
















	Vocabulary	Grammar	Reading	Listening	Speaking	Writing	GREAT LEARNERS GREAT THINKERS	Exam success Collaborative projects
 <b>1</b> Make the grade p6	School life Higher education <i>do</i> and <i>make</i> 🎧 <b>Culture exchange:</b> Getting started: Studying in the UK	1 Present simple, present continuous and present habits Present perfect simple and present perfect continuous 2 Gerunds and infinitives 1	<b>Student life: Extra-curricular activities</b> An online forum	<b>Experiences of studying abroad</b> An interview	<b>Giving personal information – preferences</b> Talking about preferences related to work and study	<b>Replying to a request for information</b> An informal email 1	<b>Study choices</b> 🎥 <b>Video:</b> Differences of opinion *SEL: Making balanced decisions *Social and Emotional Learning	<b>Exam success 1–2</b> <b>Reading:</b> 4-option multiple choice p30 <b>Speaking:</b> Questions p30 <b>Listening:</b> 3-option multiple choice p144 <b>Writing:</b> Guided essay p144
 <b>2</b> A job well done p18	Work conditions and responsibilities Working life, hours and pay Phrasal verbs connected with work	1 Past simple and past continuous Past habits and states: <i>used to</i> , <i>would</i> 2 Past perfect simple and continuous 🎧 <b>Culture exchange:</b> Dangerous work in South Africa	<b>Climbing, not cooking</b> Two magazine articles	<b>Human computers</b> A podcast	<b>Negotiating and collaborating 1</b> A discussion	<b>Writing from a given first sentence</b> A story 1	<b>Transferable skills</b> 🎥 <b>Video:</b> Working at sea SEL: Recognising strengths and weaknesses	<b>Collaborative project 1</b> Education in your country p31 
 <b>3</b> Departure time p32	Words connected with transport and travel <i>excursion</i> , <i>journey</i> , <i>travel</i> , <i>trip</i> , <i>voyage</i> Prefixes	1 Future forms 2 Future continuous, future perfect simple and future perfect continuous	<b>Driving – the future</b> An article	<b>Transport of the future</b> A podcast	<b>Talking about photos 1</b> Describing photos and talking about similarities and differences	<b>Reducing transport and travel pollution</b> An opinion essay 1 🎧 <b>Culture exchange:</b> The UK school run	<b>New traffic solutions</b> 🎥 <b>Video:</b> Bionic boots SEL: Listening to others	<b>Exam success 3–4</b> <b>Reading:</b> Sentence transformation p56 <b>Speaking:</b> Comparing photographs p56 <b>Listening:</b> Note-taking p145 <b>Writing:</b> Guided essay p145
 <b>4</b> Our strengths p44	Personality adjectives Idioms connected with personality Noun suffixes	1 Comparatives and superlatives Other ways of making comparisons 2 Articles, Ability in the past, present and future 🎧 <b>Culture exchange:</b> An English genius	<b>The Quiet Revolution – Susan Cain</b> An article	<b>Leonardo da Vinci</b> A podcast	<b>An inspirational and influential figure in history</b> Presentations 1	<b>Which famous person would you invite to your school?</b> An article 1	<b>Personality and stereotypes</b> 🎥 <b>Video:</b> British personality types SEL: Keeping an open mind	<b>Collaborative project 2</b> A genius from your country p57 
 <b>5</b> Financial advice p58	Spending and saving money Idioms connected with money Phrasal verbs connected with money and shopping 🎧 <b>Culture exchange:</b> US teens and money	1 Modal verbs of obligation, prohibition and advice – present and past 2 Modal verbs of speculation and deduction – present, future and past	<b>Without a penny in their pockets</b> An online finance article	<b>Good luck stories</b> A radio programme	<b>Talking about photos 2</b> Comparing and contrasting photos and speculating	<b>Replying to a request for information/Writing from a given first sentence</b> An informal email/ A story 2	<b>Cash and debt</b> 🎥 <b>Video:</b> Keeping it local SEL: Self-management	<b>Exam success 5–6</b> <b>Reading:</b> 4-option multiple choice p82 <b>Speaking:</b> Extended turn p146 <b>Listening:</b> Matching p146 <b>Writing:</b> An email p146
 <b>6</b> Get fit, stay fit! p70	Parts of the body Health and medical care Idioms connected with health and illness	1 Zero, first and second conditionals <i>unless</i> , <i>as long as</i> , <i>provided/providing (that)</i> , <i>in case</i> 2 Third conditional <i>I wish/If only</i> 🎧 <b>Culture exchange:</b> Sport in the US 2	<b>Health and medicine in a dystopian future</b> An article	<b>A sport I practise</b> Five monologues 🎧 <b>Culture exchange:</b> Sport in the US 1	<b>Negotiating and collaborating 2</b> Important everyday activities	<b>Avoiding stress</b> A for-and-against essay	<b>Healthy eating</b> 🎥 <b>Video:</b> Is a detox diet actually good for you? SEL: Managing emotional eating	<b>Collaborative project 3</b> Sports in your country p83 
 <b>7</b> Rave reviews p84	Words connected with film, fiction and music Adjectives to use in reviews Compound nouns 🎧 <b>Culture exchange:</b> The arts in Ireland today 1 and 2	1 Reported speech – statements and questions 2 Other reporting verbs and structures	<b>Free short story vending machines receive rave reviews</b> An online newspaper article	<b>Story-sharing websites</b> A podcast	<b>Discussions 1</b> Superhero films, the cinema and adaptations	<b>A book that ALL teenagers should read!</b> A review	<b>Human creativity</b> 🎥 <b>Video:</b> A musical with a difference (AKA Can a computer write a musical?) SEL: Being curious and creative	<b>Exam success 7–8</b> <b>Reading:</b> Open cloze p108 <b>Speaking:</b> Discussion p147 <b>Writing:</b> A review p147
 <b>8</b> To the rescue! p96	Natural disasters and extreme weather Words connected with natural disasters Prepositional verbs	1 The passive The passive – verbs with two objects 2 The passive with <i>say</i> , <i>know</i> , <i>believe</i> , etc. 🎧 <b>Culture exchange:</b> Natural disasters in California	<b>Technology to the rescue!</b> An article	<b>The Galveston Tragedy: The Great Storm of 1900</b> A programme	<b>Talking about statistics</b> Natural disasters and extreme weather	<b>The world today vs. a hundred years ago</b> An opinion essay 2	<b>Weather control</b> 🎥 <b>Video:</b> From supercell storm to tornado SEL: Empathising	<b>Collaborative project 4</b> The arts in your country p109 
 <b>9</b> Tech talk p110	Technology and IT Words connected with technology Adjectives to describe technology Phrasal verbs connected with technology and computers	1 Relative clauses 2 Gerunds and infinitives 2 🎧 <b>Culture exchange:</b> The screen habits of UK teens	<b>Tech World</b> An online tech article	<b>Relying too much on technology</b> A podcast – listener opinions	<b>Discussions 2</b> Video games and violence	<b>Technology and study</b> A report	<b>Social media</b> 🎥 <b>Video:</b> The social media challenge SEL: Establishing boundaries and limits	<b>Exam success 9–10</b> <b>Reading:</b> Word transformation p134 <b>Reading:</b> Matching p134 <b>Listening:</b> 3-option multiple choice p148 <b>Writing:</b> A story p148
 <b>10</b> News just in! p122	News sections Words frequently used in news headlines Collocations connected with the news	1 Future in the past Mixed conditionals 2 Question tags Indirect questions	<b>Un-news-ual news from the natural world!</b> News stories	<b>Analysing the news</b> A programme	<b>Presentations 2</b> Posting and responding on social media 🎧 <b>Culture exchange:</b> The British press	<b>The latest crazes</b> An article 2	<b>Happy and sad news</b> 🎥 <b>Video:</b> <i>The Happy Newspaper</i> SEL: Positive thinking	<b>Collaborative project 5</b> The press and news in your country p135 

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Learner profile p142

Exam success p144

Communication activities p149

Irregular verbs p151





## Vocabulary in context

### Personality adjectives

#### Idioms connected with personality

1 Complete sections O, C and E in the text with the words in the box. Check that you also understand the words in bold in those sections. Use a dictionary if necessary.

#### 15 Personality adjectives 1

broad-minded • down-to-earth • impetuous • laid-back • outgoing • reserved • resourceful

The Big Five is a well-known system used by psychologists to describe personality. A popular acronym for the Big Five is **OCEAN**.

#### O penness to experience

People who have high scores in this factor are usually **curious** and (a) ..... so they like new, interesting experiences. They are also **creative** and clever. People with low scores tend to be **practical** and (b) ....., preferring to be **sensible** rather than **imaginative**.

#### C onscientiousness

People with a high score in this factor are usually very (c) ..... and good at finding ways to deal with problems. They are also usually **reliable** and **hard-working**. People with low scores are often (d) ....., doing things without thinking of the consequences, and also very **relaxed** and (e) .....

#### E xtroversion

Extroverted people tend to be (f) ..... and **talkative**, generally enjoying interacting with others. Introverts tend to be **quiet** and (g) ....., preferring reading a book alone to going out partying.

#### A greeableness

People with a high score in agreeableness are usually (h) ..... and **diplomatic**. They are also **kind** and (i) ....., thinking of others' feelings. They often tend to be **modest**, too. People with a low score are often (j) ....., thinking more about themselves. They can also be (k) ..... and difficult to rely on.

#### N euroticism

This is a question of not feeling (l) ....., not believing that you can do things well. People with a high score may well be (m) ..... and become **serious** or angry for no reason. They may also be (n) ....., needing more confidence in themselves. On the other hand, a low score suggests that a person is **calm** and (o) ....., able to come back strong after a problem.

2 Now do the same with sections A and N and the words in this box.

#### 16 Personality adjectives 2

considerate • insecure • moody • resilient • self-confident • selfish • tactful • untrustworthy

3 **SPEAKING** Look at these words. Discuss what you think they mean. Find any related or opposite adjectives in the vocabulary boxes in 1 and 2 or the text.

#### 17 Personality adjectives 3

big-headed • cheerful • easy-going • energetic • humble • introverted • loud • loyal • narrow-minded • sensitive • shy • sociable • tactless

4 Match the idiomatic expressions in the box to their explanations (1–8).

#### 18 Idioms connected with personality

a big mouth • a bright spark • a great laugh • a live wire • a pain in the neck • a party animal • a social butterfly • a wallflower

- someone who enjoys going to lots of parties
- someone who is very annoying or irritating
- someone who is very funny
- someone at a social event who has no one to talk to or dance with because they are shy
- someone who says things they shouldn't
- someone who is clever or has a clever idea (but often used to mean just the opposite!)
- someone who has a lot of energy and is interesting to be with
- someone who is very sociable and goes to lots of different social events with lots of different people

#### Use it ... don't lose it!

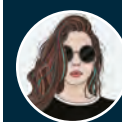
5 **SPEAKING** What type of personality do you think the people in 1–4 below typically have? Use adjectives or idiomatic expressions from this page and give reasons for your answers.

- |                   |                 |
|-------------------|-----------------|
| 1 a film star     | 3 the president |
| 2 a top scientist | 4 a novelist    |

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## Reading

- SPEAKING** Do the informal personality test on page 149. Do you agree with what it says about you? Why/Why not?
- Read the text quickly. What are its main messages?



# LUCY'S REFLECTIONS

HOME / ABOUT ME / BLOG / CONTACT

Random thoughts about my life

Let me tell you about something that happened to me recently: I went to a party. 'What's so special about that?', you're wondering. Well, I hardly ever go to parties because, get ready for this – I don't like them much. I guess I'm the typical wallflower. As teenagers, it seems we almost have to feel guilty about that because people assume we should all be party animals. Anyway, I've just discovered something that's made me realise that it's okay to prefer quiet chats to loud crowds. So, I thought I'd share some of the ideas I learned from a book I've just read.

It's called *Quiet Power*, by Susan Cain. She suggests that being introverted isn't necessarily the same as being shy. When you're shy, you're quiet because you're afraid of what other people will think of you. Being introverted, on the other hand, is more a question of preferring situations that are quieter and stimulating. I don't know about you, but I could relate to that immediately. Some of my friends like to fill their weekends with countless things to do and people to see. Me, I'm happy to spend the weekend painting, reading, and taking my dog for a walk.

Here's the important message, though. It's OK to prefer quiet situations. It's true that society seems to pay more attention to extroverts. We're often given the idea that we should all be trying to be the life and soul of the party. But as Susan Cain points out in her book, it's about time society paid more attention to what quiet people bring to the table, too. They have special skills and qualities that extroverts just don't have. For example, most of us would agree that introverts tend to be more reflective and think things through more slowly and deliberately, whereas extroverts are more impetuous. In fact, some of the most creative people in history, like Bill Gates for example, have been introverts.

Think about when you do collaborative assignments at school. The loudest students tend to dominate and make quicker decisions. But it's usually the quieter people who see the bigger picture and are more focused on the task itself. After all, the quieter you are, the better you are, the better you listen to everyone else. Now, don't get me wrong here. It's always better to have a mix of all different kinds of people working together. I just wonder whether the talents of the quieter members of the group are taken less seriously than they should be.

It's important to remember that, even if you are quiet, that doesn't mean that you can't do things like stand up and give a presentation that's just as good as anyone else's. You can rise to the occasion when you need to and push yourself to take centre-stage. Afterwards, it's perfectly okay to recognise that on the whole you feel happier and more comfortable behind the scenes rather than in the spotlight. As I get older, I feel more and more confident that it's fine not to be a social butterfly. And I feel inspired enough after reading the book to give a presentation on this topic at school next week. I know I'll be nervous, but I think it's time to shout out loud that 'quiet is all right'!

3 **SPEAKING** Read the text again and choose the best answers.

- Lucy is writing this blog post because ...
  - something unusual happened to her recently.
  - she's just done something that people consider out of the ordinary.
  - she wants other people to know about something she recently found out.
- Lucy suggests ...
  - society doesn't really like people who spend a long time thinking.
  - society has never fully recognised the talents of people like Bill Gates.
  - there is some social pressure on people to be more extroverted.
- Lucy's problem with group work at school is that she feels that ...
  - extroverts never listen to the ideas of quiet people.
  - introverts don't get enough recognition for their contributions.
  - the groups don't have a proper balance of personality types.

4 Lucy's last message is that ...

- quiet people have a preference for quiet situations but that doesn't mean they are limited to those situations.
- as they get older, quiet people start to feel more confident about public speaking.
- now that she's more mature, she enjoys telling people all about the hidden skills of quiet people.

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

#### 5 Critical thinkers

In your opinion, is the blog post true and/or fair?

What makes you say that?

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Comparatives and superlatives

- Look at the sentences and answer the questions.
  - They make **quicker** decisions.
  - They tend to see the **bigger** picture.
  - You feel **happier** being behind the scenes.
  - They feel **more comfortable** out of the spotlight.
  - It's **better** to have a mix of people.
  - The **loudest** students tend to dominate.
  - Some of the **most creative** people in history have been introverts.
  - They often work **more slowly** and **deliberately**.
  - They tend to work **faster**.
- Sentences 1 to 4 all contain comparative adjectives. What rule explains the form of each comparative adjective?
  - Sentence 5 contains an irregular comparative adjective. What are the two other common irregular comparative adjectives?
  - Sentences 6 and 7 contain superlative adjectives. What are the rules for making superlative adjectives?
  - Sentence 8 contains regular comparative adverbs. How do we make regular comparative adverbs? How do you think we make regular superlative adverbs?
  - Sentence 9 contains an irregular comparative adverb. What are the irregular comparative and superlative adverbs for these words? *hard, early, late, long, soon, good/well, bad/badly, far*
  - In sentence 4, *a lot* is used with a comparative adjective to talk about a big difference. Do these words talk about big or small differences? *a bit, far, a little, a lot, much, significantly, slightly, way* (informal)

Check it page 54

2 Find and correct the mistakes.

- I'm going to try more hard to listen to others in group discussions.
- Einstein was one of the more famous introverts in the world of science.
- Mexico is slightly biggest than Indonesia.
- She's the friendlier person of this class.
- I think Jack is more laid-back that Sam.
- She's the most moody person I know.
- Try to do the exercise quicklier.
- You need to get here much more soon.
- She did far more well than me in the test.
- Poland is more further from England than Germany.

Flipped classroom video  
Watch the Grammar Presentation video



- Complete the text with the correct comparative or superlative adjective or adverb form of the word given. Sometimes more than one answer is possible.

