done to get a better outcome. If someone rejects your idea, you decide that the next one will be better. Well done!

Discover vocabulary Success and failure

Student Book ► page 126 Workbook ► page 78

- 4 Study the life skills strategy. Think of one thing you did that didn't work out the way you wanted it to. Could positive thinking have changed the outcome? How?



5 Listen to an interview with a psychologist. What does she say about the relationship between intelligence and making mistakes?

2.06

6 Listen again. Are the sentences true (T) or false (F)?

- 1 Dr. Chan's book is about how to be successful.
- 2 Attitude is more important than ability in coping with failure.
- 3 Successful people often have a lot of luck.
- 4 J.K. Rowling was angry about her rejection letters.
- 5 Michael Jordan experienced failure throughout his career.

Speaking strategy



Being a good listener

When someone is talking to you, show them that you are interested and are paying attention. Make eye contact, nod, and ask questions. React by showing surprise, sympathy, interest, amusement, etc.



7 Study the speaking strategy. Then read the situations. Explain what has happened and how you feel. Your friend listens and gives praise or advice. Use the key phrases to help you.



1 You play basketball every week, but didn't make the school team. You are disappointed because you tried really hard, but there are a lot of good players this year. You have decided to practice even harder and try again next year. You've also decided to compete for a place on the school volleyball team. Tell your friend what you have decided to do.

2 You have been singing since you were young and you really want to join a band. You have auditioned for several bands, but they have all said no. The experience has taken away your enjoyment of singing, and you want to give it up. You don't see the point of going on if you can't be part of a band. Talk to your friend about how you feel and what you want to do.



Key phrases Talking about failure

Reflecting

If only I'd

I don't see the point in

... has been a good learning experience.

Responding

I guess it was disappointing when

I understand how you feel, but

I think you have the right / wrong attitude.

8 REFLECT Think of more situations where something didn't work out for you or someone you know. How did you deal with the situation? Would you deal with it differently now?

Discover more



SEARCH ONLINE and find out about another successful person who experienced failure at first, for example, Alicia Keys, Thomas Edison, or Walt Disney. What failures did they experience? What did they learn from them?

Writing task



An article

You have been asked to write an article for a youth sports magazine. Think about what your audience might be interested in. Choose from the topics below.

- Is winning everything in sports?
- Why do people cheat in sports?
- Why are some winners so unpopular?

Understand the task

1 Read the writing task and answer the questions.

- 1 Who is the article for? Which topics do you think the reader would be most interested in?
- 2 What kind of language should you use in the article? formal / informal / personal / impersonal
- 3 What is the purpose of the article? to entertain / to inform / to persuade / to instruct

2 Read the article. Which question in the writing task does it discuss?

Think and plan

Writing strategy



Engaging your reader

For every piece of writing, you need to think about your reader. Why might they want to read your writing? What information might they be interested in? How can you keep them engaged? When you write an article, the content should entertain and interest the reader, as well as inform them.

3 Study the writing strategy, then look at the article again. How has the writer engaged the reader? Check (✓) the techniques the writer uses and underline examples.

a strong heading ☐

questions ☐

quotes from people ☐

subheadings ☐

surprising statistics ☐

real-life examples ☐

THE PRICE OF WINNING

14-year-old Angus is sitting on the bench watching his baseball team play. His coach has taken him out of the game because he made a mistake, and mistakes don't win games. In a recent study, 90% of teens said they would rather play sports and lose than not play at all. Winning is not the most important thing for them. But for too many coaches and parents, winning is everything. It's not surprising that a lot of teenagers drop out of organized sports at a young age.

In many junior competitive sporting events, every action is examined. Parents and coaches shout instructions from the sidelines, then yell at children for an error or a missed shot. Kids are not allowed to make their own decisions or learn from their mistakes. They aren't given the space to learn and develop.

This emphasis on winning creates huge problems. Kids suffer from anxiety, as they are praised for the number of goals they score, or the races they win, rather than for the effort they put in. This can lead to low self-esteem, especially if a player ends up on the bench.

Two months later, Angus is playing baseball with his friends in the park. He still loves baseball, but he doesn't play on a team anymore. He's playing for fun now and he's much happier. How many possible future champions will drop out of sports before parents and coaches change their attitude?



4 Look at the writing task again and choose a topic for your article. Think of ideas that you'd like to include. Research some useful statistics, if possible.

- 5** Think of a good title for your article and think about what information your readers will be interested in. Then make notes.

Paragraph 1 – Introduce the topic. Try to grab your reader’s attention. Include a statistic if possible.

Paragraph 2 – Introduce and develop one idea about the topic.

Paragraph 3 – Introduce and develop another idea about the topic.

Paragraph 4 – Restate your main points. Give your reader something to think about.

Write a first draft

- 6 LANGUAGE POINT** Look at the **highlighted** tenses in the article on page 88. What tenses are they? Why do you think the writer uses these tenses? Check (✓) 1 or 2.

- 1 The writer is describing something that is happening now. ☐
- 2 The writer is describing something that already happened using present tenses to make it more dramatic. ☐

- 7** Write the first draft of your article. Use your notes from exercise 5 to help you.

Review and edit

- 8** Read through your first draft. Check it and revise it. Then write your final draft.

- **Content** Have you included all the information asked for in the writing task?
- **Content** Have you used different ways to engage your readers?
- **Style** Have you used present tenses to make a situation more dramatic?

Reflect

What impact do sports have on our world?

 What are the benefits of sports?

 What is the real cost of sports?

 How can sports change people’s lives?

 How can we deal with failure?

 Why is winning so important?

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

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

- 3** Work together and compare your ideas.

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

- 5** Discuss the lesson questions in pairs.

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

Workbook ► Page 83



I learned that Walt Disney had to learn to deal with failure at first.

Project task



Taking part in a class debate

Organize a class debate on this proposal: "It would be impossible to live in a world without plastic." Research the advantages of plastic or harm caused by plastic on the internet. Write a speech and practice it. Then give your speech and participate in a debate.

UNDERSTAND

1 Read the instructions for the project task. Then work in groups and answer the questions.

- 1 What is the main goal of the project?
- 2 What skills do you think you need in order to debate successfully?
- 3 How can a debate change the way we think?



2 Listen to a team of students giving a speech about the proposal "Plastic is the most useful invention of the modern world." Answer the questions.



- 1 Is the team speaking "for" or "against" the proposal? **for / against**
- 2 Which of these points does the team present?
 - a Plastic has helped create a fairer and more equal society. ☐
 - b The main disadvantages of plastic are that it is toxic and causes pollution. ☐
 - c Plastic made the modern world possible. ☐
 - d Plastic is a non-renewable resource. ☐



3 Listen to another team presenting the opposite point of view. What do they want scientists to invent? Why?

- a plastic that we can eat ☐
- b plastic that is biodegradable ☐
- c plastic that dissolves in water ☐

4 What does Jill say about cheap plastic products? Does she agree or disagree with Matt's team?

Discover more



SEARCH ONLINE and find out some tips for making a good speech. Can you use them when you plan your speech?

COLLABORATE AND PLAN

- 5** Work in groups. Decide if your group is for or against the proposal in the project task. Then think about the tasks you need to do to have a debate and complete the project planner.

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

- 6** Research arguments to support your group's position.
- 7** In your group, choose your two strongest arguments for your position. Think of arguments to support them.

- 8** In your group, write your speech. Use the key phrases.
- introduction
 - your first argument, with examples
 - your second argument, with examples
 - conclusion

SHARE

- 9** Decide who will read each section of your group's speech and practice it. Think of possible responses that people might give to your arguments. Think of ways to respond to them.

PRESENT

- 10** Work in groups, with four teams in each group. Teams 1 and 2 give speeches and Teams 3 and 4 listen and respond.

- 11** Switch and repeat the activity. Then vote on which teams had the best arguments.

Key phrases Having a debate

Introducing your arguments

My team is going to speak for / against the proposal

We will present the argument for / against

Presenting the argument

We (strongly / firmly) believe / disagree that

As far as we're concerned,

Key arguments and examples

For example,

To illustrate my point

Another point is that

Concluding

In conclusion, we believe

To sum up

Thank you for listening.

Responding to a speech

You mentioned that ..., but

I don't agree with what you said about

I'd like to come back to what you said about

Reflect

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

- How could you improve the planning of your project?
- Which tasks were you not able to complete on time? Why?
- Which research was the most interesting and useful?
- How effective was your group's speech?
- What questions did you ask?



VIDEO Learning about threats to the oceans

READING Answering multiple-choice questions

LANGUAGE IN USE Talking about the future: predictions, completed actions, and actions in progress

LIFE SKILLS Encouraging action

SPEAKING Disagreeing

WRITING Using bullet points

Why are the SEAS AND OCEANS so important?

Our amazing seas and oceans are vital for our survival on Earth.
When we protect them, we protect ourselves.

What threats do our seas and oceans face?

1 Look at the picture and the caption. In what ways are we dependent on our seas and oceans? In what way are they dependent on us?



2 What do you know about seas and oceans? In pairs, discuss the answers to the questions.

Ocean alert!

- 1 How do tides and currents keep our seas and oceans healthy?
- 2 What do we call an area where contamination and overfishing mean that the marine ecosystem has totally disappeared?
- 3 Where can we find microbeads? Why are they a problem for coral reefs?
- 4 What is plankton? Why is it vital for the air that we breathe?

Discover vocabulary Seas and oceans

Student Book ► page 128 Workbook ► page 86



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

4 Watch the video again. What suggestions do Josh and Bella make for helping seas and oceans?



5 Work in groups. Choose one problem facing the seas and oceans and discuss its consequences. Think of actions that individual people and governments can take to tackle the problem.

overfishing contamination destruction of habitats
climate change tourism hunting

Key phrases Talking about problems and solutions

Problems

If we don't stop ... there will be

That's bad news for

Another challenge for ... is

Solutions

We can all help ... by reducing / banning

The best way to ... would be to

They should pass laws that

Discover
more



SEARCH ONLINE about World Oceans Day. When is it? What do people usually do on that day?

**1 Look at the pictures on page 95 and discuss the questions.**

- 1 What kind of creatures do you think you can find in the deep sea?
- 2 Why might the deep sea be important to the whole planet?

**2 Read and listen to the interview and compare your ideas.**

2.09

Reading
strategy**Answering multiple-choice questions**

When you answer multiple-choice questions, read the options carefully:

- Be careful: key words or ideas from the article might be used in incorrect answers.
- Don't expect to find the exact wording. The answer will usually be paraphrased.
- Choose the answer you think is correct, then decide why the other options are incorrect.

**3 Study the reading strategy, then read the interview again and choose the best option. Compare your answers in pairs and explain why the other two options are incorrect.**

- 1 People went to see the movie *Godzilla* because they ...
 - a were fascinated by the deep sea.
 - b believed tales about sea monsters.
 - c were anxious about radiation from nuclear bombs.
- 2 According to the interview, we know the least about ...
 - a the dark side of the moon.
 - b the bottom of the deep seas.
 - c the surface of the planet Mars.
- 3 People thought there wasn't any life in the deep sea because ...
 - a the conditions were extremely harsh.
 - b there weren't any ecosystems there.
 - c no one had explored the ocean floor.
- 4 The text states that the Mid-Atlantic Ridge ...
 - a is 11,000 m high.
 - b continues for 70,000 km.
 - c isn't as high as Everest.
- 5 The deep sea is important because ...
 - a there are many undiscovered species.
 - b it keeps our planet healthy.
 - c it doesn't need a lot of oxygen.

Discover vocabulary Noun + preposition

Student Book ► page 128 Workbook ► page 86

4 Match the question halves. There may be more than one possible answer. Then find the nouns and prepositions in the interview and check.

- | | |
|---|---------------------------------|
| 1 Did people have much knowledge | a to people. What was? |
| 2 Why did people have a fear | b for the ocean? |
| 3 Sea monsters weren't a threat | c of the deep sea in the 1950s? |
| 4 Why do we still have a fascination | d with seas and oceans today? |
| 5 Why is it important to have respect | e of creatures from the deep? |

**5 Work in pairs. Ask and answer the questions in exercise 4.****6 TALKING POINTS Discuss the questions.**

- 1 Why do you think people are afraid or fascinated by the deepest parts of the ocean?
- 2 Imagine you went to the deepest part of the ocean. How would you feel? Why?

Discover
more**SEARCH ONLINE** and find out about a famous sailor or explorer who mapped our oceans. Find out when they were alive and what they achieved.

The Secrets of the Deep



Godzilla

Ivan Popov is a deep-sea biologist. We asked him about the fear of and fascination with one of the most important frontiers on our planet.

Why are we so fascinated by our seas and oceans?

- 5 In the past, we didn't know much about our seas and oceans. They represented a frontier to explore, much like outer space today. Popular tales about sea monsters and shipwrecks taught us to have respect
- 10 for these great expanses of water, and tales often reflected the concerns of the time. For example, in the 1950s, the movies about the sea monster Godzilla became very popular. Godzilla was a product of radiation from nuclear testing in the Pacific Ocean. Hardly
- 15 any of the deep sea had been explored then, and people were afraid of what the radiation might have caused.

Are "concerns" positive or negative feelings?

45

How much do we know about the deep sea?

- We have very little knowledge of the deep sea. Despite centuries of exploration, we've only mapped 5% of
- 20 the ocean. It's extraordinary when you consider that oceans cover 71% of our planet's surface and have an average depth of 4 km. And yet we have better maps of the surface of Mars and the dark
- 25 side of the moon. Think of it this way: we've sent more people to the moon than we have to the deepest part of the ocean.

What fact does the writer think is extraordinary? Why?

60

What kind of creatures have we found in the deep sea?

- 30 Every time someone explores the deep, they find incredibly weird new species, such as goblin sharks or vampire squids. Strangely enough, until the late 19th century, no one believed that there was any life in the deep sea. People thought that nothing could survive
- 35 such a hostile environment: it was incredibly cold, with no light, and an enormous amount of pressure. However, not only is there life in the deep sea, but the deepest parts of the ocean floor have thriving ecosystems with giant tube worms, clams,
- 40 and many other species.

Can you think of a synonym for "thriving"?

Let's talk a bit more about deep-sea geography. What are its main characteristics?

The deep sea has some of the most amazing geography on the planet. The deepest part of the ocean is almost 11,000 m deep. It's called Challenger Deep and is in the Mariana Trench in the Pacific. If Mount Everest were submerged there, its peak would be more than 2,000 m beneath the surface.

- 50 We also have the Mid-Atlantic Ridge. This is part of an underwater mountain range which stretches 70,000 km around our planet. It contains thousands of peaks, many taller than mountains in the Alps.

Why should we care about the deep seas?

- 55 The deep sea plays a key role in supporting life on Earth. It produces 70% of the world's oxygen, it's an important part of the food chain, and it lowers the temperature of our planet. Unfortunately, global warming, ocean acidification, and plastic waste are all threats to this ecosystem. Less and less food
- 60 is being carried down to the depths of the sea, so more dead zones are appearing, with no oxygen or marine life.

- The deep sea is crucial to the survival of all of life on Earth, and yet this most important part of our planet is the least known.
- 65 That is a concern, but it's also an amazing opportunity to learn more.

How does the interviewee sound pessimistic and optimistic about the future?



translucent octopus

deep-sea anglerfish



1 Look at the picture of a city in the future. Which city is it? How has it changed? Why?

2 Read the article and answer the questions.

- 1 Why were many major cities built near the coast?
- 2 Why will these cities be at risk in the future?
- 3 How many climate refugees might there be?
- 4 What will happen to cities like London?



Water World

When you think about our world in the future, what do you imagine? Will our seas and oceans still be rising? Will our coastlines have changed? Will major cities and islands have disappeared? Will you be taking the bus to school ... or the boat?

In the past, major cities like Miami and Barcelona were often built on the coast or near natural ports. These were the best locations for trade with the rest of the world. However, global warming and coastal flooding may make it difficult to live in these cities in the future. By the time that happens, many other towns, villages, and islands all over the world will have been submerged completely.

In the future, millions of people will be climate refugees because of global warming – people all over the world will be moving to higher ground. Scientists estimate that if temperatures rise by 3°C, there might be as many as 275 million climate refugees worldwide. There may be huge shanty towns in cities like London in an attempt to accommodate these people.

People no longer say that sea levels might rise several meters. It's a question of when they will rise, and what will happen. Climate change and rising sea levels are facts and we should prepare ourselves for this new "Water World" sooner rather than later.

Discover grammar Talking about the future: predictions, completed actions, and actions in progress

Student Book ► page 129 Workbook ► page 87

We use *will* to talk about future predictions. We use *may* and *might* for possibilities.

We use the future continuous to talk about actions that are in progress at a point in time in the future, and the future perfect to talk about completed actions at a time in the future.

3 Study the examples. Then find more examples of each structure in the article.

- a *In the future, people all over the world will be moving to higher ground.*
 - b *Many other towns, villages, and islands all over the world will have been submerged completely.*
 - c *There may be huge shanty towns in cities like London.*
 - d *People no longer say that sea levels might rise several meters.*
- 1 Which sentence talks about a future completed action?
 - 2 Which sentence talks about a future action in progress?
 - 3 Which sentences talk about an uncertain future prediction?



4 Think about your own life in the future, then ask and answer. Use the prompts to help you.

- 1 Where in 5 / 10 / 30 years' time? (live)
- 2 What things by the end of this week / month / year? (complete)
- 3 What this time tomorrow / on Saturday / next week? (do)
- 4 When the following things? (might do)
leave home finish your studies buy a house or apartment get a job get married
- 5 Imagine you are 30 / 40 / 50 / 60 years old. What things do you hope that ? (achieve)

5 Look at the pictures and read the extracts from a teenager's journal set in 2100. Then discuss the questions.

- 1 According to the author, how will people be living in 2100? What will be happening?
- 2 What will have happened between now and then to cause the situation in each entry?
- 3 Which of these predictions do you think will come true? Which might come true? Which won't? Why?
- 4 What action might countries take to reduce the impact of rising sea levels?

Journal of a time-traveling teen

Thursday, September 30

I had to catch a boat to school today. There were no buses or trains. All the city streets are flooded because the flood waters have been high this year. The last time I used a train was two years ago. Boats are the only way around now.



Wednesday, March 3

There was a tornado in Time Square today – nobody knew it was coming. The weather has been strange for a long time – in December we had a heatwave. The mosquitoes were terrible and a lot of people got sick. That's happening a lot now.



Thursday, April 10

I saw a protest today. People were complaining about the food crisis and lack of clean water. There are too many people to feed in the city. It's strange that there is water everywhere, but we don't have enough clean water for everyone.

Saturday, November 1

School has been closed for a month now. More people are starting to move out of New York City, but more climate refugees are arriving every day from other countries. We're going to go to my grandparents soon, in the Midwest. It's not so bad there.

Discover
more



SEARCH ONLINE and find out about a place already affected by rising sea levels. Where is it? What changes are the people there having to make?

Life skills
strategy

Encouraging action

There are many ways to encourage people to take action on important issues. You need to make them aware of the issue and motivate them to get involved. Consider making posters, writing and handing out leaflets, giving talks, screening movies, organizing challenges on social media, and making YouTube videos.

- 1 Study the life skills strategy. Can you think of a recent campaign in your town or region connected to the environment? How did the campaigners encourage people to get involved?
- 2 Read ideas 1–5 below. Which idea do you think would get the best reaction and encourage people to reduce their use of plastic? Give reasons.

Read Edit Share

HOW TO PLAN THE PERFECT CAMPAIGN: PART 1

Plastic is killing our planet. How can we get people to reduce their plastic use?

- 1 a poster with statistics to grab your attention about how plastic is harming our planet
- 2 a shocking picture of a marine animal hurt by plastic garbage
- 3 a blog which gives practical tips and advice on how to avoid plastic
- 4 a motivating social media challenge to see if you can live without plastic for a month
- 5 an inspiring article about how people are working hard to clean up plastic in the oceans

DID YOU KNOW ... ?

8,000,000 pieces of plastic enter the seas and oceans every day.

1,000,000 sea birds are killed by plastic every year.

Discover vocabulary Campaigns

Student Book ► page 128 Workbook ► page 88



2.10

- 3 You are going to listen to an interview with a student. Listen to part 1 of the interview and answer the questions.

- 1 What grabbed her attention and made her think about plastic?
- 2 What did she find shocking?
- 3 What inspired her to take action?



2.11

- 4 Imagine what difficulties Anya had when she tried to give up plastic. Then listen to part 2. Were your ideas mentioned?

- 5 Listen again and answer the questions.

- 1 What were the first three things Anya did?
- 2 Why didn't she shop at a supermarket?
- 3 Which things were impossible to find without plastic?
- 4 How did she manage to buy milk?
- 5 What kind of shampoo did she buy?
- 6 How much did she reduce her plastic waste by?

- 6** You are going to put together a campaign to encourage people to reduce their plastic consumption. First, in pairs, think of a way to present your campaign. Choose one of the ideas in exercise 2 or think of your own.

Speaking strategy



Disagreeing

When you are working together, you may need to evaluate and select ideas. Everyone should take turns offering suggestions and opinions, and sometimes you may not agree. If you disagree with someone's idea or opinion, be polite and explain objectively why you think other ideas are better.

- 7** Study the speaking strategy. Then work in groups. Present your ideas for a campaign, and choose one as a group. Then follow the stages and plan your campaign. Use the key phrases to help you.

Key phrases Evaluating ideas

Good thinking, (Grace), that could work really well.

