

# PERSPECTIVES

PRE-INTERMEDIATE



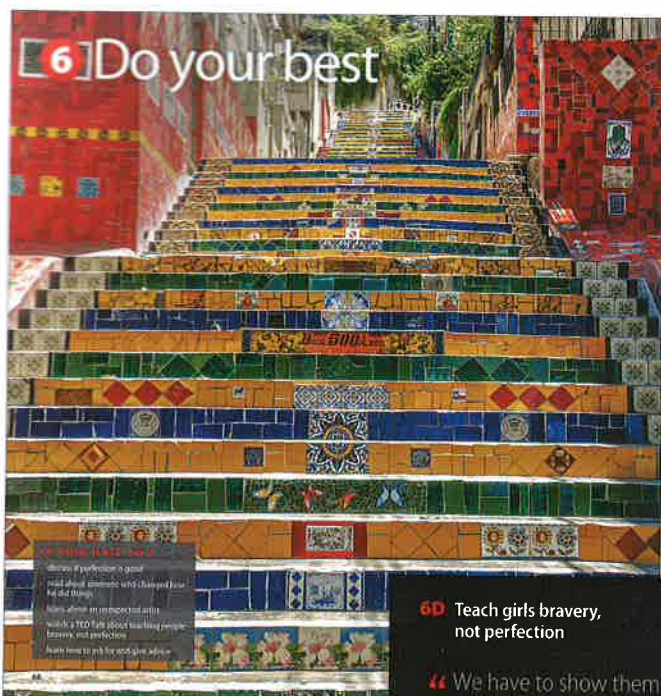
# WELCOME TO PERSPECTIVES!

Perspectives teaches learners to think critically and to develop the language skills they need to find their own voice in English. The carefully guided language lessons, real-world stories and TED Talks motivate learners to think creatively and communicate effectively.

In Perspectives, learners develop:

## • AN OPEN MIND

Every unit explores one idea from different perspectives, giving learners opportunities for practising language as they look at the world in new ways.



### 6A The best I can be

**VOCABULARY** Goals and expectations

1 Look at the photo. Many of the tiles used are broken or come from people's rubbish. Do you still think the stairs are beautiful?

2 Match the words in bold in (1) with the correct definitions (a-g).

1. I have felt that the job I have been doing is not what I want to do.  
- I don't like it.
2. The project is a success, but the work is not what I want to do.  
- I don't like it.
3. I have no fear of perfection; you'll never reach it! - I like it.
4. I have no fear of perfection; you'll never reach it! - I like it.
5. I have no fear of perfection; you'll never reach it! - I like it.
6. I have no fear of perfection; you'll never reach it! - I like it.
7. I have no fear of perfection; you'll never reach it! - I like it.

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15. I have no fear of perfection; you'll never reach it! - I like it.
16. I have no fear of perfection; you'll never reach it! - I like it.
17. I have no fear of perfection; you'll never reach it! - I like it.
18. I have no fear of perfection; you'll never reach it! - I like it.
19. I have no fear of perfection; you'll never reach it! - I like it.
20. I have no fear of perfection; you'll never reach it! - I like it.

6B PERSPECTIVE

### 6D Teach girls bravery, not perfection

"We have to show them that they will be loved and accepted not for being perfect but for being courageous."

RESHMA SAUJANI

Reshma Saujani is the author of the book 'Brave Not Perfect'.

#### AUTHENTIC LISTENING SKILLS

**Context**  
A context is where a speaker shares their own ideas, facts, or emotions. It is often shared in a personal way, but it can also be shared in a professional way. A speaker may share their own ideas, facts, or emotions in a personal way, but it can also be shared in a professional way.

1 Read the Authentic Listening Skills box. Match the connecting ideas in the extracts from the TED Talk.

1. She said that she was not a perfect person.
2. She said that she was not a perfect person.
3. She said that she was not a perfect person.
4. She said that she was not a perfect person.
5. She said that she was not a perfect person.
6. She said that she was not a perfect person.
7. She said that she was not a perfect person.
8. She said that she was not a perfect person.
9. She said that she was not a perfect person.
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15. She said that she was not a perfect person.
16. She said that she was not a perfect person.
17. She said that she was not a perfect person.
18. She said that she was not a perfect person.
19. She said that she was not a perfect person.
20. She said that she was not a perfect person.

2 Listen to the extracts and check your answers to Exercise 1. (5 minutes)

#### WATCH

1 Watch Part 1 of the talk. Choose the question below you watch the talk.

1. What does Reshma mean by 'brave not perfect'?
2. What does Reshma mean by 'brave not perfect'?
3. What does Reshma mean by 'brave not perfect'?
4. What does Reshma mean by 'brave not perfect'?
5. What does Reshma mean by 'brave not perfect'?
6. What does Reshma mean by 'brave not perfect'?
7. What does Reshma mean by 'brave not perfect'?
8. What does Reshma mean by 'brave not perfect'?
9. What does Reshma mean by 'brave not perfect'?
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14. What does Reshma mean by 'brave not perfect'?
15. What does Reshma mean by 'brave not perfect'?
16. What does Reshma mean by 'brave not perfect'?
17. What does Reshma mean by 'brave not perfect'?
18. What does Reshma mean by 'brave not perfect'?
19. What does Reshma mean by 'brave not perfect'?
20. What does Reshma mean by 'brave not perfect'?

2 Watch Part 2 of the talk. Choose the correct option to complete each sentence. (10 minutes)

1. Reshma says that the most important thing is to be brave.
2. Reshma says that the most important thing is to be brave.
3. Reshma says that the most important thing is to be brave.
4. Reshma says that the most important thing is to be brave.
5. Reshma says that the most important thing is to be brave.
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16. Reshma says that the most important thing is to be brave.
17. Reshma says that the most important thing is to be brave.
18. Reshma says that the most important thing is to be brave.
19. Reshma says that the most important thing is to be brave.
20. Reshma says that the most important thing is to be brave.

3 Watch Part 2 of the talk. Answer the questions. (10 minutes)

1. What does Reshma mean by 'brave not perfect'?
2. What does Reshma mean by 'brave not perfect'?
3. What does Reshma mean by 'brave not perfect'?
4. What does Reshma mean by 'brave not perfect'?
5. What does Reshma mean by 'brave not perfect'?
6. What does Reshma mean by 'brave not perfect'?
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8. What does Reshma mean by 'brave not perfect'?
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14. What does Reshma mean by 'brave not perfect'?
15. What does Reshma mean by 'brave not perfect'?
16. What does Reshma mean by 'brave not perfect'?
17. What does Reshma mean by 'brave not perfect'?
18. What does Reshma mean by 'brave not perfect'?
19. What does Reshma mean by 'brave not perfect'?
20. What does Reshma mean by 'brave not perfect'?

4 Watch the clips from the TED Talk. Choose the closest meaning of the words. (10 minutes)

1. I think it's a time when you feel like you're not perfect.
2. I think it's a time when you feel like you're not perfect.
3. I think it's a time when you feel like you're not perfect.
4. I think it's a time when you feel like you're not perfect.
5. I think it's a time when you feel like you're not perfect.
6. I think it's a time when you feel like you're not perfect.
7. I think it's a time when you feel like you're not perfect.
8. I think it's a time when you feel like you're not perfect.
9. I think it's a time when you feel like you're not perfect.
10. I think it's a time when you feel like you're not perfect.
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16. I think it's a time when you feel like you're not perfect.
17. I think it's a time when you feel like you're not perfect.
18. I think it's a time when you feel like you're not perfect.
19. I think it's a time when you feel like you're not perfect.
20. I think it's a time when you feel like you're not perfect.

5 Think of something you've learned to do - speak a language, play a musical instrument, play a sport or something else like this.

1. What was the first time you learned to do it?
2. What was the first time you learned to do it?
3. What was the first time you learned to do it?
4. What was the first time you learned to do it?
5. What was the first time you learned to do it?
6. What was the first time you learned to do it?
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17. What was the first time you learned to do it?
18. What was the first time you learned to do it?
19. What was the first time you learned to do it?
20. What was the first time you learned to do it?

6 Work in small groups. Discuss your activity from Exercise 5.

#### CHALLENGE

1. Work in groups. Discuss the questions.
2. Work in groups. Discuss the questions.
3. Work in groups. Discuss the questions.
4. Work in groups. Discuss the questions.
5. Work in groups. Discuss the questions.
6. Work in groups. Discuss the questions.
7. Work in groups. Discuss the questions.
8. Work in groups. Discuss the questions.
9. Work in groups. Discuss the questions.
10. Work in groups. Discuss the questions.
11. Work in groups. Discuss the questions.
12. Work in groups. Discuss the questions.
13. Work in groups. Discuss the questions.
14. Work in groups. Discuss the questions.
15. Work in groups. Discuss the questions.
16. Work in groups. Discuss the questions.
17. Work in groups. Discuss the questions.
18. Work in groups. Discuss the questions.
19. Work in groups. Discuss the questions.
20. Work in groups. Discuss the questions.

● A CRITICAL EYE

Students learn the critical thinking skills and strategies they need to evaluate new information and develop their own opinions and ideas to share.

**88 Finding new ways**

**Not so fast**

W

...the world's most dangerous...

...the world's most dangerous...

...the world's most dangerous...

**CRITICAL THINKING: Making inferences**

1. Read the text and make inferences about the author's purpose. Write your answers in the spaces provided.

2. Read the text and make inferences about the author's purpose. Write your answers in the spaces provided.

3. Read the text and make inferences about the author's purpose. Write your answers in the spaces provided.

**READING**

1. Read the text and make inferences about the author's purpose. Write your answers in the spaces provided.

2. Read the text and make inferences about the author's purpose. Write your answers in the spaces provided.

3. Read the text and make inferences about the author's purpose. Write your answers in the spaces provided.

**VOCABULARY BUILDING: Inferring prefixes**

1. Read the text and make inferences about the author's purpose. Write your answers in the spaces provided.

2. Read the text and make inferences about the author's purpose. Write your answers in the spaces provided.

3. Read the text and make inferences about the author's purpose. Write your answers in the spaces provided.

● A CLEAR VOICE

Students respond to the unit theme and express their own ideas confidently in English.

**6E Giving advice**

**WRITING: An advice blog**

1. Write a post about the questions.

2. Write a post about the questions.

3. Write a post about the questions.

**6E Giving advice**

**WRITING: An advice blog**

1. Write a post about the questions.

2. Write a post about the questions.

3. Write a post about the questions.

**6E Giving advice**

**WRITING: An advice blog**

1. Write a post about the questions.

2. Write a post about the questions.

3. Write a post about the questions.



# CONTENTS

UNIT	VOCABULARY	LISTENING	GRAMMAR	READING
 <b>1 Who are you?</b> Pages 8–19	Personality <b>Vocabulary building</b> Adjective complements	A conversation where students greet each other and discuss their interests	Present simple and present continuous <b>Pronunciation</b> -s verb endings	It's written all over your face Tip: Previewing
 <b>2 Where the heart is</b> Pages 20–31	Describing where you live <b>Vocabulary building</b> Suffix -ion	A news report about a special city	Past simple <b>Pronunciation</b> /st/ and /zd/ in used	All the comforts of home Tip: skimming <b>Pronunciation</b> Word stress <b>Critical thinking</b> Analyze fact and opinion
 <b>3 Health and happiness</b> Pages 32–43	Being well <b>Vocabulary building</b> Synonyms	A lecture about 'whole-person' healthcare	Quantifiers, <i>how much / many?</i> <b>Pronunciation</b> Contrastive stress	Feeling no pain Tip: identifying the time and order of events <b>Critical thinking</b> Making ideas clear
 <b>4 Learning</b> Pages 44–55	Education <b>Vocabulary building</b> Suffixes -ful and -less	A conversation about a school project where students videoconference with other students around the world	Comparatives and superlatives <b>Pronunciation</b> Linking and elision	Nothing's impossible Tip: scanning <b>Pronunciation</b> Adjective stress <b>Critical thinking</b> Analyzing quotations
 <b>5 Family and friends</b> Pages 56–67	How's it going? <b>Vocabulary building</b> Suffix -al	A news show about how people greet each other around the world	Present perfect and past simple <b>Pronunciation</b> Past form verb endings	From child to adult – in one day



**FRANK WARREN**

Frank Warren's idea worth spreading is that sharing secrets can help us connect with others and know ourselves better.

**Authentic listening skills**

Word stress

**Critical thinking**

Identifying the main idea

Talking about  
likes and  
dislikes

A woman with dark hair, wearing a black long-sleeved dress, stands with her hands clasped in front of her. She is looking towards the camera. The background is a large, textured wall with a warm, orange-brown glow, possibly from a large window or a light installation. The lighting is dramatic, highlighting the woman's face and the texture of the wall.

**Authentic listening skills**  
Listening for gist

## Giving reasons

Latif Nasser's idea worth spreading is that pain is a testament to a fully lived life, an essential part of the human experience that all of us – including doctors – must acknowledge and deal with.

Giving  
options,  
disagreeing  
and conceding  
a point

**Writing skill** Organizing points in an essay

A man with short brown hair, wearing a blue jacket over a white shirt, is holding a small orange box with a blue logo. He is looking down at the box. The background is dark and out of focus.

Joachim de Posada's idea worth spreading is that children who pass the 'marshmallow test' could potentially be more successful in life since the results show signs of patience and self-discipline.

## Asking about

expressions






Sophie Scott's idea worth spreading is that laughter is an ancient behaviour that we use to benefit ourselves and others in complex and surprising ways.

**SOPHIE SCOTT**

Talking about availability, accepting and saying *no* to an invitation

**Writing skill** Politely making and replying to invitations

# CONTENTS

UNIT	VOCABULARY	LISTENING	GRAMMAR	READING
 <b>6 Do your best</b> Pages 68–79	Goals and expectations <b>Vocabulary building</b> Negative prefixes	A radio show about two shops with different takes on 'perfection'	Modal verbs: obligation, prohibition, permission, advice <b>Pronunciation</b> Reduced <i>have to</i> and <i>has to</i>	Not so fast Tip: recognizing cause and effect <b>Critical thinking</b> Making inferences
 <b>7 Tell me what you eat</b> Pages 80–91	Food, drink and flavours <b>Vocabulary building</b> Suffixes	A conversation where students discuss classroom projects: the future of food and unexpected food facts <b>Pronunciation</b> Minimal pairs	Predictions and arrangements: <i>will, might, going to</i> , present continuous	The most important farmers Tip: identifying the main idea
 <b>8 Buyer's choice</b> Pages 92–103	A product's life <b>Vocabulary building</b> Compound nouns	A fashion podcast about a clothing company that cares	Second conditional	Saving the surf <b>Pronunciation</b> Compound noun stress Tip: cohesion <b>Critical thinking</b> Identifying supporting information
 <b>9 All in a day's work</b> Pages 104–115	Jobs <b>Vocabulary building</b> Dependent prepositions	A conversation about an explorer's career and what students want to do in life	Past perfect	Does school prepare you for the world of work? Tip: understanding different points of view <b>Critical thinking</b> Identifying tone
 <b>10 Remote control</b> Pages 116–127	Technology <b>Vocabulary building</b> Word families	A lecture about the history of communication technology	The passive <b>Pronunciation</b> Stress in passive verbs	Playing against computers that learn Tip: 'chunking' <b>Critical thinking</b> Counterarguments



GRAMMAR		Zero conditional	<b>Pronunciation</b> Conditional intonation	 <b>Teach girls bravery, not perfection</b>	 <b>The global food waste scandal</b>	First conditional	 <b>Our campaign to ban plastic bags in Bali</b>		Defining relative clauses	 <b>The surprising thing I learned sailing solo around the world</b>	Reported speech	 <b>How to control someone else's arm with your brain</b>	The passive with by + agent
SPEAKING		Giving advice	Giving advice	<b>RESHMA SAUJANI</b> Reshma Saujani's idea worth spreading is that we should teach girls, and all children, that we succeed not by aiming for perfection, but by knowing that we all make mistakes and being brave enough to try anyway. <b>Authentic listening skills</b> Contrast	<b>TRISTRAM STUART</b> Tristram Stuart's idea worth spreading is that good, fresh food is being wasted on a colossal scale – and that we have the power to stop this tragic waste of resources. <b>Authentic listening skills</b> Prediction <b>Critical thinking</b> Supporting evidence	Planning a meal: making suggestions, describing food, and making decisions	A restaurant review <b>Writing skill</b> Writing a review	How to persuade	<b>MELATI AND ISABEL WISEN</b> The Wisens' idea worth spreading is that when kids apply their energy and perseverance to improve the world, they can bring about amazing changes. <b>Authentic listening skills</b> Content words <b>Critical thinking</b> A speaker's authority	Talking about careers, skills and interests <b>Pronunciation</b> Wh- question intonation	Talking about pros and cons: looking at two sides in an argument	<b>GREG GAGE</b> Greg Gage's idea worth spreading is that we can use DIY neuroscience equipment to help more people understand and participate in brain science. <b>Authentic listening skills</b> Reduced forms <b>Critical thinking</b> Analyze how a message is delivered	A formal letter of suggestion <b>Writing skill</b> Writing politely
WRITING		An advice blog	Giving advice	<b>Writing skill</b> Giving advice	A persuasive blog post <b>Writing skill</b> Using persuasive language	A persuasive blog post	Our campaign to ban plastic bags in Bali	Defining relative clauses	The surprising thing I learned sailing solo around the world	Reported speech	The passive with by + agent	A formal letter of suggestion <b>Writing skill</b> Writing politely	



# 1 Who are you?

Marta (main photo) and Emma (inset photo) are twins. Twins can have the same eyes and the same colour hair, but one may be shy, while the other loves meeting new people.

## IN THIS UNIT YOU

- learn about occupations, interests and descriptions
- talk about yourself and others
- read about how people show emotions
- watch a TED Talk about people's secrets
- speak and write about what you like to do



# 1A He's really into music

## VOCABULARY Personality

### 1 MY PERSPECTIVE

Work in pairs. Discuss the questions.

1 Look at the photo and read the caption. Are you like any members of your family?

2 Circle two or three of these words to describe yourself.

cool	friendly	funny	happy	honest	intelligent
kind	loud	nasty	nice	popular	shy

3 Think of two or three words that other people might use to describe you. Were your answers to questions 2 and 3 the same or different? Why?

2 Match the pairs of words that have a similar meaning. Use a dictionary if necessary. Then think of someone you know that you can describe with each pair of words.

- |            |               |
|------------|---------------|
| 1 smart    | a relaxed     |
| 2 calm     | b nice        |
| 3 helpful  | c intelligent |
| 4 cheerful | d kind        |

3 Choose the correct option to complete each sentence.

- 1 I'm active / lazy at the weekend. I usually do some sport and go out with my friends.  
2 He's confident / nervous about giving presentations because he doesn't like making mistakes.  
3 She's very sociable / shy and has a lot of friends.  
4 Our coach is serious / easy-going and lets us listen to music before basketball practice.  
5 Kenji is very hard-working / talented. He isn't the best, but he really wants to succeed.  
6 Luis is really loud / quiet. You always know when he's in a room!  
7 Maria's very honest / funny – she always makes her classmates laugh.  
8 Samir usually helps his little sister with her homework. He's very nasty / kind.