HAPPINESS IS A PENCIL!

It's one of (a) ..... (unusual) psychology experiments ever done. In the 1980s, Fritz Strack and his colleagues asked two groups of people to look at a cartoon and say how funny they found it and how happy it made them feel. They wanted to know if one group would find it (b) ..... (funny) than the other. While looking at the cartoon, one group had to hold a pencil between their teeth, without it touching their lips. The other group held a pencil with their lips but not their teeth. The first group felt much (c) ..... (good) than the second. They laughed (d) ..... (quick) and (e) ..... (long). Why? It wasn't because they looked (f) ..... (close) at the cartoon than the second group. It was because holding the pencil between their teeth forced their mouth into a smile. It seems that people smile more when they are happy, but they also feel (g) ..... (happy) when they smile! So if you want to be one of (h) ..... (cheerful) people in your social group, all you need to do is try (i) ..... (hard) to behave like you're happy. We could go (j) ..... (far) than that. Think of some of (k) ..... (happy) people you know. They probably walk (l) ..... (dynamic) than most other people, speak slightly (m) ..... (fast), wear (n) ..... (colourful) clothes, and have a (o) ..... (firm) handshake. Copying their behaviour could make you feel (p) ..... (positive) about life. Try it! After all, what could be (q) ..... (easy) than just putting a pencil between your teeth to feel happy?



- SPEAKING** Decide who in your class ...

1 shouts the loudest.	6 is the brightest spark.
2 speaks the quietest.	7 arrives the earliest.
3 draws the best.	8 writes the neatest.
4 is the best laugh.	9 is the biggest live wire.
5 talks the fastest.	10 laughs the most often.
- SPEAKING** Say one of the names you chose in 4. Can your classmates guess the description?

Other ways of making comparisons

- Look at the sentences and answer the questions a–c.
  - Some people don't take introverts **as** seriously as extroverts.
  - Introverts are **not as/so** talkative **as** extroverts.
  - They are taken **less** seriously **than** they should be.
  - As people get **older and older**, they feel **more and more confident**.
  - The longer** you think about a task, **the smarter** your decisions are.
  - The quieter** you are, **the better** you listen.
  - When do we use *as ... as*?
  - When do we use *not as ... as, not so ... as* or *less ... than*?
  - How do you translate 4–6 into your language?

Check it page 54

- Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

- When you run far, you become healthier. (the)  
The ..... you become.
- Public speaking becomes easier depending on your age. (older)  
The ..... public speaking becomes.
- Our goal seems increasingly far away from us. (and)  
Our goal seems ..... from us.
- My exam results were good, but Mark's were better. (so)  
I didn't do ..... Mark in my exams.
- Ben thinks books are better than parties. (not)  
For Ben, parties ..... books.

- Complete the expressions with the words in the box.

better • done • merrier • never • safe • worse

- Better late than .....
- Easier said than .....
- The sooner, the .....
- Better to be ..... than sorry.
- The more, the .....
- This is going from bad to .....

Use it ... don't lose it!

- SPEAKING** Prepare three mini-dialogues. Each one must include an expression in 8.

Reach higher page 137

Developing vocabulary

Noun suffixes

- Make nouns for people with these words and a suffix. You may need to change the spelling.

invent • lead • psychology • assist • history

inventor

- Make abstract nouns from these words and a suffix. You may need to change the spelling.

sensitive • shy • free • prefer • appear • involve • connect • relate (three possibilities)

sensitivity

- Read the text below. Use the words given to form a word that fits in the gap.

Exam tip

In this type of exercise, you sometimes need to add a prefix or a suffix, or both. Sometimes, the word also needs to be plural. Look at the context carefully to decide.

DO NOTHING!

It may sound strange, but many people today think that (a) ..... (bored) is good for you and helps to build your personality. They say that today's world is full of too many (b) ..... (distract) like smartphones and the Internet. They are worried about the (c) ..... (appear) of periods of quiet, peace and (d) ..... (relax) in our daily lives. Some (e) ..... (research) claim that nowadays we cannot maintain (f) ..... (concentrate) for as long as before. A famous (g) ..... (write) called Lauren Child, author of the *Ruby Redfort* series, believes that doing nothing, being quiet and (h) ..... (active) can lead to greater (i) ..... (creative), because it's only when you're bored that you have time to think and form ideas. Great (j) ..... (science) and (k) ..... (music) need time and (l) ..... (free) to be able to come up with new works. However, there are other people who argue that having nothing to do just leads to (m) ..... (lazy) and maybe even (n) ..... (depress). What do you think?

Use it ... don't lose it!

- SPEAKING** Discuss the ideas in the text in 3 and answer the final question. Try to use as many of the words you formed in the text as possible in your discussion.

Reach higher page 137





# GREAT LEARNERS GREAT THINKERS

## PERSONALITY AND STEREOTYPES

**Lesson Aim:** To think about regional and national personalities and stereotypes

**Video:** British personality types

**SEL** Social and Emotional Learning: Keeping an open mind

- 1** **SPEAKING** What stereotypical ideas do you have about the personality of people from Scotland, Wales or England? Think in terms of the five categories (Openness to experience, Conscientiousness, Extroversion, Agreeableness, Neuroticism) in the text on page 44. Explain your ideas to the class.
- 2** **VIDEO** Watch the video. What are the general ideas about people from Scotland, Wales and England (specifically, Cambridge)? Are they similar to your ideas?
- 3** **VIDEO** Watch the video again and choose the correct alternative. In one case, both alternatives are correct.
  - 1 The idea that people from different parts of Britain have specific personalities is a relatively recent/old concept.
  - 2 Almost 400,000 people answered the questions in person/on the Internet.
  - 3 The BBC/University of Cambridge organised the research to discover if there is any real basis for these stereotypes.
  - 4 The expert believes the results from this research/other factors should help you to decide where to live.
  - 5 The expert thinks the results prove/disprove regional stereotypes.
  - 6 The Scottish woman interviewed agrees/disagrees that Scottish people are often sociable.
  - 7 The Welsh woman suggests that Welsh people immediately trust/don't immediately trust strangers.
  - 8 The video says the results of the survey prove regional differences/might help you to choose which area you should live in.
- 4** Read the text. What does it say about national stereotypes?

## NATIONAL STEREOTYPES

Whether it's the caricature of the introverted English, the loud Americans or the industrious Japanese, national stereotypes are extremely common. However, is it true to say that people from different countries are actually different? Well, when the same psychology tests have been done with massive numbers of people from different countries, the average results do, in fact, vary from one country to the next. So, it's fair to say that, in terms of personality, the average Norwegian, for example, is *not* the same as the average Spaniard. Interestingly, however, these average differences in personality between nations are not the same as the stereotypes we hold. Although we tend to agree with each other about what the typical personality type is in a given country, including our own, the research suggests that our ideas are often quite inaccurate.



### GREAT THINKERS

#### Colour-Symbol-Image

**5** Follow these instructions.

- 1 Think about the ideas in the text you have just read. Now think of a **colour** that you think represents the main idea(s) in the text. Make some notes explaining or justifying your choice.
- 2 Now choose or create a **symbol** that represents the main idea(s). Again, make notes to explain your choice.
- 3 Choose or create an **image** that represents the main idea(s). Add some notes again.
- 4 In small groups, share and explain your answers in 1, 2, and 3. How similar or different are they?

**6** **SPEAKING** Work in a small group and answer these questions.

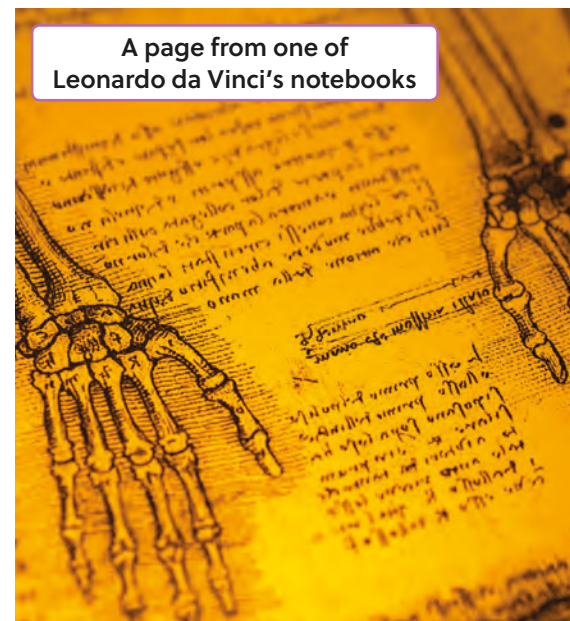
- 1 What national stereotypes do other people have about people from your country?
- 2 What do you think the personal characteristics of the average person from your country are? Do they coincide with the stereotypes you talked about in 1?
- 3 What do you think about national stereotypes in general? Are they helpful, harmful, understandable ...?

### GREAT LEARNERS **SEL**

Great learners are open-minded and positive towards others.

Why is it important to be aware of and question stereotypes?





A page from one of Leonardo da Vinci's notebooks

1 **SPEAKING** Describe what you can see in the picture and discuss what you already know about Leonardo da Vinci.

2 **20** Listen to a podcast about Leonardo. Are these statements True (T) or False (F)?

- 1 They talk about the *Mona Lisa* in detail. T / F
- 2 They describe an important map that Leonardo drew. T / F
- 3 They explain how Leonardo wrote in his notebooks. T / F
- 4 They mention where you can see Leonardo's notebooks today. T / F
- 5 They talk about some of the journeys Leonardo made in his lifetime. T / F
- 6 They mention the length of Leonardo's notebooks. T / F

3 **20** Listen again and answer the questions.

- 1 What were Leonardo's 'To Do' lists?
- 2 Name one of the things on his 'To Do' lists.
- 3 What was special about the way Leonardo wrote in his notebooks?
- 4 Why did Leonardo write and draw so much on every page of his notebooks?
- 5 How is Leonardo's work helping Stanford University to create a mechanical bird?
- 6 What was Leonardo's attitude to art, science and engineering?

4 **Critical thinkers**

In your opinion, which of the many things that Leonardo da Vinci did in his lifetime is the most interesting or impressive?

What makes you say that?

Articles

1 Read these sentences. Then complete rules a–f with *a/an, the* or *no article*. Match each rule to a sentence (1–6).

- 1 He was probably **the** greatest genius of all.
  - 2 [-]Scientists, [-]doctors and [-]engineers are still examining his notes today.
  - 3 He designed **a** statue of **a** horse.
  - 4 They built **the** statue 500 years later.
  - 5 He was passionate about **the** world.
  - 6 He didn't separate [-]art and [-]science.
- a We use ..... to talk about a singular countable person or thing for the first time, or to say that the person or thing is one of a number of people or things.
  - b We use ..... to talk about a specific person or thing or a person or thing mentioned before.
  - c We use ..... to make general statements about uncountable nouns.
  - d We use ..... to make general statements about plural countable nouns.
  - e We use ..... to talk about someone or something that is unique.
  - f We use ..... with superlative adjectives and adverbs, and *first* and *last*.

Check it page 54

2 Complete the text with *a, an, the* or *[-]*.

Culture exchange

An English genius

Sir Isaac Newton was (a) ..... famous English mathematician, astronomer and physicist. He is considered to be one of (b) ..... most important scientists of all time. He provided (c) ..... new mathematical description of (d) ..... universe in his book, the *Principia*. Many people consider his work to be the beginning of (e) ..... physics as a modern subject of study. Newton said that he came up with (f) ..... theory of gravity after watching (g) ..... apple fall from (h) ..... tree. But (i) ..... people now think this is just (j) ..... myth. It seems Newton was (k) ..... introvert. He was (l) ..... Member of Parliament for two years but was so quiet that he only spoke once, to ask somebody to close (m) ..... window in the building. But it's clear that even today, (n) ..... scientists owe a lot to Sir Isaac Newton. Einstein kept (o) ..... picture of him on his study wall. Today there is (p) ..... statue of Newton at (q) ..... National Library in London.

Collaborative project 2 page 57

Ability in the past, present and future

3 Look at these sentences and complete rules a–g with the words or expressions in bold.

- 1 By **being able to** make connections, it's easier to innovate.
  - 2 They think that one day they **will be able to** make a mechanical bird.
  - 3 Leonardo **couldn't** build the statue himself.
  - 4 He **could** write with both hands.
  - 5 They **were able to** build/**managed to** build/**succeeded in** building the statue 500 years later.
  - 6 We **can** learn a lot from Leonardo.
  - 7 You need a mirror **to be able to** read the writing.
  - 8 In the exhibition we visited yesterday, we **could** see some pages from Leonardo's notebooks.
- a We generally use ..... to talk about ability in the present.
  - b We usually use ..... to talk about ability in the future.
  - c When we need an infinitive or gerund to talk about ability, we use ..... or .....
  - d To talk about general ability in the past, we use .....
  - e To talk about the ability to do something on one specific occasion in the past, we use ..... or .....
  - f We can use the negative form ..... to talk about both general ability or one specific occasion in the past.
  - g In the past, we can use ..... with verbs of the senses (*see, hear, feel, smell, taste*) to talk about general ability or one specific occasion.

Check it page 54

4 Choose the best alternative.

- 1 Last week I could/was able to finish the book I'd been reading for months.
- 2 Yesterday my parents succeeded/managed to buy tickets for the concert.
- 3 One day I'd like to be able to/can visit Egypt.
- 4 The exam was difficult but he could/was able to get a good mark.
- 5 My dad could/couldn't finish the marathon yesterday because he had a cramp.
- 6 I'm sure that one day I can/will be able to speak Russian.
- 7 Last week I managed to/could give a good presentation even though I felt quite nervous.
- 8 When I was about four or five, I could swim/succeeded in swimming quite well.
- 9 I wasn't wearing glasses, so I didn't manage to read/couldn't read the book.

5 Complete the text with an appropriate word from sentences 1–8 in 4 to talk about ability.

FROM CIRCUS STRONGMAN TO ANCIENT EGYPTIAN ARCHAEOLOGIST

Amongst the personal strengths of Giovanni Battista Belzoni (1778–1823) was precisely that: his physical strength. At a height of over two metres, the Italian was so strong that he (a) ..... carry a human pyramid of twelve adults, which he often did! He was known as The Great Belzoni when he joined a circus in Britain. Over ten years later, he was (b) ..... to find a very different job. He travelled to Egypt and became an archaeologist and explorer. He managed (c) ..... transport a massive statue called *The Younger Memnon* over three kilometres to the River Nile, get it on to a boat, and send it off to London. It weighed over 7,000 kilos! You (d) ..... still see the statue at the British Museum today. Belzoni also succeeded (e) ..... uncovering the temple at Abu Simbel after spending months clearing away a mountain of sand that covered it. He found amazing hieroglyphics on the walls there but (f) ..... understand them since it was only later that a Frenchman called Jean-François Champollion (g) ..... able to crack the code of Egyptian writing. Belzoni was also the first person in modern times to (h) ..... able to get inside the Pyramid of Khafre in 1818. If you go inside the tomb there today, you (i) ..... be able to read Belzoni's graffiti in Italian celebrating his discovery.



6 Complete the sentences to make them true for you.

- 1 I think that one day I'll be able to .....
- 2 One day I managed to ..... even though it was difficult.
- 3 Last week I succeeded in .....
- 4 I couldn't ..... because it was too difficult.
- 5 I could ..... on my own when I was at primary school.
- 6 I'd love to be able to ..... one day.

Use it ... don't lose it!  
7 **SPEAKING** Compare your sentences in 6. Are any of your answers similar?

