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Oxford Discover Futures



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Student Book

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Oxford Discover Futures

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Reflect



VIDEO Learning about music in daily life

READING Identifying paragraph topics

LANGUAGE IN USE Describing trends; Verbs that can be used as nouns

LIFE SKILLS Finding how you focus

SPEAKING Making a recommendation

WRITING Writing persuasively



How is **MUSIC** a part of our lives?

What does music bring to your life?

How does music influence us?

-  **1** Look at the picture and discuss the question. Where and when do we listen to music? Why?
-  **2** Work in pairs to do the quiz. Which questions are hard to answer?

The music in our lives

- 1** In music, an “earworm” is a song:
a with memorable lyrics. **b** that repeats itself in your head.
c with a fast tempo.
- 2** The maximum number of tracks a music app can have is:
a 30 million. **b** 13 million. **c** 3 million
- 3** Music influences our circadian rhythm, which is:
a how we move. **b** how we feel.
c the times when we sleep and eat.
- 4** Shopping malls and stores use playlists or background music to:
a entertain us. **b** make us stay longer.
c encourage us to shop quickly.
- 5** Research suggests that we associate notes with a higher pitch with:
a bitter flavors **b** salty flavors **c** sweet flavors
- 6** The genres and melodies we like throughout our life are usually from:
a our childhood. **b** our teenage years. **c** our adult years.

Discover vocabulary Music

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-  **3** Watch the Factflix video and check your answers. Which answers surprised you?
- 4** Watch the video again. How many hours does the average teenager listen to music each day? What about you?
-  **5** Work in pairs. Discuss the questions.
 - 1** What music do you usually listen to? What genres / artists?
 - 2** Where and when do you listen to it?
 - 3** What impact does the music have on you?
 - 4** Do you think you will listen to the same music in five years' time?



Key phrases Talking about music in your life

I'm (not) into

... is good music for

It makes me feel

My taste in music is / will

It sounds (like)

Discover more



SEARCH ONLINE about how music affects our emotions.
Why do different types of music influence how we feel?

How does music connect us?



1 Was music important a) 100 years ago? b) 2,000 years ago? c) 10,000 years ago? How do you think it was used in everyday life (e.g., for entertainment, for work)? Discuss in pairs.



2 Read and listen to the article about music on page 7. Were your answers in exercise 1 correct?

1.01

Reading strategy



Identifying paragraph topics

When you read a long text, it's useful to break up the text into smaller chunks. As you read each paragraph, identify the main message of the paragraph (what is the writer saying about the topic?). This will help you identify the different ideas in the text, and "map out" how they develop.

3 Study the reading strategy. Then identify the main message of each paragraph and complete the chart. Compare your ideas in pairs.

A	introduces the idea that music is an important part of society
B	
C	
D	
E	
F	concludes and speculates on what our music says about human civilization

4 Read the text again and answer the questions.

- 1 What is the aim of the Golden Record?
- 2 In what ways did music influence Greek society?
- 3 Why is recognizing patterns important for human survival?
- 4 How is music similar to human speech?
- 5 What conclusion did the study with the Mbenzele pygmies come to?

Discover vocabulary Abstract nouns

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5 Find these nouns in the article and answer the questions.

beauty creativity excitement happiness harmony inspiration love pattern
people record sadness truth universe

- 1 Which nouns are concrete and which are abstract?
- 2 What do the abstract nouns mean to you? Write example sentences to show their meaning.
- 3 Which of the abstract nouns describe a) emotions, b) attributes, c) concepts?
- 4 Think of more abstract nouns to add to each category.



6 TALKING POINTS Discuss the questions.

- 1 Imagine you can choose three more tracks to add to the Golden Record. Decide which three tracks you would include and why.
- 2 What do the tracks communicate about you and your culture?
- 3 Do you agree that music is always a "common language" that connects people, or are there times when it pushes people apart?

Discover more



SEARCH ONLINE to learn more about the Golden Record on Voyager 1. What specific music was included on the record? What other things were included and why?

WHERE WORDS FAIL, MUSIC SPEAKS



A On September 5, 1977, a space probe was launched by NASA from Cape Canaveral in Florida. The space probe was called Voyager 1 and its purpose was to explore the outer limits of our solar system and beyond. Inside Voyager 1 was a very special cargo – the Golden Record. It was a disk that contained images, written documents, sounds, and music from our planet. If Voyager 1 encountered intelligent life, the Golden Record would help them understand life on Earth. It would also show them how music connects us and influences every aspect of society. The Golden Record had everything from a Beethoven Symphony, to 1950s rock, to Mexican Mariachi!

B Music has always played a big part in society. Over two thousand years ago, ancient Greek teens were into their lyres as much as today's teens are into streaming songs. In Greek society and mythology, music was linked to human creativity and divine inspiration. This inspiration came from a group of goddesses known as the Muses, who represented truth and beauty and influenced everything from theater and poetry to mathematics, philosophy, and medicine. The word *muse* is the origin of the word *music*, and the Greeks believed music had the power to cure disease, encourage athletic performance, and help people work.

C So music is clearly an important part of our lives, but what is less clear is why. We don't need it like we need food, but music is still everywhere. One explanation links our love of music to our ability to identify patterns. Some anthropologists think that we have evolved to recognize patterns because they help us to predict outcomes and to survive. If we smell smoke, for example, we understand that a fire is coming, so we can predict what will happen next and what action we should take. Music usually follows a pattern too, so we can often predict what might come next. It won't help us survive, but anthropologists believe that predictable patterns of harmony, pitch, and rhythm are one of the reasons we enjoy music so much.

What does "divine" mean? What type of things are usually "divine"?

D Another explanation is that music is similar to spoken language. Pitch and speed in speech express emotion. In music they express emotion too, so our minds and bodies react to speech and music in a similar way.

45 Fast-paced beats can make our bodies more alert, and our brains interpret this physical reaction as excitement. High-pitched sounds are associated with happiness, and slower, low-pitched sounds with sadness. Evolution taught us that it's important to understand how the people around us feel, so our brains are tuned in to interpreting sounds and the emotions they imply.

What does "tuned in" mean? Can you think of another context where this word is usually used?

E But does everyone interpret music in the same way? In 2015, researchers from a Canadian university traveled to the depths of the rainforest in central Africa to play different musical compositions to an isolated tribe of 40 Mbenzele Pygmies. They used a mixture of Western and tribal music and recorded the Mbenzeles' emotional and psychological responses to each piece. Then they played the same compositions to a group of 40 people from Montreal in Canada. The study found that the music caused similar feelings in both groups, either excitement or calmness depending on the pitch, rhythm, and tone. It speculated that music could be our common language.

F Back in the silence of space, Voyager 1 is traveling beyond our solar system, carrying a record of our civilization to the rest of the universe. If intelligent life forms eventually come across the Golden Record, what will the music tell them about our civilization? Will they understand our message? And if words fail, will music speak?

What does "common" mean in this context? What other meanings does "common" have?

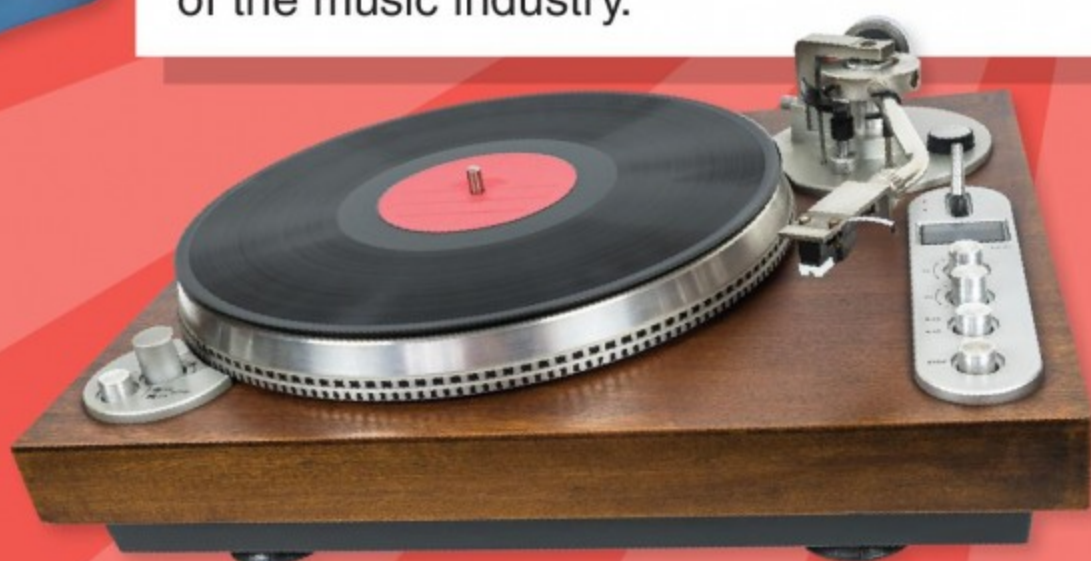
- 1 Read the article about trends in music. What is a “trend”? Which of these trends have influenced the way you consume music?

Music matters: trends in technology

In the last 40 years, the music industry has changed dramatically. In the 1980s, the Compact Disk (CD) became popular and sales of vinyl records decreased steadily. CDs were durable and cheap for record companies: they cost one dollar to manufacture, but were sold for \$14! As a result, profits rose sharply. However, in 2001 the first iPod was launched. People had access to digital downloads and streaming services, so sales of CDs declined slowly, as well as profits. Since then, smartphone ownership and streaming services have increased significantly.

During the same period, there has been a dramatic rise in the number of musicians on social media, with artists looking for new ways to attract listeners. It's difficult to make money from social media platforms, but there has still been a sharp jump in the number of blogs, vlogs, and posts.

Today, the number of musicians who tour is also increasing rapidly. In the USA, the live music industry has been growing steadily every year. At the same time, the number of fans at concerts is going up gradually. In 2018 over two million fans attended Taylor Swift concerts in the USA. In the same year, Ed Sheeran made a staggering \$432 million from music tours worldwide! Touring seems to be the future of the music industry.



Discover grammar Describing trends

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We can describe trends by using verbs that show change, e.g., *fall*, *rise*, *grow*, *decrease*. We use adverbs such as *steadily*, *rapidly*, and *dramatically* to give more information about how these trends happened.

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

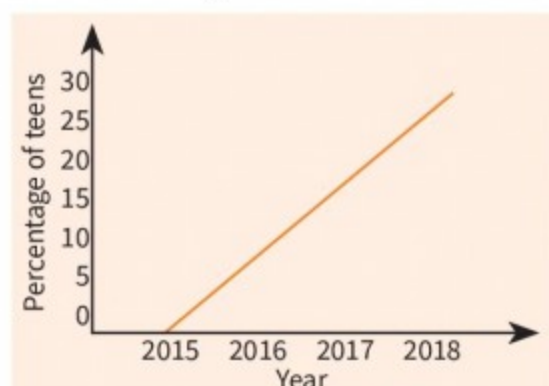
- In the 1980s ... sales of vinyl records decreased steadily.*
 - ... so sales of CDs declined slowly.*
 - Since then smartphone ownership has increased significantly.*
 - In the USA, the live music industry has been growing steadily every year.*
- Which sentences describe a downward trend?
 - Which sentences describe an upward trend?
 - Which sentences describe trends that have stopped or are complete?
 - Which sentences describe trends that are still developing?



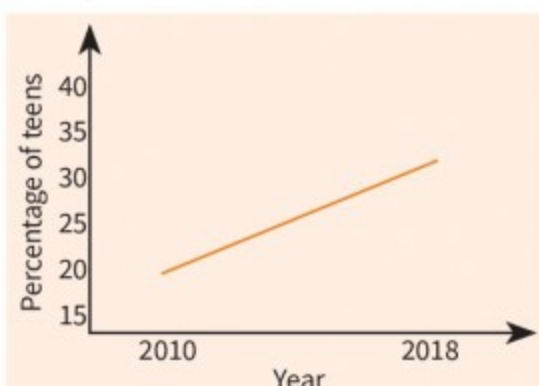
3 Study the charts showing trends in headphone use. Complete the sentences with a verb and adverb.

fall grow increase jump

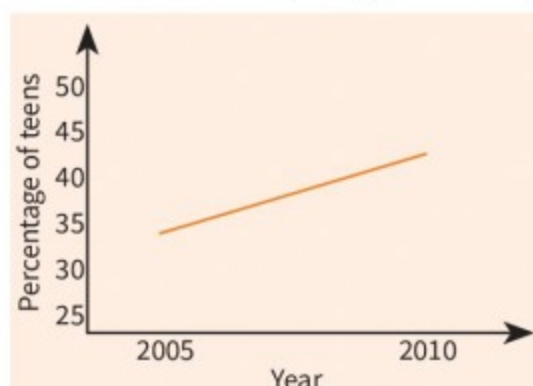
dramatically gradually slightly steadily



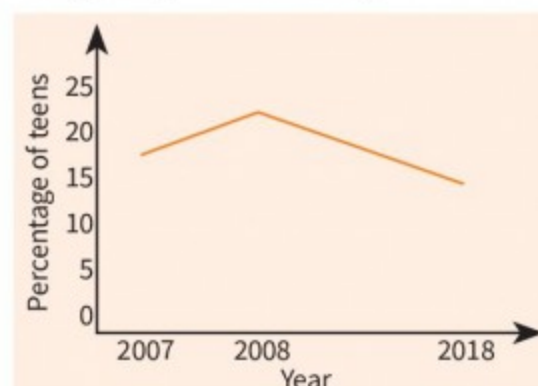
Percentage of teens who use earbuds



Percentage of teens who use headphones daily



Percentage of teens exposed to loud music daily



Percentage of teens with hearing loss from music

- The number of people who use earbuds since 2015.
- Since 2015, the number of people who use headphones
- The number of teens who listen to loud music every day from 34% in 2005 to 42% in 2010.
- The number of teens with hearing loss between 2008 and 2018.

Discover grammar Verbs that can be used as nouns

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Many of the verbs that we use to talk about trends can also be used as nouns.

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

- Which sentences use an adjective?
- Which sentences use an adverb?
- How does the word order change?

- There has been a dramatic rise in the number of musicians on social media.
- The number of musicians on social media has risen dramatically.
- There has been a sharp increase in the number of blogs.
- The number of blogs has increased sharply.

5 Rewrite these sentences using the words in parentheses.

- The number of digital radio stations has increased dramatically. (increase)
There has been ... *a dramatic increase in the number of digital radio stations.*
- The price of concert tickets has risen steadily. (steady)
There
- In 2018, there was a significant drop in the number of record stores. (dropped)
In 2018, the
- In 2010, the number of hours we used headphones jumped sharply. (sharp)
There
- The popularity of CDs has fallen considerably since 2000. (fall)
There

6 How do you think these current trends in music will develop? Will they rise or fall? Are there any other trends or technology that you think will change music?

CDs hologram popstars live concerts music festivals streaming music
vinyl records virtual reality wireless earbuds

Discover more



RESEARCH music trends in your class. Ask about musical tastes five years ago and today. What type of music did students listen to? How did they listen? How often did they listen? Write sentences about any trends you identify.



Life skills strategy



Finding how you focus

Our sound environment can help us focus on a task. Sounds influence our mind, our mood and our actions: different sounds can relax us, make us more energetic, or distract us. Choosing the right soundscape can help you become more focused and productive.

1 Study the life skills strategy. How do you decide what to listen to?



1.02

2 Listen to six extracts and discuss where you might hear these sounds, for example, on a beach, in a computer game, in the street. How would you describe them? Use the adjectives below to complete the chart.

addictive alarming confusing distracting energizing irritating
relaxing soothing stimulating stressful tedious upbeat

Extract	Where you might hear it	Adjectives to describe it
1		
2		
3		
4		
5		
6		

3 How do the extracts affect you?

The second extract makes me feel stressed.

Discover vocabulary Adjectives to describe sounds

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1.03

4 Listen to a talk about soundscapes. In what four ways does sound affect us?

5 Listen again and answer the questions.

- How do our bodies react to sounds associated with danger?
- Which sound has a similar tempo to our heart rate when we are sleeping?
- How do advertising agencies use sound?
- Why is birdsong relaxing?
- Why are noisy workspaces bad for our productivity?
- What type of sounds make us feel uncomfortable?
- Why do shopping malls use music with a slower tempo?
- In what ways can music with a fast tempo help us?

- 6** Study the life skills strategy again. Then look at the different activities below. Which type of soundscape might be suitable for each activity and why?

Waking up in the morning

Getting ready for a party

Traveling to school

Reviewing for an exam

Cleaning your bedroom

Going to bed

Speaking strategy



Making a recommendation

Making a recommendation is about offering good solutions. Whatever situation you are discussing, make sure you:

- make your recommendation positively and confidently
- justify your recommendation: can you predict the outcomes?
- listen and consider other opinions



- 7** Study the speaking strategy. Then work in groups. Think about what these places are used for and the type of activities people do there. Consider the type of behavior you want to encourage.



A supermarket

A dentist's waiting room

A friend's party

A train station

A senior residence

A library

An aerobic exercise class

A pizzeria

A football stadium

- 8** Now design a playlist for three of the places in exercise 7. Consider the outcomes you want to achieve, and make recommendations.

Key phrases Predicting outcomes and making recommendations

I would / wouldn't recommend

I expect that

I propose that we

I'm convinced that

How about if we ... ?

It's likely that

I wouldn't be surprised if



- 9 REFLECT** Are there any changes you can make to your daily soundscapes to help you be more productive or to create a healthier environment?

Discover more



SEARCH ONLINE and find out about the soundscapes in video games and how they are used.

Writing task



Competition entry

Your school website has a new web page about music. This month, there is a competition to write about a musician who has made a positive contribution to society. Submit an entry about someone from the music world who you think has made a difference. Justify your choice.

Understand the task

1 Read the writing task and answer the questions.

- 1 Who are you writing for? Where will the competition entry appear?
- 2 What do you have to write about?
- 3 Check the things you think should appear in your competition entry:

a balanced argument ☐ dates ☐ facts ☐
 direct quotes ☐ an evaluation ☐ opinions ☐ a record review ☐

2 Read the competition entry about Chance the Rapper and check your ideas.

Writing strategy



Writing persuasively

If you want to persuade or encourage your reader to adopt your point of view:

- express your opinion strongly and support it with interesting facts
- use evaluative adverbs, such as “impressively”, to encourage the reader to think in the same way as you
- ask rhetorical questions (questions that make a point without requiring an answer) that involve the reader and make them think.

3 Study the writing strategy and the competition entry below. Answer the questions.

- 1 How does the writer introduce his/her opinion? Which evaluative adverbs does he/she use?
- 2 Can you find a rhetorical question? What effect does this have?
- 3 Can you find any examples of the writer directly addressing the reader? Why do they do this?

My hero:

Chance the Rapper



Chance the Rapper is a talented rap artist from Chicago in the USA. He has achieved a lot of success in recent years and has used his fame to support many good causes. Impressively, Chance has supported everything from charities helping the homeless to organizations improving education. He has shown how rap stars can have a positive influence on society.

Chance was born in Chicago, in 1993. At first, he recorded rap music on his own and made his first mix tape called *10 Days* when he was still at school! His next mix tape, *Acid Rap*, was a huge success, and, following this, he produced *Coloring Book*, which, incredibly, was nominated for three Grammy awards. In the end, Chance won all three! Chance is clearly a talented musician; however, that's not the reason I chose him.

While Chance was developing his music, he was also involved in helping others. In 2014, he was named Outstanding Youth of the Year by Chicago's mayor for his help with the anti-violence #SaveChicago campaign. Recently, he donated \$1 million to arts programs in public schools to “give Chicago's kids a chance” in the music business. How many famous rappers can say they've done that?

In conclusion, Chance the Rapper, although only in his twenties, is making a big difference to the people around him. “I'm a good man and I'm gonna become a better man,” he promises, “I want to help out people all over the world.” And I really believe that's what he's doing. His positive contribution to society makes him a great role model for us all!

Think and plan

4 Now choose an artist or band you think has made a difference. Discuss these questions.

- 1 Who is the artist / band? What type of music do they play?
- 2 Where are they from and how did they become successful?
- 3 How have they used their success to make a difference? Have they supported any charities or made a difference to their communities?

5 Plan your competition entry.

Paragraph 1 – Introduce the artist or band and summarize why you have chosen them.

Paragraph 2 – Give background information about where they are from and how they became successful.

Paragraph 3 – Say how they have used their success in a positive way. Give examples.

Paragraph 4 – Summarize why you chose this person / band and what type of person / people they are.

Write a first draft

6 **LANGUAGE POINT** Read the competition entry again and complete the chart with the highlighted words for ordering events.

Before	earlier, previously
First	1 , to begin with
Next	2 , soon after, later
At the same time	3 , during, meanwhile
Last	4 , finally, ultimately
Now	5 , today, nowadays

7 Write the first draft of your competition entry. Follow your plan in exercise 5.

Review and edit

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

- **Content** Have you included facts to support your opinion? Have you written persuasively, using evaluative adverbs or rhetorical questions?
- **Content** Have you given background information about the artist?
- **Organization** Did you use linking words to order events?

Reflect

How is music a part of our lives?



How does music influence us?



How does music connect us?



How has technology changed music?



How does sound affect us?



How can music and musicians help society?

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 soundscapes can impact your mood and productivity.



VIDEO Learning about money and trade

READING Using mind maps to take notes

LANGUAGE IN USE The future in the past; Future tenses with will

LIFE SKILLS Making a group decision

SPEAKING Disagreeing politely

WRITING Presenting arguments objectively

What is the value of MONEY?

How do we use money in daily life?

Why does money exist?

- 1 Look at the picture and read the caption. How would your daily life be different without money?
- 2 Discuss in pairs. Do you agree?

Money matters

- 1 If you don't have money, you can negotiate deals by bartering.
- 2 Swapping goods is more convenient than using money.
- 3 People used to use bear's teeth as a currency.
- 4 In the USA, more than half of transactions are made by cell phone, not paying with coins and bills.
- 5 Some consumers can pay for things at the checkout counter just by using their hand.

Discover vocabulary Money and trade

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- 3 Watch the Factflix video. Do Ryan and Ava agree with the statements in exercise 2?

- 1
- 2
- 3
- 4
- 5



- 4 Watch the video again and answer the questions.

- 1 Why is having money easier than bartering?
- 2 Why is paper money valuable?
- 3 What might happen to bills in the future?



- 5 Work in pairs. Discuss the advantages and disadvantages of the payment methods below. Which do teenagers in your country usually use in stores?

- cowry shells
- coins and bills
- a debit card
- a cell phone
- a microchip under your skin

Key phrases Talking about money

It makes things a lot ...er / more ...

You just have to ...

It may (not) be worth ... in a few years.

... has the advantage of being ...

But what would happen if ...?

Discover more



SEARCH ONLINE and find three interesting facts about the history of money.

Why don't prices stay the same?

- 1 Look at the pictures on page 17. How are they connected to changing prices?
- 2 Read and listen to the online article on page 17. Were your answers to exercise 1 correct?



1.04

Reading strategy



Using mind maps to take notes

Mind maps are a good way to summarize a text to help us remember the information.

- Choose a title to put in a central circle.
- Choose the main branches to come off the center. There might be only two, or there might be several.
- Add information from the text around each of the main branches, in note form.

- 3 Study the reading strategy. Then copy this mind map and add four more branches to it. Add the information from the text.



- 4 Work in pairs. Look at your mind map and talk about three things that cause prices to rise or fall.

If pay rises, production costs will increase too, and that will cause price rises.

- 5 Find compound adjectives in the article to match these definitions.

- | | |
|--------------------------------|----------------------------------|
| 1 very high | 4 with advanced technology |
| 2 that everyone wants | 5 all around the world |
| 3 difficult to say no to | 6 very quick |

- 6 Use the compound adjectives from exercise 5 in sentences.

I love buying high-tech gadgets.

Discover vocabulary Compound adjectives

Student Book ► Page 114 Workbook ► Page 16



- 7 **TALKING POINTS** In groups, discuss one of these questions. Then tell the class about your discussion.

- 1 Have you noticed the price of anything going up or down? Give details. What do you think is the explanation for the change?
- 2 What's the best deal you've seen recently? Do you think it's part of a price war? Why? / Why not?
- 3 Is it always better to buy things at the cheapest price possible? Why? / Why not?

Discover more



SEARCH ONLINE and **compare the price of things in different countries**, e.g., a movie ticket, a burger from a fast-food restaurant, and a computer tablet. How can you explain the price differences?

SIX REASONS WHY PRICES CHANGE

Fed up with prices going up? Then you're not alone. Rising prices are something people complain about all around the world. For some, the extra expense is a minor inconvenience. For others, it's much more serious, and they struggle to make ends meet.

What problem do you think people have if they "struggle to make ends meet"?

But why exactly do prices change? Here are the six main reasons.

1 WORKERS' WAGES



Goods are cheaper to produce when the people who make them work for low wages. If workers get a pay raise, there's an increase in production costs. Although the company might choose to make less profit instead of putting up the price for consumers, the consumer often has to pay more.

2 WEATHER AND NATURAL DISASTERS

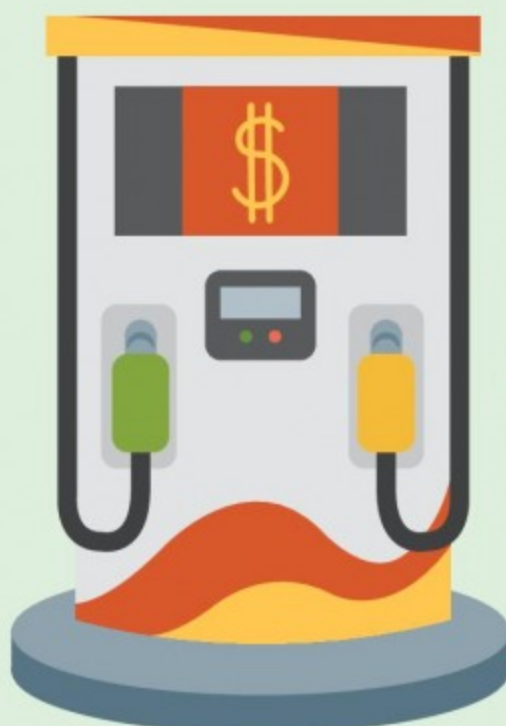
Perfect weather conditions can help to produce a bumper harvest for farmers, and when there's lots of a particular food, it's sold cheaply. On the other hand, too little rain or sun, or too much, can be bad news for food production, and hurricanes, pests, and diseases can be disastrous. If a food is in short supply, you can expect to have to pay more for it. And it's not only food that can be affected, either. In 2011, after earthquakes caused problems for Japanese factories, there was a shortage of some key components of high-tech gadgets, and this caused a worldwide rise in gadget prices.

When there's a "bumper harvest", how much food is grown?



3 THE PRICE OF FOSSIL FUELS

There wouldn't be many products in our stores without oil to power the ships and trucks that get them there. Oil and other fossil fuels power factories and farm equipment; they're the main ingredient in plastics; and they're also an important ingredient in many of the fertilizers spread on fields to help crops grow. When these fuels get more expensive, yes, you guessed it: we all have to pay more for the stuff we buy.



4 CHANGING DEMAND



We can all think of a product that became an overnight sensation. Remember those Yeezy sneakers? One week, no one had heard of them; the next, everyone just had to have a pair. If manufacturers can't make enough of a must-have gadget or fashion item, the price is likely to go sky-high. The higher price will put some people off, but that doesn't matter if there are enough people that are happy to pay. If the number of people wanting something increases more slowly, though, the price might go down. That's because there's time to organize machines to produce it in larger quantities, which will reduce the cost of making each item.

Which sentence explains the meaning of "an overnight sensation"?

5 SPECIAL OFFERS

When high street or online stores want to tempt you to spend, they offer hard-to-resist deals. Sometimes there are price wars, in which one store lowers prices and others have to reduce theirs to match. In the short term, a price war is good news for shoppers, but watch out! Eventually, smaller stores may be forced out of business, and the bigger stores, with fewer competitors, can raise prices higher than they were before the process began.

What effect does the writer's use of the words "watch out" have?

6 TAXES

Governments sometimes change the tax on different products, and that affects the price you pay. Taxes might go up because more money is needed to run the country, or because your government wants to discourage you from buying things that are bad for you, like sugary drinks.



Glossary

component – a part or element of a larger whole, especially a part of a machine or vehicle

pest – a destructive insect or other animal that attacks crops, food, farm animals, etc.

With so many things affecting the price of what we buy, those nasty surprises at the checkout counter are probably here to stay. But at least you know why they happen. Happy shopping!

- 1 Look at the picture. What do you think the relationship is between the people shown?
- 2 Read the article and check. Why did Jacob's plans change? What positives came out of the changes?

Lack of money closes doors, but it opens others.

Jacob shares his experience of financial difficulties and their unexpected consequences.



I was seventeen and I was taking my final school exams in a few weeks. After that, I had big plans. I was going to get an economics degree at a university a long way from home, and then try to get a job in business. But that all changed with Mom's accident. Because of her injury, she wasn't going to be able to work, so suddenly money at home was really tight. After a lot of thought, I decided to stay at home and help instead of going to college.

It would be tough, but the best thing for my family.

After finishing high school, I started working in a supermarket. I also helped Mom look after my younger brother. Doing all the housework as well as taking care of Mom and my brother was often exhausting, but it gave me a really close bond with them that I wouldn't have had if I'd left home at eighteen. When my brother was older, I managed to fit in part-time study around my job. And because I had more life experience than I'd had earlier, it was easier to choose a career path that I was really passionate about.

Next year, I'll have gotten my nursing degree and I'll be making a difference in the lives of lots of patients like Mom. By then, my high school friends will have been working in their careers for years. It's taking me longer to get there, but I feel really lucky. I know I'll have a job that I love.

Discover grammar The future in the past

Student Book ► Page 115

Workbook ► Page 17

When we talk about past predictions, plans, or arrangements, we usually use the past form of future expressions. The things predicted, planned, or arranged may or may not have actually happened.

- 3 Study the examples underlined in the text. Then match the uses (1–3) with the forms (a–c).

1 predictions made in the past

a *was going to*

2 arrangements made in the past

b *would or wasn't going to*

3 past plans and intentions

c *past continuous*



4 Read this paragraph. Find four examples of the future in the past. Which thing didn't happen?

Last summer I was going to go on vacation with my family to the beach. But then my dad got a pay raise and suddenly he was sending me to the USA on a summer exchange program instead! I was sad about missing my family vacation, but an exchange program would be a huge adventure. I was leaving for the USA in just three days!



5 Complete these sentences using the future in the past. Then discuss your answers with a friend.

- 1 I used to think that by the time I was thirteen, I ...
- 2 I once had to say "no" to an invitation from friends because ...
- 3 One year my family was going to ... , but we changed our plans because ...

Discover grammar Future tenses with will

Student Book ► Page 115 Workbook ► Page 17

There are four future tenses with *will*. We use them to describe different types of actions in the future.

6 Study the examples from the article on page 18 and answer the questions.

- a *will + verb: I know I'll have a job that I love.*
- b *Future perfect: Next year, I'll have gotten my degree in nursing.*
- c *Future continuous: I'll be making a difference in the lives of lots of patients.*
- d *Future perfect continuous: By then, my high school friends will have been working in their careers for years.*

Which tense is for actions that... ?

- 1 we predict will be in progress at or around a time in the future
- 2 we predict will be finished by a time in the future
- 3 we predict, promise, or decide will happen in the future
- 4 we predict will continue until a time in the future, with an emphasis on the length of time



7 Predict your future and whether money will affect your life. Write a paragraph, using these or your own ideas.

buy a house earn money explore the world get a degree get a job have children
pay for my college education retire take care of my parents

By the age of ... , I'll have been ...

When I'm ... , I'll have ...

I won't have ... by the time I ... , because ...

8 Predict three ways in which money will have changed the lives of people you know in 20 years' time.

**Discover
more**



SEARCH ONLINE for predictions about the future that didn't come true.

Life skills
strategy

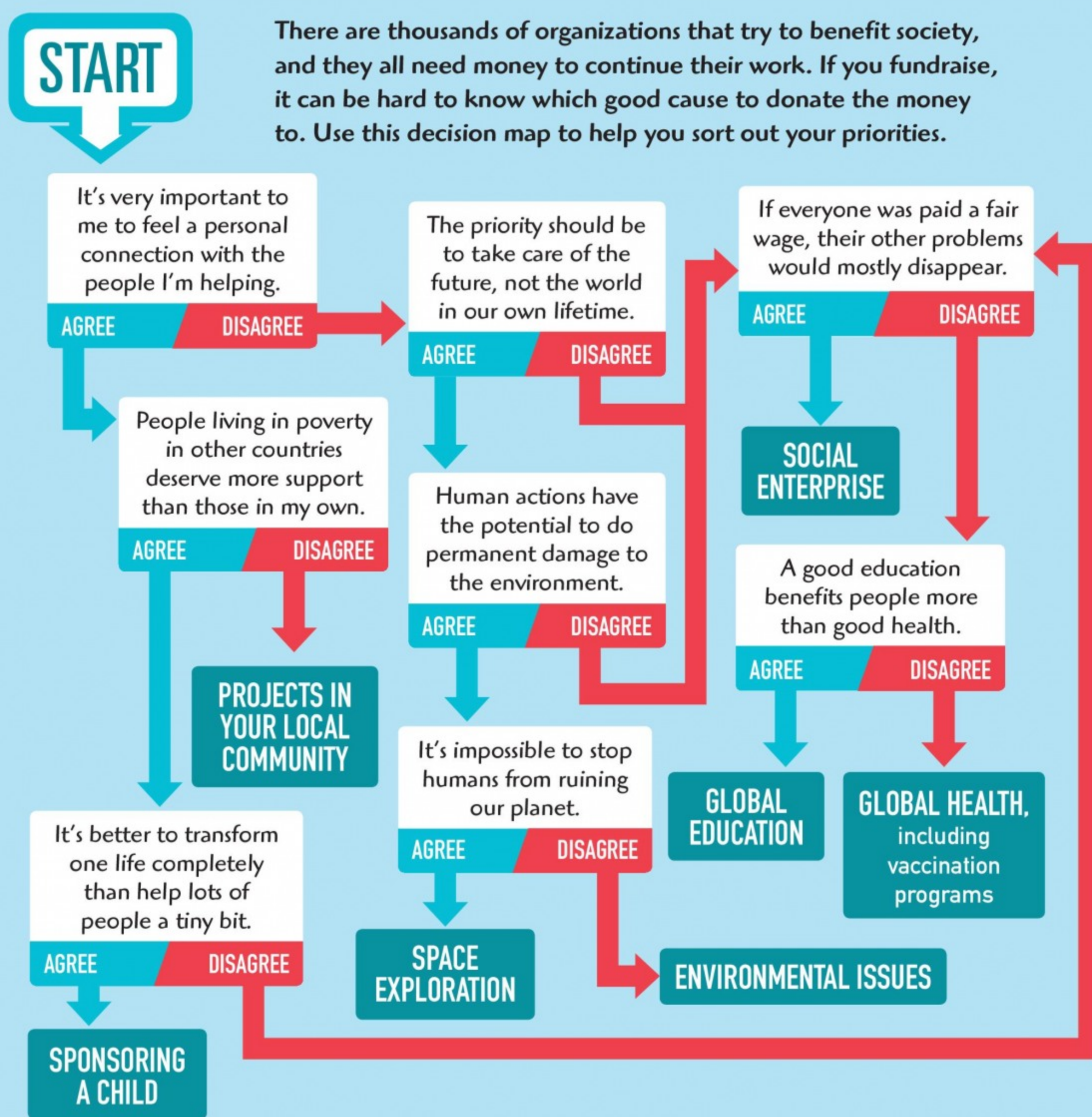
Making a group decision

When you need to reach a decision as a group, follow these steps:

- 1 Figure out your own opinion, for example by listing pros and cons or using a decision map.
- 2 Discuss with the group and be ready to change your mind.
- 3 Come to a group decision.

- 1 Study the life skills strategy. Then look at the decision map and find your own path through. Which type of good cause does it suggest you should support?

DECISION MAP: WHICH GOOD CAUSES SHOULD YOU SUPPORT?



Discover vocabulary World problems and solutions

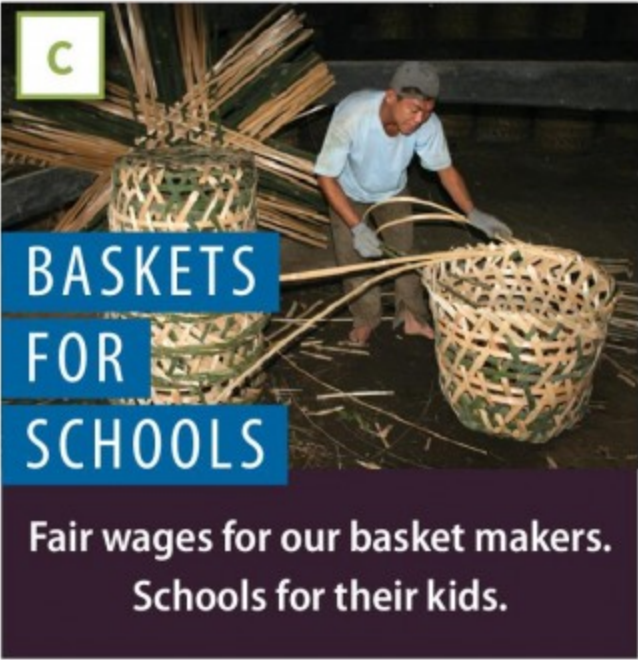
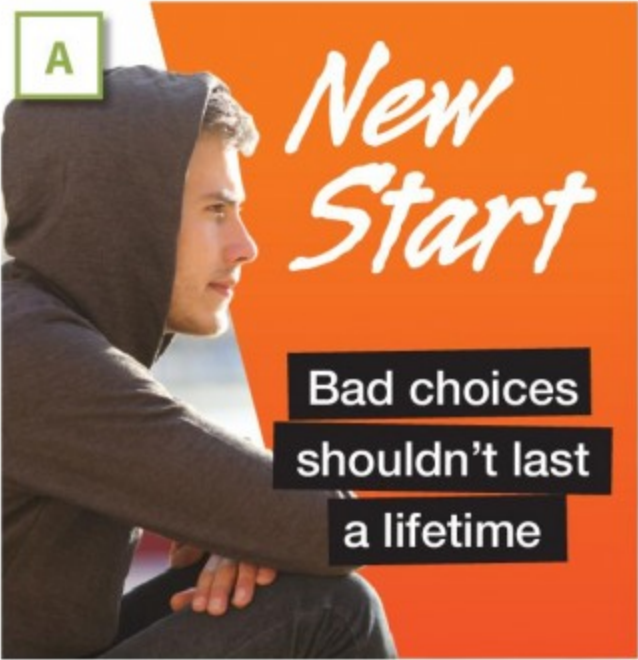
Student Book ► Page 114

Workbook ► Page 18

- 2 Compare your result with a friend's. Do you agree with the suggestions in the decision map? Why? / Why not?

3 Look at leaflets for four good causes. Which organization do you think... ?

- 1 works in very remote rural areas
2 tries to transform the lives of criminals
3 is a social enterprise
4 has the potential to reduce damage to the environment
- 5 helps young people as its priority
6 may be unlikely to succeed in its aims
7 provides vaccinations
8 helps people living in poverty



- 4 Listen to teenagers discussing the organizations and check your answers to exercise 3.
- 1.05
5 Listen again. What pros and cons do the teenagers give for supporting the organizations?

	Pros	Cons
Say No to Polio		
Sundance		
Baskets for Schools		
New Start		

Speaking strategy

Disagreeing politely

- When you need to express your disagreement with someone else’s opinion, make sure you:
- keep calm and don’t shout – it’s a discussion, not an argument
 - listen politely to the other person’s point of view
 - use polite and respectful language when you express your own opinion

- 6 Study the speaking strategy. Then work in small groups and discuss which of the four organizations you would prefer to raise money for, based on your priorities from the decision map in exercise 1.

Key phrases Disagreeing politely

- I hear what you’re saying, but
I understand where you’re coming from, but
That’s a good point, but the way I see it,
- I’m not sure I agree with that. I think
I see what you mean, but in my opinion

7 REFLECT Is it easy to make a group decision? Why? / Why not?

Discover more

SEARCH ONLINE for an organization that works on the issue you identified as a priority in exercise 1.

Writing task



An opinion essay about money

Your teacher has asked you to write an essay on this subject: "Does money make us happy?"

Understand the task



1 Read the writing task and discuss these questions in pairs.

- 1 Do these things influence your happiness? How?
clothes and possessions entertainment family
free-time activities friends health vacations
school and teachers social media where you live
- 2 What about the adults you know? Are the factors that influence their happiness different from yours? In what way?
- 3 How might things from question 1 be different if you had a lot more money? What about if you had a lot less money?



Writing strategy



Presenting arguments objectively

When you write an opinion essay, present your arguments in a neutral and objective way. Don't exaggerate, over-generalize, or be too emotional. It's good to include some examples to support your arguments, but avoid making all the examples about you.

2 Study the writing strategy. Then read the essay "Is money the best reward?". Choose the better option, a or b, to fill in blanks 1–4.

- 1 a It usually appeals more to young people than other rewards such as trophies or gift certificates
b It is the only reward teenagers ever want
- 2 a Few people want to do badly on exams, for example,
b I definitely do not want to do badly on exams, for example,
- 3 a their lives will be terrible if they cannot appreciate achievement for its own sake
b they should be encouraged to take pride in achievement for its own sake
- 4 a its effect is always disastrous in high-pressure situations
b its effect may be more negative in high-pressure situations

IS MONEY THE BEST REWARD?

Money is usually used as a reward for adults' work, but it is less usual to pay people under the age of eighteen for work they do at school or in the home. In this essay, I will explore the advantages and disadvantages of giving young people financial rewards.

Money as a reward certainly has the advantage of flexibility. ¹....., since it can be used to buy exactly what they want. Consequently, it can be effective in motivating hard work.

However, there are several reasons to be cautious about giving money as a reward. First, if young people are paid to do regular chores or homework, they might sometimes decide not to do them because they have no particular need for money that week. A financial reward may also be a bad choice in situations that already involve a lot of pressure. ²..... or let their team down in an important match. The feeling that mistakes will have financial consequences as well might make the pressure worse, and failure might therefore be more likely. Moreover, if young people are given financial rewards, they may start to connect achievement with money, whereas ³.....

In summary, although a financial reward might motivate young people to put in extra effort in many contexts, ⁴..... In addition, it may cause unhelpful attitudes towards hard work.

3 LANGUAGE POINT Study the highlighted linking words and phrases in the essay on page 22 and match them with the functions below. Discuss any differences in how they are used, and add any other linkers you know for each function.

- 1 adding another similar idea
- 2 expressing a contrasting idea

Think and plan

- 4** Check the task again. What do you have to discuss in your essay?
- 5** Think about the aspects of life in which money adds to happiness and the aspects in which it makes no difference. Make two separate mind maps.
- 6** Choose your best ideas and write a paragraph plan for your essay.

Write a first draft

- 7** Write the first draft of your essay, using your plan from exercise 6.

Review and edit

- 8** Read through your first draft. Check it and revise it if necessary. Then write your final draft.
 - **Content** Is everything in your essay relevant to the topic?
 - **Organization** Do you have an introduction, at least two main paragraphs stating your arguments, and a conclusion?
 - **Style** Have you used linking words? Do you present your arguments objectively?

Reflect

What is the value of money?

Why does money exist?

Why don't prices stay the same?

How does money shape our lives?

How can we use money to help people?

Does money make us happy?

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 shells used to be used as a currency.

Project
task

Planning a music festival

Plan a one-day music festival and make sure your budget works. Then present your ideas and your budget to the class. Each student chooses the festival they think will be most successful financially.

UNDERSTAND

- 1** Read the instructions for the project task and the *How to plan a music festival* information below. In groups, answer the questions.

- 1 How long will your music festival be?
- 2 What are the advantages and disadvantages of choosing a small venue?
- 3 What kind of things can your selling points be?
- 4 Which will need to be higher, your total expenses or your total income?

musicfestival.com

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How to plan a music festival

- 1 Choose a venue and pick a date** A large venue will need a big budget, but you'll be able to sell lots of tickets. A smaller venue will be cheaper, but you won't make as much money from ticket sales. Choose a date when music fans will be free.
- 2 Decide on your selling points and a cool festival name** The musicians you choose are usually the main selling points, but don't forget fun extras like fairground rides!
- 3 Decide on your ticket price** If it's too low, you won't have a big enough budget to spend. If it's too high, you'll turn people off.
- 4 Calculate your income** This will come from ticket sales, and food and merchandise stands will also pay for the right to sell at the festival.
- 5 Calculate your expenses** As well as obvious costs like the venue and musicians, you'll need a budget for advertising.
- 6 Balance your budget** Is your income higher than your expenses? If not, you'll have to change your plans or go out of business.



1.06

- 2** Listen to a group discussing its festival plans. Complete the festival information.



Name: Castle Fest

Date:

Venue:

Ticket price:

Selling Points:

- music by Mason X and Tess Holton
-

- 3** Look at the income and expenses sheets from the group's plan and complete them, using a calculator, if necessary. Then listen and check. Would you be interested in going to this festival? Why? / Why not?

INCOME SHEET	Income (each)	Quantity	Total
Tickets	\$75	2,000	\$150,000
Food and drink stands (1 per 1,000 tickets)	\$1,000	2	\$2,000
Merchandise stands (1 per 2,000 tickets)	\$1,000	1	\$
TOTAL INCOME			\$

EXPENSES SHEET	Cost (each)	Quantity	Total
Venue	\$15,000	1	\$
Bands / Singers (6 per stage) with very little experience starting to be known in your country famous in several countries	free	4	\$
	\$10,000	1	\$
	\$100,000	1	\$
Advertising	\$3 (per ticket)	2,000	\$
Optional extras smoke machine fireworks	\$600	–	
	\$100 (per min)	5	\$
TOTAL EXPENSES			\$
INCOME – EXPENSES			\$

COLLABORATE AND PLAN

- 4 Work in groups. Discuss which of these venues would be best for your festival.



sports field

- ★ 1,000 people
- ★ 1 stage
- ★ \$8,000



old castle

- ★ 2,000 people
- ★ 1 stage
- ★ \$15,000



beach

- ★ 6,000 people
- ★ 1 stage
- ★ \$35,000



city park

- ★ 20,000 people
- ★ 2 stages
- ★ \$100,000

- 5 Work through the steps in the advice in exercise 1 to plan your festival. Copy and complete the income and expenses sheets, putting in your own choices and numbers. Use a calculator and make sure you balance your budget.