4 Work in pairs. Take turns to describe people in your class, but don't say their names. Can your partner guess who you're talking about?

*She's calm, helpful and cheerful.  
Is it Li?  
No. She's also very active – but a little bit shy.  
Oh, is it Ana?*

5 Work in pairs. Think of a famous person together. Then, working separately, each make a list of words to describe this person. Use a dictionary if necessary. Then compare your lists. Did you use any of the same words? Do you agree with your partner's description? Why? / Why not?


6 Work with the same partner. Make one list for your person using all the words you agree on. Read your list from Exercise 5 to the class. Can the class guess your person?



## LISTENING


7 Look at the picture and caption. Answer the questions.

- 1 What do you think DJ Spooky means by 'We're all nature'?
  - a We are made of trees.
  - b We are part of the planet.
  - c We are animals.
- 2 What type of music do you think DJ Spooky makes?
  - a hip-hop
  - b classical
  - c rock
- 3 What types of music do you enjoy? Hip-hop? Rock? Pop? Jazz? Some other kind?

8 Listen to the conversation between two students meeting for the first time at a party. Write B (Bruno) or A (Anna).  2

Who ...

- 1 listens to the school radio station?
- 2 listens to DJ Spooky?
- 3 plays an instrument?
- 4 plays sports?
- 5 is looking for new music?

9 Are the sentences true (T), false (F), or is the information not given (NG)? Listen again to check your answers.  2

- 1 Bruno and Anna like the music at the party.
- 2 Bruno and Anna both like hip-hop and rock.
- 3 Anna plays the guitar.
- 4 DJ Spooky mixes many styles of music.
- 5 DJ Spooky has a serious personality.
- 6 Anna likes DJ Spooky's music.

10 Work in pairs. Practise asking and answering questions about interests.

*Are you into music / sports / books?*

*Yes, I am. / No, not really.*

*What kind of music / sports / books do you like?*

*I'm into rock / baseball / science fiction.*

## GRAMMAR Present simple and present continuous

11 Look at the sentences in the Grammar box. Underline the verb in each one.

### Present simple and present continuous

#### Present simple

*They play really good music.*

*I play the guitar – a little bit.*

#### Present continuous

*They're playing really good music.*

*I'm looking for some new music to listen to.*

12 Answer the questions about the sentences in the Grammar box.

- 1 Which tense describes an activity happening now or around now?
- 2 Which tense describes something that happens regularly or all the time?
- 3 How do we form the present continuous?

Check your answers on page 128. Do Exercises 1–4.

13 Complete the information about DJ Spooky. Use the present simple of the verbs in brackets.

DJ Spooky's real name (1) \_\_\_\_\_ (be) Paul D Miller. He (2) \_\_\_\_\_ (live) in New York but he (3) \_\_\_\_\_ (have) fans all over the world. They (4) \_\_\_\_\_ (love) his shows – especially the way he (5) \_\_\_\_\_ (use) music and pictures together. 'I (6) \_\_\_\_\_ (like) to think of music not just as music, but as information,' he says. 'Art and music and science and technology (7) \_\_\_\_\_ (not be) separate things.' At his concerts, people (8) \_\_\_\_\_ (hear) music, (9) \_\_\_\_\_ (see) pictures of the natural world, and most of all, (10) \_\_\_\_\_ (learn).





14 Complete the short conversations with the -ing form

of these verbs.

do	enjoy	live	play	read
sit	stay	study	take	wait

1 A: What are you \_\_\_\_\_ out there?  
B: We're \_\_\_\_\_ tennis, but we can't find the ball.

2 A: Why are you \_\_\_\_\_ in your room?  
B: I'm \_\_\_\_\_ for a friend to call, but she's late.

3 A: Is your brother \_\_\_\_\_ a new language  
at college?  
B: No, he isn't \_\_\_\_\_ languages any more.

4 A: I'm \_\_\_\_\_ a book by a Chilean author at  
the moment.  
B: Oh, are you \_\_\_\_\_ it?  
A: Is your sister still \_\_\_\_\_ with her friends near  
the college?  
B: No, she isn't. She's \_\_\_\_\_ in one of the  
college rooms now. It's much better.

15 Complete the sentences with the present simple or present continuous of the verbs in brackets.

- 1 My sister usually \_\_\_\_\_ (watch) TV at night.
- 2 David \_\_\_\_\_ (be) from Mexico City.
- 3 Marta isn't here because she \_\_\_\_\_ (study) in  
the library.
- 4 Our football team \_\_\_\_\_ (practise) on Saturdays.
- 5 Be quiet, please. I \_\_\_\_\_ (try) to use the phone.
- 6 Mum \_\_\_\_\_ (make) a chocolate cake. It smells  
fantastic!
- 7 Fatima's bringing her guitar this evening. She  
\_\_\_\_\_ (play) really well.
- 8 We want to go to the park, but it \_\_\_\_\_ (rain)  
too heavily.

18 MY PERSPECTIVE

b Listen again to check your answers.

/s/ works,  
/z/ sings,  
/ɪz/ dances,

goes	likes	listens	plays	practises
uses	wants	watches	writes	

There are three ways to pronounce -s at the end of a verb:  
/s/ as in gets, /z/ as in sings, or /ɪz/ as in washes.

17 PRONUNCIATION -s verb endings

- A: What (1) \_\_\_\_\_ you \_\_\_\_\_ right now?  
B: I (2) \_\_\_\_\_ to Ella's house.  
A: Who (3) \_\_\_\_\_ Ella?  
B: She (4) \_\_\_\_\_ a friend from my basketball  
team. We (5) \_\_\_\_\_ basketball after school on  
Tuesdays. (6) \_\_\_\_\_ you \_\_\_\_\_ to come?  
A: Sorry, I can't. I (7) \_\_\_\_\_ for Tony because we  
(8) \_\_\_\_\_ together on a science project.

16 Complete the conversation with the present simple or present continuous of the verbs.

be	do	go	play	wait	want	work
----	----	----	------	------	------	------

Work in pairs. Find five things that you like and five  
different things that your partner likes. Make sentences  
about them to share with the class. Use these verbs or  
your own ideas.

- like (music, sports, books)
- play (guitar, video games)
- watch (TV shows, films)
- go (to the park, shopping)
- want (a pet, a new phone)

*She plays the guitar, but I play the piano.*

National Geographic Explorer DJ Spooky uses music and  
art to make people think about the environment and the  
world around them. He says, 'We're all nature.'

# 1B How are you feeling?

## VOCABULARY BUILDING Adjective complements

Complements follow verbs like *be*, *become*, *look* and *seem*. They are usually adjectives and we often use them to describe emotions.

*She looks nervous. I'm bored. You seem angry.*

- 1 Look at the table and choose the best words to complete the sentences.

Start to experience an emotion: <i>become / get</i>	<i>afraid</i>	<i>angry</i>
Experience an emotion: <i>feel / be</i>	<i>bored</i>	<i>excited</i>
Appear to experience an emotion: <i>look / seem</i>	<i>frightened</i>	<i>nervous</i>
	<i>upset</i>	<i>worried</i>

- Are you \_\_\_\_\_? Don't worry. The test won't be that bad.
- I'm getting \_\_\_\_\_ about my holiday next week.
- They feel \_\_\_\_\_ about their exams next month.
- Dan \_\_\_\_\_ upset about something, but I don't know what the problem is.
- The teacher \_\_\_\_\_ angry when everyone was late.
- You \_\_\_\_\_ nervous about the test, but I'm sure you'll do well.

- 2 Work in pairs. Pick three of the emotions in Exercise 1. Tell a partner about a time you felt each one.

## READING

- 3 Read about previewing a text. Preview the article and answer the questions.

Before you read a text, preview it. This will help you understand what it's about before you read it carefully.

- Look at the title. What is the text probably about?
- Look at any pictures. What do they tell you about the text?
- Read the first and last paragraph. What are the main ideas?

- 4 Read the article. Match each paragraph with one of the ideas (a–e).

- There are four types of feelings.
- Animals experience emotions.
- Some animals understand human feelings.
- Seeing people is an important part of communication.
- Humans experience many different feelings.

- 5 Read the article again. Choose the correct option to complete each sentence.

- Recent scientific research \_\_\_\_\_ the idea that we experience many very different feelings.  
a proves      b disagrees with  
c says nothing about
- According to researchers, feeling nervous is basically the same as being  
a sad.      b angry.      c afraid.
- People everywhere show their emotions  
a on their face.      b in their voice.  
c through their words.
- Researchers found that horses recognize \_\_\_\_\_ emotions on people's faces.  
a four      b three      c two
- Horses understand people's feelings because  
a horses' brains are like people's brains.  
b they work closely with people.  
c people teach them to understand.
- Carl Safina believes that human and animal emotions are  
a very different.      b similar.  
c impossible to compare.
- According to the article, animals \_\_\_\_\_ with each other.  
a share their emotions  
b communicate in 'animal language'  
c often feel angry
- Understanding feelings helps us  
a stop feeling angry.  
b control animals.  
c communicate.

- 6 Which of these statements is true, according to the article? Underline the information that explains your answer.

- Some animals can understand human language.
- Email isn't a good way to discuss important things.
- We should try to hide our feelings from animals.

## 7 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- What did you learn from the article?
- Did the article change your thinking about animals and emotions?
- Do you think it's true that we should have some discussions face to face? Why? Give examples.



**whale** a large sea mammal that breathes through the top of its head  
**seal** a sea mammal with thick fur and flippers

55 conversation – or at least a video chat.

something important, try to have a face-to-face they don't tell us. So, when you need to talk about other people are thinking or feeling, even when communication easier, or sometimes to know what obvious to us. We can use this information to make 50 exactly how they feel, and these feelings are often so important that people's faces usually tell others Understanding feelings is important. In fact, it's

#### Face time

45 animals who don't feel fear don't live for very long. animals to survive. For example, research shows that family member dies. Scientists say that emotions help their friends and become very sad when a friend or seal" from danger, and says that elephants love meeting 40 animals. He tells the story of a whale who rescued a their feelings and understand the feelings of other explains that dogs, elephants and even whales" show *Beyond Words: What Animals Think and Feel*, Safina They relax when things are good," he says. In his book 35 "They play. They act frightened when there's danger. experience many of the same feelings people have. Animal expert Carl Safina believes that other animals It's not just horses that recognize human emotions.

#### What do animals feel?

30 recognize other feelings, too? The research continues. want to know more. Can we expect animals to to avoid angry people whenever possible. Scientists They enjoy being with happy people. They also learn live and work closely with humans in many places. 25 the faces of strangers. This makes sense because horses

Our faces show our feelings so clearly that even some animals know how we feel. Scientists at the University of Essex in the UK say that horses can identify happy or angry faces and can even recognize these feelings on

#### Not just for humans



### THE FOUR BASIC FEELINGS

Try it! Look at the pictures and match each one with a basic feeling – sad, happy, angry, afraid.

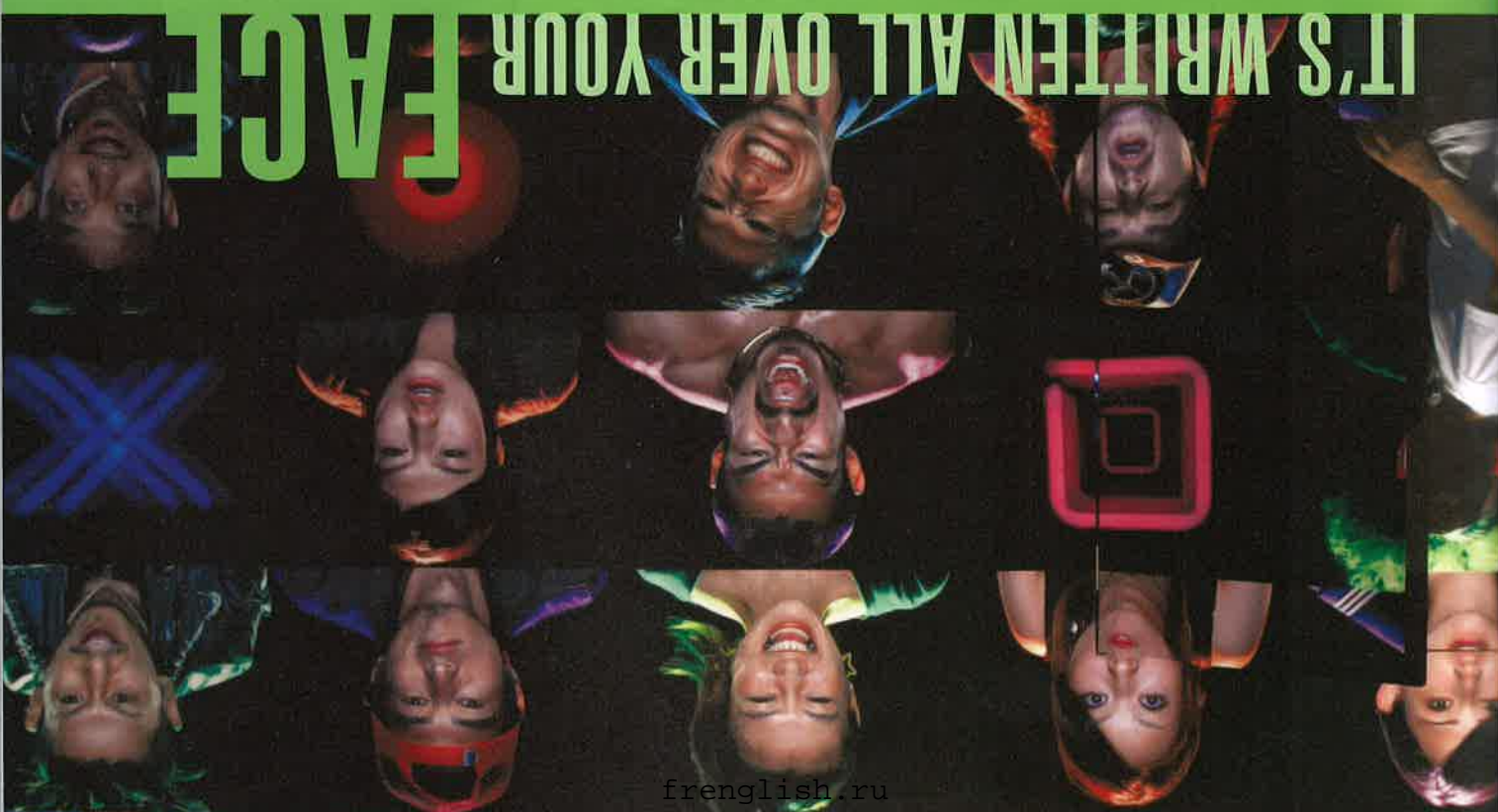
the feelings on the face of a cartoon. fact, we're so good at it, we can easily understand feelings in the faces of the people around them. In say that people all over the world can see these 35 bored or lonely, that's sadness. Many scientists also you're relaxed or excited, that's happiness. If you're four. So if you feel worried or nervous, that's fear. If feelings we describe are really part of one of the other feelings: sad, happy, angry and afraid. All of the other 40 Scotland say that people only experience four basic A group of scientists at the University of Glasgow in Basic feelings

be completely true.

3 recent scientific research actually says this might not things, so feelings can seem very complicated. But lonely... the list goes on. We feel so many different answers are there? Interested, nervous, relaxed, angry. Excited? Bored? Worried? Upset? How many possible

#### 4 How are you feeling right now?

# IT'S WRITTEN ALL OVER YOUR FACE







Two friends talking on a bridge in Johor, Malaysia.

# 1C I expect my friends to understand

**GRAMMAR** Verb patterns: verb + *-ing* or infinitive with *to*

**1** Work in pairs. Discuss the following.

- Name two or three things you love doing.
- Name two or three things you hate doing.

**2** Look at the Grammar box. Underline the first verb in each sentence. Circle the verb that follows it.

## Verbs + *-ing* or infinitive with *to*

*They enjoy being with happy people.*

*They also learn to avoid angry people whenever possible.*

*Scientists want to know more.*

*Elephants love meeting their friends.*

**3** Look again at the sentences in the Grammar box. Complete the table with the underlined verbs.

### Verbs followed by ...

the *-ing* form

*to* + infinitive

*enjoy*

Check your answers on page 128. Do Exercises 5–7.

**4** Choose the correct option to complete each sentence. Are any of the sentences true for you?

- 1 I suggest *talking* / *to talk* to someone when you feel lonely.
- 2 Whenever I feel happy, I want *sharing* / *to share* it with my friends!
- 3 I always manage *making* / *to make* myself feel better when I discuss my problems with someone.
- 4 I can't help *feeling* / *to feel* closer to my friends when I share how I feel with them.
- 5 My friends and I don't mind *telling* / *to tell* each other about our feelings. It's free entertainment!

**5** Complete the text with the verb + *-ing* or the infinitive with *to*. Sometimes both options are possible.

We can't help (1) \_\_\_\_\_ (smile) when the people around us smile. And when we see our friends laugh, it makes us want (2) \_\_\_\_\_ (laugh), too. It's almost impossible to avoid (3) \_\_\_\_\_ (share) the feelings of the people around us. But this doesn't stop with being happy, sad, angry or afraid. It affects us physically, too! Our own body temperature actually begins (4) \_\_\_\_\_ (drop) when we watch someone put their hand in ice water.

Why are we able to feel the emotions of the people around us? Humans need (5) \_\_\_\_\_ (understand) each other well because we spend a lot of time working together. When we don't manage (6) \_\_\_\_\_ (get on), we may start (7) \_\_\_\_\_ (fight) – and that's bad for everyone.



6 Complete the short conversations with the correct form of the verbs. Sometimes more than one option is possible.

bother	describe
help	receive
send	share
talk	tell
not tell	write

1 A: I hate \_\_\_\_\_ you, but can I ask for some advice?  
B: I don't mind \_\_\_\_\_ you, but I can't talk right now. I'm late for class!

2 A: Do you promise \_\_\_\_\_ my secret?  
B: I'm not sure! Sometimes I can't help \_\_\_\_\_ secrets!

3 A: I like \_\_\_\_\_ about my feelings in a notebook.  
B: I don't do that. I prefer \_\_\_\_\_ to someone face-to-face.

4 A: I plan \_\_\_\_\_ you a postcard from my holiday.  
B: Oh, thanks. I love \_\_\_\_\_ postcards.

5 A: My sister has agreed \_\_\_\_\_ everything that happens at the concert.  
B: Oh, good. Do you promise \_\_\_\_\_ me everything too?

7 Complete the sentences with true information about yourself. Use verb + -ing and infinitives with to.

- 1 I like \_\_\_\_\_ at the weekend.
- 2 I want \_\_\_\_\_ next summer.
- 3 I usually avoid \_\_\_\_\_.
- 4 I hope \_\_\_\_\_ before I'm 20 years old.
- 5 I need \_\_\_\_\_ for school.