Reach higher page 137



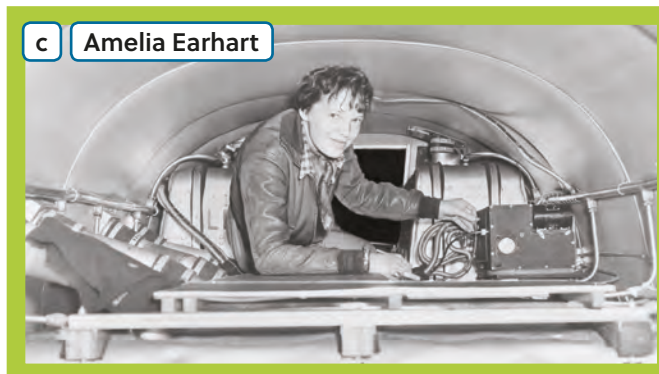
Presentations 1



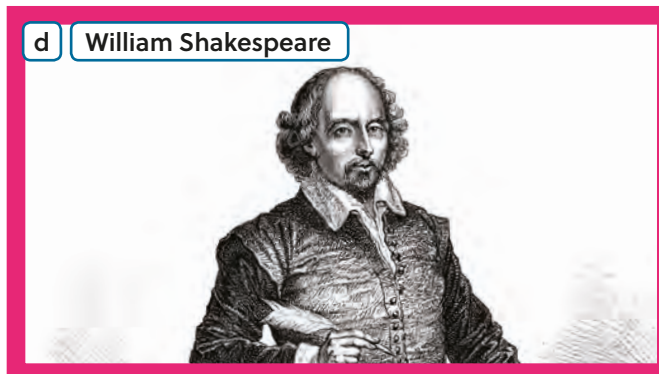
a Rosa Parks



b Alexander Fleming



c Amelia Earhart



d William Shakespeare

1 **SPEAKING** Talk about the people in the images. What did they do to become famous?

2 **SPEAKING** Look at this presentation topic. Who in history would you choose to talk about and why?

Give a presentation about somebody who you think was an inspirational and influential figure in history. Explain in what way(s) the person was inspirational or influential.

3 **21** Listen to a student giving a presentation on this topic and answer the questions.

- Who did they choose and why?
- What do you think of their choice?

4 **21** Listen again. Which expressions in the Speaking bank do you hear?

**Speaking bank**  
Useful expressions to structure a presentation

**Beginning your presentation**

- I'd like to begin by saying ...
- To start with ...
- The first thing I'd like to say is ...
- I'm going to talk about ...

**Structuring arguments and events**

- First of all,
- Firstly,
- Secondly,
- Another thing is that,
- Furthermore,
- What's more,
- It's important to remember that ...
- It's also true that ...

**Concluding your presentation**

- In conclusion,
- Finally,
- To sum up,
- Last but not least,
- The point I'm trying to make is ...
- In short,

5a Look back at your answer in 2. Make notes about the person you chose. Do some research about them if necessary.

5b Organise your notes from 5a in a logical order, with an introduction and a conclusion.

**Practice makes perfect**

6a **SPEAKING** Read the advice in the Exam tip box and then take it in turns to give your presentation using your notes from 5b. Remember to use expressions from the Speaking bank.

6b **SPEAKING** When you finish, discuss how well you did your presentations.

**Exam tip**

When you give a presentation, remember that you can look at your notes, but don't just read them aloud. Don't forget to look at your audience to see if they understand you and are interested.

An article 1

1 **SPEAKING** Read this announcement and discuss possible people that you could write about and why you think they would be a great choice.

**Articles wanted!**  
**The best guest!**

If you could invite a famous person to your school for the day, who would you choose?

Write an article explaining who the famous person is, why you think they would be a great guest and what you would like the person to do at your school.

Send us your articles today!

2 Read a student's answer to this writing task. Would you like this person to visit your school? Why/Why not?

A Have you ever heard of the football manager Jürgen Klopp? Whether you like football or not, I think this live wire is the best person to invite to our school. Let me explain why.

B Klopp is a very cheerful, friendly, outgoing person and is famous for being a great laugh. He's very knowledgeable about football but what I like most about him is that he's absolutely brilliant at motivating and inspiring people and building their self-confidence. Just imagine how somebody like that could inspire all of us to do well at school and in life afterwards!

C At school, I'd like him first to give a talk to all of us to explain the secrets of his success. Then I think it would be great for students to be able to ask him questions about some of his most interesting experiences. In the afternoon, he could watch our sports classes and maybe give us advice about how to do better. After all, he has won the FIFA® Football Manager of the Year award.

D Personally speaking, I think Jürgen Klopp is one of the most inspiring people I know. The world of sport can be very competitive and aggressive but Jürgen Klopp is a great example of fair play and respect. What's more, he also gives away 1% of his salary to help people who are less well-off than him. Can you think of a better role model for students like us today?

3 Match the paragraphs A–D to these topics.

- A conclusion with one or two further reasons to justify your choice .....
- A brief introduction to the person chosen .....
- Reasons why you chose this person .....
- What you would like the person to do at your school .....

4 Look at the Writing bank. Which of the techniques does the student in 2 use? Give examples.

**Writing bank**  
Useful ways to involve the reader in articles

- Use *you, your, we, our*.
- Use direct questions like: *Have you ever ...?, Are you like me?, Can you think of ...?*
- Use expressions that make a connection with the reader: *Imagine ..., Just think ...*
- Use colourful, descriptive language: *He/She is very/ really/extremely/quite/rather + 'normal' adjectives (inspiring, talkative ...), He/She is completely/ totally/absolutely/really + 'extreme' adjectives (fantastic, amazing ...)*
- Use expressions to make your opinion clear: *What I like (most) about him/her is ..., In my experience ..., Personally speaking ..., To be honest ..., Let me explain why ...*

**Practice makes perfect**

5a Choose a famous person and write your article for the task in 1. Follow the paragraph plan in 3 and use expressions from the Writing bank.

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

5c Read other people's articles. Vote for the best guest!





## Grammar reference

### Making comparisons

- Less is the opposite of more.  
*Animals are less intelligent than humans.*  
(= *Humans are more intelligent than animals.*)
- We use *as ... as* to say two things are the same.  
*Dogs are as clever as cats.*
- We use *not as ... as* or *not so ... as* to say that the second person or thing is more ... than the first one.  
*Animals aren't as intelligent as humans.*  
(= *Humans are more intelligent than animals.*)
- We use *The + comparative, the + comparative* to talk about two things that happen together.  
*The faster I run, the more tired I feel.*  
*The harder you study, the better your results.*
- We use *comparative and comparative* to talk about situations that are increasing.  
*Things are getting better and better.*

### Articles

#### a/an

- We use *a/an* with singular countable nouns. We use it when we mention something for the first time, or to say that the person or thing is one of a number of things or people.  
*I've got a computer. It's a laptop.*
- We use *a/an* to say what somebody's profession is.  
*He's a scientist.*

#### the

- We use *the* with countable (singular and plural) and uncountable nouns. We use it to refer to something or somebody previously mentioned.  
*I've got a computer. The computer's really fast.*
- We also use *the* to talk about specific things or people.  
*The computer I bought was quite cheap.*
  - We use *the* to talk about something unique, something that there is only one of.  
*the Sun, the government (in a particular country), the floor*
  - We use *the* with superlative adjectives and adverbs, and with *first* and *last*.  
*He was the first person to arrive.*

### No article

We do not use an article with plural countable nouns or uncountable nouns when we are talking about people or things in general.  
*Scientists say that animals have complex brains.*

### Ability in the past, present and future

- We generally use *can* and *can't (cannot)* to talk about ability in the present. We use *be able to* in its present form to suggest we can do something special, that is not easy.  
*I can swim quite well.*  
*I'm able to swim for an hour without stopping.*
- We generally use *will/won't be able to* to talk about ability in the future.  
*With more training, I'll be able to run a marathon.*
- We can also use *can* to talk about future plans and arrangements.  
*I can finish the project tomorrow if I plan my time carefully.*
- When we need an infinitive or gerund to talk about ability, we use *to be able to* or *being able to*. We cannot use *can*.  
*I'd love to be able to draw well.*  
*I love being able to walk to the gym.*
- To talk about general ability in the past, we use *could*.  
*I could speak English when I was just five years old.*
- To talk about the ability to do something on one specific occasion in the past, we use *was/were able to, managed to + infinitive* or *succeeded in + gerund*. We can use their negative forms to talk about inability.  
*Last week he was able to break/managed to break/succeeded in breaking the world record.*
- We can use the negative form *couldn't* to talk about both general ability or one specific occasion.  
*I couldn't speak English when I was just five years old.*  
*Last week he couldn't break the world record.*
- In the past, we use *could* with verbs of the senses (e.g. *see, hear, feel, smell, taste*) to talk about general ability or one specific occasion.  
*It was very dark but I could see something moving.*

## Grammar test

### Making comparisons

#### 1 Choose the correct alternative.

- She doesn't work as hard/hardly as me.
- My classmates are a lot less hard-working than/as me.
- The sunnier it is, it gets hotter/the hotter it gets.
- She speaks faster/more fast than anybody else I know.
- The Theory of Relativity is not so difficult as/that people imagine.
- They're the most/more confident people that I know.
- The sooner she finishes her work, the earlier/earliest she can get home.
- When you write your composition, do it more careful/carefully than the last one you did.

/ 8 points

### Articles

#### 2 There are no articles in these sentences. Add five articles in the correct places.

- I met friend yesterday in city centre.
- Most important thing in life is having friends.
- Experts say government is having problems.
- I like listening to actors and things they say about life in Hollywood.

/ 5 points

### Ability in the past, present and future

#### 3 Find and correct the mistakes in the sentences.

- Yesterday the firefighters managed rescuing five people from a burning house.
- They succeeded to climb the mountain.
- I can to speak English.
- I've got tickets so I'll able to see the match next week.
- I had to go through the window because I could open the door.
- I'd really like to be able play a musical instrument.
- Yesterday I could buy tickets for the concert!

/ 7 points

## Vocabulary test

### Personality adjectives

#### 1 Look at the adjectives and write the opposites.

- |                |       |                  |       |
|----------------|-------|------------------|-------|
| 1 humble       | ..... | 5 self-confident | ..... |
| 2 introverted  | ..... | 6 talkative      | ..... |
| 3 reliable     | ..... | 7 diplomatic     | ..... |
| 4 broad-minded | ..... |                  |       |

/ 7 points

### Idioms connected with personality

#### 2 Complete these sentences with an appropriate word.

- He's so irritating. He's a real ..... in the neck.
- She's a great ..... She tells some really funny stories!
- He's a real party ..... He always goes to every party there is.
- Don't be such a big ....., telling everybody our secrets!
- Who's the bright ..... who answered all the exercises before the teacher asked us to?

/ 5 points

### Noun suffixes

#### 3 Put the words in the correct noun form.

- One day she'd like to become a professional ..... (music).
- What an ..... (improve)! Your work is much better now.
- Giving a presentation is often a question of ..... (confident).
- They're spending more and more money on health and ..... (educate).
- There was no light, just ..... (dark) everywhere.
- Who was the ..... (create) of Facebook®?
- The lights aren't working. We need to call an ..... (electric).
- Her ..... (lazy) is having a negative effect on her marks.

/ 8 points

**Total:** / 40 points

## Vocabulary

### 1 Personality adjectives

big-headed • broad-minded • calm • cheerful • clever • considerate • creative • curious • diplomatic • down-to-earth • easy-going • energetic • hard-working • humble • imaginative • impetuous • insecure • introverted • kind • laid-back • loud • loyal • modest • moody • narrow-minded • outgoing • practical • quiet • relaxed • reliable • reserved • resilient • resourceful • self-confident • selfish • sensible • sensitive • serious • shy • sociable • tactful • tactless • talkative • untrustworthy

### 2 Idioms connected with personality

a big mouth • a bright spark • a great laugh • a live wire • a pain in the neck • a party animal • a social butterfly • a wallflower

### 3 Noun suffixes

**People:** assistant • historian • inventor • leader • musician • psychologist • researcher • scientist • writer  
**Abstract/concrete:** activity • appearance • boredom • concentration • connection • creativity • depression • distraction • freedom • involvement • laziness • preference • relation • relationship • relaxation • sensitivity • shyness



On-the-Go Practice



## Reading

## Reading exam tip

In activities where you have to transform a sentence, remember ...

You must use the key word in your answer. You will probably have to change other words and re-order the sentence.

- 1 **SPEAKING** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Discuss the questions.

It's been over a year since I last flew to Italy. (flown)  
I ..... over a year.

- 1 Which words are the same in the second sentence?  
2 Which part of the first sentence comes first in the second sentence?
- 2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between two and five words.

- 1 The weather this winter has been much colder than last year.  
**COLD**  
Last winter the weather was ..... this year.
- 2 The beach was so lovely that we went every day.  
**SUCH**  
It was ..... that we went every day.
- 3 I am not as good at science as you.  
**BETTER**  
You ..... me.
- 4 Do you think you should study another language?  
**LEARN**  
Have you ever considered ..... another language?
- 5 Do what she says. You must obey her.  
**OBEY**  
Do what she says. Don't ..... her.

- 3 **SPEAKING** Which sentences in 2 did you find the hardest? Why?

## Speaking

## Speaking exam tip

In speaking exams where you have to speak about some photographs, remember ...

You need to compare your photographs rather than just describe them. Make sure you listen to and read the instructions so you understand exactly what you need to talk about.

- 4 **SPEAKING** You are each going to compare a set of two photos and talk about them for about one minute. At the end of your partner's turn, comment on their photos.

Student A, look at photos a and b showing people on holiday. Compare the photos and say what you think the benefits are of each holiday.  
Student B, say which holiday you think is the most enjoyable.



Student B, your task is on page 150.  
Student A, say which person you would like to know.

- 5 **SPEAKING** Discuss the situations in your photos. Talk to each other about things your partner could have compared but didn't.



## A genius from your country

Virtual Classroom Exchange

1 **SPEAKING** Starting point

What do you remember from the Culture exchange text on page 50 about the English genius Sir Isaac Newton? What type of person was he? Why was/is he so famous?

2 **SPEAKING** Project task

You want to help more people from other countries to know about a genius from your country, somebody who was particularly skilful in any area of science or the arts. You are going to search the Internet for interesting information and facts about the person. Prepare one of these:

- A poster                      C video message  
B presentation              D information leaflet

## Research areas

- the life of the person
- their personality and personal strengths
- their works, masterpieces, discoveries, inventions, theories, publications, etc.
- any prizes or awards that they won
- any films, series, books or works inspired by, or dedicated to, them
- their importance and relevance today

## 3 Think about ...

## Digital skills

Always copy and keep a record of links to the sources of information that you want to use in your project so that you can find that information again quickly and easily when you need it.

## Academic skills

Don't just copy and paste information and say it's yours. That is called plagiarism. Read the information and then write a simple summary of what you remember and think is important, *in your own words*. Remember to say where you found the information.

## Collaboration

When you work on a collaborative task like this, the main objective should be to produce an excellent piece of work. That's why it's important, as a team, to give and accept constructive criticism.

## Useful language

*I think we should ..., I think it would be better to ..., Maybe we ought to ... instead of ..., Yes, that's a good idea, Okay, let's try ..., Let's see if it's better to ...*

## Intercultural awareness

Look at sources in English to find out how famous the genius you have chosen is outside your country. Is the fame and reputation of the person similar to their reputation inside your country, or are there any differences? What could explain any differences?

4 **SPEAKING** Project time

Do the project. Then present it to the class.

## 5 Evaluation

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

Content                       Design   
Presentation                       Language



## UNIT 1

### Vocabulary in context (page 6)

Write one subject that you can study at school or university for each letter of the alphabet. Leave any difficult letters.

A – architecture, B – business studies, C – chemistry

### Reading (page 7)

Write one or two sentences to explain why each of these things, numbers or places is mentioned in the forum on page 7.

- |             |                      |
|-------------|----------------------|
| 1 hockey    | 4 the UN             |
| 2 RoboCup   | 5 the Canary Islands |
| 3 chocolate | 6 £30,000            |

### Grammar in context 1 (page 9)

Write a true sentence about yourself using the word given and the present perfect simple or present perfect continuous.

- |           |         |       |
|-----------|---------|-------|
| 1 never   | 3 since | 5 yet |
| 2 already | 4 just  | 6 for |

### Developing vocabulary (page 9)

Write an unusual short story containing as many examples of words or expressions that we use with *do* and *make*. How many can you include?

*'Yesterday I did a difficult maths exam. I tried to do my best but ...'*

### Grammar in context 2 (page 12)

Complete this exam advice with the gerund or infinitive form of the verbs given.

- Make sure you have enough time ..... (finish) the exam.
- ..... (start) the exam before you have read all the questions is a bad idea.
- We suggest ..... (take) more than one pen or pencil to the exam.
- Don't write too fast or carelessly to avoid ..... (create) a bad impression.
- Think about ..... (leave) yourself time ..... (check) your work before you hand it in.
- Check you know how many questions you need ..... (complete) because sometimes they aren't all obligatory.

## UNIT 2

### Vocabulary in context (page 18)

Which words from page 18 could you use to talk about these jobs? Write lists.