That's a really interesting idea, but

I'm not sure that's practical, because

... would be more effective / memorable / inspiring than

One way to ... would be to

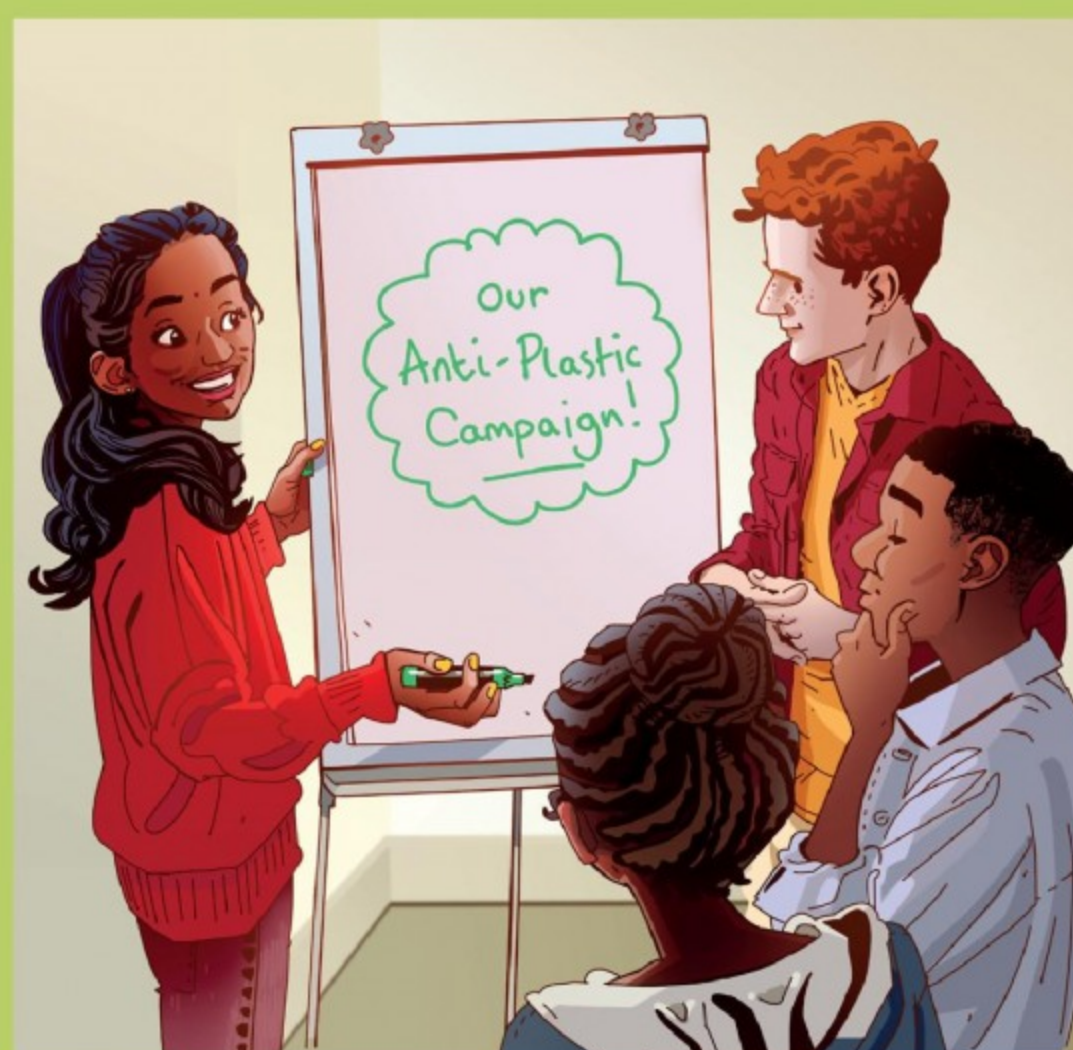
I think we should include more

Read Edit Share



HOW TO PLAN THE PERFECT CAMPAIGN: PART 2

- 1** Determine your objectives. What exactly do you want people to do?
- 2** Define your target audience. Who is your campaign aimed at?
 - Do you want to aim your message at a particular age group / kind of person?
 - What plastic items does your target audience consume?
 - What could they replace these items with?
- 3** Decide on the best practical advice to include.
 - Which advice is easiest to follow?
 - Which practical changes that people can make will have the biggest impact?
- 4** If possible, create your campaign material.



- 8** Present your campaign to the class. Vote for the campaign which would most encourage you to take action. Choose one idea from one of the campaigns to help you use less plastic from now on.
- 9 REFLECT** Make a list of the plastic items you use every day. What non-plastic alternatives could you use instead? Try to replace one plastic item per week.

Discover more



SEARCH ONLINE for more alternatives to everyday plastic products, e.g., toothbrush, food packaging, classroom items.

Writing
task

A proposal

Your school is taking part in an initiative to help clean up oceans and protect marine wildlife. Write a proposal suggesting a plan of action. Proposals submitted so far:

- reduce plastic usage in the school cafeteria
- support sustainable fishing
- raise awareness of endangered marine species and how to protect them

Understand the task

1 Read the writing task, then choose the best definition of a proposal from a–c below.

- a a formal text which describes a problem, then suggests a plan of action ☐
- b a formal text which describes a problem and discusses causes and effects ☐
- c an informal text which describes a problem then gives personal opinions about it ☐

2 Read Ravi and Carl's proposal. Does the best definition in exercise 1 describe it?

Think and plan

3 Read the proposal again and answer the questions.

- 1 What problem is it addressing? 2 Which solutions does it propose?
- 3 What are the benefits of these?

Writing
strategy

Using bullet points

Bullet points help the reader identify key ideas and facts in a text quickly. They are used to list related ideas in a simple way that gives maximum impact. Each bullet point contains one point. It can consist of a full sentence, an instruction, or just one word or phrase

4 Study the writing strategy.
What information is contained
in each bullet in the proposal?

- an action point ☐
- a consequence of the action point ☐
- a personal opinion about the
action point ☐

SAVE OUR OCEANS: A PROPOSAL

Ravi Sandhu and Carl Cross

The purpose of this proposal is to encourage the school to support sustainable fishing. At the present time, the fish supplied in the school cafeteria does not come from sustainable sources. Due to this practice, we are contributing to overfishing and the extinction of species in our oceans. If we want to keep fish on the menu, the cafeteria must make some changes.

In order to support sustainable fishing, we propose the following action points:

- Only buy fish that is approved by the Marine Conservation Society, such as Atlantic cod, herring, and sardines. As a consequence of this, these species of fish will be able to recover their numbers.
- Check that fish suppliers we buy from practice sustainable fishing, and change suppliers if they don't. As a result, we will encourage suppliers to be more environmentally friendly.
- Educate students about the threats caused by overfishing. Consequently, students will be aware of these issues and can educate their family members and friends.

We believe that our proposal will help endangered marine life and support sustainable alternatives. Changing our habits now could lead to a big difference in the future health of our seas and oceans.



- 5** Look at the other proposals in the writing task on page 100. Choose one and discuss the questions.
- 1 What problem is the proposal addressing? Why is it a problem?
 - 2 What action points can you think of? What will the consequences of each action point be?
- 6** Make notes for your proposal. Follow the paragraph plan below.
- Introduction** – Introduce your proposal. Make sure you create interest, state the problem, and explain why it needs to be solved.
- Bullet points** – Present your action points in bullet points. Include the consequence of each action point in the bullet points.
- Conclusion** – Summarize how your action points will help with the problem.

Write a first draft

- 7 LANGUAGE POINT** Study the **highlighted** words and expressions for giving results. Which are followed by subject + verb, and which are followed by a noun or gerund?
- 8** Write the first draft of your proposal. Use your notes from exercise 6 to help you.

Review and edit

- 9** Read through your first draft. Check it and revise it. Then write your final draft.
- **Content** Have you stated the problem clearly and why it needs to be solved?
 - **Organization** Have you used bullet points to present action points?
 - **Organization** Have you used expressions to introduce results?

Reflect

Why are the seas and oceans so important?

- What threats do our seas and oceans face?
- How much do we know about the deep sea?
- How will coastlines change in the future?
- How can we deal with plastic?
- How can we help protect our seas and oceans?

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

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

- 3** Work together and compare your ideas.

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

- 5** Discuss the lesson questions in pairs.

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

Workbook ► Page 93



I learned that there may be 100 million species living in the deep sea.



VIDEO Learning about ages

READING Summarizing a text

LANGUAGE IN USE Gerunds and infinitives

LIFE SKILLS Managing disagreements

LISTENING Listening for specific points

WRITING Giving a balanced argument

How does AGE change us?

Viola Smith (born 1912) was a professional drummer as a young woman and was still playing drums aged 106. Will you stay the same person throughout your life?



Is there an ideal age for everything?

1 Look at the pictures and the questions. Discuss.

- Do you find the pictures surprising? Why? / Why not?
- How does age influence the activities we do, the choices we make and our attitude to life?

2 Match the statements with the ages.

Too much, too young or too late to try?

- It's easiest to learn a language when you're
- Your brain processing power is fastest when you're
- The best age to start learning a musical instrument is
- You have the most vocabulary when you're
- You are fittest
- You are probably happiest

- in your late teens.
- about 6.
- in your early eighties.
- 7 or 8.
- in your mid-twenties.
- in your seventies.



Discover vocabulary Ages and stages

Student Book ► page 130 Workbook ► page 96

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

4 Watch the video again. What other ages and activities do Josh and Bella mention? Which do you find most surprising and why?



5 Look at some of the things people do in their lives. Do you want to do them? What is the best age to do them? Discuss with a partner.

learn to drive start a career try a new sport
get a pet settle down travel around the world
raise a family learn a new skill retire

Key phrases Talking about age

The ideal time to ... is during (childhood).
You peak at ... / Your ... peaks when you're about
... seems very old / young to me to
You can ... at any age. Never say never!
I hope I ... before / when I'm

Discover more



SEARCH ONLINE and find out about the **oldest and youngest people** to **win an Olympic medal, travel into space**. What do you think motivated them?

What are the challenges of adolescence?

-  **1** Think about books that you have enjoyed. In pairs, make a list of elements that you find in good books for young people. Can you agree on the most important?
humour, romance, social issues ...

-  **2** Read and listen to the blog post on page 105. Are your ideas from exercise 1 mentioned?

- 2.12** **3** Read the blog post again and answer the questions.

- 1 What problems do Thomas, Hazel, and Christopher have to deal with?
- 2 What does Thomas need to do to overcome his problem?
- 3 What positive message does *The Fault in Our Stars* have?
- 4 Why does Christopher challenge his father?
- 5 According to the writer, are the themes in YA literature unique to teenagers? Why? / Why not?

Reading strategy



Summarizing a text

When you summarize a text that you have read:

- Summarize the overall topic and the main idea in each section or paragraph.
- Don't include details such as examples, your opinions, or other supporting information.
- Use your own words; don't copy directly from the text.



- 4** Study the reading strategy. Choose the best summary sentence for each section. Then compare with a partner and explain why you chose each sentence.

- 1
 - a The text is about why people like reading Young Adult literature.
 - b The text is about the history of Young Adult literature.
- 2
 - a It gives examples of YA characters who overcome an obstacle and grow up.
 - b It describes a sci-fi novel and how the main character escapes from the maze.
- 3
 - a It explains why it's difficult for people to manage their feelings.
 - b It mentions how characters develop in a positive way after experiencing loss.
- 4
 - a The blog concludes that YA literature is popular because everyone can relate to it.
 - b The blog concludes that YA books are popular because they are Hollywood movies.

Discover vocabulary Multi-word verbs (2)

Student Book ► page 130 Workbook ► page 97



- 5** Find multi-word verbs in the blog post that mean the same as the **highlighted** verbs in 1–6. Then ask and answer with a partner.

- 1 Do you sometimes **have arguments** with your friends? What about?
- 2 Can reading books help you **become more mature**? Why? / Why not?
- 3 What's the best way to **recover from** a setback or disappointment?
- 4 Can you think of a book or movie where a relationship **went bad**?
- 5 Why do some friends **become less close**?
- 6 What's the best way to **become friends again** after an argument?



- 6 TALKING POINTS** Discuss the questions.

- 1 Which of the characters mentioned in the blog faces the most difficult challenge?
- 2 What do you think is the biggest challenge facing teenagers today?

Discover more



ASK FRIENDS about a book that they know. What is the story about? What themes does it deal with? How many times have they read it? Would they recommend it?

What's so special about Young Adult literature?



This week's post is from Anna Quinn, librarian at New York City Library.

1

Sixteen-year-old Thomas is trying to escape from a maze, but he can't remember how he got there or who he is. Hazel Grace Lancaster is dying of cancer when she falls in love with a boy called Gus. Christopher Shears is a 15-year-old autistic boy who wants to find out who killed his neighbor's dog. Thomas, Hazel, and Christopher are very different people, with very different stories, and yet they are all main characters in three best-selling YA books. People have been writing books for young adults for over 100 years (think of classics such as Mark Twain's *Huckleberry Finn*, published in 1884). But recently YA books have become more popular than ever before. So in this post we'll look at what makes this literature special and why so many people enjoy it. Let's start by discussing some common themes.

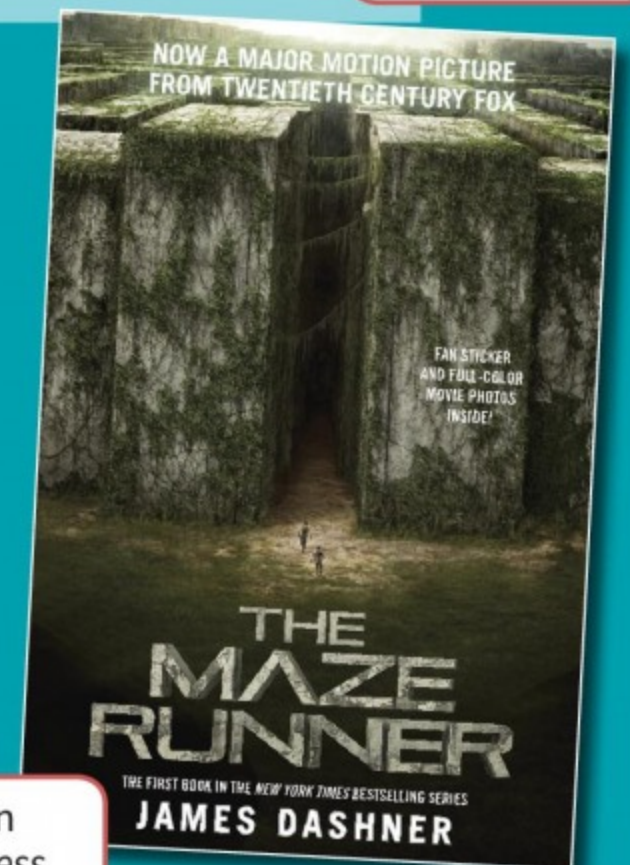
Can you give other examples of "classics"?

2

Self-identity and coming of age

Often a character in a YA book "comes of age," or grows up, by overcoming a difficult problem or challenge. *The Maze Runner* by James Dashner is a sci-fi novel set in the future.

The characters have to escape from a maze, so they must trust each other and work together to survive. Thomas, the main character, is confused and isolated at the beginning of the book. However, by the end of the story, he has matured: he knows who he is, what he values in life, and what he can achieve.

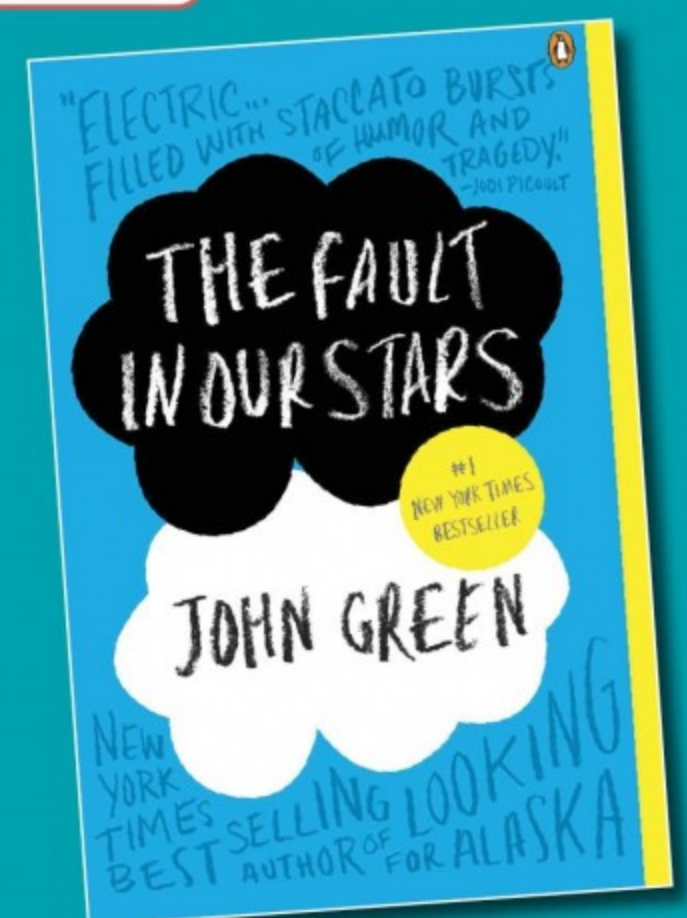


3

Friendship and loss

Friendships can get complicated as characters get older and their personalities change. Friends can grow apart, become jealous, and fall out. Feelings are often strong and difficult to manage, and characters must learn how to get over rejection or come to terms with losing someone. *The Fault in Our Stars* by John Green deals with real world issues as two teens fight cancer. Each character deals with their illness in a different way, but the story shows how a person can heal and grow as a result of a tragic experience. At the end of the book, Hazel is able to accept the joy as well as the tragedy of her friendship with Gus.

Can you find a noun that means *happiness* in this paragraph?



4

Family relationships

In YA literature, family relationships or a family secret often causes tension and conflict. In *The Curious Incident of the Dog in the Night-time* by Mark Haddon, Christopher wants to be independent, so he rebels against his father's authority. Their relationship breaks down when Christopher discovers that his father has been lying to him. But in the world of YA fiction, people are rarely all good or all bad – Christopher makes up with his father before the story ends.

What are two noun forms of the verb "rebel"? What do they mean?

5

Universal themes

YA books explore the complex journey from childhood to adulthood, but the themes and challenges they deal with can be experienced by people of all ages – adults and preteen children often love reading them, too. Perhaps that's why these novels have such a wide appeal, with many being made into films. It looks like the best YA books will continue to inspire and entertain us for years to come.

Can you explain what "have a wide appeal" means?

1 Read the description of a family and answer the questions.

- 1 Why did Mia's grandma move in with her family?
- 2 What does Mia like about living with her grandma?
- 3 Do you think multigenerational families are a good idea?

My Family

by Mia Williams

We're from Boston on the east coast of the U.S., but we moved to Seattle for my parents' jobs a few years ago. Grandma was lonely after we left, and we all really missed her. So last year, she moved to Seattle to be with us. Now I live in a big house with my parents and my grandma.



At first it was strange having Grandma with us 24/7, but after living together for a few months, we got used to it. It's easy to talk to my grandma – she's a good listener. She has a great sense of humor, too. She's also given me good advice about school and friendships. Having a lot of life experience means that she can often use examples from her own life to give me advice. There are some days when she's a bit forgetful. She sometimes forgets to lock the front door or to turn off a light, but she can remember lots of things, too – she tells the funniest stories about her teenage years!

Grandma wakes up very early in the morning. She says you need to sleep less when you're older, so she goes for a walk, then comes back and makes coffee for everyone. She always sings while she makes it. It's nice to wake up and hear grandma singing in the kitchen. I really enjoy living with my grandma. I feel we are a very lucky family.

**Discover grammar Gerunds and infinitives**

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Gerunds can be used as the subject of a sentence. We also use them after prepositions and after certain verbs. Infinitives can be used to give the purpose of an action. We also use them after adjectives and after certain verbs.

2 Study the examples and answer the questions.

- a *She moved to Seattle to be with us.*
- b *After living together for a few months, we got used to it.*
- c *It's easy to talk to my grandma.*
- d *Having a lot of life experience means that she can often use examples from her own life.*
- e *She says you need to sleep less when you're older.*
- f *I really enjoy living with my grandma.*

- 1 Which verb is followed by an infinitive?
- 2 Which verb is followed by a gerund?
- 3 In which sentences can you find ... ?
 - a adjective + infinitive
 - b preposition + gerund
- 4 In which example is the gerund the subject of a sentence?
- 5 In which sentence is there an infinitive of purpose? Can you rewrite the sentence using "because"?

.....

3 Look at the pictures and complete the sentences with a gerund. Then say which person you think said each sentence: Mia or her grandma.

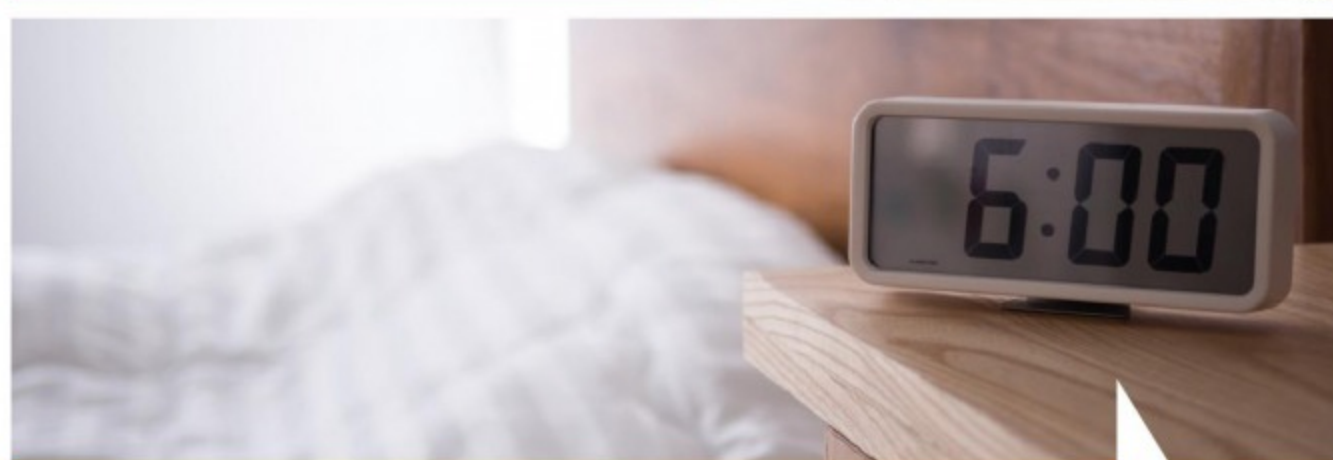
1 along the waterfront is awesome, although you need all the safety gear!

2 I enjoy along the waterfront, but I don't think is for me. It looks dangerous.



3 with friends at the market is a lot of fun.

4 I don't like at the market. There are too many people.



5 early is easy! Morning is the best part of the day.

6 I find really hard. I love the weekends because I can sleep until lunchtime 😊.



7 selfies is fun, although I probably take too many.

8 I've never tried a selfie. But I love seeing the ones that my family take.

4 Read about four community projects. Work in pairs and complete the sentences for each one.

- 1 The purpose of this project is ...
- 2 I recommend ... if you like ...
- 3 People who volunteer on this project can expect ...

- 4 If I were on this project, I'd like to help with ...
- 5 It's important ... if you want to help on this project.