8 Work in pairs. Take turns to ask and answer questions about Exercise 7. Use the correct form of do in the questions.

A: What do you like doing at the weekend?  
B: I like ...  
A: What do you want to do next summer?  
B: I want ...

9 CHOOSE

1 Ask questions to find out other people in the class who are similar to you.

Do you like riding your bike at the weekend?  
Yes, I do.  
Do you avoid being late for school?  
Of course! But I'm sometimes late anyway.

2 Report back to the class about what you learned about your partner in Exercise 8.

Majid likes watching films at the weekend.

3 Write a paragraph comparing you and your partner using the information you learned in Exercise 8.

A family laughs on a roller coaster.



## 1D Half a million secrets

“Secrets can take many forms. They can be shocking or silly or soulful. They can connect us to our deepest humanity or with people we’ll never meet again.”

FRANK WARREN

Read about Frank Warren and get ready to watch his TED Talk. ▶ 1.0

### AUTHENTIC LISTENING SKILLS

#### Word stress

In English, words with two or more syllables have the main stress on one of the syllables. Learning the pronunciation of words and where the stress is will help you recognize them when they’re being said.

- 1 Read the Authentic listening skills box. Listen to the words from the TED Talk and underline the syllables that are stressed. ▶ 5

1 collect    3 girlfriend    5 advertisement    7 instructions  
2 received    4 stranger    6 memory    8 collection

- 2 Now listen to two extracts from the talk. Notice the stressed syllables in the first extract. Underline the stressed syllables in the second extract. ▶ 6

- 1 Hi, my name is Frank, and I collect secrets. It all started with a crazy idea in November of two thousand and four.  
2 I printed up three thousand self-addressed postcards, just like this. They were blank on one side, and on the other side I listed some simple instructions.

### WATCH

- 3 Watch Part 1 of the talk. Choose the correct option to complete each sentence. ▶ 1.1

- 1 Frank gave the postcards to *strangers* / *friends*.  
2 The idea *made people angry* / *became very popular*.  
3 People from *the US* / *many different countries* sent postcards to Frank.  
4 The green postcard was *a little sad* / *very funny*.

- 4 Complete the sentences. Then watch Part 2 of the talk and check your answers. ▶ 1.2

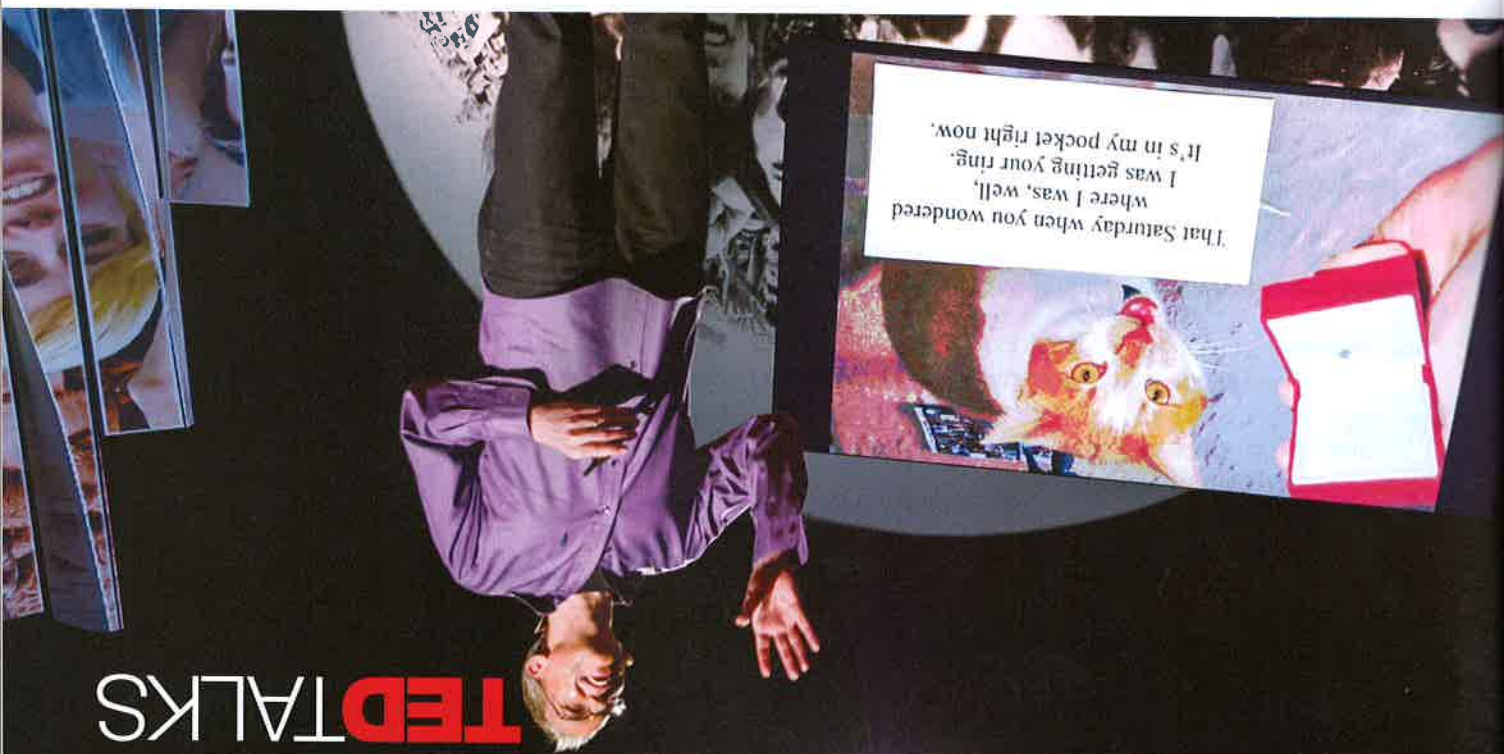
cat	email	ending
postcard	ring	website

- 1 The man’s postcard had a picture of a \_\_\_\_\_ and a ring.  
2 The man said he wanted to give the \_\_\_\_\_ to the woman.  
3 Frank put the \_\_\_\_\_ on his website.  
4 A little while later, Frank received a very happy \_\_\_\_\_ from the man.  
5 The man and the woman looked at Frank’s \_\_\_\_\_ together.  
6 The story had a happy \_\_\_\_\_ because the woman said yes.

- 5 Watch Part 3 of the talk. Which ideas does Frank Warren discuss? Tick (✓) the ones he mentions. ▶ 1.3

- 1 The website IFoundYourCamera helps people find lost cameras.  
2 Many people feel unhappy when they see their pictures on the website.  
3 IFoundYourCamera shows that people want to help other people.  
4 The woman in the picture found another person’s camera.  
5 The man, woman and child in the picture are very happy now.





## 6 VOCABULARY IN CONTEXT

- a Watch the clips from the talk. Choose the correct meaning of the words and phrases. **1.4**

- b Complete the sentences with your own ideas. Then discuss them with a partner.

- 1 I sometimes *struggle* when ...
- 2 My favourite *image* is ...
- 3 When I need to feel *calm*, I ...
- 4 One time I experienced a *language barrier* when ...

- 7 Frank says that secrets can be shocking or silly or soulful. Write a couple of sentences sharing a silly secret about yourself. Choose something that you don't mind telling the whole class.

*I always cry at the end of Stars Wars movies. I try to hide it from my friends and family, but every time I watch one, I cry.*

- 8 Work in groups. Share your answers to Exercise 7.

## CRITICAL THINKING Identifying the main idea

- 9 Read the Critical thinking box. Then work in pairs. Say what you think the main idea of the talk is.

Usually a talk contains one main idea, but it isn't always stated directly. You have to think about how all the parts of the talk work together to create a message.

## CHALLENGE

Matty's website uses the kindness of strangers to help people find lost cameras and photographs. Can you think of other ways that people help strangers? Write down three ideas and share them with a partner. *People sometimes give directions to strangers who visit their city.*

## 11 MY PERSPECTIVE

- 10 Read the statements. Which person do you think correctly identifies the talk's main idea? Why? How are the ones you didn't choose wrong?
- 1 Frank is showing us that we should have secrets that we never tell. Telling too much information about ourselves can cause real problems.
  - 2 Frank is saying that when we see other people's secrets, we understand that everyone is human – everyone feels the same feelings. This can help us be kind to ourselves and to other people.
  - 3 Frank thinks that writing postcards is a good way to share information. He says that people are honest when they send postcards.

# 1E What are you into?

## SPEAKING

### 1 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- When you meet someone new, what information do you usually learn about them?
- What are you interested in knowing about other people?
- What do you want them to know or not know about you?

2 Look at the photo and caption below. What do you think these mailboxes say about the people they belong to?

3 Listen to the conversation. Tick (✓) the topics the people talk about.

7

baseball hiking football tennis running

4 Listen again. Write the missing information in the profiles. 7

Name: Juan

Doesn't like: (1) *playing team sports*

Doesn't mind: (2)

Likes: (3)

Favourite place: *the Black Mountains*

Name: Becky

Loves: (4)

Best thing about it: (5)

Doesn't like: (6)

Doesn't mind: (7)

5 Make some notes about your own interests. Think about sports, music, hobbies or anything else you like doing.

I like:

Best thing about it:

I don't mind:

I can't stand:

6 Work in pairs. Use your notes above and the expressions in the Useful language box to ask and answer questions about likes and dislikes.

### Useful language

#### Talking about likes and dislikes

Are you into ...?

Do you have a favourite ...?

What do you think of ...?

I'm really into ...

I love to ...

I'm not that interested in ...

I don't mind ...

I can't stand ...

That's cool! / Really? / Wow!

People express themselves in many ways, including with mailboxes!





## WRITING An introductory postcard

- 7 Work in pairs. Imagine you are going to write a postcard to a student your age in another country. Think of five pieces of information you would give or topics you would write about to introduce yourself.

- 8 Read the postcard on page 149 from a student in Spain to a student in Vietnam. Do you think the boys already know each other? Explain your answer.

- 9 What information does the card give about the sender?

an interesting personal fact  
name  
hobbies and interests  
home town  
description of personality  
favourite foods  
favourite music  
favourite school subjects  
something his friends think  
things he would like to know about Thank

### WRITING SKILL Using informal language

- a When we write to a friend or someone of our own age, we usually use informal language. Find examples of the following in the postcard.
- 1 an informal greeting
  - 2 contractions
  - 3 informal vocabulary and expressions
  - 4 informal questions
  - 5 an informal ending
- b Work in pairs. Think of at least one other example of 1–5 in Exercise 10a.
- Using your notes from Exercise 7 and the expressions in the Useful language box, write a postcard introducing yourself and asking a couple of questions.
- Work in pairs. Exchange your postcards. Check each other's work. Does it use the language from the Useful language box correctly and is it informal enough?

### Useful language

#### Introducing yourself

I'm from ...  
I'm a student in Year ...  
My favourite subjects are ...  
I'm also really into ...

#### Asking questions

What about you? Are you into ...?  
What are your favourite ...?



# 2 Where the heart is

## IN THIS UNIT YOU

- describe places to live
- discuss unique homes
- read about living in the International Space Station
- watch a TED Talk about houses made from local and sustainable materials
- describe special places and things



VOCABULARY Describing where you live

1 Look at the inside of the house. What things do you see?

stairs	a refrigerator	a sofa
a window	a table	a door
a chair	art/decorations	a light

2 Work in pairs. Look at the photo. Answer the questions.

- 1 What do you think living in a house like this is like?  
2 Would you like to live in a house like this? Why?

3 Complete the city descriptions with the words in the boxes.

business	lively	old-fashioned	residential	shopping district	walkable
----------	--------	---------------	-------------	-------------------	----------

A new city: Songdo, South Korea

Songdo International Business District is a 'planned' city in South Korea. It includes a (1) business area where companies like Samsung have offices, a (2) \_\_\_\_\_ with shops and restaurants, and also (3) \_\_\_\_\_ areas where people live. This includes a skate park and a lake with boats to hire. There's also a (4) \_\_\_\_\_ and exciting entertainment area, with a concert hall, an arts centre and cinemas. Everywhere in the city is (5) \_\_\_\_\_, so people don't need to use their cars much. Bikes are very popular, too. None of the buildings in the city is (6) \_\_\_\_\_ because the city is only a few years old.

crowded	historic	modern	rural	suburban	traditional	urban
---------	----------	--------	-------	----------	-------------	-------

An ancient city: Mexico City

Mexico City is about seven hundred years old. The city centre feels very busy and (7) urban, with busy shopping streets which sometimes get very (8) \_\_\_\_\_. However, Chapultepec Park, in the middle of the city, is the largest city park in Latin America. It has an amusement park, a swimming pool and an old castle. There aren't many (9) \_\_\_\_\_ buildings in the (10) \_\_\_\_\_ city centre. Construction began in the 1500s, so many buildings are old and (11) \_\_\_\_\_. There are, however, modern office buildings in Santa Fe, the city's business district. And there are homes and apartment buildings in the more quiet (12) \_\_\_\_\_ areas, which grew around the city centre in recent times. There are also many beautiful (13) \_\_\_\_\_ areas – areas without buildings – near Mexico City, like Desierto de los Leones National Park, which is actually within the city limits.

4 MY PERSPECTIVE

Work in pairs. Answer the questions.


- 1 Are there cities like Songdo or Mexico City in your country? How are they similar?  
2 Would you prefer to live in an urban, suburban or rural area? Why? Consider:  
• shops and restaurants  
• green spaces / parks  
• transport  
• entertainment (cinemas, arts, parks)  
• living in a house or an apartment

TED speaker, Elora Hardy, designs houses using local bamboo in Bali, Indonesia.





## LISTENING


5 Listen to the news report about living in Vienna, Austria. Choose the correct words to complete the sentences. 

- 1 Vienna is one of the world's most *pleasant* / *expensive* cities.
- 2 The boy lives in a *modern* / *historic* area near the city centre.
- 3 He says that people in New York pay *more* / *less* to go out with friends.
- 4 The girl says that the *underground is* / *restaurants are* open 24 hours.
- 5 She *lives* / *works* in the suburbs.
- 6 She says the suburbs *are* / *aren't* boring.

6 Work in pairs. Discuss the questions.

- Would you rather live in Vienna, Songdo or Mexico City? Why?
- Nearly half of the world lives in rural areas. What are the pros (good things) about living in a rural area?
- What are the cons (bad things) about living in a rural area?
- Look at the photo of the container house. Do you think the people you listened to would like to live there? Would a house like this fit in your town or city?

## GRAMMAR Past simple

7 Work in pairs. Answer the questions from the news report about Vienna. Listen again to check your answers. 

- 1 When did the boy's family move to Vienna?
- 2 Why did they move to Vienna?
- 3 Where did they stay when they first arrived?
- 4 Why did the girl's family move to the suburbs\*?

suburb a quiet area just outside of a city

### Past simple

*We moved here five years ago.*

*I didn't like it at first.*

*Did you meet new friends? Yes, I did. I met a lot of people.*

*Where did you live when you were a child? I lived in Madrid.*

8 Look at the Grammar box. Match the two parts of the sentences to make rules about the past simple. (Two sentences have the same ending.)

- 1 For affirmative statements about the past,
- 2 For negative statements about the past,
- 3 For questions about the past,
- 4 We use the past simple to talk about
  - a we use the past form of *do* and the infinitive.
  - b actions completed before now.
  - c the verb shows the past tense.

Check your answers on page 130. Do Exercises 1–5.

In some places, like London, England, entire neighbourhoods are made of shipping containers.





- 9 We add -(e)d to the infinitive to make the past simple of regular verbs, but many common verbs are irregular. Write the past simple form of these verbs in the correct column.

Regular	Irregular
liked	was/were became

be	become	decide	have	like	live	make
meet	move	see	take	think	want	work

- 10 Complete the sentences with some of the verbs from Exercise 9.

- 1 When I was twelve, my family \_\_\_\_\_ to Hong Kong.  
2 At first, my brother and I \_\_\_\_\_ it was a wonderful place to live – so busy and lively.  
3 We \_\_\_\_\_ in an apartment near the business district, and we \_\_\_\_\_ a lot of new people.  
4 But our father and mother both \_\_\_\_\_ very hard in their new jobs and they were never at home.  
5 We soon \_\_\_\_\_ bored with our life there and \_\_\_\_\_ to move back home.
- Use the past simple to complete the article about an interesting living situation.

When did Brenda Kelly (1) \_\_\_\_\_ (become) interested in very small houses? When she was just thirteen years old. She (2) \_\_\_\_\_ (draw) plans and pictures and (3) \_\_\_\_\_ (dream) of building her own small house.  
A few years later, she (4) \_\_\_\_\_ (be) ready for a house, but she (5) \_\_\_\_\_ (not have) a lot of money to spend on it. One day, she (6) \_\_\_\_\_ (see) some shipping containers at a container terminal\* and she (7) \_\_\_\_\_ (think) it would be cool to live in one.  
Brenda (8) \_\_\_\_\_ (not be) sure it was possible to make a house from a container. She did research and found people who (9) \_\_\_\_\_ (make) houses with materials that used to be something else.  
It (10) \_\_\_\_\_ (not take) long for her to find help and start building.  
terminal a dock or port where ships load and offload goods

- 12 Work in pairs. Answer the questions.
- 1 Is Brenda's house made from new materials?
  - 2 What did the house use to be?
  - 3 What are some changes you think she made?

- 13 Look at the Grammar box. Answer the questions.

- 1 Do the sentences say exactly when the past habits, routines or states happened?
- 2 How do we form questions and negatives with *used to*?
- 3 Can we use the past simple to talk about past habits, routines or states as well as *used to*?

Check your answers on page 130. Do Exercises 4 and 5.

- 14 Choose the correct options to complete the text.

Brenda Kelly's house (1) *travels / used to travel* the world on trucks, trains and boats carrying products from place to place. But shipping containers (2) *aren't / didn't use* to be the only building material that (3) *are / used to be* something else.

In the mountains of Chile, there's a house that (4) *flies / used to fly* – because (5) *it's / it used to be* an old aeroplane. And at a farm in the Netherlands, you can stay in a train hotel that (6) *carries / used to carry* passengers every day – and it has a kitchen sink (7) *that's / that used to be* a car tyre!

- 15 PRONUNCIATION /z/ and /s/ in *used*

- a Look at the pronunciation box and listen to the examples.

When we say the past simple of *use*, we say /ju:zd/, with a /z/ and /d/ sound:

Some people in Chile *used* an old aeroplane as a house.

When we use *used to* to describe a habit or situation in the past, we say /ju:st/ with an /s/ and /t/ sound.

Brenda Kelly's house *used to travel* the world.

- b Listen to the sentences and tick (✓) the sound you hear.