- |                                    |                    |
|------------------------------------|--------------------|
| 1 server in a fast food restaurant | 3 company director |
| 2 worker in a car factory          | 4 firefighter      |

### Reading (page 19)

According to the information from the texts on page 19, do these statements talk about Lidia Huayllas (LH), Laila Shabir (LS), both (B) or neither (N)?

- They are working to inspire more girls or women to follow their example. LH/LS/B/N
- They are married. LH/LS/B/N
- They always had a clear idea what job they would finally do. LH/LS/B/N
- They are thinking of retiring. LH/LS/B/N
- We know they had some training specifically for the job they do today. LH/LS/B/N
- They always work alone. LH/LS/B/N

### Grammar in context 1 (page 21)

Choose the best alternative. If you think both alternatives are correct, choose both.

- When I was small, I used to/would have a skateboard.
- My brother lived/used to live in France for a month.
- When I was ten, I used to/would play computer games for hours.
- Once, my friend met/would meet a famous actor.
- At primary school, I used to/would go home for lunch.
- In the past, everything used to/would be cheaper.

### Developing vocabulary (page 21)

Complete the phrasal verbs with the correct form of the appropriate verb.

- Don't stop trying! ..... at it!
- I'm ambitious. I want to ..... ahead and be the boss one day.
- Don't forget to ..... in this section of the questionnaire with your address.
- They offered me a promotion but I ..... it down.
- You need a lot of money to ..... up a new business.
- We need to work faster if we want to ..... up with our competitors.

### Grammar in context 2 (page 24)

Write sentences in the past perfect simple or continuous using the ideas in bold to explain the situations.

- Why was the little girl upset? **somebody steal sweets**
- Why were her hands dirty? **work all morning in the garden**
- Why did she feel really sleepy? **study for hours**
- Why didn't he want to read the book? **read it twice before**
- Why were their arms tired? **do exercise all afternoon**

## UNIT 3

### Vocabulary in context (page 32)

Write a definition or an example sentence to show the meaning of these words.

- |        |            |           |
|--------|------------|-----------|
| 1 crew | 3 delay    | 5 voyage  |
| 2 tyre | 4 off-peak | 6 commute |

### Vocabulary in context (page 32)

Read the dictionary and answer the questions on page 32.

**excursion (n)** a short journey that you take for pleasure, or a short visit to an interesting place, for example one arranged by a tourist organisation: *an excursion to Edinburgh Castle*

**journey (n)** an occasion when you travel from one place to another, especially when there is a long distance between the places: *We had a long journey ahead of us.*

**travel (n)** the activity of travelling: *Foreign travel never really appealed to him until he retired. Our agency deals mostly with business travel.*

**trip (n)** an occasion when you go somewhere and come back again: *a fishing/camping/sightseeing trip*

**voyage (n)** a long journey, especially by boat or into space: *the long voyage home*

### Reading (page 33)

Answer the questions for the text on page 33.

- Why are countries so interested in stopping the sale of petrol or diesel cars?
- Why won't electric cars solve all the problems of pollution?
- What type of autonomous cars exist at the moment?
- What reasons explain why in the future sharing cars might be more popular than buying them?
- Why does the writer say that maybe in the future there won't be any cars?

### Grammar in context 1 (page 34)

Complete the sentences with *will*, *going to*, or the present continuous.

- I decided years ago that I ..... (drive) an electric car when I am older.
- Scientists believe that cars ..... (become) better drivers than people.
- When you ..... (be) old enough, you'll be able to ride a motorbike.
- It's clear that car computer systems ..... (need) good Internet connections.
- Next year the city ..... (open) a new public transport system.

### Developing vocabulary (page 35)

Which prefix can we use to add each meaning below to another word? Write at least one example word for each prefix.

- |          |                    |            |
|----------|--------------------|------------|
| 1 after  | 3 incorrect, wrong | 5 too much |
| 2 before | 4 below            | 6 again    |

### Grammar in context 2 (page 39)

Write six predictions about life in the year 2099: two with the future continuous, two with the future perfect simple and two with the future perfect continuous.

## UNIT 4

### Vocabulary in context (page 44)

Write one adjective from page 44 which is either similar to or the opposite of the adjectives (1–6) below and write S (similar) or O (opposite) after your adjective. Then tick the adjectives you could use to describe yourself.

- |                 |     |               |     |
|-----------------|-----|---------------|-----|
| 1 humble        | S/O | 4 introverted | S/O |
| 2 broad-minded  | S/O | 5 diplomatic  | S/O |
| 3 untrustworthy | S/O | 6 relaxed     | S/O |

### Reading (page 45)

Answer the questions for the text on page 45.

- How does Lucy describe her attitude to parties?
- How is the difference between shyness and introversion explained?
- Why do some people believe that society should pay more attention to introverts?
- What talents does Lucy think quiet people bring to collaborative assignments at school?

### Grammar in context 1 (page 47)

Write six sentences comparing two famous people. Three sentences must contain comparative adverbs, one must contain a comparative adjective, one *less* and another *not as*.

### Developing vocabulary (page 47)

Make nouns from these words using suffixes. You may need to change the spelling. Sometimes you can make more than one noun from each word.

act • appear • confident • create • different • educate • electric • employ • happy • improve • invent • investigate • mad • music • relevant • science

### Grammar in context 2 (page 51)

Write one sentence about yourself ...

- to talk about a present ability.
- to talk about a possible future ability.
- using an infinitive to talk about an ability.
- to talk about a general ability in the past.
- to talk about the ability to do something on one specific occasion in the past.





## Unit 1

Great learners are **good decision-makers**.

“It is essential to learn to make good decisions in life, not just at school or in your studies. The decisions you make have all sorts of consequences that can affect your future and your happiness. Consider all the facts, but also your feelings too. And if you make a wrong decision, stay positive and learn from it. It will almost certainly help you make better decisions in the future.”

How good are you at making decisions? Grade yourself from 1 to 5.

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

## Unit 2

Great learners are **reflective**.

“It is important to be able to give honest consideration to your own strengths and weaknesses. Knowing the things that you are good at can help give you confidence. Being aware of your weaknesses can help you to improve and develop in those areas.”

Are you good at being reflective? Grade yourself from 1 to 5.

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

## Unit 6

Great learners **look after their physical health**.

“Healthy eating and physical exercise are not just good for your body but for your mind, too. A balanced diet can actually help your brain to function better, and it can also improve your mood. Physical exercise can improve concentration, too. So, always remember the old expression, ‘a healthy mind in a healthy body’.”

How good are you at looking after your own health? Grade yourself from 1 to 5.

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

## Unit 7

Great learners **think creatively**.

“Creativity is obviously important in the arts, but thinking creatively is incredibly important in all areas of study and life, not just the arts. Coming up with new, original ideas can be just as important as knowledge since thinking creatively can help you to find solutions to all sorts of problems that face us in life.”

Are you a creative thinker? Grade yourself from 1 to 5.

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

## Unit 3

Great learners are **good at problem-solving**.

“In many situations in life, there is not just one easy solution. You have to analyse the situation from different angles and use creativity, common sense and imagination to find intelligent solutions for the problem in question. It’s also important to listen to other people and their opinions and ideas.”

How good are you at problem-solving? Grade yourself from 1 to 5.

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

## Unit 4

Great learners are **open-minded and positive towards others**.

“Stereotypes can sometimes help us to generalise, but they can also simplify our thoughts and reactions in unhelpful and inflexible ways. Great learners remain open-minded towards other individuals because each individual is different. They also remain positive towards other, different individuals and communities.”

Are you open-minded and positive towards others? Grade yourself from 1 to 5.

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

## Unit 8

Great learners **justify their opinions**.

“It’s easy to give an opinion or to say you agree or disagree with something. But to show that you have understood a complex question, or to convince somebody that your opinion has a solid and valid foundation, it’s important to give logical, objective reasons and arguments to justify your opinion.”

Are you good at justifying your opinions? Grade yourself from 1 to 5.

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

## Unit 9

Great learners can make **reasoned use of new technologies**.

“New technologies are a powerful tool that can help more effective learning. The important thing is to think critically about which technologies are useful and when. Some technology can speed up your work, and some may be a distraction. Think objectively to weigh up your decisions.”

Is your use of new technologies reasonable? Grade yourself from 1 to 5.

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

## Unit 5

Great learners **take responsibility for their own actions**.

“When we are very young, our parents are legally responsible for us, and our family and teachers often help us to do most things. But as we grow up, we have to take on more and more responsibility for our own actions, including our studies, our health and our finances. To make good decisions, we need to talk to others, listen to experts and then make sensible decisions for ourselves, not make excuses or pass on the responsibility for our own actions onto others.”

Do you take responsibility for your own actions? Grade yourself from 1 to 5.

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

## Unit 10

Great learners are **informed and knowledgeable**.

“Whatever you enjoy studying now, want to study in the future, or would like to do professionally, it is all, to some degree, related to and influenced by current affairs, things happening nationally and internationally. By exploring questions and events happening locally and globally, you will gain knowledge and develop understanding in a wide variety of areas.”

Do you keep yourself informed and knowledgeable? Grade yourself from 1 to 5.

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



## Vocabulary in context

### Personality adjectives

1 ☆ Complete the table with the words in the box.

considerate • down to earth • impetuous • insecure • moody • outgoing • resourceful • selfish • tactful • untrustworthy

Positive adjectives	Negative adjectives

2 ☆☆ Replace the words in bold in the sentences with the correct word in the box.

conscientious • diplomatic • humble • laid-back • shy

- Raul is always so **relaxed**. Sometimes, I think he'll fall asleep at any moment!
- Why can't you be more **tactful** when you're talking to her?
- Harry isn't very talkative. In fact, I'd say he's rather **introverted**.
- I can't believe how **hard-working** Darren is! It's almost midnight and he's still studying.
- You really don't need to be so **modest** all the time. It can be rather annoying!

### Idioms connected with personality

3 ☆☆ Complete the sentences with some of the words in the box.

big mouth • great laugh • live wire • pain in the neck • party animal • wallflower

- My sister loves going out and spending time with her friends. She's a real .....
- Come on! You need to stop being a ..... and start talking to people.
- He is an absolute ..... I can't believe anyone can be so annoying.
- She's a ..... After spending the day with her I always feel so exhausted!
- I wouldn't tell him any of your secrets. He's a real ..... and he'll tell everyone.

4 ☆☆☆ Complete the text with the appropriate personality adjectives. The first letter is given.



### What makes a GOOD PILOT?

**So you've decided you'd like to be a pilot. Before you start your flying training, you will undergo a personality test, as it is important you have the right characteristics to become a pilot.**

First of all, it's a bit of a balancing act. You need to be **(a)** s..... and believe in your own abilities, but not **(b)** b..... and thinking you are very important. You definitely mustn't be **(c)** i..... as it's important to make the right decisions and think of the consequences. You might find yourself in situations that are dangerous so it is essential that you are **(d)** c..... under pressure, but not too **(e)** e..... or laid-back.

Secondly, you are part of a team and communication is very important. Obviously, it helps if you are **(f)** o..... and sociable, and **(g)** c..... enough to think about how other people feel, as that will help the rest of your team feel **(h)** r..... It isn't very good if a pilot is always **(i)** m..... or too sensitive, as it makes for a bad atmosphere.

Finally, pilots must be very **(j)** s..... and always think carefully about things. They also need to be **(k)** r..... because a lot of people depend on them. So, do you think you have what it takes?

### Great students' tip

#### Vocabulary: Keeping vocabulary records

When you learn a new word, make a record of it and note down how it is used. Does it have a positive or negative meaning? Can you add a prefix to make it negative? Is the word formal or informal? How do you pronounce it? Does it have a synonym or antonym? All these things help you remember the word and use it correctly.

### Vocabulary extension ☆☆☆

5 Find words that can go with the words below to make compound adjectives describing someone's personality. Use a dictionary if necessary.

bad-..... open-.....  
good-..... strong-.....  
level-.....

## Reading

1 Read the text quickly and choose the best title.

- The latest research
- Personality tests – a personal opinion
- What do personality tests tell us?

2 15 Read the text again and choose the best answers.

- In the blog, the writer ...
  - is worried about the results of a personality test.
  - is unsure whether personality tests are useful.
  - talks about the research she has conducted into personality tests.
- The writer thinks that horoscopes ...
  - are just as reliable as personality tests.
  - are often used by companies when they are hiring employees.
  - tell us a lot about a person's personality.
- When she read about the research by Northwestern University, she ...
  - thought it must have been done by a journalist.
  - was bored by the amount of data it included.
  - realised it was a very detailed piece of research.
- The research shows that many young males ...
  - have an average personality type.
  - are self-centred.
  - are in the same personality group as adult women.
- After reading the report, the writer ...
  - has changed her mind about personality tests.
  - thinks that personality tests are a good way of helping people choose a job.
  - thinks choosing a job is more complicated than just looking at the results of a personality test.

3 Match the underlined words in the blog to the meanings.

- clear and separate .....
- someone with good behaviour .....
- true, reliable .....
- what is my opinion about something .....
- not true or sensible .....

### Critical thinkers

4 Are the sentences facts (F) or opinions (O) according to the text?

- The writer took a personality test. F / O
- Personality tests aren't scientific. F / O
- Bosses wouldn't use personality tests to decide who to hire. F / O
- The writer was impressed by the amount of data the researchers used. F / O
- Young males tend to be quite self-centred. F / O



Here's a question for you: are personality tests accurate, or are they a waste of time? My main reason for asking this question is that I recently took a test in a popular science magazine and it told me that I would be a good nursery teacher. I have to say, I was rather surprised as I've never had any interest in working with kids and, in fact, when my cousins were young, I used to complain about their behaviour all the time! So do you think I should change my career based on this personality test?

To be honest, I think I might have been better off just reading my horoscope. After all, they're as scientific as most personality tests, in my opinion. I certainly don't think the human resources department of a big company would hire someone based on their horoscope or any other such nonsense.

So I was quite interested when I found a report on some research conducted by Northwestern University and published by Nature Research. Previously, many scientific reports concluded that it was impossible to classify personality types. But these researchers claim they have come up with the first scientifically accurate approach that works. The first thing that struck me was the amount of data they had used. It turns out that they analysed the results of three different online questionnaires answered by more than one and a half million people. Thanks to the Internet, it is now possible to investigate using enormous amounts of data that people give voluntarily.

According to their findings, there are four distinct personality types and most people fall into one of these categories: average, reserved, self-centred or role model. Of course, you can probably guess from the names that the majority of people are average, that role models are good leaders, that reserved people are not extroverts and that self-centred people aren't very pleasant to be with!

Also, the researchers found that certain groups of people were more likely to be represented in one category than other groups of people. One such group is young males, who are overrepresented in the self-centred group, while adult women are noticeably underrepresented.

So, where do I sit on the reliability of personality tests, now that I've read the report? Personally, I don't think I've really changed my mind. Yes, the amount of data is amazing. But can we really find out about someone's personality by getting them to answer a series of questions? And, even if we can, does this information help us decide what jobs people would be suited to? Aren't things like IQ (or intellectual intelligence) and EQ (or emotional intelligence) more important? The more I think about it, the more I think that other factors play a significantly bigger role in the career someone chooses than what kind of personality they have.



Comparatives and superlatives

1 ☆ Choose the correct alternative.

- Tammy is one of the smarter/smartest people I've ever met.
- You'll be much happier/happiest if you just try to relax a bit.
- Probably the more/most important thing you can do is be more considerate.
- It was one of the worse/worst situations you could imagine.
- If you were more/most patient, you'd feel a lot better.
- I don't think we could have been uncomfortabler/more uncomfortable.

2 ☆ Complete the sentences with the words in the box.

as • less • more • more and more • not as • the most

- It's ..... difficult as it looks.
- Narrow-minded people are ..... tolerant than broad-minded people.
- As I learn ....., I realise how little I used to know.
- The slower you go, the ..... you realise how much there is to see around you.
- I don't think Sam is ..... resilient as Tom. He finds new situations difficult.
- My yoga teacher is ..... laid-back person I've ever met.

3 ☆☆ Write the correct comparative or superlative of the word given.

- Some children learn much ..... than others. (fast)
- One of ..... things about personality tests is how often they are used. (interesting)
- That was probably ..... thing I've ever had to do. (hard)
- Tan speaks English ..... than her sister, even though she's younger. (fluent)
- He's the ..... person I know. (confident)
- What's ..... you can leave? (early)
- Be careful! She's ..... than she looks. (clever)
- The ..... problem is that she can be a real big mouth and that's so annoying. (big)

4 ☆☆ Complete the article with the correct form of the adjectives and adverbs given.