SHARE

- 6 In your group, prepare a short presentation about your festival, including an information form like the one in exercise 2. Explain how you are going to balance your budget.

PRESENT

- 7 Present your festival to the class. Listen to the other groups' festival ideas, and choose the festival that you think will be most successful financially.

Reflect

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

- What aspects do you think have the greatest effect on how financially successful a festival will be?
- Did a lot of people think your festival would be successful financially? Why? / Why not?
- Was it easy to balance your budget? Why? / Why not?
- Would you like to organize music festivals in real life? Why? / Why not?



VIDEO What are the benefits of reading?

READING Interpreting visual clues

LANGUAGE IN USE Talking about past habits and changing states; Narrative tenses

LIFE SKILLS Presenting data with infographics

LISTENING Listening for numbers

WRITING Presenting a counter-argument

Why do we READ?

Books will always be an important part of our lives.

What are the benefits of reading?

1 Look at the picture and read the caption. Do you agree or disagree? Why?

2 Work in pairs. Choose the correct options.

- 1 We are more likely to remember what we read **in a printed book / on a screen**.
- 2 You need **50 minutes / 15 minutes** of reading a day to improve your ability to focus.
- 3 Reading exposes children to **15 per cent / 50 per cent** more words than TV cartoons.
- 4 People are reading less because of **TV / smartphones**.
- 5 Nine-year-olds spend **more time / less time** reading for pleasure than 17-year-olds.

3 Which of these words do you associate with reading? Explain why.

boredom complexity concentration distraction
empathy entertainment escapism knowledge
relaxation stimulation stress



4 Watch the Factflix video and compare your answers to exercises 2 and 3. Did any of the facts surprise you?



Discover vocabulary Books and reading

Student Book ► Page 116

Workbook ► Page 26

5 Watch the video again and answer the questions.

- 1 Can you name three things that reading is good for?
- 2 Why is the number of teens who read declining?



6 Work in pairs. Discuss the questions.

- 1 Where and when do you like to read? How often do you read?
- 2 What type of books do you enjoy or would you recommend?
- 3 What was the last book that made a big impression on you? Why was it memorable?
- 4 What might prevent you from reading? Would you like to read more? Why? / Why not?

Key phrases Talking about reading and books

When I get the chance, I ...

The kind of things I enjoy are ...

I'm (not) a big fan of ...

You really should read ... because ...

I couldn't put it down because ...

Discover more



ASK FRIENDS about the last book they read. Who wrote it? What was it about? Would they recommend it?

How can images tell a story?

- 1 Look at the pictures from a graphic novel on page 29. What do you think the story is about? Who are the people in the pictures? What is their relationship?

Reading strategy



Interpreting visual clues

When you read a story with images, try to spot:

- symbolism: the use of an object / figure / idea to represent something else
- mood: the atmosphere that words, pictures, or colors create
- perspective: who is telling the story

- 2 Study the reading strategy and look at the images on page 29 again. Discuss the questions.

- 1 What is the setting for the story? Is it a safe place or a dangerous place?
- 2 Who is telling the story? Does the perspective change at all?
- 3 What does the use of color and shading say about mood? Is the mood positive or negative?
- 4 Do the pictures make you feel empathy for the main character? Why? / Why not?
- 5 What do you think the dragon's tail symbolizes?



1.07



- 3 Read and listen to the article and check your ideas.

- 4 Read the article again and answer the questions.

- 1 According to the writer, in what ways are graphic novels similar to movies? What about poetry?
- 2 What is the graphic novel *The Arrival* about? What themes do you think it might explore?
- 3 According to the writer, in what ways are pictures different from words? Do you agree?
- 4 Why do you think comic books were seen as simple and less mature than other types of books? Why might people still have this opinion today?
- 5 What don't readers have to do when they read graphic novels? What do readers have to do? Which do you think are easier to read – graphic novels or prose novels?
- 6 According to the writer, how can graphic novels help us?

Discover vocabulary Graphic novels

Student Book ► Page 116

Workbook ► Page 26

- 5 Look at the elements of a graphic novel below. Which of them occur in a–c?

dialogue imagery layout motion lines narrative panel sound effects storyline text bubbles

- a movies
- b prose books
- c poetry



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

- 1 Work with a partner. Choose a story that is both a novel and a movie, or imagine your favorite book as a movie. Discuss:
 - a the main differences between the two versions.
 - b which medium you prefer and why.
- 2 Are some types of stories better in graphic novel form than others?
- 3 Will you read graphic novels in the future? Why? / Why not?

Discover more



SEARCH ONLINE Find out about manga comic books. When and where were they created? Which manga comic books are the most famous? Is manga still popular today?

SUPER READS: GET GRAPHIC

This week, Super Reads is all about graphic novels: what are they exactly, are they easy to read, and how are they different from other books?

1 What is a graphic novel?

A graphic novel tells a story, just like a prose novel. However, it uses words and pictures, and sometimes only pictures, to get its message across. In some ways graphic novels are similar to movies, with dialogue, sound effects, and motion lines that suggest movement. In other ways they are similar to poetry, using images and color to suggest feelings and mood. Just like other novels, they use literary techniques, like symbolism and metaphor. And they often explore the same themes, such as adventure, belonging, and self-discovery.

Can you give an example of a "metaphor"?

2 Can you give an example?

The Arrival by Shaun Tan is a good example of a graphic novel, and it tells the story of a journey: a young man leaves his home and his family in search of a better life. *The Arrival* uses pictures rather than words as it follows his journey to a new land with new opportunities. The story opens with a sequence of small pictures showing someone packing a suitcase with personal items. The gloomy colors in the picture create a feeling of sadness. On the next page, the perspective changes, and we see the suitcase on a table and the man and woman carefully closing it. The final picture shows the family walking along the street outside. There is the shadow of a dragon's tail on the wall that looks dark and threatening. It's a symbol of the danger they want to escape.

What opportunities do you think the man is looking for in the new land?



3 So when did people start using pictures to tell stories?

People have been telling stories with pictures for thousands of years, from early cave paintings to hieroglyphs, to medieval tapestries. In the 20th century, comic books continued this visual tradition, combining words and pictures in a sequential narrative. The pictures showed emotion, perspective, and mood in a much more immediate way than words and by the 1940s comics had become incredibly popular. Millions of people read their tales of superheroes and supervillains every week.

However, in the 1950s things changed. Comic books began to be associated with poor literacy – they were seen as less "mature" than "real" books because of their text bubbles and simple storylines. In the 1960s, this criticism, combined with the rise of TV, meant that fewer and fewer people read comic books. However, some people still loved them, and in the 1970s, more sophisticated comic books were created, with longer, more complex narratives. They explored characterization, theme, and symbols in the same way as serious literature. These books were the first graphic novels.

Can you find the opposite of "sophisticated" in this paragraph?



4 But are graphic novels easier to read than prose books?

Not really. People think they are easier because readers don't have to imagine the characters, settings, and action. And imagery and metaphor are often visual and may seem simpler to interpret. However, it's not always easy to figure out visual clues, or to understand how the story develops and how meaning changes from one panel to the next. When you read a graphic novel, you need literary reading skills and visual literacy skills; you need to understand images, as well as prose. The skills we use when we read graphic novels help us navigate the other visual narratives that we see around us every day.

Can you find another word in this paragraph that means the same as "figure out"?

How do we tell stories?

- 1 Imagine you want to tell a story that people will remember, but you cannot write it down. How might people remember it?
- 2 Read the article. How do the Tlingit people remember stories? Why do they tell them?



“When I was a child,” says Clea Kalz, “my grandma used to tell me traditional stories, about Raven and how he brought light to our world.” Clea is a member of the Tlingit tribe in North Alaska, and the oral stories her grandma told her preserve their culture and beliefs. Her grandmother remembered them because the Tlingit people had been telling the same stories for hundreds of years.

Storytelling predates writing. In early societies, people would tell stories orally, passing on information from one generation to the next. There used to be stories to remember historical events, and there were stories that taught important life lessons, too.

Today we are used to reading written accounts of past events. It would be hard to get used to memorizing stories again.

Discover grammar Talking about past habits and changing states

Student Book ► Page 117

Workbook ► Page 27

We use *used to* and *would* to talk about repeated past actions that we no longer do. *Used to* can also be used to talk about past states that no longer exist. We use *get used to* and *be used to* + *-ing* or noun when we talk about new situations that are becoming normal.

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

- a ... my grandma used to tell me traditional stories, ...
- b There used to be stories to remember historical events, ...
- c Today we are used to reading written accounts of past events.
- d It would be hard to get used to memorizing stories again.

1 Which sentences describe ... ?

- a a repeated past action
- b a past state

2 In which sentences can *used to* be replaced with *would*?

3 Which sentence describes something that was new, but that is a normal habit now?

4 Which sentence is about something that is not usual today and probably won't be normal in the future?

4 Think about different ways stories were passed on in the past. Make sentences with *used to* or *would* and the ideas below to help you.

art dance and songs poetry and plays totem poles

The Tlingit people used to tell stories through images carved on totem poles.





5 Work in pairs. Discuss the questions. Then read the story *The Raven*.

- 1 Did anyone use to read you stories when you were a child? Who?
- 2 What type of stories did you use to read on your own?
- 3 Which stories were the most memorable?
- 4 Did older relatives use to pass on family stories? Can you remember any?

Discover grammar Narrative tenses

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Workbook ► Page 27

We use the simple past, past continuous, past perfect simple, and past perfect continuous to talk about past events.



The Raven

Many years ago there was no moon, stars, or sun. All the animals were living in darkness.

However, Raven had learned that there was a chief who kept the sun, the moon, and the stars in three wooden boxes in his house. Raven turned himself into the chief's grandson, and pretended that he wanted to play. The chief gave Raven the boxes with the moon and the stars; then, when the chief wasn't looking, Raven threw them outside, and the moon and stars scattered across the sky. The chief was angry but he loved his grandson, so he didn't yell at him.

Next, Raven began crying for the box with the sun. When the chief gave him the box, Raven turned back into a bird and flew away with it. He opened the box and let sunlight into the world!

Tlingit folk tale, Anon.

6 Study the examples a–d from the article and story, and match them with 1–4 below.

- a *Her grandmother remembered them because the Tlingit people had been telling the same stories for hundreds of years.*
 - b *Raven had learned that the chief kept the sun, the moon, and the stars in three wooden boxes, so he turned himself into the chief's grandson.*
 - c *... when the chief wasn't looking, Raven threw (the boxes) outside*
 - d *When the chief gave him the box, Raven turned back into a bird and flew away with it.*
- 1 An action in the past that finished before another past action.
 - 2 An action in the past that continues some time before another past action.
 - 3 A sequence of past actions.
 - 4 A longer past action interrupted by a shorter past action.

7 Work in pairs. Think of a story you know well – it can be a folk tale or a story about a family event.

- Make notes about the main events in the story.
- Rewrite the story in your own words. Think carefully about the narrative tenses you use.
- Retell the story to another pair.

**Discover
more**



RESEARCH ONLINE about another culture with an oral storytelling tradition, e.g., the Navajos. Find a story and retell it to your classmates.

Life skills
strategy

Presenting data with infographics

Infographics use images, color, shape, size, and graphics to present information. They help you spot trends and make comparisons more easily. Our brains process images quickly, so infographics help us to read and understand complex information more effectively.

Discover vocabulary **Infographics**

Student Book ► Page 116

Workbook ► Page 28

1 Study the life skills strategy and the infographic in the poster below. Discuss these questions.

- 1 What do you notice first? Why is it striking?
- 2 What stands out to you at a second glance? Why?
- 3 What information does the infographic present? What are the main points?
- 4 How are the main points presented? Through statistics, images, text? Through a pie chart, a bar graph, a line chart?
- 5 Does the size, style, and color of the text change? Why?
- 6 If you could improve this infographic, what would you change or add? How could you make it more eye-catching and impactful?
- 7 How do you feel about reading on digital devices?

Key phrases **Analyzing infographics**

Things that I notice are

I'd say that it emphasizes

The color / typography reminds me of It could be improved by

The layout / design makes me focus on

2 Now complete the checklist for infographics with the advice below.

Infographics	
Do ✓	Don't ✗

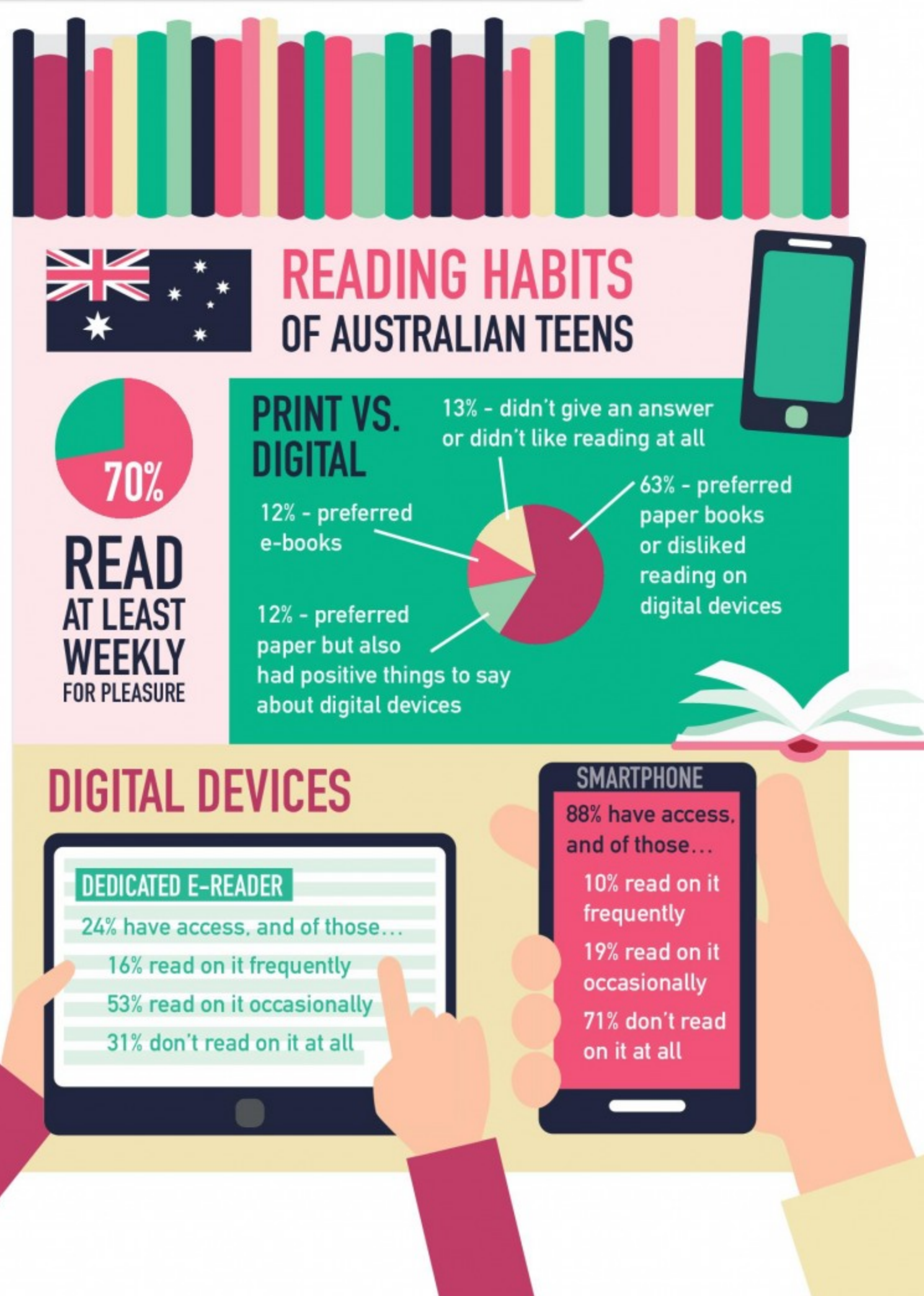
- 1 Use pie charts, bar graphs, or line charts.
- 2 Assume your audience knows about the topic.
- 3 Check information is from reliable sources.
- 4 Use words when you can use pictures.
- 5 Use different shapes and backgrounds.



1.08

3 You are going to listen to a podcast about infographics. Check to see if all of your ideas from exercise 2 are included. Are any other key elements mentioned?

*Statistics taken from <https://www.teachermagazine.com.au/articles/infographic-teen-reading-habits>, 2017



Listening strategy



Listening for numbers

Recognizing spoken numbers is an important skill. Make sure you listen carefully for:

- large numbers, e.g., 1,213 = one thousand, two hundred thirteen
- numbers ending with *-teen* and *-ty*, e.g., 18 = eighteen and 80 = eighty
- numbers with decimals, e.g., 3.65 = three point six five
- numbers in years, e.g., 1920s = the nineteen twenties
- fractions, percentages, and money, e.g., $1\frac{2}{3}$ = one and two thirds

- 4** Study the listening strategy, then look at the blanks in the notes. Can you guess what type of information is missing? Listen again and complete the notes. Did any of the facts surprise you?

WHAT DO YOU KNOW ABOUT INFOGRAPHICS?

- * People are 80 times more likely to click on ¹ than text.
- * Our brain can process images ² times faster than text.
- * The average attention span of internet users is ³ seconds.
- * The word "infographic" was first used in the ⁴
- * Data in graph form was used in ⁵ over 8,000 years ago.
- * In the ⁶ century, graphs were rare because data was rare.



- 5** Work in pairs. Create your own infographic using the information below. Use the checklist in exercise 2 to help you.

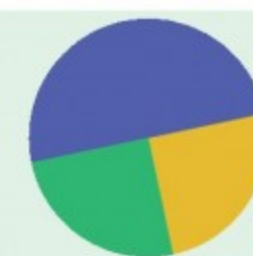
- What title will you give your infographic?
- What headings will you use?
- Will you use illustrations?
- How will you use colors and typography?
- How will you represent comparative information: in a pie chart, a bar chart, a line graph?



Topic: How do adults and teens use social media?

- 1 Teens use social media more than adults. Overall, 81% of teens use it, compared with 72% of adults.
- 2 Teens and adults use the same social media networks.
- 3 Older adults use social media less. 81% of 13–18 year olds, 89% of 18–29, 78% of 30–49, and 60% of 50–64 use social media. After the age of 65, only 43% of people use it.

* statistics from 2013



- 6** Work in groups. Compare your infographics. Ask and answer the questions from exercise 1. Which infographic is the most effective?

- 7 REFLECT** Think again about infographics you have used and created. What do you think is the difference between an infographic and a poster?

Discover more



SEARCH ONLINE Find an infographic in an online magazine or newspaper and identify three facts from it to tell the class.

Writing task



A for and against essay

Your teacher has asked you to write a for and against essay. Choose one of these topics on the right, or think of your own idea. Write an essay presenting arguments for and against, and give your overall opinion.

What are the arguments for and against ... ?

- keeping public libraries open
- reading digital books
- studying graphic novels at school

Understand the task

- 1 Read the writing task. Which topic can you think of the most arguments for and against? Choose this topic to write about.
- 2 Read Jared's essay. Which statement is he discussing? Does he have the same opinion as you?

Think and plan

Writing strategy



Presenting a counter-argument

We write argument essays to change someone's mind, and one technique you can use is a counter-argument. This is when you consider an opposing idea to your main argument, but then show why it is a mistaken idea, or not a strong argument. You can organize counter-arguments in the following way:

- 1 Present the opposing idea in a neutral way, e.g., "people say / believe / claim ..."
- 2 Turn back to your main argument, using *that said*, *however*, *nevertheless*.
- 3 Support your argument with a reason or example.
- 4 Restate your main argument with a justification.

- 3 Study the writing strategy. Then look at the model essay and answer the questions.

- a What opposing ideas does Jared mention? How does he present them?
- b What counter-arguments does he use?
- c What examples does he use to support the counter-arguments?
- d What are the outcomes of the counter-arguments?

What are the arguments for and against closing down public libraries?

By Jared Stern

Over the last few years, several public libraries have closed down and many people have argued that they should stay open. But in an age of digital downloads and cheap books, is there really a need for libraries anymore? Do the benefits of libraries justify the cost of keeping them open? Let's look at the arguments for and against.

One argument that a lot of people use is that it's easier to buy an e-book online than borrow a book from a library. It's also more convenient to do internet research at home, rather than on library computers. That said, libraries offer books and internet for free. As a result, everyone can access information, including people with limited resources. In short, libraries should be kept open because they are democratic.

Another argument claims that libraries are no longer used for social purposes. It says that internet forums provide an easier way to interact and exchange information. However, libraries are important for people who feel lonely and vulnerable since they offer a safe place for face-to-face communication. They can also provide a place for homeless people to go during the day and, therefore, play an important role in supporting communities.

In conclusion, we still have a need for libraries, and their usefulness justifies the cost. Libraries give everyone opportunities to learn and interact in a safe environment, and they connect communities in a way that benefits everyone. At the moment, there are more public libraries in the USA than there are Starbucks cafes, which proves that people still value them.



- 4** Look at the paragraph plan. Use the paragraph headings to make notes for the essay title that you have chosen.

Paragraph 1 – Introduce the essay topic.

Paragraphs 2 and 3 – Introduce two or three opposing arguments and present counter-arguments.

Paragraph 4 – Sum up the arguments for and against and say which you support.

Write a first draft

- 5** **LANGUAGE POINT** Study the **highlighted** phrases in Jared's essay on page 34. Which introduce ... ?

- a a reason
- b a result

- 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 included examples to support your overall arguments?
 - **Organization** Does your essay contain three or four paragraphs: an introduction, main arguments, and a conclusion?
 - **Style** Did you use different words and expressions to introduce contrasts, reasons, and results?

Reflect

Why do we read?

 What are the benefits of reading?

 How can images tell a story?

 How do we tell stories?

 How can we give information in a text?

 Is where we read and how we read changing?

- 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 we remember 80% of what we see and do.



VIDEO Learning about why we compete

READING Using prefixes to guess meaning

LANGUAGE IN USE Reported speech; Indirect questions

LIFE SKILLS Performing well under pressure

SPEAKING Speaking confidently

WRITING Reporting data clearly

Why do we COMPETE?

Does competition bring out the best in people?



Does competition make us better?

- 1 Look at the picture and read the caption. Do you think that competition can help us to improve? Why? / Why not?



- 2 In pairs, discuss the statements. Do you agree with them?

- 1 You are most likely to do well on an intelligence test if you are the youngest sibling in your family.
- 2 Teens who play competitive sports get better grades in all school subjects than those who don't.
- 3 Competitions make you determined to try harder, even if you don't stand a chance of beating the other competitors.
- 4 It's better to lose than to almost win and end up with a draw.
- 5 You shouldn't aim for victory in a contest; you should aim to achieve your personal best.

Discover vocabulary Competition

Student Book ► Page 118

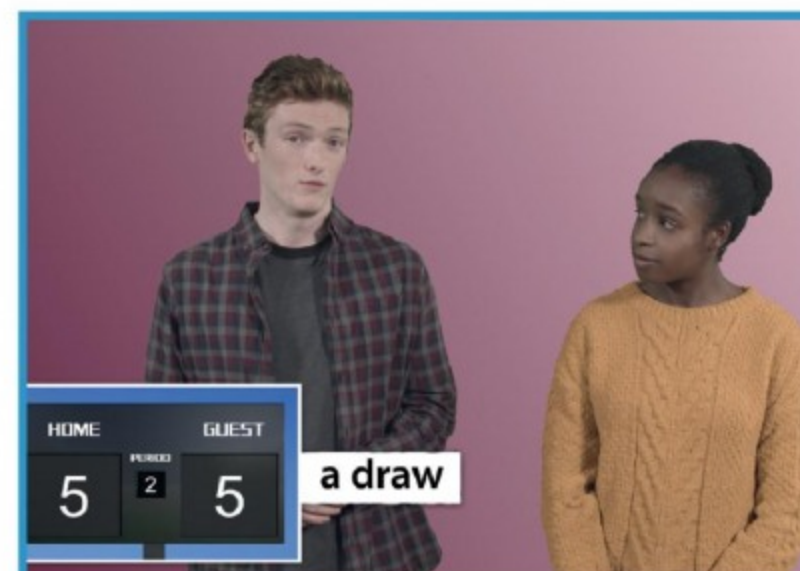
Workbook ► Page 36



- 3 Watch the Factflix video. Do Ryan and Ava agree with the statements in exercise 2?

- 4 Watch the video again and answer the questions.

- 1 How does Ryan define competition?
- 2 How does Ava explain the different intelligence test results for older and younger siblings?
- 3 According to Ryan, why might competitive sports help you in your schoolwork?



- 5 In groups, discuss the statements. Do you agree with them?

- 1 If you compete against others, you become bitter. If you compete against yourself, you become better.
- 2 Competition makes you stronger.
- 3 Competition is the enemy of cooperation.

Key phrases Clarifying and explaining opinions

How do you mean?

Are you saying that ...?

In other words,

Maybe that explains why

The reason for that is

Discover more



SEARCH ONLINE and find out about an interesting international competition for teenagers, e.g., in sports, science, art, or public speaking. Who can compete? How are the winners decided?



- 1** Look at the titles and pictures in texts A and B on page 39 and guess what the texts will be about. Then read and listen to the texts and check your answers.



- 2** Read the texts again and discuss the questions.

- 1 What is the difference between intraspecies and interspecies competition?
- 2 Why, according to Text A, do some species become extinct?
- 3 Which animal behaviors in Text B are examples of intraspecies competition? Which are examples of interspecies competition?
- 4 Which text describes animals and plants with human personality adjectives? Why? Does it make the text more or less scientific?
- 5 Text B is much more informal in tone. Find some examples of informal words or phrases.

Reading strategy



Using prefixes to guess meaning

Prefixes can help you guess the meaning of words. Think about:

- other words that start with this prefix. What do these words have in common?
- other words that have the same root (word minus any prefix or suffix). What is their meaning?

Be careful! Some prefixes have different meanings, depending on the word they are attached to.

Discover vocabulary Prefixes (1): *inter-, intra-, co-, e/ex-, in/im-, eco-*

Student Book ► Page 118

Workbook ► Page 36

- 3** Study the reading strategy. Then find words in the texts with the meanings below.

- | | |
|--|--|
| 1 bring into a country | 5 exist together |
| 2 live together | 6 a community of plant and animal species living in the same environment |
| 3 not include | 7 between different species |
| 4 leave the area where you live to live somewhere else | 8 within a particular species |

- 4** Look again at the words in exercise 3 and match the prefixes (1–6) with their meanings (a–f).

- | | |
|----------------|--------------------------------|
| 1 intra- | a together, with |
| 2 inter- | b inside, within |
| 3 co- | c connected to the environment |
| 4 e/ex- | d between |
| 5 in/im- | e out of |
| 6 eco- | f in, into |

- 5** What other words do you know with these prefixes? Write three sentences using some of the words.



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

- 1 How might the following make these species more competitive?
 - the long necks of giraffes
 - rhino horns
 - plants that flower only at night
- 2 What are the benefits of competition in the natural world?
- 3 How might pets native to other parts of the world become invasive species?
- 4 In what ways are humans in competition with other species? Are humans an invasive species?

Discover more



SEARCH ONLINE and find out about another **invasive species**. Where does it come from, and where can it be found now? Why is it a problem?

WIN or DIE: Biological Competition

The natural world is a battleground, with organisms locked in a constant struggle to survive. Air, water, food, space – all of these are limited resources, and if an organism can't get enough of them, its days are numbered.

What do you think the idiom "Its days are numbered" means?

Intraspecies competition is when members of the same species compete for resources, such as food or nesting sites. If you've ever seen two stags battling it out with their antlers, you've witnessed a dramatic form of intraspecies competition. Only the most successful individuals will have the opportunity to pass on their genes to the next generation. If an individual has a characteristic that puts it at a disadvantage in its environment, it is less likely to reproduce and be able to pass that characteristic on.



Stags battling with their antlers

Interspecies competition is when two species living in the same ecosystem compete for resources. Generally, two species with similar resource needs and behaviors cannot coexist over the long term. The less competitive species will be unable to get the resources it needs. To survive, individuals might emigrate to another area where there is no competition from the other species, or the species might adapt so that it has different needs or behaviors. For instance, some birds and bats have evolved to share the same space and food resources, with birds operating by day and bats by night. If the weaker species fails to emigrate or adapt, it will eventually become extinct.

Invasive species are non-native species that arrive in a new area and damage the environment because other species cannot compete with them. A handful of wild rabbits were imported into Australia from Europe in the nineteenth century. With few predators, they thrived. By the 1920s, there were ten billion of them, eating the vegetation and driving many native mammal species near to extinction.

Study the word "thrived" in context. Can you guess its meaning?

FOUR SNEAKY TRICKS OF THE NATURAL WORLD

Species have so many creative ways to beat the competition. Here are our favorites:



What do you think "fall for" means in this context?

1 When it comes to trickery, the African drongo is king. This bird spends much of its time with meerkats. If it sees a predator nearby, it gives an alarm call and the meerkats run to safety. Sometimes, though, it gives a false alarm, and while the meerkats are hiding, the drongo eats up the food they've left behind. And why, you might ask, do the meerkats fall for this trick every time? Because the clever drongo has learned to copy the alarm calls of lots of different bird species. One drongo bird was observed making thirty different calls!

3 Although most species in this list are animals, plants can't be excluded – they're just as bad! The walnut tree has a cunning way to stop other plants from growing nearby: it releases a poisonous chemical through its roots. Directly under its branches, little can grow, so the tree gets maximum access to the water and other nutrients it needs. Crafty!



2 Do you ever get annoyed that your brothers or sisters have eaten more than their fair share of a meal? Family disagreements over food are common in humans, but blue-footed boobies take those disagreements to another level. There are usually two chicks in a nest, born a few days apart. If there's plenty of food to go around, they cohabit happily, but if not, the elder bites the younger to death or kicks it out of the nest to die. That's not very loving!

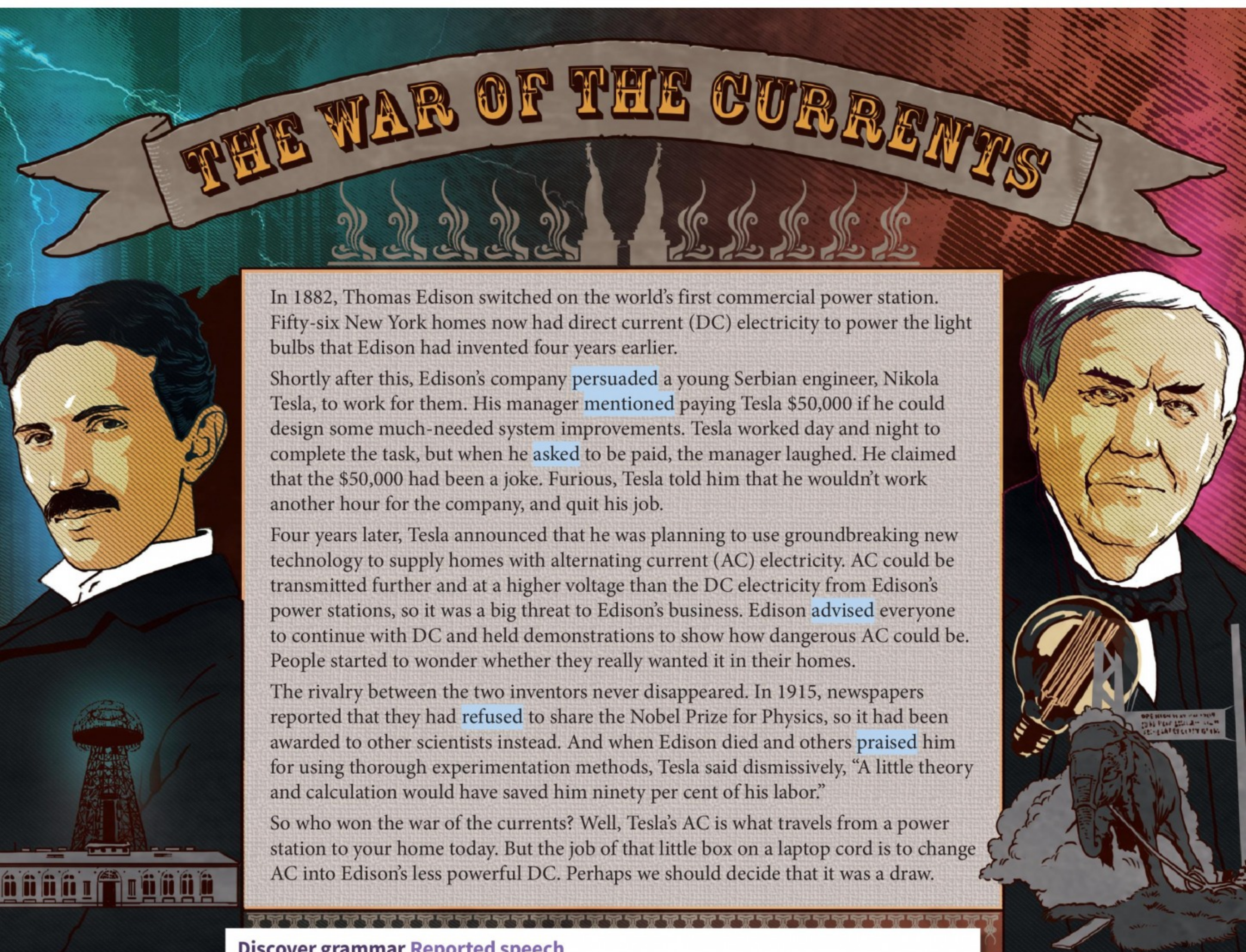


4 Last but not least, there are the antics of ants. One species, fed up with other ant species taking their food, has come up with a sneaky way to slow their rivals down. Early every morning, they push stones into the openings of their competitors' nests. While the second species is digging its way out of its homes, the first species has plenty of time to collect its favorite seeds unchallenged. Cool strategy!



What synonyms for the word "sneaky" have you already seen in this text?

- 1 Read the article about two inventors, Edison and Tesla. Which of their inventions are mentioned? How did they become rivals?



THE WAR OF THE CURRENTS

In 1882, Thomas Edison switched on the world's first commercial power station. Fifty-six New York homes now had direct current (DC) electricity to power the light bulbs that Edison had invented four years earlier.

Shortly after this, Edison's company **persuaded** a young Serbian engineer, Nikola Tesla, to work for them. His manager **mentioned** paying Tesla \$50,000 if he could design some much-needed system improvements. Tesla worked day and night to complete the task, but when he **asked** to be paid, the manager laughed. He claimed that the \$50,000 had been a joke. Furious, Tesla told him that he wouldn't work another hour for the company, and quit his job.

Four years later, Tesla announced that he was planning to use groundbreaking new technology to supply homes with alternating current (AC) electricity. AC could be transmitted further and at a higher voltage than the DC electricity from Edison's power stations, so it was a big threat to Edison's business. Edison **advised** everyone to continue with DC and held demonstrations to show how dangerous AC could be. People started to wonder whether they really wanted it in their homes.

The rivalry between the two inventors never disappeared. In 1915, newspapers reported that they had **refused** to share the Nobel Prize for Physics, so it had been awarded to other scientists instead. And when Edison died and others **praised** him for using thorough experimentation methods, Tesla said dismissively, "A little theory and calculation would have saved him ninety per cent of his labor."

So who won the war of the currents? Well, Tesla's AC is what travels from a power station to your home today. But the job of that little box on a laptop cord is to change AC into Edison's less powerful DC. Perhaps we should decide that it was a draw.

Discover grammar Reported speech

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Sometimes we want to quote the exact words that people say. At other times, we just want to report their general message. For this we use reported speech. We can report statements, questions, commands, and many other types of speech.

- 2 Underline the versions of a–f in the article. Then answer questions 1–4 below.

- The \$50,000 was just a joke!
 - I won't work another hour for this company!
 - I'm planning to use groundbreaking new technology.
 - Do we really want to have it in our homes?
 - A little theory and calculation would have saved him ninety per cent of his labor.
 - It was a draw.
- Which sentence (a–f) is not reported in reported speech? Why not?
 - Which verbs introduce the reported speech? Which one has to have an object?
 - When does the tense change in reported speech? When does it NOT change?
 - What other changes do we often have to make in reported statements? And in reported questions?

3 Study the reporting verbs **highlighted** in the article. When and how are they used? What do you think the speakers' original words were?

4 Report the following imaginary statements, starting with the words given.

- 1 "I've opened a new power station." Edison mentioned
- 2 "You should try using light bulbs, everyone." "OK, Mr. Edison." Edison persuaded
- 3 "You've worked so hard this month, Tesla!" Tesla's co-workers praised
- 4 "No, I won't pay you \$50,000, Tesla." Tesla's manager refused
- 5 "You shouldn't listen to Edison's warnings, everyone." Tesla advised
- 6 "Could you please give me your views on Mr. Edison's achievements, Mr. Tesla?" The newspaper reporter asked



5 Discuss the questions in pairs.

- 1 Has anyone ever persuaded you to do something you didn't want to do? How did they persuade you? What were the consequences?
- 2 Think of some rivals, either famous people or people you know. How do they compete with each other? What have they said about each other? Is their rivalry friendly or bitter?



6 Listen to a conversation in a cell phone store. Why do some people like using vintage cell phones like the one in the picture?

1.10

Discover grammar Indirect questions

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Workbook ► Page 37

Indirect questions are a more formal and polite way to ask questions.



7 Study these indirect questions from the conversation. How could the questions be asked more directly?

- 1 I was wondering if you could help me with this cell phone.
- 2 Do you know if you sell the right charger for it?
- 3 Do you have any idea why they want to do that?
- 4 Could you tell me where I might find a used charger for it?



8 Work in pairs. You are a customer and a sales assistant at a vintage cell phone store. Ask and answer indirect questions about these phones.

Could you please tell me whether the Blackberry has a camera?

	Nokia 3210	Blackberry 7230	iPhone
Release year	1999	2004	2007
Battery life	7 days +	2 days +	1 day +
Camera	no	no	yes
Wi-Fi	no	yes	yes
Number of games	3	1	100s

Discover more



SEARCH ONLINE and find out about two rival scientists, inventors, or technology companies. What did their rivalry push them to achieve?

Life skills
strategy

Performing well under pressure

In situations such as tests, sports competitions, interviews, and concert performances, there's a lot of pressure to do well. Some people seem to be better at coping with pressure than others, but everyone can improve with practice.

- 1 Study the life skills strategy. What situations have you been in where there's a lot of pressure to do well? What situations do you think you will be in in the future?
- 2 Read the tips below. Which do you think are the most useful for different high-pressure situations? Why?

Six ways to

STAY CALM UNDER PRESSURE

In high-pressure situations, you're likely to underperform if you let your nerves get the best of you. Here are our top tips for coping well with pressure and achieving the success you deserve.

1 Practice

The more times you practice something in a low-pressure environment, the more likely you are to do it well when it really matters.

2 Focus on the now

Try not to think about the results of what you're doing. Block out thoughts about the future and just focus on the task itself: the notes you're playing, the view you're expressing, the ball you're throwing.

3 Take control

Some aspects of the situation are under your control, but others aren't. If you think about the things you can't control, your anxiety is likely to increase. Instead, just focus on what you can do to make a success of the situation.

4 Rename your fear

When you're nervous, adrenaline pumps through your body, raising your heartbeat and getting you ready for action. Don't call this feeling "nerves"; call it "excitement" or "energy" and welcome the power it gives you.

5 Remember past successes

Focus your mind on times when you rose to a challenge and performed well. This will help your self-confidence. If you believe you can do it, you probably will.

6 Know there'll be other chances

Many of the world's most successful people have failed before they've succeeded. Remind yourself that this is not the only chance you'll have to succeed in life.



Discover vocabulary Pressure

Student Book ► Page 118

Workbook ► Page 38



3 Listen and match the four speakers with the high-pressure situations in pictures 1–4. Which are talking about their own experiences, and which are giving advice to others?



4 Listen again. Which tips (1–6) from exercise 2 best fit what the speakers are saying?

Speaker A: and Speaker C: and
Speaker B: Speaker D:

5 Choose a topic below or one of your own. You have five minutes to prepare a one-minute talk about it.

a place I love my hobby someone I admire the environment what music means to me

Speaking strategy

Speaking confidently

- Make eye contact with the people you are talking to.
- Speak slowly and clearly, focusing on good pronunciation.
- When you don't know what to say next, use expressions to give yourself time to think – but don't use any one expression too often.



6 Study the speaking strategy. Then work in groups and take turns giving your talk, using the key phrases if you need them and trying to speak confidently. Whose talk was the best?

Key Phrases Giving yourself time to think

Well, How can I put this? Let me see.
... you know What's the word I'm looking for?



7 REFLECT What strategies for performing well under pressure will you try to use in the future? In what circumstances?

Discover more

SEARCH ONLINE and find out how a famous person that you admire deals with pressure.

Writing task



A report on a survey

A video game company has asked you to find out how competition affects teenagers' enjoyment of video games. Conduct a survey. Then write a report on the results, including recommendations for future games.

Understand the task

- 1 Study the writing task. Who will you be writing for? Will you use formal or informal language?

Writing strategy



Reporting data clearly

- Use headings in the report so that the reader can find the information they want easily.
- Only include data that is relevant to the purpose of the report.
- Be concise.

- 2 Study the writing strategy. Then read the survey and the report below. Answer these questions.

- 1 Under which heading can you find the following?
 - a the purpose of the report
 - b an outline of the report's contents
 - c suggestions for the future
 - d information about the people surveyed
 - e data from the three questions in the survey
- 2 What data from the survey might have been left out?

Competition in extracurricular clubs

- 1 Are you involved in a club at least once a week?
Yes ☐ No ☐
- 2 Do activities at your club(s) ever involve competition?
Give examples.
- 3 Does competition increase your enjoyment of a club?
Why? / Why not?

Competition in Clubs for Teenagers

Introduction

The purpose of this report is to **examine** the role that competition plays in teenagers' clubs, and **assess** its advantages and disadvantages. It **analyzes** the results of a survey and makes recommendations for club leaders in the future.

Survey group

Two hundred students aged 14–16 took part in the survey. 80% of them said that they were currently involved in at least one club per week and, of those, about three quarters said that activities at their club sometimes involved competition. The nature of the competitive element varied, but included auditioning for roles in drama productions, playing in weekly sports games, and entering art contests.

Survey results

The majority of students felt that competition helped them to enjoy the

club. Some liked that it gave them a good reason to work together as a team. Others enjoyed the achievement of winning. Others noticed that they improved more rapidly because of increased motivation and effort. However, 20% stated that competition reduced their enjoyment. For some, this was because people were more likely to be unkind to other club members in a competitive situation; others said that failing in competitions had lowered their self-confidence.

Conclusions

The survey clearly **demonstrated** that competition in extracurricular clubs has significant benefits, but it also **highlighted** some drawbacks. In the future, club leaders should consider introducing awards for the most supportive members of the club to encourage positive relationships, and ensure they give all club members encouragement and achievable challenges.

- 3 **LANGUAGE POINT** Match the evidence verbs **highlighted** in the report with definitions 1–5.

- 1 look carefully at something
- 2 clearly show the truth of something
- 3 draw attention to something
- 4 make a judgment about something after thinking carefully about it
- 5 look at something in detail in order to explain it

Think and plan

- 4 Look at the task again. Then ask ten people the questions in this survey and analyze the results.
- 5 Write a plan for your report. Use the headings from the report in exercise 2.

Write a first draft

- 6 Write the first draft of your report using your plan and information from your survey.

Review and edit

- 7 Read through your first draft. Check it and revise it if necessary. Then write your final draft.
 - **Content** Have you included the data that's most relevant to the purpose of the report?
 - **Organization** Does your report have a title, clear headings, and recommendations at the end?
 - **Style** Do you use formal language?

Survey: Competition in Video Games

(Multiple answers allowed)

- 1 Which of these kinds of video games do you enjoy playing?

Racing ☐ Shooter ☐ Sports ☐
 Role-playing ☐ Strategy ☐ Other ☐ None ☐

- 2 What type of competition do you enjoy in video games? Why?

Competing against others, individually ☐
 Competing against others, as a team ☐
 Competing against the game ☐
 No competition ☐

- 3 Which of these do you think is a problem with the video games that you play?

The competitive element makes people unkind ☐
 Too addictive ☐ Too short ☐
 No problems ☐ Other ☐



Reflect

Why do we compete?

- Does competition make us better?
- How does competition affect the natural world?
- How does competition affect technology?

- How do people deal with pressure?
- How does competition influence our free time?

- 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.



I learned that in the natural world the success of one type of animal can indirectly cause problems for other animals.

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

Workbook ► Page 43

Project
task

Making a short movie

Choose a famous story, for example a novel, movie, or play. Work in a group to make your own movie of the story. It must be no more than sixty seconds long and be as entertaining as possible.

UNDERSTAND

1 Read the instructions for the project task. Then read the advice for making a one-minute movie and the start of a movie script for Shakespeare's play *Macbeth*. Answer the questions in groups.

- 1 Can you invent your own story for your movie?
- 2 Do you have to include all the events and characters from the original story?
- 3 Which of these things need to be included in a script?
 instructions to actors ☐ costume descriptions ☐ actors' lines ☐
 scene numbers ☐ characters' names ☐ actors' names ☐ locations ☐
- 4 What should you do if your script is longer than a minute?
- 5 For filming, you'll need a camera, actors, and what else?

- 6 What should you do after you've filmed all the scenes?

HOW TO MAKE A ONE-MINUTE MOVIE

**1 PLAN AND WRITE YOUR SCRIPT**

First, choose a story for your movie. Remember that with only one minute to tell your story, you'll need to keep events and characters to a minimum. Write a first draft of the script, focusing on telling the story clearly and quickly, and keeping your audience entertained.

2 FINALIZE YOUR SCRIPT

Read your script aloud. If it's longer than sixty seconds, cut some things out. And is there anything you could change to make it clearer or more humorous?