Buddy Volunteer Program

Being lonely is bad for your health. Volunteer to be a "buddy" for elderly people in homes and communities in your area. Some conversation and companionship can make a huge difference.



Make a Mural

Help create a public mural in Gladstone Park! All ages welcome. The mural will represent different parts of the community. Sponsored by the local arts council.



Local Choir

Our Community Choir needs new singers of all ages. Learn to sing everything from rap to rock 'n roll!



Pot Luck Restaurant

Eating at Pot Luck is always a surprise. Our elderly waiters may serve you a different dish from the one you ordered, but it will be delicious! Sponsored by Action against Alzheimer's Disease.



Discover
more



SEARCH ONLINE and find out about another **multigenerational community project**, such as *The Restaurant of Order Mistakes*. What difference is it making to people's lives?



Managing disagreements

Having disagreements with people around you is a common part of growing up. People won't always agree with your ideas. You need to be able to manage your emotions, present your point of view clearly, and find a solution that everyone can agree on.

- 1 Study the life skills strategy and look at the pictures below. Discuss these questions.**
 - 1 What is the relationship between the people?
 - 2 What do you think the disagreement is about?
- 2 Look at the different causes of disagreement below. Which do you think is the most common? Which is the easiest and which is the most difficult to resolve?**

When things get heated ...

- 1** You don't like being compared to your siblings. It makes you feel resentful and it causes rivalry between you.
- 2** You told a friend a secret, but he told other people. You can't believe you trusted him.
- 3** One of your friends loses her temper and gets aggressive when you disagree with her.
- 4** Your cousins always insist on doing what they want when you meet them. They're never prepared to compromise. You're fed up with it.
- 5** You don't get along with your big sister because she treats you like a young child.



Discover vocabulary Disagreement

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- 3 Think of some practical advice about how to manage disagreements. Then read the list below. Are your ideas included? Can you think of more?**

...keep your cool!

- Take a deep breath and stay calm.
- Try to see things from the other person's point of view.
- Make eye contact as you speak.
- Explain how something makes you feel.
- Listen to what the person is saying to you.
- Try not to interrupt.
- Apologize and take responsibility for your own mistakes.





4 You are going to listen to a 16-year-old vlogger talk about how she deals with disagreement. Listen and find out:

2.13

- who her disagreement was with
- what it was about
- what happened in the end

Listening strategy



Listening for specific points

When we listen, it's important to think about what we are listening for. What information do we need to take away? It's difficult to remember everything when you listen to a long extract, so look at the information that you need to complete a task, then listen for those points.

5 Study the listening strategy. Then look again at the advice in exercise 3 and listen again. Which does Lara follow, and which doesn't she follow?



6 You are going to role-play two disagreements from different points of view. Read the role cards and act out the scenarios. Remember the advice in exercise 3. Use the key phrases to help you.

1

Student A You confided in a friend about a problem at school, but just found out that your friend told other people about it. You are surprised and upset and want to know why they have betrayed your trust. Tell Student B how you feel, then listen to their explanation.

Student B A friend told you about a problem they are having in school. They asked you not to tell anyone, but you told two other friends because you thought they could help. Now your friend is angry with you and wants to know why you betrayed their trust. Listen to Student A, then explain your actions.

2

Student A You won tickets to a music festival in another city. There is only one bus, and you have to leave now or you'll miss it. But your friend is acting strangely. It's too late to invite a different friend. Listen to Student B, then explain how you feel.

Student B You feel like relaxing, but your friend is insisting that you go to a music festival right now. They always do this – make plans without asking you what you want to do – and you are fed up with it. Tell Student A how you feel, then listen to their explanation.

Key phrases Managing disagreements

If you look at it from my point of view,
 When you ..., it made me feel
 I'm sorry if I made you feel
 I didn't mean to sound
 I was only trying to
 I'm sure we can work this out.



7 Switch roles and repeat the activity. Was the outcome the same? What can you do to resolve the disagreement?

8 REFLECT Think of a time when you had a disagreement with someone. How did you both handle it? What would you do differently now?

Discover more



SEARCH ONLINE and find out about a famous sibling rivalry, e.g., Adolf and Rudolf Dassler, Mary and Ann Boleyn. Describe their relationship. Did they resolve their conflict? How?

Writing task



A for and against essay

Write an essay about the following:
“Discuss whether you agree with the age at which it is legal in your country to leave school, vote, or drive a car.”

Understand the task

- 1 Study the writing task. Which of these correctly describe a for and against essay?
- 1

In a for and against essay, you give arguments that support a statement, and arguments that are against it. Then you give your overall opinion and explain why.
- 2

In a for and against essay, you state whether you are in favor of or against a statement at the start. Then you support your opinion with examples.
- 2 Read the essay below and check your answer to exercise 1.

Think and plan

Writing strategy



Giving a balanced argument

Present both sides of an argument objectively and allow the reader to make an informed decision. Focus on your best ideas for both points of view and develop them.

- 3 Study the writing strategy. Then complete the chart with arguments from the essay which support and are against the statement at the top. Do you think the writer presents a balanced argument?

Points for	Points against



In the U.S., you can't vote until you are 18.
We should change the law so people can vote at 16.

In the U.S., the voting age used to be 21. It was reduced to 18 in 1971, because people felt that if you could join the army and fight for your country at 18, you should also be able to vote. Today, some people argue that the voting age should be reduced even further – to 16. There are arguments for and against this.

Let's consider the arguments "for" first. **On the plus side**, it would be more democratic if 16-year-olds could vote, simply because a larger percentage of the population would participate. **Although** a 16-year-old does not have the life experience of an 18-year-old, being allowed to vote might encourage them to take an interest in politics and learn about the world.

On the minus side, at 16, the body and brain are still changing and growing, so young people may be less able to make rational choices. 16-year-olds are considered responsible enough to drive a car in most U.S. states. **Nevertheless**, many people think that voting at 16 is too much responsibility because it affects the whole country, not just the individual.

On the one hand, it's true to say that lowering the voting age is more inclusive, but **on the other hand**, voting is a serious business. Are 16-year-olds mature enough to take on that responsibility? To conclude, I'd argue that they are not. In my opinion, allowing people to vote when they are 18 is a sensible law, and we shouldn't change it.

4 Study the writing task on page 110 again and choose a law in your country to write about. Make notes.

- 1 Should the age of this law be changed? Think of arguments for and against.
- 2 Choose the two or three strongest arguments in favor. Think of evidence to illustrate them.
- 3 Choose the two or three arguments against. Think of evidence to illustrate them.
- 4 What is your overall opinion?

Write a first draft

5 LANGUAGE POINT Read the essay again. Look at the **highlighted** words and expressions. What do they express? Can you think of more words and expressions with this function?

- 1 Introducing similar ideas
- 2 Introducing contrasting ideas
- 3 Introducing reasons and results

6 Write your first draft of your essay. Use your notes from exercise 4.

Review and edit

7 Read through your first draft. Check it and revise it. Then write your final draft.

- **Content** Have you introduced the topic clearly?
- **Content** Have you included arguments for and against? Is your essay balanced?
- **Organization** Have you used expressions of contrast to introduce a different point of view?

Reflect

How does age change us?

-  Is there an ideal age for everything?
-  What are the challenges of adolescence?
-  What can we learn from different generations?

-  How can we manage disagreements?
-  At what age do you become an adult?

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

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

3 Work together and compare your ideas.

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

5 Discuss the lesson questions in pairs.

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

Workbook ► Page 103



I learned that 14-year-olds can drive in some U.S. states!

Fitting in 1.17

conform conformist do your own thing
follow the crowd have (sth) in common outsider
peer pressure rebel (v) rebel (n) stand out in a crowd

1 Match the sentence halves 1–7 with a–g.

- 1 You can feel the peer
 - 2 I'm not from here, so I feel like
 - 3 Billy doesn't want to be like everyone else. He prefers to stand
 - 4 Amy and I get along OK, but we don't have a huge amount
 - 5 Don't worry about me. I'm going to do
 - 6 Dare to be different! Don't follow
 - 7 She always follows the rules. She's definitely a
- a in common.
 - b an outsider.
 - c conformist.
 - d pressure at school.
 - e my own thing
 - f the crowd.
 - g out in a crowd.

2 Add the missing words. Then discuss the questions in pairs.

- 1 What do you and your friends have?
- 2 Have you ever experienced? How?
- 3 Do you prefer to fit in or stand out? Why?
- 4 Would you describe yourself as a rebel or a?
- 5 Describe a time you against something.

Forming nouns from verbs 1.18

-ance -ice -ing -ment -sion -tion

3 Complete the sentences with nouns formed from the verbs in parentheses.

- 1 My brother's studying child in college. (develop)
- 2 Maybe you haven't had the same experience, but you can use your (imagine)
- 3 A basic of how emotions affect the body can be very helpful. (understand)
- 4 What was Luke's to the news? (react)
- 5 You shouldn't judge people by their (appear)
- 6 Did you see the on Jasmine's face? (express)
- 7 I've almost finished my essay, but I still need to write the (conclude)
- 8 What's the best for a sore throat? (treat)
- 9 Emil will need to do a lot of before his driving test. (practice)

Influencing 1.19

admit convince criticize influential justify
persuade stubborn trust talk sb into talk sb out of

4 Choose the correct answers to complete the email.

Ask Emma

Dear Emma, I don't know if I can ¹trust / persuade my best friend Lucy any more. We've known each other for years, but now she has a group of new friends. I've told her I'm not happy, but she gets mad. She says I'm ²criticizing / justifying her new friends. I ³convince / admit I don't like them much, but I'm worried they're going to ⁴talk her into / talk her out of being my best friend. She's asked me a few times to hang out with her new friends, but I've said no. I'm feeling so lonely. Kayla

Emma responds ...

Dear Kayla, It sounds like you've ⁵convinced / dissuaded yourself that your friendship with Lucy is ending, but perhaps it's just changing. After all, it's important for everyone to have different friends, not just one. Are you maybe being a little ⁶stubborn / influential? If you spend some time with Lucy's group, you might like them after all.

5 Use verbs and adjectives to describe each person's behavior or attitude. Sometimes more than one answer is possible.

Sorry for checking my phone, but my dad is in hospital and I'm waiting for news.

1

You keep interrupting me when I'm talking! It's really annoying. Let me finish what I'm saying!

2

Kyle never changes his mind, even when he knows he's wrong.

3

I was going to text Carlos, but I talked to Leila, and she thought it was a bad idea. So I've decided not to.

4

It was me, OK? I sent the email.

5

Talking about past states and habits

We use **used to + infinitive** to talk about past states that are no longer true.

*I **used to have** long hair. It's really short now.*

*Mia **didn't use to like** soccer, but now she's a big fan!*

We also use **used to + infinitive** to talk about repeated past actions that no longer happen, or repeated current actions that didn't happen in the past.

*I **only used to read** non-fiction books.*

*I **didn't use to read** novels. Now I love them.*

Affirmative (+) and negative (-)

I / You / He / She / It / We / They **used to study** here.

I / You / He / She / It / We / They **didn't use to understand** Italian.

Questions and short answers

Did I / you / he / she / it / we / they **use to study** here?

Yes, I / you / we / they / he / she / it **did**.

No, I / you / we / they / he / she / it **didn't**.

Tip The pronunciation of **used to** is different from the simple past form of **use**:

*My grandad **used** /ju:st/ to tell funny stories.*

*I **used** /ju:zd/ my brother's laptop to do my homework last night.*

We use **would + infinitive** to talk about repeated past actions that no longer happen, but not states. It means the same as **used to**.

*I **would** live next door to a girl named Hannah, and we **would walk** to school together every day.*

*We **wouldn't get** home until late.*

We don't use **would** to talk about past states of being that are no longer true.

*I **used to** believe adults knew everything.*

(~~NOT I would believe adults knew everything.~~)

We use **simple past** (not **used to** or **would**) to talk about something that happened once at a specific time in the past.

*I **made** a new friend named Kim on the first day of school.*

(~~NOT I used to make a new friend called Kim on the first day of term.~~)

Talking about adapting to change

We use **be used to + -ing form or a noun** to talk about things or situations in our lives that are normal for us because we are accustomed to them, or not normal for us because they are new.

*She's **used to getting up** early.*

*We **aren't used to the** weather.*

We can use **be used to** in the past.

*I **wasn't used to the** noise when I first moved to a big city.*

*I **was used to driving** on the left because I had lived in Australia.*

We use **get used to + -ing form or a noun** to talk about the process of new things becoming normal to us.

*I'm **getting used to speaking** Italian every day.*

*Have you **gotten used to the** new timetable yet?*

We can use different tenses and structures with **get used to**.

*Ella **soon got used to** walking to school.*

*Jack **hasn't gotten used to** the food yet.*

*You'll **probably get used to** eating dinner at 5 o'clock.*

*I **can't get used to** the sound of traffic.*

Tip It's easy to confuse **used to** and **be / get used to**. Remember, **used to** is followed by an infinitive, but **be / get used to** is followed by a noun / pronoun or gerund.

*I **used to get up** at 5 a.m. every day when I worked in a factory.*

*I'm **not used to getting up** very early, but I'm **getting used to it**.*

1 Choose the correct option. Sometimes both options are correct.

- 1 My grandmother **used to / would** take me to school on Mondays.
- 2 Did you **used / use to** live near the ocean?
- 3 My brother **used to / would** hate pizza when he was a child.
- 4 **Did you use to / Would you** want to be a taxi driver when you were young?
- 5 Our neighbors **used to / would** have a big party every summer.
- 6 I **had / used to have** a party for my birthday last year.

2 Complete the second sentence so it means the same as the first. Include the word in parentheses.

- 1 I found it strange to eat with my fingers.
..... eating with my fingers.
(wasn't)
- 2 It's really difficult for us to adapt to the new system.
..... the new system. (can't)
- 3 This movie theater was much better in the past.
..... much better. (be)
- 4 Does Sam think it's normal to have a lot of homework?
..... having a lot of homework? (used)
- 5 My dad always used to read me a story at bedtime.
..... read me a story at bedtime. (would)
- 6 This hot weather is becoming normal for us.
..... this hot weather.
(used)

Settlements 1.20

commuter town fishing village fortress hamlet
industrial city market town neighborhood port
seaside resort suburb university city

1 Write the correct words for the quotes.

- 1 "There are a lot of big modern hotels and busy beaches." _____
- 2 "In the past, almost everyone here made their living from the sea." _____
- 3 "There are just a few houses there – no stores, no school." _____
- 4 "The colleges are really beautiful and the streets are full of students on bicycles." _____
- 5 "Friday is the best day of the week in my town. Go to the main square and you'll be able to buy fresh fruit and vegetables, honey, cheese ... all sorts of things!" _____
- 6 "These thick walls used to keep enemies out!" _____
- 7 "I live near the edge of the city. There are lots of houses. It's a bit boring, but it's safe." _____

2 Answer the questions with your own ideas.

- 1 Would you rather live in a village, a commuter town or a university city? Why?

- 2 Would you describe your hometown or city as industrial? Why? / Why not?

- 3 What is the nearest port to your home?

- 4 Do you think your neighborhood is a good place to live? Why?

Synonyms 1.21

abandoned / deserted belongings / possessions
bustling / lively contemporary / modern defend / protect
huge / massive move away / relocate sadly / unfortunately

3 Complete the mini-dialogues. Use a different synonym for each person.

- 1 A Has your aunt _____?
B Yes, she's _____ to Canada.
- 2 A I hear you visited an _____ city.
B Yes, it was _____ after a series of natural disasters.
- 3 A Is it a _____ hotel?
B It's an old building, but all the rooms are designed in a _____ style.
- 4 A This market's usually _____ with activity. I don't know why it's so quiet today.
B I know! It's usually _____.
- 5 A The inhabitants closed the city gates to _____ themselves.
B Who did they need to _____ themselves against?

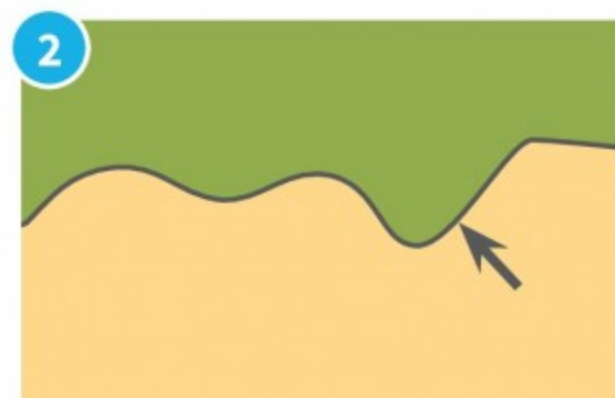
Maps 1.22

arrow border compass points contour line landmark
path physical map political map road map scale
symbol

4 Label the pictures 1–6 with the correct words.



1 _____



2 _____



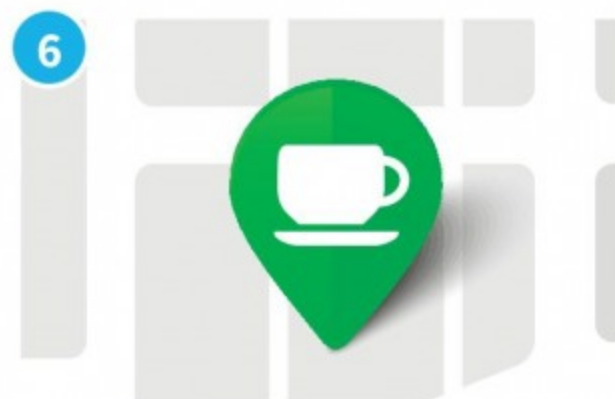
3 _____



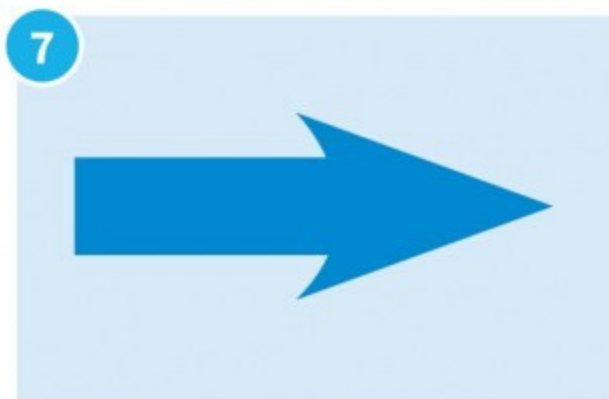
4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____

5 Choose the correct answers.

- 1 A **physical** / **political** map shows lakes, rivers, and mountains.
- 2 The four main **compass points** / **contour lines** are north, south, east, and west.
- 3 Which famous **symbols** / **landmarks** did you visit when you went to the U.S.?
- 4 There's a big **scale** / **arrow** which points to the exit.
- 5 We crossed the **path** / **border** into Brazil and continued our journey north.

Talking about past events

The **narrative tenses** are **simple past**, **past continuous**, **past perfect simple**, and **past perfect continuous**.

We use the **simple past** to describe a sequence of events.

*We **got off** the bus and **walked** around the market.*

We use the **past continuous** to give a background description.

*It **was raining** and a lot of people **were buying** umbrellas.*

We also use the **past continuous** to talk about a longer action interrupted by a shorter action.

*I **dropped** my bag when I **was running** for the bus.*

We use the **past perfect simple** to talk about an event that happened before another event.

*Unfortunately, when we got to my favorite café, they **had stopped** serving lunch.*

We use the **past perfect continuous** to talk about an action in progress, or a repeated action that happened before another event.

*I **didn't have** my phone with me, so I **didn't know** James **had been calling** me all morning.*

We also use the **past perfect continuous** to talk about the duration of an action before another action happened.

*It **had been snowing** for over an hour when I left the house.*

We form the **past perfect simple** and **past perfect continuous** like this:

Affirmative (+) and negative (-)

I / You / He / She / It / We / They **had / hadn't started**.

I / You / He / She / It / We / They **had / hadn't been singing**.

Questions and short answers

Had I / you / he / she / it / we / they **started**?

Had I / you / he / she / it / we / they **been singing**?

Yes, I / you / he / she / it / we / they **had**.

No, I / you / he / she / it / we / they **hadn't**.

Talking about past actions connected to the present

We use the **present perfect simple**:

to talk about a past action with a present result. We can use it with *just* to talk about a very recent action. We can also use the **simple past**.

*Thousands of people **have left** / **left** the city.*

*Be careful! I **ve just dropped** / I **just dropped** a glass.*

to talk about experiences when the exact time is unimportant, or in an unfinished time period.

*I **ve never** lost my passport.*

*I **ve swum** in three different rivers this week!*

to talk about a state that started in the past and is still true, with *How long...?*, *since* and *for*. We use *for* to express the duration of the state and *since* to say when the state started.

*How long **have you known** Oliver?*

*I **ve known** him **for** 5 years. I **ve known** him **since** 2014.*

We use the **present perfect continuous**:

to talk about a repeated past action, or an action in progress recently with a present result.

*She **s been studying** a lot recently.*

*I **m hot and thirsty because I **ve been running**.***

to talk about the duration of an action that started in the past and is still true, with *for* or *since* (or *How long...?*)

*The fire **s been burning** for two days.*

Tip When we specify a quantity when talking about an action with a present result, we use the **present perfect simple** or **simple past**, not the **present perfect continuous**.

*I **ve written** / I **wrote** ten postcards. (NOT I **ve been writing** ten postcards.)*

1 Complete the sentences with the simple past, past continuous, past perfect simple, or past perfect continuous form of the verbs in parentheses.

- Jason _____ (be) really tired because he _____ (work) all day.
- Claire _____ (take) some pictures, _____ (buy) a few postcards, then _____ (go) back to her hotel.
- The wind _____ (blow) and the city streets were empty. Everyone _____ (go) home.
- While we _____ (walk) home, an old man _____ (stop) us and _____ (ask) us for directions.

2 Choose the correct answers to complete the article.

Angamuco

Researchers ¹**have just found** / **first found** the lost city of Angamuco in western Mexico in 2007. The Purépecha people, who ²**have built** / **had built** the city near a lake over 1,000 years before, lived there until the 16th century.

Now, U.S. archaeologist Chris Fisher and his team ³**have revealed** / **have been revealing** evidence of more than 40,000 buildings which made up the ancient city, as well as roads, pyramids, gardens, and open squares.

Fisher and his team have been mapping the area ⁴**for** / **since** 2009. ⁵**They have used** / **have been using** high-tech laser technology called LiDAR which produces detailed 3D images of ancient structures hidden underground. LiDAR is over 30 years old, but the technology ⁶**has only recently become** / **has only recently been becoming** good enough to create very complex pictures.