### WHAT TYPE OF PERSON ARE YOU?

According to many psychologists, there are two personality types: Type A and Type B. The idea was first suggested in the 1950s by two heart specialists, Dr Meyer Friedman and Dr Ray Rosenman. According to their research, people with Type A personalities were far (a) ..... (like) to have high blood pressure, were at (b) ..... (high) risk of a heart attack and became impatient (c) ..... (quick). On the other hand, people with Type B personalities were (d) ..... (relaxed) and easy-going.

However, recent research shows there might be a (e) ..... (good) way of categorising personality than as two basic types and it is now thought that it's more of a sliding scale. Scientists agree that this new way of looking at personality is far (f) ..... (useful) than just looking at individual characteristics, and that personality tests are not always relevant. In the past, personality tests were (g) ..... (wide) used in job interviews, whereas today it is (h) ..... (unusual) and they are used less.

5 ☆☆☆ Write an appropriate response using one of the expressions in the box. One of the expressions is not used.

Better late than never. • Better to be safe than sorry. • Easier said than done. • The sooner, the better. • This is going from bad to worse.

- When would you like me to fix your computer? .....
- Why don't you get Laura to help you? .....
- Do we really need to wear helmets for climbing? .....
- Our walk was a disaster! Not only has it rained all day, but now we're lost. ....

Grammar challenge ☆☆☆

6 Find and correct the mistakes. Two of the sentences are correct.

- I'm far more happier around outgoing people than someone who is shy. ....
- Don't rush! It's better to get it right first time. ....
- His bigger problem is that he's too impetuous. ....
- Can you drive more slowly, please? You're making me feel nervous. ....
- The more soon we finish, the better. ....
- Emilia isn't as talkative than her sister. ....

Noun suffixes

1 ☆ Complete the sentences with the correct form of the words given. Use a dictionary if necessary.

- She showed a lot of ..... (sensitive), given the situation.
- It's important to take your time and make the right ..... (decide).
- Greta Thunberg is a famous climate ..... (active).
- Sam works in the local school as a ..... (teach).
- The results of her exams came as a big ..... (disappoint).
- If you want to be a ..... (translate), it's useful to be able to speak lots of languages.

2 ☆☆ Complete the text with the correct form of the words given. Use a dictionary if necessary.

If you are an introvert, can you imagine being an (a) ..... (act) or a (b) ..... (music)? Well, it might sound unlikely, but it isn't impossible. You might not have a lot of (c) ..... (confident) or you might worry about your (d) ..... (appear), but these are things that (e) ..... (psychology) say people can overcome.

'The first thing we try to do is make a (f) ..... (connect) with the person who comes to see us and build a (g) ..... (relation);' Dr Tina Federova, a professor of psychology who also works with young people, says. '(h) ..... (shy) isn't an illness, but it is something that has often been caused by events in a person's childhood. If we can understand what these events were and the effect they had on a person, we can often help and see quite a big (i) ..... (improve) in somebody's self-esteem.'

To find out more, why not attend one of Dr Federova's talks? Below is a list of venues.

3 16 ☆ Listen to a talk about personality types and jobs. Number the jobs in the order they are mentioned.



4 16 ☆☆ Listen again. Are these statements True (T) or False (F)?

- Dr Federova conducts research looking at the link between work and personality. T / F
- There are four different character types in the Myers-Briggs Type Indicator test. T / F
- Dr Federova's son, Benjamin, isn't a very outgoing person. T / F
- Benjamin cooks meals for his parents. T / F
- Dr Federova thinks the results of the Myers-Briggs test are often accurate. T / F
- When you take a personality test, you have to answer a series of questions. T / F
- Dr Federova agrees with some of the recent criticism of personality tests. T / F
- When she was younger, Dr Federova wanted to be a police officer. T / F

Critical thinkers

5 Which of these statements are facts (F) and which are opinions (O)?

- Dr Federova works at a university. F / O
- Her son is a very friendly and tactful person. F / O
- Benjamin got a part-time job when he was at university. F / O
- The Myers-Briggs Type Indicator test isn't very reliable. F / O
- Dr Federova was surprised by something connected to the personality test. F / O

Vocabulary extension ☆☆☆

Suffixes

-ship: often used in words which describe connections between people

-hood: often used in words to describe a state, stage, condition or a group of people who share something

6 Add the suffixes -ship or -hood to these words to form other nouns. Write a definition for the new nouns. Use a dictionary if necessary.

- neighbour .....
- member .....
- child .....
- friend .....
- brother .....
- partner .....
- mother .....
- owner .....
- leader .....
- likely .....



Articles

- Choose the correct word to complete the sentences.
  - I recently read ..... report about some research into personality tests.  
a a                      b the                      c -
  - It was one of ..... worst decisions I've ever made.  
a a                      b the                      c -
  - Have you ever taken ..... online psychology test?  
a an                      b the                      c -
  - He really likes doing ..... puzzles and says they're good for his brain.  
a a                      b the                      c -
  - I think that ..... idea that you can decide what job to do based on your personality is silly.  
a an                      b the                      c -
  - I've never understood why ..... people read things like horoscopes in newspapers.  
a a                      b the                      c -

Ability in the past, present and future

- Choose the correct alternative to complete the story.

The story of Bethany Hamilton shows that if you really want to do something, you (a) can/can't/could, whatever happens. As a young girl, Bethany was very lucky because she lived close to the beach in Hawaii and this meant she (b) can/could/will be able to go surfing almost every day – something she really enjoyed.

Then one day, at the age of 13, her world was shattered when she was attacked by a 14-foot shark. Despite being a long way out to sea, Bethany (c) could/couldn't/managed to get back to the beach. There, the father of her best friend (d) can/couldn't/was able to stop some of the bleeding and get her to hospital. Bethany lost a lot of blood and the doctors (e) can't/couldn't/were able to save her arm. Nobody believed that she would ever (f) can/be able to/succeed in surf again, at least not at the highest level. After all, surfing is about balance and you (g) can't/couldn't/managed to balance with only one arm. However, just a month after the accident, Bethany was back on her surfboard, proving everyone wrong. After coming back from such a terrible situation, who knows what Bethany Hamilton will (h) be able to/being able to/succeed in achieve in the future!



- Find and correct the mistakes. One of the sentences is correct.
  - One of most famous psychologists ever was Anna Freud.  
.....
  - The emotional intelligence is regarded by many people to be more important than IQ.  
.....
  - I had the interesting conversation with my cousin last night.  
.....
  - Lots of people think I'm an introvert, but I disagree.  
.....
  - Emily is such broad-minded person; she's open to almost anything.  
.....
- Complete the sentences with the words in the box.

can • can't • couldn't • managed to • was able to • will be able to

- I'm really pleased I ..... attend that talk last night.
- I ..... understand a word she said!
- It's amazing what you ..... do if you put your mind to it.
- Rachel must be really clever. She ..... get 100% in her exam.
- There's no way you ..... finish that by Friday. You may as well give up now.
- Whenever I'm with Miguel, I ..... stop laughing. He's one of the funniest people I know.

Grammar challenge ☆☆☆

- There is a word missing in each sentence. Write an appropriate word in the correct place.
  - Personally, I think Malala Yousafzai is most inspiring young person.  
.....
  - I used to a morning person, but now I regularly stay up late.  
.....
  - I'm sorry I help you with your maths homework; I'm really busy at the moment.  
.....
  - I don't believe that introverts are necessarily less confident extroverts.  
.....
  - My sister is such outgoing person and she has lots of friends.  
.....
  - By the time you finish doing that online quiz, I'll died of boredom.  
.....

Presentations 1

- Listen to a student giving a presentation. Put the points (a–e) in the order you hear them.



- What happened when she was two.
- Awards and prizes.
- The name of the person.
- Her professional achievements.
- Something about her personal life.

- Listen again. Are these sentences True (T) or False (F)?
  - Amal Clooney had to leave her home country because of a violent situation. T / F
  - She is famous because of the person she married. T / F
  - She frequently does work for the United Nations. T / F
  - Amal Clooney is not very well-known outside of legal circles. T / F
  - She has set up a prize and named it after herself. T / F

- Listen again and complete these expressions.
  - I'd like to ..... saying that ...
  - It's important to ..... that ...
  - It's also ..... that ...
  - Another ..... is that ...
  - ..... short, ...

Pronunciation

- Listen to the expressions. Choose the words that are stressed. Then listen again and repeat.
  - I'd like to begin by saying that ...
  - It's important to remember that ...
  - It's also true that ...
  - Another thing is that ...
  - In short, ...

- Prepare a presentation. Read the presentation topic and make notes about your ideas.

Think of a person you feel has made a difference to the lives of other people. It might be someone famous, but it could also be someone close to you. Who are they and how did they change the lives of other people?

How will you introduce the person?  
.....

What information will you include about them?  
.....

How will you sum up your presentation?  
.....

- Practise giving your presentation. Use expressions from the Speaking bank. If possible, record yourself.

Speaking bank

Useful expressions to structure a presentation

Beginning your presentation

- I'd like to begin by saying ...
- To start with ...
- The first thing I'd like to say is ...
- I'm going to talk about ...

Structuring arguments and events

- First of all,
- Firstly,
- Secondly,
- Another thing is that,
- Furthermore,
- What's more,
- It's important to remember that ...
- It's also true that ...

Concluding your presentation

- In conclusion,
- Finally,
- To sum up,
- Last but not least,
- The point I'm trying to make is ...
- In short,

Great students' tip

Speaking: accuracy and fluency

To speak English well, we need a balance between accuracy and fluency. Accuracy means correct use of grammar. Fluency means speaking a language without stopping too much to think about how to express your ideas. To improve accuracy, try to read English every day and practise grammar with exercises. To improve fluency, try to speak and listen to English as often as you can.



### Developing writing

#### An article 1

Create a title.

Use direct questions.

**A** Have you ever heard of Greta Thunberg? This Swedish girl has become a household name around the world and, personally speaking, that's good for the planet.

**B** Greta is a very conscientious person. She first became interested in climate change at the age of eight. Over the course of the next few years, she became a vegan and refused to fly. Although she appears to be rather shy and not very outgoing, she's managed to have a bigger impact than almost anyone else of her age.

**C** Imagine how a person like Greta managed to have such an influence so quickly. She won a newspaper writing competition in May 2018 and just three months later was protesting outside the parliament building in Stockholm. Today, she is one of the most recognisable faces and even managed to become *Time Magazine's* Person of the Year in 2019!

**D** To be honest, Greta Thunberg is one of the most inspiring people I know of. She comes across as a very down-to-earth person who is concerned about the future of our planet. Can you think of a better role model for young people today?



Use colourful, descriptive language.

Use expressions that make a connection with the reader.

Use expressions to make your opinion clear.

1 ☆ Read the article and choose the best title.

- 1 The greatest person alive
- 2 An inspiration for all
- 3 The future of our planet

2 ☆☆ Read the article again. Match the parts of the text (1-5) to the paragraphs (A-D).

- 1 A summary of a personal opinion .....
- 2 Information about where the person is from .....
- 3 Positive aspects of the person .....
- 4 Some background information .....
- 5 A direct question .....

3 ☆☆ Choose the correct alternative.

- 1 A lot of people think Greta Thunberg is extremely/absolutely amazing.
- 2 She seems to be very/totally modest.
- 3 Next month, there's a really/completely interesting meeting on climate change.
- 4 I'm rather/completely curious to see what happens at the meeting.
- 5 Lots of young people are quite/absolutely furious with the situation.
- 6 Yvonne was very/completely exhausted after her long flight.

4 ☆☆ Complete the expressions with the words in the box.

about • experience • explain • honest • speaking

- 1 To be .....
- 2 In my .....
- 3 Personally .....
- 4 What I like most .....
- 5 Let me ..... why ...

### Task

Answer the following question based on the title below. Use 140-190 words.

*If you could meet anyone in the world, who would you choose and why?*

#### Prepare

5 Read the writing task and plan your article. Make notes.

Who is the person you would choose to meet?

Why would you choose them?

Write three adjectives that can be used to describe them.

Write three facts you know about the person.

6 Use this paragraph plan in your article:

**Paragraph 1:** A brief introduction of the person.

**Paragraph 2:** A description of the person's character and what you like about them.

**Paragraph 3:** What this person has done and their achievements.

**Paragraph 4:** A conclusion, restating your opinion with reasons to support it.

#### Write

7 Write your article. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank above to help you.

✓ Check

8 Read your article and complete this checklist.

- 1 I used direct questions.
- 2 I included colourful, descriptive language.
- 3 I used expressions to make a connection with the reader.
- 4 I used expressions to make my opinion clear.



### Writing bank

Useful ways to involve the reader in articles

- Use *you, your, we, our*.
- Use direct questions like: *Have you ever ...?, Are you like me?, Can you think of ...?*
- Use expressions that make a connection with the reader: *Imagine ..., Just think ...*
- Use colourful, descriptive language: *He/She is very/really/extremely/quite/rather + 'normal' adjectives (inspiring, talkative ...), He/She is completely/totally/absolutely/really + 'extreme' adjectives (fantastic, amazing ...)*
- Use expressions to make your opinion clear: *What I like (most) about him/her is ..., In my experience ..., Personally speaking ..., To be honest ..., Let me explain why ...*



## Grammar

### 1 Choose the correct alternative.

- 1 He will meet/is meeting a friend for a coffee later.
- 2 Experts believe that by 2030, there are going to/will be 125 million electric cars.
- 3 Hurry up! The bus will leave/leaves in five minutes.
- 4 Next time my parents get a new car, they are going to/will buy a hybrid one.
- 5 I'll call you as soon as I'm getting/I get home.

### 2 Complete the sentences with the future continuous, future perfect or future perfect continuous of the verbs given.

- 1 Elon Musk believes that people ..... on Mars by 2050. (live)
- 2 By the time my brother and his friend get home they ..... for almost a year. (travel)
- 3 Most experts believe the cost of space travel ..... significantly with the design of new fuel-efficient engines. (reduce)
- 4 Ben started an engineering course last year. He hopes he ..... it by the time he's 24. (complete)

### 3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between three and five words.

- 1 My parents complain all the time that my room is a mess.  
My parents ..... that my room is a mess. **always**
- 2 Felix started studying English five years ago.  
Felix ..... five years. **for**
- 3 When she was young, Emma had a part-time Saturday job.  
Emma ..... a part-time Saturday job. **used to**
- 4 It looks like we'll arrive at the station after the train has left.  
It looks as if the train ..... by the time we arrive at the station. **will**
- 5 My brother worked at the local factory for two years before it closed.  
When the factory closed, my brother ..... there for two years. **been**

## Vocabulary

### 1 Complete the sentences with the correct word using a prefix and the words given.

- 1 Some of the claims Elon Musk makes sound so ..... (believable). They sound like they come from a sci-fi film!
- 2 One of the ..... (advantage) of electric cars is that they don't make any noise and this sometimes puts pedestrians in danger.
- 3 In many countries, it's ..... (legal) to drive when you are under 17.
- 4 If your answers are ..... (complete), you will lose marks in the test.
- 5 You can't trust Eric; he's totally ..... (responsible).
- 6 Martin ..... (estimate) how long it would take to complete his assignment and he handed it in late.

### 2 Complete the sentences with the words in the box. There are three extra words you don't need.

abroad • commute • cruise • delay • fare • fee • salary • seatbelt • travel • trip • wage

- 1 We went on a short ..... to the mountains at the weekend.
- 2 I can't believe that the bus ..... has gone up again!
- 3 Remember to put your ..... on when you get into the car.
- 4 I've decided I want to study ..... next year, but my parents aren't very happy about it.

- 5 Greg doesn't like to ..... a lot. He prefers to stay at home.
- 6 There was a three-hour ..... to our journey and we arrived back really late.
- 7 My sister started work last week, but she's only paid the minimum .....
- 8 Every year, my grandparents go on a ..... to the Mediterranean.

### 3 Write the words for these definitions.

- 1 Extra hours at work are .....
- 2 The people who work on a plane or ship are the .....
- 3 When you start something like a business, you ..... it .....
- 4 There are too many people on the planet. It is .....
- 5 Car, buses, trains and boats are all examples of .....
- 6 Activities you take at school that are not part of the main subjects or course are ..... activities.
- 7 The place you want to go to is your .....
- 8 When you work for yourself you are .....