3 PREPARE FOR FILMING

There's a lot to organize, so you might want to divide up the jobs among your group: deciding who will act each part, finding appropriate locations for the scenes, arranging for costumes and any props you'll need, planning the lighting and special effects, and so on.

4 PRACTICE

In your group, practice how you will say the lines to make them meaningful and dramatic.

5 SHOOT YOUR MOVIE

Shoot scenes at the same location at the same time – you can reorder them later. Use a movie camera or a smartphone.

6 EDIT YOUR MOVIE

Use computer software to edit your movie. Add titles, and special effects, sound effects, and background music if required.

Macbeth in one minute: script**SCENE 1 (Countryside)**

Witch 1 Greetings, Macbeth. The future king.
Witch 2 Greetings, Banquo. Father of future kings!
Macbeth How strange! I'd better tell my wife.
 [Macbeth writes letter]

SCENE 2 (Outside Macbeth's castle)

Lady Macbeth So, you're going to be king!
Macbeth But how? Scotland already has a king.
Lady Macbeth Well, obviously you'll have to kill him first.
Macbeth Hmm, actually, he's coming to stay at our castle tonight.
Lady Macbeth He isn't going to leave in the morning, though.
 [both do evil laugh]

SCENE 3 (Inside Macbeth's castle)

[Old king is shown into bedroom by Lady Macbeth. She then finds Macbeth on the landing holding a knife and pushes him towards bedroom door to kill the king. Snoring can be heard from door.]

Macbeth I can't do it!

Lady Macbeth Yes, you can.

Macbeth Oh, OK then!



- 2** Listen to a group planning its movie of *Macbeth*. What aspects of the movie do these people agree to organize?

1.12

Carla

Antony

Emily

Jon

- 3** Listen again and complete the chart.



MACBETH	Location	Characters needing costumes	Props needed	Lighting
Scene 1		2 witches Macbeth Banquo		
Scene 2		Lady Macbeth		
Scene 3		King		

COLLABORATE AND PLAN

- 4** In your groups, choose a famous story for your one-minute movie. Make sure it's one that everyone in the group knows well.
- 5** Follow steps 1–3 from the advice in exercise 1. It might be useful to make a chart like the one in exercise 3, with as many columns as you need.

SHARE

- 6** In groups, read the script aloud. Practice saying the lines with the right emotions for each character.
- 7** Work as a group to shoot and edit your movie. Remember to add titles, and any background music, sound effects, or special effects that will help to make it more exciting to watch.

PRESENT

- 8** Show your movie to the rest of the class. For each movie you see, write down two things you like and one thing that could be improved.

Reflect

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

- What were the advantages and disadvantages of choosing the story that you did?
- How could you improve the quality of your final movie?
- What were the biggest problems you faced during the project? How did you overcome them?
- What was the most interesting thing you learned about making movies?



VIDEO Learning about why we have museums

READING Analyzing an opinion piece

LANGUAGE IN USE Speculation about the past, present, and future

LIFE SKILLS How to learn from past mistakes

SPEAKING Showing understanding

WRITING Writing an article

How do we remember **THE PAST?**

Some of the 8000 warriors of the Terracotta Army, which was discovered in 1974 in X'ian, China, next to the tomb of the emperor Qin.

Why do we have museums?

1 Look at the picture and read the caption. Why do you think the emperor was buried with this army? How can archaeological finds like these inform us about the past?

2 Think about a museum you have visited. Why are museums important? Rank the reasons below in order of importance.

Museums ...

- store archaeological finds
- have exhibitions that bring our history and culture to life
- display valuable and beautiful artifacts
- encourage us to notice things
- enable archaeologists to make connections across cultures and time
- have exhibits that encourage tourism

Discover vocabulary Museums

Student Book ► Page 120

Workbook ► Page 46

3 Watch the Factflix video. Which of the reasons from exercise 2 are mentioned by Ava and Ryan?



4 Watch the video again and answer the questions.

- 1 How many people visit the Louvre Museum in Paris?
- 2 Why might tourism be good and bad for museums?
- 3 How many objects are in the British Museum's collection?
- 4 How much of their collection is on display?
- 5 What happens to exhibits that aren't on display in the museum?

5 Work in pairs and discuss the questions.

- 1 Why do we have museums? What do you think museums can teach us?
- 2 What makes a good museum? Think of a museum you like. What makes you want to visit?

Key phrases Talking about museums

I reckon we have museums because ...

From my point of view, ...

It's obvious that ...

I'd go as far as to say that ...

(It's) in the museum because of ...

Museums are great for ... owing to ...

Discover more



SEARCH ONLINE and find out about a local museum or one of the museums in the script, e.g., the British Museum. Choose an exhibit you would like to visit there and explain why.

Who owns museum objects?



1 Think about a museum you know. Discuss the questions.

- 1 What do you know about the museum? Where are the objects displayed there from?
- 2 Do you know who found the objects or gave them to the museum?
- 3 Is the museum “encyclopedic” or “universal”? What do you understand by a “universal” museum?



1.13

2 Read and listen to the opinion piece on page 51. What museums does it mention? Which objects do they have? What does the author think museums should do?

- | | |
|--------------------------|---|
| a keep all their objects | c lend them to different museums |
| b sell their objects | d give them back to their country of origin |

Reading strategy



Analyzing an opinion piece

An “opinion piece” is an article that strongly supports one point of view. To understand an opinion piece:

- identify the author’s opinion
- find the main argument in each paragraph that supports the author’s opinion
- find evidence or examples that support each argument or idea

3 Study the reading strategy. Match the main arguments in a–e with sections 1–5 of the article on page 51. What examples or evidence does the writer give for each idea?

- | |
|--|
| a Some archaeologists acquired important objects dishonestly, by tricking people. |
| b Objects can be compared on the internet – the original objects should be returned. |
| c We should know how objects were acquired by museums, and why they are still there. |
| d Today, many countries have world-class museums, so objects should be returned to these countries. |
| e Many objects have a spiritual or emotional significance in their country of origin. |



4 Read the article again and discuss the questions.

- 1 What information do museum labels include? What do they not include?
- 2 According to the writer, what did Elgin do wrong? What about Borchardt?
- 3 What arguments do encyclopedic museums use to justify their collections?
- 4 What does the writer think about these arguments? Why does she think these museums keep objects?

Discover vocabulary Nouns and verbs

Student Book ► Page 120 Workbook ► Page 46

5 Look at the article again and answer the questions.

- 1 Find the verb forms of these nouns in the article.
dedication excavation
preservation
- 2 Find the noun forms of these verbs in the article. Can you think of other nouns with the same suffixes?
admire permit interpret
inspect justify civilize



6 Write a short description of a museum you know well using some of the words from exercise 5.



7 TALKING POINTS Discuss the questions in pairs.

- 1 Who do you think owns museum objects: the people who created them, the people who found them, the people who gave them to the museums, the museum itself, or private collectors?
- 2 Should museums around the world give back the treasures they acquired from other countries? Why? / Why not?

Discover more



ASK FRIENDS to describe an artifact they have seen in a museum. What is it? Where is it from? Do they like it? Why?

STOLEN TREASURES

1 In Room 18 at the British Museum, London, visitors are lost in admiration of the ancient marble sculptures. Next to the sculptures, a label explains: "Friezes from the Parthenon in Athens. The Parthenon was built as a temple dedicated to the goddess Athena in 447 BC." On the other side of Europe, at the Neues Museum, Berlin, a group of tourists stop to look at the bust of a beautiful Egyptian queen. A label nearby says: "Nefertiti. The royal wife of the Egyptian pharaoh Akhenaten, 1345 BC." The labels in both these museums tell us what these exhibits are, where they are from, and when they were made. What they don't tell us is *how* these pieces ended up in these museums and *why* they are there.

2 The Parthenon marbles were taken from Athens in 1802. The British ambassador, Lord Elgin, was granted permission to make drawings of the sculptures and to take "a few" pieces of stone. However, in the document that Elgin received, "a few" was translated as "any." Elgin took advantage of this misinterpretation and greedily cut away huge parts of the Parthenon friezes. Most were taken back to England, where Elgin sold them to the British government.

30 Over one hundred years later, in 1912, the Bust of Nefertiti was excavated in Amarna, Egypt, by a German archaeologist named Ludwig Borchardt. At the time, archaeologists had to share "finds" with the local Egyptian authorities. However, Ludwig slyly wrapped up the bust and put it in a box before the inspection. When the Egyptian authorities arrived, they were shown a badly-taken picture of the statue. They had no idea of its value.

3 Many of the world's top museums have exhibits that should be returned to their country of origin. In the past, important objects were taken by powerful nations, who argued that they could better preserve and take care of them in their world-class museums. But today these countries of origin have world-class museums of their own. As a result, museums like the New York Metropolitan Museum of Art are giving back their stolen treasures – in 2013, the museum returned two

ancient statues to Cambodia. However, not everyone is doing the right thing. The British Museum and the Neues Museum are holding onto their treasures. What's their justification?

4 One argument is that these museums are "encyclopedic" or "universal." In the British Museum, for example, cultures are set side by side, so the visitor is able to compare the civilization of India with that of ancient Greece. The museum provides a broader context for the artifact and teaches us about universal traditions, skills, and habits. However, most museums have

their collections online, so this comparison could be made virtually. In addition, copies could be made of the objects – the museums do not need to display the originals. Perhaps encyclopedic museums are more about ownership and status than world history?

5 In 2018, Tarita Alarcón Rapu, the governor of Easter Island in the Pacific Ocean, visited Hoa Hakananai'a in the British Museum. Hoa Hakananai'a is an impressive four-ton statue or "Moai" that stands at the entrance of the hall. His name means "Lost or stolen friend" and 150 years ago, he

was taken from Easter Island by British sailors and given to Queen Victoria. Governor Rapu's visit was an emotional occasion, and she appealed to the British Museum to give the statue back to the Easter Islanders. "I believe that my children and their children ... deserve the opportunity to touch, see, and learn from him," she explained, with tears in her eyes. "We are just a body. You, the British people, have our soul." Will the British Museum return the statue? It's hard to know. But whatever side you take, we can't deny the cultural and spiritual importance of these stolen treasures.

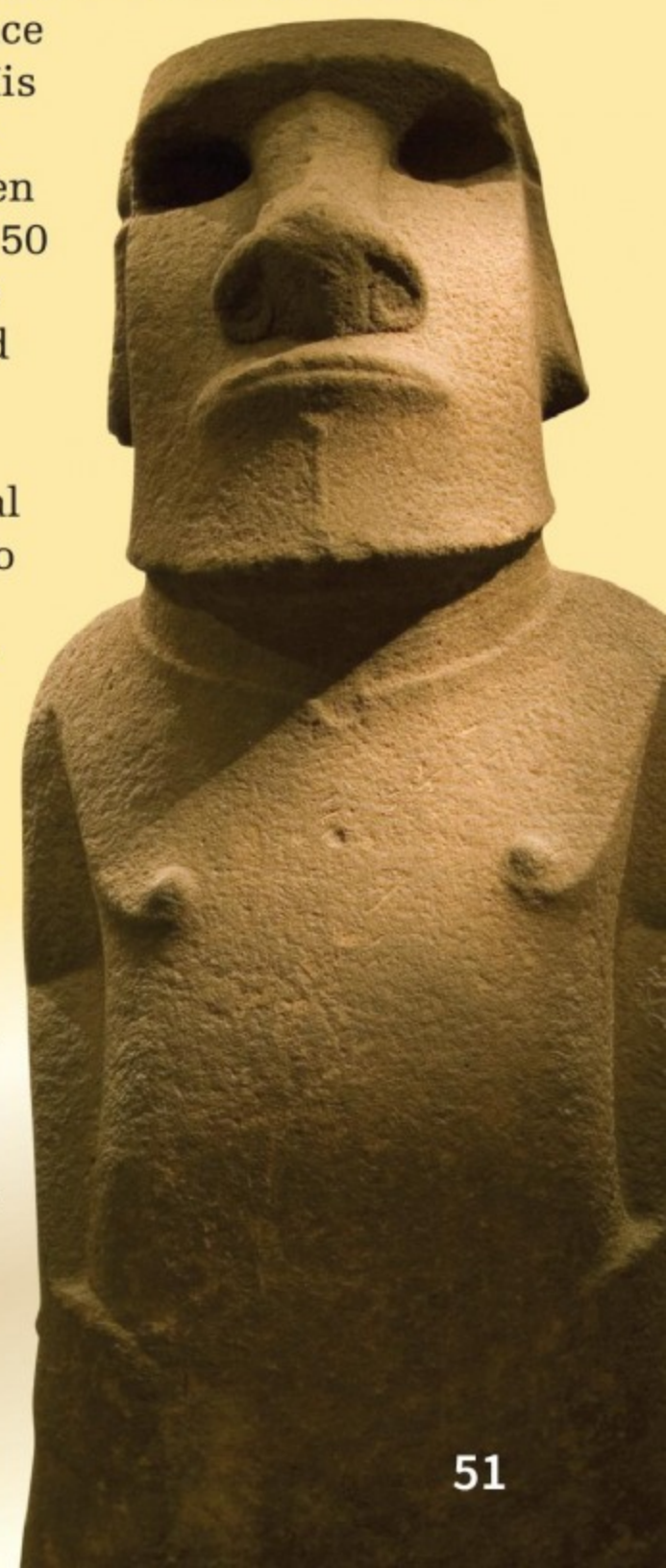
How does the writer use italics?



What do the adverbs "greedily" and "slyly" imply? What opinion does the writer have of Lord Elgin and Ludwig Borchardt?

Why does the writer use this quote? How do they want the reader to feel?

What does the writer think the "right thing" is?



1 Read the article about time capsules and answer the questions.

- 1 What is the Crypt and why do you think people created it?
- 2 What was the problem with the time capsule in New Zealand?
- 3 Why were people disappointed in Smithtown, New York?

TIME CAPSULES: treasure or trash?

It must be exciting to find a time capsule and uncover its secrets. People have been burying them for years, and one of the most famous is called the "Crypt of Civilization." The Crypt is a sealed room beneath Oglethorpe University, Georgia, USA. It was created in 1938 and is scheduled to be opened in AD 8113. That may seem like a long time to wait, but think of it this way: the pyramids in Egypt are over 5000 years old!

Most time capsules contain just a few trinkets or letters, but the Crypt has thousands of items, from records of historical events to everyday objects such as food, furniture, and toys. It can't have been easy choosing things to include.

However, not all time capsules are as interesting as the Crypt. In 1995, a 100-year-old time capsule was opened at an event in New Zealand. Archaeologists might have been hoping to find something historical inside, but all that was left was muddy water and an old button. The people at the event must have been very upset.

In 2015, another famous time capsule was opened in Smithtown, New York, USA. The capsule was buried



The Crypt of Civilization

in 1965, but again, the contents were disappointing – a phone book, a local newspaper, old pennies, and a black hat! "The people who buried it can't have had much imagination," complained one spectator. "They could have put something interesting inside." The most interesting thing that came out of the capsule was the smell – "powerful, musty, and awful!"

In the future, many more time capsules will probably be opened, but what will we find inside? Will the contents be treasure ... or will they be trash?

Discover grammar Speculation about the past, present, and future

Student book ► Page 121

Workbook ► Page 47

We can use the modal verbs *must*, *can*, *might*, *may*, and *will* to express degrees of certainty about the past, the present, and the future.

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

- a *It must be exciting to find a time capsule.*
- b *That may seem like a long time to wait.*
- c *Archaeologists might have been hoping to find something historical inside.*
- d *The people at the event must have been very upset.*
- e *The people who buried it can't have had much imagination.*
- f *In the future, many more time capsules will probably be opened.*

1 Which sentences talk about ... ?

a the present b the future c the past

2 What form of the main verb can we use after the modal verbs?

3 Which sentences express certainty?

4 Which express uncertainty?



3 Look at the objects A–G from a time capsule. Discuss the questions.

- 1 What decade / century do you think the time capsule is from? Why?
- 2 What type of items do you see? Why might people have included these items?
- 3 Do the items provide historical information? Would you say they are everyday items? How do you think the items could have been used?
- 4 Which items may be interesting for people to study today? Why?



The time capsule must have been buried in the 1930s because ...

D could have been used for weighing things.

4 You are going to create your own time capsule. Work in groups.

- 1 Select five or six things to include in your time capsule. What do the things represent? What do they say about your life, everyday life, and/or society in general?
- 2 Be practical. Will the objects survive for a long time? If you're including technology, will people in the future be able to use it and access information?
- 3 Decide when your time capsule is going to be opened and imagine the impact the objects might have. Do you think people will find these items interesting / useful? How might people interpret them?

In the future, people might not be able to access the information on a smartphone.

People may find a magazine interesting, but it might not survive for a long time.

5 Present your time capsules to the class. Explain why you chose certain items, what you think they represent, and how people could interpret them in the future.

6 Compare the time capsules. Did people select similar items? What were the main differences between the items selected? Vote for the most interesting / useful capsule.

Discover
more



SEARCH ONLINE Find information about another famous time capsule, e.g., the Westinghouse Time Capsule.

Life skills
strategy

How to learn from past mistakes

If you make a mistake, don't panic and try not to make excuses. Admit your mistake, learn from it, and start to change your behavior. Don't be afraid to ask for help if you need it.

- 1** Study the life skills strategy. Then look at the teenage problems below. Do you agree that these are typical teenage mistakes? Why might teenagers make these mistakes? What other types of mistakes might teenagers make?

WHAT'S YOUR PROBLEM?

- Home
- Articles
- FAQ
- Message Board

Teenagers:

- worry too much about what their friends think
- are disorganized and messy
- don't consider other people's feelings
- don't take school seriously
- don't ask for help when they need it
- think too much about their appearances



- 2** Listen to a radio show about how to deal with mistakes. Which mistakes do they mention from exercise 1?

1.14

Discover vocabulary Learning from mistakes

Student Book ► Page 120

Workbook ► Page 48

- 3** Complete the advice, then listen again and check. Do you agree with the advice? Why? / Why not?
choose admit blame change talk learn

How to: learn from your mistakes

- It's important to your mistakes.
- Try not to make excuses or others.
- Accept responsibility so you can from the experience.
- You can't mistakes, but you can how to respond to them.
- You should to someone and ask for help.

Speaking strategy



Showing understanding

Friends might feel awkward discussing a problem or a mistake. To encourage friends to express themselves openly, show understanding. Don't judge, but do listen and sympathize. Give advice when you are asked. If you can, talk about mistakes you have made and how you dealt with them.



1.15

4 Study the speaking strategy, then listen to two conversations. In which conversation does a person show understanding? How do they do that?

5 Listen again and answer the questions.

- 1 What type of mistakes did the people make?
- 2 What advice are they given? Do they follow it? Why? / Why not?
- 3 Would you give the same advice in the same way? Give reasons.



6 Role-play the situations. Student A: Explain your mistake and try not to make excuses. Student B: Give advice.

Situation 1

You often arrive late for school. You find it difficult to get up because you go to bed too late. After finishing your homework you often stay up until midnight looking at social media or playing a computer game.



Situation 2

You have let a friend down by not keeping a secret. You were just trying to help, but the person you told has told other people. Your friend can't believe that you betrayed his/her trust.

Situation 3

You always leave your reviewing until the last minute and didn't do well on your last tests. You're worried and you don't want to tell your parents, but they are going to find out eventually.

Key phrases Talking about mistakes

I'm in trouble.
I feel bad about
I didn't mean to
I'm not sure what to do / say
You should(n't) (have)
If I were you,
It's best to admit

7 REFLECT Think about a difficult situation that happened to someone you know. Why did it happen? What would you do differently if this situation happened to you? What kinds of changes would you make?

Discover more



SEARCH ONLINE to find out how you can use humor to diffuse a bad situation.

Writing
task

An article about a commemorative statue or monument

You have been asked to write an article about a statue or monument that celebrates a person or event in history. Include:

- 1 what the statue or monument commemorates
- 2 what happened in the past and how the past is remembered today
- 3 why it is important to remember this person or event

Understand the task

1 Read the writing task and decide what or who you will write about. Why is it important to remember this person or event?

2 Choose what you would expect to find in this article:

arguments for and against ☐

background information about the statue or monument ☐

direct quotes from people ☐

a headline that sums up the story ☐

practical information, e.g., opening / closing times, how to get there ☐

the writer's opinion and supporting reasons ☐

3 Read the article below and check your answers to exercise 2.

Memorial to AN EDUCATOR

By Lindsay Burns

Recently, we had a school trip to Lincoln Park, in Washington, DC. It was an interesting excursion, and we visited an important statue of Abraham Lincoln there. However, another memorable statue in Lincoln Park was of an African American woman and two children. The woman is activist and educator Mary McLeod Bethune, and the statue shows her giving the children a scroll or her "Legacy of learning." The memorial remembers how she bravely fought for every child's right to an education.

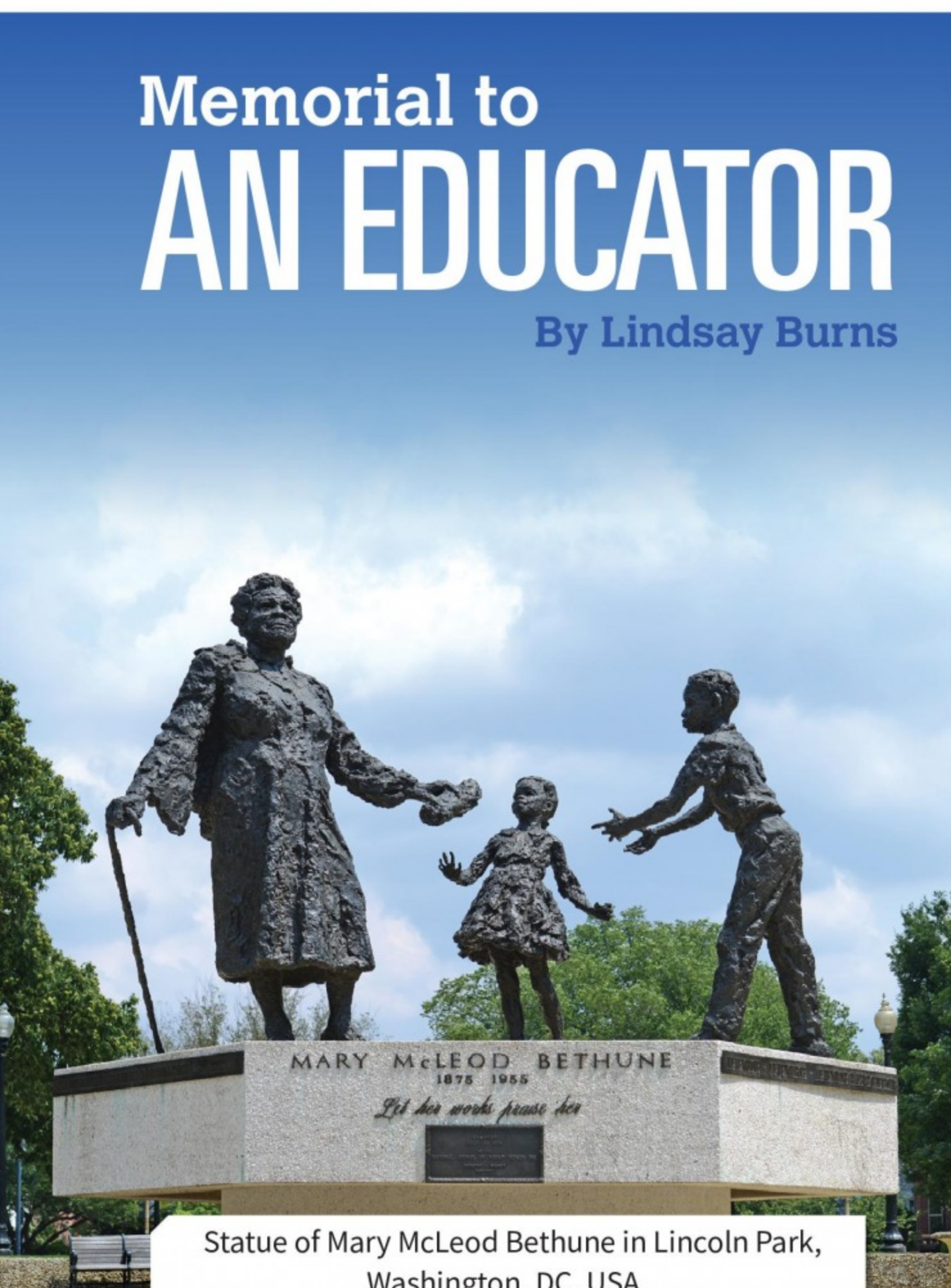
Mary McLeod Bethune was born on July 10, 1875, in South Carolina. Her parents were slaves, and Mary worked with them in the fields from the age of five. However, she was able to attend a small school for African Americans, too. The school had very few resources, but Mary became passionate about education: each day she taught her family what she had learned.

Mary realized the importance of learning at an early age, and became determined to help other African-American children. In 1904, she founded a girls' school in Daytona that eventually became a university. She also raised money for a hospital for African Americans and was the founder of the National Council of Negro Women, a civil rights organization that worked to support black women.

Mary selflessly dedicated her life to giving African-American children the chance of a good education. She generously supported people in their fight for equality and inspired many others to do the same. The words on the Lincoln Park memorial are from Mary herself and say:

"I leave you love. I leave you hope. I leave you a thirst for education."

It is important that we remember Mary McLeod Bethune and how she helped children get a good education.



Statue of Mary McLeod Bethune in Lincoln Park, Washington, DC, USA

Writing strategy



Think and plan

Writing an article

An article usually contains these elements:

- a headline that attracts the reader's attention and an introduction that sets the scene
- a main body that gives more details: Who? What? When? Where?
- direct quotes from people and how they are related to the topic.

4 Study the writing strategy. Then look again at the article on page 56. Find examples of each point.

5 Now plan your own article. Decide on a statue or monument that celebrates local history.

- 1 Describe the statue or monument: Where is it? Who or what does it represent?
- 2 Give background information about the statue. Why is it important?
- 3 Summarize why it is important to remember the person or event.

Write a first draft

6 **LANGUAGE POINT** Emotive language is often used in news reports. It encourages an emotional response from the reader. Find six examples of emotive language in the model.

7 Write the first draft of your article. Follow your plan from exercise 5.

Review and edit

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

- **Content** Did you set the scene in the opening paragraph? Did you include direct quotes?
- **Organization** Did you give your report a catchy headline that sums up the story?
- **Style** Did you use some emotive language?

Reflect

How do we remember the past?



Why do we have museums?



Who owns museum objects?



What can time capsules tell us?



What can the past teach us?



What should we remember?

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 a lot of national treasures are kept in museums far from their country of origin.



VIDEO Learning about the meaning of home

READING Comparing poems

LANGUAGE IN USE Talking about wishes, regrets, and consequences

LIFE SKILLS How to plan, prioritize, and organize

LISTENING Matching speakers with statements

WRITING Noticing and describing

What is special about HOME?

What makes a house a home?

What does “home” mean to you?

- 1** Look at the picture and read the caption. Discuss the questions.
- How is it similar to your home? How is it different?
Think about:
the building the furniture the objects the people the room
 - What do you think makes it a home?

- 2** Choose three words you associate most with home. Explain why.

Qualities of home

belonging convenient cozy
peaceful permanent ritual
security shelter tradition

Discover vocabulary Houses and homes

Student Book ► Page 122

Workbook ► Page 56

- 3** Watch the Factflix video. How do Ryan and Ava describe home?

- 4** Watch the video again and answer the questions.

- What type of living arrangement has doubled in numbers in the USA?
- How many times does the average American move in his/her lifetime?
- How much stuff does each household take with them?
- Why did people stop moving in the past?
- What example is given of an existing nomadic culture?



- 5** Work in pairs. Do you agree or disagree with the quotes? What does “home” mean to you?

“Home isn’t a place you live in permanently. Home can be anywhere.”

“Home is where the heart is.”

Key phrases Talking about home

For me, home is the place where

It’s a ... environment.

It’s more than just shelter, it’s a

My ... is what makes it home.

Home is less about ... and more about

... reminds me of home because

Discover more



SEARCH ONLINE Find out about another modern-day nomadic tribe, e.g., the Bedouin or Kochi. What type of environment do they live in? How often do they move? Why do they move?

What do we miss about home?

- 1** Look at the pictures. How are they similar or different? Which adjectives would you use to describe each place?

calming / disturbing cozy / isolated crowded / deserted dull / bright
familiar / unfamiliar friendly / hostile noisy / silent urban / rural



- 2** Read and listen to the poems on page 61.

1.16

- 1 What are the poems about?
- 2 What type of poems are they?
descriptive (describing something) ☐ lyrical (talking about thoughts and feelings) ☐
narrative (telling a story) ☐
- 3 Which adjectives from exercise 1 can you use to describe the places in the poems? How do the writers feel about the places they describe?

Reading strategy



Comparing poems

When you compare two poems, start with a personal response. How does the poem make you feel? What is the tone of the poem? Which words or ideas do you notice?

Then give a critical analysis. Look at themes, structure, and language.

- Themes: Do the poems deal with similar issues? Are the poets expressing similar attitudes?
- Structure: Does the structure help the meaning? Is there repetition? Is there rhyme?
- Language: How do the poems use descriptive language? Do they appeal to the senses?

Discover vocabulary Describing poetry

Student Book ► Page 122

Workbook ► Page 56

- 3** Study the reading strategy, then compare “Things I Miss” by Nadia Fayidh Mohammed and “Homesick” by Shukria Rezaei. Answer the questions.

- 1 What is the tone of the poem? How do you feel when you read it?
- 2 Who is the speaker in each poem? What is their attitude to their past homes? What do they miss?
- 3 Which of these themes does each poem focus on?
family / relationships power / conflict time / place youth / age
- 4 What type of structure do the poems have and why? Are the lines long or short? Do the poems use rhyme or repetition?
- 5 How does each poet use descriptive language? Which senses does it appeal to?
- 6 Which of the poems do you prefer? Why?



- 4 TALKING POINTS** Discuss the questions.

- 1 Think about your home and the town where you live. How would you describe it?
- 2 If you had to leave your home and your town, what would you miss?
- 3 Do you know anyone who has moved from one country or town to another? What did they miss?

Discover more



SEARCH ONLINE and find another **poem**. Look at the themes dealt with in the poem, the tone of the poet, and the structure and language they use. Say what you like about it.

A

Things I miss

by Nadia Fayidh Mohammed

When I wake up to the cloudy sky
Of London,
I feel overwhelmed:
A fit of yearning.

- 5 It is not that I want to go back,
but simply miss the way it was:
The sunny mornings,
The fresh smell of cardamom
My mother used to make with tea
10 Or the smell of fresh bread,
When my father is back from the bakery ...
Maybe I miss those Fridays,
When all the sisters gather around;
Voices of playing kids
15 Filling the air with delicious noise,
"the house can't take us all,"
I would say,
My mother would stop me ...
She likes it when we're all there.
20 Maybe I miss Dad's big smile:
when his granddaughters
Greet him with a kiss.
I miss watching all the girls
Working in the kitchen,
25 Or sit to the table laughing loud ...
Dad would come in, take a picture,
To remember those moments I miss!

© Nadia Fayidh Mohammed

Can you
explain what
"yearning"
means?



What effect does this
direct quote have?



What effect does the
repetition of "miss" have?



B

Homesick

by Shukria Rezaei

Today, I thought of my mud house:
The rough walls standing tall;
The fresh smell of clay on the floor;
The scraping of dirt from my shoes.

- 5 Today, I remembered my school:
The straight marching lane up and down;
The fresh milk in my back pack
Churning to butter as I marched.
Today, I missed the jagged roads.
10 The horizons of mountains looming
with calming familiarity.
The way the sky flowered
The way I used to live.

Does the poet feel
threatened or reassured
by the "looming"
mountains? Why?





1 Read the accounts A–C, then discuss the questions. Which possession did each person lose? Why did they value it?

practical, used a lot sentimental value worth a lot of money

A "When I went to summer camp, I took some stuff that had sentimental value, including an old photo of my family. It reminded me of home. In the end, I wish I hadn't taken it, because after a few days I lost it. If I'd made a digital copy, I'd still have that photo today. There are some things that you just can't replace."

B "I was on day trip with my friends when it happened. I was getting off a train when someone stole my new phone. I'd put it in my pocket, which was pretty stupid. If only I'd put it somewhere safe, like my bag! My parents were annoyed, and replaced it with a cheaper phone. The battery is always running out. If I'd been more careful on the trip, I'd still have a good phone today."

C "I wish my younger brother would stop making me late. This morning we missed the 8:40 bus, and the next one was 20 minutes later! I was so worried about missing math that I left my schoolbag on the seat, with all my books inside. If we hadn't been late, I would have avoided this mess. If only my brother was older – he could get to school on his own!"

2 Think about a possession you value. Why do you value it? How would you feel if you lost it?

Discover grammar Talking about wishes, regrets, and consequences

Student Book ► Page 123

Workbook ► Page 57

We use *wish* and *if only* to talk about present and past regrets. We can use third conditional or mixed conditionals to talk about consequences of past mistakes.

3 Match examples a–f with situations 1–5.

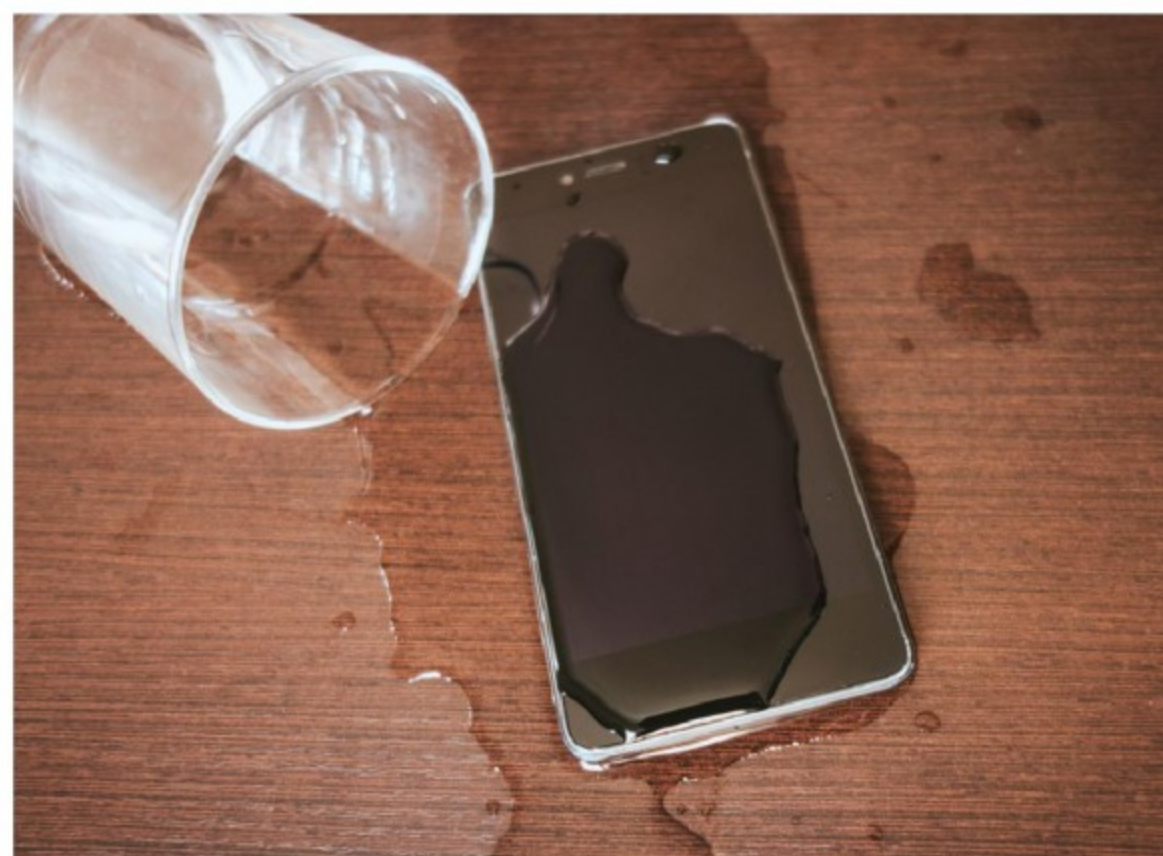
- a *If I'd made a digital copy, I'd still have that photo today.*
- b *I wish I hadn't taken it.*
- c *If only I'd put it somewhere safe.*
- d *If only my brother was older.*
- e *I wish my younger brother would stop making me late.*
- f *If we hadn't been late, I would have avoided this mess.*

- 1 A situation in the present that is unreal and that we wish was different.
- 2 A situation in the past that we regret and that can't be changed.
- 3 A habit in the present that we find annoying and that we can't change.
- 4 A possible past action with a present result.
- 5 A hypothetical result based on a past result that cannot be changed.

4 Find more examples of wishes, regrets, and consequences in the accounts A–C.

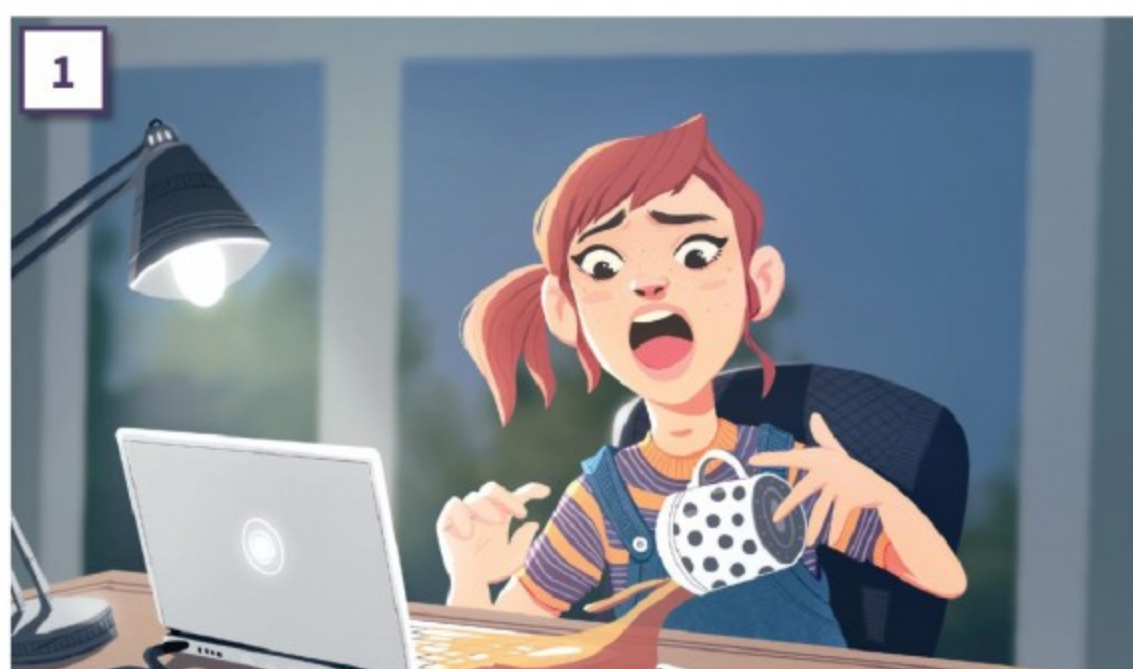
5 Look at these scenarios. Imagine they have happened to you. Say what you regret. How would losing these things affect your life now?

- 1 You spill your drink over your cell phone.
- 2 You lose your games console in a house move.
- 3 You leave your schoolbooks at a cafe.
- 4 An airline loses your suitcase at the beginning of a vacation.
- 5 You accidentally throw out a new T-shirt when sorting your clothes.
- 6 You misplace your headphones. They were a birthday present from your parents.





6 Look at these pictures. Describe to your partner what has happened and how you think it happened.



7 What do you think the people in the pictures in exercise 6 regret? How would you feel in each situation? Write what you think each person might be thinking. Try to use a mixed conditional.

1 *I wish I hadn't put the coffee cup so close to my laptop! If I'd put the cup further away, I wouldn't need a new laptop now.*

2

3

8 Decide on the three things in your home that you value the most. Imagine they have gone missing.

- Decide how they have gone missing, maybe you have moved house or left something on the school bus. Make sentences with *I wish* and *if only*.
- Imagine the present consequences of each situation. Say how the present could be different.



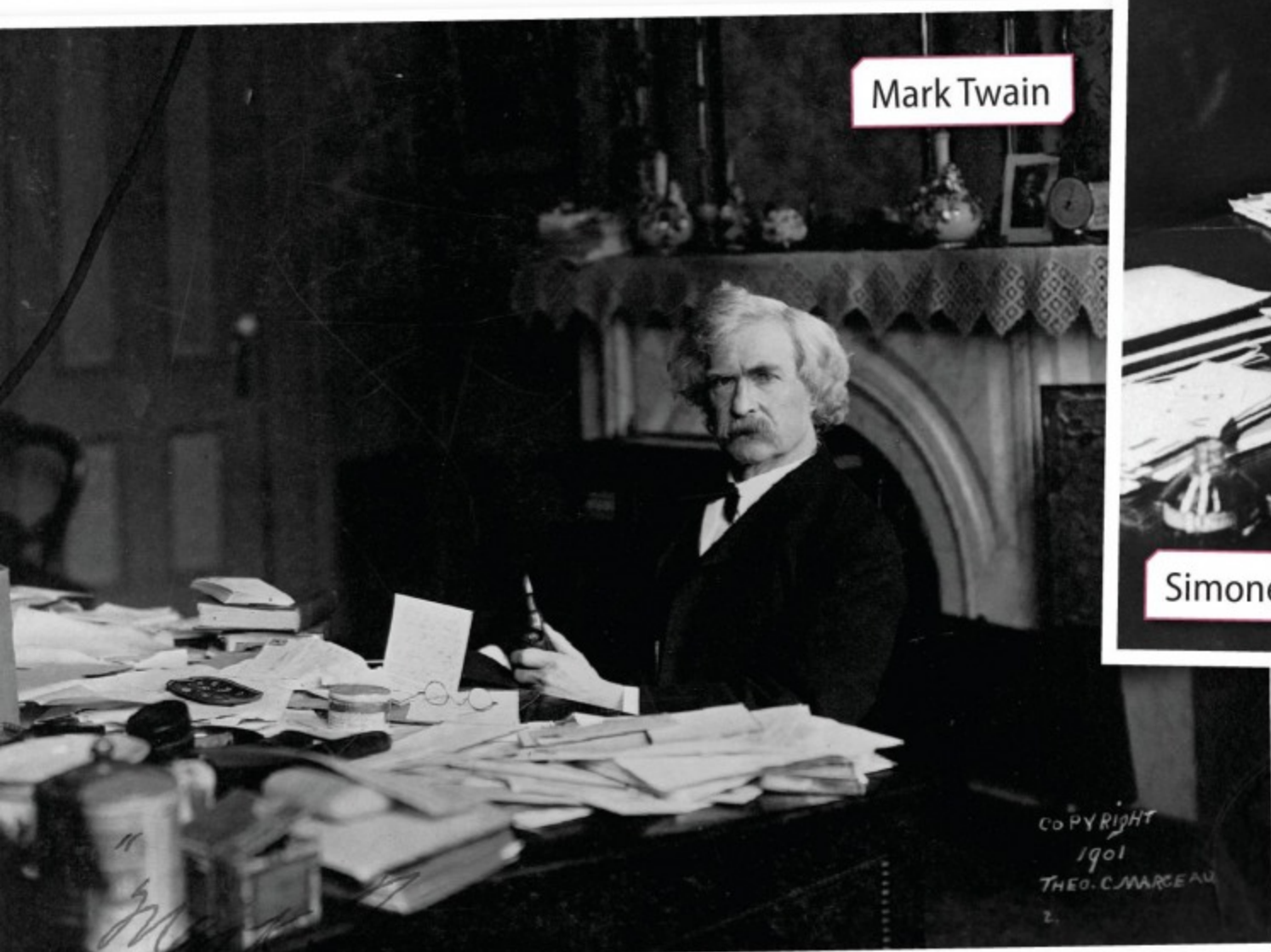
Discover
more



SEARCH ONLINE Find out about the Lost and Found Department for the New York City Subway. What type of things do people leave behind on public transportation? Have you ever lost similar things? Describe what happened and any regrets you had.



- 1** Look at the pictures of two famous writers at their desks. Discuss the questions.



- Does the room in each picture appeal to you? Do you find messy rooms distracting or stimulating? Should people get rid of stuff / put things away?
- Would you say your room is neat / untidy / somewhere in the middle? Do you hoard things you don't use, throw them out, recycle them, or give them to your younger sister / brother?
- Can you think of ways to reduce the amount of stuff you have without harming the environment?

Discover vocabulary Simplifying your life

Student Book ► Page 122

Workbook ► Page 58



- 2** You are going to listen to four different people talk about their rooms. Which speakers think an organized room is a good thing? Which speaker argues that being messy can be positive?

1.17

Listening strategy



Matching speakers with statements

When you are asked to match speakers with statements, first listen to the speakers to get a general idea of what they say and their opinion. Then look at the statements you need to match and underline key content words. The statements won't use exactly the same words as the speakers, so when you listen again, notice any synonyms or different ways of saying the same thing.

- 3** Study the listening strategy. Then listen again and match the speakers (A–D) with the statements (1–8). Which statements do you agree with?

- | | |
|---|---|
| 1 Your room can look messy, but still be organized. | 6 Messy people have more original ideas. |
| 2 It's fine to keep things that remind you of special occasions. | 7 It's acceptable to keep stuff if you have the space. |
| 3 Disorganized rooms are unhealthy and cause stress. | 8 Buying less stuff is good for the environment. |
| 4 A tidy room can help you think clearly and focus. | |
| 5 Advertisements make us buy more stuff. | |



4 Discuss the questions.

- Do you agree that a neat room is good for your health? What health benefits might it bring?
- Do you think that a bit of mess is good for your creativity? How could it make you more creative?
- Is it better to throw out items in an environmentally friendly way or simply not buy them in the first place? What things could you live without in your room?

Life skills strategy



How to plan, prioritize, and organize

A bit of planning, prioritizing, and organizing can make your life easier and save you time. Planning how to use your time, prioritizing leisure activities as well as study time, and organizing your stuff, can help you feel more focused and in control.

5 Study the life skills strategy and create a plan to organize your time.

- Make a chart to show your free time after school and on the weekend. Divide your time into 2-hour slots.