How many more of these ancient treasures

⁷**had we not discovered** / **have we not discovered** yet?

The life cycle of food 1.23

biodegradable non-biodegradable carbon footprint
consume grow landfill locally sourced packaging
transport (v) reusable

1 Complete the sentences. Change the form of the word if necessary.

- The world produces about 7,600,000 kg of food every minute and _____ about 5,200,000 kg of it. Sadly, the rest is wasted.
- What a waste! These peaches are in a cardboard box, but they've put the box in plastic _____.
- I got this _____ "eco-cup" from a cafe on vacation. I have my morning coffee in it every day.
- How do they _____ the sandwiches from the factory to the stores?
- Vegetables have a lower _____ than meat, unless they are exported long distances.
- You can buy _____ trash bags now. They still take years to disappear, but they're much better than _____ ones.
- _____ foods are generally fresher, tastier, and better for the environment.
- Only 9% of plastic is recycled or reused; the rest ends up in _____ or as litter. Isn't that shocking?
- With the right technology, it's even possible to _____ fruit and vegetables in the desert.

2 Answer the questions with your own ideas.

- How can we change our eating habits to reduce our carbon footprint?

- What locally sourced food do you eat?

- Which materials are biodegradable? Which are non-biodegradable?

- How could the food industry use less food packaging?

Collocations 1.24

advertising campaign big business carbonated drink
chemical symbol developed world developing world
fast food organic food political campaign
small business soft drinks status symbol

3 Choose the correct answers.

- My aunt designs clothes and recently she's started a **small / big** business.
- France, Australia and the U.S. are **developed / developing** countries.
- A really good **advertising / political** campaign can greatly increase the sales of a product.
- Au is the **status / chemical** symbol for gold.
- I prefer **soda / soft** drinks like juice and water.
- I try to avoid **organic / fast** food, but sometimes I really feel like a burger!

Food and nutrition 1.25

artificial calories carbohydrates fat fiber
preservative protein serving sweetener vitamin

4 Match 1–8 with pictures A–H.

- This food is high in fat, sugar, and calories.
- This food contains a lot of artificial coloring.
- This food contains no artificial preservatives. There is more than one serving here.
- You can get vitamin D from these.
- People often add sweetener to this, instead of sugar.
- This food contains a lot of carbohydrates and fiber.
- This food is very low in calories.
- These foods contain fat, fiber, vitamin B, and protein.



5 Complete the sentences with the correct words. Are the sentences true or false for you?

- When I have a cold, I consume more _____ by drinking hot drinks with lemon.
- I never buy low-_____ yogurt and mayonnaise. It doesn't taste as good.
- I'm trying to give up sugar in my coffee. I take _____ instead now.
- Whole wheat pasta has more _____ than normal pasta, and I think it tastes better, too.
- I'm vegetarian, so I get most of my _____ from lentils, cheese, and nuts.
- I know more or less how many _____ I should consume every day.
- I hate the _____ flavoring in potato chips. They don't taste at all like real ingredients.
- My family never eats _____ like rice or pasta in the evening.

Using the passive

In **the passive**, the subject of a sentence is the object of an action. We form **the passive** with subject + *be* + past participle.

We use **the passive** when who or what does an action (the agent) is not known or not important.

*All our sandwiches **are served** with salad.* (waiters serve them, but this isn't important)

*The oven **hasn't been used** for a while.* (we don't know who last used the oven)

***Have** these tomatoes **been washed**?* (we don't know who washed them and it isn't important)

*A lot of new supermarkets **are being built** around my city.* (we know that construction firms are building the supermarkets, but this isn't important)

Tip We often use **the passive** to describe processes.
*Sugar, salt, and other ingredients **are added** to the sauce. Then, the sauce **is put** into glass bottles.*

Tip We can use *by* to give the agent with **the passive**. We often do this when the agent is new information and we want to emphasize it.

*Do you like this bread? It **was made by my friend Alex**.*
*This amphitheater is an important tourist attraction. It **was built by the Romans** in the year 200 BC.*

We can use **the passive** in all tenses and structures. We only change *be*.

Present tenses

Not many fresh products **are grown** in my region.
A new sports center **is being built** near my home.

Past tenses

This market **was built** over 100 years ago.
The restaurant **was being redecorated**.
This time yesterday, I **was being interviewed** on live TV.

Present perfect tenses

All the tables **have been cleaned**.

Past perfect tenses

The chicken **hadn't been cooked** very well.

Future forms

All these bags **will be thrown away**.
This fruit **is going to be exported** to the U.S.

Modal verbs

These berries **can be eaten** raw.
Less plastic food packaging **should be used**.

Other forms

This ice **needs to be put** in the freezer before it melts.
Are you interested in **being filmed** for a documentary about food?

1 Complete the second sentence so that it means the same as the first.

- They grow strawberries here.
..... here.
- Someone's planning the menu right now.
..... right now.
- They haven't baked the cookies yet.
..... baked yet.
- Did they take all the trash away?
..... ?
- Nobody had cleaned the cupboards.
.....
- Has someone added salt to this soup?
..... to this soup?
- Someone was repairing the fridge when I arrived.
..... when I arrived.
- People shouldn't advertise junk food.
.....
- They used to pick all the grapes by hand.
..... by hand.
- Will anyone use these bags again?
..... again?

2 Complete the article. Use the correct active or passive form of the verbs in parentheses. Add *by* where necessary.

FOOD WASTE



What ¹ (can / do) with the huge amount of food that ² (waste) every day? Here are two solutions.

Shaanxi Yihong Agricultural Technology Company ³ (set up) 23-year-old Qinyu

Zhang in 2014. Zhang grew up in Shaanxi, an area of China where a lot of apples ⁴

(grow). He was shocked to see how much fruit ⁵ (throw away) farmers.

Thanks to Zhang, since 2014, thousands of tons of fruit from Shaanxi ⁶ (sell) directly to people who want it instead of being wasted.

What happens to the food in the supermarket that nobody buys? Last year 7,360 tons of unwanted food from stores and cafes ⁷

(give away) FareShare, an independent charity in the U.K. The food ⁸ (collect)

volunteers who then ⁹ (share) it among 2,020 charities across the country. Without

FareShare, thousands of tons of good food ¹⁰ (would / waste). Instead, it goes to people who really need it.

Describing heroes 1.26

compassionate courageous heroic moral (adj)
reckless selfless stand up for show leadership

1 Complete the sentences with adjectives or verbs. Use the correct form.

- 1 Making a _____ decision involves thinking about your personal beliefs and how the decision will affect other people.
- 2 It was _____ of you to dive into the lake without knowing how deep it was.
- 3 Amaya _____ when she helped the children escape from the fire.
- 4 The runner lost the race by being _____ – he stopped to help a woman who had hurt herself.
- 5 When I am unhappy, my friends are always _____. It helps me a lot.
- 6 My grandmother brought up six children all on her own. I think that's truly _____!
- 7 It was _____ of Joel to climb the tree to rescue that cat. Did you know he's afraid of heights?
- 8 Don't let Roberto speak to you like that. You should _____ yourself.

2 Answer the questions. Give reasons.

- 1 Who's the most courageous person you know?

- 2 Who's the most reckless person you know?

- 3 Who's the most compassionate person you know?

- 4 Who's the most selfless person you know?

Negative prefixes 1.27

dis- im- in- ir- mis- non- un-

3 Complete the sentences. Use the word in parentheses with the correct negative prefix. You can use a dictionary to help you.

- 1 Sorry, I _____ you. I thought you said "thirty," not "thirteen." (heard)
- 2 It's really hard to get an appointment with Ms. Lott. She always seems to be _____. (available)
- 3 That was _____ of you. Why didn't you tell the truth? (honest)
- 4 James is late again! Is he _____ of arriving on time? (capable)
- 5 I have an _____ fear of mice. I know they can't hurt me, but I'm terrified of them! (rational)
- 6 This item is _____. You can exchange it for something else, but you can't have your money back. (refundable)
- 7 The ink is blue at first, but when it dries it goes completely _____. (visible)

Emergencies 1.28

alarm crisis crowd get into trouble get lost
go missing panic severe

4 Complete the sentences with a word or phrase that matches the definition in parentheses.

- 1 What will you do if you _____ (have problems) when crossing the desert?
- 2 I don't want to lose you in the _____ (large group of people)!
- 3 Twenty-three people have died so far as a result of the _____ (extremely bad) heatwave.
- 4 I was woken up by an _____ (loud warning sound) at about 3 a.m.
- 5 If we _____ (don't know where we are), we'll ask someone for directions.
- 6 The worst thing you can do in an emergency is _____ (get scared and lose control).
- 7 There's a _____ (serious situation) – the stores have nearly run out of food.
- 8 A boy from my village _____ (disappeared) last week, but luckily he turned up the next day.

5 Complete the stories with words and phrases. Use the correct form.

I was on vacation in Paris with my family. We were exploring the city when we found ourselves in a large ¹ _____ of people. They seemed to be protesting. Suddenly, I heard a loud ² _____, and lots of people started running. I started to ³ _____ and tried to get away from the crowd. Then I realized I'd lost my parents. I remembered that my dad had told me to go back to the hotel if I ⁴ _____. The problem was I couldn't remember where it was, and I didn't have a signal on my phone.

I was on a kayaking trip, going down a river. The weather had been good, but suddenly it started to rain heavily. Our leader shouted at us to get to the side of the river, but one person had ⁵ _____ in the water and couldn't turn her kayak around. I could hardly see because of the ⁶ _____ rainfall. One by one, everyone dragged their kayaks out of the water, but the leader and one of our group ⁷ _____. But after a while, we heard him shouting – they were on the other side of the river, safe. The ⁸ _____ was over.



Using relative clauses

We use **defining relative clauses** to define the thing, person, or place that we are talking about.

*A compass is an instrument **which / that** shows where north, south, east, and west are.*

*Let me introduce you to the doctor **who / that** saved my father's life.*

We use the relative pronouns *who* or *that* for people:

*Lara is the classmate **who / that** did that really good presentation.*

We use the relative pronouns *that* or *which* for things:

*There's the window **which / that** I broke.*

When the relative pronoun is the object, we can omit it.

*There's the window **(that)** I broke.*

We use **non-defining relative clauses** to give extra information about the thing or person we are talking about. Unlike defining relative clauses, we add them to a sentence which is already complete.

We use commas before **non-defining relative clauses**. If they come in the middle of a sentence, we use a comma after them, too.

*Emma had a beautiful compass, **which** her grandfather had given her 20 years earlier.*

*Dr. Davies, **who** works at Newlands Hospital, has raised \$5,000 for our charity.*

We can't use *that* to replace *which* and *who* in **non-defining relative clauses**.

*Dr. Davies, **who** died last year, was a great doctor.*
(~~NOT Dr Davies, that died last year, was a great doctor.~~)

We can never omit the relative pronoun in **non-defining relative clauses**, even if it's the object of the clause.

*Ralph Fiennes, **who** I'd love to meet, played Voldemort in some of the Harry Potter movies.*
(~~NOT Ralph Fiennes, I'd love to meet, played Voldemort in some of the Harry Potter movies.~~)

We can use the relative pronouns *where*, *whose* and *when* to talk about places, possession, and times.

In defining relative clauses:

*That's the house **where** I was born.*

*I have a friend **whose** mother is a hero.*

*Fridays are **when** Tarek is happiest.*

In non-defining relative clauses:

*Berlin, **where** I want to study next year, is getting really expensive.*

*Matilda Smith, **whose** quick responses saved a family from a house fire, is being presented with an award tomorrow.*

*Autumn, **when** the leaves change colour, is the most beautiful time of year here.*

We usually put prepositions at the end of **relative clauses**. If we put them before the relative pronoun, it sounds extremely formal. If we do this, we change *who* to *whom*.

*That's the director Jack was talking **about**.*

Formal version: *That's the director **about whom** Jack was talking.*

- 1** Choose the correct answers. Sometimes both answers are possible.



REACH FM RADIO

RADIO

NEWS

EVENTS

PHOTOS

LOCAL HERO AWARDS

Nominate your Reach FM Local Hero

Neighbor of the Year

Click [here](#) to nominate a special neighbor ¹**who / which** helped you or who does great work in your local area.

Young Person's Achievement Award

Do you know a young person ²**has achieved / who has achieved** something incredible? Nominate them [here](#).

Bravery Award

Our bravery award is for people who face things ³**from that most people would run away / that most people would run away from** in order to help others. Nominate someone for an act of great bravery [here](#).

Charity Fundraiser Award

Click [here](#) to nominate a group ⁴**whose / which** activities have raised money for a good cause.

Parent of the Year

If you know a Mom or Dad ⁵**which cares / that cares** like a superhero, nominate them [here](#).

Make sure you're listening to Reach FM Radio at 7 p.m. on Friday March 29, ⁶**when / where** we will announce this year's winners. It's an occasion ⁷**who you won't / you won't** want to miss!



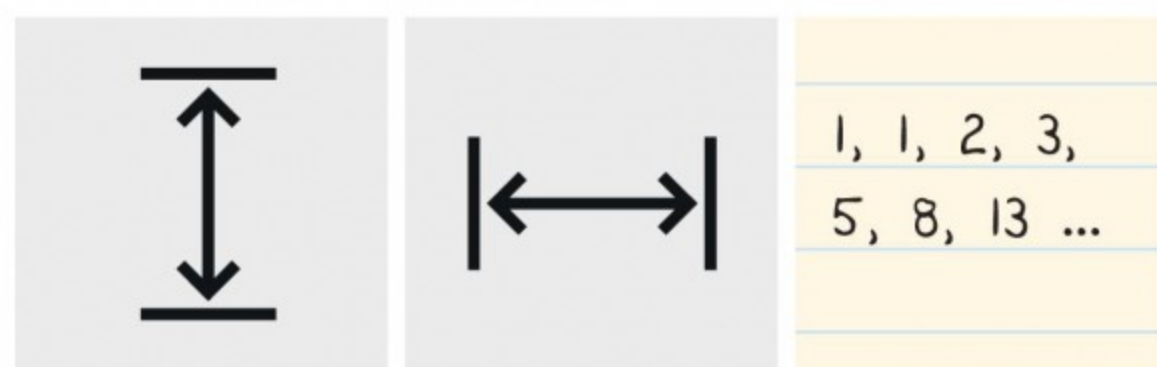
- 2** Check (✓) the sentences that are correct. Correct the words in the sentences that are wrong.

- He's one of the divers that found the boys in the cave. _____
- It's a magical world which anything can happen. _____
- The Odyssey*, that was written more than 2,000 years ago, tells the story of the Greek hero Odysseus. _____
- That's the girl whose dog I'm scared of! _____
- Have you seen the message he sent? _____
- I met a man whose written a book about villains. _____

Numbers and measurements 1.29

amount average length height width weight
probability percentage sequence sum

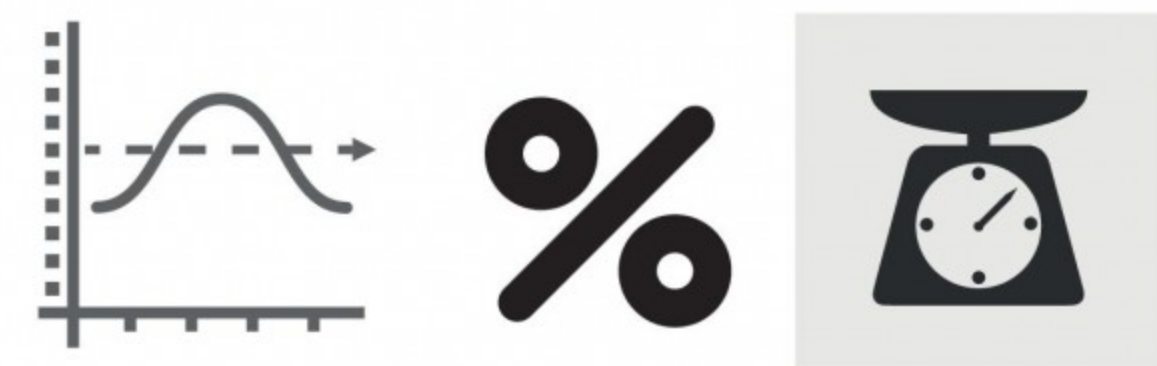
1 Label the images with numbers and measurements words.



1 _____ 2 _____ 3 _____



4 _____ 5 _____ 6 _____
7 _____



8 _____ 9 _____ 10 _____

2 Complete the questions. Then research the answers.

General knowledge quiz

- 1 What's the _____ of the Great Wall of China? _____
- 2 What's the _____ and _____ of a soccer goal? _____
- 3 What's the _____ of rolling five on a dice? _____
- 4 What's the _____ of an adult human brain? _____
- 5 What's the _____ of sugar in a typical can of Coke? _____
- 6 What _____ of the world's population is male? _____
- 7 What is the estimated _____ age of the world's population? _____
- 8 What is the next number in this _____ ? 2, 3, 5, 7, 11, 13, 17

Verb + preposition 1.30

appear in arrive at apply to belong to insist on
occur in provide with search for

3 Complete the sentences using phrases from above in the correct form.

- 1 I offered to pay, but Dad _____ paying for everyone.
- 2 Scientists have been _____ a cure for flu.
- 3 Brown eyes _____ a majority of the world's population.
- 4 The rules _____ everyone.
- 5 Who does this jacket _____ ?
- 6 Which movies has your favourite actor _____ ?

Money and budgeting 1.31

afford allowance bargain borrow budget cost
debt earn lend sale save spend

4 Look at the dialogues. Then complete 1–6 with money and budgeting words.

- 1 A Do we have enough money to take a taxi?
B I'm not sure.
- 2 A Mom, can I borrow \$10?
B You can have \$10, but I need it back tomorrow.
- 3 A You still owe me \$100.
B I know. I'll pay you back soon.
- 4 A How much do your parents give you each month?
B \$60. How about you?
- 5 A About \$25 of my money goes to clothes and \$15 to music each month.
B Really? I have around \$30 for clothes.
- 6 A There's 50% off in my favorite store today.
B Let's go!

They're talking about ...

- 1 whether they can _____ to take a taxi
- 2 how much she can _____
- 3 a _____
- 4 an _____
- 5 a _____
- 6 a _____

5 Choose the correct words. Are the sentences true for you?

- 1 I **earn** / **spend** money by doing jobs around the house.
- 2 I love going to the **sales** / **debts** to look for **bargains** / **budgets**.
- 3 I don't **cost** / **spend** much money on music each month.
- 4 I **afford** / **save** about \$20 every month.
- 5 I get **an allowance** / **a budget** of \$100 every month.
- 6 The shoes I'm wearing today **earn** / **cost** more than \$60.

Talking about ability and possibility

We use **can / can't** + infinitive to talk about **ability and possibility** in the present.

*We **can** take the bus.*

*I **can't** open the door.*

***Can** I leave my bike here?*

We use **could / couldn't** + infinitive to talk about **ability and possibility** in the past.

*I **couldn't** get into my apartment because I'd lost my key.*

***Could** you ride a bike when you were six?*

We use **managed to** + infinitive or **was / were able to** to talk about single achievements in the past. We don't use **could**.

*We **managed to** light the fire.*

(NOT ~~We could light the fire.~~)

***Were** you **able to** speak to Annette yesterday?*

(NOT ~~Could you speak to Annette yesterday?~~)

We use **will be able to** + infinitive to talk about **ability and possibility** in the future.

*You'll soon **be able to** ski.*

*They **won't be able to** leave the room.*

Tip We can also use **be able to** with other structures where we can't use **can**, such as modal verbs, present perfect, gerunds, and infinitives.

*Harry **might be able to** drive you to the station.*

*I **haven't been able to** speak to Paul yet today.*

*I'd love **to be able to** speak Italian as well as you.*

***Being able to** repair bikes is really useful.*

Talking about deduction

We use **must, can't, couldn't, might, and may** to make **deductions** about present and past situations.

*A: Fred **must be** on the plane. (now)*

*B: I don't know. He **might have landed** by now. (past)*

We use **must** + infinitive when we are sure something is true about the present.

*Jake got 95% in his exam. He **must be** really happy.*

We use **can't** + infinitive when we are sure something isn't true about the present.

*He **can't be** a doctor. He hasn't gone to college.*

We use **might / may / could** + infinitive when we think something is possibly true about the present, but we aren't sure.

A: What's that noise?

*B: I don't know. It **might be** a bird.*

Tip We never use **can** to make deductions. Always use **might, may** or **could**.

*That boy **could be** Ana's brother, but I'm not sure.*

(NOT ~~That boy can be Ana's brother ...~~)

We can make **deductions** about past events using the same modal verbs + **have** + past participle.

*They're not here. They **must have gone** home.*

*She knows it's my birthday. She **couldn't have forgotten**.*

*I think Adam **might / may have broken** his arm.*

We can make **deductions** about events in progress at the moment using the same modal verbs + **be** + **-ing**.

*Megan **must still be waiting** for us. I hope she's OK.*

*He **can't be sleeping**. I heard him in the kitchen five minutes ago.*

*George **may be playing** in the yard. Go and see.*

1 Use the verbs in the box to complete the statements. How many of them are true for you?

be able to can can't could couldn't
managed to wasn't able to 'll be able to

- I _____ sing. I have a terrible voice!
- I _____ pass my exam despite feeling really ill.
- I need to _____ write computer programmes if I want to do this course.
- Matt _____ dance Swing. In fact, he's a very good dancer!
- I _____ read when I was three. I learned when I was five.
- I _____ ski when I was five. I was a quick learner.
- I'm nearly 17 so I _____ learn to drive soon.
- Unfortunately I _____ meet up with Pau when I was in Barcelona last week.

2 Complete the second sentence so that it means the same as the first. Use **must, can't** or **might / may**.

- I'm sure that noise isn't a plane.
That noise _____ a plane.
- I'm sure you know a lot of people here.
You _____ a lot of people here.
- I'm sure Carl ate all the cookies.
Carl _____ all the cookies.
- It's possible Anima didn't tell the truth.
Anima _____ the truth.
- I'm sure you're joking!
You _____!
- Maybe they're planning a surprise party!
They _____ a surprise party!
- I'm sure she hasn't cleaned the bathroom.
She _____ the bathroom.
- I'm sure they aren't talking about us.
They _____ about us.
- Perhaps Sam didn't see you.
Sam _____ you.
- I'm sure they're wondering where we are.
They _____ where we are.