1	/ju:zd/	<input type="checkbox"/>
2	/ju:st/	<input type="checkbox"/>
3	/ju:zd/	<input type="checkbox"/>
4	/ju:st/	<input type="checkbox"/>
5	/ju:zd/	<input type="checkbox"/>
6	/ju:st/	<input type="checkbox"/>

- 16 Have there been any changes in your house or neighbourhood? Describe them to a partner with *used to*. Use the correct pronunciation.

My dad used to work in a bank.

We didn't use to live in a container house; we lived in an apartment.

Did you use to visit the city centre a lot? No, we didn't.

## 2B My space

An astronaut looks at Earth out of a porthole (a window) on the International Space Station.

# All the comforts of home


### VOCABULARY BUILDING Suffix *-ion*

We can use the suffix *-ion* to make the noun form of many common verbs. There are several ways to do this:

*-ion*: communicate → communication


*-ation*: imagine → imagination

Add *-ion* to the end of the word: direct → direction

- 1 Read the Vocabulary building box. Then complete the table. Use a dictionary if necessary. Listen and check your answers.  10

Verb	Noun
accommodate	(1)
construct	(2)
direct	(3)
educate	(4)
(5)	exploration
locate	(6)
(7)	transport / transportation

### 2 PRONUNCIATION Word stress

Listen again and underline the stressed syllable in each word. Which words have a different stress in the verb form and noun form?  10

- 3 Complete the text with words from Exercise 1.

The International Space Station is a base for space (1) \_\_\_\_\_ and research. It travels 400 kilometres (249 miles) above the Earth, always moving in an east-to-west (2) \_\_\_\_\_. Moving at 28,000 kilometres (17,398 miles) per hour, it passes over the same (3) \_\_\_\_\_ on Earth every four minutes. Rockets (4) \_\_\_\_\_ astronauts to and from the ISS, which can (5) \_\_\_\_\_ six astronauts at one time.

### READING

- 4 Work in pairs. Look at the photo. Discuss the questions.

- What things in the photo do you have in your own bedroom?
- What do you think these rooms are like in a space station: bathroom, kitchen, living room, dining room?





**11 The size is similar to an old telephone box\***

said Japanese engineer Koichi Wakata as he was giving a video tour of his bedroom in the International Space Station (ISS). 'It's a little taller than my height. There's a sleeping bag here, which is very comfortable. It's fixed\* to the wall so I don't float away.' Wakata, who lived on the ISS three different times, had two computers in his room: one for official ISS business and a second for internet access. He also had a camera and earphones for communication with family and friends back home on Earth. His room also had a small lamp for reading in bed, but instead of a wardrobe for his clothes, he kept them in a small storage locker. There simply wasn't room for a table or chair. The ISS accommodation didn't offer Wakata many luxuries, but it provided a lot of the basic comforts of a usual home. He and the other astronauts ate packaged food in a small kitchen and dining area, which had an oven but no fridge. Wakata couldn't have a shower in the ISS, but Italian astronaut Samantha Cristoforetti, who spent 199 days on the space station, explained that when she was living there, every astronaut had an area where they washed, brushed their teeth and so on. 'But you don't have a sink,' she explains. When she was washing, she used very small amounts of water from small containers and a special 'no-rinse' soap and shampoo. As astronaut Scott Kelly tweeted, 'All the comforts of home. Well, most of them.'

**telephone box a small booth where people could use public phones**  
fixed stuck, fastened

**5** Read about skimming. Then skim the article. Choose the best description of the article (a–d).

To skim, read a text quickly without focusing on all of the words. Only look for main ideas. Read the title and the first sentence of each paragraph, and notice familiar and repeated words throughout the text.

- a It explains how engineers designed the living areas of the International Space Station.
- b It gives examples of problems that astronauts have living in the International Space Station.
- c It gives a description of the living areas in the International Space Station.
- d It talks about how people will build homes on Mars.

**5** Read the article and timeline. Choose the correct option to complete each sentence.

1 Koichi Wakata's bedroom / bed is the size of an old telephone box.

- 2 The bed is on the floor / wall.
- 3 His bedroom does / doesn't have a chair.
- 4 There isn't / is a fridge in the kitchen area.
- 5 There isn't water / a sink for washing.
- 6 In 1984, the US government decided to construct / construction the ISS.
- 7 Australia / Japan helped build the ISS.
- 8 The first part went into space in 1998 / 2009.

**CRITICAL THINKING**

Analyze fact and opinion

**7** Look at the Critical thinking box. Are the sentences fact (F) or opinion (O)?

A fact is something that is true for everyone, for example, *Tokyo is in Japan*. An opinion is something you believe, but you can't prove, for example *Tokyo is the world's most exciting city*. We often mix fact and opinion when we communicate, so it's important to think about what is fact and what is opinion.

**8** Work in pairs. Follow these steps.

- 1 The bedroom is small.
- 2 The sleeping bag is very comfortable.
- 3 A computer provides internet access.
- 4 Working in space, away from family, is very difficult.
- 5 The food in space isn't very tasty.
- 6 There's no shower on the ISS.
- 1 Scott Kelly thinks that the ISS has most of the comforts of home. Do you agree or disagree? Why?
- 2 a Make a list of eight things to take with you to live on the ISS. You will have basic food and water but you may choose to bring special food or drinks.
- b Now remove four things from the list.
- c What is the most important item on your list?

**The International Space Station (ISS) timeline**

**1984** The US government decided to build a space station for scientific research, education and space exploration.

**1990s** The Russian, Canadian, Japanese and European space programmes agreed to help with the construction.

**1993** The Russian space agency sent the first part of the ISS into space, working with the other countries.

**1998 to 2009** Astronauts added to the ISS to improve the accommodation on it.

## 2C A unique style

### GRAMMAR Past continuous

1 Can you remember who did what, according to the article? Match the two parts of the sentences.

- 1 When he was living on the ISS, Koichi Wakata
- 2 When Samantha Cristoforetti was working in space, she
- 3 When Scott Kelly was doing his research, he
- a washed with 'no-rinse' soap.
- b sometimes stopped to send tweets back to Earth.
- c often spoke with friends and family at home.

#### Past continuous

Koichi Wakata **was giving** a tour of his bedroom in the ISS.

Koichi Wakata **wasn't living** on the space station when he described his bedroom there.

When Samantha Cristoforetti **was living** there, every astronaut had an area where they washed.

2 Look at the Grammar box. Choose the correct options to make rules about the past continuous.

- 1 The bold expressions describe *completed actions or events / general situations* in the past.
- 2 All of them are formed with the past simple of *be / have* and a verb in the *-ed / -ing* form.

3 Read the article. For each verb in bold, write S (ongoing past situation) or A (past action or event).

#### The perfect home

When Charlotte Tindle (1) **was preparing** to move to London to study music, her college (2) **suggested** student housing at a price of £1,000 per month. That's £36,000 for three years! The Tindles (3) **were making** plans to pay for Charlotte's housing when Mr Tindle (4) **had** an idea: why not spend the money on a houseboat and then sell it afterwards? And so the family (5) **bought** one. While they (6) **were cleaning** and (7) **repairing** the boat, friends (8) **joined** in and helped. Charlotte says that living in her unusual house is an adventure, but 'it is my home,' she says.

1 \_\_\_\_\_  
2 \_\_\_\_\_

3 \_\_\_\_\_  
4 \_\_\_\_\_

5 \_\_\_\_\_  
6 \_\_\_\_\_

7 \_\_\_\_\_  
8 \_\_\_\_\_

Check your answers on page 130. Do Exercises 6–8.

4 Read the article in Exercise 3 again. Disagree with these statements.

- 1 Charlotte wasn't expecting to leave home.  
*Yes, she was. She was preparing to move to London to study music.*
- 2 Before she went to college, Charlotte was living with a roommate.
- 3 Charlotte was planning to live on a boat when she went to college.
- 4 The Tindles were expecting the college to pay for Charlotte's housing.
- 5 The Tindles were relaxing while Charlotte's friends cleaned the boat.

Rows of canal boats and houseboats



5 Complete the text with the past simple or past continuous of the verbs in brackets.

### Coming together and mixing

When Yinka Ilori (1) \_\_\_\_\_ (grow up), his parents often (2) \_\_\_\_\_ (advise) him to think about becoming an engineer. Instead, when he finished high school, he (3) \_\_\_\_\_ (choose) to study furniture design. Three years after he (4) \_\_\_\_\_ (graduate), while he (5) \_\_\_\_\_ (try) to develop his own style, he (6) \_\_\_\_\_ (do) a project where he took two old chairs and made them into one new one. He then (7) \_\_\_\_\_ (realize) that his work was about storytelling and different cultures coming together and mixing. He (8) \_\_\_\_\_ (develop) these ideas when an art expert (9) \_\_\_\_\_ (find) his work online and invited him to show it at Milan Design Week – the world's largest design fair.

6 Use the words to make questions. Then ask and answer the questions with a partner.

1 parents / when / Ilori's / advise / to think / did / him / engineering / about / ?  
*When did Ilori's parents advise him to think about engineering?*  
 - *When he was growing up.*

2 Ilori / study / what / choose / did / to / ?  
 3 two / Ilori / was doing / chairs / when / made / into / he / what / one / ?  
 4 did / when he / Ilori / what / realize / two / into / chairs / one / made / ?  
 5 found / Ilori's / when he / work / was developing his / who / online / ideas / ?

7 PRONUNCIATION -ing in fast speech  
 Read the Pronunciation box. Then listen and tick (✓) the sentences you hear (a or b).

Often, especially in fast speech, -ing in continuous verb forms is spoken as -in.

1 I didn't find what I wanted.  
 a I was looking for the furniture shop.  
 b I'll look in the furniture shop.  
 2 I saw you at the art competition.  
 a Did you put in a painting?  
 b Were you putting up paintings?  
 3 Are you hungry?  
 a We were going to eat at four.  
 b We go in to eat at four.

### 8 CHOOSE

Yinka Ilori 'upcycles' old tables and chairs. He says, 'The UK is a very multicultural place: there are so many cultures here ... and it's nice to try and put that into furniture.'

1 When Charlotte Tindle was looking for a home, she found an amazing way to live. Think of three important events in your life related to your home. In pairs, explain the ongoing situation and the single action or event.  
*My family was living in Athens when my little brother was born.*

2 When Yinka Ilori was working on an art project, he discovered his interest in different cultures coming together. Think about something you love doing or are very interested in. Write about what was happening in your life when you discovered it. Explain how you have learned more about it.  
*I was watching a music video when a thought hit me: I want to learn the guitar. I didn't have a hobby at the time, so I asked my parents for guitar lessons.*

3 Instead of writing about your hobby or other interest, prepare a presentation about it.



## 2D Magical houses, made of bamboo

“With creativity and commitment, you can create beauty and comfort and safety, and even luxury, out of a material that will grow back.”


**ELORA HARDY**

Read about Elora Hardy and get ready to watch her TED Talk. ▶ 2.0

### AUTHENTIC LISTENING SKILLS

#### Listening for gist

When you listen, don't try to understand every word. Try to relax and focus on what you do understand, not what you don't understand. Notice words that the speaker repeats or stresses, and the types of words that are used a lot, for example, adjectives. Try to work out the connections between the words you understand.

- 1 Listen to the extract from the TED Talk. Circle the topics Elora talks about.  13
  - a doors
  - b windows
  - c shapes
  - d construction materials
- 2 What is the general idea of what she is talking about? Write a sentence.
- 3 Share your idea with a partner.

#### WATCH

- 4 Look at the photo on page 20 and read the caption. Why do you think it might be important to use local materials, like bamboo in Bali, to build houses?

- 5 Watch Part 1 of the talk. Choose the correct option to complete each sentence. ▶ 2.1

- 1 \_\_\_\_\_ drew a fairy mushroom house.
  - a When Elora was a child, her mother
  - b Last year, Elora
  - c When she was a child, Elora
- 2 The curved roof helps keep the house \_\_\_\_\_.
  - a dry
  - b cool
  - c warm
- 3 It's easy to \_\_\_\_\_ a person who is using the bathroom.
  - a hear
  - b see
  - c avoid

- 6 Watch Part 2 of the talk. Are the sentences true (T) or false (F)? ▶ 2.2

- 1 Bamboo is a grass.
- 2 Bamboo grows very slowly.
- 3 Bamboo is light and strong.
- 4 Hardy plans to build a school from bamboo.
- 5 The Green School used sustainable materials.

- 7 Watch Part 3 of the talk. Choose the correct option to complete each sentence. ▶ 2.3

- 1 Elora says it is important to *make bamboo do what you want / design for bamboo's strengths*.
- 2 Elora builds models of her houses to *help sell houses her customers / to test the design*.
- 3 She prefers to build doors that are *balanced / not shaped like teardrops*.
- 4 Bamboo grows back quickly, so it is a *safe / an environmentally friendly* material.





8 VOCABULARY IN CONTEXT

a. Watch the clips from the TED Talk. Choose the correct meanings of the words. ▶ 2.4

b. Answer the questions.

- 1 What is one thing that just *doesn't feel right* in your town or city?
- 2 Has someone ever *just had to tell you something*?
- 3 Who is one person who has *treated you well*?
- 4 In your city, what material *makes perfect sense* to build with?
- 5 Think of someone you know who is *elegant*. Why would you describe them like this?

9 Work in pairs. Read the extract from the talk. Discuss the questions.

The floor that you walk on, can it affect the way that you walk? Can it change the footprint that you'll ultimately leave on the world?

- 1 Is Elora talking about an actual floor?
- 2 How can the floor we walk on change our *footprint*?
- 3 We can't all build bamboo houses. What else can we do in our homes to change the footprint we leave?
- 4 What kind of footprint will you leave on the world? Why?

10 MY PERSPECTIVE

Work in small groups. Discuss the questions.

- As a child, Elora's dream house looked like a mushroom. What is your idea of a dream house? Elora designs her houses to be comfortable in hot weather. What is the weather like where you live? How do you make your house comfortable?
- How are Elora's houses similar to your house? How are they different?
- Would you like to live in one of Elora's houses? Why? / Why not? What are the good and bad things about them, in your opinion?

CHALLENGE

Think of the dream house you described in Exercise 10. Do the following:

- Decide what material you would build with: wood, brick, bamboo, something else?
- Decide how it will work with the environment. How will it stay comfortable in hot or cold weather?
- Draw a plan for the house and label the rooms and other details in the house. Include as many rooms as you like – a music room, a cinema, etc.




## 2E Special things, special places

### SPEAKING

1 Work in pairs. Discuss the questions.

- For you, is the idea of living alone on a tropical island an exciting or scary idea?
- Think back to your answers to Exercise 8 on page 25 about what you would like to take with you to live on the ISS. Would your answers be different for life on a tropical island? For example, what clothes would you take? How would you protect yourself from the sun? How would you get food?
- What parts of civilization would you miss the most?

2 Listen to the conversation. Are the sentences true (T) or false (F)?  14

- 1 David became rich and, as a result, he bought the island.
- 2 There was a small community of people already living on the island, so David joined them.
- 3 Denika left because she wasn't completely comfortable on the island.
- 4 The reason David has electricity on the island is that he set up a solar power system.
- 5 David says that moving to the island was a big mistake because he's not happy living alone.

### Useful language

#### Giving reasons

Use *The reason ...*, *because*, *so* and *as* to give reasons.

*The reason he went there was to get away from his money problems.*

*He went because his business failed.*

*She thought life was too hard, so she left.*

*As he loved living a simple life in a tiny house, he didn't want to leave.*

3 Read the Useful language box. Then, in small groups, take turns giving the reasons for the items you talked about taking to a tropical island in Exercise 1. Try to use all of the expressions in the box.

*I'd want a computer because ...*

*I'd need a mobile phone, so ...*

*The reason I'd want a music system is ...*

*I'd need a swimsuit as ...*

4 Think of five things that you use every day. Explain why they are important to you, using the Useful language.

*I need my backpack every day because ...*

5 Do you think your items would still be useful on a tropical island? With a group of three, plan a list of ten items to take. Give reasons for each item.

Shuri Castle in  
Naha, Japan





## WRITING A description

- 6 Think of a home that you really like (but not your own home). It can be a place you have seen or visited – a friend's house, a family home or a famous place such as a castle. Answer the questions.

- 1 Where is it?
- 2 When did you go there?
- 3 How old is it?
- 4 Why is it special? The location? The way it looks?
- 5 Who lives there (or used to live there)?
- 6 What did you see or do there?

- 7 Read the description on page 149. Answer the questions.

- 1 Where is Shuri castle?
- 2 When did Kana go there?
- 3 How old is it?
- 4 Why is it special?
- 5 Who used to live there?
- 6 What did Kana do there?

- 8 Write six general questions that you can use to write about any visit to a place. Use the words in the Writing strategies box.

*Who lives there? / Who used to live there?*

## WRITING SKILL Using adjectives

- 1 Look at the description on page 149. Underline the adjectives the writer uses to describe the castle.

- 2 We use adjectives to make descriptions more interesting. Which adjectives can you use to describe the home you chose in Exercise 6?

- 3 Write a short description of the home you talked about in Exercise 6.

- 4 Exchange descriptions with a partner. Check each other's work.