	Sunday	Monday	Tuesday	
2:00-4:00	Play soccer	At school	At school	
4:00-6:00	Math homework	Study for test	Play sports	
6:00-8:00	Meet friends	Dinner at home	Dinner at home	
8:00-10:00	Gaming	Watch TV	Science homework	

- First, complete the chart with activities you enjoy, such as meeting friends or playing sports. It's important to do this first so you have something to look forward to.
- Next, add the times when you will do homework and study.
- Then, add the times when you will organize your stuff.

6 Which of these other areas do you need to organize? Which do you think is a priority?

books and papers computer games clothes desk electronic devices homework vacation souvenirs

7 Now look at these solutions for organizing your stuff. Rank them in order of usefulness. Can you think of any other solutions?

- Sort your stuff and put it into boxes. If you don't use something for a month, give it away.
- Borrow rather than buy books and magazines.
- Have a "one in, one out" policy. If you buy something new, throw away something old.
- Have a place for everything and put things in order so you can find things.
- Pass things on that you have finished with or put them on a recycling website.
- Repurpose something you don't use into something else, e.g., coat hangers into a lampshade!

Key phrases Evaluating

... is more effective than ... because

It's a waste to

It's worth ...-ing, because

It's difficult to

On the one hand, ... But on the other hand,

8 REFLECT Choose another area of your life. How could you organize and improve it?

- studying during vacations
- time you spend with friends
- your digital space

Discover more



SEARCH ONLINE and find a blog by a teenage minimalist. What advice do they give? Is it useful / practical? Why? / Why not?

Writing
task

A description of your favorite room

Your teacher has asked you to write a description of your favorite room at home and say why it is special. You can include objects and any people or family occasions that you associate with the room. How do you feel when you spend time in it?

Understand the task

1 Read the writing task and answer the questions.

- 1 Think about the rooms in your house. What are they used for?
- 2 Which rooms do you often use? Which do you rarely use?
- 3 Think about your favorite room. Rank the qualities below in order of importance to you.
comfort decoration light memories privacy size smells sounds

Think and plan

Writing
strategy

Noticing and describing

When you write a description, don't just describe what you can see. Think about the senses and notice what you can hear and smell, too. This will bring your description to life.

2 Study the writing strategy. Then choose a room you want to describe and follow these steps.

- 1 Imagine you are standing outside the room. Open the door and walk in. What do you see inside? What furniture and objects do you see?
- 2 Are there any objects that are special in the room? Why are they special? How are they used?
- 3 How does the room smell? If it's the kitchen, for example, can you smell food cooking?
- 4 What noises do you hear in the room? Are there people in the room? What are they doing?
- 5 Think of any happy memories you associate with the room. Have you celebrated special occasions there? How does being in the room make you feel?

My favorite room

by Sandra

A The most special room in our house is the kitchen. When I open the door, what's the first thing I notice? The smell of cooking and the noise. You can often hear people talking or laughing, and the sound of pots and pans, because someone is usually preparing food! I always feel comfortable and at home in the kitchen – it's the center of family life.

B In the middle of the kitchen is my favorite piece of furniture – a long wooden table. It looks old and worn, but it's the place where people sit and work or talk. It's used for special occasions like my grandma's birthday, when we all sit around the table. It's also used for everyday activities, like my brother's homework. My dad sometimes makes pancakes there, too – they taste delicious! The table is always messy because everyone leaves their stuff on it. There are house keys, schoolbooks, letters to mail,



as well as notes and reminders about school trips and homework assignments. The things on the table tell you a lot about our family and what we do.

C To sum up, the kitchen is my favorite room because it's full of life. It's the busiest and noisiest place in the house, and I like it that way. It's the room where I feel most comfortable and happy. And that's why I love it.

3 Read the description on page 66. Which questions from exercise 2 does the description answer?

4 Read the description again and match the paragraphs A–C with the summaries 1–3.

Paragraph A:

Paragraph B:

Paragraph C:

- 1 Focuses on a special piece of furniture or an object in the room. Describes it and says what it is used for, and what it reminds her of, e.g., a special occasion.
- 2 Sums up why she chose this room and what makes it special.
- 3 Introduces the room. Says what she notices first – the sounds and smells. Gives a brief description of the room, and says how she feels about it.

5 Read the writing task again. Decide which of your ideas from exercise 2 you will use in your description. Write notes using the summaries in exercise 4 as paragraph headings.

Write a first draft

6 **LANGUAGE POINT** Study the highlighted words and phrases in the description. Which senses do they refer to: sight, hearing, taste, or smell? Which writing structures are used in each phrase?

7 Use your notes from exercise 5 to write a first draft.

Review and edit

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

- **Content** Did you describe a special object?
- **Content** Did you include any memories? Did you describe your feelings?
- **Style** Did you include any noises, sounds, or tastes?

Reflect

What is special about home?

What does “home” mean to you?

What do we miss about home?

Why do we value our possessions?

How should we organize our personal space?

What do you like about your home?

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

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

3 Work together and compare your ideas.

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

5 Discuss the lesson questions in pairs.

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

Workbook ► Page 63



I learned that by the age of 18, most Americans have moved house at least twice.

Project task



Taking part in a balloon debate

You are one of a group of important people from history in a hot-air balloon, on your way to the History Hall of Fame. The balloon is losing height rapidly and will soon crash. Half of your group must be thrown out to save the rest from certain death. Do some research on your life, and prepare a slide presentation about your historical significance. Then join in a debate, using your slide presentation to persuade your audience that you deserve to stay in the balloon and reach the History Hall of Fame.

UNDERSTAND

- 1 Read the instructions for the project task. What do you have to do to succeed in the balloon debate?
- 2 Read the statements 1–5 for assessing the historical significance of different people. Decide which three statements are the best criteria to use to judge this. Then, in pairs, rank the people below in order of their historical significance.

1 Their actions affected people's lives very deeply.

2 They did more good than bad in the world.

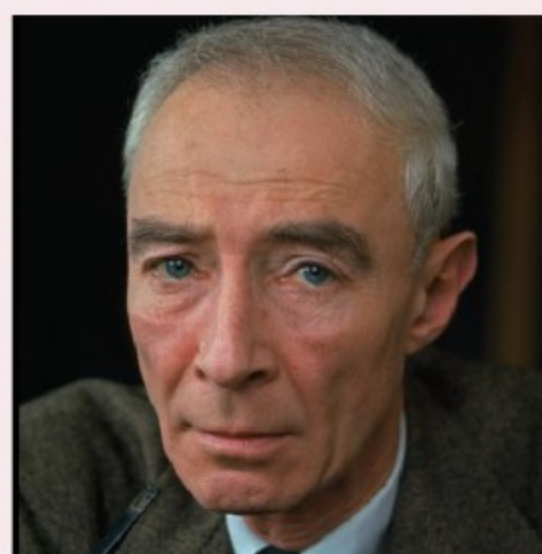
3 Their actions affected people over a long period of time.

4 Their actions affected a large number of people.

5 A lot of people are interested in their lives.



Nelson Mandela,
South Africa's first black
president



J. Robert Oppenheimer,
the scientist in charge
of developing the first
nuclear weapon



Marilyn Monroe,
an American movie star

- 3 Read the slide presentation about Genghis Khan. How effective is it in persuading you of his historical significance? Why?



I am Genghis Khan (1162–1224)

I am historically significant because

1 my empire was huge

- I conquered an enormous empire, from the Caspian Sea in the west to the Sea of Japan in the east.
- I sent armies into Europe, which provided information that helped my grandsons invade as far west as Poland and Hungary.
- After my death, the empire that I founded became the second largest in world history, covering 16% of all the land on the planet.

2 I brought death to millions

- I was responsible for the death of about 40 million people through battle, murder, and famine.
- I had many great cities completely destroyed.
- It has been estimated that 5% of the world's population died because of the empire I founded.



3 world trade thrived because of me

- My conquests brought peace to the regions along the ancient trade route called the Silk Road, and allowed it to thrive.
- Silk Road trade between China, the Middle East, Europe, and North Africa taught contrasting parts of the world about each other's cultures and technologies.
- Eastern Asians could buy weapons, horses, and glass from the West, while Europeans could buy spices, paper, and medicines from the East.



- 4** Listen to part of a balloon debate and complete the chart with the arguments for and against the historical significance of Napoleon Bonaparte and Genghis Khan.

1.18

	Arguments for staying in the balloon	Arguments for not staying in the balloon
Genghis Khan (Mongolia) 		
Napoleon Bonaparte (France) 		

COLLABORATE AND PLAN

- 5** In pairs, find out about your historical person and take some notes.
- 6** In pairs, prepare a slide presentation like the one in exercise 3, with the three best reasons why your person is historically significant, and facts to justify your arguments.

SHARE

- 7** Work in new groups of four. Practice giving your presentations about your historical figure.
- 8** In your group, take turns practicing a debate. Two of you should try to argue that you are more historically significant than the other, and the other two people should judge your arguments.
- 9** Give feedback, and help each other to improve your presentations and arguments.

PRESENT

- 10** Form two new groups. You should be in a different group from your partner in exercise 5. Half of the group gives its presentation and has a balloon debate. The other half votes to decide who should go in the balloon. Then swap roles.

Reflect

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

- What was effective about your presentation and debate arguments? What was less effective?
- Whose presentation and debate arguments were most interesting? Why?
- Is it easy to decide who is more historically significant than another? Why? / Why not?
- What did you learn about debating that could help you do it better in the future?
- Would you like to take part in debates in the future? Why? / Why not?



VIDEO Learning about the meaning of colors

READING Reading critically

LANGUAGE IN USE Passives; have / get something done

LIFE SKILLS Understanding our impact on the environment

LISTENING Signpost language

WRITING Structuring a paragraph

Why do COLORS matter?

Would you want to swim in a lake with water this color? Why? / Why not?

Do colors have a meaning?

1 Look at the picture on page 70 and answer the questions.

- 1 Does the lake's pink color make you want to visit it more or less than if it was blue? Why?
- 2 What other things can you think of that are an unexpected color? How does their color affect the way you feel about them?

Discover vocabulary Color idioms

Student Book ► Page 124

Workbook ► Page 66



2 Work in pairs. Ask and answer the questions.

- 1 Do you often get angry? What's most likely to make you see red?
- 2 Which of your school rules are clear? Which have some gray areas?
- 3 How do you cheer yourself up when you're feeling blue?
- 4 What are the disadvantages of buying things on the black market?
- 5 Have you ever been green with envy? What made you so jealous?
- 6 Do you like going on white-knuckle rides such as rollercoasters?

3 Guess the colors that are associated with these topics.

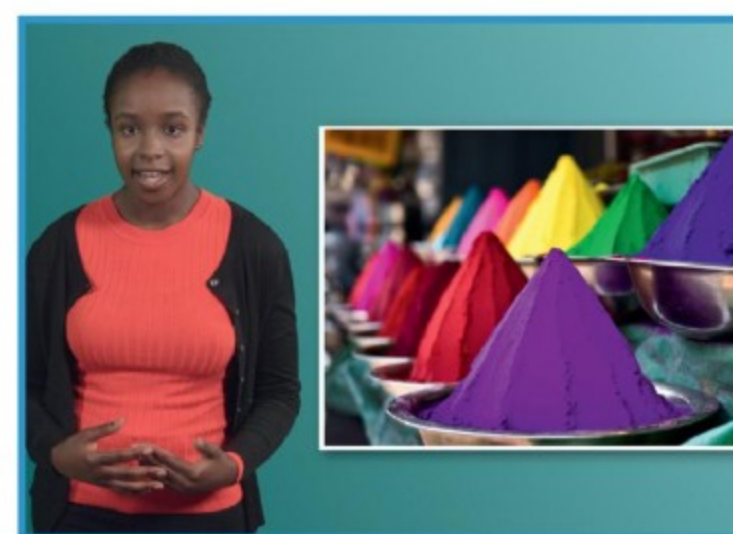
Which colors have these different meanings and associations around the world?

luxury, royalty, eating too much
caring about the environment, lack of experience, spring
good luck, romance, weddings
weddings, innocence, death



4 Watch the Factflix video and check your answers. Which meanings and associations surprise you?

- 5 Watch the video again. What other color meanings and associations did the presenters mention? Which was a personal association? Which were more general?



6 Work in pairs. Use the key phrases to discuss what different colors mean to you. Think about color idioms you use, and your ideas from exercise 3. Do you and your partner have similar associations? Why? / Why not?

Key phrases Talking about the meaning of colors

What else does the color ... represent?

A ... is a symbol of

... has a strong association with

... is the traditional color for

The color ... is connected with

Discover more



SEARCH ONLINE and find out more facts about the **meanings of colors around the world**. Check your facts carefully. Can you find pictures as evidence?

How can colors affect us?

- 1** Read quickly through the articles on page 73. Which of the areas below are discussed?
education evolution fashion food health sleep sports

Reading strategy



Reading critically

Always use your judgment as you read. Think about these questions:

- Is the statement a fact or someone's opinion?
- What qualifies the person to give an opinion?
- What evidence is given? Can you think of any reasons to distrust it?



2.01

- 2** Study the reading strategy. Then read and listen to the articles. What do they say on these subjects? What evidence is given, if any?

- 1 red sports uniforms
- 2 animals with red coloring
- 3 the amount of sleep people get in bedrooms of different colors
- 4 the reason that blue is a restful color
- 5 the human response to blue food
- 6 how color might help us to be healthier



- 3** In pairs, discuss which article is the least convincing, and why.

Discover vocabulary Adjective / Noun families

Student Book ► Page 124

Workbook ► Page 66

- 4** Scan the articles to find the noun forms of adjectives 1–7. What other nouns do you know that are made with the same suffixes?

- 1 strong
- 2 possible
- 3 significant
- 4 prior
- 5 thick
- 6 creative
- 7 sick

- 5** Make nouns from the adjectives below. Which of the new nouns do you think are influenced by color? How?

happy violent intelligent active warm visible patient

I think my happiness is influenced by the color of the clothes I'm wearing.

I feel more cheerful when I'm wearing bright colors.



- 6 TALKING POINTS** Discuss the questions.

- 1 What color is your bedroom? Would you like to change it? Why? / Why not?
- 2 What color food do you often / rarely / never eat? Give details.
- 3 What factors apart from color can affect your performance in sports, in class, or in other areas?

Discover more



SEARCH ONLINE for images of blue foods. Which occur naturally? Which would you eat?

Want to win at sports? WEAR RED

Competitors in red are more likely to win, according to a new study.

University of Durham's Russell Hill and Robert Barton looked at boxing, wrestling, and taekwondo results in the Olympic Games. In these sports, competitors are randomly given either a blue or a red uniform. The researchers found that, when one competitor was much better than the other, the color of the uniform had no effect on the results. However, in matches between competitors with a similar level of strength and skill, over 60% were won by people dressed in red. That could not be explained by chance alone. Statistics from English soccer also showed an unexpectedly high success rate for teams that wore red.

Joanna Setchell, who studies monkeys at the University of Durham, may have an explanation for these surprising results. She has found that male monkeys with red coloring tend to be more powerful in their group than the other males. Similar trends have been observed in birds. If red coloring sends a signal of power in the natural world, there's a possibility that it is doing the same in sports.

So choose red for your sports team's uniform while you can. If future research confirms the significance of Hill and Barton's findings, the color may have to be banned to keep contests fair. And then a lot of fans will be seeing red!

What examples of uncertain language can you find in this article?

What do you think a comforter is?

Blue: the secret to a good night's sleep

What makes the perfect bedroom? If your priority is getting plenty of sleep, the answer isn't indoor string lights, cool posters, or the thickness of your comforter. It's the color blue.

A survey into sleep patterns has revealed that blue bedrooms give people an average of 7 hours and 52 minutes' sleep each night. Green and yellow bedrooms also score well in the survey, providing sleep for about 7 hours and 40 minutes.

The results come as no surprise to interior designer and color expert Jackie Bellini. She explains the restful effect of the color blue by its associations with calming things such as water and cloudless skies, and says that certain shades of yellow and green are known to reduce stress.

Purple scored worst in the survey, with less than six hours' sleep per night. According to Jackie, it's thought that the color stimulates creativity, which makes it an environment where vivid dreams and nightmares are more likely.

The survey, conducted by hotel chain Indigo, involved 200 homes around the country.

How many bedrooms of each color might there have been in the survey?

What color is indigo?

Glossary

randomly – without method or conscious decision

instinct – fixed pattern of behavior that is biological, not learned

disgust – feeling caused by something unpleasant or offensive

Is color the answer to a healthier diet?

An Oxford University psychologist thinks color can help us eat less sugar.

When we think about our response to food, we usually focus on its taste and smell. According to Oxford's Charles Spence, however, our eyes influence our experience of food even more than our tongues and noses.

What is something like if it's rotten?

Take blue food, for example, which is rare in the natural world.

Spence believes evolution gave our ancestors an instinct to avoid it, especially in meat, because it was likely to be rotten. In a 1970s experiment, a researcher gave his guests steaks for dinner. In low lighting, they ate happily. Then the lighting changed to reveal that the steaks were blue. The guests' visual disgust was strong enough to cause sickness, even though they knew the meat tasted good.

Red and pink have much more positive food associations. It is thought that these colors signaled ripe fruit to our ancestors, and they usually mean "sweet" in food products today. Again, the color message can be stronger than the taste itself. In recent tests, many people thought a pink drink tasted sweeter than a green one, even though the green one contained 10% more sugar.

If color can trick us into tasting something that isn't real, argues Spence, it can help us reduce our unhealthy addiction to sugar. Now, that really would be sweet.

Why is "sweet" in quotes?

Which of the things stated in this article are opinions? What language makes this clear?



1 Look at the picture and discuss what it shows. Then read the interview and check.

HOME

NEWS

ARTICLES

FORUM



Holi



Every year, Indian streets explode into color for the traditional celebrations of Holi. I talked to Asian travel expert Asha Singh before booking a trip to enjoy the world's most colorful festival.

What are the origins of Holi?

It's thought that the festival is at least 2,000 years old. In earlier times, it was celebrated only by married women, to pray for the health and happiness of their families. These days, it's a huge celebration that's enjoyed by people of all ages. It's a festival of spring, of new birth, and new hope.

What date is the festival?

It varies, depending on the date of the full moon, but it's usually in March. This year it starts on March 28, a Sunday, and Monday will be one long party.

Sounds fun! What will the celebrations involve exactly?

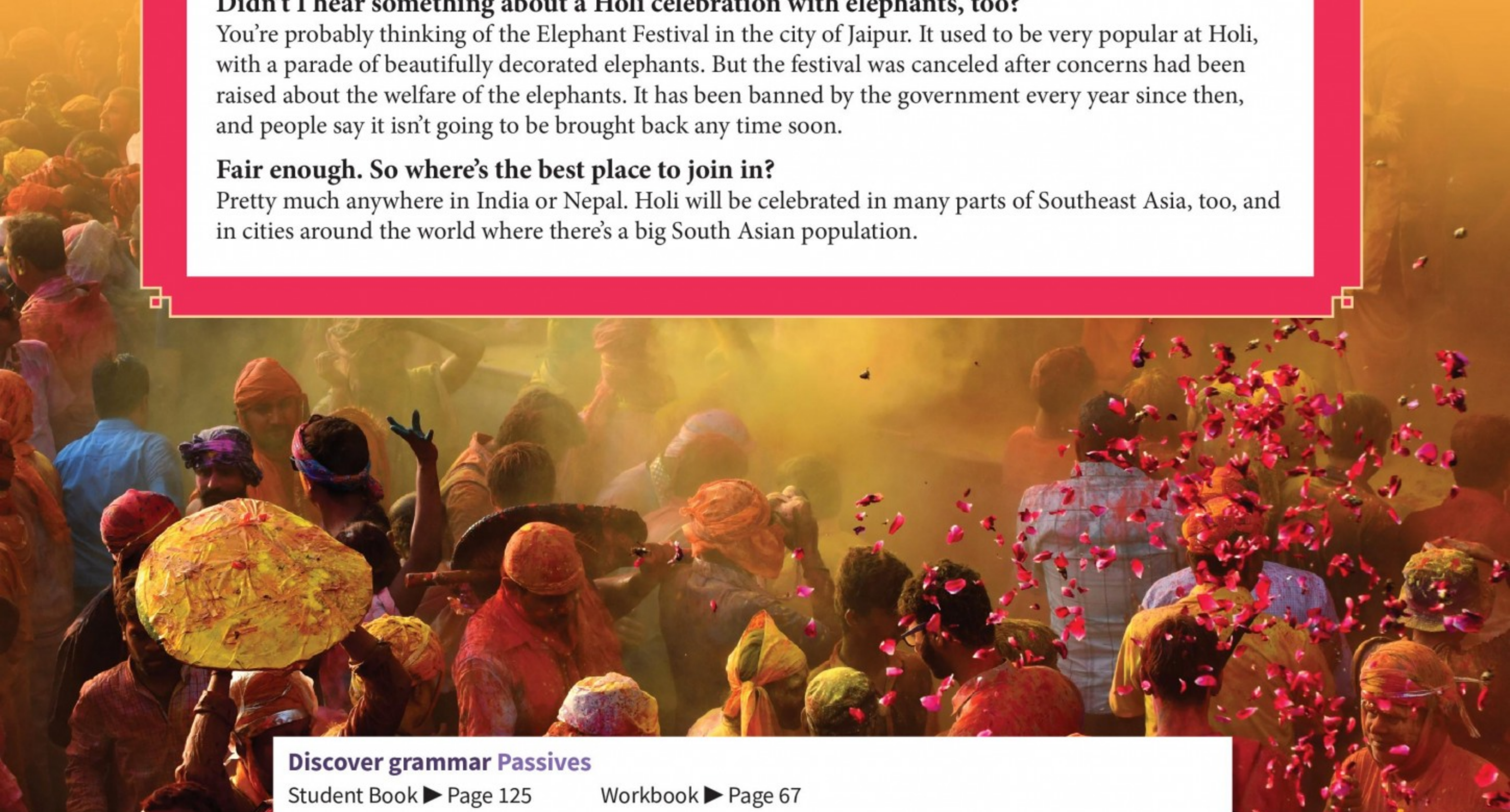
On Sunday night, there'll be songs and dances around a big fire. Then, on Monday, everyone will chase each other through the streets and attack each other with paint powder and water, or sometimes with balloons full of colored liquid. By the end of the day, everyone will have been covered from head to toe in a rainbow of colors.

Didn't I hear something about a Holi celebration with elephants, too?

You're probably thinking of the Elephant Festival in the city of Jaipur. It used to be very popular at Holi, with a parade of beautifully decorated elephants. But the festival was canceled after concerns had been raised about the welfare of the elephants. It has been banned by the government every year since then, and people say it isn't going to be brought back any time soon.

Fair enough. So where's the best place to join in?

Pretty much anywhere in India or Nepal. Holi will be celebrated in many parts of Southeast Asia, too, and in cities around the world where there's a big South Asian population.



Discover grammar Passives

Student Book ► Page 125

Workbook ► Page 67

We use the passive when we want to focus on the action or on the person / thing that experiences the action, rather than on the person / thing that performs the action.

2 Find nine examples of the passive in the text. In which examples:

- 1 is the identity of the people that perform the action not stated, because it is not of interest?
- 2 is the identity of the people that perform the action stated?
- 3 is the passive used to describe a belief or opinion?

3 Change these active sentences into the passive.

- 1 People are throwing blue paint across the street. (Blue paint ...)
Blue paint is being thrown across the street.
- 2 They've performed some wonderful music. (Some wonderful music ...)
- 3 People say that Holi is the best time of year to visit India. (It ...)
- 4 People will already have booked most of the hotel rooms. (Most of ...)
- 5 The town's young people are going to celebrate Holi all night. (Holi ...)
- 6 No one had warned me that it was difficult to remove the colors from my clothes. (I ...)

4 Think of a traditional festival in your country. Answer the questions.

- 1 How long has it been celebrated?
- 2 Who is it celebrated by? Why?
- 3 Where, when, and how will it next be celebrated?

Discover grammar *have / get something done*

Student Book ► Page 125 Workbook ► Page 67

We use *have / get something done* when we arrange for someone else to do something for us.



5 Some teenagers are preparing for a St. Patrick's Day party. Listen to their conversation. Which of these things is Jonah going to do?



6 Study these sentences. Which is about someone doing something themselves? Which are about people arranging for someone else to do something?

- 1 We had a cake made professionally last year.
- 2 Brandon made a fantastic green cake.
- 3 I need to have the other decorations put up.
- 4 Get your face painted before the party starts.



7 Ask and answer in pairs.

- 1 Have you ever needed a costume for a special event? Did you buy it, make it yourself, or get it made for you?
- 2 Have you ever had your face painted? With what design?
- 3 When did you last get your hair cut? Who cut it for you?



8 Work in small groups. Choose a festival or special event. You are in charge of the celebrations at your school, and you want them to be colorful. Discuss what you should get done and what you should do yourselves.

Why don't we have purple costumes made?

Discover more



SEARCH ONLINE and find out about a colorful festival in another country. What are its origins? How is it celebrated? Why?

How does our love of color impact the environment?

Life skills strategy



Understanding our impact on the environment

As consumers, we can cause problems for the planet. We need to think about the possible impact of the products that we use.

- 1 Study the life skill strategy. Then read the web page below. What advice does it give to consumers?

THE COST OF COLOR

[HOME](#) | [ARTICLES](#) | [FORUM](#)

BEAUTY PRODUCTS

Everyone wants to look their best, but did you know that many types of makeup, nail polish, hair dye, and other beauty products contain harmful chemicals? They don't break down over time, so when they are washed down the sink, they build up in our lakes, rivers, and oceans, and kill off the species that live there.

GREEN TIP: To see how much harm your favorite products cause, look them up on the Environmental Working Group's Skin Deep website. Cut down on your use of the most harmful ones, or try to find more eco-friendly alternatives.

PENS AND INK

We all love our homework to look colorful. But how many colored pens do you go through in a year? They're often lost after a few months, or disposed of because they stop working or they run out of ink. Then, because they're made of plastic, they stick around as trash for decades, if not centuries. And printer ink is usually no better. Empty cartridges have to be replaced every month or two, and then gotten rid of.

GREEN TIP: Buy pens and printer cartridges that can be refilled with ink so they last for years. You could also choose pens made from recycled or recyclable materials.



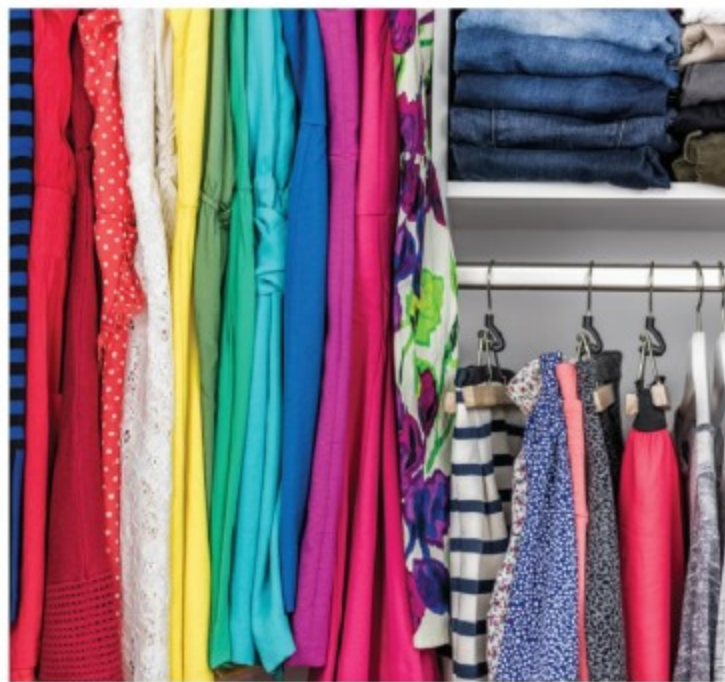
- 2 With your partner, talk about the color products that you and your family buy. What could you do to be more eco-friendly consumers?

Discover vocabulary Multi-word verbs: the environment

Student Book ► Page 124

Workbook ► Page 68

3 Look at the pictures below from a student’s presentation. What do you think happened to the dog? What do you think the presentation is about?



Listening strategy

Signpost language

In a presentation or lecture, the speaker often uses signpost language to guide the listener. For example:

- to introduce the subject: *I’m going to talk about ... , Today’s presentation is about ...*
- to introduce new points: *First of all ... , Next ... , Another ... , Now let’s look at ...*
- to conclude: *As we have seen ... , To sum up ... , In conclusion ... , I’d like to leave you with*

Try to identify this language when you listen. It will help you to predict what’s coming next, and to recognize when there’s going to be a change of subject.



2.03

4 Study the listening strategy. Copy the chart below. Then listen to the presentation and write the signpost language that you hear in the middle column of the chart.

	Signpost language	What the speaker says
Subject of presentation		
Points made		
Conclusion		

5 Listen to the presentation again and complete the right-hand column of the chart with notes on the presentation.



6 Work in pairs. Discuss the questions.

- Why is our love of colorful clothing a problem?
- Have you ever bought clothes that you’ve hardly ever worn? Why?
- Have you ever owned two or more items of clothing that are identical apart from the color? Why?



7 Study the key phrases. Then discuss ideas for reducing your impact on the environment as a consumer. Decide on three things you are going to do differently when you are shopping in the future.

Key phrases Discussing ideas

I think it would be a great idea to

It would(n’t) be hard to

I (don’t) think I’d be prepared to

Maybe I/we could look into ... -ing.

The problem is, it’s difficult to

Unfortunately, ... isn’t an option for me.

8 REFLECT For you, what are the biggest challenges to being an eco-friendly consumer? Does your taste in color influence this?

Discover more



SEARCH ONLINE and find out about **an eco-friendly product** that you would be interested in buying. Why is it better for the environment than alternative products?

Writing task



A factual essay about colors in nature

Your teacher has asked you to write an essay on this subject: "How do animals use color?"

Understand the task

- 1 Study the writing task and decide which types of information can be included in a factual essay. Check (✓) a–d.
 a facts ☐ b research ☐ c opinions ☐ d examples ☐
- 2 With a partner, discuss the ways that animals use color.
- 3 Read the essay plan below. Are your ideas from exercise 2 included? Are any other ideas given?

How do animals use color?

Para 1: Introduction

Para 2: Camouflage. Predators get close to prey.

Prey hide from predators.

Match plants nearby

Contrasting patterns to disguise outline

Para 3: Warning. Stand out from surroundings

Predators avoid

Dangerous

Taste bad

Para 4: Bright natural coloring to attract mate

Para 5: Conclusion

Writing strategy



Structuring a paragraph

A paragraph in the main part of an essay should:

- start with a topic sentence that tells the reader what the paragraph will be about
- have one or more supporting sentences that explain the subject of the paragraph, and give examples to help the reader understand it
- end with a concluding sentence that summarizes the main message of the paragraph

- 4 Study the writing strategy. Then read this extract from the essay written from the plan in exercise 3 and answer the questions.

1 Which paragraph is it?

2 What is the topic sentence?

3 What examples are given in the supporting sentences?

4 What is the concluding sentence?

Many animals use color as camouflage, to make themselves less visible. This is an advantage for predators such as big cats, who want to get close to their prey without being noticed. It is also an advantage for prey animals, for example mice, who do not want to be seen by their predators. Some animals are the same color as the plants around them. Examples include lions, which are the color of the dry grass of their environment, and stick insects, which exactly match the green of the plants that they live on. Other animals have a strongly contrasting pattern that disguises their outline against many different backgrounds. A tiger's stripes and a leopard's spots are typical of this kind of camouflage. In its different forms, camouflage is a highly effective survival strategy.

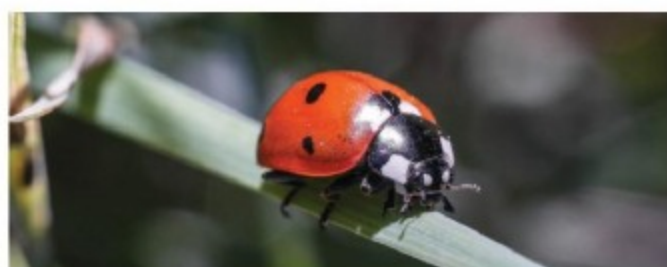
5 LANGUAGE POINT Study the way the examples are introduced in the paragraph in exercise 4. Then complete these sentences with the words below. Sometimes there is more than one correct answer.

include for example for instance like such as

- 1 Bright colors, red and yellow, are often a warning sign to other animals.
- 2 Examples of animals with warning coloring snakes and skunks.
- 3 Even young children can recognize the warning stripes of stinging insects bees.

Think and plan

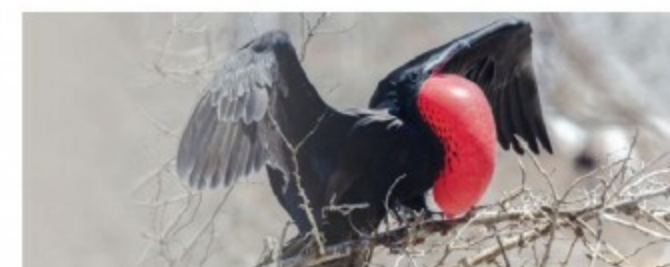
6 Look at the pictures. Where could these examples be used in the exercise 3 essay plan?



ladybug (tastes terrible)



bee (stings)



male frigate bird (puffs up chest)

7 Find out any extra information you will need in order to write your essay.

Write a first draft

8 Write the first draft of your essay using the notes in exercise 3. You can reuse paragraph 2.

Review and edit

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

- **Content** Did you include a topic sentence and examples in each main paragraph?
- **Organization** Did you follow the essay plan provided?
- **Style** Did you use formal language and linking words, and introduce examples in varied ways?

Reflect

Why do colors matter?



Do colors have a meaning?



How can colors affect us?



How is color used to celebrate?



How does our love of color impact the environment?



Why is color important in the natural world?

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 in some cultures the color orange symbolizes courage, happiness, and good health.



VIDEO Learning why water is valuable

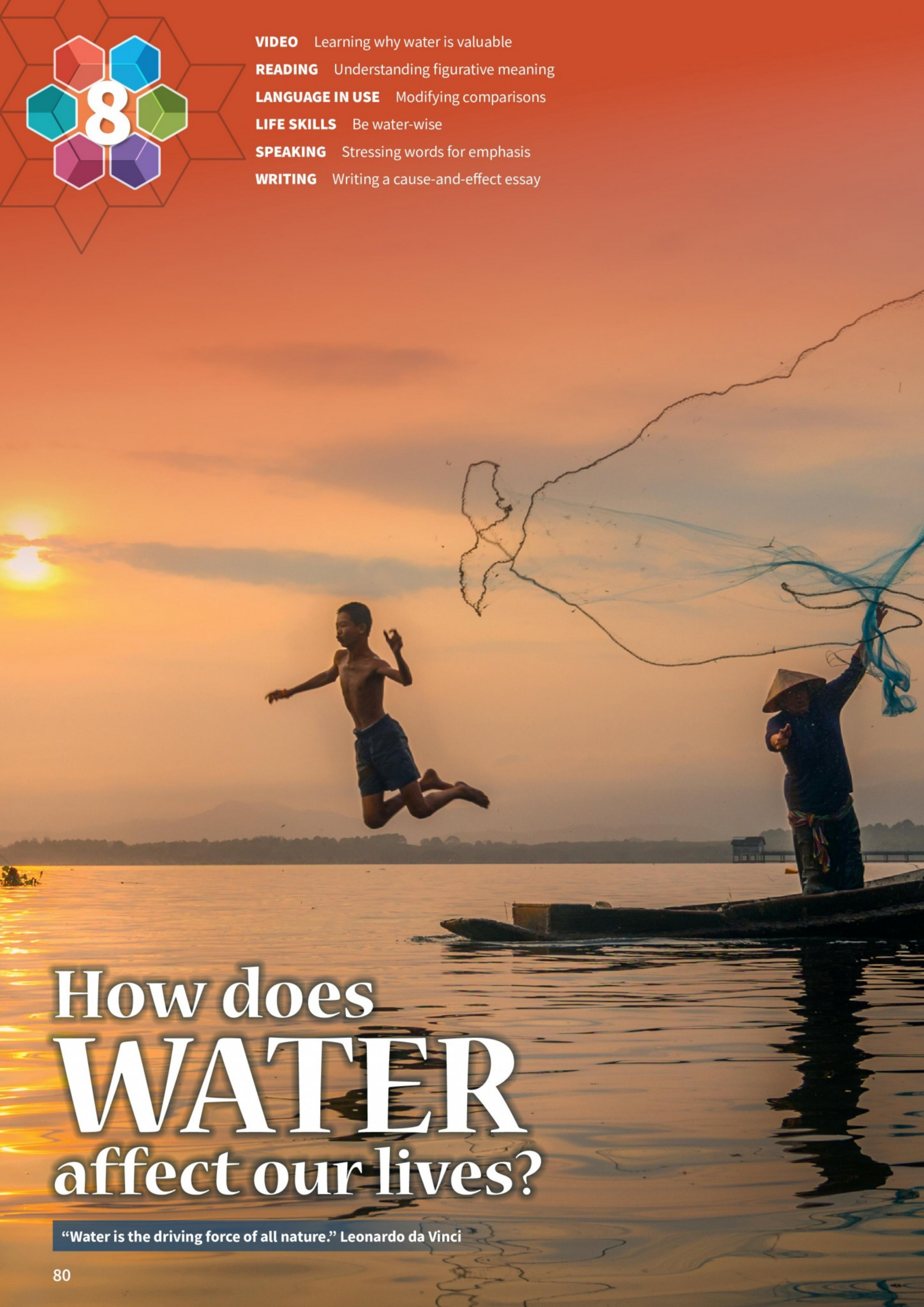
READING Understanding figurative meaning

LANGUAGE IN USE Modifying comparisons

LIFE SKILLS Be water-wise

SPEAKING Stressing words for emphasis

WRITING Writing a cause-and-effect essay



How does **WATER** affect our lives?

“Water is the driving force of all nature.” Leonardo da Vinci

Why is water valuable?

- 1 Look at the picture and read the quote. What does the quote mean? Where does your water come from?



- 2 Discuss in pairs. Are sentences 1–6 true (T) or false (F)?

- 1 70% of Earth's surface is covered with water.
- 2 A person can live about a month without food, but only a week without water.
- 3 Only 10% of the planet's water is fresh, not salty.
- 4 Almost 70% of the world's fresh water is frozen in glaciers.
- 5 Coastal areas have more extremes of temperature than inland areas.
- 6 17% of the world's electricity is hydroelectricity, produced with the help of dams and reservoirs.

Discover vocabulary Water

Student Book ► Page 126

Workbook ► Page 76



- 3 Watch the Factflix video and check your answers.

- 4 Watch the video again. What benefits of water does it mention?



Key phrases Describing cause and effect

As a result, ...

Thanks to ..., I / we / they can ...

That's why ...

If I / we / they didn't have ..., I'd / we'd / they'd ...

That's one of the reasons for ...-ing

The consequence of that is ...



- 5 Work in pairs. Discuss the questions.

- 1 Do you live near a river, lake, or ocean? How does that affect your area and your own life?
- 2 How much water do you usually drink every day? How do you feel if you don't drink enough?
- 3 Do you know of any dams in your country? How do they benefit the area?
- 4 How much rain does your area get at different times of year? How does that affect farmers and crops?

Discover more



SEARCH ONLINE and find out more about dams. Why do some people disagree with building them?



1 Look at the pictures on page 83. What do they show? Read and listen to the article and check.

2.04

2 Read the article on page 83 again and answer these questions.

- 1 What are the main problems regarding water in Delhi?
- 2 What similarities and differences are there between Kibera in Nairobi and Sangam Vihar in Delhi?
- 3 According to the text, what problems are there when water sources in rural areas are far from people's homes?
- 4 How can cloud-catching nets help?
- 5 How does the Hippo Water Roller work, and what are its benefits?

Reading
strategy

Understanding figurative meaning

Sometimes a word or phrase has a figurative meaning that's different from the literal meaning. For example, *He caught my eye* doesn't mean literally *He got my eye in his hands*, but has the figurative meaning *He attracted my attention*. To guess the figurative meaning, ask yourself:

Is the phrase doing the job of a noun, a verb, an adverb, an adjective ... ?

Does the literal meaning give you any clues to the figurative meaning?

What clues to the meaning are there before and after the phrase?



3 Study the reading strategy. Then find phrases 1–6 in the article. In pairs, discuss their meaning, using the questions to help you.

- | | |
|-----------------------------|---|
| 1 sea of people | Is a sea big or small? Do you think there are a lot of people or a few? |
| 2 elbow their way | What part of the body is an elbow? Is it used in this phrase as a noun, a verb, an adjective ...? |
| 3 scratching the surface of | How deep is the surface of something? Are the deliveries solving the problem? |
| 4 under cover of darkness | If something has a cover on it, can you see inside it? |
| 5 turn a blind eye | Can a blind person see? |
| 6 it burns calories | Can something be used after it's been burned? |

Discover vocabulary Prefixes (2): over- and under-

Student Book ► Page 126

Workbook ► Page 76



4 Find words 1–7 in the article and discuss their meaning in pairs. Are the words verbs or adjectives? Which prefix (*over-* / *under-*) can mean: a) above, b) below, c) too little, or d) too much?

- | | |
|-----------------|---------------|
| 1 overwhelming | 5 overhead |
| 2 underground | 6 overcrowded |
| 3 overexploited | 7 underfed |
| 4 overcharged | |

5 Add the prefixes *under-* or *over-* to these or other words and use the new words in a sentence.

achiever cooked eighteens paid water weight worked

I thought the chicken was undercooked because it was pink inside.



6 **TALKING POINTS** Discuss the questions.

- 1 What do you have to do to get clean, fresh water?
- 2 What happens to the water before it reaches you?
- 3 Imagine you have to collect water for your family from a distant well every day. How would you transport it without buying anything new?

Discover
more

SEARCH ONLINE and find out about an organization that is working to improve access to clean water. What has it achieved? What are its plans for the future? How can people help?

The cost of WATER

In a poor Delhi neighborhood called Sangam Vihar, a sea of people are waiting patiently. They have large plastic containers at their sides and determination on their faces.

5 Suddenly someone shouts, "It's here!"

What does "It" refer to? Do we know when we first read the sentence?

There's a frenzy of activity as a water tanker backs slowly down the narrow street. Some jump on top of the vehicle with hoses, while the rest try to elbow their way to the front of the crowd. The lucky ones fill their containers with clean water. Behind them, fights break out between people desperate to be next. A few children, crouching with little buckets, collect the drips running down the vehicle's sides.

What do you think "crouching" means?

10 About one in five of the residents in India's capital city have no access to running water. And the city government's tanker deliveries of free, clean water are only scratching the surface of the growing population's overwhelming demand. After fifteen minutes, the tanker in Sangam Vihar has run out of water. Many people's containers are still empty, and the next delivery may not be for another ten days.

Why do you think there isn't running water in every home?

Families don't want to drink from streams because they know the water might carry disease – 2,000 children around the world die of water-related diseases every day. But their only other option is to turn to illegal gangs. Under cover of darkness, these gangs pump water from unauthorized wells and sell it at sky-high prices. "200 liters costs \$10," complains one resident, "and that only lasts my family a few days. I only earn \$80 a month." Police and politicians are accused by desperate residents of turning a blind eye to the problem. And meanwhile, the underground water beneath Delhi is being overexploited. Large amounts of water are being pumped out of the ground, but only small amounts can drain back in when it rains, because the way is blocked by the city's concrete surfaces. Most of the water evaporates instead. Rising temperatures are adding to the problems, as they increase both evaporation and the need to drink. Delhi is close to a major water crisis. Dramatic changes are needed, fast.

How do you think "unauthorized" wells are different from normal ones?

25 Across the Indian Ocean, dramatic changes have already arrived in a slum in Nairobi, Kenya.

Until recently, criminal gangs disrupted the water supply to the Kibera neighborhood by damaging the underground and ground-level pipes. Women and children would spend an hour or more each day lining up to buy their water from the gangs, who overcharged them massively. Up to 20% of household income in Kibera was spent on water, and families there were sometimes paying 50 times more for it than families in richer parts of the city. Now, however, there are overhead water pipes above the iron roofs of the slum's overcrowded homes. According to the organization responsible, the pipes are safe from criminals because they're visible but inaccessible. They supply 21 affordable water points in the area, and 11,000 residents are already benefitting.

What do you think a "slum" is? Is it the same or different from "richer parts of the city"?



Hippo Water Rollers



Why do you think the lack of a convenient water source stops children from going to school?

Cloud-catching nets

Other organizations are working hard to solve water problems in rural areas. For one person in nine around the world, sources of water are far from home, and the task of collecting it can take hours each day. This keeps women from earning money and children from attending school; it burns calories that are precious if you're underfed and hungry; and the weight of the water can cause back problems. While installing more convenient pumps and taps is a long-term goal, there are other options. In some desert areas, clever "cloud-catching" nets can extract water from fog and mist. Another life-transforming invention is the Hippo Water Roller. Rather than carrying 20 liters of water on their heads, people in rural Africa can now roll 90 liters home in a big barrel with a handle – a method that's gentler on the back and a much more efficient use of time.

50 Change is possible. With investment and inventiveness, we can provide clean water for all communities, and with it the health and hope that people deserve.

- 1 Look at the picture. What do you think makes this part of Amsterdam unusual?
- 2 Read the blog. Would you like to live in IJburg? Why? / Why not?

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Staying afloat

Worried about the impact of rising sea levels on coastal communities? Meet the Dutch homeowners who think they've found a solution.

Welcome to IJburg, one of Amsterdam's newest neighborhoods. Built on artificial islands in the IJsselmeer (also known as Lake IJ), it was designed with water firmly in mind. Some of its houses even have water directly beneath them. They sit on concrete tanks that float just below the surface of the lake.

About a third of the Netherlands is below sea level and most of the rest is only a little higher. For centuries, the Dutch built stronger and stronger sea defenses, which were then destroyed by devastating floods. They know eventually the floods will come again. Floating homes are an interesting answer to the problem.