## Grammar

### 1 Complete the sentences with the correct form of the adjectives or adverbs given.

- 1 I think Picasso was one of the ..... (great) artists of the 20<sup>th</sup> century.
- 2 You look a lot ..... (happy) than when I last saw you.
- 3 Richard Branson is one of the ..... (successful) businessmen in the world.
- 4 I know you like to be cautious, but we're going to have to go far ..... (fast) to get there on time.
- 5 That was probably the ..... (bad) decision I've ever made.
- 6 Can you speak ..... (slow)? I didn't understand a word you said.

### 2 Complete the sentences with a/an, the or - (for no article).

- 1 I don't know why people often hate ..... science. I love it.
- 2 Mary wants to be ..... engineer after she leaves school.
- 3 Have you taken ..... personality test I gave you earlier?
- 4 Adam's ..... really down-to-earth person. You'll like him.
- 5 Some people think ..... English is a difficult language to learn, but I don't agree.

## Vocabulary

### 1 Match the adjectives in the box to the adjective with the opposite meaning. There is one extra word you do not need.

diplomatic • impetuous • modest • moody • narrow-minded • outgoing • self-confident

- 1 insecure .....
- 2 reserved .....
- 3 broad-minded .....
- 4 big-headed .....
- 5 cheerful .....
- 6 tactless .....

### 2 Complete the text with the correct form of the words given.

What kind of job would suit your personality? If you want to be a **(a)** ..... (perform), you need to have plenty of **(b)** ..... (confident) so you are **(c)** ..... (relax) in front of an audience. If you want to be an **(d)** ..... (invent), you need to be **(e)** ..... (create) and have a good **(f)** ..... (imagine). Whatever you decide to do, it's important to get a good **(g)** ..... (educate) and to choose something that will bring you **(h)** ..... (happy).

### 3 Choose the correct answers.

#### SHEILA AND HER GRAN

Sheila **(1)** ..... her grandmother at least once a week since she was 12. She's always **(2)** ..... strange things, like the time when she **(3)** ..... a huge sculpture in her garden. It's still there and Sheila **(4)** ..... the neighbours like it very much! Sheila's grandmother was **(5)** ..... nurse when she was younger, and she's taught her granddaughter that it's important **(6)** ..... a career you enjoy.

- |                     |                   |
|---------------------|-------------------|
| 1 a is visiting     | 4 a doesn't think |
| b has been visiting | b isn't thinking  |
| c visits            | c hasn't though   |
| 2 a does            | 5 a the           |
| b doing             | b a               |
| c did               | c -               |
| 3 a has made        | 6 a having        |
| b made              | b have            |
| c makes             | c to have         |

### 3 Use the correct form of the words given in bold to complete the sentence.

- 1 What's the ..... between Maggie and Tom? **relation**
- 2 The hospital provides ..... for many of the students' parents. **employ**
- 3 Please try to show some ..... Bryan's just failed his exams. **sensitive**
- 4 I want to become a ..... when I'm older. **science**
- 5 She showed a lot of ..... when she heard what had happened. **kind**

### 4 Match the words in the box to the categories.

assignment • career • considerate • excursion • grades • humble • launch • overtake • promotion • resilient • retired

- 1 School life: .....
- 2 Work: .....
- 3 Transport and travel: .....
- 4 Personality adjectives: .....





## Unit 7

### Reinforcement

#### Reported speech – statements

1 Complete the sentences with these words.

following • had • me • previous • would

- He told me he ..... seen the film.
- She said that she ..... go to see a play that evening.
- They told ..... that he was writing a short story.
- He said that they had been to a concert the ..... night.
- She told me that she was going to a festival the ..... month.

#### Reported speech – questions

2 Choose the correct alternative.

- He asked me if ..... seen the film.  
a I had                      b had I
- I asked him where .....  
a was the concert      b the concert was
- They wanted to know if we ..... tickets.  
a had bought              b bought
- She asked me whether I ..... downloaded the album.  
a have                      b had
- They wanted to know how long .....  
a was the concert      b the concert was

#### Other reporting verbs

3 Put the words in order to make sentences.

- me / reminded / that / we / The director / had / the next day / a rehearsal / .
- hadn't / The customer / that / been / the website / working / the day before / complained / .
- explained / how / had / for the role / The actor / she / prepared / .
- taken / My friend / that / from the table / the money / admitted / had / she / .
- the film / warned / The producer / the studio / earn much money / that / might not / .
- promised / the next week / My brother / get / to / for me / a ticket / .

#### Other reporting structures

4 Choose the correct alternative.

- I suggested to go/going to the museum.
- He apologised for being/to be late.
- They recommended to book/booking tickets in advance.
- She instructed/instructed me to wait at the front entrance.
- He offered to take/taking me to the concert.

### Challenge

#### Reported speech – statements

1 Write the answer to each question as a full sentence using reported speech.

- 'I saw the film last week.'  
He said .....
- 'We're going to a play this evening.'  
They told me .....
- 'I'll have dinner when I get home.'  
She said .....
- 'I don't go to music festivals very often.'  
He told me .....

#### Reported speech – questions

2 Read the answers, then complete the reported questions using *he* each time.

- 'No, I don't like musicals.'  
She asked him .....
- 'I went to a music festival last summer.'  
She asked him .....
- 'Yes, I'll give you the book tomorrow.'  
She wanted to know .....
- 'I'm going to play in a concert next week.'  
She wondered whether .....

#### Other reporting verbs

3 Find and correct the mistakes in some of the sentences.

- Can you remind to me when the film starts?
- I promise you that I won't be late this time!
- She claimed me that she had finished.
- We agreed going to the festival together.

#### Other reporting structures

##### Critical thinkers: Evaluate!

4 Complete the text with the past simple form of the verbs in the box. Then evaluate each side of the argument. Who do you think is right? Why? Write your ideas in your notebook.

apologise • ask • claim • offer • suggest

##### CONCERT CANCELLED – BUT NO REFUNDS

The band (1) ..... for not being able to play their concert dates in France because one of the band members was ill. They (2) ..... the concert organisers to refund all the ticket money to their fans. The concert organisers refused. They (3) ..... to have spent most of the money on organising the event. Instead, they (4) ..... to send all the fans a voucher for the next concert and they (5) ..... setting a new date.

## Unit 8

### Reinforcement

#### The passive

1 Cross out the extra word in each sentence.

- People were be evacuated from their homes.
- The government says that flood defences will to be improved over the next five years.
- Robots are used in big fires by from fire fighters.
- Disaster victims should be being provided with emergency aid as soon as possible.
- Scientists say that severe weather events have been were caused by ocean warming.

#### The passive – verbs with two objects

2 Choose the correct alternative.

- They sent us an email.  
a An email us was sent.  
b We were sent an email.
- They gave tents to everyone.  
a Everyone was given tents.  
b Tents were to everyone given.
- They offered people emergency kits.  
a Emergency kits were offered to people.  
b People were emergency kits offered.
- They taught children safety rules.  
a The children were taught safety rules.  
b Safety rules were to the children taught.
- They promised money to several regions.  
a Several regions was promised money.  
b Money was promised to several regions.

#### The passive with say, know, believe, etc. 1

3 Complete the sentences with the passive form of the verbs given.

- It ..... (know) that the ancient Greeks were interested in predicting the weather.
- It ..... (think) that extreme weather events will become more frequent.
- Yesterday, it ..... (claim) that an earthquake was caused by people drilling for gas.
- In ancient times, it ..... (say) that a full moon affected your mental health.

#### The passive with say, know, believe, etc. 2

4 Correct the mistakes in the underlined words.

- Hurricanes (1) is known to have increased in strength and frequency in recent years. The rise in sea surface temperature (2) is believe to have contributed to this increase. Earthquakes (3) are know to be caused by movement of tectonic plates below the Earth's surface. Human activity, such as drilling for gas or oil, (4) said to be another possible cause.

- 1 ..... 3 .....  
2 ..... 4 .....

### Challenge

#### The passive

1 Find and correct the mistake in each sentence.

- Many homes were destroy by the earthquake.
- The city was been hit by a hurricane yesterday.
- Which towns been have affected by the flood?
- The cause of the fire has been not identified yet.

#### The passive – verbs with two objects

2 Rewrite the underlined phrases in the passive.

We've had some terrible floods here in West Yorkshire. It's the third time this year! Luckily, (1) they gave us a warning about three days before, so we were able to move our stuff upstairs. The whole village had to evacuate! (2) They brought us food and blankets from the other villages. Fortunately, (3) the insurance company offered us a room in a hotel for one week. (4) They have promised everyone financial compensation.

- 1 ..... 3 .....  
2 ..... 4 .....

#### The passive with say, know, believe, etc. 1

3 Rewrite the sentences with the structure *It + be + past participle*.

- We believe that extreme weather will increase.  
.....
- In the 15<sup>th</sup> century, people thought that the Earth was the centre of the universe.  
.....
- Reporters have claimed that a nuclear accident was covered up.  
.....
- People think that some island countries will be flooded in the next 20 years.  
.....

#### The passive with say, know, believe, etc. 2

##### Critical thinkers: Summarise!

4 Complete each gap with the structure *be + past participle + to + infinitive*. Use the verbs given. Then summarise the problem and suggest a solution. Write your ideas in your notebook.

Wildfires in the Amazon Rainforest (1) ..... (believe/endanger) thousands of wildlife species every day. The rainforest (2) ..... (know/be) home to three million species of plants and animals. Almost 400 billion trees (3) ..... (think/absorb) millions of tons of carbon dioxide every year. The trees (4) ..... (know/be) a vital element in slowing climate change and their disappearance due to wildfires is endangering our planet.



## Vocabulary in context p44

### Using a range of adjectives and idioms connected with personality

#### Warmer

Book closed. Play 'Last person standing'. The class stands up. Students in turn have five seconds to say an adjective to describe personality. If they can't think of one that hasn't been said, they sit down. The last person standing wins.

#### 1 15

- Pre-teach or elicit the meaning of the adjectives in the box. Use the words in sentences to show the meanings, for example:  
*broad-minded*: Dan's parents are very broad-minded. He's dyed his hair green, but that isn't a problem for them.  
*down-to-earth*: Beth is very down-to-earth. She says what she thinks, and she doesn't think she's cool or very important.  
*impetuous*: Jack is very impetuous. He doesn't think before he acts.  
*reserved*: Abby is quite shy and reserved. She doesn't usually say or show how she feels or what she thinks.  
*resourceful*: Tom is very resourceful. When there's a difficult situation, he'll always find a solution.
- Before students do the task, make clear that they should only complete sections **O**, **C** and **E** at this stage.

#### Mixed ability

To help less confident students, write on the board the words needed for each text. Tell them one word won't be used in each set.

**O** *resourceful, broad-minded, down-to-earth* **C** *reserved, impetuous, laid back, outgoing* **E** *reserved, outgoing, resourceful*

#### Answers

**a** broad-minded **b** down-to-earth **c** resourceful **d** impetuous  
**e** laid-back **f** outgoing **g** reserved

#### 2 16

- Pre-teach or elicit the meaning of the adjectives in the box. As in exercise 1, use the words in sentences to show the meanings, for example:  
*considerate*: George is always very kind, and he thinks of other people. He's very considerate.  
*resilient*: When something bad happens to Ella, she always gets up again and stays positive. She's very resilient.  
*tactful*: Conor always says the right thing, and he never offends people. He's very tactful.  
*untrustworthy*: I would never lend Laura money or tell her a secret. She's really untrustworthy.
- Students complete A and N.

#### Answers

**h** tactful **i** considerate **j** selfish **k** untrustworthy  
**l** self-confident **m** moody **n** insecure **o** resilient

#### 3 17

- Write the following headings on the board: *adjective, synonym, antonym*. Ask students to copy and complete the table in their notebook.
- Make clear that there may not be an exact opposite or similar adjective in exercises 1 and 2 for every word in the box. (There is no clear opposite or similar adjective for *energetic*.)

#### Possible answers

*big-headed* – behaving in a way that shows that you think you are very important or intelligent; the opposite of *modest*  
*cheerful* – behaving in a happy, friendly way; the opposite of *moody* and *serious*  
*easy-going* – calm and not easily upset; similar to *relaxed* and *laid-back*  
*energetic* – very active and with a lot of energy; the opposite of *relaxed*  
*humble* – not proud and not thinking that you are better than other people; similar to *modest* (the opposite of *big-headed* in this exercise)  
*introverted* – tending to concentrate on your own thoughts and feelings; similar to *reserved* (and *shy* in this exercise) and the opposite of *extroverted* and *outgoing*  
*loud* – used for describing a person who talks in a loud and confident way that annoys other people; the opposite of *quiet*  
*loyal* – willing to support, work for or be a friend to someone, even in difficult times; the opposite of *untrustworthy*  
*narrow-minded* – disliking or not interested in ideas or cultures different from your own; the opposite of *broad-minded*  
*sensitive* – showing that you care about someone or something and do not want to cause offence; similar to *tactful* and *diplomatic* (NB *sensitive* can also mean *likely to become angry or upset easily*)  
*shy* – nervous and embarrassed in the company of other people, especially people who you do not know; similar to *quiet* and *reserved* and the opposite of *talkative* and *outgoing*  
*sociable* – a sociable person is friendly and enjoys being with other people; similar because sociable people are often *talkative* and *outgoing*; sometimes the opposite of *quiet*  
*tactless* – someone who is tactless is not careful about the way that they speak or behave towards other people and so often upset them; the opposite of *tactful*

#### 4 18

#### Answers

1 a party animal 2 a pain in the neck 3 a great laugh  
 4 a wallflower 5 a big mouth 6 a bright spark 7 a live wire  
 8 a social butterfly

#### Use it ... don't lose it!

#### 5

- Before they start speaking, give students time to write down three or four adjectives or idiomatic expressions for each profession. Encourage them to write as wide a range of adjectives and expressions as possible.
- Emphasise that students need to explain why the adjectives and expressions they have chosen go with each profession.



## Reading p45

Reading for gist, specific information; inferring the meaning of words from context

### Warmer

Write the words *introverts* and *extroverts* on the board. Ask the class what the difference between introverted and extroverted people is. Elicit the adjectives *quiet*, *shy* and *reserved* to describe introverted people and *outgoing*, *sociable* and *energetic* to describe extroverts. Tell the class that they're now going to do a short questionnaire to see how introverted or extroverted they are.

### 1 SPEAKING

- After students do the task, as an open class discussion, ask several students for their thoughts on the personality test and the reasons for their opinion.

#### Answers

Student's own answers.

- Before students do the task, ask them where they are more likely to find the answers (in the first and last paragraphs).

#### Possible answer

Susan Cain's book *Quiet Power* and the importance of knowing that it is ok to be introverted and that introverted people add value to a team.

### 3

- Ask the class to carefully read the first question only. They should then read the text quickly until they come to the section that deals with the information in this question. Once they have answered question 1, they should use the same procedure with question 2, and so on.
- Remind students to concentrate on the ideas in the question and the text. They shouldn't just try to match individual words in the question and the text.

#### Answers

- incorrect – ... *What's so special about that?, you're wondering.* (paragraph 1)
  - incorrect – There is nothing in the text to suggest this.
  - correct – *So, I thought I'd share some of the ideas I learned.* (paragraph 1)
- incorrect – There is nothing in the text to suggest this.
  - incorrect – ... *some of the most creative people in history ...* (paragraph 3)
  - correct – ... *we should all be trying to be the life and soul of the party ...* (paragraph 3)
- incorrect – There is nothing in the text to suggest this.
  - correct – ... *the talents of the quieter members of the group are taken less seriously ...* (paragraph 4)
  - incorrect – There is nothing in the text to suggest this.
- correct – ... *that doesn't mean that you can't do things like stand up and give a presentation ...* (paragraph 5)
  - incorrect – There is nothing in the text to suggest this.
  - incorrect – There is nothing in the text to suggest this.

## Fast finishers

Tell students to look again at the personality quiz on page 149. Ask them to write three more sentences beginning that show if someone is an introvert or extrovert. They can then read some of their sentences to the class once the answers for exercise 3 have been checked.

- Students can do this task in pairs to help each other to work out the meaning from the context.