Movies 1.32

blockbuster cast performance plot scene
screenplay set soundtrack special effects trailer

1 Choose the correct answers to complete the movie review.

The Shape of Water (2018)

Director: Guillermo Del Toro

¹Scene / Screenplay: Guillermo Del Toro & Vanessa Taylor

Guillermo del Toro's *The Shape of Water* was the fantasy

²blockbuster / trailer of 2018.

Set in the U.S. in 1962, the movie tells the story of Elisa, a voiceless cleaning lady who works at a secret government laboratory and falls in love with a strange, fish-like creature that's kept there. It's a simple ³plot / set that has echoes of *Beauty and the Beast*.

Sally Hawkins' ⁴performance / cast as the silent Elisa is particularly powerful. The ⁵cast / plot also includes Doug Jones (fish man) and Michael Shannon (Elisa's boss).

Del Toro used a combination of CGI and ⁶special effects / trailers to create the fish man character and the underwater ⁷soundtracks / scenes in Elisa's apartment. Alexandre Desplat's ⁸screenplay / soundtrack adds magical music to the strange events that take place.

Romance, thriller, and fairy tale all in one, *The Shape of Water* is not to be missed.

2 Answer the questions. Explain your answers.

- What's more important to you in a movie – a good screenplay or a good soundtrack? Why?
- Do you enjoy watching trailers for new movies? Why? / Why not?
- What was the last blockbuster you watched?
- What movies have you watched recently with good special effects?

Compound adjectives 1.33

action-packed breathtaking fast-paced
groundbreaking hard-hitting highly respected
never-ending old-fashioned short-lived
thought-provoking well-known

3 Complete the sentences with compound adjectives from the box.

- I don't like modern movie theaters. I prefer _____ ones.
- Despite its initial popularity, the movie only had _____ success.
- The action in this drama is _____ – it just keeps coming!

- Monster's Ball* (2001) is a powerful, _____ movie about racism.
- Alejandro Amenabar and Lynne Ramsay are two _____ movie directors.
- The 2018 thriller *Unsane* was _____ because it was filmed entirely on iPhone.

Documentaries 1.34

educational entertain entertaining fictional
on location real-life issues script shoot (v) voice-over

4 Match the sentence halves.

- I thought the movie I just watched was a documentary,
 - The movie deals with real-life issues
 - This documentary was shot
 - The movie is supposed to be informative.
 - The person doing the voice-over
 - This program is very entertaining
- a on location in Hawaii.
b It isn't supposed to entertain.
c but actually it was completely fictional.
d and it's also very educational.
e has a really annoying accent.
f like homelessness and unemployment.

5 Complete the comments with words from above. Use the correct form. Do you share the opinions?

Documentaries:
What do you think?

Article	Comments
The last documentary I watched was	
¹ _____ in Africa.	
I've learned a lot from watching	
² _____ programs about the natural world.	
I'm interested in documentaries that deal with	
³ _____ like crime.	
I'd love to do the ⁴ _____ for a documentary!	
I know documentaries are important, but I just don't find them very ⁵ _____.	



Talking about likely and unlikely consequences

We can use the **first conditional** to talk about the consequences of events in the future which are likely or we can imagine happening.

If they miss the bus, they'll walk home.

We form the **first conditional** like this:

If + simple present,	will / won't
If it rains,	I'll lend you my umbrella.
	we won't go to the park.
Questions and short answers	
Will you take the test again if you don't pass?	
Yes, I will . / No, I won't .	

Tip We can use *might* instead of *will* in the consequence clause when we aren't sure if the consequence will happen.

*If we leave now, we **might** get home before sunset.*

As well as *if*, we can use the conjunctions *when*, *as soon as*, *as long as*, *provided that* and *unless* to link the clauses.

*We'll eat **when** / **as soon as** we get home.*

*You can borrow my bike **as long as** / **provided that** you return it tomorrow.*

*I won't help **unless** they pay me.*

We use the **second conditional** to talk about the consequences of hypothetical situations or future situations which are extremely unlikely.

*You **would** feel better if you exercised more.*

We form the **second conditional** like this:

If + simple past	would / wouldn't
If I hated a movie,	I'd leave the movie theater.
	I wouldn't watch it again.
Questions and short answers	
If a friend invited you to watch a horror movie, would you go?	
Yes, I would . / No, I wouldn't .	

Talking about hypothetical consequences in the past

We use the **third conditional** to talk about the consequences of hypothetical or unreal situations in the past.

*I **would have enjoyed** the movie more if the music **had been** better.*

We form the **third conditional** like this:

If + past perfect,	would / wouldn't	have + past participle
If he'd played better,	he would	have won .
	he wouldn't	have lost .
Questions and short answers		
Would you have swum in the sea if we'd gone to the beach?		
Yes, I would have . / No, I wouldn't have .		

Tip We can put the clauses of conditional sentences in either order. We use a comma after the *if* clause if it goes first, but no comma if it goes second.

If you take a coat, you won't get cold.

*I **wouldn't** watch this movie if you paid me.*

*We **wouldn't** have been able to get home if we'd missed the train.*

1 Choose the correct answers.

- We'll get to school more quickly if we **walk** / 'll walk.
- If I pass all my exams, I 'd / **might** have a party.
- I'll call you **as soon as** / **as long as** I get my exam results.
- Be careful! You'll break your tablet **if** / **unless** you drop it!
- I'll go to the movie theater this weekend **unless** / **when** I have too much homework.
- If you had a better wifi connection, we **won't** / **wouldn't** need to download movies before we watch them.
- What would you do if you **find** / **found** \$100 in the street?
- Will you please leave your phone in your bedroom when we **have** / 'll have dinner?

2 Complete the second sentence so it means the same as the first. Use the third conditional.

- You got lost because you didn't use the map.
If you'd used the map, _____.
- I fell asleep at the movie theater because I was so tired.
I **wouldn't** have fallen asleep at the movie theater _____.
- I couldn't call my mom because I didn't have my phone with me.
I **would** have been able to call my mom _____.
- I didn't sleep all day because you woke me up.
_____, I **would** have slept all day!
- Ted didn't call me because he didn't know my number.
_____ if he'd known my number.
- Did you not buy the jacket because it cost so much?
_____ if it hadn't cost so much?
- I didn't meet up with my friend Jonathan when I went to New York because I was busy every day.
I **would** have met up with my friend Jonathan when I went to New York _____.
- Did you not say hello because you didn't recognize me?
_____ if you'd recognized me?

Career skills and qualities 2.14

analytical skills communication skills creative decisive
good people skills natural leader patience team player
time management skills

1 Write the career skill for each person.

Emma doesn't waste time – she always makes a decision and trusts her instincts.

1 _____

Sara listens well and gets the best out of everyone.

2 _____

Li thinks of ideas that no one else thinks of.

3 _____

Ahmed understands processes and situations very well.

4 _____

Felicity can express complicated ideas really clearly.

5 _____

Ramon works very well in groups.

6 _____

Sandy is happy to take on responsibility and help others.

7 _____

Dmitry stays calm when other people might get really angry.

8 _____

Jens never misses his deadlines – he's really organized.

9 _____



2 Think about your own skills and complete the form. Then complete the sentences and explain why.

How good are your career skills?

* = Not very good ** = OK *** = Good **** = Excellent

time management	*	**	***	****
analytical skills	*	**	***	****
communication skills	*	**	***	****
creative ability	*	**	***	****
ability to be a good team player	*	**	***	****
ability to be decisive	*	**	***	****
people skills	*	**	***	****
patience	*	**	***	****

My best career skill is _____

I need to work on _____

Multi-word verbs (1) 2.15

act out come up with drop out face up to pay off
turn down

3 Use a multi-word verb in the correct form that means the same as the underlined verb.

- We just need to think of a really good idea.
- The children used actions to show us what they'd seen.
- I applied for the job, but they didn't offer it to me.
- It was hard to accept the fact that my life would never be the same again.
- After just a year of college, Jack quit.
- Finally, all those hours of studying have turned out to be worth it!

First impressions 2.16

come across as make a good / bad / lasting impression
fold your arms kiss make eye contact make small talk
shake hands warm up to

4 Match the sentence halves.

- She threw her arms around him and
 - I really didn't like Kevin at first, but I soon
 - I introduced myself to the manager and
 - He didn't look at me when he arrived, but
 - We didn't have any conversations about big topics – we just
 - I only met your grandfather once, but he
 - Bruno wasn't easy to talk to – he
 - I'd heard that Sheila was really nice, but she
- a he made eye contact during the interview.
b warmed up to him when I got to know him.
c came across as rather rude when I met her.
d kissed him on the cheek.
e just folded his arms and looked at me.
f made small talk.
g made a lasting impression on me.
h we shook hands.

5 Add the missing words. Is the information true or false about your country?

 TRAVEL GUIDE

If you spend time in , you should know about how people interact. Friends usually ¹ _____ or ² _____ each other on the cheek when they meet.

When people ³ _____, they usually chat about the weather or sports like basketball or soccer.

If you want to ⁴ _____, wearing smart clothes will impress people. But it's also important to smile and ⁵ _____.

If you don't look at people directly, they won't trust you.

Talking about obligation, prohibition, and permission

We use *must* and *have to* to talk about **obligation**. They have a similar meaning, but there are some differences in the way that we use them.

We use *have to* when we talk about rules, laws, and situations that we can't control.

*You **have to** drive on the left in the U.K.*

*My mom **has to** work on Saturday mornings.*

*I **have to** wear glasses.*

We often use *must* in formal situations and on public notices, to give a strong opinion and talk about personal **obligation**.

*All guests **must show** an ID card or passport.*

*You **must go** to the doctor if you still feel sick tomorrow.*

*I **must finish** this project tonight so I can go out with my friends tomorrow.*

Tip We can use *have got to* instead of *have to*. It's less formal than *have to*.

*I've **got to** go now! See you soon!*

We can only use *must* in the present. We use past and future forms of *have to* to talk about **obligation** in the past and future.

*We **had to** wear black pants at school.*

***Will** we **have to** show our passports?*

The negative forms of *don't have to* and *must not* have a different meaning.

We use *don't have to* when there is no **obligation** to do something.

*Everyone in Amsterdam speaks English, so you **don't have to** speak Dutch.*

*You **don't have to** pay to get into the museum.*

We use *must not* and *can't* when something is **prohibited**.

*You **must not** walk on the grass.*

*My little brother **can't** eat sweets during the week.*

We use *be allowed to* to talk about **permission**.

*We're **allowed to** use our phones at break time.*

*I **was allowed to** stay up late the night before Christmas when I was young.*

We use *not allowed to* when something isn't **permitted**.

*You **aren't allowed to** sit in those seats. They're reserved.*

We use *let* and *make* to express **permission** and **obligation**, when the person giving the **permission** or **obligation** is the subject.

We use *let* + object + infinitive when we want to specify the person who gives **permission**.

*Sarah **lets me** use her bike when she isn't using it.*

We use *make* + object + infinitive when we want to specify the person who **oblige** someone to do something.

*My parents **make me and my sister** do the dishes after every meal.*

Tip We can use *let* and *make* in any tense or structure.

*My parents **didn't use to let me** use my phone at mealtimes.*

*My boss **might let me** have Saturday off work if I give him enough advance warning.*

*If you **hadn't made me** do the washing up after breakfast, I wouldn't have missed the train.*

Tip We can often use different verbs to express the same idea.

*We **must not** use our phones in class.*

*We **aren't allowed to** use our phones in class.*

*The teacher **doesn't let us** use our phones in class.*

1 Choose the correct answers.

- 1 You **must not** / **don't have to** look at the sun without wearing special glasses, as the light can damage your eyes.
- 2 Hey, you **don't have to** / **aren't allowed to** go in there! It's private!
- 3 I can't go out on Sunday because I **must** / **have to** take care of my little sister.
- 4 When I was younger, I **wasn't allowed to** / **didn't have to** watch TV before school.
- 5 You **'re allowed to** / **must** stop eating so much candy. It's not good for your teeth.
- 6 We **don't have to** / **must not** book a table at the restaurant, but I think it would be a good idea.
- 7 I **must** / **had to** write an essay on Saturday night, so I couldn't go to the cinema with my friends.

2 Complete the second sentence with the correct form of *make* or *let* and the words in parentheses.

- 1 The teacher _____ round the field five times. I was exhausted by the end! (us / run)
- 2 Amy won't be at the party. Her parents never _____ midweek. (her / go out)
- 3 My dad sometimes _____ his guitar if he's in a good mood. (me / borrow)
- 4 Do you think the farmer might _____ on his land? (you / camp)
- 5 If you're late again tomorrow, the teacher _____ behind after class. (you / stay)
- 6 The security guard _____ our backpacks before we were allowed to go in. (us / open)
- 7 Our teacher never _____ class early, even if we've finished all the exercises. (us / leave)

Sports values 2.17

athletic athleticism competitive discipline
disciplined determined determination motivation
talent teamwork

1 Match a–g with 1–7 to make conversations.

- a Once Kelly has a goal in mind, she doesn't stop until she's achieved it.
b I get up at six o'clock every day to go swimming.
c Look at the way Didier controls the ball! Not many people can do that.
d Jack's a really fast runner and he's also very strong.
e Are you going to take part in the competition?
f Olly and Ava work really well together.
g Nuna is really fit and she has never missed a single practice.
- 1 Yes, and I'm determined to win!
2 He's not like me then. I'm not athletic at all!
3 Athleticism and discipline are a great combination.
4 Teamwork is a wonderful thing!
5 That's real talent!
6 She certainly has plenty of determination.
7 That's impressive. I admire your motivation!

2 Answer the questions with your own ideas.

- 1 Apart from being a professional sports person, which jobs require athleticism?
.....
2 How can you help someone to improve their skills in teamwork?
.....
3 What is more important for a professional athlete: natural talent, or discipline and determination?
.....
4 What are you most determined to do when you are older?
.....
5 Are you a competitive person? Give examples.
.....

Other prefixes 2.18

anti- inter- mega- over- pro- re- under-

3 Complete the words using the prefixes in the box so that they mean the same as the definition in parentheses. You need to use some more than once.

- 1 We can't eat this chicken. It's
(not cooked enough)
2 I very rarely books. (read again)
3 With a population of 23.4 million, Shanghai is a
(extremely large city)
4 I'm really sorry I'm late! My alarm clock didn't go off and I! (slept too much)

- 5 Although his article was well written, I didn't agree with his arguments.
(in favor of war)
6 I'm; I don't think killing animals should be a sport. (against hunting)
7 I made the soup a few hours ago, so you'll need to it. (heat the soup again)
8 We're taking part in an sports competition. (competition between schools)

Success and failure 2.19

deal with fail failure go wrong make sth right
mess up succeed success take responsibility for
work out (well)

4 Write the success and failure words in the correct place in the chart.

Negative 	Positive 	Fixing things 

5 Add the missing words in the correct form. Have you ever experienced any of these situations? When? What happened?

- 1 I experienced a lot of ¹ when I first tried to find a job, but I didn't give up.
2 I knew I'd ² up the project, but I took ³ for my mistake and said sorry.
3 I thought everything had ⁴ wrong, but it ⁵ out well in the end.
4 It took a long time to ⁶ everything right again.
5 Learning to drive was really difficult at first, but I ⁷ in the end.
6 Some of my friends ⁸ the test, but I passed it.
7 I had to ⁹ with a lot of problems when I changed schools.
8 I wasn't sure if my idea would work ¹⁰ OK, but it was actually a great ¹¹

Using reported speech

We use **reported speech** to report what someone has said or asked.

"I'm meeting Javi at the pool."

Luisa **said she was meeting Javi at the pool.**

"Can I leave the room?"

Adam **asked if he could leave the room.**

"Let's watch the soccer game."

Kate **suggested watching the soccer game.**

We usually change the tense of direct speech when we report it.

Tense / structure in direct speech	Tense / structure in reported speech
Simple present	Simple past
Present continuous	Past continuous
Simple past	Past perfect simple
Present perfect simple	Past perfect simple
Present continuous	Past perfect continuous
Present perfect continuous	Past perfect continuous
<i>will</i>	<i>would</i>
<i>can</i>	<i>could</i>
<i>must</i>	<i>had to</i>

Other structures, such as past perfect, *should*, and *used to* don't change in reported speech.

Tip We use *tell* + object but *say* + no object.
He **told us** (that) / **said** (that) Anna was winning.

When we report questions, we use statement word order, not question word order.

Anton **asked me where I was from.**

(NOT Anton ~~asked me where was I from.~~)

We use *if* / *whether* to report Yes / No questions.

"Do you like playing tennis?"

She **asked me if / whether I liked playing tennis.**

(NOT ~~She asked me did I like playing tennis.~~)

Tip We can use *ask* + object or *ask* without object when we report questions.

"How old are you?"

He **asked (me) how old I was.**

We can use different reporting verbs to indicate the function of the original statement or question.

"I'll carry your bags." (offering)

She **offered to carry my bags.**

"You passed your driving test – good job!" (congratulating)

He **congratulated me on passing my driving test.**

"I didn't accept any money." (denying)

He **denied accepting any money.**

Reporting verbs require the verbs that follow them to take different patterns.

verb + *to* + infinitive: *agree, offer, refuse*

They **agreed to pay** him £3,000.

verb + object + *to* + infinitive: *tell, remind, warn*

I **told you to wash** your hands.

verb + gerund: *suggest, deny, recommend*

The doctor **recommended swimming** twice a week.

verb + preposition + gerund: *apologize for, insist on, complain about*

She **complained about getting up** early.

verb + object + preposition + gerund: *accuse sb of, blame sb for, congratulate sb on*

Ryan **blamed the referee for losing** the match.

Tip We can also use (*that*) + subject + verb after many reporting verbs.

The players **complained that** the changing rooms were dirty.

She **insisted that** she hadn't cheated.

1 Choose the correct answer to complete the sentences.

- Olivia said she **hasn't / hadn't** watched the game.
- He asked me **did I need / if I needed** any help.
- You **told / said** me you wanted to earn some money.
- He said he **can / could** run 10 km in less than an hour.
- She asked me where **were we / we were** competing.
- They asked me **whether I wanted / what I wanted** to go skiing with them.
- I asked him what **he'd been / was he** doing when he hurt his leg.
- She said she 'll / 'd think about my suggestion.

2 Complete the second sentence so it means the same as the first. Use the verbs in the box.

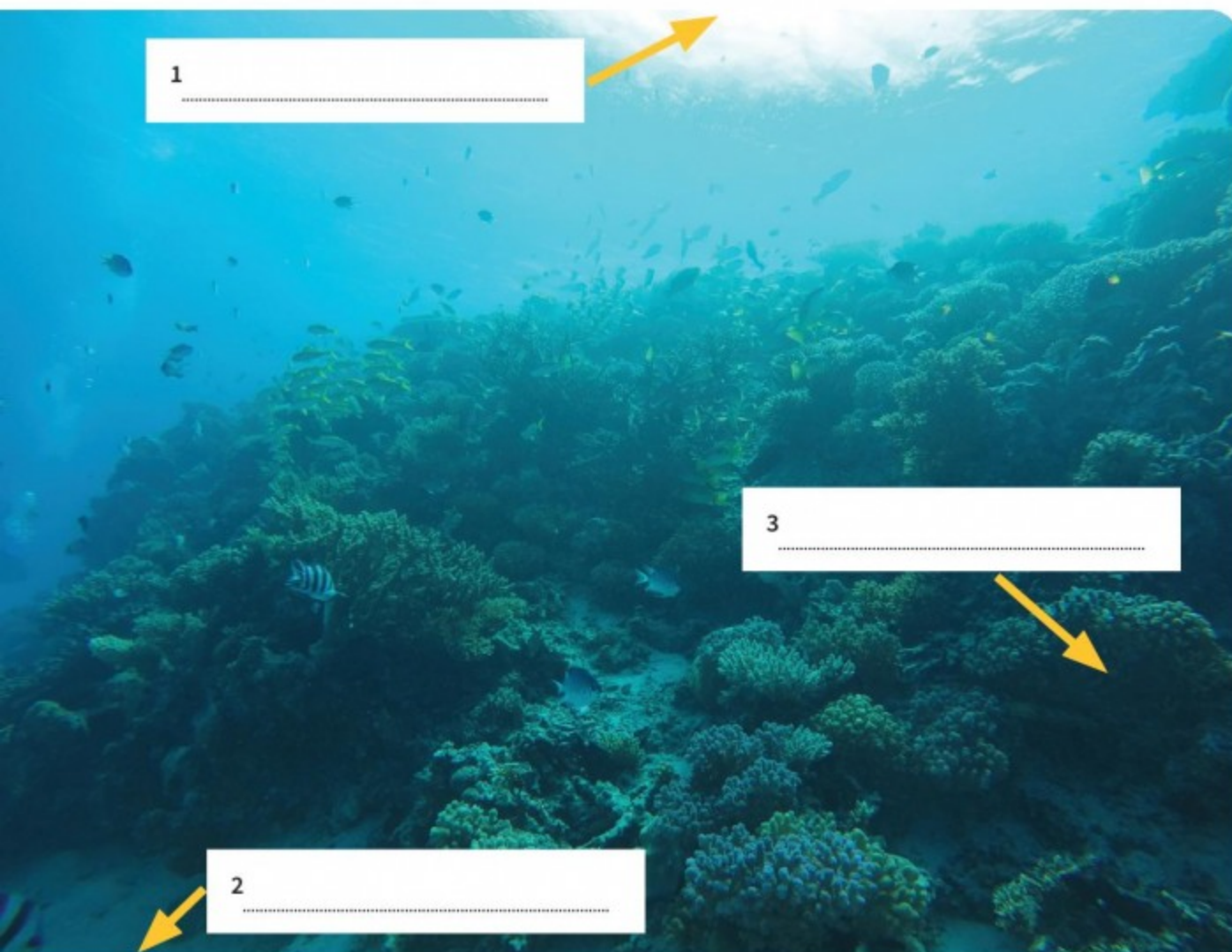
apologize offer promise recommend order suggest

- Max: "Let's donate some of the money to charity."
Max _____
- My mom to my brother: "Switch the TV off now."
My mom _____
- Lilia "I'm sorry I shouted at you."
Lilia _____
- You: "I'll come to training on Thursday, I promise."
You _____
- Sam "I really think you should try the new gym."
Sam _____
- Priti to me: "I'll send you the information if you'd like."
Priti _____

Seas and oceans 2.20

coastline contaminate contamination coral reef
current food chain marine plankton seabed
surface tide

1 Add words from above in the correct form.



The ⁴ _____ in our seas and oceans



sharks



fish



sea plants and

⁵ _____

This ⁶ _____ is
severely ⁷ _____.