"Homes in IJburg are far more spacious than in the overcrowded older parts of the city," says resident and mother-of-two, Kirsten. "We don't have a garden here, but living right by the water brings a real feeling of freedom." Her fifteen-year-old son, Stan, agrees. "It's nearly as quick to get downtown from IJburg as from other parts of Amsterdam, but it's way more chilled here. I think the water relaxes people somehow."

There are roughly as many boats here as there are homes. "I love getting out in my kayak after school," says Stan's sister, Anouk. "You get some exercise, hang out with friends, and watch the sunset. Perfect!"

The innovative building method has its disadvantages. "Floating houses are slightly more expensive to take care of than traditional ones," admits Kirsten. "But that extra cost is nowhere near as much as repairs after flood damage. And it's great to know that we're safe, whatever the weather brings."

Can floating homes help us face the challenges of global warming around the world? As sea levels continue to rise, they're looking more and more attractive.

Discover grammar **Modifying comparisons**

Student Book ► Page 127

Workbook ► Page 77

When we compare things, we can add modifying words to make the comparison more accurate.

3 Look at the phrases **highlighted** in the text on page 84. Copy the chart below and add the phrases.

No meaningful difference	Small difference	Big difference	Difference is increasing

4 Read the sentences. Find the modifiers and add them to the chart in exercise 3.

- IJburg is far younger than Amsterdam's 17th-century canal district.
- Houseboats in Amsterdam's canal district are much smaller than the floating homes in IJburg.
- Amsterdam's flat landscape encourages bike riding, and there are about as many bicycles as people.
- IJburg is not quite as convenient as older neighborhoods for biking downtown.
- The city is considerably better protected against flooding than it was a hundred years ago.
- Amsterdam is almost as famous for its canals as the Italian city of Venice.

5 Rewrite the sentences in exercise 4 so they have a different modifier but the same meaning.

6 Look at this chart. Make sentences comparing Amsterdam and Venice, using modifiers.

Amsterdam is slightly lower than Venice.

		
	Amsterdam	Venice
How far above or below sea level is it?	2 m below	0.8 m above
What's the average annual rainfall?	80 cm	83 cm
How often does it flood?	last big flood was in 1953	4 times a year
How long are its canals and waterways?	100 km	42 km
How old are its historic buildings?	about 400 years	450 years or more

7 How does your neighborhood compare with others that you know or that are pictured on pages 84 and 85? Make comparisons using modifiers on these or other topics.

- the most used forms of transport
- the size, style, and age of the homes
- outside space, and what people do there
- how often there are floods or other weather-related problems
- how homes are designed to cope with the weather

Discover
more



SEARCH ONLINE and find out about a floating community in Peru, Cambodia, or Canada. What are the advantages and disadvantages of living there? How are the homes built?

Life skills
strategy

Be water-wise

Our water footprint is the total amount of water we use – not just what we drink and wash with, but also the water used to produce what we eat, wear, and buy. Is your water footprint more than your fair share of the world's water? Be aware of how much you use, and cut down where possible.

1 Study the life skills strategy. Do you think you could reduce your water footprint? How?



2 Take the survey and compare your answers with a friend's. Who uses more water? Can you add to your answer in exercise 1?

Are you a water warrior or a water waster?



- How much time per day do you usually spend in the shower?
 - More than 15 minutes – or I have a good soak in the bathtub.
 - 5–15 minutes, depending on whether I'm washing my hair.
 - Less than 5 minutes, and I usually turn the shower off while I apply soap or shampoo.
- How often do you leave the water running while you brush your teeth?
 - Always – isn't that what everyone does?
 - Sometimes, if I forget to turn off the faucet.
 - Never – what a waste of water!
- How does your family do the dishes?
 - In a dishwasher, even if it isn't a full load.
 - In the kitchen sink.
 - In a dishwasher, but only when it's full and on an economy setting.
- How often are your clothes washed?
 - Every time I wear them.
 - Every day for underwear, but after a couple of days for other clothes.
 - When they look dirty.
- Do you use outdoor swimming pools? Are they covered when they're not in use?
 - I often use outdoor pools. I've no idea if they ever have covers on them.
 - Outdoor pools are great, but I would never swim in one that wasn't covered after use.
 - I never use outdoor swimming pools. Far too much water evaporates from them!



Key

Mostly As: Oh dear! You're a water waster. If everyone in the world had a massive water footprint like yours, all our reservoirs would dry up.

Mostly Bs: Not bad, but there's plenty more you could do to be water-wise.

Mostly Cs: What a water warrior! You'll do well if you ever have to survive a drought. Congratulations, and keep up the good work.

Discover vocabulary Water use

Student Book ► Page 126

Workbook ► Page 78



3 Look at the chart on page 87. Work in pairs. Guess what numbers might go in column one.



4 Listen to Paddy’s Planet Patrol podcast and write the correct numbers. Are there any that surprise you?

	1 Water footprint	2 Paddy’s water-wise idea
A 	 liters	
B 	 liters/glass	
C 	 liters/cup	
D 	 liters	
E 	 liters/hour	

5 Listen again and complete column two of the chart. How do our choices affect rivers in China?



Stressing words for emphasis

If you want to make your point strongly, you can stress certain words for emphasis. Stressing different words can change the meaning of the sentence.



6 Study the speaking strategy. Then listen to these sentences said twice. Which word is stressed each time? How does the different emphasis affect the meaning of the sentence? Practice in pairs.

- You should try not to buy a new smartphone too often.
- What can we do to help?
- Food is another area where our choices make a big difference.
- That’s such a waste of water.



7 In small groups, discuss ways to reduce water usage at school. Use appropriate emphasis when you speak, and choose the best idea.

Key phrases Changing habits

We should try not to
It would be far better to ... than to
We need to avoid ...-ing.

... is such a waste of water!
If we want ..., we should go for
... is definitely the water-wise choice.

8 REFLECT What can you do differently at home or at school to reduce your use of water? Will it be easy to change?



SEARCH ONLINE for the National Water Footprint Explorer and find out the water footprint per person for your country and five others. Can you explain the differences (e.g., wealth, climate)?

Writing task



A cause-and-effect essay

Write an essay on this subject: "The causes and effects of water shortages."

Understand the task



1 Read the writing task. Then discuss the questions below in pairs. Which question is about the causes of water shortages? Which is about their effects?

- 1 What makes water shortages happen?
- 2 What happens because of water shortages?

Think and plan

Writing strategy



Writing a cause-and-effect essay

A good way to write a cause-and-effect essay is to have:

- An introduction
- A paragraph on causes (In an essay on water pollution, for example, you would write about things that make water pollution happen, such as the use of chemicals in farming.)
- A paragraph on effects (In a water pollution essay, you would write about things that happen because of water pollution, for instance, damage to river ecosystems.)
- A conclusion

2 Study the writing strategy and then read the essay. Copy and complete the planning diagram below.

THE CAUSES AND EFFECTS OF FLOODS

Floods occur when water covers land that is usually dry. This essay will explore some of the causes of floods, and their short-term and long-term effects.

Flooding has a wide range of causes. The most common is excessive rainfall, which makes the water level of a river rise until it overflows its banks. An earthquake on the ocean floor can also cause a flood because it sometimes starts a huge wave called a tsunami. Other causes are due to human activity. Concrete laid on the earth's surface, for example, leads to rainwater running across the ground rather than down into it. Cutting down trees contributes to flooding, too, because the leaves of trees can hold a lot of rainwater. Without trees, much more rainwater reaches the ground.

Whatever the cause of a flood, its effects can be very damaging in the short term. It can result in the destruction of buildings, possessions, and crops. It can even kill people. In the longer term, it can be difficult to grow crops on farmland that has been flooded with salt water. However, river floodwater can have a more positive long-term effect. It often carries rich soil onto farmland, which can help crops to grow.

In conclusion, floods have a wide variety of natural and human causes. They can be very destructive, but they can also have a positive long-term effect.



CAUSES

- excessive rainfall

•

•

•

•

EFFECTS

- •

•

•

FLOODS

3 LANGUAGE POINT Study the cause and effect verbs **highlighted** in the essay in exercise 2. Use them to complete the sentences. There may be more than one correct answer.

- 1 Low rainfall over months or years often to water shortages.
- 2 Water shortages in some parts of the world people buy water from criminal gangs.
- 3 Population growth is one of the many factors that to water shortages.
- 4 Water shortages can disease.
- 5 Water shortages can in more careful use of water.

4 Look at the words underlined in exercise 3. Which are causes of water shortages? Which are effects? How else could you express these causes and effects?

5 Find out more about the causes and effects of water shortages. Then create a planning diagram for your own essay, like the one in exercise 2.

Write a first draft

6 Write the first draft of your essay, using your plan from exercise 5.

Review and edit

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

- **Content** Did you express cause and effect correctly using a variety of language?
- **Organization** Do you have an introduction, a conclusion, and a topic sentence at the start of each paragraph?
- **Style** Did you use formal language?

Reflect

How does water affect our lives?



Why is water valuable?



How do we get drinking water?



How does water affect our homes?



How can we save water?



How can our actions affect water?

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 by 2050, half of the world's population may be living in areas with water shortages.

Project task



Conducting a scientific experiment

Decide on a scientific question to investigate the subject of colors. Plan and conduct your experiment. Then give a presentation about it to the class.

UNDERSTAND

- 1** Read the instructions for the project task and the advice for designing a scientific experiment. Answer the questions in pairs.

- 1 What area of science will your experiment be about?
- 2 What's a variable?
- 3 How do you make sure your experiment is a "fair test"?
.....
- 4 What else is important to consider when you're planning your experiment?
.....

How to design

A SCIENTIFIC EXPERIMENT

You have come up with a fascinating science question. But how do you design an experiment to find the answer?

1 Decide on the variable

The variable is something that you're going to change. For example, if your question is "Does plate color affect how much you eat?", your variable would be the plate color. You would change the color and see if that had a measurable effect on how much people ate.

2 Decide what you're going to measure

What effect do you expect to observe when you change the variable? You have to be able to measure that effect, for example, as a number, weight, time, or simply a yes/no answer. In the plate-color experiment, you might count the number of cookies that people eat, or ask people to say how hungry they are on a scale from one to ten after seeing some pictures.

3 Make sure it's a fair test

To make the test fair, you must not change anything except the variable. If you changed other things too, you wouldn't know which change caused the result you observed. In the plate-color experiment, for example, the test wouldn't be fair if you had chocolate cookies on a blue plate and lemon cookies on a red plate, or if you tested blue plates right after lunch and red plates several hours after a meal. There might be other less obvious things that affect the results, like a person's mood or the temperature of the room.

4 Make sure it's practical

Do you have all the equipment you will need, and if not, can you afford to buy it? Will you have enough time to complete your experiment? Finally and most importantly, is your experiment 100% safe?

5 Collect enough data

If you do your plate-color experiment on only two people, your results will not prove anything. If you do it on 30 or 50 people, your results will be more significant.

COLLABORATE AND PLAN



- 2** In small groups, discuss these or other scientific questions that you could explore. How might you go about planning your experiment?

- 1 What causes fabric to lose its color?
- 2 Does the color of a drink affect how people think it tastes?
- 3 Beetroot juice or red cabbage juice: which liquid's color changes can measure pH more accurately?
- 4 Does the color of the writing in review notes affect how well people remember them?
- 5 How does the color of an image that we stare at on a screen affect what we see when we then stare at something white (the afterimage)?
- 6 Do we perceive time as moving faster or slower in different color environments?
- 7 Does color affect temperature?



- 3** Look at these pictures and match them with questions from exercise 2. Then listen to two people talking about their experiments and check. Who changed his/her question slightly?



A



B

4 Listen again and answer these questions.

- 1 What was the variable in experiment A, and what was measured?
- 2 How does the speaker explain the unexpected results from experiment A?
- 3 Why do you think colorless liquids were chosen to add to the cabbage juice in experiment B?
- 4 What did the experiment B group do to stay safe?

5 In your group, plan your experiment. Do any necessary research and complete this information.

- 1 What scientific question do you want to answer?
- 2 What will you measure?
- 3 What is your variable? What will you keep the same to ensure it's a fair test?
- 4 What equipment will you need?
- 5 How will you conduct your experiment? How will you record your data?
- 6 Are there any safety issues? What will you do to protect yourselves?

6 Conduct your research and collect the data. You might want to take some pictures.

SHARE

7 Analyze your results as a group. Consider the following.

- 1 If you repeated your experiment, do you think your results would be the same again? Why? / Why not?
- 2 Did you get the results you expected? If not, what reasons might there be?
- 3 What, if anything, do your results prove?
- 4 Is there a scientific theory that explains your results?



- 8** Plan a presentation to report your group's experiment and its results to the class. Use the questions in exercise 5 and exercise 7 to help you, and include pictures if you can.

PRESENT



- 9** Give your presentation to the class.

Reflect

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

- What did you learn about planning an experiment that could help you do it better in future?
- What was the most difficult thing about conducting your experiment?
- How effective was your group's presentation?
- What did you learn about working as a team for this project?
- Which other group's experiment was the most interesting? Why?



VIDEO Learning about how speed affects daily life

READING Predicting content using section headings

LANGUAGE IN USE Reduced relative clauses; Reflexive and reciprocal pronouns

LIFE SKILLS Staying safe on the roads

LISTENING Taking notes

WRITING Making your description interesting

Is speed IMPORTANT?

On the African plains, speed can be a matter of life or death. But how does speed help us in our own lives?



What is the need for speed?

- 1 Look at the picture on page 92. Why is speed useful in this situation? When else is speed useful?



- 2 Work in pairs. Read the statements. Are they true (T) or false (F)?

- 1 Your heart beats more rapidly when you're traveling at breakneck speed because your body is producing adrenaline.
- 2 Traffic in most cities is speeding up, thanks to road building programs.
- 3 Internet connections around the world are slowing down, because they can't keep up with the growing number of users.
- 4 In some cities, delivery of online shopping can be so speedy that it arrives in less than an hour.
- 5 It's never a good idea to rush.

Discover vocabulary Speed

Student Book ► Page 128

Workbook ► Page 86

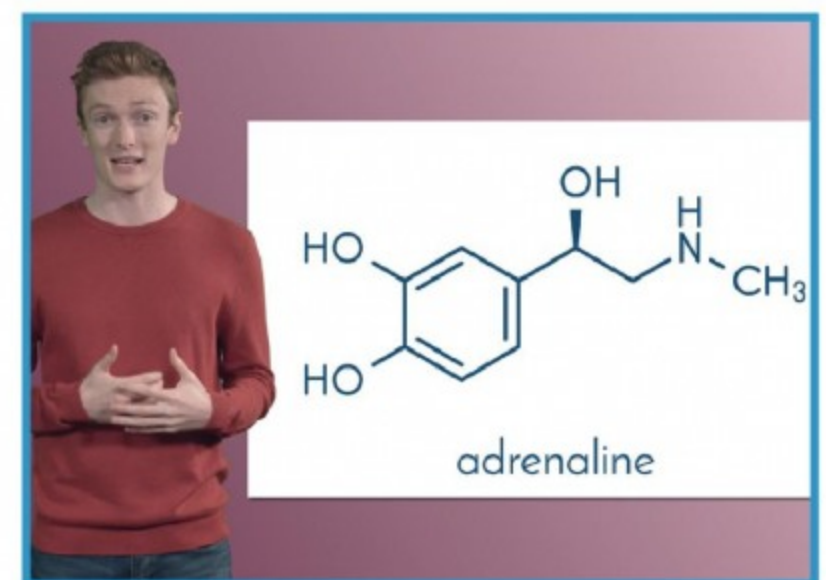


- 3 Watch the Factflix video and check your answers.

- 4 Watch the video again. What advantages of speed do Ryan and Ava mention?



- 5 Use the key phrases to discuss the advantages and disadvantages of doing things very fast. Think about these or other activities.



ball sports eating homework reading a book
shopping for clothes sightseeing

Doing homework too rapidly is never a good idea, because you can make silly mistakes.

True, but at least when you've finished you can relax. You never get any free time if you do all your homework at a snail's pace.

Key phrases Explaining advantages and disadvantages

It's too bad that ...

... is really handy.

... is such a waste of time.

At least you can ...

It's better (not) to ... , because ...

Another advantage / disadvantage of ... is that ...

Discover
more



SEARCH ONLINE and find out about the fastest ever passenger plane.



- 1** Discuss the statement in pairs. “We all experience time passing in different ways.” When does time go quickly and when does it go slowly?



Predicting content using section headings

Effective readers make predictions as they read. You can use headings as the basis for your predictions.

- 2** Study the reading strategy. Then look at the question headings in the article on page 95. In which paragraphs (A–E) would you expect to find information about the following?

- 1 How the Theory of Special Relativity was born.
- 2 How we might be able to travel in time.
- 3 Situations where the Theory of Special Relativity is important.
- 4 An astronaut who was in space for a long time.
- 5 Activities that seem to make time pass extra quickly or slowly.



2.08

- 3** Read and listen to the full article on page 95. Answer the questions.

- 1 Why might your first week at a new school seem longer than a normal week?
- 2 If you travel through space faster than before, how does the speed at which you experience time change?
- 3 Why is the Theory of Special Relativity important for GPS satellites?
- 4 What effect does a person's time in space have on his/her age?
- 5 Why might travelers on a superfast spaceship not have any friends left on their return to Earth?

Discover vocabulary Word families

Student Book ► Page 128

Workbook ► Page 86

- 4** Complete this chart with words from the article.

verb	noun	adjective
perceive	1	2
3	theory	4
relate	5	6
7	8	different
9	proof	10

- 5** Write four sentences about the topics below or your own ideas. Use words from exercise 4.

evolution experiments gases and liquids genes light plants sound



- 6 TALKING POINTS** Discuss the questions.

- 1 Would you want to travel forward in time, knowing that you would never be able to travel back again? Why? / Why not?
- 2 Can you think of a book or movie relating to the speed of time or time traveling? What happened in it?
- 3 If humans ever develop affordable space tourism, who do you think it will appeal to? Why?



SEARCH ONLINE and find out more about the astronaut Gennady Padalka.

THE RELATIVITY OF TIME

The faster you travel through space, the slower you experience time.

Scientists tell us that time is relative, but what exactly does this mean? If you're interested in enjoying longer vacations, aging more slowly, or traveling in time, read on.

A Do people really experience the passing of time at different speeds?

Yes, they do – in two different ways. The first is at a psychological level. People's experience of time differs, depending on what they're doing. People often say "Time flies when you're having fun," but scientists have found that sometimes the opposite is true. During exciting or unfamiliar activities, your brain has a lot of new information to process, and this can slow down your perception of time. That's why your first week at a new school or an action-packed vacation might seem much longer than the same period in an environment that you're used to. In situations where your brain has less new information to process – when you do more or less the same thing every day, for example – time might seem to pass more quickly. The clock will tick at the same speed, but the way you perceive it will change.

Can you think of a situation in which the saying "Time flies when you're having fun" would be appropriate?

What examples of real-world applications does the article give?

B And isn't the Theory of Special Relativity something about time changing speed, too?

Yes, it is. Albert Einstein's Theory of Special Relativity explains differences in the speed of time at a physical level. That's the second way that the speed of time can change. Einstein was sitting in a streetcar, watching a clock tower growing smaller as he traveled away from it. He imagined what would happen if the streetcar was traveling at the speed of light – about 300,000 kilometers per second. For people traveling at this speed, the hands of the clock would stop moving, because the same light image would reach their eyes at all times. People standing next to the clock tower, however, would continue to see the hands moving at their normal speed. Einstein theorized that time was relative: the faster you travel through space, the slower you experience time.

Why does the writer use a colon (:) after the word "relative"?

C Is relativity just theoretical, or does it have real-world applications?

Since Einstein published his theory of Special Relativity in 1905, scientists have proved it many times. And the proven facts help us on a daily basis. They're important for Global Positioning Systems (GPS), for example.



GPS satellites above Earth travel through space faster than Earth itself, so the clocks on the satellites run a tiny bit more slowly than clocks on the Earth's surface. The satellite clocks must be corrected carefully to keep in time with the clocks on Earth. The same is true for clocks on the International Space Station (ISS), which is orbiting Earth at a speed of about 8 kilometers per second. Time passes about a hundredth of a second slower per year there than on Earth.

D So do astronauts on the ISS get older more slowly than the rest of us?

A very perceptive question! Yes, they do, by a very small amount. Gennady Padalka has spent 879 days in space, so he has had one forty-fourth of a second less life than someone else born on Earth at exactly the same time as him.

Is one forty-fourth of a second more or less than a second?

E Does that make him a time traveler?

Yes! And the Special Relativity of Time has exciting potential for much more dramatic time travel in the future. If we could invent a spaceship that could travel almost as fast as light, people could go right across our galaxy, the Milky Way, and back to Earth in about twenty-four years. But time on Earth would have passed much more quickly than on their spaceship. That's due to the high speed of the spaceship through space, and the slow speed of Earth. During the twenty-four years of the spaceship's journey, 226,000 years would have elapsed on Earth. When the space travelers returned to Earth, they would have traveled so far into the future that their loved ones would have been dead for thousands of years.

Does the writer think traveling across the galaxy and back in twenty-four years is something that might be possible soon? How do you know?

Fastest car ever:	0.34 km/sec
Fastest spaceship ever:	70 km/sec
Speed of light:	300,000 km/sec

What makes things go faster?

- 1 Look at the picture. Do you think the car is fast? Why? / Why not?
- 2 Read the blog. What helped the club's car to travel fast enough to win the race?

GREENPOWER CAR CLUB

Follow our progress as we design and build an electric car, and then race it against other teenagers in the Greenpower competition.

ABOUT
NEW POSTS
ARCHIVES
LOG IN

February 6th
We've had fun drawing various design ideas. We think the air will flow most smoothly over the car in the final design chosen.

February 14th
The lightweight materials needed to build our car have arrived, and we've made a start on construction. There are only four months before our first race!

May 7th
The car is coming together. Since February, we've put in the motor, battery, and steering system. Today we stuck foam onto the front and sides and cut it into an aerodynamic shape. Then we put the wheels on. The next job will be painting the car and covering it with sticky plastic to give it a smooth surface.

June 6th
Only nine days until race day! We've made cone-shaped covers for the wheels so that the air will pass over them smoothly, and we've checked that all four wheels point in exactly the same direction. Misaligned wheels would really slow us down.

June 15th
Race day at last! Our first job was to check the tire pressure. A vehicle driving on tires with too little air in them loses a lot of speed. Then it was time to race. We took turns sitting in the driver's seat, and it was so much fun! Our top speed was a race-winning 42 kilometers per hour – much better than all the other teams competing today. We're feeling very proud of ourselves and of our fantastic car!

Discover grammar Reduced relative clauses

Student Book ► Page 129

Workbook ► Page 87

Instead of a relative clause with *who*, *which*, or *that* and a full verb, we can use just a participle if the relative pronoun is the subject of the verb. This makes our writing more concise.

- 3 Find the reduced form of these relative clauses in the blog. When do we use a present participle? When do we use a past participle?

1 which has been chosen

2 that are needed to build our car

3 which drives on tires with too little air in them

4 who competed today

4 Reduce these relative clauses if possible. Which cannot be reduced? Why not?

- 1 The drivers who were waiting at the starting line looked nervous.
- 2 The cars that were built from the lightest materials tended to go fastest.
- 3 The car battery that we took out of the car was really old.
- 4 Teams can compete in Greenpower Car races, which are held every month around the country.
- 5 We're very grateful to the people who help us build the cars.
- 6 One of the drivers that I beat won the race last year.

5 Write definitions for the words labeling the car diagram. Then work in pairs. Can your partner guess the word?

Discover grammar Reflexive and reciprocal pronouns

Student Book ► Page 129

Workbook ► Page 87

We use reflexive pronouns (e.g., *myself*, *themselves*) as the object of a verb when the object and the subject are the same.

We use the reciprocal pronoun *each other* as the object of a verb when two or more people do the same thing.

6 Read the tips. What helps your bike go faster in a bike race?

BEN'S BIKING:

RACE TIPS FOR BEGINNERS

If you're planning to compete in your first bike race, you'll need to prepare yourself physically, of course, but you'll also need to think about strategy. Here are my top tips:

- 1 Ride close behind another rider. As the rider in front of you pedals himself forward, the air spins behind him and pulls you with him. The rider ahead can also shelter you from the wind.
- 2 Work as a team. It's exhausting being at the front, so team members take turns in that position. They help each other, and that way they help themselves, too.
- 3 Don't get mad at yourself if you don't do well in your first race. Success only comes with experience.



7 Find reflexive and reciprocal pronouns in the text. What's the difference in meaning between *they help each other* and *they help themselves*?



8 Ask and answer in pairs.

- 1 Think of a team you were on. Did all the team members like each other? Did you help each other? How?
- 2 Think of a challenge that you completed. How did you prepare yourself for it physically and/or mentally?
- 3 To what extent do you think people can make themselves faster runners or bike riders? How can they do it?
- 4 Would you and your friends enjoy yourselves if you were in a Greenpower car club or on a biking race team? Why? / Why not?

Discover
more



SEARCH ONLINE and find out about a person or vehicle that has broken a world speed record, or is attempting to do so. Find out five interesting facts to share with the class.



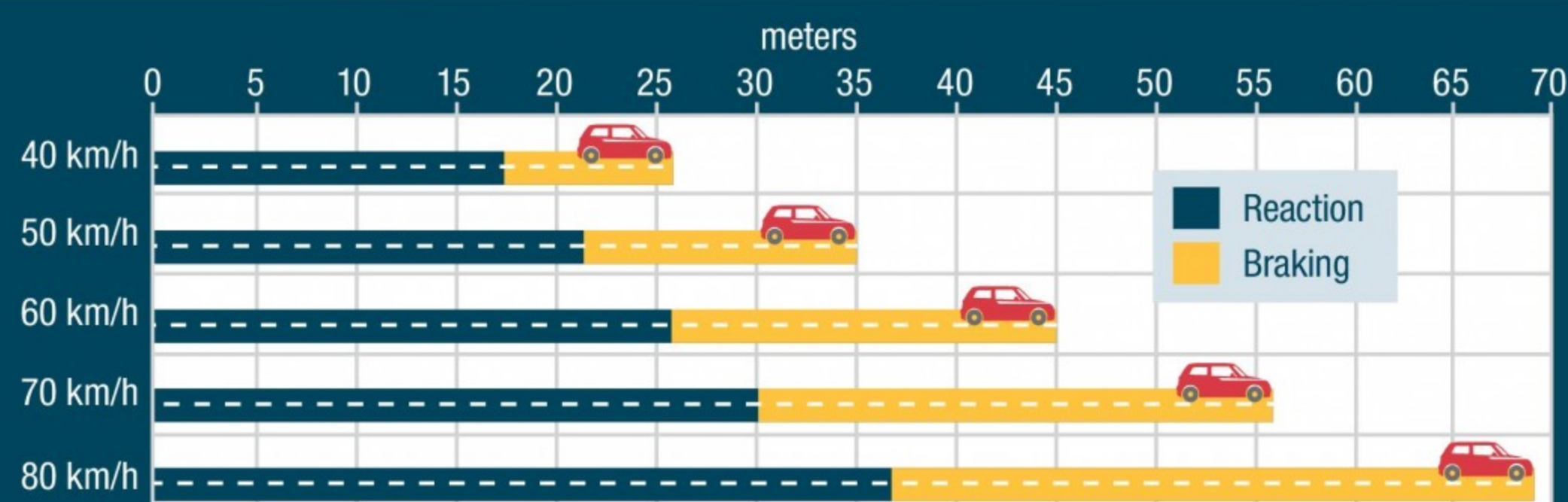
Staying safe on the roads

Road traffic can be very dangerous, especially when it's traveling fast. Drivers need to control their speed, and pedestrians have to take responsibility for their own safety, too, by being careful on and near roads.

- 1 Study the life skills strategy. Then read the leaflet below. How might this information influence your behavior?

SPEED KILLS

How long does it take a car to stop in an emergency? That depends, but one crucial factor is its speed.



DISTANCE TRAVELED DURING AN EMERGENCY STOP

The stopping distance will be longer if:

- the driver is tired or distracted, e.g., by a passenger, cell phone, or radio
- the road is wet or icy, or going downhill
- the car tires are in bad condition and therefore more likely to skid
- visibility is poor, e.g., because it's dark or foggy.

DID YOU KNOW?

A car traveling at 40km/h in wet conditions will take 30m to stop.



KILL YOUR SPEED, NOT A PERSON



2 Discuss in pairs. What is the maximum speed at which a car can be driving to avoid a crash in the situations below?

- 1 A little boy falls over as he's running across the road 20 meters ahead of a car. He's not in a pedestrian crosswalk.
- 2 A teenager rides her bike into the middle of a road. She doesn't notice a car traveling toward her 40 meters away.
- 3 It's raining. A car driver on a narrow road suddenly sees a stationary ambulance 30 meters ahead.



3 Discuss in pairs.

- 1 Do speed cameras stop cars from going over the speed limit?
- 2 Why is high-visibility clothing useful?
- 3 Do speed bumps make roads safer?
- 4 What are the potential benefits of bike paths separate from roads?

Discover vocabulary Road safety

Student Book ► Page 128

Workbook ► Page 88



4 Listen to a radio show. What led Alice and Omar to become involved in a road safety campaign?

2.09



Taking notes

Before you take notes, think about what they will be used for. Do you need to summarize everything that is said, or focus on specific information? Remember that you won't have time to write full sentences. Just write down key words, and use figures instead of words for any numbers.

5 Study the listening strategy. Then listen again. Do Alice and Omar agree with your answers to exercise 3? What extra information do they give on each topic? Make notes.

6 Compare your notes with a partner. Has the radio show changed any of your opinions from exercise 3?



7 Discuss these questions in pairs.

- 1 Are there any places in your area where the traffic is dangerously fast? Where? What's the speed limit there?
- 2 When you walk or bike, how often do you consider what the safest route is and use it?
- 3 What would be the most effective way to make roads in your area safer? Agree on one thing, from the things mentioned in exercise 3 or your own ideas.



8 Use the key phrases to plan a campaign with a partner for the change you agreed on in exercise 7, question 3. Tell the class about your campaign.

Key phrases Planning a campaign

I think our starting point should be to ...

The main people we need to convince are ...

The best way to spread the word might be to ...

Let's try to get ... involved.

We can get facts and figures to back up our argument by ...-ing.

I think we should set up a ...



9 REFLECT How can you change your behavior to be safer on the roads? How can you encourage other road users to change theirs?

Discover more



SEARCH ONLINE and find out about Road Safety Week. What could you do to observe the week at your school?

Writing task



A description of an experience

An English language magazine for teenagers is running a competition for young writers called “Fast or slow?”. Write an interesting description of a fast or slow experience to enter in the competition.

Understand the task

- 1 Read the writing task. What readers will you be writing for? What do you think they will want to know about the experience you describe?
 the location ☐ details of what happened ☐ your feelings ☐ who you were with ☐
 your exact speed ☐ your thoughts ☐ how the experience ended ☐
- 2 Read the description below. Which things from exercise 1 does it include? In which paragraph? Is there anything you would want to add to the description, or remove from it, to improve it?

There was nothing except white snow below me as my heart thumped nervously in my chest. Usually this part of the mountain was full of skiers zigzagging slowly downhill in their brightly colored clothes. But today was ski race day. No one was allowed on the slopes except racers, and I was in the first group to compete.

Three ... two ... one ... go! We threw ourselves over the start line – we were off! Cautious zigzagging has never won races, so I headed down the slope with hardly any turns. As I sped up, the cold air whipped my face, and I needed all my strength to control my skis. I glanced at either side of me and realized with excitement that I was in the lead! A bump lying in my path sent me up, up into the air. Fear rushed through me. Could I keep my balance? Yes! I landed on two feet with a great sense of relief, and continued downhill at breakneck speed.

My leg muscles burned, and I felt sure I would lose control. But just then, the finish line came into view. Maybe I could do it. Closer ... closer ... yes, I'd finished the race first in my group! What an amazing feeling!



Writing strategy



Making your description interesting

When you are writing a description, think about how to keep your reader interested. You could use:

- 1 an opening sentence that really grabs the reader's attention
- 2 exciting vocabulary
- 3 descriptions of the body's sensations, so the reader can really “feel” what you're describing
- 4 a variety of short and long sentences.

- 3 Study the writing strategy. Find examples of suggestions 1–4 in the description.
- 4 **LANGUAGE POINT** Match the highlighted descriptions of feelings in the text with these alternatives. Which version is more interesting to read? Why?
 - 1 excitedly
 - 2 It felt great
 - 3 I was scared
 - 4 I waited nervously
 - 5 relieved

5 Rewrite sentences 1–4. Change the underlined words to make each sentence more interesting, and change the word order too, if necessary.

1 I ran happily toward him.

3 It was a big shock.

2 When I heard the news, I was very angry.

4 I felt so calm and relaxed as I lay in the boat.

Think and plan

6 Check the task again. What do you have to describe?

7 Think of one or more experiences that you could describe, either fast or slow, either real or imagined. How can you include the things you checked in exercise 1?

8 Choose your most interesting experience and decide which details to include. Write a plan for your description, with different paragraphs for each stage of the experience.

Write a first draft

9 Write the first draft of your description, using your plan from exercise 8.

Review and edit

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

- **Content** Have you described your feelings in interesting ways?
- **Organization** Do you have a different paragraph for each stage of your experience?
- **Style** Have you used a mix of long and short sentences?

Reflect

Is speed important?



What is the need for speed?



Can the speed of time change?



What makes things go faster?



Why is speed dangerous?



How does speed make us feel?

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 Formula 1 cars are usually made of carbon fiber.



VIDEO Learning about the purpose of art

READING Making inferences

LANGUAGE IN USE Auxiliaries for emphasis and reply questions

LIFE SKILLS Developing your powers of observation

LISTENING Listening for gist

WRITING Using a timeline to plan a biography

Why do we need ART?

These cave paintings were created at Lascaux, France, about 17,000 years ago.

What is the purpose of art?

- 1 Look at the picture and read the caption. Why do you think people in the past created cave paintings?



- 2 Do you agree or disagree with these statements? Discuss in pairs.

- 1 Cave paintings of animals were meant to bring good luck to hunters.
- 2 Traditional stories that are depicted in art can be passed on to people who can't read.
- 3 Portraits and statues are a good way to commemorate important historical people and events.
- 4 Art installations can change people's opinions or behavior.
- 5 The best works of art are the ones that are the most beautiful.

Discover vocabulary Visual arts

Student Book ► Page 130

Workbook ► Page 96



- 3 Watch the Factflix video. What do Ryan and Ava say about the statements in exercise 2?

- 4 Watch the video again. What do Ryan and Ava say about the topics below?

- 1 Ryan's purpose when he paints
- 2 cave painting
- 3 ancient Greek pottery
- 4 a fish sculpture
- 5 contemporary artists



- 5 Discuss these questions in pairs.

- 1 Do you ever create art? Why? / Why not?
- 2 How are people or events commemorated in your country through art? Think of some examples and discuss what you think of them.
- 3 What's your favorite work of art? Why do you like it? How does it make you feel?
- 4 In general, what kinds of art do you like / dislike? Why?

Key phrases Talking about art

Art's a great way to

Through art, you can

It made me feel

It helps us remember

It was created to commemorate ... / to draw attention to

It highlights the problem of

Discover
more



SEARCH ONLINE and find out about a famous work of art.
What do you think the artist intended with the work?

Does art reflect our cultural identity?



1 Look at pictures A and B on page 105, and answer the questions below. Then read and listen to the article and check.

2.10

- 1 Where do you think this style of art comes from?
- 2 How old do you think the type of painting in picture A is?

2 Read the article on page 105 again and answer the questions.

- 1 Why wasn't Papunya a very nice place to live?
- 2 Where did the Papunya children get their inspiration for their art?
- 3 What did the sand designs of the Aboriginals at Papunya represent?
- 4 Why did the art movement spread from Papunya to other Aboriginal communities?
- 5 Why did some Papunya artists decide to change their painting style?
- 6 Why do stores in Australia today have so many souvenirs with Aboriginal dot patterns on them?

Reading
strategy

Making inferences

Not everything that a text tells us is stated in words. To understand a text fully, we often have to "read between the lines" and make inferences. To do this, we carefully consider the evidence available in the text, using our reasoning skills to come to conclusions.

3 Study the reading strategy. Then read the article again and make inferences to answer the questions below. Explain your reasoning.

- 1 What do you think caused the Aboriginal people's way of life to come under threat?
I think it was the non-Aboriginal people's control of the Aboriginal homelands. The text tells us about that in the same sentence since it states that the Aboriginal way of life was under threat, which implies that the two facts are connected. Perhaps non-Aboriginals started to farm the land, which would affect the Aboriginal access to food.
- 2 What can you infer from the text about attitudes towards old people in Aboriginal society?
- 3 Why do you think some Aboriginal people feel that non-Aboriginals are taking advantage of their culture?
- 4 Do you think the writer supports the move to rebuild traditional Aboriginal lifestyles?

Discover vocabulary **Dependent prepositions**

Student Book ► Page 130

Workbook ► Page 96

4 Complete these verb phrases with the correct preposition.

to (x 2) of (x 2) in about

- | | |
|-----------------------------------|--|
| 1 show interest (something) | 4 accuse (someone) (doing something) |
| 2 be related (something) | 5 take advantage (someone) |
| 3 be concerned (something) | 6 make contributions (something) |

5 Make sentences about yourself and people you know, using verb phrases from exercise 4.

My parents have always shown more interest in music than in art.



6 TALKING POINTS Discuss the questions.

- 1 Does art help us to understand a culture that's very different from our own? How?
- 2 Is it important to understand a work of art to appreciate it?
- 3 Imagine you have to choose a work of art to represent your country's culture at an international exhibition. Which would you choose? Why?

Discover
more

SEARCH ONLINE and find out the meaning of different symbols in Australian Aboriginal art.

Aboriginal art:

The story of an art movement

Contemporary Aboriginal art was one of the great art movements of the twentieth century. Its success continues today, with artists' work being exhibited in prestigious museums from Sydney to Seattle and from Paris to St. Petersburg.

Does "movements" here mean that something is moving? What else do you think it means?

It was 1971 – a difficult time for Aboriginal people. Their ancestors had lived in Australia for tens of thousands of years, but now non-Aboriginal people controlled their homelands, and their way of life was under threat. In the Western Desert, a thousand

Aboriginals from different tribes were forced to live in a settlement called Papunya. Poor living conditions, bad health, and tension between tribal groups with different languages and traditions made it a troubled place. At the school in Papunya, a young teacher called Geoff Bardon showed more interest in Aboriginal culture than most other non-Aboriginal people. He asked his pupils to create art that was related to their own world. They started painting in a style that was usually used for body painting in Aboriginal ceremonies. They also tried to copy the sand designs that the older people drew when they were telling traditional stories.



The old people of Papunya were concerned about the children's art. They explained to Bardon that young people's knowledge of the sand designs was limited, because only the older members of the tribe knew their culture's secrets. Each design of dots, circles, and lines that they drew in the sand was like a map. It showed the way to a place where the Aborigines believed an important event had happened long ago. As the Aboriginal people didn't have a written language, they had passed on their history through oral storytelling and sand designs, and some old people could remember more than a thousand sand designs. Bardon was fascinated by this and persuaded the old people to develop their own painting style using the traditional designs. He then helped them sell their work.

At first, it was difficult to find buyers for the Papunya art. Many people didn't understand it and didn't find it interesting. But there were a growing number of art collectors who were impressed by it and happy to pay.



When other Aboriginal communities heard about the Papunya artists' success, they started developing their own painting styles.

However, some Aboriginal communities were critical of the new art movement. They accused the artists of revealing too much of their culture to outsiders. At Papunya, some people altered their style in response to the criticism, placing dots on top of other dots to keep their cultural secrets more hidden.

Despite the problems, painting sales helped many Aboriginal communities escape desperate poverty. Interest in the art movement continued to grow and, in 1988, an Aboriginal mosaic design by Michael Nelson Jagamarra was built outside Australia's new Parliament House. Then, in 1994, the country's best known airline started decorating its planes with striking Aboriginal designs.

Gradually this style of art came to represent not just the Aboriginal communities, but Australia as a whole. In every souvenir shop in the country today there are pens, cups, and T-shirts with the iconic dot patterns, created not only by Aboriginal artists, but by other Australians and foreigners, too.

Some Aboriginals complain that people with no understanding of their traditions are taking advantage of their culture. Others think the copies are a sign of success. Regardless of the copies, many Aboriginal artists have now been recognized worldwide for their contributions to contemporary art. And the art movement has encouraged a wider revival of Aboriginal culture, breaking down prejudices, and generating money to help rebuild the traditional lifestyles that were almost lost. Thanks to its art, Aboriginal culture is gaining the respect it has always deserved.

Who or what do you think "outsiders" are?

What does the word "recognize" usually mean? What is the meaning here?

What do you think a "revival" is?



Glossary

mosaic – a picture or pattern made by arranging together small pieces of stone, glass, etc.

iconic – symbolic, representing something

1 Read the interview. Do the reported effects of the murals surprise you? Why? / Why not?

PAINTING A BRIGHTER FUTURE

When the Mexican government asked street artists to transform a neighborhood in Pachuca with murals, the results were extraordinary. We spoke to Diego Cabrera, a young resident.

How did you feel when you heard that artists were going to change your neighborhood?

Well, at first I didn't believe it.

¹Didn't you? Why not?

Nothing creative had ever happened here before, so it didn't seem very likely. But when the artists arrived and started talking to everyone about their plans, ²I did start to think it might happen, and I really wanted to get involved.

What was the appeal?

One of the artists, Uriel, was really inspiring. He said that he'd been mixed up with criminal gangs and violence in the past, but that getting into street art had helped him to turn his life around. I thought it would be great to be part of the positive change the artists were offering.

What did you end up doing?

I painted houses for a few hours each week. Altogether, we painted 209 houses in 190 different colors, with swirling stripes running through the whole neighborhood to represent the wind. ³We did enjoy seeing the whole thing come together! And it's given everyone a new sense of pride in where we live, because people all around the world have been asking about the project.

And there have been far fewer crimes in the neighborhood since the murals were painted.

⁴Have there? That's great – the project has done its job! There will always be people who say it hasn't changed anything, but ⁵it does seem safer around here. Before, people avoided going out after dark, but now ⁶you do see people out on the streets at night, and neighbors are friendlier. This is definitely a nicer place to live now – and way more colorful!



Discover grammar Auxiliaries for emphasis and reply questions

Student Book ► Page 131

Workbook ► Page 97

When we want to add emphasis, we can stress the auxiliary (*is, have, did*, etc.). In the simple present and simple past, we can change the verb structure to include an auxiliary that can be stressed.

To express interest or surprise in what someone says, we can ask a reply question with auxiliary + pronoun.

2 Look at the **highlighted** examples in the text and answer the questions.

- 1 Which examples are reply questions? Do you think they are expressing interest or surprise?
- 2 When do we use an affirmative auxiliary in a reply question? When do we use a negative auxiliary?
- 3 Which example is correcting what someone else thinks?
- 4 Which examples are emphasizing a contrast?
- 5 Which example is using emphasis to express a strong emotion?
- 6 How would the verbs in examples 2, 3, 5, and 6 be different if there was no emphasis?



3 Take turns and tell your partner something interesting or surprising about your community. Use the topics below or other ideas. Your partner should respond with a reply question.

appearance of buildings facilities friendliness people safety

They're going to open a new bowling alley in my neighborhood.

Are they?



2.11

4 Listen to two people talking about some street art they have seen. What do they think of it?



5 Listen to the conversation again. Underline the stressed auxiliaries in these sections. Then practice saying the sentences, focusing on intonation.

- 1 A I do think it's a shame that spray-painters are making a mess everywhere!
- 2 A It costs so much to clean off all the paint!
B It doesn't cost anything if we don't clean it off.
- 3 B Maybe you should, to find out what's made street art so popular.
A Nothing has made street art popular – not with people I know, anyway.
- 4 B Most people don't go to art galleries very often, but they do look at the murals on the streets.

6 Imagine you are part of a group asking an artist to create something of benefit to your community or city. Think about these questions and note down your ideas.

- 1 What's the purpose of the artwork? (e.g., to influence behavior and opinions, to make the environment more attractive, to attract tourists)
- 2 What type of artwork should it be? (e.g., a mural, a statue)
- 3 Should it have a social message? If so, what?



7 In small groups, discuss your ideas from exercise 6. Make sure you show interest and surprise at what others say, and offer contrasting ideas with emphasis. Then decide on the best idea.

I'm sure a statue would be popular.

Are you? I'm not convinced people notice statues very much, but they do notice murals if they're big and colorful.

Discover
more



SEARCH ONLINE and find out about a street artist who is trying to influence people with his/her art.

Life skills
strategy

Developing your powers of observation

Being observant can help you in many areas of your life, for example assessing people's mood, noticing what help a friend might need, or spotting potential danger before it becomes a threat. Some people are more observant than others, but it's a skill that improves with practice.

- 1 Study the life skills strategy. In what areas of your life would it be useful to be more observant?
- 2 Read the tips below. Which do you think are the most realistic to try?

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5 EASY STEPS TO BEING MORE OBSERVANT

- 1 Stop**
 Take a few moments every day to pause and look around you. Try to choose a different location each time, for example your bedroom, your kitchen, a classroom, the supermarket. What do you notice that you've overlooked before?
- 2 Use all your senses**
 Although observation is often associated with sight, your other senses can provide valuable information as well. What different noises does the traffic make? Can you feel the wind in your hair? Is someone nearby cooking spicy food?
- 3 Turn it off**
 Cell phones and other gadgets absorb a lot of people's attention. If you turn yours off and take off your headphones, you'll be amazed how much more you take in of what's going on around you.
- 4 Don't jump to conclusions**
 After glancing quickly at something, you may think you have enough information to interpret what you see. However, you might find that your first impression was inaccurate as you notice more details. Use all the information available to you before reaching any conclusions.
- 5 Take notes**
 As you observe things, write them down – in the notes section of your phone, or in a notebook. This is a great way to keep track of how well your skills of observation are developing over time.

Discover vocabulary **Observation verbs**

Student Book ► Page 130

Workbook ► Page 98



3

2.12

You are going to listen to a radio documentary. It mentions an art gallery, medical students, and the police. In pairs, discuss what the documentary might be about. Then listen and check.