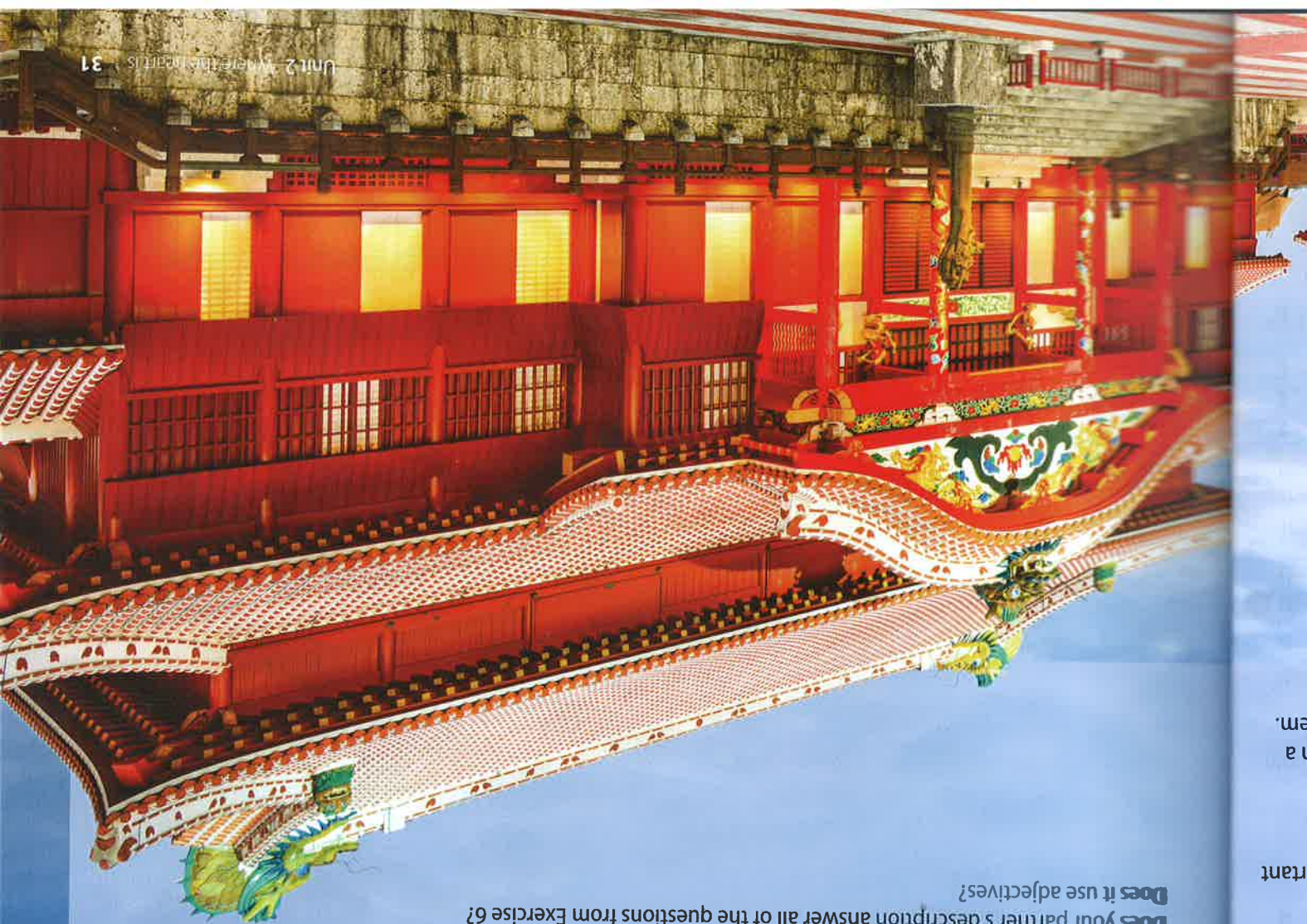
- 5 Does your partner's description answer all of the questions from Exercise 6?

- 6 Does it use adjectives?

## Writing strategies

### Describing a visit to a place

You can describe a visit to a place by answering the questions *Who? What? When? Where? Why? and How?*





# 3 Health and happiness

This teen in Tokyo, Japan, shows that good food can make people both healthy and happy.

## IN THIS UNIT YOU

- talk about staying well
- read about a girl who doesn't feel pain
- learn about what makes people happy
- watch a TED Talk about a doctor who changed the way people think about health
- write about staying healthy



# 3A Treating the whole person

## VOCABULARY Being well

- 1 Work in pairs. Look at the photo and discuss the questions. What is the boy happy about? What things do people need to be happy?
- 2 Tick (✓) the parts of the body that you can see in the photo.

arm	shoulder	chest	ear
elbow	finger	foot	hand
head	knee	leg	mouth
neck	nose	stomach	throat

- 3 Look at the photo. What parts of the body can tell you if a person is happy?
- 4 Read the article. Match the words in bold (1–11) with the definitions (a–k).

### A doctor in the jungle

In Cameroon, it isn't always easy to find a (1) **hospital** when you're (2) **unwell**. But if you're lucky, a doctor may find you. Almost every weekend, Dr Georges Bwelle and his assistants take care of the (3) **health** needs of about 500 people in small villages in the jungle. They see (4) **patients** with a variety of (5) **illnesses** and (6) **injuries** and give people (7) **medicine**. Dr Bwelle also provides items that people need to make their lives better, like (8) **glasses**. Why does he do it? Helping people to be (9) **healthy** brings a lot of (10) **happiness** to Dr Bwelle. To make people laugh, to reduce the (11) **pain**, that's why I'm doing this,' he says.

- a problems with the body or the mind
- b the condition of someone's body and mind
- c a bad feeling
- d something worn over the eyes to help you see
- e something to make you feel better when you are ill
- f people who are ill and need help from a doctor
- g the condition of feeling good and not sad
- h a place where ill and injured people get treatment
- i ill
- j well, not ill
- k when a part of the body is hurt

- 5 Are these words illnesses (IL), injuries (IN), or symptoms\* (S)?

Use a dictionary if necessary. Check your answers with a partner.

- a broken arm
- the flu
- a headache
- a stomachache
- a broken leg
- a virus
- pain
- seasickness
- a high temperature
- a backache
- symptom a change in the body that shows you are ill or injured*

## 6 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- Do you do anything to stay healthy? Eat certain foods? Exercise? Something else?
- When you're ill or hurt, do you take medicine? Why? / Why not? If so, what kind? Do you try anything else to deal with the problem?

## LISTENING

- 7** Complete the questionnaire about your experience of going to the doctor. You can tick (✓) more than one answer for each question.

**1** When or why do you go to the doctor?

- ☐ because of an illness
- ☐ for a check-up (a routine health check)
- ☐ to talk about a problem you have
- ☐ for school
- ☐ other reasons

**2** What does the doctor usually do?

- ☐ check my height and weight
- ☐ check my eyes and ears
- ☐ give me medicine
- ☐ ask questions about my health and happiness (*Have you been sick? Do you feel any pain?*)
- ☐ ask about symptoms

**3** What other things does the doctor talk to you about?

- ☐ family
- ☐ food
- ☐ staying healthy (exercise, getting enough sleep, etc.)
- ☐ sleep
- ☐ school
- ☐ staying safe (wearing a seatbelt, not smoking, using sunscreen)
- ☐ other things

- 8** Work in pairs. Compare your answers to Exercise 7 and discuss the questions.

- Do you both go to the doctor for the same reasons?
- Is the doctor the only person you see when you go? Who else might you see?
- Do you talk to the doctor about other things in your life? Why? / Why not?

- 9** Read the sentences. Then listen to a lecture about 'whole-person' health care. Tick (✓) the ideas that the speaker discusses. **15**

- 1** Today, finding new medicines is the world's biggest problem.
- 2** Many doctors look after a person's health and happiness, not only a patient's illness.
- 3** Sometimes people think they are ill, but really, the problem is just in their mind.
- 4** The World Health Organization says that many hospitals need to think more about people and the world they live in.
- 5** Dr Paul Tournier believed that only medicine could make people healthy.

- 10** Work in pairs. Listen to the lecture again. Answer the questions. **15**

- 1** What examples of common health problems does the speaker give?
- 2** What did Dr Tournier mean by 'the whole person'?
- 3** What does the World Health Organization say that health is connected to?
- 4** What do 'whole-person' doctors talk about with their patients?
- 5** What can help us stay healthy, according to the lecture?

### 11 MY PERSPECTIVE

Work in small groups. Discuss the questions.

- Do you visit the same doctor for all health problems, or do you visit different doctors?
- Is your doctor an 'illness' doctor or a 'whole-person' doctor? Which type of doctor do you prefer? Why?
- Is there anything you would like your doctor to do differently? What?





# GRAMMAR Quantifiers, how much / many?

Look at the sentences in the Grammar box. Underline the words that express or ask about quantity.

## Quantifiers

1 ... some doctors and nurses still think about illnesses.

2 ... many doctors and nurses still need to change.

3 Doctors might ask a few questions about food ...

4 Do you eat a lot of fruit and vegetables?

5 That's why the doctor tells you ... to eat only a little sugar.

6 How much stress do you have in your life?

Look at the words and expressions you have underlined in Exercise 11. Answer the questions.

1 Which words go with countable nouns? Which ones go with uncountable nouns?

2 In sentences a-e, which words describe a large number or amount? Which ones describe a small number or amount?

3 Which other words do you know that express quantity?

Check your answers on page 132. Do Exercises 1-5.

Choose the correct options to complete the text.

## Nature's pharmacy

(1) A lot of / Many of the medicine we use today comes from plants. For example, aspirin, a common pain medicine, used to come from (2) some / a tree. An important cancer drug comes from Pacific yew trees, and after (3) some / any years of cutting them down, there weren't (4) some / many trees left. Then in the 1950s, scientists learned how to make the medicine without killing the trees, or even causing (5) many / much damage. A (6) few / little health products also come from animals. For example, (7) many / much people take a few / a little fish oil in their diet to stay healthy.

Services like the Royal Flying Doctor Service in Australia work to provide medical care for people in remote areas.



- I drink a little milk every day.
- 1 \_\_\_\_\_ a I never miss a day.  
b I don't drink a lot.  
c I don't drink a little soda.  
d My brother doesn't drink any.
- 2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

We use contrastive stress to show meaning. Listen to the stress in these sentences.  
How many different plants are there in Tanzania? (I want to know the number.)  
How many different plants are there in Tanzania? (I'm interested in plants, not animals.)  
How many different plants are there in Tanzania? (I'm interested in Tanzania, not Kenya.)

Look at the Pronunciation box. Then listen and match each sentence with the correct meaning (a-d).

## 18 PRONUNCIATION Contrastive stress

17 Work in pairs. Think of three *How much* and three *How many* questions to ask each other about health, diet, exercise, etc.

16 Listen again. Write the answers to Amy's questions.

- 1 \_\_\_\_\_ plants in Tanzania can you use as medicine?  
2 \_\_\_\_\_ traditional doctors did you interview?  
3 \_\_\_\_\_ time did you spend on the project?  
4 \_\_\_\_\_ information did you collect?

15 Complete the questions with *How much* or *How many*. Listen to the interview and check your answers.

## 3B Painless

### VOCABULARY BUILDING Synonyms

A synonym is a word that has a similar meaning to another word. Writers often use synonyms to add variety to a text. Synonyms should be the same part of speech. One way to check if two words are synonyms is to use the words in the same place in a sentence. If the sentences have the same meaning, the words are synonyms.

- 1 For each pair, read the first sentence from an article about a girl who doesn't feel pain. Then complete the second sentence with a synonym of the word in bold.

block    calm    frightening    realize    sore

- 1 Ashlyn Blocker was a **quiet** baby.  
Her parents felt lucky to have such a \_\_\_\_\_ child.
- 2 It was red and looked **painful**.  
The doctor carefully touched her \_\_\_\_\_ eye.
- 3 At first, he didn't **understand**.  
After checking, he began to \_\_\_\_\_ that Ashlyn wasn't like most other kids.
- 4 'It was **scary**,' says her mother.  
That idea was very \_\_\_\_\_.
- 5 Now doctors are studying Ashlyn to understand how her body can **stop** pain.  
It may help them to develop new medicines to \_\_\_\_\_ pain.

### READING

- 2 Read about understanding the time and order of events. Then read the article. Number the events from the article in the correct order.

Understanding the time and order of events can help you understand the whole text. Look for dates, ages, time expressions such as *When ...* and adverbs of order such as *then*, *after that* and *next*.

- a Ashlyn has something wrong with her eye.
- b Ashlyn's doctors discover other people with the same illness.
- c The doctor discovers that Ashlyn doesn't feel pain.
- d Doctors study Ashlyn to learn more.
- e Ashlyn's parents feel lucky. 1
- f Ashlyn's parents feel unlucky.
- g Her parents take her to the doctor.

- 3 Read the article again. Choose the correct option to complete each sentence.

- 1 As a baby, Ashlyn Blocker didn't cry because  
a she was never hungry.    b she didn't feel pain.  
c she was a quiet child.
- 2 Her parents took her to the doctor because she  
a didn't cry.    b was upset.  
c had an eye problem.
- 3 Feeling no pain is dangerous because you can easily  
a injure yourself.    b hurt someone else.  
c become ill.
- 4 Ashlyn's illness is  
a common in some places.    b very unusual.  
c often seen in young babies.
- 5 Doctors may use Ashlyn's case to help people who  
a can't feel or smell anything.    b have a lot of pain.  
c have eye problems.
- 6 For Ashlyn, feeling no pain is  
a very strange.    b normal.  
c something she loves.

- 4 Work in pairs. Discuss the questions.

- When might Ashlyn's condition be good or helpful?
- What skills or habits do you think Ashlyn developed to deal with her condition?
- What does the photo tell you about Ashlyn?

### CRITICAL THINKING Making ideas clear

To make sure their ideas are clear, writers often:

- report what someone said.
- give examples.
- say the same thing using different words.

- 5 Read the Critical thinking box. Then find the ideas below in the article. Which strategy does the writer use to make each idea clear?

- 1 As a small baby, Ashlyn Blocker seemed very happy.
- 2 Pain is necessary.
- 3 Pain keeps us from danger.
- 4 Mr and Mrs Blocker were afraid for their daughter.
- 5 Ashlyn isn't the only person with her condition.
- 6 Ashlyn is comfortable with her condition.

- 6 Work in pairs. Discuss the questions.

- Which ideas in the text would you like to know more about?
- What questions would you like to ask Ashlyn, her parents or her doctors?



# Feeling NO PAIN

18 Ashlyn Blocker was a quiet baby. She didn't cry

even when she was hungry. At first, her parents felt lucky to have such a calm child. But then, when Ashlyn was eight months old, Mr and Mrs Blocker noticed a problem with her eye. It was red and looked painful, so they

looked her to the doctor. As he checked Ashlyn, the doctor carefully touched her sore eye. Patients – especially babies and children – usually don't like this and they try to move away. Ashlyn didn't do this. The doctor was surprised

and, at first, he didn't understand. But after checking, he began to realize that Ashlyn wasn't like most other kids because Ashlyn didn't feel pain. Her body turned pain off.

You may think this sounds like a good thing – no pain means never getting hurt, right? But we feel pain for a reason. It has an important purpose: it tells us that our body has an injury or illness. Pain also helps to keep us safe. When a child touches a hot oven, the pain says

'Danger!' and stops a more serious injury.

After discovering that their daughter couldn't feel pain, the Blockers no longer felt lucky. 'It was scary,' says her mother, Tara Blocker, because Ashlyn could easily injure herself and not know it. That idea was very frightening. As Ashlyn began to grow up and started to move around more, and to walk, keeping her safe every day became

more and more of a challenge.

No one had ever come to Ashlyn's doctors with this condition\*, and at first they thought she might be the only case in the world. But they found out that there

were others with the condition – a whole family in Pakistan and eight other kids who lived nearer to Ashlyn, in the US.

Now doctors are studying Ashlyn and other people who don't feel pain. They want to understand the condition and help people

who have it. But they also want to understand how the body can stop pain. It may help them to develop new medicines to block pain – good news for anyone who experiences a lot of it.

What's it like to feel no pain? Ashlyn deals with the condition well and has a happy life. She says, 'It's just me. It's all I've ever known.'

*condition health problem*

**'It's just me.  
It's all I've  
ever known.'**  
Ashlyn Blocker







## 3C What makes us happy?

### GRAMMAR Phrasal verbs

1 Look at the sentences in the Grammar box. Underline the verbs.

#### Phrasal verbs

Ashlyn's body **turned pain off**.

As Ashlyn began to **grow up** and started to move around more ...

They **found out** that there were others with the condition.

Ashlyn **deals with** the condition well and has a happy life.

2 Answer the questions about the sentences in the Grammar box.

- 1 What part of speech are the words in bold?
- 2 These words combine with verbs to make phrasal verbs. Do they come before or after the verb?
- 3 What's different about the first one?

Check your answers on page 132. Do Exercises 6–10.

3 Are these phrasal verbs separable or inseparable? Try putting them into sentences. Write S or I. Then check your answers on page 132.

- |                 |                         |
|-----------------|-------------------------|
| 1 put on        | 6 hand in               |
| 2 turn on       | 7 look into             |
| 3 get on (with) | 8 look after            |
| 4 give up       | 9 work out (at the gym) |
| 5 hang out      | 10 take out             |

#### WHAT MAKES TEENS HAPPY?



- Good health
- Exercise
- Good diet (a lot of fresh fruit, eating breakfast)
- Enjoying school
- Friendly classmates

Source: World Health Organization

4 Read the information about research carried out by the World Health Organization. Match each statement below with a reason for happiness.

- 1 My school friends and I **get on** well – they're nice.
- 2 I go to the gym and **work out** once or twice a week.
- 3 I **gave up** sugary foods. I also have a bowl of cereal every morning.
- 4 I almost always **hand in** my homework on time. I don't mind doing it.
- 5 I'm not ill very often because I **look after** myself.

5 Find the two sentences in Exercise 4 with phrasal verbs that can have the particle after the object. Rewrite them with the phrasal verbs separated.



9 MY PERSPECTIVE

What do you think helps make people happy? Use these verbs or your own ideas. Write five sentences. Then discuss your sentences with a partner.

belonging to ...	giving up ...	looking after ...	putting on ...	taking up ...
dealing with ...				

*I think belonging to groups of similar people makes us happy.*

10 CHOOSE

- 1 Work in a group. Discuss your sentences from Exercise 9 and decide which four sentences are best.
- 2 Use your sentences from Exercise 9 to make a poster called *What makes people happy?* Find photos or draw simple pictures to add to each point.
- 3 Write a short paragraph based on the information in Exercise 4. Give an example for each point. Use phrasal verbs.

A boy jumps from the U Bein Bridge into Taungthaman Lake, Myanmar.



6 Complete the sentences using phrasal verbs from Exercises 1–3. Then listen to the conversation and check your answers.

- 1 Some scientists \_\_\_\_\_ teenagers' happiness.
  - 2 Did they \_\_\_\_\_ what makes us happy?
  - 3 I feel happy when I \_\_\_\_\_ my headphones \_\_\_\_\_ and listen to some music.
  - 4 For me, it's TV. I always feel happy when I \_\_\_\_\_ it \_\_\_\_\_.
  - 5 Happy teenagers \_\_\_\_\_ with their friends a lot.
  - 6 I \_\_\_\_\_ the rubbish \_\_\_\_\_ every day!
- 7 Listen to the conversation again. What things do the speakers say make teenagers unhappy?
- 8 Look at the facts about what makes teens unhappy. Then complete the advice with verbs and particles from the chart below. Two particles are used twice.



WHAT MAKES TEENS UNHAPPY?

- Poor health
- No exercise, a lot of TV
- Poor diet (a lot of sugary foods, no breakfast)
- School stress/not having time to do schoolwork
- Bullying

Verbs

deal give hand look put take turn

Particles

after in off up with

Advice

- 1 \_\_\_\_\_ yourself so you don't become ill.
- 2 \_\_\_\_\_ a sport or another physical activity.
- 3 \_\_\_\_\_ drinking sweet drinks, like cola, every day. Save them as a weekend treat.
- 4 Don't \_\_\_\_\_ your homework \_\_\_\_\_ on time.
- 5 \_\_\_\_\_ bullying by telling an adult about it. Ask for help.
- 6 Don't watch TV just because it's on. You can always \_\_\_\_\_ it \_\_\_\_\_.

## 3D The amazing story of the man who gave us modern pain relief

“Bonica saw pain close up. He felt it. He lived it. And it made it impossible for him to ignore in others.”