Beach closed due to strong

⁸ _____

2 Complete the sentences with words from above.

- This _____ is beautiful and full of life, but it is dying.
- The beach is much bigger at low _____.
- We could see beautiful fish just below the _____ of the water.
- It's not just plastic that causes _____, it's also oil and other chemicals.
- Farah's interested in becoming a _____ biologist.
- There's a ship on the _____ near here that sank over 200 years ago.

Noun + preposition 2.21

interest in fear of knowledge of respect for threat to

3 Complete the second sentence so that it means the same as the first. Use a noun + preposition.

- William is really afraid of deep water.
William has a great _____ deep water.
- Ali knows a lot about the plants in this area.
Ali has a good _____ the plants in this area.
- I think people who work with animals do an amazing job.
I have great _____ people who work with animals.
- When did you first become so interested in dolphins?
When did your _____ dolphins begin?
- Plastic pollution is harmful to human health.
Plastic pollution is a _____ human health.

Campaigns 2.22

grab sb's attention informative inspire inspiring
motivate motivating practical promote shocking

4 Choose the correct answers in the dialogue.

- A My friend ran a "No more plastics" campaign at her school last year. It was really ¹inspiring / shocking. I'd like to do something similar.
- B What about road safety? Lots of cyclists are killed and injured on the roads every year. You could run a campaign to ²inspire / promote bike safety.
- A Great idea! We'll need to find a way to ³motivate / inspire people to take their own safety seriously.
- B We could start by making a leaflet with a picture that ⁴motivates / grabs people's attention.
- A Yes, but it can't be anything too ⁵shocking / motivating.
- B True. It needs to be ⁶shocking / informative and contain ⁷practical / inspiring tips – always wear a helmet when you ride a bike, don't ride close to parked cars, things like that.
- A Exactly. Let's look online first for some images that are ⁸practical / motivating, but not too upsetting.

5 Complete the sentences with the correct form of the words below.

inform inspire practice shock motivate

- This leaflet contains _____ advice on how to save water.
- The pictures of the harmful effects of pollution on sea creatures are _____.
- This man's story about how he overcame his illness is really _____ and gives hope to other people.
- I'm bored with my French classes at the moment. The book we're using isn't very _____.
- I watched a really _____ documentary about the Amazon last night.

Talking about the future: predictions, completed actions, and actions in progress

We use *will*, *may*, and *might* + infinitive to make **future predictions**. We use *may* and *might* when we aren't sure.

Sea levels **will rise**.

We **may / might visit** the Dead Sea next year.

Tip We can make predictions with *be going to* when we are very certain because there is current evidence.

We're going to get wet. (It's starting to rain.)

You aren't going to catch your bus. (It leaves in 2 minutes and you haven't left yet.)

We use the future continuous to talk about **actions that are in progress** at a point in the future.

James **will be driving to work** this time tomorrow.



We form the **future continuous** like this:

Affirmative (+) and negative (-)

I / You / He / She / It / We / They **will be sleeping**.
I / You / He / She / It / We / They **won't be sleeping**.

Questions and short answers

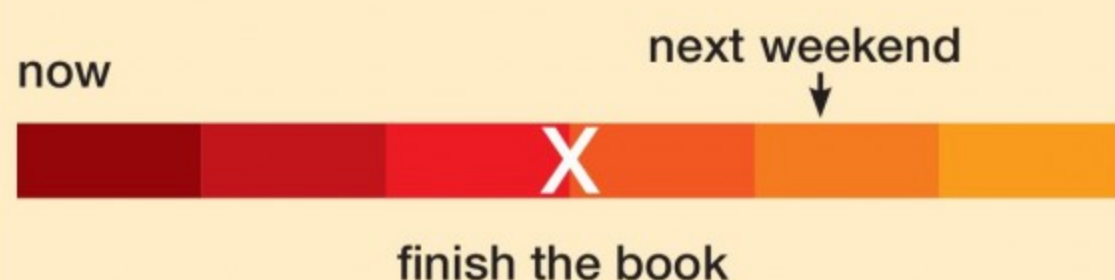
Will I / you / he / she / it / we / they **be sleeping**?
Yes, I / you / he / she / it / we / they **will**.
No, I / you / he / she / it / we / they **won't**.

Tip We often use *by* to mean *before* with the future continuous.

Many kinds of animals will have disappeared by 2050.

We use the **future perfect** to talk about **completed actions** at a point in the future.

I'll have finished the book by next weekend.



We form the **future perfect** like this:

Affirmative (+) and negative (-)

I / You / He / She / It / We / They **will have woken up**.
I / You / He / She / It / We / They **won't have woken up**.

Questions and short answers

Will I / you / he / she / it / we / they **have woken up**?
Yes, I / you / he / she / it / we / they **will**.
No, I / you / he / she / it / we / they **won't**.

1 Choose the correct options to complete the sentences.

1 I'm not sure if I can come out with you on Friday evening. I **might / will** have to study.

2 The young Kenyan runner is miles ahead of his rivals! He **will / 's going to** win his first gold medal!

3 This time next week **we'll be sitting / we'll have sat** in the sunshine! 😊 ☀️

4 Scientists predict that an area of the world's rainforest the same size as India **will be disappearing / will have disappeared** completely by 2050.

5 Think of me at two o'clock this afternoon! I **'ll do / 'll be taking** my English exam! 😞

6 I have a job on Saturdays now. I get \$20 a day, so I **'ll be earning / 'll have earned** about \$300 by the end of the year.

2 Complete the sentences using the verbs in the box in appropriate future forms.

do give have leave live need

- I _____ my homework by Friday.
- Experts predict that nine billion people _____ on the planet in 2050.
- By the middle of the century, millions of people _____ their homes because of global warming.
- It's very cold in Sweden in winter. You _____ lots of warm clothes.
- What will your life be like 15 years from now? _____ children by then?
- They _____ us our exam results by the end of the month.

Ages and stages 2.23

adolescence adulthood bring up a family childhood
early (twenties) elderly late-(forties) mid-(teens)
old age retire settle down start a career

1 Write how old you think the people in the pictures are. Use the phrases above.



1



4



2



5



3



6

2 Answer the questions with your own ideas.

- Where did you spend most of your childhood?
.....
- What type of hobbies do elderly people have?
.....
- What are the pros and cons of being retired?
.....
- Where's the best place to bring up a family: the city or the country? Why?
.....
- At what age do you think you'll have settled down?
.....

Multi-word verbs (2) 2.24

break down fall out with get over grow apart
grow up make up with

3 Complete the sentences. Use a multi-word verb which means the same as the verb in parentheses.

- Jack's (had a big argument with) Mehmet.
- He never (recovered from) the death of his wife and died shortly after.
- Leo (spent all his childhood) in Hawaii.

- Bella and Megan used to be best friends, but now they've (become less close).
- Clara and Guillermo's marriage (ended) last year.
- How can I (end my argument with) Amy?

Disagreement 2.25

aggressive compromise (n) compromise (v)
get along (well/badly) with lose your temper
misunderstanding resentful rival rivalry trust (v)

4 Choose the correct answers.

- After Dan lied to her, Martha's going to find it hard to **get on badly with** / **trust** anyone again.
- My sister and I sometimes argue, but most of the time we **are really resentful** / **get along really well**.
- I'm really sorry. I think there's been a **misunderstanding** / **compromise** here.
- I'm really sorry I **compromised** / **lost my temper**. I couldn't control myself.
- I don't like it when you get **aggressive** / **resentful**. It makes me feel uncomfortable.
- The **compromise** / **rivalry** between the brothers started a long time ago.
- I know you're still angry with Jason, but I'm sure you and he can agree on a **compromise** / **misunderstanding** that you both feel happy with.
- I still feel a bit **aggressive** / **resentful** about what Jamie said to me last week.

5 Match sentences 1–7 to a–g. Are the sentences true for you?

- I'm lucky. I get along well
 - I don't find it easy to trust
 - One of my best friends was resentful towards me recently
 - I don't like it when people behave
 - My best friend hardly ever
 - If you have a disagreement, it's best to try to
 - I think a bit of sibling
- compromise. But I find it difficult – I have really strong opinions!
 - because of a simple misunderstanding.
 - loses her temper, but when she does, everyone knows about it!
 - with everyone in my family.
 - rivalry can be a good thing.
 - people until I know them well.
 - in an aggressive way.

Gerunds and infinitives

A **gerund** is the *-ing* form of a verb. We use it in a similar way to a noun.

We can use **gerunds** as the subject of a sentence.

Spending time with friends is important.

Learning a foreign language can help brain development.

We often use **gerunds** after prepositions.

I get nervous before speaking in public.

He's interested in studying psychology.

I can't sleep without reading in bed.

The **infinitive** of a verb is *to* + base form. We can also say "**infinitive**" to refer to the base form alone.

We use **infinitives** to give the purpose of an action.

I'm going to the mall to look for a new phone.

Tomas called his aunt to wish her a happy birthday.

We often use **infinitives** after adjectives.

Are you ready to go?

It's important to be honest about how you feel.

Russian is difficult to learn.

I was really excited to find out that my favorite band is having a concert in my town.

When we use two verbs together, the second verb is usually a **gerund** or **infinitive**. There are no rules – we need to learn which pattern goes after which verb.

I kept knocking at the door, even though there was no answer.

The baby seemed to like me, by the way she was smiling at me.

Common verbs followed by the gerund

admit, avoid, can't stand, enjoy, keep, hate, imagine, like, love, (not) mind, miss, practice, suggest

Common verbs followed by the infinitive

agree, choose, decide, expect, hope, intend, manage, need, offer, plan, prefer, seem, want, refuse

Tip Verbs referring to actions in the future are often followed by the **infinitive**.

I want to go to the movies this week.

I'm planning to have Spanish classes before I go traveling to South America.

I'm hoping to make a lot of new friends when I go to college.

Tip Verbs referring to an opinion are often followed by the **gerund**.

I love / like / hate / enjoy / can't stand / don't mind cooking dinner for myself.

We can create a negative form for gerunds and infinitives with *not*.

Not sleeping well is a sign of stress.

I'm worried about not passing my exams.

It was hard not to feel annoyed when my brother forgot my birthday.

The weather was so miserable, so we decided not to go out.

1 Complete the blog post with the gerund or infinitive form of the verbs in parentheses.

Across the generations

You don't expect ¹ _____ (hear) children singing when you walk into an old people's home, but that's exactly what happened when I visited my grandma last week!

My grandma moved into Rowan House a few months ago, after ² _____ (have) a fall in her apartment. She only planned ³ _____ (live) there for a few weeks, but she liked it so much that she decided ⁴ _____ (stay) there. I can't imagine ⁵ _____ (live) together with so many people, because I usually prefer ⁶ _____ (spend) my free time on my own, but my grandma really seems ⁷ _____ (love) it.

Once a week, young children from a local preschool come to Rowan House ⁸ _____ (visit) the residents. The children are very eager ⁹ _____ (do) activities such as painting and reading, and the residents enjoy ¹⁰ _____ (spend) time with their young visitors. ¹¹ _____ (sing) songs is also very popular with everyone! One little boy insisted on ¹² _____ (chat) with my grandma and me for nearly half an hour! I was really glad ¹³ _____ (see) how happy they both were. Small children are fun ¹⁴ _____ (spend) time with and they make everyone laugh.

I strongly believe that ¹⁵ _____ (give) different generations a chance to enjoy each other's company like this is good for everyone.



Think and plan

Writing
task

A compare and contrast essay

Your school magazine is running an essay-writing competition about some of the choices that we have in life. Choose one of the following essay titles.



- Is life better in a city or a village? Why?



- What type of food has more value: food that tastes good, or food that doesn't harm the environment?



- What is a better choice when you leave school: starting to work, or continuing your studies?

1 Study the writing task. Then look at the essay on page 133 and answer the questions.

- 1 How many paragraphs are there?
- 2 What is the function of each paragraph?
- 3 What is the writer's overall opinion?
- 4 What are the two meanings of "there is no 'I' in team"?

Writing
strategy

Comparing and contrasting

In a compare and contrast essay, we present and discuss two ideas on a related topic; e.g., whether team sports or individual sports are better. We argue in favor of each idea in turn by comparing and contrasting different aspects of both ideas. We conclude by saying which idea we prefer, and why.

2 Study the strategy and read the essay again. Complete the notes comparing and contrasting team and individual sports.

- 1 can do individual sports whenever you want / team sports have to be with others
- 2 share success with teammates / individual success more
- 3 competing alone teaches independence / learning to with others is more valuable
- 4 being part of a team can lead to / performing alone far more stressful

Essay title Which offers more for young people – individual sports or team sports?

Introduction Playing sports has both physical and psychological advantages for young people. But which type of sports are best: team or individual? How do they compare?

[Paragraph 2 - in favor of individual sports] Let's begin with the benefits of individual sports. First of all, they're much easier to play whenever you want, whereas team sports have to be organized with others. Another point is that while team players encourage each other, you learn self-motivation if you play an individual sport, which is an important skill for life. Also, although team spirit is a great feeling, young people often worry about being blamed by other team members for a defeat. Last but not least, sharing success as a team can feel wonderful. However, the feeling that success is all due to your own efforts can be far more satisfying.

[Paragraph 3 - in favor of team sports] On the other hand, there are many ways in which team sports benefit people more. While competing on your own teaches independence, I believe that's nowhere near as valuable as learning how to cooperate with others. Furthermore, although individual athletes work hard to improve, studies show that competing on a team can help you improve even more. Being part of a competitive team sometimes leads to arguments. Nevertheless, this is generally much less stressful than performing alone.

Conclusion In conclusion, despite the positives of individual sports, such as discipline and motivation, I think young people learn more from playing on a team. Above all, team sports teach us one of the most important lessons in life – “there is no ‘I’ in team”!



Writing strategy



Deciding on a topic

To help you decide which topic to choose, think of ideas that you can compare and contrast for each. Notice which of the topics it was easiest to think of ideas for – if this topic interests you, it will be a good choice for your essay.

- 3 Study the strategy. Then look again at the essay titles in the writing task. Spend five minutes thinking about ideas to compare and contrast for each topic. Then decide which title you'd like to write about.**

**Writing tip**

Working in pairs can help you generate more ideas than if you work alone. Say your ideas out loud and write them all down, no matter how silly or unrealistic.

- 4 Study the tip. Find a partner who has chosen the same essay title as you. Generate ideas for as many different positive and negative aspects of the topic as possible.**

Essay title:

	Positives 😊	Negatives ☹️
Aspect 1 (i.e., life in a city)		
Aspect 2 (i.e., life in a village)		

**Writing tip**

Try to match related ideas into “pairs” that you can compare and contrast, separating them with a slash (/) like in exercise 1.

**Writing
strategy****Selecting and ordering notes**

There won't be space for more than three or four comparisons and contrasts in each of the main paragraphs. Choose the best ones from your notes – the ones that you think make the best arguments, and the ones that will be easiest to express clearly.

- 5 Study the tip and strategy. Then look at the ideas that you generated in exercise 4. Choose the best ideas to include in each paragraph. Use these as notes for your essay.**

**Writing tip**

When you list your ideas one by one, use different expressions to introduce them. There are many expressions you can use, depending on the order of your ideas.

- 6 Study the tip. Which expressions in the model essay mean the same as the ones below? Look at your notes and add expressions to introduce your ideas.**

- 1 Let's start by looking at
- 2 Then there's the fact that
- 3 In addition,
- 4 What's more,
- 5 Finally,
- 6 To conclude,

- 7 Decide on the order that you want to present your ideas. Write some full sentences to present them using the expressions from exercise 6.**

Drafting



Writing tip

Introductions often include a question, which the essay will answer. It helps to get the reader interested in the topic.

- 1 Study the tip. What questions are in the model essay on page 133? Make notes on what you will say in your introduction.



- 2 Write your introduction to your essay.

.....

.....

.....

.....

.....

- 3 Write sentences including the linking words in parentheses. Use the key phrases to help you. Decide if you need to write one sentence or two.



- 1 easy to feel lonely in a city / the thousands of people who live there (despite)
.....
- 2 students don't have much money / may be able to get a higher-earning job later (nevertheless)
.....
- 3 exotic fruit is delicious / it often has a high carbon footprint (however)
.....
- 4 housing is cheaper in a village / commuting can cost a lot (on the other hand)
.....

Key phrases Contrasting

Linking in one sentence

Although ...

Despite ...

Whereas ...

While ...

Linking in two sentences

... However, ...

... Nevertheless, ...

... Even so, ...

... On the other hand, ...

- 4 Look at your notes again and decide which linking words in the key phrases above you can use to contrast each of your ideas.

- 5** Look at the key phrases. Then look at your notes again. Can you add any expressions to make your comparisons stronger?

Key phrases Strengthening comparisons

much (easier) (than)
far more / less (satisfying) (than)
much more / less (stressful) (than)
nowhere near as (valuable) (as)



- 6** Write your second and third paragraphs below. Try to use linking words and comparisons correctly.

**Writing tip**

Conclusions are where you give your opinion. You can summarize the positive points of both options before giving your opinion. Or, if you feel very strongly, you can summarize the negative points of the option you disagree with, as well as the positive points of your preferred option.

- 7** Study the tip. Decide on your final opinion and how strongly you feel. Make some notes on what you will say in your conclusion.

- 8** Complete the key phrases from a conclusion with the words below.

clear opinion say strongly way

Key phrases Giving your opinion

I'd ¹_____ that It's ⁴_____ that
It's my ²_____ that The ⁵_____ I see it,
I ³_____ believe that



- 9** Write your conclusion below.

Review and edit

- 1 Read through your first draft and check that your ideas are in the correct paragraph. Make sure that you haven't repeated any ideas.



Writing tip

When comparing and contrasting, it's easy to keep repeating the same words, for example, *X is important, but Y is far more important.*

Use synonyms instead to make your writing richer. You can find synonyms for words by typing them into an online thesaurus. Look for words in the list of synonyms that you know how to use.

- 2 Study the tip. Which synonyms are used in the model essay on page 133 to avoid repeating the following words?

- 1 advantages
- 2 important
- 3 great

- 3 Look through your essay and try to replace repeated words with synonyms.

Writing strategy



Making cuts

Do a word count and check that your essay isn't too long. It's often necessary to make cuts. Look for sentences or parts of sentences that you can cut without losing anything important for your argument. If you can't find anything to cut, are there ways you can find to say the same thing in fewer words?



Writing tip

It really helps to read your essay aloud when you are doing a final check. Imagine that you are using your essay to give a talk. Stand up as you read it aloud. Do all the arguments in it sound clear? Reading aloud also helps you to see if a word is missing.

- 4 Study the strategy and tip. Make as many cuts as necessary, then read your essay aloud to check that it still makes sense.

Writing strategy



Getting the register right

Essays don't always need to be very formal, but it's best to avoid being too informal. Look through and check whether this has happened. Choose neutral words rather than informal or slang expressions, for example, *children* instead of *kids*, *a lot* instead of *lots* or *loads*, *spend time with* instead of *hang out with*.

- 5 Study the strategy. After checking for register, look through your essay carefully once more to proofread it. Check it for the points on the list below.

- Does every new sentence begin with a capital letter?
- Does each sentence end with a period, question mark, or exclamation mark?
- Look for spelling mistakes, checking in a dictionary or using a spellchecker if necessary.



- 6 Now write your corrected essay in your notebook or on your computer.

Before you read

1 You are going to read part of a novel called *Journey to the River Sea* by Eva Ibbotson. Read *About the Author* and *The story so far*. Decide if the sentences are true (T) or false (F).

- 1 Ibbotson's first language as a child was English.
- 2 *Journey to the River Sea* was a different genre (type of story) from Ibbotson's earlier books.
- 3 Ibbotson wrote *Journey to the River Sea* in memory of her husband.
- 4 On the ship to Brazil, Maia meets an actor. She says she will attend his play in Manaus.
- 5 The nice twin girls in Maia's new family buy her a ticket for the play in Manaus.

About the Author

Eva Ibbotson (1925–2010) was born in Austria, but came to the U.K. in 1933, when she was eight. She couldn't speak English at first, but soon learned. As a young woman, she married ecologist Alan Ibbotson, who was interested in protecting the environment. She first began by writing for television, but then started to create funny children's books for the next twenty years. She wrote *Journey to the River Sea*, a more serious adventure novel set in the Amazon rainforest in memory of her husband Alan, who was an ecologist. It won the Smarties Book Prize gold award in 2001 and became her most famous book.



The Story So Far ...

It is the year 1910. Thirteen-year-old orphan Maia Fielding has been sent to live with her distant English relatives in the Amazon jungle, near the city of Manaus in Brazil, together with her strict governess Miss Minton.

On the voyage, she meets a boy actor called Clovis and promises that she will go to see his play.

Unfortunately, her relatives turn out to be selfish and unkind. One day, Maia learns the twins have tickets for Clovis' play at the theatre in Manaus, which is a few kilometres away by boat. She is left at home.



Journey to the River Sea

It was very quiet when the noise of the boat had died away, and Maia no longer tried to hide her misery.

- “It's not the end of the world,” Miss Minton had said the night before. “We'll have a good day exploring. They can't lock us in the house.”

But when Maia went to find her, she found the governess still in her room sitting in her one upright chair. She was very pale and her eyes were closed.

- “I'm just coming. I have a little headache, but it will be gone in a minute.”

“No, you haven't,” said Maia. “You've got a proper migraine. My mother had them and they're awful. You just have to lie down till they're over. Have you got aspirin?”

- 15 “Yes, but there's no need to make a fuss.”

But when Miss Minton tried to get up there was a blind look in her eyes, and she gave up and let Maia turn down the bed. “I'll be fine,” said Maia. “I'll go and read on the veranda.”

- 20 But though the book was *David Copperfield* and she'd got to the part where Betsy Trotwood was chasing the donkeys out of her garden, she couldn't concentrate. She kept seeing Clovis' face and hearing him say, “You will come, Maia, won't you? You will be there?”

- 25 After a while she went along to Minty's room and very quietly opened the door. Miss Minton was fast asleep in the darkened room, and Maia knew she would not wake for a long time.

She went into her own room. On her work table was the map
 30 she had got from Mr Carter. She picked it up and studied it. She had managed to push back the heavy bolt on the door to the ¹compound at the back several days ago. According to the map there was a path running from the back of the house along the water channels which eventually came out
 35 behind the docks in Manaus. The channels themselves were as tangled as boa constrictors, but if she kept the sun on her right ... Today there really was some sun, not only the dark rain that fell so often.