Listening
strategy

Listening for gist

When you listen to a text, you may not understand every word, but don't panic. Use the words that you do understand to create a framework. You can work out the gist of what people are saying from that.



- 4 Study the listening strategy on page 108. Then listen again and write down some key words that give the gist of what these people are saying.

• The students • Mona Tilney (1) • Hamid (1) • Hamid (2) • Mona Tilney (2)

- 5 Work in pairs. Take turns telling each other the gist of what the speakers in exercise 4 said. Use the words you wrote down in exercise 4 to help you.

Key phrases Observation and inference

In the bottom / top right-hand / left-hand corner of the painting, there's a

There's ... which looks like

He/She appears to be ...-ing

Given that ..., I think

That suggests that

Judging by ..., I (don't) think

- 6 Study the key phrases. Then look at this painting. After one minute, close your book and take turns with your partner describing it in as much detail as possible.

- 7 Open your book. With your partner, add to your description. Then try to infer the story behind the painting.



- 8 **REFLECT** How observant do you think you are? Do you think you can improve your observation skills? How?

Discover more



SEARCH ONLINE and find out the story behind the paintings on this page: *Landscape with the Fall of Icarus* and *Unexpected Visitors*.

Writing task



A biography

An educational website is publishing a series of biographies about famous artists. Write a short biography for the website about an artist of your choice, describing his/her early life, main career, and legacy.

Understand the task

1 Read the writing task and answer the questions.

- 1 What do you have to write?
- 2 Which word in the task means the effect of someone's achievements after he/she dies?
- 3 Who will read your writing?
- 4 Should you use formal or informal language?

Think and plan

- 2 Look at the artwork below. In pairs, list some questions you would like answered about its artist.
- 3 Read the biography. Does it answer your questions from exercise 2?

KATSUSHIKA HOKUSAI



The Great Wave by Katsushika Hokusai

Hokusai was born in the city of Edo (now Tokyo), Japan, in 1760, the son of a mirror-maker. He was interested in drawing from an early age, and when he was eighteen, he joined the studio of a great Japanese artist called Shunsho. There he produced colorful woodblock prints of actors, copying Shunsho's style.

When Shunsho died in 1793, Hokusai started experimenting more with his art, depicting landscapes and scenes from everyday life. This was a turning point, not just for Hokusai, but for art throughout Japan. Over the course of his career, Hokusai produced many thousands of woodblock prints, paintings, book illustrations, and cartoons. He is best known for his woodblock print *The Great Wave at Kanagawa*, which shows fishing boats among towering waves, with Mount Fuji in the distance. He taught more than 50 students, but even in his later years, he believed that he had more to learn himself. Just before his death at the age of 89, he said, "If I had been given five more years, I would have become a great painter."

After his death, copies of some of his prints were brought to Europe. They became an important influence on artists such as Vincent van Gogh and Claude Monet. His cartoons also influenced the development of today's manga art, and modern versions of his *Great Wave* can be seen in advertising, in environmental campaigns, and even as a smartphone emoji!

Writing strategy



Using a timeline to plan a biography

A timeline is a good way to organize information when you are researching and planning a biography. The timeline will probably start when the subject of the biography is born, but doesn't have to end with the subject's death. It can also include his/her legacy.

4 Look at the timeline for the biography in exercise 3. Copy the timeline and add the missing information.



5 LANGUAGE POINT Study the expressions for describing a life highlighted in the text on page 110. Use them to complete these sentences about different artists.

- 1 , she knew that she wanted to become an artist.
- 2 , he painted portraits of many of his country's most powerful men.
- 3 twenty-two, she was asked to create a statue to commemorate the event.
- 4 His influence continued to grow , and he is now much better known than he was during his lifetime.
- 5 The start of this friendship was in her life, leading her in a new artistic direction.
- 6 The quality and quantity of his work increased , despite the physical challenges of old age.
- 7 his landscapes, which were, for the first time, given the same respect in the art world as portraits.

6 Read the task again and choose an artist to write about. Find out about the early life, main career, and legacy of your artist. Create a timeline like the one in exercise 4.

Write a first draft

7 Write the first draft of your biography, using your timeline from exercise 6 to help you.

Review and edit

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

- **Content** Have you mentioned the most important aspects of the artist's early life, main career, and legacy?
- **Style** Is your biography in formal language, and divided into logical paragraphs?
- **Errors** Have you checked your spelling, grammar, and punctuation?

Reflect

Why do we need art?



What is the purpose of art?



Does art reflect our cultural identity?



How can art change communities?



How can we be more observant?



How do artists influence others?

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 observing nature is good for your well-being.

Music 1.19

beat genre hit lyric melody pitch playlist
rhythm soundtrack tempo track

1 Complete the sentences with the correct form of the words.

- I think we should perform the song at a faster _____ if we want it to be a big _____ and make us famous.
- That movie has a fantastic _____.
- Opera isn't my favorite music _____. Maybe I'd like it more if I understood the _____ of famous operas, but a lot of them are in Italian.
- You have to be able to keep a steady _____ if you play the drums.
- It's difficult to get the _____ right when you play this music. The short notes and long notes come in unexpected places.
- I've put together a _____ of my favorite _____ to listen to when I'm going for a run.
- It's the best song she's released, but I can't sing along to the _____ because the _____ is too high for my voice.

2 Answer the questions.

- What's your favorite music genre? _____.
- Do you prefer listening to tracks with a fast or slow tempo in the early morning? Why? _____.
- What playlist do you listen to most at the moment? _____.
- Do you have a high-pitched or low-pitched voice? _____.
- What are your favorite song lyrics? _____.

Abstract nouns 1.20

beauty creativity excitement happiness harmony
inspiration love sadness the truth

3 Match the descriptions with the correct words.

- The news that you're going to see your favorite band in concert will make you feel this. _____.
- You need this if you want to write a hit song. _____.
- People usually feel this when they are doing what they enjoy. _____.
- People usually feel this for their parents and children. _____.
- A group of singers make this when they sing different notes at the same time which sound nice together. _____.
- People have this when something they see or hear gives them an exciting new idea. _____.
- People who are completely honest will tell you this. _____.
- People feel this when someone that they love dies. _____.

4 Do you agree? Write A (agree) or D (disagree).

- Two voices sound best when they're singing in harmony, not the same melody.
- It's always better to know the truth.
- People with a lot of creativity need peace and quiet to get inspiration for new projects.
- Your happiness can be strongly affected by the music you listen to.
- It's your character, not your beauty, that earns people's love.

Adjectives to describe sounds 1.21

confusing distracting energizing relaxing soothing
stimulating stressful tedious upbeat

5 Match the sentence halves 1-7 with a-g.

- | | |
|-----------------------------|----------------------------------|
| 1 Upbeat music | a stops you from concentrating. |
| 2 Energizing music | b is relaxing. |
| 3 Tedious music | c sounds cheerful. |
| 4 A soothing sound | d helps to stimulate you. |
| 5 A distracting sound | e is difficult to make sense of. |
| 6 A confusing sound | f stops you from relaxing. |
| 7 A stressful sound | g is boring or annoying. |

6 Complete the sentences using the adjectives above.

- When I exercise, I like to listen to _____ music.
- Before an important test or competition, I like to listen to _____ music.
- After a stressful day, I like to listen to _____ music.
- The soundscape of a forest – the leaves moving in the wind, the birds singing – is very _____.
- The sound of a car alarm going off in the street is very _____.
- I think most classical violin music is _____.



Describing trends

We can describe trends by using verbs such as these:

▲	▼
rise	fall
increase	decrease
jump	drop
grow	shrink

The popularity of iPods **has dropped** since 2009.

The number of people who use music streaming services such as Spotify continues to **grow**.

We can use adverbs to give more information about how these trends happened.

big change	small change	fast change	slow change
dramatically	slightly	quickly	steadily
significantly		rapidly	gradually
sharply			slowly
considerably			

Tip The adverb can go before or after the main verb.
CD sales **fell steadily** in the early 2000s.
CD sales **steadily fell** in the early 2000s.

Trends that are developing now can be described in the **present continuous**.

The price of music streaming subscriptions **is going up**.

Trends that started and finished at a specified time in the past can be described in the **simple past**.

The quality of sound recordings **went up significantly** in the early 20th century.

Trends that started in the past and are now complete can be described in the **present perfect**.

Profits from recording sales **have shrunk considerably** in the last twenty years.

Trends that started in the past and will probably continue into the future can be described in the **present perfect continuous**.

The power of record companies **has been gradually decreasing** since the start of digital streaming.

Verbs that can be used as nouns

Many of the verbs that we use to talk about trends can also be used as nouns.

▲	▼
rise	fall
increase	decrease
climb	decline
jump	drop

Instead of using verb + adverb, you can use adjective + noun.

The number of festivals **has jumped sharply**.

► There has been a **sharp jump** in the number of festivals.

Attendance at classical music concerts **is declining steadily**.

► There's a **steady decline** in attendance at classical concerts.

- 1** Complete the sentences about these trends. Use the correct form of the phrases in the boxes.

Tuneful Music Streaming Service

Number of songs:	10 added every day	
Users (in millions):	0.4 (2018)	28 (today)
Users using a phone:	62% (2018)	59% (2020)
Users using a desktop computer:	21% (2018)	4% (2020)

climb steadily drop significantly fall slightly
sharply rise

- The number of songs on Tuneful _____.
- Since 2018, the number of people using Tuneful _____.
- Between 2018 and 2020, the percentage of people using their phone to listen to Tuneful _____.
- The percentage of people listening to Tuneful on a desktop computer _____ between 2018 and 2020.

Rockabilly Radio

Listeners (in millions):	18.3 (1989)	2.1 (2009)	0.04 (next year – prediction)
Number of DJs:	30 (1999)	28 (2009)	26 (2019)
Hours per listener per week:	6 (2009)	6.5 (today)	
Prizes per year:	12 (1989)	365 (today)	

go down rapidly jump dramatically slightly increase
slowly decline

- The number of Rockabilly Radio listeners _____ since 1989.
- The number of DJs working for the radio station _____ between 1999 and 2019.
- Since 2009, the time that people spend listening to Rockabilly Radio every week _____.
- The number of prizes given out on the radio station _____ since 1989.

- 2** Change the sentences so that they use the underlined verbs as nouns. Start with **There**.

- The number of people who listen to music online has jumped dramatically.

- Sales of car radios fell slightly last year.

- The amount of music available online rose rapidly in 2019.

- The number of radio listeners has been gradually decreasing.

Money and trade 1.22

barter bill checkout counter consumer currency
deal goods negotiate swap transaction

1 Complete the sentences with the correct words.

- I'm sorry, sir, but you can't use that _____ to pay for your purchase. It's in a foreign _____.
- It's a nice dress, but \$50 is a lot for something second hand. Why don't you try to _____ a better _____?
- My family lives without money, and we _____ for everything we need. We often _____ fruit from our garden for clothing made by our neighbor.
- The store sold electronic _____, but it had to close. The typical _____ prefers to buy online these days.
- If you use a debit card to pay for something at the _____, keep a record of your _____ so that you can check your bank statement later.

2 Answer the questions.

- What's the best deal that you've gotten recently?

- Do you ever swap things with your friends? Give examples.

- What currency is the money in your wallet?

- Which stores keep you waiting longest to get to the checkout counter?

- In what situations can consumers negotiate the price of the goods they buy?

Compound adjectives 1.23

hard-to-resist high-tech must-have overnight
sky-high worldwide3 Rewrite the underlined phrases, using the correct compound adjectives, so they have a similar meaning.

There is a lot of interest in robot assistants at the moment. These gadgets with advanced technology ¹_____ gadgets will soon be possessions that everyone wants ²_____ possessions: ordering your groceries online, advising you on fashion, reminding you when you need an umbrella, and so much more. They used to be sold at very high prices ³_____ prices, but that is now starting to change. When they are available at prices that people don't want to say no to ⁴_____ prices, they will be a very quick success ⁵_____ success and have an effect all around the world ⁶_____ effect on family life.

4 Complete the sentences with your own ideas.

- I spend a lot of my money on hard-to-resist items such as _____.
- I'm not prepared to pay the sky-high prices, so I never buy _____.
- A bad banana harvest in Asia can have a worldwide effect on _____.
- The must-have high-tech gadget this year is _____.
- One disadvantage of overnight success is that _____.

World problems and solutions 1.24

benefit damage deserve potential poverty priority
ruin social enterprise transform vaccination

5 Match the words with their definitions.

- the state of being poor _____
- harm something so badly that it isn't useful any more _____
- have the right to something _____
- something that you think is more important than other things _____
- putting a substance in the blood as a protection against disease _____
- a business that aims to do good, not to make money _____
- completely change something, usually to make it better _____
- possibilities that exist and can be developed _____
- be in a better position because of something _____
- harmful effects _____

6 Complete the texts with the correct words.

Every year, about two million children in India die of diseases that they could have avoided if they had had the correct ¹_____. Remind is a ²_____ that aims to improve this situation. People who sign up for its services ³_____ from text message vaccination reminders so that more children get the protection that they ⁴_____.

The latest earthquake in the south of the country has caused a lot of ⁵_____ to schools. This must not ⁶_____ the education of the area's young people. Your kind donation will help us rebuild schools and allow children to reach their ⁷_____.

Too many children today are living in ⁸_____. We have several projects that fight this injustice. Our ⁹_____ is to help parents find well-paid work so that they can pay for food and education for their children. One good wage can ¹⁰_____ a family's opportunities.

The future in the past

We use the future in the past to talk about future events from a point of view in the past.

As with other future expressions, the form that we use depends on the use:

For **predictions in the past**, we use *would* + infinitive or *was/were going to* + infinitive.

*There was no point in asking him for help. He **would say** no.
She didn't take an umbrella because it **wasn't going to rain**.*

For **plans and intentions in the past**, we use *was/were going to* + infinitive.

*I **was going to join** them at the party, but I felt sick, so I stayed home.*

For **arrangements made in the past**, we use past continuous.

*It was a Sunday in June, and we **were meeting** at ten o'clock.*

Tip The future events may or may not actually happen.

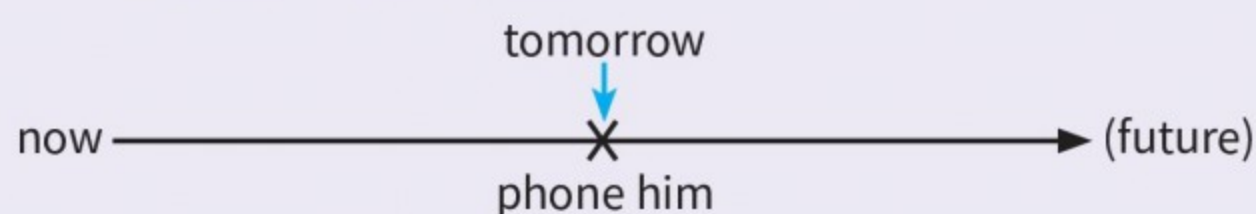
*He **was always going to become** an actor, so I wasn't surprised when he got his first movie role.*

*He **was always going to become** an actor, so I was very surprised when he chose to be a teacher.*

Future tenses with will

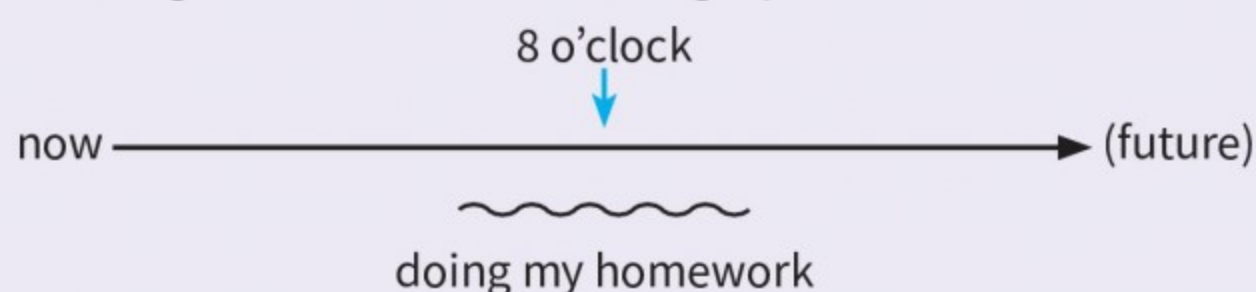
We use the **future simple** for actions that we predict, promise, or decide will happen in the future.

*I'll **phone** him tomorrow.*



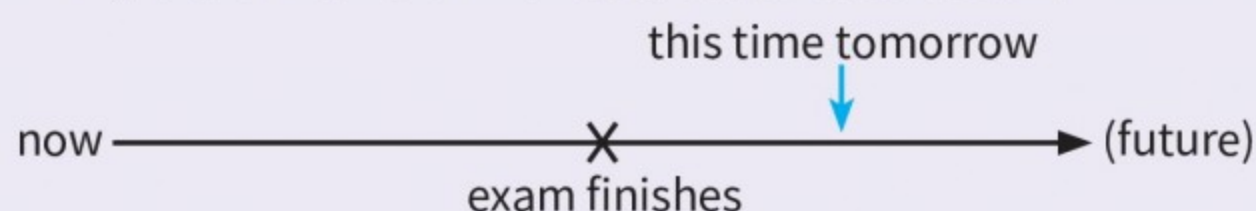
We use the **future continuous** for actions that we predict will be in progress at or around a time in the future.

*At eight o'clock, I'll **be doing** my homework.*



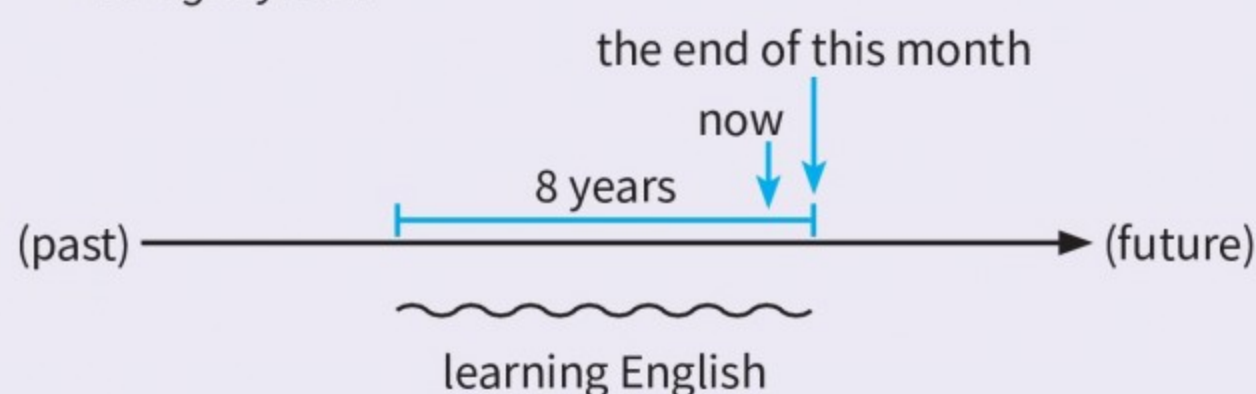
We use the **future perfect** for actions that we predict will be finished by a time in the future.

*My exam **will have finished** by this time tomorrow.*



We use the **future perfect continuous** for actions that we predict will continue until a time in the future, when we want to emphasize the length of time.

*By the end of this month, I'll **have been learning** English for eight years.*



We form the future perfect continuous like this:

Affirmative (+) and negative (-)

I/you/he/she/it/we/they **will ('ll) have been walking**
I/you/he/she/it/we/they **will not (won't) have been walking**

Questions and short answers

Will I/you/he/she/it/we/they **have been walking**?
Yes, I/you/he/she/it/we/they **will**.
No, I/you/he/she/it/we/they **won't**.

Tip We often use *this time tomorrow* / *next week* / *next year* with the future continuous.

***This time next week**, I'll be serving tea at the cafe.*

We often use *by* with future perfect tenses.

***By 2:00 p.m.**, I'll have earned \$30.*

***By 4:00 p.m.**, I'll have been working for six hours.*

1 Choose the correct option.

- I waved goodbye to my parents from the train window. I **wasn't having** / **wouldn't have** much fun on the trip, but of course I didn't know that at the time.
- We **were going to share** / **would share** an apartment when we left college, but our plans didn't work out.
- It was clear that any vacation that summer **was going to cost** / **was costing** more than we could afford.
- I had to refuse Callum's invitation because I **would see** / **was seeing** a movie with Millie that night.
- How could she ever pay for it? It **would take** / **was taking** her three years to save that kind of money!
- My teacher wasn't in school that Friday because she **would get** / **was getting** married that weekend.

2 Complete the sentences with the most appropriate will future form of the verbs in parentheses.

- This time next week, we _____ (try) to answer our first test question.
- The race is in the morning, so I'll be tired in the afternoon. I _____ (run) 10 km.
- When I leave this school in the summer, I _____ (study) here for ten years!
- By the time they arrive, we _____ (eat) all the food.
- I _____ (do) it all on Saturday morning, but I can't spend any time on it before that.
- His project is taking ages. By the time he hands it in, he _____ (work) on it for two months.
- Your train leaves at six o'clock and it's a two-hour trip, so you _____ (travel, still) at seven.
- There's nothing in the fridge. I _____ (go) to the supermarket to buy something for dinner.

Books and reading 1.25

boredom complexity concentration distraction
empathy entertainment escapism relaxation

1 Choose the correct words to complete the sentences.

- I was confused by the _____ of the novel's plot.
- Reading is a great form of _____. I feel a lot less stressed after I've been reading a good book.
- Reading a book helps to relieve the _____ of a long train trip with no one to talk to.
- Novels make you imagine what it feels like to be someone else, so you develop _____ for other people.
- When I'm really stressed, I don't have the _____ to read. My mind keeps wandering.
- My cell phone is a big _____ when I'm trying to work, so I often turn it off.
- The story's really exciting. It may not be high quality literature, but it's great _____.
- Reading is a form of _____. A novel can take you to a different, more exciting world than the one you actually live in.

2 Complete these sentences with your own ideas.

- For me, the best form of escapism is to _____.
- When I'm doing homework and I want to avoid distractions, I _____.
- My favorite way to relieve boredom is to _____.
- I have a lot of empathy for people who _____.
- My concentration is usually better when I _____.
- My favorite form of relaxation is to _____.

Graphic novels 1.26

dialogue imagery layout mood motion lines
narrative panel sequence setting sound effects
storyline text bubbles

3 Match the definitions 1–12 with the correct words.

- the place where the events in the story take place _____
- the conversations between characters _____
- the shape drawn around the words that characters say _____
- a set of things that come in a particular order _____
- the basic story _____
- the noises that are added to make something seem more realistic _____
- a description of events _____
- the pictures, either real ones or those created in the reader's mind by the text _____
- an area that contains a piece of the story _____
- the lines behind an object or person in a picture, which make it appear to be moving quickly _____
- the way in which the parts of a page are arranged _____
- the emotion that the storyteller makes the reader feel _____

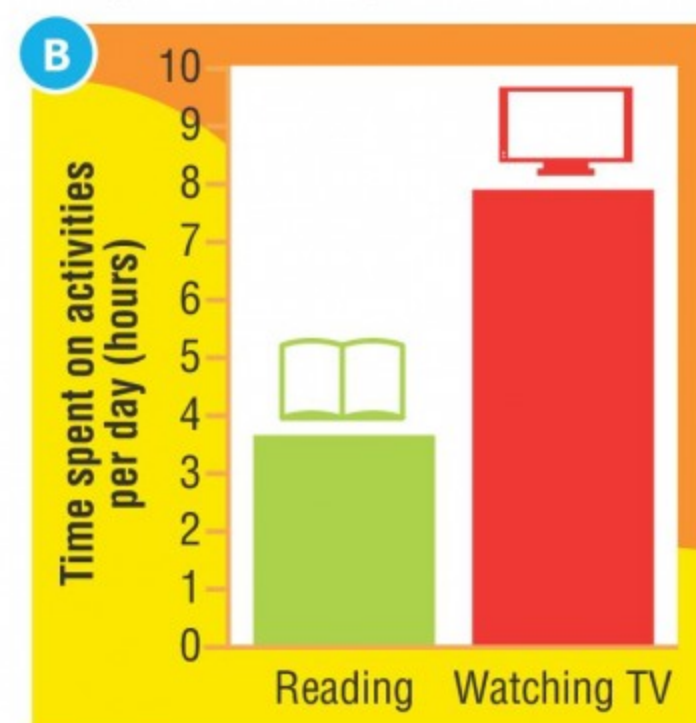
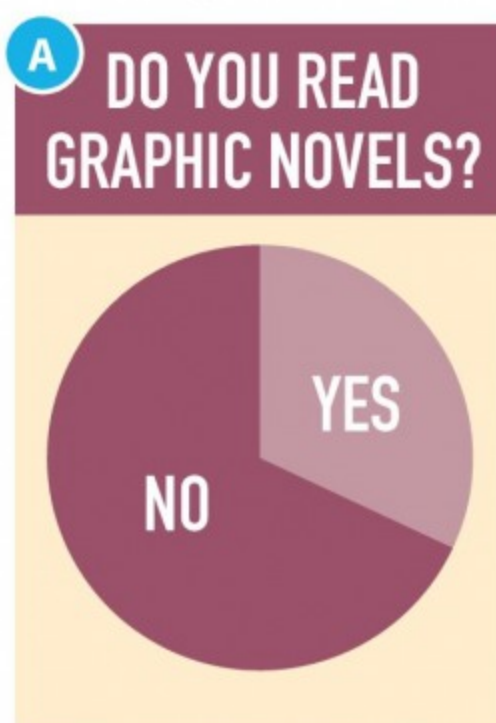
Infographics 1.27

bar graph data eye-catching impactful line chart
pie chart statistics striking typography

4 Write the words in the correct category 1–3.

- Facts or information: _____
- Ways of communicating information: _____
- Adjectives that describe successful visuals: _____

5 Label images A–C with noun phrases. Then answer the questions below with your own opinions.



- Which image has the most eye-catching colors? _____
- Which image presents the data most clearly? _____
- Which statistic is the most surprising? _____
- Which image has the most striking typography? _____

Talking about past habits and changing states

Past habits

We use *used to* and *would* + infinitive to talk about repeated past actions that we no longer do.

*I **used to read** for fun every day, but I **don't** any more.*

*Dad **would tell** me bedtime stories when I was little.*

Used to + infinitive can also be used to talk about past states that no longer exist. *Would* cannot be used in this way.

*Ben **didn't use to like** graphic novels but now he loves them.*

NOT *Ben ~~wouldn't like~~ graphic novels...*

Changing states

We use *be used to* and *get used to* + *ing* or noun when we talk about new situations that are becoming normal.

*We're **used to writing** stories – we've been doing it since primary school.*

*I'm reading a novel in English. It was difficult at first, but now I'm **getting used to** it.*

Tip For past habits, we use *use* not *used* in negative and question forms.

*He **didn't use** to write poetry.*

*What children's books **did you use** to like reading?*

For changing states, we always use *used* not *use*.

*I'm **not used** to reading aloud. I usually read silently.*

*Are they **getting used** to the library's new rules?*

Narrative tenses

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 past actions.

*The lion **jumped** across the stream, landed on the other side, and **walked** into the forest.*

We use the **past continuous** for a longer past action interrupted by a shorter past action.

*The lion **was walking** under a tree when a net **fell** on him.*

We use the **past perfect simple** for an action in the past that finished before another past action.

*Some hunters **had left** the net there, and now the lion was trapped in it.*

We use the **past perfect continuous** for an action in the past that continues for some time before another past action.

*The lion **had been trying** to get out of the net for hours when a mouse arrived.*

Tip Past perfect simple or continuous?

The **past perfect simple** emphasizes the completion of an action.

*The lion roared happily. The mouse **had bitten** through the ropes of the net, and he was free!*

The **past perfect continuous** emphasizes the time spent on the activity.

*The mouse **had been biting** through the ropes of the net for a long time, and her teeth hurt.*

1 Choose the correct option.

- 1 I **used to** / **would** hate reading horror stories when I was younger. They **were used to** / **would** always give me bad dreams.
- 2 A Did you **used to** / **use to** buy a lot of books when you lived above the bookstore?
- 3 B No, we **got used to** / **would** always borrow books from the library.
- 4 I didn't **used to** / **use to** like my school, but I **got used to** / **used to** going there eventually, and now I love it.
- 5 I **left** / **used to leave** my book on the bus on Monday morning. On the bus home that afternoon, I was so bored. I'm not **used to** / **use to** having nothing to read.
- 6 My sister **would** / **used to** have an e-reader and she **would** / **was used to** read it every night. She was really sad when it broke.
- 7 How quickly did you get **use to** / **used to** speaking in English when you **went** / **used to go** to London last month?
- 8 Mom **would** / **used to** live near the ocean when she was a teenager, and some mornings she **would** / **was used to** go surfing before class.

2 Complete the sentences with a narrative tense form of the verb in parentheses.

There was once a wise man whose horse ran away.
"What bad luck!" said the people of his village.
"Just wait and see," said the man.

Eventually, his horse ¹ (return) with a female companion. The horse ² (wander) in the mountains for many months, and ³ (find) a mate there. Now the wise man had two horses.

"What good luck!" said the people of his village.

"Just wait and see," said the man.

One day, the man's son ⁴ (ride) the family's new horse when he ⁵ (fall off) and broke his leg.

"What bad luck!" said the people of his village.

"Just wait and see," said the man.

A few days later, some soldiers ⁶ (come) to the village, because they ⁷ (look) for young men

to join their army. All the young men of the village had to go with them. Only the wise man's son was allowed to stay, because he

⁸ (break) his leg.



Competition 1.28

competitor confidence contest draw (n) focus (n)
personal best selective stand a chance victory

1 Complete the sentences with the correct form of the words and phrases.

Today's race will be an interesting ¹ _____. Although there are ten ² _____, the ³ _____ of everyone's attention will be Kirsten Maleva and Ramona Perez. In the dramatic Olympic final last year, they finished so close together that it looked like a ⁴ _____. In the end, ⁵ _____ went to Perez, by a thousandth of a second. Since then, Perez has not competed in many events; she has had to be ⁶ _____ with her races because of a knee injury. Recently, however, she has been as fast as ever. Maleva is also on top form. She achieved a ⁷ _____ last month, taking a tenth of a second off her previous fastest time. That will help her ⁸ _____ in today's race, but she may have to equal last month's speed to ⁹ _____ of winning.

2 Answer the questions with your own ideas.

- What types of contest do you stand the best chance of winning?
.....
- Which is better: to beat a rival or to achieve your personal best? Why?
.....
- What builds your confidence? What reduces it?
.....
- Is your focus usually better in the morning, afternoon, or evening?
.....

Prefixes (1) 1.29

co- e-/ex- eco- in-/im- inter- intra-

3 Complete the words with the correct prefix.

- My dad wants us to go and live in Argentina, but I like living in this country. I don't want tomigrate.
- Dinosaurs and humans did notexist. Dinosaurs became extinct long before humans evolved.
- Dogs come in many different shapes, colors, and sizes. There is a lot ofspecies variation.
- The loss of one species can have a very serious effect on other species in the samesystem.
- Pears don't grow in this country. We have toport them from abroad.
- An interesting example ofspecies communication was Koko the gorilla's use of sign language to talk to her human caretakers. She could use more than 1,000 signs!
- Why did youclude humans from your list of invasive species? I think we should be on the list, too.
- You will probably need a different cage for each hamster. They often fight if they are forced tohabit.

4 Complete the sentences. Use the underlined> words or parts of words with the correct prefixes. You can use a dictionary to help you.

- If the game is between two national teams from different countries, it's an competition.
- The air we breathe out of our lungs when we exhale contains a hundred times more carbon dioxide than the air we breathe in when we
- Passenger planes usually have two pilots. If one pilot becomes sick, his/her can land the plane safely.
- Biology is the scientific study of life, and the branch of it that focuses on the relationship between living things and their environment is called
- Most of the computers in the USA today have been imported from countries such as China, and few US-made computers are abroad.

Pressure 1.30

anxiety block out cope high-pressure situation
let your nerves get the best of you rise to a challenge
under pressure underperform

5 Match the sentence halves 1-3 with a-c.

- If you let your nerves get the best of you when you are under pressure,
 - If you block out everything that might make you feel anxious,
 - Your anxiety might decrease if
- a you'll cope better in a high-pressure situation.
b you are likely to underperform.
c you focus on situations in the past when you rose to a challenge successfully.

6 Complete the sentences with your own ideas.

- In a high-pressure situation, I usually
- If I underperform on a test, I
- I sometimes feel under pressure to
- The last time I let my nerves get the best of me was when
- When I have a lot of anxiety about something, it helps if I



Reported speech

We can use reported speech to report statements, questions, and many other types of speech.

In **reported statements** and **reported questions**, the tense usually changes when the reporting verb is in a past tense.

"They had an argument."

► He told me that they **had had** an argument.

"Is your cell phone new?"

► I asked her if her cell phone **was** new.

When the reporting verb is in a present tense, the tense in the reported statement or question doesn't change.

"I'm going to become an electrical engineer."

► She says she's **going to become** an electrical engineer.

Tip In reported questions, remember to change from a question structure to a statement structure.

"Will he help?" ► She asked (me) whether **he would help**.

"Why did you go?" ► He asked (me) why **I had gone**.

Other types of reported speech can be introduced by different reporting verbs. They require the verbs that follow them to take different patterns.

verb + (that) + clause: *claim, report, announce, decide*

She **claimed that her invention would change** the world.

verb + infinitive: *refuse, offer*

They **refused to give** her any more money.

verb + object + infinitive: *persuade, advise, ask, tell, remind, warn*

She **persuaded me to work** for her.

verb + gerund: *mention, suggest, deny, recommend*

He **mentioned meeting** a lawyer last week.

verb + preposition + gerund: *apologize for, insist on, complain about*

She **apologized for losing** her temper.

verb + object + preposition + gerund: *praise sb for, accuse sb of, blame sb for, congratulate sb on*

They **praised him for inventing** useful new technology.

Indirect questions

Indirect questions are more formal and polite than direct (normal) questions. They are formed in a similar way to reported questions:

introduction + *if / whether* / question word + statement

When the introduction is in the present tense, the tense in the indirect question is the same as in a direct question.

*How much **does it cost**?*

► Please can you tell me how much **it costs**?

When the introduction is in the past tense, the tense in the indirect question usually changes.

Are you there?

► I was wondering if **you were** there.

Common introductions to indirect questions

(Please) can / could you tell me ... ?

(Please) can / could you let me know ... ?

Do you know ... ?

Do you have any idea ... ?

I'd like / love to know ...

I was wondering ...

Tip Some indirect questions end with a question mark, but others don't. It depends on the introduction.

I'd like to know whether you're coming.

Do you have any idea what time you'll arrive?

1 Complete the second sentence so it means the same as the first. Use the verbs below.

advised asked claims is refusing mentioned
persuaded praised reported

- Alex to Katya last week: "You've done a great job!"
Last week, Alex
- Mom to me at the moment: "No, I won't buy you a new cell phone."
At the moment, Mom
- Dad earlier: "Is Sam going to write about Edison?"
Earlier, Dad
- Lily every day: "I've worked harder than anyone else."
Every day, Lily
- You to me last year: "You should sell your invention."
Last year, you
- Journalists on Tuesday: "1.5 billion people bought a new smartphone in the last twelve months."
On Tuesday, journalists
- David yesterday: "You should do it." Me: "OK, I will."
Yesterday, David
- Rahila this morning: "I read about it in the paper."
This morning, Rahila

2 Rewrite these questions as indirect questions. Start with the introduction given.

- Where can I buy a new one of these? ► Do you know
- Is the store open on Sundays? ► I was wondering
- Was it invented by Tesla? ► Please, could you tell me
- Who won that year's Nobel Prize? ► I'd love to know
- Whose old cell phone is this? ► Do you have any idea
- Did you switch it on? ► I was wondering

Museums 1.31

an archaeologist archaeological an artifact a collection
an exhibit on display to display

1 Choose the correct words.

China's famous Terracotta Army was discovered in 1974 by a group of farmers digging for water. Today, the site is one of the most fascinating ¹archaeological / exhibit museums in the world. There are more than a thousand terracotta soldiers and horses ²on display / collection, each one slightly different from the others.

The museum's ³collection / artifact will probably grow in the future, as ⁴archaeologists / collections continue to explore the area and find new ⁵displays / artifacts. Those who are unable to visit the museum in China should look out for a temporary Terracotta Army ⁶archaeologist / exhibit at a museum in their own country. Some of the soldiers and horses are very well traveled, and have been ⁷collected / displayed in museums all around the world.



2 Can you name:

- 1 a museum with some archaeological exhibits?
.....
- 2 a famous artifact from the past?
.....
- 3 a book or movie with an archaeologist in it?
.....
- 4 a museum with a famous art collection?
.....

Nouns and verbs 1.32

admiration civilization dedicate excavate inspection
interpretation justification permission preserve

3 Complete the second sentence in each pair so it has a similar meaning to the first.

- 1 The Romans' aim was the civilization of the people that they conquered.
The Romans' aim was to the people that they conquered.
- 2 I'm impressed she has dedicated herself to archaeology.
I'm impressed by her to archaeology.
- 3 We should start excavating the area.
We should start our of the area.
- 4 There's a lot of admiration for the new museum.
A lot of people the new museum.
- 5 Do we have your permission to dig here?
Do you us to dig here?

- 6 It's important to preserve these rare artifacts.
The of these rare artifacts is important.
- 7 What's their justification for keeping the statue here?
How do they keeping the statue here?
- 8 There are many interpretations of the words.
There are many ways to the words.
- 9 There's going to be an inspection of the work.
Someone is going to the work.

4 Give an example of:

- 1 an ancient civilization that you admire.
.....
- 2 a place in your country where there have been archaeological excavations.
.....
- 3 an object from the modern world that might be preserved in museums in the future.
.....
- 4 a career that requires a lot of dedication.
.....
- 5 someone whose permission you often have to ask for.
.....
- 6 a word that can be interpreted in different ways.
.....

Learning from mistakes 1.33

consequence courage honesty to admit a mistake
to blame something / somebody
to come up with a solution to cover up an error
to get defensive to obsess about something

5 Choose the correct words and phrases to answer the questions.

- 1 Which two are positive personality traits?
.....
- 2 Which two are positive actions to take?
.....
- 3 Which four should you try to avoid doing?
.....

6 Complete the sentences with the correct forms of the words and phrases above.

- 1 It doesn't help to think endlessly about who you should for the problem.
Stop about that and try to to the problem instead.
- 2 You should never try to, especially if it's a bad one. The will be worse if people find out anyway and you haven't told them about it. It takes to say that you've made a mistake – it can be scary – but it's the right thing to do.
- 3 There's no need to if someone criticizes you. Remember that no one gets things right all the time, so it's OK to And your will mean that people will trust you to tell the truth again in future.

Speculation about the past, present, and future

We can use the modal verbs *must*, *can*, *might*, *may*, and *will* to express degrees of certainty about the past, the present, and the future.

The past

We use *must* + *have* + past participle when we are certain something is true about the past.

*The coin is Roman, so it **must have been** made a very long time ago.*

We use *can't* + *have* + past participle when we are certain something isn't true about the past.

*The time capsule contains a newspaper from April 1, 1860, so they **can't have buried** it before that date.*

We use *might* / *may* / *could* + *have* + past participle when we think something is possibly true about the past, but we aren't sure.

*We don't know why he buried the treasure, but he **may have wanted** to hide it from his enemies.*

Tip We use *may not* or *might not* for speculation, but not in contracted forms.

*They **may not have seen** her.*
(NOT ~~They mayn't...~~)

*He **might not have known**.*
(NOT ~~He mightn't...~~)

We don't use *couldn't* or *could not*, or *must not* or *mustn't* for speculation.

The present

We use *must* + infinitive without *to* when we are certain something is true about the present.

*The museum's very famous. It **must get** lots of visitors.*

We use *can't* + infinitive without *to* when we are sure something isn't true about the present.

*The earrings **can't be** real gold. They're too cheap.*

We use *might* / *may* / *could* + infinitive without *to* when we think something is possibly true about the present, but we aren't sure.

*The tools **could date** from prehistoric times, but we **can't be** sure until we've done some tests.*

The future

We use *will* + infinitive without *to* when we are certain something is true about the future.

*You **will have** a great time at the exhibition. It's really interesting.*

We use *won't* + infinitive without *to* when we are sure something isn't true about the future.

*We **won't see** her tomorrow. She's on vacation in Fiji.*

We use *might* / *may* / *could* + infinitive without *to* when we think something is possibly true about the future, but we aren't sure.

*There **might be** time to go to the British Museum next weekend. I don't know.*

Tip We can speculate about events in progress using continuous forms of modal verbs.

*The dinosaur **must have been walking** through mud to leave a clear footprint like that.*

*It **can't be snowing**. It's not even cold today!*

*They **won't be driving** at 10 o'clock. They'll have arrived long before that.*

1 Circle the correct option. Sometimes both options are correct.

- In the future, people **might not** / **couldn't** live only on Earth. They **may** / **could** live on lots of different planets.
- The wheel **might** / **may** have been invented in Poland, but it **could** / **can** have been invented in Iraq.
- I have to run in a 10 km race today, so I **must** / **will** be tired tomorrow. I **can't** / **won't** have much energy for our tennis game.
- He **can't** / **must** be very happy about his great exam results. He **must** / **can** have studied really hard for them!
- They **can't** / **might** still be shopping – the stores closed an hour ago. But they **might** / **could** be waiting for a bus.
- She **must** / **can** feel terrible about dropping the vase. She **can't** / **must** have been holding it properly.
- I **must** / **can't** have been waiting for him for more than a hour, because I watched a whole movie on my cell phone while I was there – I don't know why he never turned up. I **may** / **could** have gone to the wrong place by mistake, I suppose.
- She **won't** / **couldn't** be playing in the match tomorrow because she's broken her arm. It **will** / **must** have been a bad accident because she broke it in three places.

2 Complete the second sentence so that it has a similar meaning to the first sentence. Use the words in parentheses.

- It's possible that they forgot it. (might)
They
- Maybe she's looking for buried treasure. (may)
She
- Perhaps there'll be more discoveries. (could)
There
- I'm sure there are lots of cool things to see. (must)
.....
- It's clear that he wasn't planning to return. (can't)
He
Perhaps they aren't telling the truth. (might)
They
- It's certain the cup was made from whale bone. (must)
The cup
- It's possible that the show won't interest you. (may)
The show
- It's impossible that the document dates from the eighteenth century. (can't)
The document

Houses and homes 1.34

belonging convenient cozy peaceful permanent
ritual security shelter tradition

1 Complete the definitions.

- _____ is the feeling that you are safe.
- Something _____ is useful and easy to use.
- _____ is protection from bad weather.
- A _____ place is quiet and calm.
- A _____ home is one that isn't temporary.
- A _____ is a way of doing things that has existed for a long time among a particular group of people.
- A _____ room is one that's warm, comfortable, and often small.
- A _____ is a series of actions that are always performed in the same way, as part of a tradition.
- You get a sense of _____ when you feel comfortable in a particular place or with particular people.

2 Describe... .

- a peaceful place that you have been to
- a cozy place that you know
- a tradition in your family, school, or community
- a time when you had a strong feeling of belonging
- a place where you've found shelter in bad weather

Describing poetry 1.35

descriptive lyrical narrative repetition rhyme
structure theme tone

3 Complete the description.

The poem has a simple ¹_____: three verses of four lines. There is a ²_____ at the end of the second and fourth line of each verse, for example *combined* and *find*. And each verse starts with the same words, *Home is where the heart is*. This ³_____ at the start of each verse focuses the reader's attention on the central ⁴_____ of the poem, that home is more a feeling than a place. The first verse is ⁵_____, using imagery to describe the sights, smells, and sounds of the poet's first home. The second verse is ⁶_____, explaining how the poet came to leave that home. The final verse is more ⁷_____ in ⁸_____, as it expresses the poet's thoughts and feelings about the home that he left.

4 Can you name... ?

- a poem with a lot of repetition
- a word that's a rhyme for the word *rhyme*
- a theme that poets often write about
- a narrative poem
- a lyrical poem
- a poem with a humorous tone

Simplifying your life 1.36

clean up clear out disorganized give away hoard
messy neat put away put in order sort out



5 Look at the picture and choose the most suitable words.

My bedroom's very ¹**messy** / **neat** at the moment. My desk is really ²**neat** / **disorganized**, so I can't always find things when I need them. I tend to ³**hoard** / **sort out** stuff, and it's a terrible habit. I should probably ⁴**put away** / **clear out** the stuff on my desk that I don't need and just get rid of it. Then I could ⁵**put away** / **clean up** properly and ⁶**put everything else in order** / **give everything else away** so it's easy to find. It's the same with my clothes. At the moment, I have too many to fit in my closet. I need to ⁷**sort them out** / **hoard them**. If I ⁸**give away** / **put in order** the things I never wear, I'll be able to ⁹**clear out** / **put away** the clothes I still want. Then my bedroom will finally be ¹⁰**disorganized** / **neat** and tidy.

6 Answer the questions with your own ideas.

- Who in your family is the worst at putting things away?
- If you had to give away some of your clothes, who would you give them to?
- How often do you clear out the stuff in your bedroom that you don't need any more?
- Can a room be too neat? Why? / Why not?
- What sort of things do you like to hoard?
- When was the last time you put your school files and notebooks in order?

Talking about wishes, regrets, and consequences

Wishes

To make a wish for the present, we can use:

I wish / If only + simple past.

I wish I lived in New York!

(= I don't live in New York, but I would like to live there.)

If only my bedroom was a bit bigger!

(= My bedroom isn't very big; I'd like to have a bigger one.)

Regrets

To talk about an action or situation in the past that we regret and that can't be changed, we can use:

I wish / If only + past perfect.

I wish my brother had come to the party!

(= My brother didn't come, so the party wasn't much fun.)

If only we hadn't moved house!

(= We moved house, and I don't like our new house.)

Complaints

To talk about an annoying habit that someone else has in the present, we can use *I wish / If only + would + infinitive without to*.

I wish he wouldn't leave his wet towel on the floor.

(= He leaves his wet towel on the floor, and this annoys me.)

If only they would be quieter!

(= They are noisy, and I would like them to be quieter.)

Consequences

To talk about the consequences of past mistakes, we can use the third conditional or mixed conditionals.