LATIF NASSER

Read about Latif Nasser and get ready to watch his TED Talk. ▶ 3.0

### AUTHENTIC LISTENING SKILLS

#### Collaborative listening

When you listen to authentic speech, you usually won't understand everything you hear and you often can't go back and listen again. However, different people often understand different parts of a message. You can increase your understanding by comparing listening notes with others.

- 1 Read the Authentic listening skills box. Then listen to the extract from the TED Talk and write down the words you remember. 🎧 20
- 2 Work in small groups. Compare notes on what you heard. Did you write the same words? Write a summary of what you heard as a group. Do you have more information now?
- 3 Listen to the extract again. Did you understand more this time? Tell a partner what the extract means. 🎧 20

### WATCH

- 4 Think of a time when you saw or experienced an event that changed the way you thought about something. What happened? How did it change you? Make some notes. Compare your ideas with a partner.

- 5 Watch Part 1 of the talk. Choose the correct option to complete each sentence. ▶ 3.1

- 1 The lion tamer's main problem was that
  - a the lion bit him.
  - b he couldn't breathe with his head in the lion's mouth.
  - c he was scared.
- 2 The strongman gave the lion tamer \_\_\_\_\_ to save his life.
  - a mouth to mouth
  - b medicine
  - c an operation
- 3 The strongman worked at the circus to help pay for
  - a a new car.
  - b healthcare.
  - c medical school.
- 4 At the army hospital, Bonica's job was
  - a helping patients with pain.
  - b doing amputations.
  - c looking after the whole hospital.
- 5 Pain is a signal for
  - a fear.
  - b an injury.
  - c being tired.
- 6 He was surprised that many patients felt \_\_\_\_\_ when the injury was better.
  - a very angry
  - b a lot of pain
  - c ready to go home





- 3 Have you ever passed out? Or has a friend or family member ever passed out? What happened?
- 4 Is there anyone in your family who is a specialist in a subject? Who? Which subject?
- 5 How many institutions can you name in your town/area? What kind of institutions are they?
- 6 When was the last time you felt that someone didn't take you seriously? Who was it? How did you feel?

### CHALLENGE

Bonica did a lot of good in the world, making life better for people in pain. Think of a teacher, doctor, nurse, scientist, politician, sports person or someone else you know about who has helped people feel better. Make some notes about what they did.

*Cristiano Ronaldo*

- footballer
- gave money to a ten-year-old fan who needed medical help
- paid for a cancer centre in Portugal

- 9 Write a paragraph describing the person you made notes about in the Challenge box. Then compare your ideas with your partner. What things are similar about the people? What things are different?

- a Watch Part 2 of the talk. Choose the correct option to complete each sentence. **3.2**

- 1 Bonica often discussed pain with other doctors / patients' families.
- 2 Bonica read medical books and found that they gave a lot of / only a little information about pain.
- 3 To get more people talking about pain, Bonica tried to get experts to write about it / wrote about it himself.
- 4 Bonica didn't want to just make his patients healthier, he wanted to be famous / make them feel better.
- 5 Now there are only a few / hundreds of pain clinics around the world.
- 6 Bonica understood pain well because he felt a lot of / read a lot about pain.

- 7 Think about Parts 1 and 2 of the talk. What evidence gives you to support these statements?


- 1 Bonica inflicted (caused) pain, and he treated it.
- 2 Bonica saw pain close up. He felt it. He lived it.
- 3 Bonica's goal wasn't to make patients better; it was to make patients feel better.

### 3 VOCABULARY IN CONTEXT

- a Match the clips from the talk. Choose the correct meaning of the words and phrases. **3.3**
- 1 Work in pairs. Answer the questions. Then compare your answers with your partner.
- 2 Have you ever had a problem and tried to ignore it? What happened?
- 3 When do you usually hit the books? Where do you do it?

## 3E Opinions about health and happiness

### SPEAKING

- 1 Do you agree or disagree with the statements? Why? / Why not? Tell a partner.
  - People should be free to smoke cigarettes anywhere.
  - People should not be allowed to smoke in restaurants, cafes, cinemas and other public places.
  - The government should ban (completely stop) smoking because it is bad for everyone's health and wellbeing.
- 2 Listen to the conversation. Who makes or agrees with each statement – Al (A), Marta (M), or both (B)?  21
  - 1 Smoking should be completely forbidden.
  - 2 Smoking should be allowed.
  - 3 Smoking is bad for smokers' health.
  - 4 Smoking is bad for everyone.
  - 5 Everyone does something dangerous every day.
  - 6 There's no real reason for anyone to smoke.
- 3 Work in small groups. For each topic, think of three or more arguments for the statement and three or more arguments *against* the statement.
  - The government should ban junk food.
  - Schools should make students get more exercise.
  - Using a phone while walking or cycling should be illegal.
  - Students shouldn't have to do a lot of homework.
  - It's more important to have one very good friend than lots of friends.
- 4 Look at the phrases in the Useful language box. Working with another small group, take turns arguing for and against the points in Exercise 3.

#### Useful language

##### Giving your opinion

*I think ... / I believe ...*

*In my opinion ...*

##### Disagreeing

*Really / Are you kidding? I'm not sure about that.*

*I don't agree.*

*Sorry, but I don't think so.*

##### Asking follow-up questions

*Why do you say that?*

*Could you explain that a bit more?*

##### Conceding a point

*You're right that ...*

*Well, that's true ...*

### WRITING An opinion essay

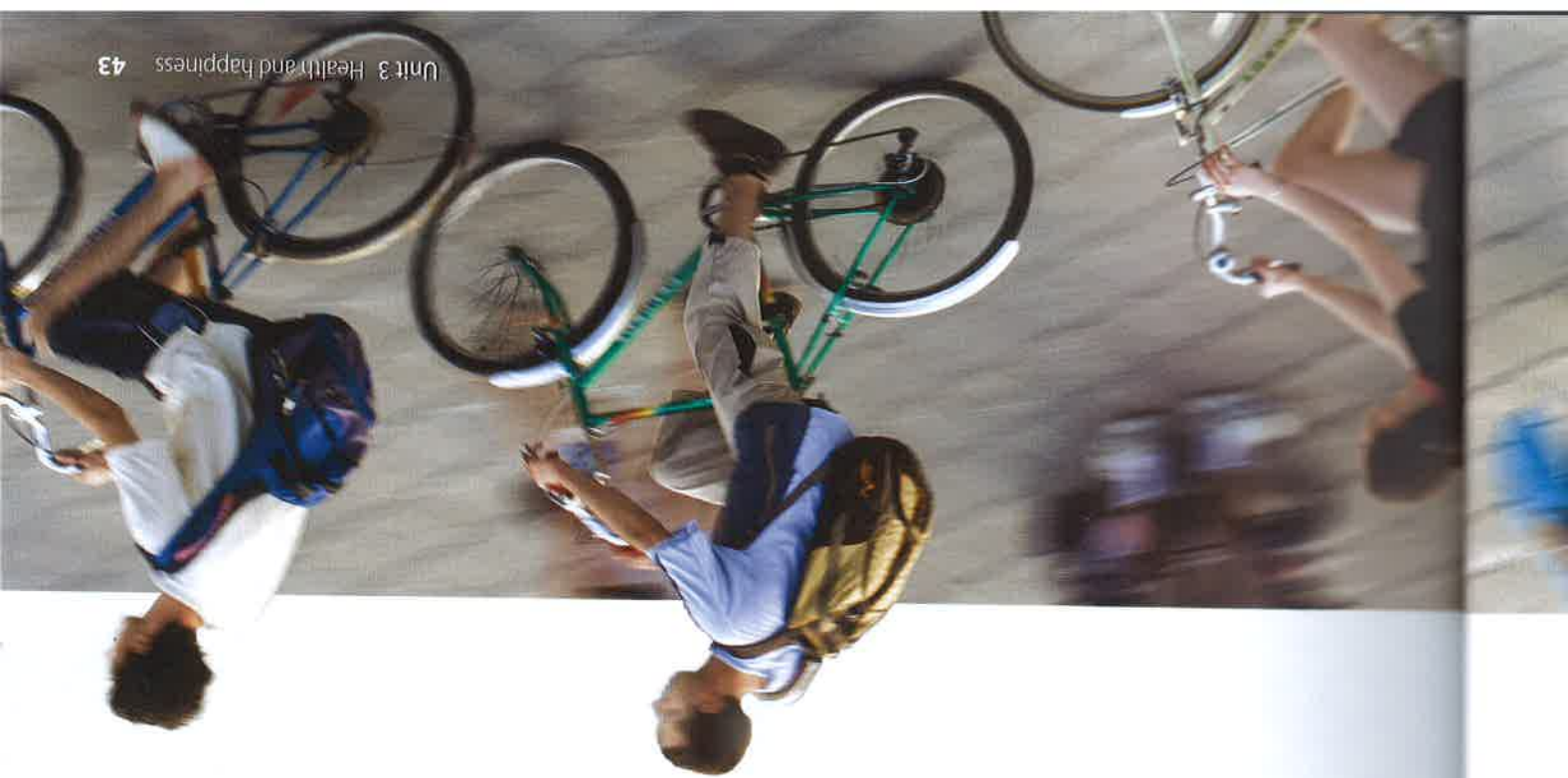
- 5 Rank the ways to stay healthy in order from 1 (the most important) to 8 (the least important). Discuss your answers with a partner.

exercise every day  
don't smoke cigarettes  
see a doctor every six months  
see friends and family

finish schoolwork on time  
have a healthy diet  
get plenty of sleep  
wear a seatbelt

People ride their bikes through  
Bonsecours Basin Park in Montreal, Canada.





- 1 Read the essay on page 149. Answer the questions.
  - 1 Does the writer agree or disagree with the statement 'Exercising every day is the best way to stay healthy'?
  - 2 According to the writer, what does exercise sometimes make people do?
  - 3 In addition to good food and exercise, what does the writer advise?
- 2 Read the Useful language box. Then read the essay again. Find five expressions from the box in the essay.
  - 1 Think this because ...
  - 2 My view is that ...
  - 3 I accept that ..., but ...
- 3 Work in pairs. Say if you agree or disagree with each statement and why.
  - 1 Happiness is more important than health.
  - 2 The best way to stay healthy is to stay happy.
  - 3 It's more important to feel OK than to be healthy.
- 4 WRITING SKILL Organizing points in an essay
  - 1 Read the essay on page 149 again. How many main points does the writer make? How are these organized?
  - 2 How does the writer introduce each point? Which expressions does he/she use?
  - 3 Choose one of the statements you discussed in Exercise 9. Think of three points you can make about it and write a sentence introducing each one.
  - 4 Write an essay about the statement you chose in Exercise 10c, saying whether you agree or disagree with it. Use the Useful language and your ideas from Exercise 10.
- 5 Exchange essays with a partner. Check each other's work and comment on the content. Does it use the Useful language correctly? Do you agree with your partner?

#### Useful language

##### Acknowledging other ideas

While it's true that ..., I think ...

Yes, you're right, but ...

##### Giving your opinion

I believe ...

In my opinion, ...

For me, ...

##### Giving reasons for your opinion

One reason I think this is ...

I think it's clear that ...

... because ...

# 4 Learning

## IN THIS UNIT YOU

- talk about schools, classes and education
- read about an outdoor skills course
- learn about the education and skills needed for life
- watch a TED Talk about an important skill for success
- ask about and compare summer programmes



VOCABULARY Education

1 Work in pairs. Look at the photo. Find these items.

a blackboard a desk a notebook a pen a student a teacher

2 Match the verbs (1-6) with their objects (a-f). Use a dictionary if necessary.

- |           |  |
|-----------|--|
| 1 develop | a geography / maths / science / art              |
| 2 study   | b (good / bad) grades / an education             |
| 3 get     | c (primary / secondary / private / state) school |
| 4 take    | d (new) skills                                   |
| 5 attend  | e creative / hard-working                        |
| 6 be      | f a test / exams                                 |

3 Choose the correct options to complete the descriptions of three different schools.

- The Indian government provides (1) *state / private* schools for all children. But when students don't live near a school and can't afford to travel, it's difficult for them to get (2) *bad grades / an education*. The solution? Teachers travel to the students! (3) *Primary / Secondary* school students (up to age 12), and students in the first two years of (4) *primary / secondary* school (ages 13 and 14) can attend 'train platform schools'. The students are very (5) *creative / hard-working*. Some older students are even already at the station because they have jobs there!

- Students of the Khan Academy (6) *attend / study* geography, maths, science and other subjects online by watching videos. After watching, they can take short (7) *grades / tests* to check their progress. Most Khan Academy students are teens taking classes in addition to their usual studies. They want extra work to develop (8) *skills / studies* in certain subjects and to do better in exams. As the videos are online, students from around the world can (9) *take / get* the classes.

- Students who (10) *attend / get* the Zip Zap Circus School in Cape Town, South Africa, don't study maths and science; they (11) *take / learn* entertainment skills. Zip Zap is a private (12) *education / school*, but it isn't expensive. In fact, unlike most private schools, it's free. The main purpose of the school is to help students learn to live and work together – and to have fun.

4 Answer the questions. Take notes. Then compare your answers with a partner.

Which school ...

- 1 doesn't teach traditional school subjects? What does it teach?
- 2 is the most like your school? Why?
- 3 helps students trying to get very good grades or prepare for exams? How?

5 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- Is your school a state school or a private school? What are the differences between the two? Think about cost, class size, teachers, building(s), etc.
- Which subjects from this list are you taking? Which classes are your favourites? Why?

arts (music, drama)	computing	history	language
literature	maths (algebra, geometry)	science (biology, chemistry)	

• Do any of your classes include online learning? Which one(s)?



Students can watch videos on their desks and take part in activities in the United States.

## LISTENING

6 Have you ever talked to a student from another country? If you have, what was it like? If not, would you like to? What are the benefits of talking to people from other countries?

7 Listen to two students talking about a project at school. Are the sentences true (T) or false (F)? **22**

- 1 Karina's class is video-chatting with students around the world.
- 2 They are watching films to learn about each other's countries.
- 3 They learned about the school week in Japan.
- 4 They discussed school clothes in England.
- 5 Maria, in Brazil, is going to take an important examination soon.
- 6 Karina says that teenagers in other countries are very different.

8 Listen again. Complete the notes. **22**

Karina's favourite class: (1) \_\_\_\_\_  
 Project: video-chatting with students in Brazil,  
 (2) \_\_\_\_\_, Japan, England and  
 (3) \_\_\_\_\_  
 People usually learn about America from  
 (4) \_\_\_\_\_  
 Some Japanese kids go to school on Saturday for sports or  
 to (5) \_\_\_\_\_  
 Kids in the UK start school at the age of (6) \_\_\_\_\_  
 Maria is taking extra classes in (7) \_\_\_\_\_ and  
 (8) \_\_\_\_\_  
 Teenagers everywhere have a lot in (9) \_\_\_\_\_

New communication technologies, like video-chatting, are helping students around the world connect and learn about each other.

## 9 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- Do you like the idea of video-chatting with students in other countries? Why? / Why not?
- Say two or three things you know about another country – about food, sports, weather, products they make, and so on. Where did you learn the information?
- What questions would you ask a student from another country? Think of one question about school and one question about another topic.

## GRAMMAR Comparatives and superlatives

10 Look at the examples in the Grammar box. Answer the questions.

### Comparative and superlative adjectives

#### Comparative

*Learning from a person is **more interesting than** learning from a book.*

*She's a bit **older than** we are.*

*Talking to someone is **easier than** reading.*

#### Superlative

*I think doing projects is **the best** way to learn.*

- 1 Which form uses *than* after an adjective?
- 2 Which form uses *the* before an adjective?
- 3 Which form compares more than two things?
- 4 Write the plain adjective forms for these items.  
 more interesting    easier    older    the best

Check your answers on page 134. Do Exercises 1 and 2.







Students in a UN school talk to other students around the world.

16 PRONUNCIATION Linking and elision

Which two words in the example are connected by linking? Which two are connected by elision?

Fluent speakers often join words together either by linking sounds (liaison) or leaving out sounds (elision).  
*I work harder in history than I do in English because it's more difficult to remember dates than words.*

17 Say the sentences. Do the bold words connect with linking or elision? Listen to check your answers.

- 1 Yusuf speaks the most quietly.
- 2 Ella graduated from school more recently than Jim.
- 3 I did better in my final exam than in the mid-term one.
- 4 Pietro misses lessons more often than the other students.
- 5 I checked the essay section the most carefully.

18 Make true sentences about you. Use comparatives and superlatives of the words in brackets. Then, share your ideas with a partner.

- 1 two school subjects. (difficult)
- 2 one school subject to the others. (easy)
- 3 the way two friends speak. (quiet)
- 4 how you work at two things. (hard)
- 5 forms of transport in your town/country. (comfortable)
- 6 forms of transport in your country. (cheap)

*I think maths is more difficult than English. For me, art is the easiest subject.*

1 Complete the sentences with the correct form of the adjectives.

- 1 Studying for a short time every day is \_\_\_\_\_ (useful) than studying all night the night before a test.
- 2 Breakfast is the \_\_\_\_\_ (important) meal.
- 3 A light lunch is \_\_\_\_\_ (good) than a big one because a big lunch can make you sleepy.
- 4 Studying is important, but the \_\_\_\_\_ (good) way to learn a new skill is by using it.
- 5 Learning a new language is \_\_\_\_\_ (easy) than learning maths or science.
- 6 It's \_\_\_\_\_ (difficult) to learn new things in the afternoon than in the morning.

- 2 Work in pairs. Discuss the sentences in Exercise 1. Do you agree with them?
- 3 Look at the examples in the Grammar box. Then answer the questions.

Comparative and superlative adverbs

- 1 Learn better by talking to people than by reading.
- 2 Compare words the hardest before important exams.

- 1 Which sentence is comparative? Which is superlative?
- 2 What is the superlative adverb form of good?
- 3 What is the comparative adverb form of hard?
- 4 Do these sentences compare people/things or actions?

2 Complete the sentences with the comparative or superlative adverb forms of these words.

careful good hard often quiet recent

- 1 I work \_\_\_\_\_ in history than I do in English.
- 2 Yusuf speaks \_\_\_\_\_ of all of us in class, so it's hard to hear him.
- 3 Ella graduated from high school \_\_\_\_\_ than Jim. She just finished last year.
- 4 My grades are improving. I did \_\_\_\_\_ in my final exam than in the mid-term one.
- 5 Pietro misses lessons \_\_\_\_\_ than the other students, because he isn't very well.
- 6 I checked the essay section of the test \_\_\_\_\_ because that's where I usually make a lot of mistakes.

3 Work in pairs. Discuss the questions.

- Which subject do you usually do best in?
- Do you find that you can learn more easily at some times than others? When? Why?
- Who studies the hardest in your class?

## 4B Outdoor classroom

# Nothing's impossible


### VOCABULARY BUILDING Suffixes *-ful/-less*

We can create adjectives by adding a suffix to some nouns. The suffix *-ful* means *with* and *-less* means *without*. But be careful – you can't always make opposites using *-ful* and *-less*. For example, the opposite of *grateful* isn't *grateless*, but *not grateful*.