It was only ten o'clock. The play didn't begin till two o'clock.
 40 Even if it took her a long time, she should still get there – and at least she would have tried.

She changed into her walking shoes and buttoned her purse into the pocket of her dress.

Then slowly, carefully, she pulled back the bolt.

45 She had looked at the local people's huts so often from her window that it was strange to be walking past them. The little rootling pig was there, tethered, and a few chickens, but the people were all away, working in the forest or the house. The beginning of the path was exactly where it should have been, with a narrow plank over the stream it followed. Maia
 50 plunged into the forest.

Away from the compound, the great trees grew more thickly; ²dappled ³creepers wound round the trunks searching for the light; a scarlet orchid, hanging from a branch glowed like a
 55 jewel in a shaft of sun.

"Oh, but it is beautiful," she said aloud, and drew the damp, earthy, slightly rotten smell into her lungs.

But it was a mistake to be so ⁴rapt about the beauty of nature because the path was not quite as simple as it had appeared
 60 on the map. She knew she had to keep the sun on her right; but the sun could not be relied upon: sometimes the canopy of leaves was so dense that she seemed to be walking in

twilight. And the streams kept branching ... She stayed beside the widest of them, but the path made by the rubber-gatherers was overgrown; she stumbled over roots of trees,
 65 trod on strange fungi, orange and mauve ... Sometimes a smaller stream cut across her path and she had to jump it or paddle. Once something ran through the trees ahead of her, a grey ⁵snuffling creature ...

70 She couldn't have told the exact moment at which she knew she was lost. First there was just doubt, as she took one path rather than another. Then doubt became fear and fear became panic, and she had to take deep breaths to stop herself from crying out. At the same time the clouds began
 75 to cover the sun. Even those rays of light she had had to see by had gone.

They're right, the ⁶beastly Carters; the jungle is our enemy, she thought. Why didn't I listen?

She would have done anything to be back in the gloomy
 80 bungalow eating tinned beetroot and being glared at by the twins. Trying to pull herself together, she walked faster. The stream she was following was quite big; a river really and the current was fast: it must lead to Manaus.

Blinking away tears, she trudged on. Then her foot caught in
 85 a liana, a long branch hanging like a rope from the top of a tree, and she fell.

It was a heavy fall; her foot was trapped – and in putting out her hand to save herself she had clutched a branch of thorns. Furious with herself, hurt, lost, she lay for a few moments
 90 helpless.

When she sat up again something strange had happened. The stream by which she had fallen disappeared behind her in a curtain of green; more than a curtain, a wall of reeds and creepers and half-submerged trees. Yet from this green
 95 barrier there had appeared a canoe, coming towards her silently like a boat in a dream.

From *Journey to the River Sea*
 by Eva Ibbotson, Macmillan Children's Books 2001.

Glossary

¹compound – an open area enclosed by a fence around a large house, or other type of building

²dappled – covered with areas of light and darkness

³creeper – a plant that grows by spreading over other things, such as a tree or a house

⁴rapt – completely fascinated

⁵snuffling – the noise made by an animal like a pig or dog when it is smelling something

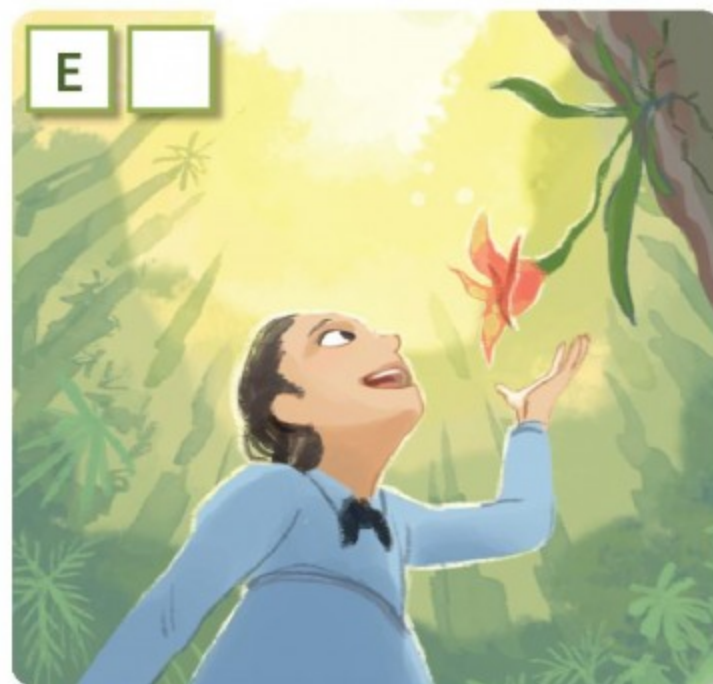
⁶beastly – unpleasant and unkind

Recall



2.26

2 Read and listen to the story on pages 138–139. Number pictures A–F in the correct order (1–6).



3 Read the story again. Then read the summary of the text. Find and correct six more mistakes.

- 1 migraine 2 3 4
 5 6 7

Maia felt very unhappy when she was left at home. At first, Miss Minton comforted her, but the governess had a cold and went to sleep. Maia looked at the guidebook and found a road to Manaus.

Maia left the house and started to walk. She knew that she had to keep the sun on her left, but she soon understood that she couldn't rely on it.

In the end, she realized that she was sick. She continued walking, but she caught her foot in a branch and fell over badly, next to a lake. When she looked behind her, she suddenly saw an alligator coming towards her.

Interpret



4 Discuss in pairs. Would you do the same thing as Maia in this situation? Why? / Why not?

Literary strategy



Analyzing suspense

Suspense is a technique that writers use to keep their readers interested in a story. It creates tension, drama, and excitement. Writers create suspense in many different ways:

- the main character has an important goal, but faces difficulties in achieving it. These difficulties are often suggested earlier in the text.
- the character is somewhere dangerous or in dangerous conditions.
- short phrases or sentences are used at key moments to create a sense of drama.
- the character's thoughts show how they sense danger through what they can see, hear, smell, or taste. Their thoughts can be questions, such as "What am I going to do now?"

5 Study the literary strategy on page 140. Then find sections from the story to answer the questions about suspense.

- 1 When Maia is at the house, how is the reader reminded that she has an important goal?
- 2 Before Maia leaves, what clues are there that it will be difficult to find the way to Manaus?
- 3 How does the author create an atmosphere of danger in the jungle?
- 4 Maia has a feeling of increasing fear when she is lost. How does the author express this?
- 5 How do Maia's thoughts change after she is lost?



6 Read the last line of the story on page 139 again. Then discuss the questions below with a partner.

- Who do you think is in the canoe?
- What do you think happens next?
- Do you think Maia gets to the theater?

Respond



7 Work in pairs. You are going to plan and write a scene from an adventure novel similar to the one from *Journey to the River Sea*. Follow the steps.

- 1 Make notes and plan your scene. Use the examples in the chart, or think of your own ideas.

	Examples	Your ideas
Character	teenage boy / girl	
Setting	jungle, desert, mountains	
Character's goal	to save someone in danger, to stop a disaster	
Dangerous conditions	terrible storms, floods	
Difficulties that happen	fall over, have an accident	
Character's thoughts / feelings	"I'm in real trouble now", he thought.	
What character can hear, feel, etc.	strange noises in the dark, something moving nearby	
End of scene	Just at that moment, a shadowy figure stepped out from behind a rock.	

- 2 Write a detailed plan for your scene. Decide how you will divide the scene into paragraphs.
- 3 Write a first draft of your scene. Then swap with another pair and suggest improvements and corrections.
- 4 Write a final draft of your scene.
- 5 In class, take turns reading your scenes to the rest of class. Try to read them in an exciting and dramatic way to give a feeling of drama and suspense.
- 6 In pairs, discuss the different scenes that you heard.
 - Which scene had the best feeling of suspense?
 - Which scene was the most original or unusual?
 - Which scene had the best "cliffhanger" ending?



Before you read

1 Read *About the Author*. Then work in pairs and answer the questions.

- 1 Why do you think Wordsworth often wrote about nature in his poems?
- 2 Why was the book of poems by Coleridge and Wordsworth very important?
- 3 What moment influenced Wordsworth's most famous poem?



About the Author

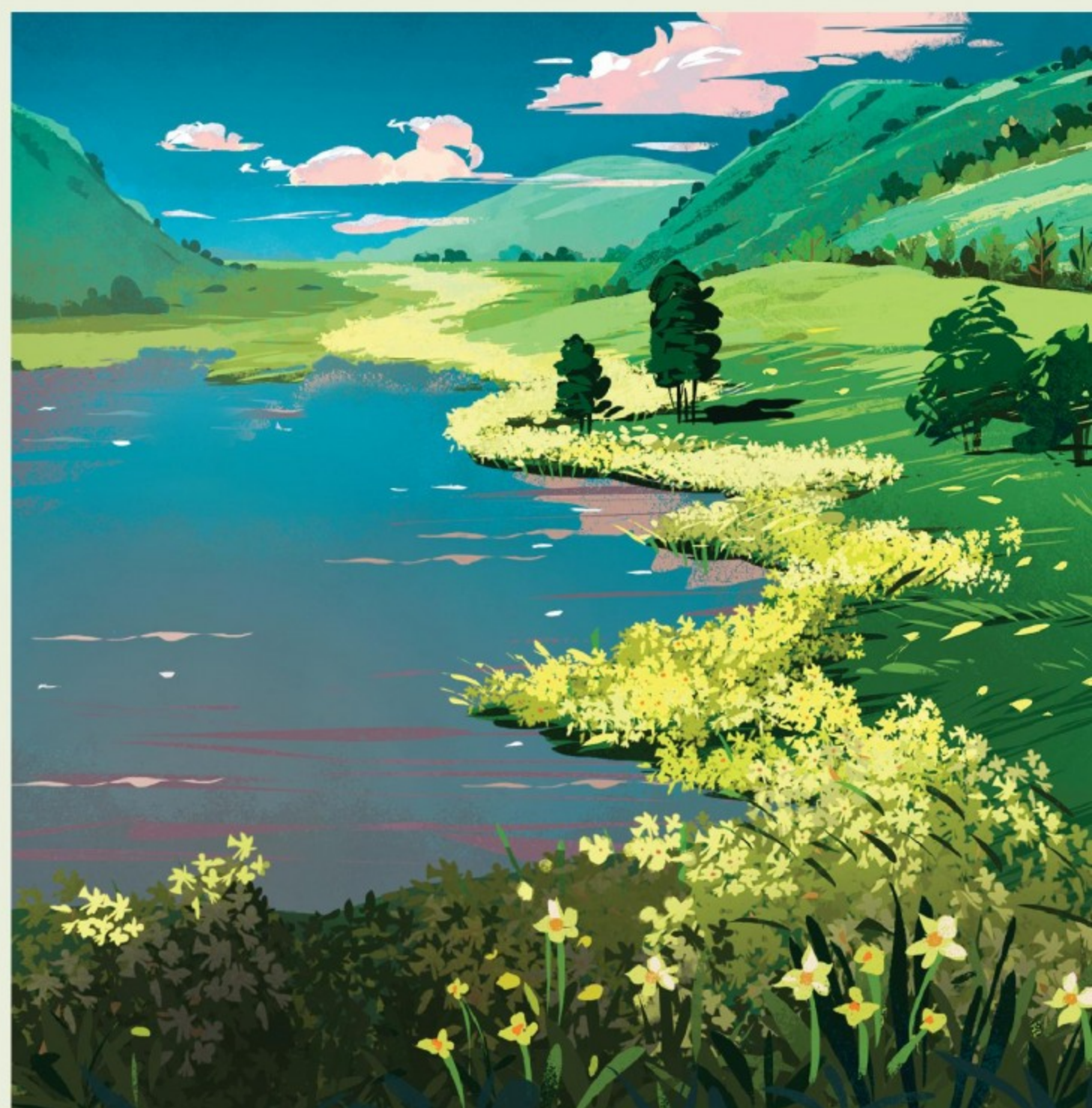
William Wordsworth (1770–1850) was an English poet. He grew up on the edge of the beautiful Lake District in the north of England. He developed a love of the natural world there and this is reflected in his poetry.

In 1798, together with his friend, Samuel Taylor Coleridge, Wordsworth published the poetry collection *Lyrical Ballads* – often thought of as the beginning of the Romantic Movement in English poetry. Followers of the Romantic Movement thought that imagination and emotions were more important than reason and systematic thinking.

In 1799, Wordsworth moved back to the Lake District. He wrote the first version of *I Wandered Lonely as a Cloud* there, in 1804. It was inspired by a walk with his sister, when they suddenly came across some daffodils.

I Wandered Lonely as a Cloud

- I wandered lonely as a cloud
That floats on high ¹o'er vales and hills,
When all at once I saw a crowd,
A ²host, of golden daffodils;
5 Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.
- Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
10 Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.
- The waves beside them danced; but they
³Out-did the sparkling waves in ⁴glee:
15 A poet could not but be ⁵gay,
In such a ⁶jocund company:
I gazed – and gazed – but little thought
What wealth the show to me had brought:
- For ⁷oft, when on my couch I lie
20 In vacant or in pensive mood,
They flash upon that inward eye
Which is the ⁸bliss of ⁹solitude;
And then my heart with pleasure fills,
And dances with the daffodils.



Glossary

¹o'er – over; a word sometimes used in poems for over

²host – a large number of

³out-did – did better than (past participle of *to outdo*)

⁴glee – happiness

⁵gay – happy and full of fun

⁶jocund – happy and cheerful

⁷oft – an old-fashioned word for often

⁸bliss – perfect happiness

⁹solitude – the situation of being alone without other people

Recall



2 Read and listen to the poem on page 142. Find the following descriptions from the poem in the picture.

2.27

golden daffodils margin of a bay never-ending line sparkling waves vales and hills

3 Read the poem again. Write the number of the verse next to the description. There is one extra description that you don't need.

- The speaker is amazed by the number of daffodils. They are like endless stars.
- The speaker promises to go back every year to see them.
- The speaker was walking when he came across daffodils moving in the wind.
- Afterwards, when he is at home alone, he sometimes thinks back to the daffodils.
- The speaker compares the moving water of the lake to the daffodils.

Interpret



4 Discuss the questions in pairs.

- What do you think is the overall mood of the poem: loneliness, contentment, regret, or something else?
- Which words or sections in the poem support your idea?

Literary strategy



Analyzing meter

Meter is the pattern of stressed and unstressed syllabus within a poem. Some poems have a repeated stress pattern, which makes them sound almost musical when they are read aloud. Sometimes, words that are usually unstressed, such as prepositions, become stressed in order to make the meter consistent.



5 Study the literary strategy. Then listen to the first verse of the poem again and underline the words or syllables that are stressed.

2.28

I wan | dered | lone | ly | as | a | cloud
 That | floats | on | high | o'er | vales | and | hills,
 When | all | at | once | I | saw | a | crowd,
 A | host | of | gol | den | daff | o | dils;
 Be | side | the | lake | be | neath | the | trees,
 Flut | ter | ing | and | dan | cing | in | the | breeze.

6 Look at the stress you marked on the verse in exercise 5. Is there a regular pattern? How would you describe the meter? Which line is slightly different?

Respond



7 Work in groups of six. You are going to learn and perform a verse from *I Wandered Lonely as a Cloud*.

- Choose one verse of the poem. Each group should have a different verse.
- Identify the rhyming words at the end of the lines. Which words rhyme? Which two lines have a different rhyming pattern?
- Practice reading the verse. Make sure that:
 - the poem flows from one line to another smoothly.
 - you express the meter of the poem.
 - you pronounce the words correctly.
- When each group is ready, perform the whole poem as a class.

Before you read



- 1** You are going to read part of a graded reader retelling the story of *Frankenstein* by Mary Shelley. What genre of literature do you think the story belongs to? You can check (✓) more than one answer. Explain your ideas to a partner.

classic horror story ☐ early science fiction ☐ traditional fairy tale ☐ detective fiction ☐
comedy and humor ☐ crime fiction ☐

- 2** Read *About the Author*. When, where, and how did Mary Shelley get the idea for *Frankenstein*?



About the Author

Mary Shelley (1797–1851) was a British novelist who was born in London. She is best known for her novel *Frankenstein*, which she wrote while traveling across Europe with her husband, the poet Percy Bysshe Shelley.

One stormy night in the summer of 1816, the couple were staying with the poet Lord Byron near Geneva, along with other guests. It was suggested that they each write a ghost story, but Mary couldn't think of one at first. Later that night, she had a powerful vision, and so the story of *Frankenstein* was born. She was only 19 at this time.

The novel was published anonymously in 1818 and was popular at once. It follows the Gothic tradition in literature and is a story of supernatural events taking place in a wild landscape. Shelley wrote other novels, but it is *Frankenstein* that has become a classic and has been adapted into numerous movies.

- 3** In the extract below, the main character, Victor, goes away to study at university. Work with a partner and guess the correct words to complete the sentences.

- 1 In his early days at university, Victor shows himself to be a **promising** / **average** / **lazy** student.
- 2 He studies **why extreme weather happens** / **how energy is made** / **how life begins**.
- 3 During his time at the university, he becomes more and more **sociable** / **isolated** / **violent**.
- 4 He uses the natural power of **a storm** / **the Sun** / **the sea** to create something unique.
- 5 When he sees the thing he has created, his first feeling is **anger** / **disappointment** / **fear**.



2.29

- 4** Read and listen to the story. Check your answers to exercise 3.

Frankenstein

On my first day at the university I met my teacher, Professor Waldman, who was one of the greatest scientists in the world. He gave a wonderful talk to all the students who were starting at the university. He
5 ended his talk by saying: "Some of you will become the great scientists of tomorrow. You must study hard and discover everything that you can. That is why God made you intelligent – to help other people."

After the professor's talk, I thought very carefully. I
10 remembered the storm when I was fifteen. I remembered how the ¹lightning had destroyed the tree. I wanted to use electricity to help people, and I wanted to discover the secrets of life. I decided to work on these two things. I did not know then that my work would destroy me
15 and the people that I loved.

I started work the next day. I worked very hard and soon Professor Waldman and I realized that I could learn to be a very good scientist.

The professor helped me very much, and other
20 important scientists who were his friends helped me, too. I was interested in my work and I did not take one day's holiday during the next two years. I did not go home, and my letters to my family were very short.

After two years I had discovered many things and I built
25 a scientific machine that was better than anything in the university. My machine would help me answer the most important question of all: How does life begin? Is it possible to put life into dead things? To answer these questions about life I had to learn first about death. I

30 had to watch bodies from the moment when they died and the warm life left them. In the hospital and in the university, I watched the dying and the dead. Day after day, month after month, I followed death. It was a dark and terrible time.

35 Then one day, the answer came to me. Suddenly, I was sure that I knew the secret of life. I knew that I could put life into a body that was not alive.

I worked harder and harder now. I slept for only a short time each night, and I did not eat much food. I wrote to
40 my family less often. But they loved me and did not stop writing to me. They said they understood how busy I was. They did not want me to stop work to write or to see them. They would wait until I had more time. They hoped to see me very soon.

45 The professors realized that I was doing very important work, and so they gave me my own laboratory. There was a small apartment above the laboratory, where I lived, and sometimes I stayed inside the building for a week and did not go out.

50 Above the laboratory I built a very tall ²mast. It was 150 meters high, and higher than the tallest building in the city. The mast could catch lightning and could send the electricity down to my machine in the laboratory. I had never forgotten the lightning that had destroyed the
55 tree. There had been so much power in the electricity of that lightning. I believed I could use that electricity to give life to things that were dead.

I will say no more than that. The secret of my machine must die with me. I was a very clever scientist, but I did
60 not realize then what a terrible mistake I was making.

* * *

In my laboratory I made a body. I bought or stole all the pieces of human body that I needed, and slowly and carefully, I put them all together.

I did not let anybody enter my laboratory or my
65 apartment while I was doing this awful work. I was afraid to tell anybody my terrible secret.

I had wanted to make a beautiful man, but the face of the creature was horrible. Its skin was thin and yellow, and its eyes were as yellow as its skin. Its long black
70 hair and white teeth were almost beautiful, but the rest of the face was very ugly.

Its legs and arms were the right shape, but they were huge. I had to use big pieces because it was too difficult to join small pieces together. My creature was two and a
75 half meters tall.

For a year I had worked to make this creature, but now it looked terrible and frightening. I almost decided to destroy it. But I could not. I had to know if I could put life into it.