We use the third conditional to describe a hypothetical result based on a past event that cannot be changed.

If + past perfect, would + have + past participle.

If I hadn't lost my key, I wouldn't have had to wait in the rain.

(= I lost my key and had to wait in the rain.)

She would have enjoyed herself at the party if she had been less tired.

(= She was very tired, so she didn't enjoy herself.)

Mixed conditionals

The most common use of mixed conditionals is to describe a hypothetical situation in the past with a hypothetical result in the present.

If + past perfect, would / could / might + infinitive without to.

If we hadn't missed our train, we'd be in Paris now.

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.

We'd have finished by now if you'd helped me more.

If you'd helped me more, we'd have finished by now.

1 Circle the correct option.

- I don't have any money right now. If only I **hadn't spent** / **didn't spend** so much last month!
- I always have to be home by 9 pm. I wish my parents **would let** / **had let** me stay out later just occasionally!
- If there hadn't been a view of the ocean from the living room, we **hadn't moved** / **wouldn't have moved** here.
- My brother left his backpack on the bus. He wishes he **hadn't been** / **wouldn't be** so forgetful.
- If we **had worked** / **would work** harder last year, we **were** / **would be** in college now.
- This math homework is so hard. I wish it **was** / **would be** a bit easier.
- I don't like living in a big city. If only I **would live** / **lived** in the countryside instead.
- I don't want to do it, but she doesn't seem to understand that. I wish she **stopped** / **would stop** asking me.
- I always have to wait at the bus stop for ages. I wish there **would be** / **were** more buses in my town.
- Our house is always such a mess. I hate it! If only my sister **wouldn't leave** / **hadn't left** all her stuff everywhere.

2 Complete the second sentence so that it has a similar meaning to the first sentence. Start with the words in parentheses.

- I regret that I painted my bedroom walls red. (If only)
.....
- I'd like to go to a school nearer my home. (I wish)
.....
- I broke my leg yesterday, so I'm not at the soccer game today. (If I hadn't)
.....
- She's always criticizing my taste in music. (I wish)
.....
- It's a shame he can't come on vacation with us. (If only)
.....
- She didn't open the door because she didn't hear the doorbell. (She would)
.....
- People never turn off the lights. It's such a bad habit! (If only)
.....
- It was a mistake to shout at her. (I wish)
.....
- It's a shame we didn't meet sooner. (If only)
.....
- They couldn't get there on time because their car wasn't working. (If their car)
.....

Color idioms 2.13

be green with envy feel blue a gray area
on the black market see red a white-knuckle ride

1 Complete the sentences with the correct form of the phrases.

- I know I shouldn't have shouted at him, but I really _____ when he insulted my brother.
- Using cell phones during recess at school is kind of _____. Some teachers don't mind us using them then, but others say it's against the rules.
- Watching the game was definitely _____ for fans, as a series of dramatic goals put one team, then the other, in the lead.
- If you ever _____, give me a call. I always know how to cheer you up.
- I think the products on that website might be illegal. Don't buy anything _____!
- I was _____ when I heard that my sister was going to Brazil. I've always wanted to go there!

2 Complete these sentences with your own ideas.

- I sometimes feel a bit blue when _____.
- The last white-knuckle ride I went on was _____.
- If I start to see red, it helps me to calm down if I _____.
- Some people sell things on the black market because _____.
- If I ever feel green with envy because someone has something that I don't, I try to _____.
- It's kind of a gray area: I'm never sure if I'm allowed to _____.

Adjective / Noun families 2.14

-ance -ity -ness -th

3 Complete the second sentence so that it means the same as the first. Change the underlined adjective to a noun, using a suffix.

- People can get sick from eating rotten food.
_____ can be caused by eating rotten food.
- We were impressed that the blankets were so thick.
We were impressed by the _____ of the blankets.
- There are many careers in which it's useful to be creative.
There are many careers in which _____ is useful.
- Would it be possible to buy this in a different color?
Is there any _____ of buying this in a different color?

- People have surprisingly strong feelings on the subject.
The _____ of people's feelings on the subject is surprising.
- Why is it significant that the hotel's logo is blue?
What's the _____ of the hotel's blue logo?

happy patient prior violent visible warm

4 Complete the paragraphs with the correct noun forms.

If your ¹ _____ is to stay safe when you are out on the streets at night, wear bright colors that drivers will see easily. The color of your clothes can really affect your ² _____.

Thirty prison cells in Switzerland have been painted pink, in the hope that this will reduce the levels of ³ _____ and anger among prisoners.

Yellow is usually considered a cheerful color, and many people find that it increases their ⁴ _____. This may be because of its association with the light and ⁵ _____ of the sun.

Flowers are nature's most colorful creations, and you can grow them easily from seed. But you'll need a little ⁶ _____ – it takes at least two months.

Multi-word verbs: the environment 2.15

break down build up cut down on dispose of
get rid of go through kill off run out of stick around

5 Match the words with their definitions.

- throw something away _____
- use something until there is no more of it _____
- increase gradually in quantity _____
- reduce the size, number or quantity of something _____
- stay in a place _____
- use up something or finish it completely _____
- make something die _____
- separate into simpler substances _____

6 Complete the sentences with your own ideas for helping the environment.

- We should try to cut down on _____.
- When we need to get rid of something, we should _____.
- Chemicals that build up in the environment and kill off wildlife should _____.
- So that we don't run out of oil, we should _____.
- Since plastic sticks around in our environment for centuries without breaking down, we should _____.

Passives

We use the passive when we want to focus on the action or on the person / thing that *experiences* the action, rather than on the person / thing that *performs* the action.

*The fireworks display **was cancelled**.*

***Have you been given** your dance costume yet?*

*Lots of food **is being cooked** for the celebrations.*

We can use *it* + passive to describe a belief or opinion.

***It's thought** that the tradition started in the 1780s.*

***It was said** that the fairy only spoke to honest people.*

We can use the passive in all tenses and structures. We only change *be*.

Present tenses
The festival is celebrated throughout Brazil.
A temporary stage is being built in the square.
Past tenses
Food was given to the poorest people in society.
This time yesterday, the trucks were being decorated .
Perfect tenses
A St. Patrick's Day event has been held here since 1924.
We hadn't been told about it before we booked.
Future forms
Millions of kilos of paint will be used .
The fireworks are going to be set off at seven o'clock.
By the end of Holi, we will have been covered in paint.

have / get something done

When we arrange for someone else to do something for us, we use: subject + *have / get* + object + past participle

*We **cleaned** the house.*

(= We did the work ourselves.)

*We **had / got** the house **cleaned**.*

(= We paid someone else to do the work.)

As with passive verbs, we don't always say who actually performed the action (the agent). However, we use *by* to introduce the agent when required.

*We **had / got** the house **cleaned by** a company that my dad had heard about.*

Tip In formal situations, use *have*, not *get*.
Please confirm in writing that you **will get have** the legal documents **prepared** in time for the meeting.

We can use this structure in any tense or form:

*I **had** my cell phone **fixed** last week.*

*At 4 pm, we **were getting** our passport photos **taken**.*

*Oh no! We forgot **to get** the car **washed**.*

*When **is he going to have** his bad tooth **pulled out**?*

*She hates **getting** her hair **cut**.*

1 Change these active sentences into passive ones.

- Someone has removed the flag.
The flag _____
- People believe that red decorations bring good luck.
It _____
- People are going to print the posters on Friday.
The posters _____
- Is anyone buying any fireworks?
_____ any fireworks _____
- People had always thought that the story was true.
It _____
- Where were you when people were giving out flyers?
Where were you when flyers _____
- By Sunday, people will have put up all the lights.
By Sunday, all the lights _____
- No one wanted costumes.
Costumes _____

2 Complete the sentences with the correct form of *have* or *get* and a verb below.

built clean cut deliver design do make repair

- I really need to _____ my hair _____.
- Let's _____ a birthday cake _____ for her.
- His laptop isn't working. He should _____ it _____.
- They _____ the pizzas _____ by bike yesterday.
- We can't do it ourselves. How about _____ it _____ by a professional?
- Lucy is _____ a poster _____ by a well-known artist.
- The streets in town are so dirty! How often does the council _____ them _____?
- My parents would really like to _____ a new room _____ at the back of our house.

3 Choose the correct options.

- The package **will have / will be** collected tomorrow.
- We **weren't / didn't have** sent an email about it.
- We ought to **get / be** the costumes washed.
- By Tuesday, the decorations **will have had / will have been** taken down.
- Why don't we **have / are** some prizes awarded for the best face paint designs.
- It **is / has** said that festivals are the best way to bring a community together.
- All the food for the festival **is having / is being** cooked at the moment.
- By Sunday morning, everything **will be / will have been** eaten. There'll be nothing left.

Water 2.16

coastal dam divert freeze fresh glacier
hydroelectricity inland irrigation melt
reservoir salty

1 Complete the labels.



1 a _____
2 a _____



3 a _____ area
4 _____ water



5 an _____ area
6 _____ water



7 a _____

2 Match the sentence halves 1–3 with a–c.

- 1 The river water is diverted onto farmland so that _____
2 The water freezes at night, and in the morning _____
3 One of the reasons that dams are built is so that _____
a it can be used for irrigation.
b hydroelectricity can be produced.
c it melts again.

Prefixes (2) 2.17

over- under-

3 Complete words a–f with the correct prefixes and match them with definitions 1–6.

- | | |
|---|-------------------------|
| 1 not given enough money for the work that you do | a _____ fed _____ |
| 2 used too much | b _____ achiever _____ |
| 3 made to work too hard | c _____ head _____ |
| 4 having too little food to eat | d _____ worked _____ |
| 5 in the air above you | e _____ exploited _____ |
| 6 someone who does less well than they could do | f _____ paid _____ |

4 Answer the questions with your own ideas.

- Do you ever have an overwhelming amount of homework to do? How do you cope? _____
- Which is worse for your health, being underweight or overweight? Why? _____
- Are there things that over-eighteens in your country are allowed to do that under-eighteens aren't? Give examples. _____
- Do you prefer food to be undercooked or overcooked? Give examples. _____
- If you were overcharged for something you bought in a store, what would you do? _____
- What's the most overcrowded place you've ever been to? _____
- Do you like swimming underwater? Why? / Why not? _____
- Have you ever traveled on an underground train? How did it compare with a normal train? _____

Water use 2.18

dishwasher drought dry up economy setting
evaporate full load leave the faucet running
soak in the bathtub water footprint

5 Complete the sentences with the correct form of the words and phrases.

- A _____ can save you a lot of time when you're cleaning up after a meal. But only turn it on when it contains a _____ of things that need to be washed, and use an _____ so that you don't use unnecessary water or electricity.
- After a long, tiring day, there's nothing nicer than a _____. But it uses a lot more water than a shower, so think about your _____ and avoid taking a bath every day. When you do prepare a bath, don't _____ for too long.
- During a _____, lakes often _____ because all the water _____. It's hard for wildlife to find water.

6 Complete the sentences with your own ideas for helping the environment.

- Name two things that are often put in a dishwasher. _____
- Name two activities with a large water footprint. _____
- Name two problems caused by droughts. _____
- Name two things that can evaporate. _____

Modifying comparisons

When we compare things, we can add modifying words to make the comparison more accurate.

*The river is **almost as high as** it was last year.*

*There's a **far greater** risk of flooding in the valley **than** on the side of the mountain.*

Tip Some modifying words, such as *considerably*, are only used in formal situations.

Other modifying words, such as *way*, and *nowhere near*, are only used in informal situations.

No meaningful difference



The blue house is **roughly as big as** the orange one.

The orange house is **about as small as** the blue one.

Small difference



The orange house is **a little bigger than** the blue one.

The blue house is **slightly smaller than** the orange one.

The blue house is **nearly as big as** the orange one.

The orange house is **almost as small as** the blue one.

The blue house **isn't quite as big as** the orange one.

Big difference



The blue house is **much smaller than** the orange one.

The orange house is **far bigger than** the blue one.

The blue house is **way smaller than** the orange one.

The orange house is **considerably bigger than** the blue one.

The blue house is **nowhere near as big as** the orange one.

Increasing difference

They're building **bigger and bigger** houses.

New houses are getting **more and more spacious**.

1 Look at the chart and choose the correct word.

	Average rainfall per year (cm)	Fresh water pollution (tons/km ³)
Costa Rica	293 cm	0.36
Malaysia	287 cm	0.4
Egypt	5 cm	3.6
Spain	64 cm	3.7

- There's **a little / way** more rain in Malaysia than in Egypt.
- The fresh water in Costa Rica is **roughly / nowhere near** as clean as in Malaysia.
- The rainfall in Spain is **much / slightly** lower than it is in Costa Rica.
- Levels of water pollution are **nearly / about** as high in Spain as in Egypt.
- The fresh water in Spain is **considerably / roughly** dirtier than in Malaysia.
- There's **far / nowhere near** less rain in Egypt than in Costa Rica.
- The water pollution in Egypt is **a little / not quite** as bad as in Spain.
- Far / Nowhere near** as much rain falls in Spain as in Malaysia.

2 Complete the second sentence so that it gives the same information as the first. If an adjective is underlined, use a form of it.

- In Delhi, the poorest inhabitants pay way more for clean water than the richest inhabitants.
In Delhi, the richest inhabitants pay nowhere near _____ for clean water _____ the poorest inhabitants.
- The pollution in this river today is slightly less concerning than it was ten years ago.
The pollution in this river today isn't quite _____ it was ten years ago.
- The amount of fresh water available to each person on the planet is decreasing.
There's less _____ fresh water available to each person on the planet.
- Building houses on water is nowhere near as easy as building them on land.
Building houses on land is far _____ building them on water.
- At McMurdo Sound in Antarctica, there's about as much snow in January as there is in August.
At McMurdo Sound in Antarctica, there's roughly _____ snow in August _____ there is in January.
- The risk of flooding is almost as high in Bangladesh as in Vietnam.
The risk of flooding is a little _____ in Vietnam _____ in Bangladesh.

Speed 2.19

adrenaline at a snail's pace at breakneck speed
get a move on keep up with rapidly rollercoaster
rush slow down speed up speedy

1 Choose the correct option to complete the sentences.

- I tried to **keep up with** / **rush** the runner in front of me, but she **sped up** / **kept up with** and left me far behind.
- Everything moves **rapidly** / **at a snail's pace** in this sport, so you have to make **speedy** / **rollercoaster** decisions about where to pass the ball.
- Why are you so slow today? You're walking **rapidly** / **at a snail's pace**! If we don't **slow down** / **get a move on**, we'll be late for school.
- The **adrenaline** / **rollercoaster** was terrifyingly fast. It certainly got the **speedy** / **adrenaline** pumping through my body, but I love going **at breakneck speed** / **at a snail's pace**!
- Don't **rush** / **get a move on**! There's plenty of time, so **speed up** / **slow down** and do it more carefully.

2 Complete the sentences with your own ideas.

- It's important to slow down when
- I often have to rush when
- I can't always keep up with other people when

Word families 2.20

differ difference different perceive perception
perceptive proof prove proven relate relative
relativity theoretical theorize theory

3 Match the definitions with the correct word.

- concerned with the ideas of something rather than the practical aspects
- tested and shown to be true
- the way you notice things, especially with the senses
- not the same
- make a connection between things

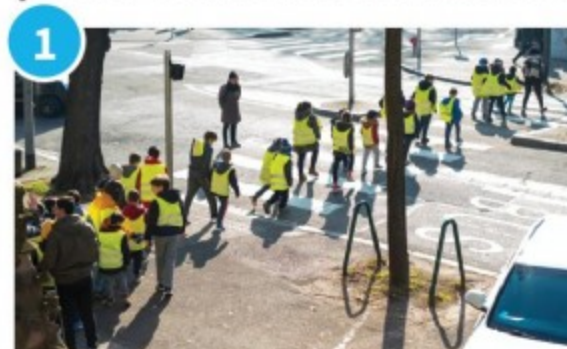
4 Complete the text with the correct form of one of the words in parentheses.

In sixteenth-century Italy, the scientist Galileo Galilei investigated the ¹ (relate / prove) speed of falling objects. Before this, people had believed that the speed ² (theory / difference) depending on the objects' weight. Galileo ³ (theory / proof) that all objects would fall at the same speed if there was no air resistance, but there was little evidence for this at the time. Centuries later, an astronaut dropped a feather and a hammer on the Moon, where there is very little air resistance. There was no ⁴ (differ / perceive) in the speed at which they fell. This was clear ⁵ (relate / prove) that Galileo had been right.

Road safety 2.21

ambulance bike path distract go over the speed limit
high-visibility clothing pedestrian crosswalk skid
speed bumps speed camera stopping distance

5 Match the vocabulary with these pictures. Some pictures match with more than one item.



6 Complete the sentences with the correct words.

- Please don't me when I'm driving. I nearly drove straight across a just now! I could have hit someone walking across it, especially as the is longer in wet weather like today's. If I have to brake hard, I might
- I know it's safer riding on a than on a road, but you should still wear when it's dark.
- A pedestrian was taken away in an after a road accident yesterday. Maybe we need some in the road here so that drivers slow down when they go over them. Or perhaps we could install a to catch people who

Reduced relative clauses

To make our writing more concise, we can use just a participle instead of a relative pronoun and a full verb in a relative clause.

A **present participle** has an **active meaning**.

*The girl **driving the green car** won the race.*

(= *The girl **who was driving the green car** won the race.*)

A **past participle** has a **passive meaning**.

*The car **driven by the French girl** won the race.*

(= *The car **that was driven by the French girl** won the race.*)

Tip We can only use a reduced relative clause instead of a full relative clause if the relative pronoun is the subject of the verb.

*The man **that's living in the house** is a Formula 1 driver.*
(*that* is the subject of the relative clause)

► *The man **living in the house** is a Formula 1 driver.*

*The man **that we met** is a Formula 1 driver.*
(*that* is the object of the relative clause)

► *The man **meeting** is a Formula 1 driver.*

Reflexive and reciprocal pronouns

When the subject and object of a verb refer to different things, we often use an **object pronoun**.

*I taught **him**.*

But when the object and the subject are the same, we use a **reflexive pronoun** as the object of a verb.

*He taught **himself**.*

We also use reflexive pronouns after prepositions.

*I have to write some information **about myself**.*

Object pronouns	Reflexive pronouns
me	myself
you (s)	yourself
him	himself
her	herself
it	itself
us	ourselves
you (pl)	yourselves
them	themselves

Tip We don't use reflexive pronouns for actions that we usually do for ourselves, unless we want to add emphasis.

She dressed in warm clothes and left for school.

*She dressed **herself**, even though she was only two.*

We use the **reciprocal pronoun** *each other* as the object of a verb, or after a preposition, when two or more people do the same thing.

*We helped **each other**.*

(= I helped her and she helped me.)

*They cook food **for each other**.*

(= He cooks food for her, and she cooks food for him.)

1 Circle the correct options. Sometimes both options are possible.

- 1 Bikes **making** / **made** of lightweight metals usually go faster than steel ones.
- 2 People **who are cycling** / **cycling** in races can go faster when they work as a team.
- 3 The team **that we beat** / **beating** in the last race will try even harder next time.
- 4 The wheel **that was broken** / **broken** when I crashed my bike has been replaced.
- 5 That's the car **that I want** / **wanting**.
- 6 People **who dream** / **dreaming** of becoming Formula 1 drivers should start by driving go-karts.
- 7 Drivers have to go more slowly in races **that are held** / **holding** in the rain.
- 8 The government wants to take the cars **causing** / **caused** the most air pollution off the roads.
- 9 There are a lot of people **who are banned** / **banned** from driving because they've been caught going over the speed limit.
- 10 The race **that took place** / **taking place** last Sunday was on really hilly roads.
- 11 The people **organizing** / **organized** the race were really friendly and supportive.

2 Complete the sentences with a suitable reflexive or reciprocal pronoun.

- 1 They usually get along very well with _____.
- 2 No one taught me how to do it. I had to figure it out for _____.
- 3 You and Jacob need to give _____ plenty of time to get to the airport. Don't leave any later than 7:15.
- 4 We tend to like the same music as _____.
- 5 She cut _____ when she broke the window.
- 6 Did they enjoy _____ at the gym?
- 7 When we got home from the walk, we made _____ some delicious hot chocolate.
- 8 You're looking so tired, Emily! You should take better care of _____ and get more sleep.
- 9 The girls' team and the boys' team like to support _____ when they play matches against other schools.
- 10 He felt very proud of _____ for winning the 100 m race.
- 11 The company got _____ into trouble by selling cars that didn't meet safety standards.
- 12 They may not be close friends, but they certainly respect _____.

Visual arts 2.22

art installation cave painting commemorate
contemporary artist depict monument portrait
pottery sculpture statue

1 Label pictures 1–6 with the correct words.



1



2



3



4



5



6

2 Are sentences 1–6 true (T) or false (F)?

- Pablo Picasso is a contemporary artist whose art installations won an important award in 2020.
- The famous portrait *Mona Lisa*, known as *La Gioconda* in Italian, was painted by Leonardo da Vinci.
- Some of the world's earliest cave paintings depict dinosaurs.
- The Taj Mahal is a monument in India, built to commemorate the life of an emperor's wife.
- The Sphinx is a famous statue in Egypt with the body of a man and the head of a lion.
- Pottery found underground is often used to figure out the date of ancient buildings.

Dependent prepositions 2.23

about in of to

3 Complete the sentences with the correct preposition.

4 Answer the questions with your own ideas.

- Do you have any hobbies related to art? Give details.
.....
- What issue are you most concerned about at the moment?
.....
- Has anyone ever accused you of being lazy? Were they right? Why? / Why not?
.....
- What opportunities have you taken advantage of recently?
.....
- Do you take more of an interest in art, literature, or music? Why?
.....
- Which artist, writer, or musician has made the biggest contribution to your country's culture? Explain your answer.
.....

Observation verbs 2.24

detect glance interpret make out observe overlook
spot study take in

5 Match the words with their definitions.

- notice (4 words)
- look carefully
- look quickly
- fail to notice
- decide the meaning of something
- manage to see

6 Choose the correct answers.

An art museum in London recently challenged visitors to ¹**spot** / **glance** the fake painting in its collection. With 270 paintings to choose from, visitors had a lot to ²**glance** / **take in**. Some people ³**studied** / **observed** that one painting was brighter than the others. They ⁴**interpreted** / **spotted** this as a sign that it was the fake, but in fact it was because the painting had been cleaned recently. Others suspected that the fake was a landscape with farmworkers whose tiny faces were difficult to ⁵**detect** / **make out**. But these visitors were also wrong. Most people ⁶**overlooked** / **glanced** only briefly at a small 18th-century portrait of a young woman and, in their hurry, ⁷**overlooked** / **took in** its significance. But a few who ⁸**made out** / **studied** it more carefully ⁹**detected** / **interpreted** paint colors that did not exist in the 18th century. This was the "real" fake – a modern copy of the original, bought on the internet for £70.



A boriginal artist Emily Kame Kngwarreye only started showing an interest ¹..... art at the age of seventy, when she began to make fabric designs. A few years later, she was concerned ²..... her eyesight and discovered that painting on canvas was easier on her eyes. Although she claimed that her move to painting was due to laziness, no one else would accuse her ³..... being lazy. She took full advantage ⁴..... her ability to paint quickly and produced more than 3,000 paintings in the eight years before her death. Many of her works were related ⁵..... the yam plant, an important food source in her region. The contribution that she made ⁶..... Aboriginal art was impressive.

Auxiliaries for emphasis

When we want to add emphasis, we can stress the auxiliary.

Tip An auxiliary is a form of *be*, *do*, or *have*, or a modal verb such as *will*, *may*, or *should*.

We use auxiliaries for emphasis:

- to correct what someone else thinks
A *You love art exhibitions.*
B *I **DON'T** love them. They're usually boring!*
- to emphasize a contrast
*We **can't** visit the sculpture, but we **CAN** watch a documentary about it.*
- to express a strong emotion.
*Wow! You **ARE** getting good at drawing portraits!*
*That **WILL** be fun!*

We need to use full forms of affirmative auxiliaries, not contractions, if we want to emphasize them.

*She **HAS** enjoyed her art classes.*
(**NOT** *She's enjoyed ...*)

In the **simple present and past**, we can change the verb structure to include an auxiliary that can be stressed.

He paints every day
► *He **DOES** paint every day.*

Tip If you turned the sentence into a question, what word would it start with? Use that word as the auxiliary, and change the main verb to the infinitive without *to*.

	Simple present	Simple past
Statement	She likes it.	I went there.
Question	Does she like it?	Did you go there?
Statement with emphasis	She DOES like it.	I DID go there.

Reply questions

We use reply questions to express interest or surprise in what someone says.

A reply question to an **affirmative sentence** is formed by: an affirmative auxiliary + pronoun.

A reply question to a **negative sentence** is formed by: a negative auxiliary + pronoun.

<i>I'm visiting the gallery.</i>	<i>Are you?</i>
<i>She <u>doesn't</u> draw very often.</i>	<i>Doesn't she?</i>
<i>They've done it.</i>	<i>Have they?</i>
<i>She's been reading about him.</i>	<i>Has she?</i>
<i>I saw them yesterday.</i>	<i>Did you?</i>
<i>It <u>was</u> finished last week.</i>	<i>Was it?</i>
<i>We'd never noticed it before.</i>	<i>Hadn't you?</i>
<i>We'll be there soon.</i>	<i>Will you?</i>
<i>You're not going to like it.</i>	<i>Aren't I?</i>
<i>He <u>can</u> paint really well.</i>	<i>Can he?</i>
<i>We <u>shouldn't</u> help her.</i>	<i>Shouldn't we?</i>

1 Add emphasis to one verb. Change the verb form if necessary, and underline the auxiliary that should be emphasized.

- I'm feeling annoyed with him! _____
- "I bet Cate won't come." "She'll come – just wait and see." _____
- We decided not to buy the painting of the boat, but we bought the one of the kids on the beach.

- He loves Chinese art! _____
- I don't like visiting Greek temples, but I like some of the ancient statues. _____
- I must remember to congratulate her on her award.

- He didn't post any pictures on social media when he was on vacation, but he took some.

- "It was made in India, I think." "It wasn't made in India. It was made in Malaysia." _____
- She's never been to an art gallery, but she's seen a lot of famous works of art in books. _____
- I found the cave paintings impressive.

2 Write reply questions for the statements.

- She hates that graffiti on the walls.

- I wouldn't want to be an artist. _____
- They weren't enjoying the class. _____
- The street art here is becoming famous.

- You should come with us. _____
- The statue had been damaged. _____
- He left his bag at school. _____
- They won't stay. _____
- We can't believe it! _____
- She's arrived. _____
- He might be a little late. _____
- I'm going to be so happy when I get there.



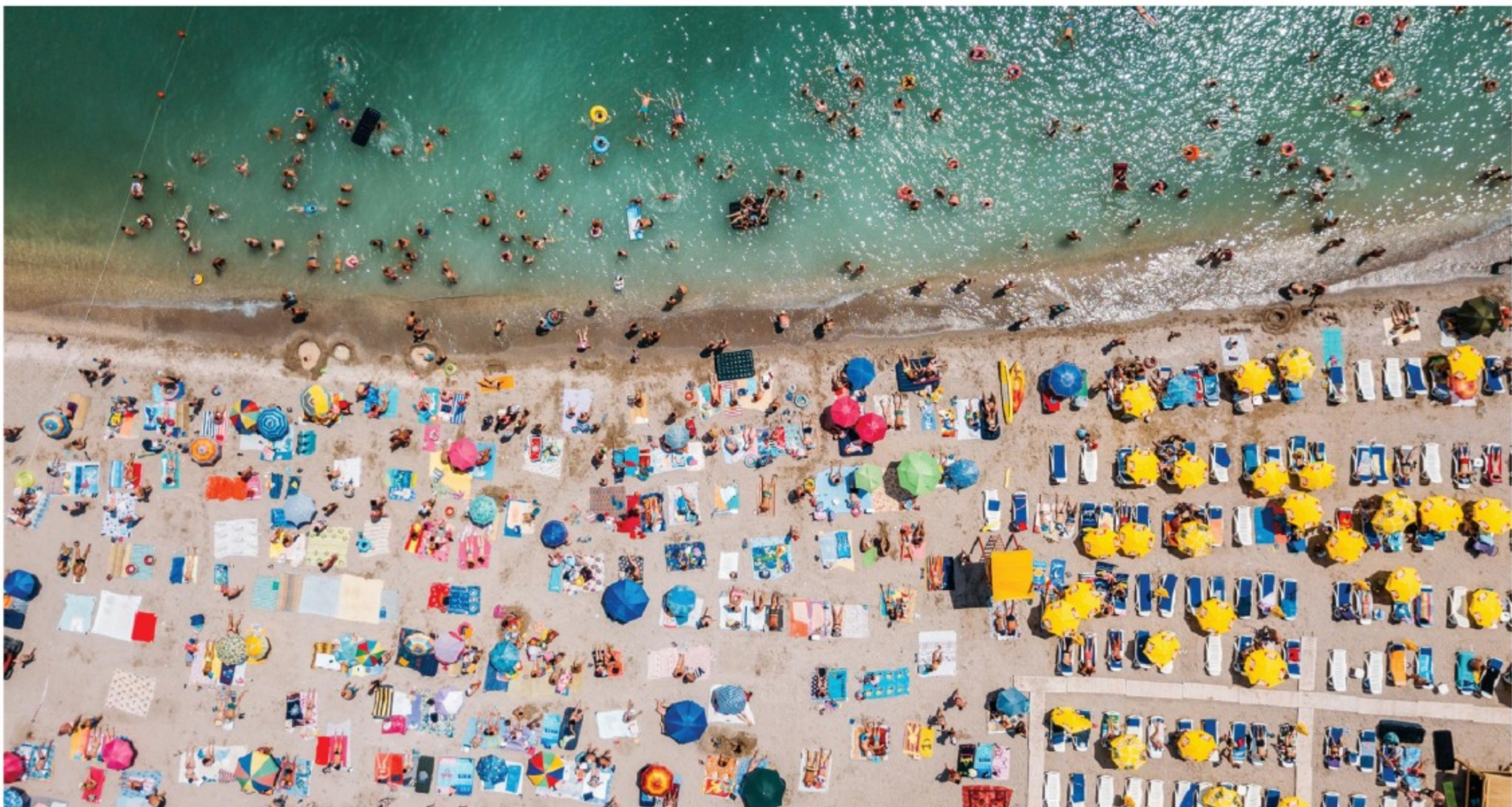
Writing task

A cause-and-effect essay

Your school magazine is asking for essays on the causes and effects of one of these aspects of modern life:

- mass tourism
 - urbanization and megacities
- the cashless society
 - robots in the workplace
- factory farming

Essays should include the causes, and both positive and negative effects of your chosen topic, and end with your opinion of possible future developments in this area.



Understand the task

- 1 Who is the essay for? Who will read it?
- 2 What do you have to do in the essay?

Writing strategy

Identifying causes and effects

In a cause-and-effect essay, we look at all the *causes* or *reasons* for something happening, and then the *effects* or *results*. The causes explain *why* something happened. The effects tell us *what happened* as a result.

- 3 Study the strategy. Write the phrases below under *Causes* and *Effects* for each topic.

- More people traveling abroad

Need for workers in cities

Automated factory production
- Easier to pay by card or phone

Cheap air travel

Demand for cheap meat
- Animals kept in worse conditions

Contactless technology
- Farmers leaving the land

Unemployed factory workers

	Causes	Effects
The cashless society		
Robots in the workplace		
Mass tourism		
Factory farming		
Urbanization		

4 Read the model essay on “the cashless society” and answer the questions.

- 1 How many paragraphs are there?
- 2 What does the writer do in each of the paragraphs?
- 3 How many causes are described in paragraph 2?
- 4 How many positive effects are described in paragraph 3? What are they?
- 5 Which negative effects are described in paragraph 4?
- 6 What does the writer think will happen in the future?

Essay title **What are the causes and effects of the cashless society?**

Paragraph 1: Introduction

Cash, which was once used universally, is an increasingly rare means of payment. In Sweden, only 5% of payments made by 18–24-year-olds are in cash. So what has caused the rise of the cashless society, and what are its effects?

Paragraph 2: Causes of cashless society

The main reason for the decline of cash is technology, with contactless cards and cell phones making cashless payments popular. It is also a result of banks having fewer cash machines, and consequently reducing the cost of transporting and protecting money. Stores, too, prefer to avoid cash because of fake money, and as well as this, the fact that storing cash increases the risk of criminal activity. In addition, paying in cash often results in tax evasion.

Paragraph 3: Positive effects

A significant positive effect of digital transactions is that payments become faster and easier owing to contactless technology (though this can lead to overspending!). Another benefit comes from having detailed payment records, which also means that tax collection is improved. Furthermore, digital security makes life more difficult for thieves, and banks usually repay losses resulting from digital theft.

Paragraph 4: Negative effects

However, going cashless can have a negative impact, too. It excludes people without bank accounts, so the poor suffer as a result. A further unwelcome consequence is a loss of privacy due to the data collected on our transactions. When we rely on digital payment, it also leaves us helpless if systems crash, and despite increasing efforts at digital security, cybercrime is on the rise.

Paragraph 5: Conclusion (personal opinion)

So will coins and bills ever be a thing of the past? I suspect it is inevitable, providing we can overcome the negative consequences of going cashless.



Think and plan

Writing tip

Choosing the right topic to write about is very important. Ask yourself these questions:

- Which topic strikes you immediately as the most interesting? Why?
- Do any of the topics affect you personally, or someone you know?
- For which topic do you know most about its causes and effects?

- 1 Study the tip and choose a topic from the list in the writing task on page 132. Tell a partner why you have chosen this topic.
- 2 Work in pairs. Think of as many causes and effects as possible for your topic in one minute. Try doing the same with another topic. Which topic will be easier to write about?

Writing strategy



Organizing a cause-and-effect essay

You can organize your essay into five paragraphs, as with the model essay:

- | | | |
|----------------|--------------------|--------------|
| 1 introduction | 3 positive effects | 5 conclusion |
| 2 causes | 4 negative effects | |

- 3 Study the strategy. Write these paragraph headings on a piece of paper and write brief notes of all the causes and positive / negative effects you can think of for your topic.**

Writing strategy



Selecting and organizing ideas

Choose the three or four ideas that are the most important and/or interesting for each paragraph. Each paragraph should begin with the most significant cause or effect. List your other ideas according to how they link to each other or follow logically.

- 4 Study the strategy. Look at the notes for paragraph 2 for the model essay, which are in the right order. Then put the notes for paragraph 3 in the right order.**

Paragraph 2: Causes

technology – contactless / phones
fewer cash machines / cost of transporting money
fake money / risk of criminal activity
tax evasion

Paragraph 3: Positive effects

tax collection improved
payment records
banks repay losses
faster, easier payments
digital security – thieves

- 5 Look at your ideas from exercise 3. Choose the three or four best ideas. Put your ideas in the most logical order.**

Writing strategy



Linking causes and effects

You can use expressions that show cause and effect throughout your essay. There are two categories, depending on the order of cause and effect:

- Expressions showing that A causes → effect B
- Expressions showing that effect B ← is caused by A

- 6 Study the strategy and look at the key phrases below. Write the phrases in the correct category, 1 or 2.**

Key phrases Linking cause and effect

as a consequence of	because of	consequently	due to	has the effect of	is a result of
leads to	means that	owing to	results from	results in	so

1 Expressions (...) showing that A (...) causes → effect B	2 Expressions showing that effect B (...) ← is caused by A

- 7 Find and underline expressions for linking cause and effect in the model essay on page 133. What cause and effect does each one link?
- 8 In your notes, write the linking expressions you can use to link the causes and effects in each paragraph of your essay.

Drafting

Writing strategy



Writing an introduction

Your introduction can begin by describing the situation *before* the change that you are describing. You can then give examples of how much it has changed, and ask what the causes and effects of this are.



Writing tip

Giving a surprising statistic in the introduction is a good way to get the reader interested in the topic.

- 1 Study the strategy and the tip. What was the situation in the model essay before things changed? What surprising statistic is given?
- 2 Write a draft of your introduction.

Writing strategy



Introducing cause-and-effect paragraphs

The first sentence of your cause-and-effect paragraphs should indicate clearly what each paragraph is about.

Key phrases

Causes

The main reason for
The chief cause of
A critical factor behind

Positive effects

A significant positive effect of
One of the key benefits of
A major advantage of

Negative effects

However, ... has a negative impact, too
On the other hand, ... also has some adverse effects.
... also brings some negative consequences.

- 3 Study the strategy and the key phrases and choose a way to introduce your main paragraphs.

Writing strategy



Adding points

In each paragraph you will need to use words and phrases to indicate you are adding further points.

Key phrases Adding points

A

... also ...
... too
... as well as ...

B

Another ...
A further ...
An additional ...

C

Furthermore, ...
In addition, ...
Additionally, ...

- 4 Study the strategy and key phrases and answer the questions. Look at the examples in the model essay to check.
 - 1 Which group (A, B, or C) can be used at the beginning of a sentence, before a noun?
 - 2 Which can be used in the middle of a sentence?
 - 3 Which can be used at the beginning of a sentence, before a phrase?
 - 4 Which item in group A can come in the middle, or at the end of a sentence?

5 Complete the sentences using one of the key phrases for adding points.

- 1 major cause of air pollution is diesel engines.
- 2 burning coal adds to the problem of global warming, air pollution.
- 3 There is a significant problem with smog hanging over large cities.
- 4 Bike riders,, suffer greatly from the emissions of cars and trucks.
- 5 Forest fires can add to the problem of air pollution,

**Writing tip**

When describing the positive or negative effects, you can make a contrasting point. To make a short point in the middle of a sentence, you can use:

although / even though / though
despite / in spite (of)

6 Study the tip and find examples of the contrast linkers in the model essay on page 133. Answer the questions.

- 1 Which contrast linkers are used before a noun?
- 2 Which are used before a phrase?
- 3 If you use a verb instead of a noun after *despite / in spite (of)*, what form does the verb take?

**Writing
strategy****Writing a conclusion**

Your conclusion can be quite short. It can begin with a question as to how things will develop in the future, and you can then give your opinion, referring to the effects you have discussed.

**Writing tip**

Often your prediction of future developments will depend on whether certain things happen. In your conclusion, you can say this with phrases that express a condition.

Key phrases Expressing a condition

if / unless	on condition that
providing (that)	assuming that
as long as	

7 Study the strategy and the tip. What question does the writer ask in the conclusion of the model essay? What is his/her opinion? What condition is expressed?

Review and edit

Writing strategy



Making cuts

If your essay is too long, you may need to cut one or two points, but first, try to find ways to make all your points in fewer words. One way to say things in fewer words is to use participle clauses. You can use present participles – *making, buying, reducing* – and past participles – *made, bought, reduced*.

1 Study the strategy. Cut words from lines 1–4 and change the verb form if necessary so that they are the same as in the model essay. Do the reduced lines use present or past participles?

- 1 In Sweden, only 5% of the payments that are made by 18-24-year-olds are in cash.
- 2 In addition, when people pay in cash it often results in tax evasion.
- 3 Another benefit comes from the detailed payment records that we have, ...
- 4 ... a loss of privacy due to the data that is collected on our transactions.

2 If you need to cut words from your essay, can you do it by using participles? Are there other ways you can make cuts?



Writing tip

When reviewing your work, check by category. It's difficult to focus on all the different things that might need checking at the same time. Go through your essay several times, checking for different things each time.

3 Study the tip. Check your essay several times using the list below. Are any of these, or anything else, something that you *know* you often make mistakes with? Check for those mistakes in particular.

- 1 Check that every sentence has a verb, and a subject if necessary.
- 2 Look for any contractions (*they've, you're*) and change them to long forms (*they have, you are*).
- 3 Check that all your verb tenses are correct, and the verbs agree with the subject, singular or plural.
- 4 Check that you have used the correct article, *a* or *the*, where necessary.
- 5 Check that you have used correct prepositions.
- 6 Check the register – did you suddenly say something in a way that sounds much too informal?

4 Look through your essay once more carefully and use the list below to check spelling and punctuation.

- Look for spelling mistakes, checking in a dictionary or using a spellchecker.
- Does every new sentence begin with a capital letter?
- Does each sentence end with a period, question mark, or exclamation point?
- Did you use commas where necessary (e.g., after linking words such as *Furthermore*)?



Writing tip

It's a good idea to do your final check on a printed copy – mistakes that you've missed after reading it repeatedly on screen often become noticeable on hard copy. You can increase the font size before you print it out – slightly larger text can make it easier to see mistakes. It will also change where each line ends and make everything look less familiar, which helps you to read it "fresh." Remember to change the font size back after you've printed it out!

Before you read

- 1** You are going to read part of an autobiographical novel called *My Family and Other Animals* by Gerald Durrell. Read *About the Author*. Then answer the questions in pairs.

- 1 What was the central theme of Gerald Durrell's life?
- 2 In what different ways did Durrell become famous?

About the Author

Gerald Durrell (1925–1995) was a British conservationist, zookeeper, and writer who produced over 30 best-selling books. His family made its home on the Greek island of Corfu from 1935 to 1939. He had a strong interest in animals from an early age, and on Corfu he developed this curiosity and kept many local creatures as pets. His humorous book *My Family and Other Animals* is about his childhood years in Corfu, and was made into two TV series. He also hosted popular TV shows about animals.

After Corfu, Durrell studied to become a zookeeper in the UK, and in 1959 founded a zoo on the island of Jersey. He was a well-known conservationist and helped to train many animal field workers and naturalists from around the world.



- 2** You are going to read a description of wildlife in the Durrells' garden on Corfu. Label the plants and creatures with the words below.

blackberries dragonflies geckos moths scorpions wall lizards



1



2



3



4



5



6

- 3** Match these phrases from the reading extract with the creatures and plants in exercise 2. Write the numbers next to the phrases.

- | | |
|--|--|
| a plump and juicy | d big, brittle, and hunting-pink |
| b enormous crab-like claws | e all sizes and shapes |
| c pale and translucent with bulging eyes | f swift, multi-colored |



2.25

- 4** Read and listen to the extract on page 139. Write the paragraph letters next to the descriptions.

- a The night-time creatures on the wall.
- b An introduction to the general appearance of the wall.
- c The different animals and insects on the wall by day.
- d A physical description of some dangerous creatures.
- e The difference between the top and the bottom of the wall.
- f The habits of some dangerous creatures.
- g The complete environment of the wall with its own villages, hills, and woods.

The World in a Wall

A The crumbling wall that surrounded the sunken garden alongside the house was a rich hunting ground for me. It was an ancient brick wall that had been ¹plastered over, but now this outer skin was green with moss, ²bulging and ³sagging with the damp of many winters. The whole surface was an intricate map of cracks, some several inches wide, others as fine as hairs. Here and there large pieces had dropped off and revealed the rows of rose-pink bricks lying beneath like ribs.

B There was a whole landscape on this wall if you peered closely enough to see it; the roofs of a hundred tiny toadstools, red, yellow, and brown, showed in patches like villages on the damper portions; mountains of bottle-green moss grew in ⁴tuffets so symmetrical that they might have been planted and trimmed; forests of small ferns sprouted from cracks in the shady places, drooping like little green fountains.

C The top of the wall was a desert land, too dry for anything except a few rust-red mosses to live in it, too hot for anything except sunbathing for the dragonflies. At the base of the wall grew a mass of plants, thrusting their leaves among the piles of broken roof tiles that lay there. This whole strip was guarded by a labyrinth of blackberry hung, in season, with fruit that was plump and juicy.

D The inhabitants of the wall were a mixed lot, and they were divided into day and night workers, the hunters and the hunted. At night the hunters were the toads that lived among the brambles, and the geckos, pale and translucent with bulging eyes, that lived in the cracks higher up the wall. Their prey was the population of stupid, absent-minded crane flies that zoomed and barged their way among the leaves; moths of all sizes and shapes, moths striped, checked, spotted and blotched, that fluttered in soft clouds along the plaster; the beetles, rotund and ⁵neatly clad as business men, hurrying with efficiency about their night's work.

E When the last glow-worm had dragged his emerald lantern to bed over the hills of moss, and the sun rose, the wall was taken over by the next set of inhabitants. Here it was more difficult to differentiate between the prey and the predators, for everything seemed to feed indiscriminately off everything else. Thus the hunting wasps searched out caterpillars and spiders; the spiders hunted for flies; the dragonflies, big, ⁶brittle, and hunting-pink, fed off the spiders and the flies; and the swift multi-colored wall lizards fed off everything.

F But the shyest and most ⁷self-effacing of the wall community were the most dangerous; you hardly ever saw one unless you looked for it, and yet there must have been several hundred living in the cracks of the wall. Slide a knife-blade carefully under a piece of the loose plaster and lever it gently away from the brick, and there, crouching beneath it, would be a little black scorpion an inch long, looking as though he were made out of polished chocolate. They were weird-looking things, with their flattened, oval bodies, their neat, crooked legs, the enormous crab-like claws, neatly jointed as armour, and the tail like a string of brown beads ending in a sting

like a rose-thorn. The scorpion would lie there quite quietly as you examined him, only raising his tail in a gesture of warning if you breathed too hard on him. If you kept him in the sun too long he would simply turn his back on you and walk away, and then slide slowly but firmly under another section of plaster.

G I grew very fond of these scorpions. I found them to be pleasant, unassuming creatures with, on the whole, the most charming habits. Provided you did nothing silly or clumsy (like putting your hand on one) the scorpions treated you with respect, their one desire being to get away and hide as quickly as possible. They must have ⁸found me rather a trial, for I was always ripping sections of the plaster away so that I could watch them, or capturing them and making them walk about in jam jars so that I could see the way their feet moved. By means of my sudden and unexpected assaults on the wall I discovered quite a bit about the scorpions. I found that they would eat bluebottles (although how they caught them was a mystery I never solved), grasshoppers, and moths. Several times I found them eating each other, a habit I found most distressing in a creature otherwise so impeccable.

From *My Family and Other Animals* by Gerald Durrell

Glossary

¹plastered over – covered in plaster, a soft mixture of sand and cement for putting on walls

²bulging – sticking out in a round shape

³sagging – moving or sinking downwards under a lot of weight

⁴tuffet – a lump or a tiny hill of something

⁵neatly-clad – neatly-dressed

⁶brittle – hard, but fragile and easily broken

⁷self-effacing – modest, and not looking for attention

⁸found me rather a trial – found me difficult



Recall

5 Read and listen to the text again. Decide if these sentences are true (T) or false (F). Find evidence in the text for your answers.