#### Possible answers

*relate to* – able to understand a situation or the way that someone feels and thinks  
*countless* – very many, especially more than you think is reasonable  
*the life and soul of* – very lively and entertaining on social occasions  
*bring to the table* – raise for discussion  
*see the bigger picture* – see a whole or complete situation, including all the things that it affects, not just one part of it  
*rise to the occasion* – deal successfully with a problem or situation that is especially difficult  
*take centre stage* – be in a position in which someone or something is attracting a lot of interest or attention  
*in the spotlight* – a situation in which you get a lot of public attention

## 5 Critical thinkers

- Before students do the task, ask them to think about some rich, famous or powerful people. Do they seem more like introverts or extroverts?
- Remind students that the objective is to justify their opinion and give suitable examples.

#### Possible answers

I think that a lot of what the blog post discusses is true and fair. For example, it's true that society pays more attention to extroverts but that it's OK to be introverted. However, the blog post makes lots of generalizations about the skills and qualities that introverts and extroverts have or don't have that aren't necessarily true for everyone. I also don't think it's fair to categorise people as either introverts or extroverts as most people are often a mix of the two depending on the situation.

## Flipped classroom

You may want to ask students to watch the Flipped classroom video for Unit 4 as homework, in preparation for the grammar lesson.

## Grammar in context 1 p46

Using comparatives, superlatives and other ways of making comparisons

### Warmer

Tell the class you're going to describe a country and they have to guess which one it is:

*It is smaller than the US but bigger than India. It's got one of the largest deserts in the world and one of the longest coasts. It's probably got some of the best beaches, too. And it's got some of the most dangerous animals! Only two countries reach further south than it – Chile and Argentina. It's the biggest island in the world. Perhaps its most famous animal is the kangaroo.*

Tell the class to listen again and to write down all the comparative and superlative forms they hear.

#### Answers

Australia  
 smaller, bigger, largest, longest, best, most dangerous, further, biggest, most famous

- If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.
- Before students do the task, ask them to read the sentences in pairs to identify which sentences contain comparative adjectives and which ones contain superlative adjectives.

#### Answers

- Sentence 1:** short adjective; add *-er*
- Sentence 2:** short adjective ending in consonant-vowel-consonant; double final consonant and add *-er*
- Sentence 3:** short adjective ending in *-y*; drop final *-y* and add *-ier*
- Sentence 4:** long adjective; add *more* before adjective
- worse, farther/further
- Short adjectives:** *the + adjective + -est*  
 short adjective ending in consonant-vowel-consonant; double final consonant and add *-est*  
 short adjective ending in *-y*; drop final *-y* and add *-iest*
- Long adjectives:** *the + most + adjective*
- Comparative adverbs:** Add *more* before the adverb.  
**Superlative adverbs:** Add *the most* before the adverb (usually).
- hard:** harder, (the) hardest  
**early:** earlier, (the) earliest  
**late:** later, (the) latest  
**long:** longer, (the) longest  
**soon:** sooner, (the) soonest  
**good/well:** better, (the) best  
**bad/badly:** worse, (the) worst  
**far:** farther/further, (the) farthest/furthest
- Big difference:** far, a lot, much, significantly, way (informal)  
**Small difference:** a bit, a little, slightly

- Students can work in pairs, helping each other find and correct the mistakes.

#### Answers

- I'm going to try harder to listen to others in group discussions.
- Einstein was one of the most famous introverts in the world of science.
- Mexico is slightly bigger than Indonesia.
- She's the friendliest person in this class.
- I think Jack is more laid-back than Sam.
- She's the moodiest person I know.
- Try to do the exercise more quickly.
- You need to get here much sooner.
- She did far better than me in the test.
- Poland is more further from England than Germany.

### 3 Answers

- a the most unusual b funnier c better d more quickly
- e longer f more closely g happier h the most/more cheerful
- i harder j further k the happiest l more dynamically
- m faster n more colourful o firmer p more positive q easier

## Fast finishers

While the students are doing the task, write or project these questions on the board:

- Who's the happiest or most cheerful person you know?
- How do they show they're happy?
- What behaviour of theirs could you copy to make yourself feel happier?

After checking answers with the class, ask some fast finishers for their answers to the questions on the board.

In more capable classes, have a class discussion on the topic of: Do you think you can make yourself feel happier by imitating the behaviour of happy people?

### 4 SPEAKING

- Tell students that they can only choose one person for each description and both of the students in each pair must agree.

## Mixed ability

To simplify the activity, ask less confident students to answer the first four questions first.

To make the activity more challenging, tell the more confident students to write a reason to explain their choice for each question.

### 5 SPEAKING

- Ask the pairs from exercise 4 to join with another pair for this task. Each group decides on a name for each category.
- After students guess the name for the first description, ask the named student if they agree with this answer and why. Repeat this step with each of the descriptions.



6 Books closed. Explain that students have just looked at how to use comparatives and superlatives to make comparisons. Ask: *Can you think of other constructions with adjectives and adverbs that we can use to compare things?* Write on the board: *as* and *less as* prompts.

### Answers

- a We use *as ... as* to say two things are the same.
- b We use *not as ... as*, *not so ... as* or *less ... than* to say that the second person or thing is more ... than the first one.

7 With less confident classes, do the first question with the whole class to help students understand how to do the activity.

### Answers

- 1 further/farther you run, the healthier
- 2 older you are/get, the easier
- 3 further/farther and further/farther away
- 4 so well as
- 5 are not/aren't as/so good as

8 Do this as a whole-class activity. The person who answers should also explain what the expression means or when it can be used.

• After checking answers, suggest that students learn these common expressions by heart.

### Answers

- 1 never – This expression can be used when someone arrives late or does something later than they should have done; it's often used sarcastically.
- 2 done – It's easier to say you should do something difficult (e.g. to stop worrying) than to do it.
- 3 better – Used when we think something should be done as quickly or as early as possible.
- 4 safe – It's better to take precautions than to have problems later because you didn't take them.
- 5 merrier – The more people involved, the better an event will be.
- 6 worse – This situation was already bad and now it's getting even worse.

### Use it ... don't lose it!

#### 9 SPEAKING

• Students write their mini-dialogues in pairs. Then, ask for volunteers to perform their dialogues for the class. Encourage the use of suitable intonation in the performances.

### Homework Workbook page 32

## Developing vocabulary p47

### Using a variety of noun suffixes

#### Warmer

Write on the board: *teacher, musician, biologist*. Ask in each case what the root word is and what the suffix is. Then elicit other examples from students. Elicit if students know any other noun suffixes.

### Answers

**Root words:** *teach, music, biology*; **Suffixes:** *-er, -ian, -ist*; **Other examples:** *driver, librarian, chemist*; **Other noun suffixes:** *-ment, -ion, -ence, -ness, -ship, -dom*

1 When you have checked the answers, ask the students to underline the word stress in each noun. You then say one and students check (*inventor, leader, psychologist, assistant, historian*).

### Answers

leader, psychologist, assistant, historian

2 Before doing the task, *discuss with the class what an abstract noun means (a noun describing a feeling or an idea, e.g. hunger) and contrast it with a concrete noun (a noun describing something that physically exists, e.g. food).*

### Mixed ability

For less confident classes, before students do the exercise, teach or elicit some common suffixes for abstract nouns, with examples (e.g. *conversation, kindness, contentment, creativity*). More confident students can add any other nouns they know to the list.

### Answers

shyness, freedom, preference, appearance, involvement, connection/connector, relative/relation/relationship

3 Ask less confident students to look at exercises 1 and 2 to make a list of suffixes. Remind them that they can see a list of the prefixes from Unit 3 on Student's Book page 42.

- **Exam tip** Explain that this is a word formation task.
- Students should read the text once quickly to get the general meaning.
- Students should look at the words just before and after each gap. These can help them to decide what type of word is required. Usually, to change the grammatical category (function) of the word, we will need a suffix, for example *-ion* to make a noun, *-ly* to make an adverb, etc. To change the meaning of the word, we will need a prefix, for example *im-* or *un-* to make the word negative, etc.
- Remind students that they may need to change the spelling of the word. For example, to change the word *strong* to its noun form, *strength*. Also, they should look carefully to decide if the word needs to be in the plural form.
- Finally, students should read the completed sentence and check that their answer makes sense.

### Answers

a boredom b distractions c disappearance d relaxation  
e researchers f concentration g writer h inactive  
i creativity j scientists k musicians l freedom m laziness  
n depression

### Language notes

Many suffixes are pronounced with a schwa sound /ə/: *inventor, leader, assistant, historian, shyness, freedom, preference, appearance, involvement, connection*

### Use it ... don't lose it!

#### 4 SPEAKING

- To help focus the discussion, write these questions on the board: *Do you think being bored is good for us? Does it help us to relax or be more creative? Or do you think being bored makes us lazy or even depressed?*

### Homework Workbook page 33

## GREAT LEARNERS GREAT THINKERS p48

### Thinking about regional and national personalities and stereotypes

#### Warmer

Ask students if they can remember what *The big five personality categories* are. If not, tell them to look at the text on page 44 of the Student's Book. Write the answers on the board (*Openness to experience, Conscientiousness, Extroversion, Agreeableness, Neuroticism*).

Books closed. Give students the five descriptions below. Tell them to match each description to a personality category on the board.

*You are outgoing.* (extroversion)

*You often feel stressed and worried.* (neuroticism)

*You like to try new things.* (openness to experience)

*You care about others and are tactful.* (agreeableness)

*You control your impulses and are good at dealing with difficult situations.* (conscientiousness)

#### 1 SPEAKING

- Students discuss and write down their opinions about people from each country.
- When the pairs tell the class their ideas, encourage them to give reasons for their opinions. Ask if the rest of the class agree or disagree and, again elicit reasons for their opinions.

#### 2 VIDEO

- Make it clear that students will have to write down the answers while they are watching the video.

### Answers

Scotland – a bit introverted, very agreeable, friendly; Wales – a bit more neurotic, way more open; England (in cities like Cambridge) – open to new ideas, not very friendly

#### 3 VIDEO

- Before students watch again, pre-teach or elicit the meaning of *over the ages* (*during a very long period*) and *accurate* (*precise/correct*), both of which are heard in the video.

### Answers

1 old 2 on the Internet 3 Both are correct 4 other factors  
5 prove 6 agrees 7 don't immediately trust 8 prove regional differences

4 Ask students to name five countries. Then ask the class to say what the people are like in those countries. After brainstorming as a class, ask students to categorise if they think each idea is a fact or if it is a stereotype.

- In order to focus students' answers, you can write or project these three questions on the board while they are reading the text:

*Do we have stereotypes about people from a lot of different countries?*

*Do people from different countries actually have different personalities?*

*Does the real personality of people from different countries correspond to the stereotypes we have about them?*

### Possible answers

It says that national stereotypes are common. Also, research shows that people from different countries do indeed have different personalities. However, the stereotypes we have about people from different countries are often incorrect.

## GREAT THINKERS



5 The *Colour-Symbol-Image* thinking routine helps students to represent ideas in a range of non-verbal forms. This can improve students' comprehension and ability to reflect on ideas, particularly if they think visually.

- Students work through the first three stages individually. Emphasise that there are no right or wrong answers here; the choice of colours, symbols and images will be personal for each student. Point out that they need to write some brief notes explaining what each one means for them.
- When students discuss their answers in stage 4, emphasise that they should not criticise each other's choices or artistic ability. Instead, they should show interest in the visual representations of the rest of the group and behave in a supportive and non-judgemental way.
- At the end of the group discussion, invite groups to show and explain some of their images to the rest of the class.
- Finally, ask the class: *How useful do you think the Colour-Symbol-Image thinking routine is? Do you think you might use all or part of it in the future? How?*

#### 6 SPEAKING

- When students discuss the three questions, encourage them to use the language in the 'Expressing opinions' section in the Writing bank in Unit 3, on page 41 of the Student's Book.
- After the group discussion, elicit opinions about the questions from various groups. Encourage them to give reasons for their answers.

## GREAT LEARNERS SEL



• Allow students some time to think about how to answer this question and to write down reasons and examples to support their thoughts.

- Do this as an open-class discussion. You might also ask the class: *Where do we get our stereotypes from? Our parents? Our friends? The media?*

## LEARNER PROFILE



- Direct students to the Learner profile on page 142. Explain that students should grade themselves from 1 to 5 for how open-minded they think they are towards other people.
- As a possible follow-up activity, students work in small groups and talk about an open-minded person that they know.



## Listening p50

### Listening for specific information

#### Warmer

Tell students to look at the list of personality adjectives on page 54. Ask them to decide individually which five of the adjectives are most important for someone who wants to be a painter/artist. Students then discuss and explain their choices in pairs.

#### Possible answers

creative – allows them to invent or paint; curious – they can find inspiration anywhere; imaginative – this allows an artist to create/paint things that don't exist and be creative; resilient – allows an artist to recover quickly from criticism; sensitive – this permits them to understand feelings

#### 1 SPEAKING

- To encourage discussion, draw a mind map on the board with *Leonardo* written in the centre and four lines pointing to the words: *Who? When? Where?* and *Famous works?*

#### Possible answers

You can see a book showing the bones in a hand and arm. There are notes in between the illustrations. It could be one of Leonardo da Vinci's books.

#### Culture notes

Leonardo da Vinci (1452–1519) was born in Italy. He was an artist, engineer, inventor and architect. His most famous paintings are *The Mona Lisa* and *The Last Supper*. He studied human anatomy, e.g. his drawing *Vitruvian Man*, and designed inventions, such as the flying machine.

#### 2 20

- Pre-teach or elicit the meaning of *masterpiece*.

#### Answers

- False – They mention the *Mona Lisa* but don't discuss it in detail.
- False – not mentioned
- True – *Leonardo was able to write backwards, from right to left. It's called mirror script because you need a mirror to be able to read the words the right way.*
- False – not mentioned
- False – not mentioned
- True – *He covered more than seven thousand pages.*

#### 3 20

- Tell students to make notes on the answers as they listen.
- After students listen, they work in pairs to compare their notes and write full sentences.

#### Answers

- They were the things that he wanted to do, investigate or learn.
- One of the following: calculate the size of Milan and its suburbs, describe the jaw of a crocodile, construct glasses to see the Moon larger, discover how a fish in the water can be faster than a bird in the sky
- He was able to write from right to left (*mirror script*).
- Because paper was expensive.
- Scientists at Stanford are using his drawings of birds' wings to answer some of Leonardo's questions about flight.
- He didn't see them as being separate.

#### 4 Critical thinkers

- Write on the board a list of areas students can consider: *paintings*, pictures of human anatomy, pictures of flying machines, ideas for robots, ideas for helicopters.

#### Possible answers

For me, the most impressive thing that da Vinci did was to write using mirror script because I think that would be really difficult to do, especially when you see how clear the handwriting is in his notebook.



Homework

Workbook page 33

## Grammar in context 2 p50

### Using articles; expressing ability in the past, present and future

#### Warmer

Write these film titles on the board: *Star Wars: New Hope*, *Lion King*, *Captain Marvel*.

Ask the class if *a* or *the* are missing in any of the film titles. Students then prepare their own article quiz for a partner.

#### Answers

*Star Wars: A New Hope, The Lion King, Captain Marvel* (no article)

- Read sentences 1–6 out loud. After each sentence, ask a question about how articles are used in it. For example, after sentence 1, ask: *Why do we use the and not a?* (*We always use the before superlative adjectives.*)

- Students do the task in pairs.

#### Answers

**a** a/an, 3 **b** the, 4 **c** no article, 6 **d** no article, 2 **e** the, 5 **f** the, 1

#### Culture exchange

- Before doing the task, ask students if they know who Isaac Newton was and what *alchemy* is. (Alchemy is the practice of trying to change metals into gold. It isn't possible.)

- When checking answers, elicit why each answer is the correct one by matching them with rules in exercise 1.

#### Answers

**a** a (Rule a) **b** the (Rule f) **c** a (Rule a) **d** the (Rule e) **e** – (Rule c) **f** the (Rule e) **g** an (Rule a) **h** a (Rule a) **i** – (Rule d) **j** a (Rule a) **k** an (Rule a) **l** a (Rule a) **m** a (Rule a) **n** – (Rule d) **o** a (Rule a) **p** a (Rule a) **q** the (Rule e)

#### Fast finishers

While students are doing the exercise, write or project these questions on the board:

- What subjects did Newton do research in?*
- What did Newton's Principia do?*
- According to one story, how did Newton discover the idea of gravity?*
- What is now at the National Library in London?*

Ask *Fast finishers* to answer the questions.

#### Possible answers

- mathematics, astronomy and physics
- It provided a new mathematical description of the universe.
- After he saw an apple fall from a tree.
- a statue of Newton

- Ask students which modal verbs can be used to talk about ability in the present and past (*can/can't and could/couldn't*). Ask if students know any other structures to talk about ability.