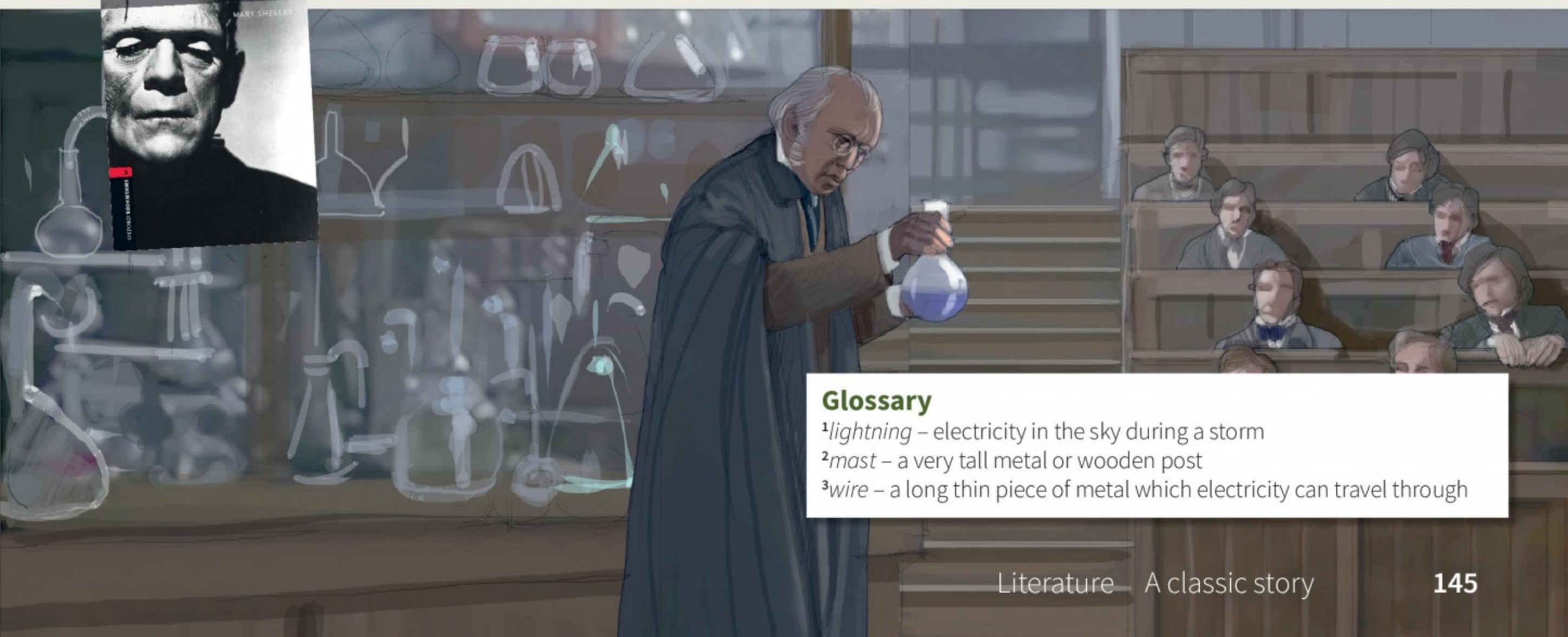
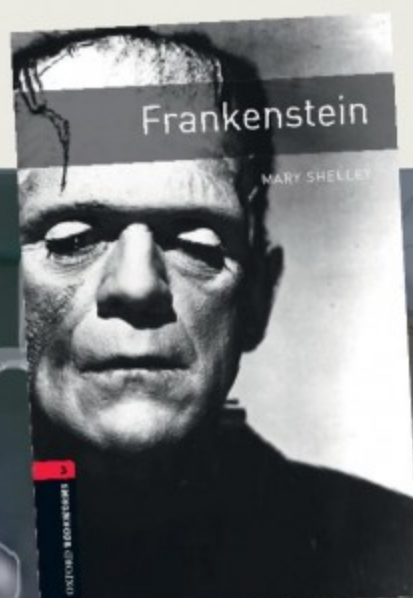
80 I joined the body to the ³wires from my machine. More wires joined the machine to the mast. I was sure that my machine could use electricity from lightning to give life to the body. I watched and waited. Two days later I saw dark clouds in the sky, and I knew that a storm
85 was coming. At about one o'clock in the morning the lightning came. My mast began to do its work immediately, and the electricity from the lightning travelled down the mast to my machine. Would the machine work?

90 At first nothing happened. But after a few minutes I saw the creature's body begin to move. Slowly, terribly, the body came alive. Its arms and legs began to move, and slowly it sat up.

The dead body had been an ugly thing, but alive, it was
95 much more horrible. Suddenly, I wanted to escape from it. I ran out of the laboratory, and locked the door. I was filled with fear at what I had done.

For hours, I walked up and down in my apartment. At last, I lay down on my bed, and fell asleep. But my sleep
100 was full of terrible dreams, and I woke up suddenly. The horrible thing that I had created was standing by my bed. Its yellow eyes were looking at me; its mouth opened and it made strange sounds at me. On its yellow face there was an awful smile. One of its huge hands
105 reached towards me ...

From *Frankenstein* by Mary Shelley. Retold by Patrick Nobes, Oxford Bookworms Level 3.



Glossary

¹lightning – electricity in the sky during a storm

²mast – a very tall metal or wooden post

³wire – a long thin piece of metal which electricity can travel through

Recall

- 5** Read the story on pages 144–145 again. Put the events (a–f) in the correct order (1–6).
- For a couple of years, Victor works extremely hard and creates an advanced machine.
 - At the university, Victor is given his own laboratory. He soon builds a tall mast above it.
 - Victor is scared by the creature. He falls asleep only to wake up with the creature looking at him.
 - Victor learns all about death, and then feels sure that he knows the secret of life.
 - Victor meets Professor Waldman for the first time when he arrives at university.
 - Victor makes a body and joins wires to it. Electricity from a storm brings the body to life.

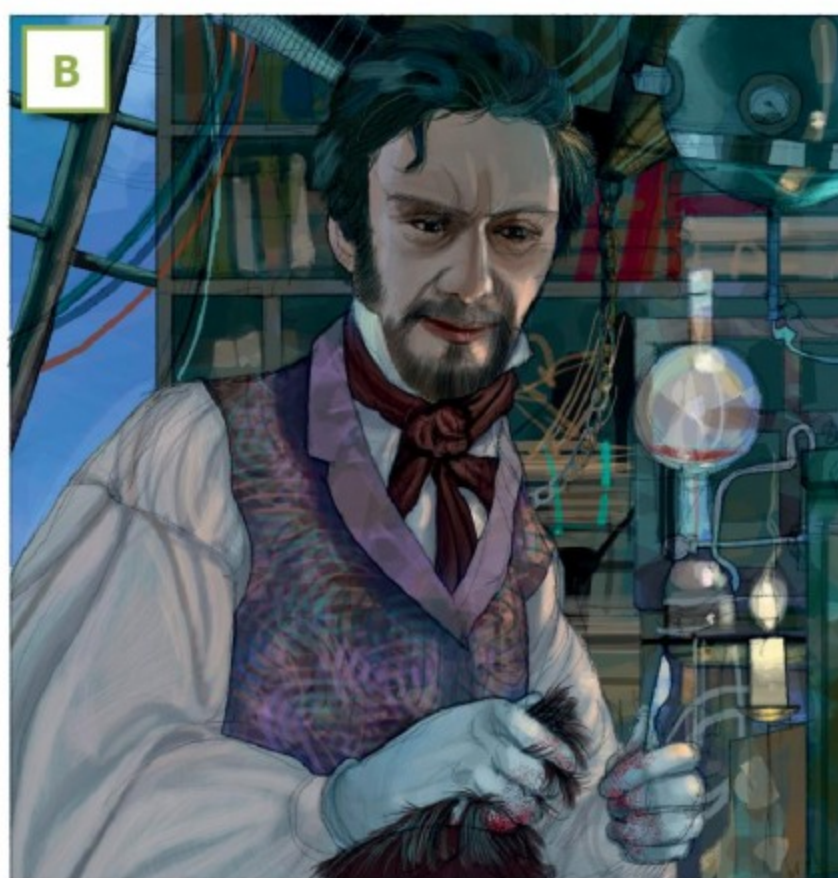
6 Answer the questions.

- Who is the narrator of the story?
- When is the story being related: at that time or at a later date?
- What indications are there of things to come in the story?

Interpret



- 7** Work in pairs. Describe what is happening in each picture. Discuss what you think Victor is feeling and thinking.



Literary strategy



Analyzing a character's flaws

A “flaw” is a fault or weakness in someone’s character. Mary Shelley created Victor Frankenstein as a character with a number of serious flaws. Giving a character flaws can serve a range of purposes in literature. Flaws can:

- make a character seem more realistic, believable, and engaging
- make the character come into conflict with others, which creates drama and interest
- explain a character’s behavior and choices, which eventually lead to the main tragedy in a story

In *Frankenstein*, Victor’s flawed character leads him to take the disastrous path of creating his own creature, which later in the novel causes him terrible problems. At the start, he is a promising young student who is full of potential, but he makes decisions which have tragic consequences.

8 Study the literary strategy on page 146. Answer the questions.

- 1 What problems are there when novelists create characters without any flaws?
- 2 What do you think are the flaws in Victor's character? Check (✓) the flaws you think he has. Find evidence from the story to support your ideas.
He is ...
arrogant ☐ indecisive ☐ irresponsible ☐ jealous ☐ obsessive ☐ reckless ☐
unfocused ☐
- 3 Victor is sometimes described as an "over-reacher" – a person whose desperate attempts to achieve their ambition mean that they end up suffering. Do you agree that Victor is an over-reacher? Why? / Why not?

9 Look at themes 1–4. Check (✓) the ones that you think are central themes of the novel *Frankenstein*.

- 1 dangerous and forbidden knowledge ☐
- 2 courage, nobility, and heroism ☐
- 3 morals and distinguishing right from wrong ☐
- 4 the dangers of fame and fortune ☐

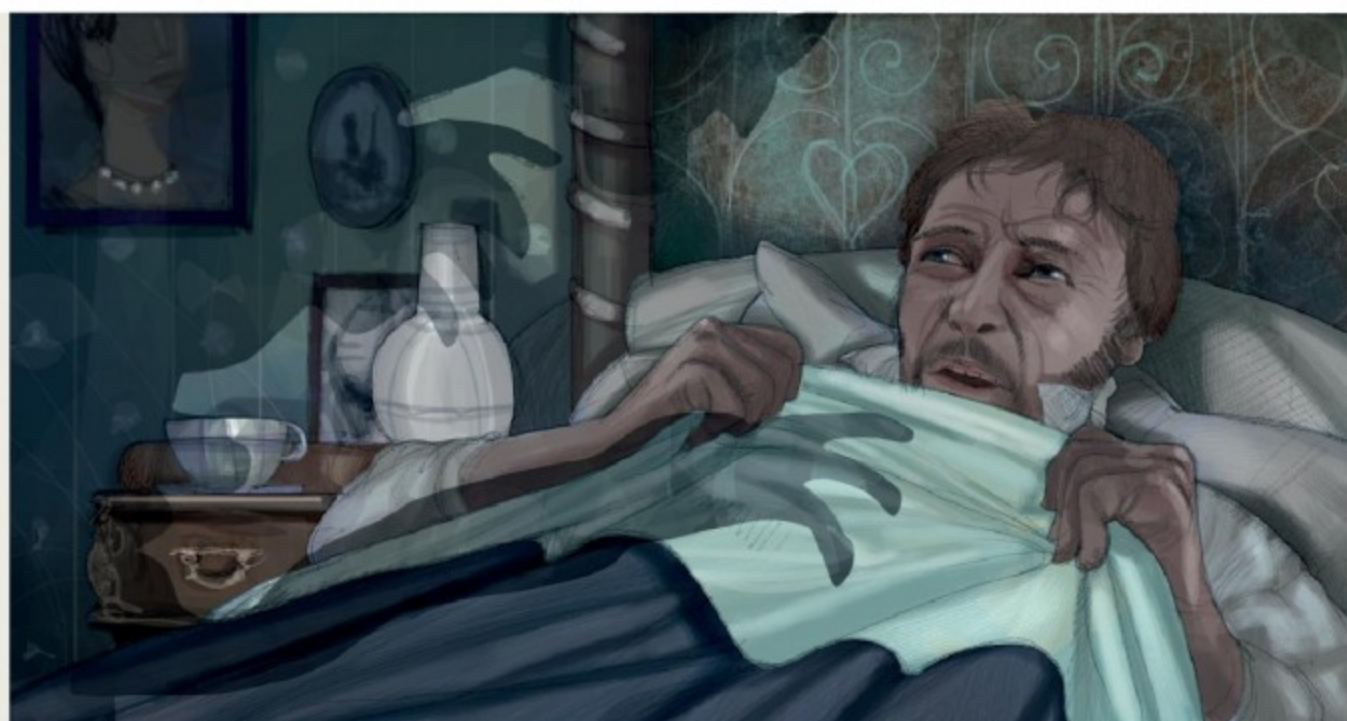
Respond



10 You are going to write what happens next to Victor and the creature that he has created. Work in pairs and follow the instructions.

- 1 Read the end of the extract again below and discuss questions a–c.

I woke up suddenly. The horrible thing that I had created was standing by my bed. Its yellow eyes were looking at me; its mouth opened and it made strange sounds at me. On its yellow face there was an awful smile. One of its huge hands reached towards me ...



- a How does Victor feel about the creature that he has created?
 - b What will Victor's immediate behavior and reactions be?
 - c How do you think the creature feels and reacts towards Victor?
- 2 Discuss what you think happens next. Make notes for the next three paragraphs of the story. What will happen in each paragraph? Make sure that Victor behaves in a way that is realistic for his character.
 - 3 Write a rough draft of your three paragraphs.
 - 4 Swap your paragraphs with another pair. Make comments, corrections, and suggestions for improvements to each other's work.
 - 5 Produce a final draft incorporating the suggestions.
 - 6 Display your texts around the classroom. Choose four other texts and read them.
 - 7 In small groups, discuss what you thought of the texts that you read. Which text ... ?
 - reflects Victor's personality well
 - is the most original and unexpected
 - would make the best scene in a Hollywood movie

Before you read



1 You are going to read a modern play script based on one of Aesop's Fables. In pairs, discuss the questions.

- 1 What are the characteristics of a "fable"? Think about:
 - the length of the story
 - the aim of the story
 - the type of characters
- 2 Do you know any Aesop's Fables?

2 Read *About Aesop's Fables*. Why are his stories still popular?

About Aesop's Fables



By tradition, Aesop was a slave in Ancient Greece who was born around 620 BC and was set free because of his storytelling ability.

Over the years, a large number of stories have been attributed to Aesop. This collection of stories is known as *Aesop's Fables*. Some of the most famous ones are *The Tortoise and the Hare*, *The Boy who Cried Wolf*, *The Goose that Laid the Golden Eggs*, and *The Miser and his Gold*.

The fables are popular around the world because they are short, contain animals or vivid characters, and give clear moral guidance. In recent times, they have been adapted into cartoons, musicals, and modern stories.

The School Production

Characters

Mrs. Sanchez – drama teacher
 Robbie – student and director of the play
 Millie – student
 Tom – student
 Mariam – student playing role of Juliet
 Ollie – student playing role of Romeo

Scene One

In the school auditorium. Drama teacher Mrs. Sanchez is having a private discussion with student director, Robbie. Millie is standing nearby chatting. Tom is sitting on his own, reading.

- 5 Mrs. Sanchez: (*Smiling at Robbie*) I'm very happy with rehearsals for our version of Shakespeare's *Romeo and Juliet*. It's going to be the school's best production in years.
- Robbie: Thanks, Mrs. Sanchez. (*smiling*). The cast is
- 10 Mrs. Sanchez: One question. Who's going to take official photos on opening night?

- Robbie: I have two people in mind. Millie, or the new boy, Tom – he helps backstage. They're over there. (*Pointing*)
- 15 Mrs. Sanchez: Mmm ... Tom ... Quiet boy. Haven't heard much from him yet.
- Robbie: And Millie. Well, Millie was *very* disappointed not to be Juliet.
- 20 Mrs. Sanchez: Millie can be a bit of a joker. Is she responsible enough to take care of the new school camera?
- Robbie: Well, it would 'make up for her not getting the part of Juliet. Maybe we should give her a chance.
- 25 Mrs. Sanchez: OK. I'll call her over. (*Turns to Millie*) Millie! (*Millie walks over with Tom*). Millie, we'd like you to take the official photos for the play.
- Millie: Photos? Er ...
- 30 Mrs. Sanchez: It's a *very* important role – they'll be the only photos for the school website, and you'll be using the school camera.
- Millie: Mmm yes, OK.
- 35 Mrs. Sanchez: Let's talk about it more tomorrow at lunchtime. See you then. (*They go away*)
- Millie: (*Turning to Tom*) *Important* role? Boring role, is more like it! The only role I want is Juliet.

Glossary

¹*make up for* – to make the situation better and the person feel happier

²*curtain* – a term used in the theater, it means the moment that the performance starts

³*wherefore art thou* – a famous line in *Romeo and Juliet* in old English; it means, "Why are you ..."

⁴*cable* – a wire that conveys electricity to a laptop, camera, etc.

Scene Two

- Robbie, Mrs. Sanchez, Mariam, Ollie, Millie, and Tom are backstage on the night of the performance.
- 40 Mrs. Sanchez: Ten minutes to ²curtain! Time for the photos of Romeo and Juliet before they go on.
- Robbie: Ready, Millie?
- Millie: Yep. (*Fumbles with camera bag*) Oh ... there's
- 45 so much equipment.
- Mariam: OK. Should I stand next to Romeo like this? (*Strikes a pose*)
- Ollie: And I'll stand like this. (*Moves his head to one side*)
- 50 Millie: (*Holding up camera*) OK. Look over here. Try to look happy, Mariam!
- Tom: (*Whispers to Millie*) She's just a little nervous, that's all.
- Millie: Smile! (*Takes photos.*)
- 55 Robbie: Let's take a look. (*Millie shows him camera screen*) They're great!
- Millie: Oh no! (*Looking at camera screen*)
- Robbie: What's the matter?
- Millie: I've accidentally deleted the photos. (*Everybody turns to her*)
- 60 Mrs. Sanchez: (*Returns*) Two minutes to curtain everybody!
- Robbie: There isn't time to take them again!
- Millie: (*Laughs*) I'm only joking! I haven't really.
- Robbie: That isn't funny, Millie.

Scene Three

- 65 Millie, Tom, Robbie, Mrs. Sanchez are in the wings watching the performance. They need to whisper. Millie is taking photos. We can hear Mariam and Ollie on stage, but not see them.
- Ollie: O speak again bright angel!
- Mariam: O Romeo, Romeo! ³Wherefore art thou Romeo?
- 70 Deny thy father and refuse thy name!
- Mrs. Sanchez: (*Whispering to Robbie next to her*) It's going very well, isn't it?
- Robbie: Yes, it is. (*Whispering to Millie next to him*) Do you have good photos?
- 75 Millie: Yes, but ... (*Examining camera*) I think the camera is broken!
- Tom: (*Concerned*) That's terrible.

- Robbie: Oh no! Now you won't get photos of the most important scenes.
- 80 Millie: Ha! Fooled you again! The camera's just fine.
- Robbie: (*Angrily*) I'm getting fed up with you, Millie.

Scene Four

After the interval, Millie, Tom, Robbie, Mrs. Sanchez are in the wings of the stage again. They need to whisper. We can hear Mariam on stage, but not see her. Millie is taking photos.

- 85 Mariam: Come, gentle night. Give me my Romeo.
- Millie: (*Millie stops taking photos and looks at camera*) Oh dear! The camera battery is about to run out. I need the ⁴cable.
- Robbie: Yeah, right, Millie.
- 90 Millie: Have you got the cable, Mrs. Sanchez?
- Mrs. Sanchez: No. Shh ... Just get on with the photos.
- Millie: (*Fiddling with camera*) Oh no! I think I've deleted all the photos, too.
- Robbie: Sure.
- 95 Millie: And the battery has completely run out now. Isn't anyone going to help me?
- Robbie: We don't believe you, Millie.
- Millie: (*More loudly*) Please!
- Robbie and Mrs. Sanchez: Shhh!
- 100 Millie: (*Walks to one side, nearly in tears. Talks to herself.*) What am I going to do now? There won't be any photos.
- Tom: (*Walks over to Millie*) Are you all right?
- Millie: No, I'm not. The battery's run out, I've deleted all the photos, and nobody will believe me because I've played one too many jokes. I've been so stupid! I should have taken this job more seriously, but I was upset about not being Juliet.
- 105 Tom: It's alright. I know where the cable is. (*Gets cable. Takes camera and plugs in.*)
- Millie: But what about everything that I deleted?
- Tom: Well, it's too late for those, but there's still time to take some good photos.
- 115 Millie: You're right, Tom. You've saved me – thank you. And I thought you were, well, a bit boring.
- Tom: Yes, I know. Now, go and take the photos!
- Millie: OK! (*She runs back next to Robbie and the teachers and starts taking photos again.*)



Recall



3 Read and listen to the play on pages 148–149. Which fable mentioned in *About Aesop's Fables* on page 148 do you think it retells? Then match titles a–e with scenes 1–4. There is one extra title.

- a The camera has broken – or has it?
- b Robbie saves the day
- c Who's the photographer?
- d Millie learns a lesson
- e Photographing *Romeo and Juliet*

4 Read the play again. Complete the sentences using your own words where possible.

- 1 The school is putting on a *production of Romeo and Juliet by Shakespeare*
- 2 At first, Mrs. Sanchez has doubts about Millie because
- 3 Millie feels unhappy about the production because she
- 4 Millie first plays a trick by saying that
- 5 When Millie plays another trick, Robbie starts to feel very
- 6 When Millie says that the camera battery has run out, nobody
- 7 In the end, Millie realizes that she's been

Interpret

5 What a character says often reveals their feelings. How do you think these characters feel? Write adjectives.

- 1 Mrs. Sanchez: "It's going to be the school's best production in years." *excited and enthusiastic*
- 2 Millie: "Important role? Boring role, more like it!"
- 3 Tom: "She's just a little nervous, that's all."
- 4 Mrs. Sanchez: "It's going very well, isn't it?"
- 5 Millie: "Isn't anyone going to help me?"
- 6 Mrs. Sanchez: "shh ... Just get on with the photos."
- 7 Millie: "I should have taken this job more seriously."

Literary strategy



Analyzing the moral of a story

The moral of a story is a lesson about life that the author expresses through the events of the story. It is usually shown through the experience of the main character. The aim of the moral is to encourage readers to reflect on and improve their own behavior. For example, the moral of *The Tortoise and the Hare* is "those who are too confident, and don't respect their opponent or the task that they have to do, often fail."



6 Study the literary strategy. Then discuss the questions.

- 1 What is the moral of *The School Production*?
 - a Treat other people as you want to be treated yourself.
 - b Those who try to please everybody, please nobody.
 - c Nobody believes a liar – even when they tell the truth.
 - d When you try to have everything, you can lose everything.
- 2 If you were in this situation, which person would you react like? Why?
 Robbie ☐ Tom ☐

Respond



7 Work in groups. You are going to rehearse and act out parts of *The School Production*. Follow the steps.

- 1 Start by working in groups of three to practice your acting skills. Take the roles of Robbie, Mrs. Sanchez and Millie. Read scene one aloud.
- 2 Now work in bigger groups. Choose one scene and rehearse it.
 - a First, decide who will play each role. Choose one student to be the director.
 - b Read your scene aloud in your roles. Check any unknown words.
 - c Read the scene again, standing up this time. Ensure that you:
 - look at the person you're speaking to
 - use body language
 - express emotion
 - stress the important words
 The director will help you with this.
- 3 Help each other to learn the parts. You can look at the play script as you rehearse.
- 4 Do a full rehearsal of your scene. The director will listen and give feedback on all aspects of the acting. Decide how you can improve it. Rehearse the scene once more.
- 5 Finally, as a class, perform the scenes in the order of the play script.



8 Discuss the questions in your group.

- 1 How did you find the experience of performing the scene?
- 2 What did your group do well? What areas could you improve on? Think about:
 - making eye contact
 - showing emotion and sounding natural
 - putting stress on the important words
 - speaking loudly enough
- 3 If there is time, perform your scene again. Aim to improve on any key areas that you identified.



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