- 1 Durrell was very interested in the wall and knew it very well.
- 2 The wall was in a good state of repair.
- 3 There was a lot of plant life on the wall as well as insects and animals.
- 4 Many of the creatures on the wall were very similar during the day and night.
- 5 There were numerous scorpions hiding on the wall.
- 6 Durrell was afraid of the scorpions.

6 Find two examples of plants, creatures, or objects in the text that are:

- 1 Found at the top of the wall
- 2 Found at the bottom of the wall
- 3 Seen hunting at night
- 4 Seen hunting during the day
- 5 Used by Durrell in his attempts to find or observe the scorpions
- 6 Often eaten by scorpions

Interpret

7 Answer the questions.

- 1 In paragraph B, which words does Durrell use to help create the impression that there is a whole world in one wall?
- 2 In paragraph D, what basic distinction does Durrell make between the creatures at night?
- 3 How does this distinction break down in paragraph E?
- 4 Durrell describes the scorpions as “shy.” How do we know that they are shy from the text?
- 5 What does Durrell like about the scorpions?
- 6 What does he find upsetting about the scorpions?

Literary strategy



Analyzing imagery

Imagery is when a writer uses descriptive language to appeal to our senses, and to create pictures and feelings in our mind. The most common forms are:

- **visual imagery** that appeals to sight
- **auditory imagery** that appeals to hearing

The main types of literary devices used in imagery are:

- **metaphors:** These are words or phrases that aren't used in their literal or usual meaning. A metaphor makes a comparison between things that aren't related but have some things in common.
e.g., *The whole surface was an intricate map of cracks.* (line 6) Durrell compares the surface of the wall to a map so that the reader can imagine it is covered in small lines like a map.
- **similes:** These are a type of metaphor using the words *like* or *as*, e.g., *ferns sprouted from cracks ... drooping like little green fountains* (lines 16–17). This helps the reader to visualize the ferns as fountains.
- **personification:** This is when a writer describes an object or an animal as if it has human feelings or behaves in a human way. *When the last glow-worm had dragged his emerald lantern to bed.* (lines 38–39)
- **onomatopoeia:** This is a word that imitates or sounds like the thing it is describing, like *splash* or *bang*, e.g., *moths ... fluttered in soft clouds along the plaster.* (lines 34–35) The word *fluttered* is an example of auditory imagery and helps the reader to imagine the sound.

8 Study the strategy. Then find examples of imagery in the text. What image or sound is Durrell trying to create in the reader’s mind?

- 1 A metaphor in line 18.
.....
- 2 Onomatopoeia in line 32
.....
- 3 Personification in line 36
.....
- 4 Two similes in lines 58–59
.....

9 Why do you think Durrell uses a lot of imagery in his description of the wall? What would his description be like without the imagery? Discuss your answer in pairs.

Respond

10 You are going to plan and write a description of a wildlife scene. Work through the stages below.

- 1 Choose one of the wildlife pictures to use as inspiration. Explain to a partner why you have chosen it.



a watering hole



a coral reef

- 2 What different creatures can you see in the scene? What other things might be in the scene that you can’t see, for example, insects, small reptiles, or tiny sea creatures?
- 3 Choose five creatures to describe from the picture or from the ones that you imagine might be there. Plan how you can bring these creatures to life in the reader’s mind using imagery and descriptive language. Copy and complete the chart below to help you. Start by brainstorming a range of adjectives to describe the appearance and behavior of each animal.

Creature	Adjectives	Similes	Personification	Onomatopoeia
	colorful, inquisitive ...	they were as sleek as ... their eyes shone like ...	they danced through the water ...	they roared ... they splashed ...

- 4 Start to plan your description. Begin with a metaphor similar to the one below. Then describe the five different creatures, using some of the notes from your chart.
The watering hole was a small world of its own with many different visitors. First, there were the ...
- 5 Write a first draft of your description. Then swap it with a partner. Comment on each other’s descriptions. Can you vividly imagine the creatures being described?
- 6 Read, correct, and improve your draft taking into account your partner’s comments.
- 7 Practice reading your description aloud to your partner, and help each other with pronunciation.
- 8 Read your description to the class and listen to your classmates’ descriptions. Think about:
 - which description used the most interesting adjectives?
 - which description really brought the animals to life in the listener’s mind?
 - which description used the most original imagery?

Before you read

1 You are going to read an extract from *Julius Caesar* by William Shakespeare. Shakespeare loosely based the play on real events. Discuss the questions in pairs.

- 1 When and where did the real Julius Caesar live?
- 2 What job(s) did he have? What other things do you know about him?

2 Read *About the author* and answer Yes (Y) or No (N) to the sentences below.

Shakespeare ...

- | | |
|---|--|
| 1 wrote <i>and</i> appeared in plays | 3 produced a significant amount of poetry |
| 2 left lots of personal information that survives | 4 only wrote plays that finished unhappily |



About the Author

William Shakespeare (1564–1616) was an English poet, playwright, and actor who is often considered to be the greatest English writer. There are few surviving records about Shakespeare's private life. However, we know that he married Anne Hathaway in Stratford-upon-Avon and had three children with her, but spent much of his time in London writing and performing plays.

Shakespeare wrote 38 plays, and 154 sonnets, which are a special type of poem. His plays are often divided into comedies (plays with a happy ending), tragedies, and histories. One of his most famous histories, *Julius Caesar*, has been performed in many theaters around the world and made into well-known movies.

3 Read *The Story So Far* and the list of characters in the scene you are going to read. Then discuss the problem below in groups.

The Story So Far

Military leader Julius Caesar has made a triumphant return to Rome after winning a war. He has been gaining power, and people treat him like a god. However, senators Brutus and Cassius are worried that he will become a dictator. Cassius wants to get rid of Caesar, so he tries to gain Brutus's support. He gives Brutus letters that appear to be from citizens worried about Caesar's power. Brutus starts to turn against Caesar. Later, Cassius and other conspirators visit Brutus's house.

Characters

- Lucius – boy servant to Brutus
- Brutus – a noble Roman from a respected family
- Cassius – an important general
- Decius, Trebonius, Casca, Cinna, and Metellus – conspirators against Caesar
- Julius Caesar – a leader, and famous Roman general
- Mark Antony – Julius Caesar's closest friend

Problem

You are Brutus, an important Roman senator. Your true friend Julius Caesar is becoming more and more powerful in the Roman Republic. You care deeply about the people of Rome and you're worried that Caesar is going to become a dictator. What will you do? Why?

- a talk to him about it
- b ask him to leave the country for six months
- c join conspirators who are plotting to kill him
- d try to put him in prison



4 Read and listen to the extract from *Julius Caesar* up to line 30. Don't worry if you can't understand every word. Decide if the sentences are true (T) or false (F).

- 1 Brutus hasn't slept since Cassius began to turn him against Caesar.
- 2 At first, Cassius arrives on his own at the door and asks to see Brutus.
- 3 Lucius recognizes some of the people at the door.
- 4 Brutus allows the men to come in.

Julius Caesar: Part of Act 2 Scene I: Brutus receives a visit at night

Lucius: Sir, March is wasted fifteen days.

(Knock within)

Brutus: 'tis good. Go to the gate, somebody knocks.

(Exit Lucius)

Since Cassius first did whet me against Caesar
I have not slept.

Between the acting of a dreadful thing
And the first motion, all the interim is
Like a phantasma or a hideous dream.
The genius and the mortal instruments
Are then in council, and the state of a man,
Like to a little kingdom, suffers then
The nature of an insurrection.

(Enter Lucius)

Lucius: Sir, 'tis your brother Cassius at the door,
Who doth desire to see you.

Brutus: Is he alone?

Lucius: No, sir, there are mo with him.

Brutus: Do you know them?

Lucius: No, sir, their hats are pluck'd about their ears
And half their faces buried in their cloaks,
That by no means I may discover them
By any mark of favour.

Brutus: Let 'em enter.

(Exit Lucius)

They are the faction. O conspiracy,
Sham'st thou to show thy dang'rous brow by night,
When evils are most free? O then by day
Where wilt thou find a cavern dark enough
To mask thy monstrous visage? Seek none, conspiracy,
Hide it in smiles and affability,
For if thou path thy native semblance on,
Not Erebus itself were dim enough
To hide thee from prevention.

³ whet me against turn me against

⁵ the acting the doing

⁶ the first motion the first suggestion of it

⁹ Are then in council interact with each other

¹⁰ suffers ... insurrection feels like his whole being is at war

¹⁵ mo more

¹⁹ discover identify

²⁰ favour appearance

²² faction group of conspirators

²³ Sham'st ... Are you ashamed to show your faces?

²⁶ visage face

²⁶ Seek ... smiles Don't seek a cavern, hide behind smiles

²⁸ path ... on go on your way showing your real face

²⁹ Erebus hell

Part of Act 2 Scene I: The conspirators discuss their plot against Caesar.

(Enter the conspirators, Cassius, Casca, Decius, Cinna, Metellus, and Trebonius)

Decius: Shall no man else be touch'd but only Caesar?

Cassius: Decius, well urg'd. I think it is not meet
Mark Antony, so well belov'd of Caesar,
Should outlive Caesar. We shall find of him
A shrewd contriver. And, you know, his means,
If he improve them, may well stretch so far
As to annoy us all, which to prevent,
Let Antony and Caesar fall together.

³² it is not meet it is not wise

³⁵ A shrewd contriver a dangerous plotter

³⁵ means connections



40 **Brutus:** Our course will seem too bloody, Caius Cassius,
To cut the head off and then hack the limbs –
Like wrath in death and envy afterwards –
For Antony is but a limb of Caesar.
Let's be sacrificers, but not butchers, Caius.
We all stand up against the spirit of Caesar,
45 And in the spirit of men there is no blood.
O, that we then could come by Caesar's spirit
And not dismember Caesar! But, alas,
Caesar must bleed for it. And, gentle friends,
Let's kill him boldly, but not wrathfully;
50 Let's carve him as a dish fit for the gods,
Not hew him as a carcass fit for hounds.
And let our hearts, as subtle masters do,
Stir up their servants to an act of rage
And after seem to chide 'em. This shall make
55 Our purpose necessary, and not envious;
Which so appearing to the common eyes,
We shall be called purgers, not murderers.
And for Mark Antony, think not of him,
For he can do no more than Caesar's arm
60 When Caesar's head is cut off.

Cassius: Yet I fear him,
For in the engrafted love he bears to Caesar –

Brutus: Alas, good Cassius, do not think of him.
If he love Caesar, all that he can do
65 Is to himself – take thought and die for Caesar;
And that were much he should, for he is given
To sports, to wildness, and much company.

Trebonius: There is no fear in him, let him not die,
For he will live and laugh at this hereafter.

(Clock strikes)

70 **Brutus:** Peace, count the clock.
Cassius: The clock hath stricken three.
Trebonius: 'Tis time to part.

³⁹ *Our course* our course of action

⁴⁰ *hack* violently cut away

⁴⁶ *O ... Caesar!* If only we could oppose Caesar's spirit but not cut him up!

⁵¹ *hew him* cut him up

⁵⁶ *to the common eyes* to ordinary people

⁵⁷ *purgers* healers

⁶² *engrafted love* deep love

⁶⁶ *that ... should* that is too much to ask from him

⁶⁸ *no fear in him* nothing to fear from him

Abridged from *Julius Caesar* by William Shakespeare, Oxford School Shakespeare, Oxford University Press (2010)

Recall

Literary strategy



Looking at soliloquys

A soliloquy is a speech made in a play by a single character alone on the stage.

The purpose of a soliloquy is to reveal a character's true feelings and thoughts, and indicate a character's motives for his/her actions. It can introduce dramatic tension and help create strong complex characters.



2.26

5 Study the strategy. Then read and listen to the play up to line 30 again. Choose the best answers about Brutus's soliloquies. Underline any key words in the text that helped you.

First soliloquy (lines 3 to 11)

- 1 The soliloquy shows that Brutus has been feeling **calm and relaxed** / **stressed and in turmoil** / **pleased and excited**.
- 2 Brutus feels as if there has been a **war** / **storm** / **festival** inside him.

Second soliloquy (lines 22 to 30)

- 3 Brutus reveals that **his good friends are** / **his evil enemies are** / **the group of conspirators** is about to enter.
- 4 Brutus creates an atmosphere of **sadness and despair** / **anticipation and fear** / **amazement and joy** before the men enter.



6 Now read and listen from line 31 to the end. Answer the questions.

2.27

- 1 Who does Cassius want to kill along with Caesar? Why? (lines 32–38)
- 2 Does Brutus agree with Cassius? Why? / Why not? (lines 39–41)
- 3 What metaphor does Brutus use to discuss the relationship between Caesar and Antony? What does he think will happen after Caesar is killed? (lines 39–42 and lines 58–60)
- 4 What does Brutus want to make the killing of Caesar look like? (lines 54–57) Why do you think this is?
- 5 What do Brutus and Trebonius think about Mark Antony? (lines 63–69)

Interpret

7 Answer the questions. Give evidence from the text where appropriate.

- 1 Shakespeare set this scene at Brutus's house at night. What overall effect does this have?
- 2 Cassius and Brutus are two of the main characters in *Julius Caesar*. What are their different attitudes to the conspiracy they are planning?
- 3 From your reading of this extract, what do you think happens to Julius Caesar, and also Mark Antony, later in the play? Why?

Respond

8 You are going to write a profile of a famous character from a Shakespeare play.

- 1 Work with a partner. Complete this profile of Brutus using your own knowledge and online research.

Name of character and play *Brutus from Julius Caesar*

Setting of play

Type of character

Possible character flaw

Famous scene featuring character

Big problem

Most famous quote by or about the character

- 2 Discuss these Shakespeare characters in groups. What do you know, if anything, about the characters?



Hamlet



Juliet



Othello



Lady Macbeth

- 3 Your teacher will assign you one of the characters. Work in pairs. Research, plan, and make a profile using the categories above.
- 4 Work in small groups. Use your profile to present your character to the group with your partner.
- 5 Then discuss with your group which Shakespeare character sounds ... ?
 - the easiest to identify with (why?)
 - the most complex and original (why?)
 - the most relevant to the modern world (why?)

Before you read

- 1 You are going to read an extract of a true story by Doris Pilkington Garimara. Read *About the Author* and complete the author profile.



Name	Doris Pilkington Garimara
Jobs	
Nationality / background	
People in her novels	
Key themes of novels	
Most famous book	
Book is about	
Year movie made of book	

About the Author

Doris Pilkington Garimara (1937–2014) was a nurse and author who became famous for her books about the Australian Aboriginal community to which she belonged. In her novels, she chronicled the lives of three generations of women in her family. She showed the practices of the Australian government, who forcibly moved Aboriginal children far away from their homes to government settlements. Garimara herself experienced this. The settlements were like harsh boarding schools, and the children were trained there to be servants with a view to finding work with white middle-class families. This government policy existed from the early 1900s to the 1960s. Garimara's most famous novel, *Follow the Rabbit-Proof Fence*, was published in 1996. It is set in the 1930s and tells the true story of three Aboriginal girls, one of whom was Doris's mother, Molly. They were sent to a settlement, but escaped and began the very long journey home on foot. The story was made into a movie in 2002.



- 2 You are going to read an extract from *Follow the Rabbit-Proof Fence*. Discuss the questions in groups.

- Do you usually enjoy books or movies that are based on true stories? Why? / Why not?
- What do you know about the Aboriginal people of Australia and their culture?
- Look at the picture from the movie of *Follow the Rabbit-Proof Fence*. What does it show?
- What is the interior of the Australian continent like? Would it be easy to walk across?



2.28

- 3 Read *The Story So Far* below. Then read and listen to the story, and put the events in the correct order.

- They all climbed into a rabbit burrow and got ready to sleep.
- The girls began to hear the sound of footsteps.
- Molly looked for a place where they could spend the night.
- They quickly jumped into some thick bushes to hide.
- After waiting a few minutes, they stood up and discussed what they had seen.
- Soon, they saw something strange coming out from behind a group of trees.

The Story So Far

Three young girls have been taken away from their Aboriginal community in southwestern Australia and sent to the Moore River Native Settlement, 1,600 kilometers away. The girls are Molly, aged 14, and her two relatives, Gracie, aged 10, and Daisy, aged 8. The girls are very unhappy at the harsh settlement, so they escape. Molly aims to find the long "rabbit-proof fence" that was built to keep rabbits out of Western Australia and plans to follow it home.

Follow the Rabbit-Proof Fence

They had covered a lot of ground since crossing the main branch of the Moore River, over hills and sand dunes, and across the white sand plains. Yes, they were making very good progress through the open banksia forests and they had covered a wide area of coastal, sandy heaths and had the pleasure to see a variety of flowers.

They were almost past the clumps of banksia trees when they heard heavy foot falls. It sounded like someone or something was heading their way. At that moment it began to sprinkle but they could still hear those footsteps. They were coming closer. There was another flash of lightning and in the distance they heard a rumble of thunder. The footsteps were even closer.

"Quick," whispered Molly and all three dived head first into the ¹thicket and slid on their stomachs as flat and low as they could, not daring to breathe. They kept very still, frozen with fear as they lay under the cover of the ²tangled scrub and waited for whatever it was to appear. Molly had no intention of being caught only to be sent back to the settlement to be punished by the authorities.

The footsteps were so close now that the ground was vibrating and they could feel every step it took. Then they saw it. The frightened girls couldn't believe their eyes, and they couldn't move if they wanted to. They could only lie there staring at the "thing" that was emerging from behind the banksia trees.

Gracie started to say something in a low whisper but the words came out as an ³inaudible stutter. She tried once more, but the result was the same, so she gave up and shut her eyes tightly and began to swallow deeply, trying desperately to control her fear. For several minutes after the "thing" had gone by, its footsteps still thundering along, the girls remained on the prickly leaves, pondering whether or not it was safe to move. Their young hearts were thumping right up into their ears. They lay shivering with fear.

It was another few seconds before they regained their composure and their fear subsided. Only then could they rise and stand firmly on their feet without shaking, to continue their trek homewards.

"That was a marbu, indi Dgudu?" said Daisy, still obviously shaken by what she had seen.

"⁴Youay, it was a marbu alright," Molly agreed. "A proper marbu," she added shivering as she remembered the frightening image.

Yes, the thing fitted the description of a marbu, a sharp-toothed flesh-eating evil spirit that has been around since the Dreamtime. The old people always told children to be careful and to watch out for them and now the three girls had finally seen one.

"That marbu had a funny head and long hair. He was a big one alright," said Daisy.

There seems to be only one logical explanation to that phenomenon and that was the so-called marbu may have been a very tall local man with long hair who was running to beat the storm that was brewing and the fast approaching nightfall. The man's giant-like stature may have played upon the girls' imaginations and their belief in a mythical being of the Dreamtime stories. But to these children from the Western Desert it was genuine and no one could tell them otherwise.

"Quickly," urged Molly. "Let us get away from this place." The sight of the marbu had ⁵unnerved her so she was also very scared.

⁴⁵ "There might be others around here. We gotta get away from this bad place," she added urgently with a slight tremble in her voice. "It's getting dark. We have to find a good, safe place to make a camp for the night."

Molly scanned the surrounding countryside swiftly, then paused and pointed to a small range of sand ⁶dunes not far from the forest of banksia trees.

⁵⁰ The two younger sisters nodded. They could see the shallow valley of deep sand and the sand dunes on the left and began making their way towards them.

"See that," said Molly when they reached the sand dunes, pointing to the ⁷rabbit warrens. "We'll just dig one. We have to make it big enough for three of us to fit into."

"We gunna sleep in ⁸the bunna like rabbits too, ⁹Dgudu?" asked Gracie.

⁵⁵ "Youay, nobody gunna look in a rabbit burrow for us, ¹⁰indi," replied Molly confidently.

"That's true, no one will find us in there," said Daisy as she joined them.

Molly, Daisy, and Gracie after they escape from the settlement.



So, crouching on their knees, they dug furiously with their elbows almost touching each other's. Very soon they managed to widen and deepen a deserted burrow to make a slightly cramped but warm, dry shelter. This was their first night out in the bush since leaving their homes in the East Pilbara.

- 60 Before the three sisters settled down to sleep they ate some of the dry crusts of bread and drank the cool, clear water from the pools at the bottom of the valley. They had nibbled on some of the bread while they walked during the afternoon.

Molly had chosen a rabbit burrow that faced east because she had noticed that the rain came from the west over the coast. They would be well

- 65 protected from the wet and cold while they slept.

Crawling in one at a time, they cuddled up together in the rabbit burrow, writhing and twisting around until they were comfortable. Soon, with the warmth of their young bodies and weariness, Daisy and Gracie drifted off to sleep. With their heads resting on their calico bags at the entrance and

- 70 their feet touching the sandy wall at the back of the burrow they felt safe and warm.

While her two sisters were sleeping, Molly lay quietly listening to the rain falling steadily on the sand outside. She was too tense and had too much on her mind to relax and go to sleep just yet. But despite that, she felt safe

- 75 inside the rabbit burrow. Tomorrow, she told herself, I will find the rabbit-proof fence and it will take us all the way home to Jigalong. The thought raised her hopes and a few minutes later she too drifted off into sleep.

Glossary

¹*thicket* – a small group of bushes or trees that are growing closely together

²*tangled scrub* – small bushes and trees that have all become joined

³*inaudible stutter* – a repeated part of a word that is said with difficulty; it can't be heard clearly

⁴*youay* – Aboriginal word for "yes"

⁵*unnerved* – feeling less brave or confident

⁶*dunes* – small hills of sand created by the wind

⁷*warrens* – a system of holes and underground tunnels where rabbits live

⁸*the bunna* – Aboriginal word for "the ground"

⁹*dgudu* – Aboriginal word for "older sister"

¹⁰*indi* – Aboriginal word for "isn't it"

From *Rabbit-Proof Fence* by Doris Pilkington Garimara

Recall

- 4 Read an account from Molly's perspective. Find eight mistakes and correct them.

I can clearly remember our first day after we had escaped from the Moore River Native Settlement. We were making good progress on our journey, when suddenly we heard the sound of barking. Gracie, Daisy, and I felt very excited, so we jumped behind a tree and saw a strange "thing" go past. When we talked later, we realized that this "thing" was a dingo – a sharp-toothed dog. I knew that we needed to find a dry place to sleep, so I chose a rabbit burrow that faced west and we made it bigger by jumping on it. We all fell asleep soon after we climbed into it. That was our first night out in the bush since we had left our homes and families, and I'll never forget it.

- 5 Complete the sentences using your own words.

- 1 Gracie was so afraid that she was unable to _____.
- 2 The girls thought they had seen a marbu, but in reality it was probably _____.
- 3 The rabbit burrow was a good place to sleep because _____.
- 4 The girls didn't go hungry, as _____.
- 5 At first, Molly couldn't sleep because _____.
- 6 Molly promised herself that she _____.

Interpret



- 6 Answer the questions. Give evidence from the text to support your answers. Discuss your ideas with a partner.

- 1 What has the girls' journey been like so far?
- 2 What is the landscape that they are walking through like?
- 3 Why do you think the girls all believe in the idea of a "marbu"?
- 4 Who is the leader of the three girls?
- 5 How capable do you think she is?
- 6 How do the other two girls react to the leader?

Literary
strategy

Analyzing how authors convey information to the reader

There are two ways that authors can convey information, and these are often called *telling* and *showing*. *Telling* is when an author simply explains information to the reader; for example, describing a character as “looking angry.”

Showing is where the author implies something without explicitly explaining it – this leaves the reader to figure out for themselves the information about the characters, setting, or plot. For example, an author can show that a character is angry through his words, appearance, and actions: “He jumped up from his chair, with his face growing red and shouted, ‘Just leave me alone!’ and then left the room, slamming the door behind him.”

Writers will usually use a mixture of both techniques. *Telling* can be useful because it helps to move the story along efficiently and make things clear. However, more sophisticated authors will also make widespread use of *showing* to create a profound story that actively involves the reader.

7 Study the strategy. Then look at these sentences from the text. Do you think they are examples of *telling* or *showing*? If they are examples of *showing*, what are they trying to convey?

- 1 *Molly had no intention of being caught only to be sent back to the settlement to be punished by the authorities.*
- 2 *Gracie started to say something in a low whisper but the words came out as an inaudible stutter. She tried once more, but the result was the same, so she gave up and shut her eyes tightly.*
- 3 *“There might be others around here. We gotta get away from this bad place,” she added urgently with a slight tremble in her voice.*
- 4 *This was their first night out in the bush since leaving the homes in the East Pilbara.*



8 How do you think the story of *Follow the Rabbit-Proof Fence* ends? Discuss your answers in groups. Give reasons for your ideas.

Respond



9 You are going to write a paragraph about an event that happens later in *Follow the Rabbit-Proof Fence*. Follow the steps below.

- 1 Read the scenario.
Molly plans to find the famous rabbit-proof fence, which they can follow to Jigalong, where they originally come from. For weeks, she leads the girls across the bush towards the fence. One day, in the hot midday sun, she is walking ahead of the other girls when suddenly she finds the fence.
- 2 Think about Molly at this point in the story and take notes about:
 - what she thinks and feels at that moment
 - how she reacts and what her face looks like
 - what she says and how she says it.
- 3 Plan a paragraph about this key event in the story. Try to *show* the reader what Molly thinks and feels by portraying her reactions as well as what she says and how she says it. Aim to avoid too much *telling*.
- 4 Write a rough draft of your paragraph. Swap it with a partner. Comment on each other’s work. Does the writer use the technique of *showing* effectively and help to paint a clear picture in the reader’s mind?
- 5 Incorporate any useful comments from your partner into your work and produce a final draft.
- 6 Work in groups. Take turns reading your paragraphs to each other. Ensure that you read in a lively and dramatic way to convey the importance of this moment in the story.
- 7 Give feedback to each other:
 - Which person read aloud in the most engaging way?
 - Which person really *showed* the reader / listener how Molly felt rather than *telling* them?
 - Which person created the most vivid image in the listener’s / reader’s mind?



Before you read



1 Read *About the Author*. Then decide if the sentences are (T) or false (F). Compare and discuss your answers in groups using evidence from the text.

- 1 Maya Angelou was well known in her own lifetime.
- 2 She had a calm and easy early life.
- 3 Her work and ideas were well respected.



About the Author

Maya Angelou (1928–2014) was an American poet, writer, and activist. She had a turbulent childhood, which she described in her popular autobiography *I Know Why the Caged Bird Sings* (1969). This book made her one of the first African-American women to appear on the bestseller list, and it has been translated into seventeen languages.

Maya Angelou wrote seven autobiographies and over five books of poetry. The poems' themes include overcoming difficulties and facing discrimination. She received over fifty honorary degrees during her life. Her poem *Still I Rise* was read by Nelson Mandela, the first black president of South Africa, at his inauguration in 1994.



2.29

2 Read and listen to the poem *Life Doesn't Frighten Me* by Maya Angelou. Identify the "point of view" of the poem (who is narrating it) by answering the questions below. Give evidence for your ideas.

- 1 Do you think the person speaking is a child, a teenager, or an adult? Why?
- 2 Do you think the person is male or female? Why?

Life Doesn't Frighten Me

Shadows on the wall
Noises down the hall
Life doesn't frighten me at all

5 Bad dogs barking loud
Big ghosts in a cloud
Life doesn't frighten me at all.

Mean old ¹Mother Goose
Lions on the loose
They don't frighten me at all

10 Dragons breathing flame
On my ²counterpane
That doesn't frighten me at all.

I go boo
³Make them shoo

15 I make fun
⁴Way they run
I won't cry
So they fly
I just smile

20 They go wild

Life doesn't frighten me at all.

Tough guys fight
All alone at night
Life doesn't frighten me at all.

25 Panthers in the park
Strangers in the dark
No, they don't frighten me at all.

The new classroom where
Boys pull my hair
30 (Kissy little girls
With their hair in curls)
They don't frighten me at all.

Don't show me frogs and snakes
And listen for my scream,
35 If I'm afraid at all
It's only in my dreams.

I've got a ⁵magic charm
That I keep up my sleeve,
I can walk the ocean floor
40 And never have to breathe.

Life doesn't frighten me at all
Not at all
Not at all.

Life doesn't frighten me at all.

Glossary

¹*Mother Goose* – She is the imaginary author of fairy tales and nursery rhymes. In pictures, she is shown as an older woman in a bonnet who is riding a flying goose.

²*counterpane* – a decorative cover on a bed

³*make them shoo* – make them go away

⁴*way* – abbreviation of *away*

⁵*magic charm* – an object that brings good luck

Recall

3 Read and listen to the poem again. Answer the questions.

- 1 The narrator describes a wide variety of frightening things in the poem. Give two examples of real things mentioned and two examples of imaginary or unlikely things.
- 2 What is the difference between the frightening things described in stanza one and those in stanza two?
- 3 How does the perspective of the narrator change in stanza five? What is she describing here?
- 4 How does the rhythm change in stanza five? What effect do you think this has?
- 5 What secret object does the narrator mention later in the poem? How do we know that it's secret?
- 6 What does this secret object allow the narrator to do?

Interpret

Literary strategy

**Using repetition**

Repetition is often found in poetry and it can take many forms. It can involve the repetition of sounds, words, phrases, lines, or even whole stanzas (verses).

Repetition can have many different purposes. It can make the reader pay attention to a particular phrase and emphasize an idea or feeling. It can provide a sense of unity in a poem as well as give a particular rhythm and create a sense of urgency. However, it needs to be used with care so that the poem doesn't sound too dull or repetitive.

4 Study the strategy. Then answer the questions about repetition in the poem.

- 1 What is the main element of repetition in the poem?
- 2 What mood does the repetition create? One of anger, defiance, boredom, or sadness? Why?
- 3 How does the poet vary the repetition? Why does she vary it?
- 4 What do the pronouns refer to in some of the repeated lines?
- 5 How does the poem benefit from the use of repetition? Think of a range of different ideas.

**5 Do you think the narrator of this poem is truly brave? Or is she somehow trying to convince herself that she's brave? Discuss your answers with a partner. Refer back to the poem.**

Respond

**6 Work in groups. Imagine you are going to learn and perform this poem to younger students at your school. It will be part of an assembly celebrating bravery and courage.**

- 1 Read the poem aloud together. Make sure that you rhyme the words correctly in the couplets, e.g., *wall*, *hall*. Watch out for lines 33 to 40 where the rhyme scheme is different.
- 2 Consider how you are going to perform the poem for maximum effect. Think about:
 - how you are going to divide the lines and stanzas within your group
 - how you could use mime, gestures, or movement to reinforce the meaning and mood
 - how you could vary your voices throughout the poem, e.g., vary the volume.
- 3 Learn and rehearse the poem in groups. Ensure that it will be engaging for the younger students.
- 4 Each group performs its poem for the class.
- 5 Reflect back on the performances with a partner. Which group's performance would be most appealing to the younger students? Why?

**7 Now write your own version of the first four stanzas of the poem.**

- 1 Brainstorm some examples of frightening things with a partner.
- 2 Use your list to help you start writing the stanzas. Use an online rhyming dictionary to help you find the rhymes at the end of the lines.
- 3 Read your stanzas aloud in small groups. Which stanzas have the best rhymes? Which have the best examples of frightening things?

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Hunt) (Handsome young Indian man plays a Sitar/ CREATISTA) (beautiful girl plays the cello/ alexandre zveiger) (Blur backgrounds of record shop/ Tata Chen) (Young man listening to music/ Asia Images Group) (Red Shining Blank Tag/ Om Yos) (Using laptop with blank screen/ guteksk7) (Music smartphone in female hand/ Africa Studio) (The stack of CD cases/ Alexander Dashewsky) (stressed man upset frustrated/ Aila Images) (Stressed nervous young woman/ Cookie Studio) (Teenage boy wearing headphones/ Monkey Business Images) (Relieved Expression Emoji/ josep perianes jorba) (Sunset yoga woman/ De Visu) (Symphonic Orchestra perform concert/ Ferenc Szelepcsényi) (Online donation/ panuwat phimpha) (Live concert of Bruno Mars/ Fabio Diena) (Shakira on Hollywood/ Featureflash Photo Agency) (Taylor Swift/ Featureflash Photo Agency) (Elton John/ Fabio Diena) (girl holding finger on lips/ Ranta Images) (teen shows silence gesture/ Veres Production) 2 (bucket with cleaning supplies/ Irina Fischer) (sea snail/ Seashell World) (Balance of stones/ Blackroom) (Macaw feather/ BOONCHUAY PROMJIAM) (Senior man and laptop looking stressed/ flashgun) (blue sky and sun/ Iakov Kalinin) (Young woman refilling petrol in gas station/ Kaspars Grinvalds) (Businessperson Hands Giving Cheque/ Andrey_Popov) (Demand and supply balance on the scale/ Sira Anamwong) (Smiling bearded young man choosing yogurt/ Dean Drobot) (Farmer harvesting oranges in an orange tree field/ kukiat B) (Orange juice glass bottle/ Evgeny Karandaev) (Pound sign icon/ Blan-k) (Student Sitting Among Her Fellow Students/ Gorodenkoff) (Father giving son ride on back/ Rido) (Family unwrapping things in new home/ wavebreakmedia) (Senior couple riding a classic scooter/ Rawpixel.com) (Luxury residential house/ Artazum) (English row terrace house/ Pompaem Gogh) (boys high five in the open doorway/ Monkey Business Images) (Girls walking pass collapsed building after earthquake/ Somjin Klong-ugkara) (puzzled expression/ WAYHOME studio) (young smiling scientist in white lab coat/ AshTproductions) (Children walk in collapsed building after earthquake/ Somjin Klong-ugkara) (dog suffering from a broken leg injury/ Beatriz Vera) (woman with crossed arms/ woman posing in studio/ WAYHOME studio) (man in glasses shopping online with credit card/ My Agency) (teenagers taking a selfie at park/ William Perugini) 3 (Young student reading something on tablet/ Dragon Images) (Pile of books/ cherezoff) (Pile of old newspapers/ Skyline) (smiley male lying down using a tablet/ Apollofoto) (young couple sitting on a car/ night scenery of a boy looking the meteor/ Tithi Luadthong) (Angela Garcia during the conduct Meridian Poltava Festival/ Oleh Dubyna) (male singer with microphone on stage/ Pixel-Shot) (group of classic ballet dancers dancing holding hands/ GERSHBERG Yuri) (artist paints a picture of oil paint brush/ Kuznetcov_Konstantin) (two kids break into a cave full of mysterious and forbidden aura/ NextMarsMedia) (Colorful analytics or planning concept infographic/ RedlineVector) (Businesswoman holding smartphone/ fizkes) (Creative woman working with computer/ Kaspars

Grinvalds) (Female manager working on laptop at team meeting/ fizkes) (open books with text background/ urfin) (Brain - 3D illustration/ Fedorov Oleksiy) (Realistic modern smartphone isolated/ Mr.Louis) (Tired young boy and books/ B-Media) 4 (two gamers/ two gamers sitting on the couch after finishing/ SG SHOT) (young mother having fun with her child/ DisobeyArt) (teenager eating puffed bread outdoor/ Martin Novak) (grandson and grandfather having fun/ Ermolaev Alexander) (Venus Williams of USA hugs her sister Serena Williams/ pdrocha) (Hand holding variation of object/ Rawpixel.com) (Two open heads silhouettes with arrows/ Dmitry Guzhanin) (Stressed girl passing school test/ Pixel-Shot) (Businessman holding Anti-stress balls/ Focus and Blur) (Collection of sports medals/ papa1266) (cheerful girl having video-call/ Roman Samborskyi) (Close up to finger deleting the Twitter app/ MichaelJayBerlin) 5 (Metropolitan Museum of Art/ Osugi) (Roman ruins of Catullo/ Ana del Castillo) (mother and daughter exploring museum/ akov Filimonov) (Facade of the Pergammonmuseum/ pio3) (world map illustration/ BEST-BACKGROUNDS) (The British Museum entrance/ lapas77) (Time capsule at Osaka castle/ twoKim studio) (Old computer/ Artsplav) (Vintage toy top spinning in motion/ aastock) (Top view of a black analog videotape/ kuruneko) (old photos shows the genealogy/ Volodymyr Nikitenko) (gramophone vinyl LP/ davorana) (guy sharing problem with friend/ Mangostar) (senior man at home with hand on chin/ Aaron Amat) (Blue buttercream birthday cake/ JFunk) (happy family jumping together on the beach/ Tom Wang) (Wedding day/ Aistovafoto) (destroyed houses in Kathmandu/ Julian Frees) 6 (girl eating breakfast in kitchen/ Joshua Resnick) (Asian boy sleeping/ Hung Chung Chih) (Home For Sale/ Andy Dean Photography) (postal service and delivery/ Syda Productions) (Pile of cardboard boxes/ Y Photo Studio) (Open suitcase with clothing/ studiovin) (portrait of a family/ Christin Lola) (woman sitting on window sill at home/ fizkes) (old paper scrolls/ Andrey_Kuzmin) (Small crystal flower vase/ robert8) (Glass jar for canning filled with stones/ Agnieszka Rybkiewicz) (businessman wearing blue suit with sad expression/ Kleber Cordeiro) (Teenage Boy Choosing Clothes From Wardrobe In Bedroom/ Monkey Business Images) (Blue school bag on background/ Billion Photos) (Purple Glass Prism/ Aleksandrov Ilia) (Denim jacket hanging on hook/ wavebreakmedia) (Interior of beautiful modern room/ Africa Studio) (woman lying on sofa at home using smartphone/ fizkes) (Facade of old apartment house/ Dmitriy Kandinskiy) (Greek houses on a hillside/ l.lika) 7 (Two geishas among red wooden Tori Gate/ Matej Kastelic) (Holland supporters in the stands during a round 16 World Cup/ fstockfoto) (graphic designer working with computer/ LittlePigPower) (Young professional photographer working/ mirtmirt) (Prison bars isolated/ TaraPatta) (Interior of solitary confinement cell/ karenfoleyphotography) (Indian Holi festival colours/ Rajesh Narayanan) (The family enjoying the sparkle fireworks/ Abie Davies) (women with sparklers/ DGLimages) (Patriotic holiday. Happy family/ Yuganov Konstantin) (lighting firecrackers/ Fotos593) (Clothing, Fashion/ yayha) (Cleaning products on shelf/ Africa Studio) (colorful clothes/ Sandra van der Steen) (no preservative icon/ musmellow) (plastic bottle background/ tristan tan) (Colored plastic containers/ liart) (cafe summer terrace/ LadyPhotos) (multicolored plastic buckets/ Taratorn) (eco recycle icons/ Oleksandr Malysh) (Plastic clear cups/ AlenKadr) (Plastic container/ fototrips) (Yellow and red cherry tomatoes in a clear plastic container/ vilax) (Hawthorn berries/ Alexey Stiop) 8 (Siberian tiger/ muhammad afzan bin awang) (Water tap tied in knot/ ptashka) (Dry river in Levanto/ Martina Badini) (Dried bay on the North Bank of the River Thames/ phaustov) (Closeup hand going to turn off the tap/ patpitchaya)snow broke the roof/ romchik911) (Traditional colorful houses/ Edgieus) (Houses on stilts in the village of Ologa/ sunsinger) (Venice/ Werner Spremberg) (fill a glass jug/ aurelie le moigne) (girls washing car/ Monkey Business Images) (hydroponic concept/ zetwe) (big tree root/ siambizkit) 9 (Athletes/ Natursports) (young woman driving car/ Tom Wang) (fast internet browsing with an lcd screen/ nmedia) (clock/ dencg) (composition of space time/ FlashMovie) (Driving on a road in the scottish highlands/ corlaffra) (sleeping in backseat/ JJFarq) (moden high speed train/ gui jun peng) (red sports car/ supergenijalac) (British Airways Concorde/ John Selway) (orange car/ Rawpixel.com) (young woman crossing road/ sergua) (speed limit/ Nikola Barbutov) (plane shakes/ diy13) (young woman feeling unwell/ InesBazdar) 10 (barowue picture frame/ goir) (State Tretyakov Gallery/ Popova Valeriya) (Street art/ DrimaFilm) (Olympic gold medalist Misty Hyman speaks to Perryville State Prison/ Rebekah Zemansky) (Art therapy for senior ladies/ belushi) (decorative frames/ Frame Art) (Original oil painting old rural farmhouse/ Valery Rybakow) (Young Girl Reading, by Jean-Honore Fragonard/ Everett – Art) (BILBAO, BASQUE/ Heracles Kritikos) (Guggenheim Museum Bilbao by Canadian-American architect Frank Gehry/ Iakov Filimonov) (Guggenheim Museum/ Botond Horvath) (panoramic views to Bilbao/ Jon Chica) (A young man watching birds through binoculars/ Tsveta Nesheva) (looking up through binoculars/ EvgeniiAnd) (tree/ yetistokat) (Singing bird/ Dikky Oesin) (bee and butterfly/ Meisenmuehle) (bee and butterfly on violet flower/ nerad) (walking in autumn forest/ Roman Samborskyi); Shutterstock editorial 4 (Tennis - Australian Open 2017 Day Thirteen/ Ella Ling/ Bpi/ Shutterstock) 5 (Taylor Swift performs/ Evan Agostini/ Invision/ AP/ Shutterstock) (the fall of the Berlin Wall/ Sipa/ Shutterstock) 9 (Albert Einstein/ Roger-Viollet/ Shutterstock); Shutterstock video 1 (woman using smartphone riding at public transport / verticalstock) (Digital animation of a rotating 3d brain/ vectorfusionart) (South London Aerial City View around Waterloo/ PhotoLondonUK) (Happy people dance in nightclub/ Blue Planet Studio) (notes float line from right to left.blurred/ ola08) (Close up on hands of clarinettist/ Josu Ozkaritz) (music download internet service/ ConvertSight) (Professional musician blogger is recording tutorial/ silverkblackstock) (Facebook live style animated/ Artorn Thongtukit) (Band performing at nightclub, view from side stage/ GlobeStock) (Worker drilling concrete/ Pavle Lazic) (open free charity

concert/ Aleksandr Ostapchuk) (Green Screen Dollar Bills/ BTStockStudio) 2 (male buyer with cashless wallet/ VisualBricks) (Looking at online bank statement/ Kmotion) (Financial template with generic data and charts./ NIMEDIA) (Woman at home, working on laptop/ Helen Fields Hotelfoxtrot) (Man making an online donation/ Kasintsev Vladislav) (Group of happy children celebrating birthday/ dualstock) 3 (Young man reading book at home/ ALFA-13) (Lady reading the newspaper about Brexit/ BlackBoxGuild) (Two teenage girls in pajamas sitting on floor at bedroom/ kryzhov) (Smiling little boy lying in bed and listening to his father/ Pressmaster) (Man reading news on his smartphone/ Kasintsev Vladislav) (Teenager texting on smartphone/ prostockproduction) (Using e-reader tablet/ CatHouseProduction) (girl rides the subway and looks at the phone/ Nikiforova Viktoria) (Two young girls sitting on bus/ Monkey Business Images) (Kids playing video games at home/ Stockbusters) (Two boys playing soccer at sunset/ Aleksei Logvinenko) 4 (Alaskan brown bear cubs play fighting/ Tony Campbell) (the battle of a dog and a cat/ Kozub Vasy) (Trees on Two Sides Leaves Wind/ PixelBoom) (Close-up a man chooses from two phones/ Petrunine world studio) (athletes start and run at sprint/ sportpoint) (Young woman wearing glasses inhaling and exhaling/ fizkes) (A young woman takes a deep breath of fresh air/ n14productions) (Marathon Runners in Crowd/ video lord) (Playing Video Games on Console/ Gorodenkoff) (Instagram Red Icon Like Counter/ PixelBoom) (teenager looks guilty, ashamed and frustrated/ Motortion Films) 5 (Roman legionaries marching/ Saturn Productions) (People looking at exhibits/ yykkaa) (painted ware and pottery in display cases/ TRIARC) (daughter granddaughter and old senior mother/ fizkes) (Upset man reading bad news on laptop/ Stockbusters) 6 (guy finds a lost bunch of keys/ Kyrylo Zagorodniy) (Abstracts Spiral Tunnel/ Enchanted Studios) (A man opens a locked Desk drawer/ Proshkin Aleksandr) (Teenage boy lying on his bed at home/ DGLimages) 7 (Wooden art palette/ Osypian Artur) (Asian woman receiving orange from her daughter/ Matej Kastelic) (worker with blue uniform painting/ Odua Images) (Beautiful girl doing make up/ FunFamilyRu) (woman buying body care products/ Vermont Art) (Fresh green meadows/ SJ Travel Photo and Video) 8 (Crowd walking through street Mexico/ Mundo_Nomada) (Global warming drought/ hanif66) (Residents of Cape Town, South Africa are forced to queue for water/ fivepointsix) (rain flows down from a roof/ Anna Nikonorova) (Faucet with running water/ photopixel) (Aerial shot forest fire destruction/ BlackBoxGuild) (fallen trees floating down river/ Botyev Volodymyr) (timelapse sunrise in desert/ JTM Stock Video Footage) (jumping into water/ Clever Stock) 9 (Ambulance with siren/ hafakot) (Timelapse of man eating a hamburger/ MagicMore) (Timelapse of teenager working on a homework/ Exroy) (backdrop of clouds and gas in space / Rebus_Productions) (analog clock/ Larich) (teen boy looking out car window/ Aleksei Logvinenko) (aerodynamics/ Dabarti CGI) (Formula one race car/ brave rabbit) (speedometer/ Brovko Serhii) (boy with smartphone walking/ motion.pl) (young couple on rollercoaster/ Flystock) (Human heart/ Alla_vector) (Grandfather, father and son sit fishing/ Monkey Business Images) 10 (Serious female artist/ silverkblackstock) (painting with gouache/ TCreativeMedia) (woman wearing Augmented Reality Headset/ Gorodenkoff) (flight over fields/ GLF Media) (Russell square London/ PHD) (sketching out his new fashion collection/ Fractal Pictures) (Young Girl making colorful graffiti/ Kristina Kokhanova).

Graphics by: Graham Young 8 (Water consumption pie chart) 9 (Braking distance).