- Then, ask student to read sentences 1–8 out loud to see if their ideas were included before doing the task.

#### Answers

**a** can; sentence 6 **b** will be able to; sentence 2 **c** to be able to, being able to; sentences 7 and 1 **d** could; sentence 4 **e** was/were able to, managed to, succeeded in; sentence 5 **f** couldn't; sentence 3 **g** could; sentence 8

#### Language notes

Explain to students that we use *were able to/managed to/succeeded in* to refer to one specific occasion in the past, e.g. *The other team was very good but we were able to win.*

Point out that the verb after *succeeded in* is a gerund: We succeeded in scoring a goal.

Tell students that *could* can be used to refer to one specific occasion in the past when it is followed by a verb of the senses: *When I came into the kitchen, I could/was able to smell burning.*

- When checking answers, elicit why each answer is correct and which rule from exercise 3 applies.

#### Answers

- was able to – one specific occasion in the past, (Rule e)
- managed – one specific occasion in the past and *succeeded* isn't followed by *to* + infinitive, (Rule e)
- be able to – infinitive, (Rule c)
- was able to – one specific occasion in the past, (Rule e)
- couldn't – negative form for one special occasion in the past, (Rule f)
- will be able to – ability in the future, (Rule b)
- managed to – one specific occasion in the past, (Rule e)
- could swim – general ability in the past, (Rule d)
- couldn't read – general ability in the past (Rule f)

- Before students do the task, make clear that they should use only one word in each gap. If appropriate for the class, students can work in pairs.

#### Answers

**a** could **b** able **c** to **d** can **e** in **f** couldn't **g** was **h** be **i** will

#### Mixed ability

While students do the task, write or project the following questions on the board:

- How many people could Belzoni carry?*
- What two jobs did Belzoni have in Egypt?*
- Where can you see The Younger Memnon today?*
- What did Belzoni have to do to find the temple at Abu Simbel?*
- What can you see today inside the Pyramid of Khafre?*

Ask more confident students to try to answer the questions without looking at the text.

Less confident students can keep their books open and refer to the text.

#### Answers

- 12 **2** archaeologist and explorer **3** in the British Museum **4** clear away a mountain of sand **5** Belzoni's graffiti in Italian celebrating his discovery

#### Culture notes

In 1803, Belzoni went to England, where he hoped to find work as a hydraulic engineer. To support himself in the meantime, he worked as a strongman. In 1815, Belzoni made a proposal to the ruler of Egypt for a hydraulic engine. His proposal was not accepted. However, Belzoni was later given permission to transport a 2.7-metre statue. *The Younger Memnon* is an Ancient Egyptian statue depicting Pharaoh Ramesses II. Using Belzoni's hydraulics and engineering skills, hundreds of workmen pulled the statue on rollers by ropes to the bank of the Nile. Napoleon's soldiers had tried to remove the statue almost 20 years earlier, but they didn't have the skills to do so.

#### Use it ... don't lose it!

#### 7 SPEAKING

- When students finish sharing their sentences, say: Continue working in pairs, with your books closed. Tell your partner what you can remember about what they said.



Homework

Workbook page 34



Developing speaking p52

Giving presentations 1

Warmer

In groups of three, ask students to list some reasons why people become famous (play sports, social media stars, acting). Ask them if they think that all of the reasons they have given are good reasons for being famous. Then, say: *Discuss who the three most famous people in your country's history are, and why. Get feedback from the different groups, encouraging them to justify their choices.*

1 SPEAKING

- Tell students to brainstorm answers for the question as well as guessing where the people were from and when they lived.
- For possible answers, see the Culture notes.

Culture notes

Rosa Parks (1913–2005) was a US civil rights activist. She resisted racial segregation in Montgomery, Alabama, and refused to give up her bus seat to a white passenger when ordered to do so by the bus driver. She was arrested for civil disobedience, and her acts of defiance led to her becoming an important figure in the civil rights movement.

Alexander Fleming (1881–1955) was a Scottish scientist whose best-known discoveries include penicillin and an enzyme. He discovered penicillin, the world's first generally effective antibiotic, in 1928, and won the Nobel Prize® in Physiology or Medicine in 1945.

Amelia Earhart (1897–1937) was an American pilot and author. She was the first female pilot to fly solo across the Atlantic Ocean. She wrote several books describing her experiences and helped to set up the Ninety-Nines: International Organization of Women Pilots.

William Shakespeare (died 1616) was an English poet and playwright, considered by many to be the greatest writer in the English language. He is thought to have written 39 plays in his lifetime, which have been translated into many languages.

2 SPEAKING

- Give students a few moments to think about this on their own before asking them to compare ideas with a partner. Tell students that they can use some of the ideas they discussed in the Warmer.

3 21

Answers

1 He chose Rosa Parks because she brought about a positive change in society by standing up for the rights of black people.

4 21

- After checking answers, ask why it's important to use sequencing expressions to structure an argument or events in a presentation, for example *first of all, furthermore, etc.* (If students don't use expressions like this, their presentations may be difficult to follow.)

Answers

I'd like to begin by saying ..., I'm going to talk about ..., First of all, Furthermore, It's important to remember that ..., Finally, The point I'm trying to make is ..., In short,

Language note

Explain that it's important to use lively intonation in a presentation to show that you're interested in the topic and to keep your audience interested. Model some of the expressions in the Speaking bank with lively intonation. Then say the same expressions in a dull, boring tone so students can hear the difference.

- Students practise in pairs saying some of the Speaking bank expressions with lively intonation.

5b To help students structure their presentation, write or project the following on the board:

*Short introduction: Who are you going to speak about and why?*

*Long middle section: What did the person do and how did they achieve this?*

*Short conclusion: Why was the person important?*

Practice makes perfect

6a SPEAKING

- If there is time, have each student give their presentation in front of the class as this will make giving a presentation to an examiner seem easier. Alternatively, arrange the students into groups of three or four.
- Encourage students to ask question after each presentation.

6a SPEAKING

- Encourage students to give constructive feedback. In particular, they should give specific advice about how their partner could improve (e.g. look at the audience more, speak more slowly).
- **Exam tip** In this type of speaking task, students have to talk about a topic which could be a question, a title, a text or a photo. There is usually a fixed amount of time to prepare the presentation and to speak.
- Make notes on the topic. Students should try to structure their notes with, for example, an introduction, a main body and a conclusion.
- Students shouldn't look at their notes all the time while speaking. They should look at their audience.
- Students should use intonation to show that they find in the topic interesting and to make the audience interested in what they are saying.
- It's important not to speak too fast. If they speak too quickly, people will not be able to follow them.
- When students don't know a word, they should explain it or use a simpler word.
- Students shouldn't worry if they make a mistake. If it's easy to correct the mistake, do so. If not, just continue.
- Students should try to speak for exactly the right amount of time. The more they practise, the easier this will become.

Developing writing p53

Writing an article 1

Warmer

Ask the class if they have ever seen or met a sportsperson, TV personality, singer or someone who is known for helping others. Elicit who they saw/met, what happened and how they felt afterwards. Ask: *did you get a selfie?* Then, allow the rest of the class to ask questions about the event before the next student tells their story.

1 SPEAKING

- Before students do the task, emphasise that they need to discuss who to invite and justify their reasons.
- Encourage them to use the phrases for expressing opinions in the Writing bank in Unit 3, on page 41 of the Student's Book.

2 Before students do the task, focus attention on the photo of Jürgen Klopp. Ask the class who he is (*a professional football team manager from Germany*) and what they know about him.

- Check the meaning of *he's a live wire* (*he's has lots of energy and is interesting to be with*). Students read the article quickly. Then discuss the question with the class.

Mixed ability

Put students into mixed-ability pairs and ask them to find all the reasons for inviting Jürgen Klopp to the student's school (He's famous for being great fun, as well as being fantastic at motivating and inspiring other and great at building people's self-confidence, he's a great example of fair play and respect and he gives away 1% of his salary) and to rank them from the best reason to the worst reason.

3 Answers

1 D 2 A 3 B 4 C

4 With books closed, brainstorm with the class how we can involve the reader when writing an article. Write any useful ideas on the board.

- Read together the list of techniques in the Writing bank for involving the reader before students do the task.

Possible answers

The student in 2 uses all of the techniques.  
**you, your, we, our:** e.g. *Whether you like football or not ...*  
**direct questions:** e.g. *Have you ever heard of the football manager Jürgen Klopp?*  
**expressions that make a connection with the reader:** e.g. *Just imagine how somebody like that could inspire all of us ...*  
**colourful, descriptive language:** e.g. *Klopp is a very cheerful, friendly, outgoing person ...; He's very knowledgeable ...; he's absolutely brilliant ...*  
**expressions to make your opinion clear:** e.g. *Let me explain why.*

Language notes

Remind students that strong adjectives do not usually take very and that they need special intensifiers, e.g. *absolutely* (brilliant).

+ Extra activity

Write the adjectives below on the board. Ask students if they are *normal* or *extreme adjectives*.

*good, brilliant, fantastic, awesome, interesting, boring, fascinating, bad, awful, terrible*

Now write the adverbs below on the board. Ask the class which adverbs modify normal adjectives and which modify extreme adjectives.

*totally, very, absolutely, rather, completely, extremely, really*

Answers

**Normal adjectives:** *good, interesting, boring, bad*

**Extreme adjectives:** *brilliant, fantastic, awesome, fascinating, awful, terrible*

**Adverbs to modify normal adjectives:** *very, rather, extremely, really*

**Adverbs to modify extreme adjectives:** *totally, absolutely, completely, really*

Practice makes perfect

5a Before students do the task, tell them to plan their essay by writing the topic of each paragraph and the ideas they want to include in their essay beside each one.

5c Students work in small groups to do the task.

- Ask each group who their favourite guest is and write the names on the board. Then have the class vote on who the best guest would be.



## Test yourself p55

### Grammar test

- 1 Answers**  
 1 as hard 2 than 3 the hotter it gets 4 faster 5 as 6 most  
 7 earlier 8 carefully
- 2 Answers**  
 1 I met a friend yesterday in the city centre.  
 2 The most important thing in life is having friends.  
 3 Experts say the government is having problems.  
 4 I like listening to actors and the things they say about life in Hollywood.
- 3 Answers**  
 1 Yesterday the firefighters managed to rescue five people from a burning house.  
 2 They succeeded in climbing the mountain.  
 3 I can speak English.  
 4 I've got tickets so I'll be able to see the match next week.  
 5 I had to go through the window because I couldn't open the door.  
 6 I'd really like to be able to play a musical instrument.  
 7 Yesterday I was able to buy/managed to buy/succeeded in buying/ couldn't buy tickets for the concert!

### Vocabulary test

- 1 Possible answers**  
 1 big-headed 2 extroverted/sociable/outgoing 3 untrustworthy  
 4 narrow-minded 5 insecure 6 quiet 7 tactless
- 2 Answers**  
 1 pain 2 laugh 3 animal 4 mouth 5 spark
- 3 Answers**  
 1 musician 2 improvement 3 confidence 4 education  
 5 darkness 6 creator 7 electrician 8 laziness

### Grammar savvy

- See Grammar savvy, Workbook page 115, for extra practice and revision of the key language from the two *Grammar in context* pages in the unit.

### STEAM

- Direct students to the STEAM section, Workbook pages 104–111, where they are shown how to solve cross-curricular challenges.

## Reading

### 1 SPEAKING

#### Answers

**Sentence:** I haven't flown to Italy for/in over a year.

- I, to Italy, over a year
- The subject and predicate

### 2

#### Answers

- not as/so cold as
- such a lovely beach
- are better at science than
- learning
- disobey

## Speaking

### 4 SPEAKING

- Before students do the task, remind them that they have learnt the grammar for comparing in Unit 4 and that they learnt to compare two photos in Unit 3. Elicit language for comparing two photos. Write any helpful suggestions on the board and add your own if necessary. Possible ideas:  
*comparative adjectives + than*  
*(not) as ... as*  
*less ... than*  
*Photo A shows ... whereas/while photo B shows ...*  
*... on the one hand, ... on the other hand*
- Then, elicit possible expressions for giving and justifying opinions and justifying. For example:  
**Giving opinions:** *I think/In my opinion,/It seems to me that*  
**Justifying opinions:** *This is because ..., The reason I say this is ...*
- If you wish, go to page 145 to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook pages 102–103 s 95, 102 and 103 for more information and practice of these First for Schools tasks.

## A genius from your country

### 1 SPEAKING

- If students are having problems remembering much about the Culture exchange text, write the following prompts on the board: *astronomer, mathematician, the Principia, story about the apple, mercury*.
- Get feedback after students have discussed in groups.

### 2 SPEAKING

- While students read the Project task, write on the board: *Who are you doing your project for? What is the aim of the project? Who are you going to do your project about?*
- Organise the class into groups of three or four. Try to ensure students work in different groups from the previous Collaborative project.
- After students read the Research areas, ask them to discuss, in their groups, some possible geniuses they could choose. When they have a shortlist of candidates, they can vote on which person to investigate.
- Elicit that to make this decision groups should consider the content of their project, who the project is for and the skills the people in their group have.
- Ask individuals to read aloud the tips and discuss them with the class.
- After reading the Digital skills section, ask the class to discuss in their groups: What kind of websites do you think you will need to use in your project?
- After reading the Collaboration section, ask groups to discuss: What is the difference between constructive and negative criticism? How are you going to ensure that people give feedback on other people's work in a constructive way? Then ask the groups to share their ideas.
- After reading the Intercultural awareness section, ask the class: *Is it a problem if the person you choose is not very well known in other countries?*
- 4 SPEAKING**  
 Establish a final deadline for the projects. Emphasise that students need to carefully plan the different stages of doing their project so that it is ready on time.
- Direct students to Collaborative project plan 2 in the Workbook, page 123, to record their notes and help them prepare for the project.
- When students present their projects, allow those groups who have chosen to do a presentation more time to speak and to show any visuals they have prepared.
- 5** Direct students to the Collaborative project evaluation guide in the Workbook, page 127, to help them evaluate their own and other groups' projects.

## Virtual Classroom Exchange

- Connect with teachers and students in other countries and encourage students to present their projects to each other.

## Listening

7  ES1

## Answers

- 1 B – *It's my first time playing in public like this, so I am really nervous.*
- 2 B – *... what I'm looking forward to is branching out on my own. And it's easy to do that as a designer once you've built up the contacts.*
- 3 A – *... it needs to move to retain its profits.*
- 4 B – *... it gave me the chance to achieve something with a group of really interesting people and that was what I personally wanted to get out of it.*
- 5 A – *... you're not concentrating in class and you spend a lot of time chatting.*
- 6 C – *... we could have had more excursions though as we had to stay in the camp the whole time.*
- 7 C – *... if you do want to see these places you need to go before they are destroyed forever by our changing climate.*
- 8 B – *... the training takes years, so you'd never get sent out on a job if they didn't think you could do it.*

## Writing

8 Before students do the task, write or project on the board:

- a *How many words do you need to write?*
- b *What is the topic of the essay?*
- c *What three points must you include?*

- Elicit the answers from the class (**a** 140–190 words, **b** *Some people think it's not important for everyone to go to university. Do you agree?* **c** getting a good education; learning as you work; your own idea).
- Ask students to outline a good paragraph plan for this essay. Elicit the following:
- Paragraph 1: introduce the topic and possibly state your opinion
- Paragraph 2: getting a good education
- Paragraph 3: learning as you work
- Paragraph 4: another idea
- Paragraph 5: conclusion

9  SPEAKING

- Emphasise that students should try and help their partner to improve their essay in a constructive manner. They shouldn't give negative feedback.

## Listening

6  ES2

## Answers

- a** employers **b** material **c** conscious **d** ridiculous stories  
**e** basic maths **f** (human) behaviour **g** evidence **h** extreme  
**i** facts **j** decision

## Writing

8 Before students do the task, brainstorm with the class what they should do when writing an opinion essay.

- Always give reasons for their opinions.
- Use of expressions of opinions (*In my opinion, I believe that, etc.*) and connectors of sequence (*Firstly, In addition, etc.*).
- Start with an introduction, end with a conclusion, and develop one argument in each of the main paragraphs.
- Make sure that their conclusion agrees with what they have written and doesn't introduce new or surprising information.

9  SPEAKING

- Encourage students to give constructive feedback by pointing out anything that has been done well, including the correct use of grammar and vocabulary from these two units.