- 1 Read the Vocabulary building box. Choose the correct option to complete the sentences from the article. Use a dictionary if necessary.

- 1 The kayak trip was *stressful* / *stress-free* because of stormy weather.
- 2 I am *thankful* / *not thankful* for this amazing opportunity.
- 3 One *careful* / *careless* mistake could really hurt someone.
- 4 Working closely with students from other cultures is a great way to learn this *useful* / *useless* lesson.
- 5 There were moments when she felt afraid and *hopeful* / *hopeless*.

2 PRONUNCIATION Adjective stress

Listen to the sentences from Exercise 1. Underline the stressed syllable in each adjective.  25

- 3 Make two or three sentences about yourself using the words from Exercise 1. Practise saying them with the correct stress.

*For me, taking exams is stressful.*

### READING

- 4 Read about scanning. Then read the sentences (1-5) about the article. Scan the article to see if the sentences are true (T) or false (F).

When you answer questions about a text, you need to find specific information. Looking through a text just for this information is called *scanning*. When you scan:

- focus on the information you are looking for.
- think about the type of information it is: a name, a date, a number, etc.
- let your eyes go over the text a few lines at a time. When you see useful information, stop and read closely.

- 1 Students in Singapore have a three- or five-day outdoor skills course as part of their education.
- 2 Students learn outdoor skills as a reward for their hard work on more important school subjects like maths.



## CRITICAL THINKING Analyzing quotations

**7** Read the Critical thinking box. Work in pairs. Discuss the questions.

Discuss the questions.

Quotations (quotes) are the original words of real people and are marked with quotation marks (Example: 'it was good,' she said). Writers use quotes to clearly show people's ideas or opinions. Writers may agree with the quotes and use them as supporting evidence, or they may argue against them. Writers sometimes use quotes from different people to show two sides of an argument.

- 1 How many separate quotes are used in the text?
- 2 What does each quote show about the outdoor skills course?
- 3 Why do you think the author used quotes instead of just explaining the ideas in his own words?
- 4 Does the article include different points of view? Why do you think the author used the quotes that are used?

## 8 MY PERSPECTIVE

Work in small groups. Discuss the questions.

- Would you like to learn skills like this at school? Why? / Why not?
- What do you think this kind of class could teach you about life?

The rocks were *really* hard to grab. Then something magic happened. I climbed over the rock wall and made it! I didn't know I could make it that high.

— A Singapore student

In Singapore, primary and secondary schools take outdoor skills courses as part of their curriculum. They're usually three or five days long and include rope and rock climbing, going to sea in a kayak, sleeping in a tent each night, taking long walks in the jungle and learning to start a fire. It's a real life. One careless mistake could really hurt someone. So should outdoor skills be taught at school? Why does the Singapore government think this should be part of every child's education?

## Education & education?

Education Ngee Chee Meng says that the importance of the outdoor course helps students develop skills like critical thinking, working together and good communication – abilities that are necessary for work and life. He believes that these skills are as important as traditional subjects like science, literature and so on. Students need to learn from books, but for some lessons, nothing is as useful as doing.

Grup se sastoji od 200 članova

According to the article, one student described the course as "impossible".

Read the article more carefully and underline the words that helped you do Exercise 4.

Work in pairs. Discuss the questions.

the article asks if outdoor skills should be taught at school. What do you think? Why?

Magelique says she felt afraid and hopeless at times, but that she would do it again. What difficult experience have you had that you learned something from?

In the future, students from different communities and schools will take the course together. How will difficult experiences outdoors help them learn to communicate?

What outdoor skills does the article mention? Which of them would you be afraid to try? Which of them do you think you would enjoy?

What skills does Ng Chee Meng believe students learn from? Do you agree with him that they are as important as the traditional subjects? Why?



## Skills for life

Adults say kids today  
need these skills

Very important / useful  
Communication  
Reading

Important / useful  
Maths  
Working together  
Writing  
Logic (clear thinking)  
Science

Not very important /  
useful  
Sports  
Music  
Art

## 4C Skills for life

### GRAMMAR Comparative forms

1 What can you remember about the outdoor skills course in Singapore?

- activities
- skills developed
- challenges faced by students

#### Comparative forms

- a Outdoor skills are **as important as** the traditional subjects.
- b For some lessons, reading isn't **as useful as** doing.
- c She thought the trip was **too hard**.
- d She felt **brave enough** to continue against the storm.
- e I wasn't **brave enough**, so I gave up.
- f It was **so good**!
- g Angelique had **such a good** experience.

2 Look at the examples in the Grammar box. Match the comparative forms (a-g) with their meanings (1-6).

- |                                |   |
|--------------------------------|---|
| a as (adjective) as 4          | 1 just the right amount                   |
| b not as (adjective) as        | 2 more than wanted/needed                 |
| c too (adjective)              | 3 makes something stronger (two examples) |
| d (adjective) enough           | 4 compares two similar things             |
| e not (adjective) enough       | 5 less than wanted/needed                 |
| f so (adjective)               | 6 says two things are not similar         |
| g such a/an (adjective + noun) |   |

3 Choose the correct option to complete the information about the sentence (a-g) in the Grammar box.

- a Outdoor skills and traditional subjects *have / don't have* the same importance.
- b For some lessons, reading and doing are *equal / not equal*.
- c The trip was *the right level of difficulty / more difficult than* she wanted.
- d She *had / didn't have* the right level of bravery to continue.
- e I had *less / more* bravery than I needed.
- f The expression *It was so good* is *stronger than / not as strong as* *It was good*.
- g Angelique's experience was perhaps *better / worse* than she expected.

Check your answers on page 134. Do Exercises 5-7.

4 Look at the information on the left. Then complete the sentences with (not) ... as and the adjective in brackets.

According to the research ...

- 1 writing and maths skills are \_\_\_\_\_ (important) communication and reading skills.
- 2 science is \_\_\_\_\_ (useful) maths.
- 3 sports are \_\_\_\_\_ (useful) science.
- 4 communication is \_\_\_\_\_ (important) reading.
- 5 art is \_\_\_\_\_ (useful) working together.



- 8 Complete each sentence with *such* or *so*.
- Music is \_\_\_\_\_ an important part of my life.
  - His experience with team sports was \_\_\_\_\_ important to him.
  - Their art class was \_\_\_\_\_ good – it made them look forward to school.
  - I had \_\_\_\_\_ a good maths teacher last year that I've decided I'd like to study maths at college.
  - Working together is \_\_\_\_\_ a useful skill that I think everyone should learn it and practise it at school.
  - The reading skills I learned made me do \_\_\_\_\_ much better in my exams.
- 9 Write two sentences that are true for you for each item.
- Share your ideas with a partner.
- (School subject) is / isn't as (adjective) as (school subject).
  - Maths is as hard as science.*
  - (School subject) is too (adjective).
  - (School subject) isn't (adjective) enough.
  - My (school subject) class is so (adjective)!
  - I had such a(n) (adjective) (school subject) class that I (result).
- 10 CHOOSE
- List ten skills you think students need to learn, from most to least important. Compare your list in a group.
  - Present your group's results to the class.
  - Write a paragraph like the one in Exercise 6, saying why a skill that some people think is less important is useful.
  - Make notes about what you think the most useful skill is. Compare your skill with a partner.



Students practise in a modern class

- 3 Work in small groups. Discuss the questions about the skills for life information.
- What do you think *useful* means? To whom? For what?
  - Do you agree with the research? Why? / Why not?
  - Make your own comparisons of the skills using (not) as ... as sentences.
- 4 Choose the correct options to complete the paragraph.
- Some people feel that secondary school students shouldn't study art because it (1) *is too serious / isn't serious enough* to be a real school subject. But research shows that art education is (2) *too powerful / powerful enough* to improve students' grades in their other classes. This is especially true for students who find traditional subjects (3) *too challenging / not challenging enough* to do well in. Art classes also help students connect with each other, work together and express themselves. People make similar arguments about sport. Also, although some students find sport activities (4) *too difficult / difficult enough*, having some physical exercise during the school week (5) *isn't valuable enough / is valuable enough* for schools to keep it. Those benefits are (6) *too important / important enough* to support art and sport in secondary schools.
- 5 Work in pairs. Discuss the questions.
- Do you agree with the paragraph in Exercise 6? Why? / Why not?
  - Make sentences giving your opinion about art, sport and your other classes using *too ... and (not) enough* sentences. Use these words and other adjectives you know.
- | challenging | important | useful | serious |
|-------------|-----------|--------|---------|
| interesting |           |        |         |

## 4D Don't eat the marshmallow!

“That child already, at four, understood the most important principle for success, which is the ability to delay gratification.”

JOACHIM DE POSADA

Read about Joachim de Posada and get ready to watch his TED Talk. ▶ 4.0

### AUTHENTIC LISTENING SKILLS

#### English speakers with accents

About 75% of the English spoken in the world is spoken by people who speak it as a second language. This means that you will hear many different pronunciations of both vowels and consonants. Identifying features of different accents can help you understand them more easily.

- 1 Read the Authentic listening skills box. Then listen to two people saying the sentence below. Notice the pronunciation of **the**. Which sentence is spoken by a Spanish speaker? Which sentence is spoken by an English speaker? 🎧 27

*I think we have found **the** most important factor for success.*

- 2 Listen to the sentences. Notice the words in bold. What's the difference between Joachim's pronunciation and the English speaker's pronunciation? 🎧 28

- 1 Johnny, I am going to leave you here with a marshmallow for fifteen **minutes**.
- 2 As soon as **the** door closed ... two out of three ate **the** marshmallow.
- 3 Five **seconds**, ten **seconds**, forty **seconds**, fifty **seconds** ...
- 4 And **they** found **that** 100 percent of the children that had not eaten the marshmallow were successful.

### WATCH

- 3 Have you ever waited to do something? Why? What happened? Tell a partner.

- 4 Watch Part 1 of the talk. Complete the sentences. ▶ 4.1

- 1 A researcher worked with children who were \_\_\_\_\_ years old.
- 2 The researcher told the children to wait for \_\_\_\_\_ minutes.
- 3 Children who did not eat the marshmallow would have \_\_\_\_\_ marshmallows.
- 4 This is the same as an adult waiting for \_\_\_\_\_ for coffee.
- 5 Some children lasted as long as \_\_\_\_\_ minutes before they ate the marshmallow.
- 6 \_\_\_\_\_ out of \_\_\_\_\_ children looked at the marshmallow and then put it back.

- 5 Watch Part 2 of the talk. Answer the questions. ▶ 4.2

- 1 How old were the kids when the researchers met with them again?
- 2 How does Joachim describe the successful kids?
- 3 How does he describe the unsuccessful kids?
- 4 What country did Joachim do his next experiment in?





9 Work in pairs. Discuss the questions. 4.3

- Why does the ability to delay gratification mean you might get better grades?
- Joachim says the ability to delay gratification is the key to success. Can you think of other factors that might be important to success?
- Younger people often have to wait to do things such as drive or vote. Why is it important for people to reach a certain age before they can do these things?

### CHALLENGE

Design your own experiment to test the ideas in the TED Talk. Follow these steps.

- Think about how you will ask people to delay gratification. For example, by telling them not to check their phones or not to watch a TV show right away.
- Think about how long you will ask people to delay gratification for.
- Think about what people will get if they can delay gratification for this long. For example, if students can go a whole lesson without checking their phones, they get a prize or don't have to do homework for one day.
- Share your ideas with the class and vote for the best experiment.

## 4E Such a cool subject!

### SPEAKING

#### 1 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- What do you think of taking classes during the school holidays? Have you done this, or would you consider it?
- What are the pros and cons of studying during school holidays?

#### 2 Work in pairs. Look at the list of courses. Which three look the most interesting?

- Computer skills: Create a website and learn how to write code for apps and games
- Indoor climbing: Learn climbing skills on a 15-metre climbing wall
- Science lab: Do fun and exciting experiments in the laboratory
- Art camp: Drawing, painting, photography – anything you're interested in
- Team sports: Play football, baseball, basketball and other sports
- Video-making: Write and produce short films

#### 3 Listen to two students talking about choosing a summer school course. Which three courses do they mention?

#### 4 Complete the sentences. Then listen again and check your answers.

better choice	fun enough	more interesting
most interesting	such a cool	too much like school

- 1 Which ones look the \_\_\_\_\_?
- 2 I'm not sure about computer skills – \_\_\_\_\_!
- 3 The sports classes look \_\_\_\_\_.
- 4 Do you think it's \_\_\_\_\_ for a two-week course?
- 5 Video-making is \_\_\_\_\_ subject.
- 6 That's a \_\_\_\_\_ than indoor climbing!

#### 5 What course do the students decide to take?

#### 6 Read the Useful language box. In pairs, discuss the six courses in Exercise 2 and choose one.

#### Useful language

##### Asking about opinions

*Which ones look the most interesting / useful / exciting?*  
*Is it too boring / long / expensive?*  
*Do you think it's fun / useful / exciting enough?*

##### Making comparisons

*(The sports classes) look more interesting.*  
*(Science lab) isn't as interesting / useful / exciting as (Art camp).*  
*(Computer skills) looks the most interesting / useful / exciting.*

##### Making a decision

*I think (Art camp) is the best choice.*  
*(Indoor climbing) is the most interesting.*





## WRITING An enquiry email

- 1 Read the email asking for information about a course on page 150. Tick (✓) the topics you see in the email. Then number them in the correct order.

- a the reason for the email
- b the main message of the email
- c greeting ✓ 1
- d thanking the person for helping the writer
- e where the writer saw the advertisement
- f the writer's address
- g the writer's name
- h closing statement asking for a reply
- i the writer's reason for wanting to do the course
- j polite closing expression

### WRITING SKILL Using polite expressions

- a Read the email on page 150 again. Underline the polite expressions in the email.
- b How could you write these expressions in an email to a friend?

- c Read the Useful language box. Use the expressions in the box and in Exercise 8 to write an email asking questions about the course you chose in Exercise 6. Use the email in Exercise 7 as a model. Make sure you use some polite expressions in your email.

- d Exchange emails with a partner. Check each other's work. Does it use the structure from Exercise 7 and the language from the Useful language box? Is it polite enough?

### Useful language

**Saying how you know about the person or company you're writing to**  
I saw your ad / website / poster.  
**Saying why you're writing**  
I'm writing because I'd like more information / I have some questions / I'd like to ask about ...  
**Saying thank you**  
Thank you (in advance) for ...

High school students work on a robot that they invented in a robotics club.



# 5 Family and friends



## IN THIS UNIT YOU

- talk about friends and family members
- learn how we greet the people in our lives
- read about how people celebrate life's changes
- watch a TED Talk about why we laugh
- make and describe plans for a party

A group of friends perform a stunt in a subway car in New York City.



5A The people in my life

VOCABULARY How's it going?

- 1 Look at the photo. Answer the questions.
- How would you describe these people? Do you know anyone like this?

Why do you think they're doing this?
- 2 MY PERSPECTIVE

Work in pairs. Which of your friends and family are important if you want to talk about difficult things? If you need advice? If you want to have fun? If you want to learn about something?

*When I need help with my homework, I usually ask my dad.*

- 3 Copy the table below. Write the words in the correct column. Use a dictionary if necessary. Add one or two words of your own to each column.

Family		Other people		Greetings	
aunt	best friend	bow	brother	classmate	
cousin	friend of a friend	grandfather	grandmother	hug	
kiss	neighbour	partner	say hello	shake hands	
sister	stranger	teammate (sports)	uncle	wave	

- 4 Follow these steps. Then compare your ideas with a partner.
- 1 Choose three words from the 'Family' column. Then write a definition for each family member.
- 2 Put the people in the 'Other people' column in order of closeness to you (1 = the closest).
- 3 Which greeting do you use for each person? Are there any greetings you use that aren't on the list?
- I usually greet my best friend with a hug. When I meet a stranger for the first time, we usually just say hello.*
- 5 Describe a person in your life using the following information. Can your partner guess who it is?

- male or female?
- how you greet them
- where they live
- age
- something you usually do together

A: *He's 45 years old. He lives in a town two hours from here. I usually greet him with a hug. When I see him, we usually play soccer.*  
B: *Is he your cousin?*  
A: *No, he isn't. My cousins are all my age.*  
B: *Is he your uncle?*  
A: *Yes, that's right!*



## LISTENING

- 6 The table shows how we greet the people around us. Listen to the podcast and match each column of the table with a speaker. Write the number of the speaker at the bottom. 30

People	Types of greetings		
Strangers	kiss	shake hands	bow, wave
People I've met	kiss	shake hands	bow, wave
Friends	kiss and hug	wave	bow, wave
Best friends	kiss and hug	hug	bow, wave, say hello
Family	kiss and hug	shake hands, hug, kiss	show respect
Speaker			

- 7 Listen again. Choose the correct words. 30

- 1 In Chen's family, respect *is more important than* / *isn't as important as* hugs and kisses.
- 2 Chen's parents *talk about* / *show* their love with their actions.
- 3 Bowing is a way of showing *respect* / *agreement*.
- 4 Luiza doesn't kiss her friends when *she says hello* / *she's in a hurry*.
- 5 Luiza *kisses* / *doesn't kiss* her sister.
- 6 Hugh *hugs* / *doesn't hug* his cousins.
- 7 Hugh always shakes hands with his *teachers at school* / *tennis coach*.

- 8 Which speaker is the most like you? Copy the table in Exercise 6. Complete it with people you know and your ways of greeting them. Use the table in Exercise 6 as an example.

- 9 Work in small groups. Compare your tables from Exercise 8. Do you all greet people in the same way?

## GRAMMAR Present perfect and past simple

- 10 Look at the Grammar box and read the sentences from the podcast. Match each sentence (a–d) with the best description (1–4).

### Present perfect and past simple

- a *I've never hugged my dad.*
- b *They've given me the things I need.*
- c *When she first arrived from Japan, Yuki was uncomfortable with all the hugging and kissing.*
- d *But she's learned to hug and kiss like a Brazilian now!*

The sentence refers to ...

- 1 an action in the past with a result in the present.
- 2 a situation that started in the past and continues to the present.
- 3 an experience or experiences that happened at an unspecified time.
- 4 a completed action that happened at a specified time in the past.

Check your answers on page 136. Do Exercises 1–4.





14 Choose the correct option to complete each sentence.

14 PRONUNCIATION Past form endings

There are three ways to pronounce -ed when it comes at the end of a past simple or past participle form: /d/ as in *tried*, /t/ as in *wished*, or /ɪd/ as in *wanted*.

a Read the Pronunciation box. Tick (✓) the -ed pronunciation for the words in bold. Listen and check your answers. 31

	/d/	/t/	/ɪd/
1 We celebrated my sister's fifteenth birthday last year.			
2 My dad has <b>photographed</b> our most important family events.			
3 I've never <b>stayed</b> awake all night during the New Year celebrations.			
4 When my cousin <b>turned</b> eighteen, he had a huge party.			
5 I've never <b>invited</b> more than two or three friends to a birthday celebration.			
6 My friends and I have always <b>laughed</b> a lot at our village <i>fiestas</i> .			

b Use the words to make questions about experiences. Use the past simple or present perfect. Work in pairs. Ask and answer the questions in Exercise 14b.

- 1 you meet anyone from another country?
- 2 how / you celebrate on the last day of primary school?
- 3 you ever go to a theme park with your friends?
- 4 what events / you celebrate with friends?
- 5 what / you do last weekend?

Events like this circus in Mexico City can show what is important to a culture. When Emily joined the circus in Mexico, she learned about the people in it, as well as herself.

1 I look / have taken a few different foreign language courses.

2 Have you ever be / been to Brazil?

3 They've always / ever lived in this town.

4 We've / We never tried Japanese food in our lives.

5 On our holiday to India last year we met / we've met some interesting people.

6 I haven't travelled / didn't travel to many different countries.

Complete the text with the present perfect form of the verbs.

Photographer and anthropologist Emily Ainsworth

\_\_\_\_\_ (travel) the world because she wants to

learn about other cultures. She (2) \_\_\_\_\_ (have)

attracted experiences in many different countries, but she

says Mexico is very special. 'I (3) \_\_\_\_\_ (return)

and returned again,' she says, adding, 'it (4) \_\_\_\_\_

\_\_\_\_\_ (be) my second home.' And the people (5) \_\_\_\_\_

(welcome) her – at celebrations, family events and even

\_\_\_\_\_ (perform) as a

\_\_\_\_\_ (circus), where she (6) \_\_\_\_\_ (perform) as a

\_\_\_\_\_ (perform) as a

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## 5B Coming of age

### VOCABULARY BUILDING Suffix -al

The suffix *-al* usually means *related to*. For example, *national* means *related to a nation*.

- 1 Read the sentences from the article (1–4). Match the words in bold with the correct meaning (a–d).

- 1 A girl's fifteenth birthday is a huge **social** occasion for many Latin American families.
- 2 The tradition has become **international**, spreading through Central and South America.
- 3 It marks a time of important **personal** change.
- 4 The event has both personal and **historical** importance.

Connected with ...

- |                  |                    |
|------------------|--------------------|
| a many countries | c a person         |
| b the past       | d groups of people |

- 2 Complete the sentences with these adjectives.

cultural	emotional	traditional	typical
----------	-----------	-------------	---------

- 1 The *fiesta de quince años* is hundreds of years old. It's a \_\_\_\_\_ Mexican celebration.
- 2 Certain things are expected at most parties. At a \_\_\_\_\_ party, the girl's father removes her shoes.
- 3 The party brings out strong feelings. The shoe-changing can be a very \_\_\_\_\_ moment.
- 4 It's part of the Mexican way of life, but many countries don't have a \_\_\_\_\_ tradition like this.

- 3 What adjectives can you make from these nouns? Be careful. You need to remove a letter from some nouns.

centre	music	nature	politics	profession
--------	-------	--------	----------	------------

### READING

#### 4 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- What are the most important celebrations in your family?
- What do you think is the most important birthday in a person's life? Why?
- Are there any unique social celebrations in your city or country?

- 5 Read the article and choose the topic and main idea.

- 1 Topic
  - a Latin American celebrations
  - b The *fiesta de quince años*
  - c Becoming an adult
- 2 Main idea
  - a The culture of ancient Mexico has affected all of Latin America.
  - b The *fiesta de quince años* shouldn't be more important than a wedding.
  - c A girl's fifteenth birthday is one of the most important celebrations for Latin American families.

- 6 Read the article again. Are the sentences true (T), false (F) or is the information not given (NG)?

- 1 According to the article, the biggest *fiestas de quince años* are held in Spain.
- 2 In the US, the *fiestas* usually aren't as big as weddings.
- 3 The history of the *fiesta* goes back more than 500 years.
- 4 There are over 500,000 *fiestas* in the US a year.
- 5 Some *fiestas* in the US last for a week.
- 6 New shoes show that the girl has become a young woman.

- 7 Find information in the article to support each sentence.

- 1 The *fiesta de quince años* is an international celebration.
- 2 The girl is seen as a different person after the celebration.
- 3 The celebrations have become bigger over time.
- 4 People spend a lot of money on a *fiesta de quince años*.
- 5 The celebration is a very old tradition.

- 8 Read the comments on the article. Write one of your own, making some connection with your own life or culture.

#### Comments

**BeijingGuy** Interesting post! I'm Chinese, and I've just celebrated my *Guan Li* – a twentieth birthday celebration for boys. We also celebrate a girl's fifteenth birthday. We call it *Ji Li*. Both of these are like the *fiesta de quince años* – we celebrate becoming men and women.

**Agnieska** In Poland, we don't have a cultural tradition like this, but for us, eighteen is a big birthday. We usually have a party with friends. You can vote and drive a car when you're eighteen. I haven't had my eighteenth birthday yet – one more year!

**Haruto** We have a celebration in Japan called *Seijin-no-Hi*. It's on the second Monday in January, and twenty year olds wear traditional clothes, receive gifts and have parties. My sister has already celebrated this, but I'm not old enough yet.

- 9 Design your perfect party. Where is it held? Who do you invite? What do you do?



# From child to adult – in one day

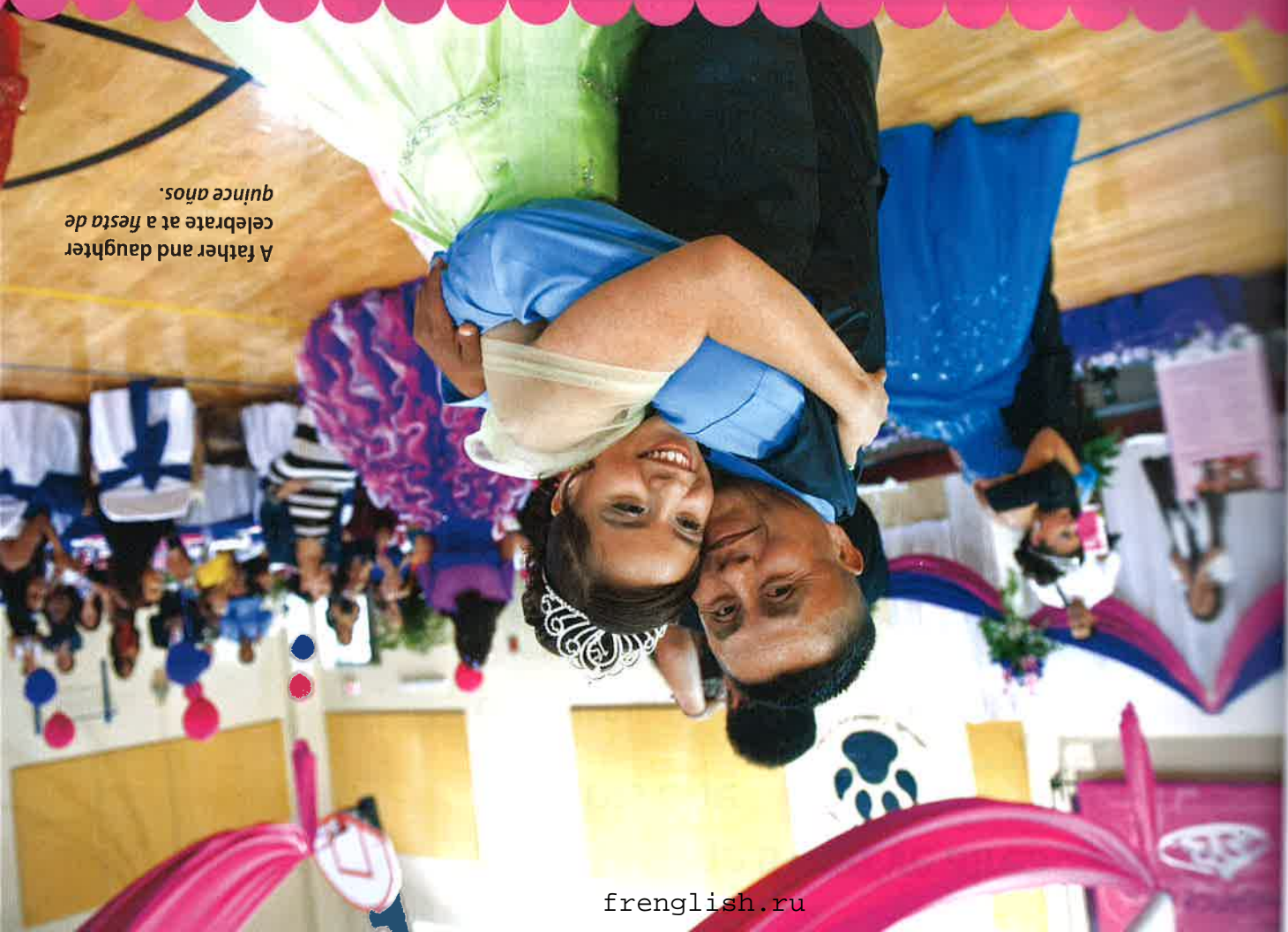
A father and daughter celebrate at a *fiesta de quince años*.

in the Americas, the tradition has become international, spreading through Central and South America and into North America. Nowadays, big celebrations are popular with the nearly 60 million Latinos in the US and Canada.

Friends and family take an active part in a traditional Mexican *fiesta de quince años*. A 'man of honour', usually a member of the girl's family, accompanies the *quinceañera* throughout the celebration. She also chooses a 'court', often fourteen girls and fourteen boys, one for each year of her life. They stay near the *quinceañera*, join all of the dances, and look after her on her special day. The celebration often begins with a formal ceremony before it becomes a more usual birthday party with food and dancing. Families with more money usually have bigger parties. A typical ceremony ends with the girl's father removing the flat shoes that she wore to the party and replacing them with a pair of more grown-up shoes with a high heel. This can be an emotional moment. It means that the person who walked into the party as a girl leaves the party as a young woman.

**Deliah Bermejo**, a New Yorker with family in Puerto Rico and Colombia, says that it's the 'important day' of a girl's life. The *fiesta de quince años* – a girl's fifteenth birthday celebration – is a huge occasion for Latin American families, and is one of the biggest celebrations. Friends and relatives come to celebrate a girl's passing from childhood to the adult world. It marks a time of important change. According to Ed Hassel, manager of *El Mariachi*, a band that provides food for parties in New York, 'the celebrations are now 'bigger than the weddings I've seen'. At age fifteen, Aztec boys became men – men old enough to fight in a war – and girls became women with adult rights and duties.

Parties were usually small, with a few family members. It was a chance for the young woman to meet young men. Only very rich families had big *fiestas*. Since the arrival of Europeans





Many young people  
celebrate *Coming of Age Day*  
in Japan when they turn 20.



## 5C Stop me if you've already heard this one

**GRAMMAR** Present perfect with *for*, *since*, *already*, *just* and *yet*

- 1 Look at the Grammar box. Choose the correct option to complete the explanation for each sentence in the Grammar box.

### Present perfect with *for*, *since*, *already*, *just* and *yet*

- a Families *have celebrated* the fiesta de quince años *for* about 500 years.
- b *Since* the arrival of Europeans in the Americas, the tradition *has become* international.
- c I'm Chinese, and I've *just celebrated* my 'Guan Li.'
- d I *haven't had* my eighteenth birthday *yet* – one more year.
- e My sister *has already celebrated* this.

- a This sentence refers to a period of time / a certain time in the past.
- b This sentence refers to a certain event in the past / present and the situation afterwards.
- c This event happened in the recent past / a long time ago.
- d This *has / has not* happened up to now.
- e This has happened, but we don't know / and we know when.

Check your answers on page 136. Do Exercises 5–8.

- 2 Complete the exchanges with *for* and *since*.

- 1 A: I haven't seen my cousins \_\_\_\_\_ last month.  
B: Really? I haven't seen mine \_\_\_\_\_ almost three years.
- 2 A: We've been friends \_\_\_\_\_ ten years.  
B: Yeah, I guess you're right. We've known each other \_\_\_\_\_ we were five years old.
- 3 A: Has your brother been in the running club \_\_\_\_\_ long?  
B: Not really. He's been a member \_\_\_\_\_ January.

- 3 Complete the questions with *you* and the correct form of verbs in brackets. Then work in pairs to answer each question with *for* and *since*.

- 1 How long \_\_\_\_\_ (know) your best friend?
- 2 How long \_\_\_\_\_ (live) in the home you now live in?
- 3 How long \_\_\_\_\_ (study) English?
- 4 How long \_\_\_\_\_ (attend) the school you go to now?

- 4 Complete the text with *just*, *already* or *yet*.

'Comedy is kind of a language, so you're connected and relating.' – Gad Elmaleh

Moroccan-born comedian Gad Elmaleh has taken a lot of English lessons in his life, but jokes that he doesn't really speak English (1) \_\_\_\_\_. However, that hasn't stopped him from performing comedy for American audiences. Although he arrived in the US fairly recently, he's (2) \_\_\_\_\_ done shows in New York, Los Angeles and lots of cities in between. He's (3) \_\_\_\_\_ completed a tour of more than ten US cities, and plans to continue performing. Although Gad has (4) \_\_\_\_\_ started his comedy career in America, he's (5) \_\_\_\_\_ a superstar in Europe – especially France. In the US, he hasn't become that popular (6) \_\_\_\_\_. His career, like his English, is a work in progress.



- 3 What haven't you done yet, but would like to do?
- I haven't learned to play a musical instrument yet, but I'd like to.*
- I haven't read a novel in English yet, but I want to read one.*

## 7 CHOOSE

- Work in pairs. Tell your partner about the things you wrote about in Exercise 6. Ask and answer questions.
- A: *How long have you played the piano?*  
B: *Since I was about five years old.*  
A: *Does anyone else in your family play?*  
B: *Yes, my mother plays, and my brother does, too.*
- Write a paragraph about one of the things you wrote about in Exercise 6. Give more information about it.
- Prepare a short presentation about one of the things you wrote about in Exercise 6. Tell the class about it.

- Put the words in the correct place in each sentence.
- A: I've heard a really funny joke. (just) Why is it the happiest letter?  
B: Because it's in the middle of fun. Sorry, but I've heard that one! (already)
- A: OK, here's one you probably haven't heard. (yet) Why is six afraid of seven?  
B: Because seven ate nine! My brother has told me that one! (already)
- Answer the questions. Use the present perfect.
- What have you done recently that you're proud of?  
*My homework is due next week, and I've already finished writing it.*
- What have you done for a long time that you're proud of?  
*I've been on the football team for five years.*  
*I've taken art classes on Saturdays since I was eleven years old.*

Birthdays celebrations are important get-togethers for many families around the world. This family is celebrating in Brazil.



# 5E Invitations

## Useful language

### Asking if someone is available

*Are you busy next Saturday?*

*Are you around / free on Sunday?*

*Are you doing anything on Tuesday night?*

### Saying if you are available or not

*I (don't) think so.*

*It depends.*

*I'm not sure.*

*I'll have to ask my parents.*

*I need to check my schedule.*

### Accepting an invitation

*Sure, I'd love to.*

*That sounds great!*

### Saying no to an invitation

*Thanks for inviting me, but I'm afraid I'm busy.*

*Sorry, I can't make it. But thank you for inviting me.*

## SPEAKING

### 1 MY PERSPECTIVE

How do you think the students in the photo feel? Why? What exactly has happened?

### 2 Listen to the conversation. What important life event is mentioned?

### 3 Listen again. Tick (✓) the things the students have done. Then discuss them. 34

- 1 order the food and drinks
- 2 sort out the music
- 3 send out the invitations
- 4 buy the balloons
- 5 decorate the room
- 6 schedule a meeting with Davina

*They've ordered the food and drinks, but ...*

- 4 You're having a party to welcome a new student, Delia, to your school. Decide on a day, time, location and type of food for it.
- 5 Work in pairs. Take turns to invite each other and saying whether you can or can't go. Use expressions from the Useful language box.





## WRITING Informal invitations and replies

- 1 Read the three notes on page 150. Match each one with the correct purpose.

- 1 making an invitation
- 2 saying no to an invitation
- 3 accepting an invitation

- 2 Match note, underline the expressions used for making, accepting or saying no to an invitation.

- 3 Informal notes, we sometimes use abbreviations. Find an abbreviation in each note. Which one means the following?

- 1 Let me know if you can come.
- 2 as soon as possible
- 3 I also want to say ...

### WRITING SKILL Politely making and replying to invitations

- Work in pairs. Read the Writing strategies box. Together, write one sentence inviting someone to a celebration, write one sentence accepting and one sentence saying no.

- 4 Think of a celebration you would like to have. Write an informal invitation to your partner. Use two abbreviations.

- 5 Exchange invitations. Then write a reply to your partner's invitation.

- 6 Check each other's work. Do the notes use abbreviations and the Writing strategies correctly?

Students in Punjab, India, celebrate their graduation.

## Writing strategies

### Politely making and replying to invitations

- When you write an invitation, give the time, date, location and type of event. Remember to ask the person to let you know if they can come.
- When you accept an invitation, begin by saying *thank you*. If you have any questions about the event, ask them. It can be polite to offer to bring something (food or drinks, for example). When you say *no* to an invitation, begin by saying *thank you*. Apologize that you can't make it, and say why – without giving too many details if you don't want to. It can be polite to end by saying you hope they enjoy the event and offering to make plans another time.



# 6 Do your best

## IN THIS UNIT YOU

- discuss if perfection is good
- read about someone who changed how he did things
- learn about an unexpected artist
- watch a TED Talk about teaching people bravery, not perfection
- learn how to ask for and give advice



# 6A The best I can be

frenglish.ru

## VOCABULARY Goals and expectations

- 1 Look at the photo. Many of the tiles used are broken or come from people's rubbish. Do you still think the stairs are beautiful?

- 2 Match the words in bold (1–7) with the correct definitions (a–g).

- 1 'I have not **failed**. I've just found several thousand ways that won't work.' – Thomas Edison
- 2 'The only place where **success** comes before work is in the dictionary.' – Anonymous
- 3 'Have no fear of **perfection**, you'll never reach it.' – Salvador Dali
- 4 'Beauty is about being comfortable in your own skin. It's about knowing and **accepting** who you are.' – Ellen DeGeneres
- 5 'Practice makes **perfect**.' – Anonymous
- 6 'Practice doesn't make perfect. Practice reduces the **imperfection**.' – Toba Beta
- 7 'True success is overcoming the fear of being **unsuccessful**.' – Paul Sweeney

a having no mistakes or problems (n)

b finished without success (v)

c without mistakes (adj)

d the correct or wanted result (n)

e not getting the correct or wanted result (adj)

f not being exactly right (n)

g feeling that something is OK or normal (v)

- 3 Choose the correct option to complete the meaning of each quotation in Exercise 2.

- 1 When you find a way that doesn't work, you learn something new. When you learn nothing, you **fail** / **succeed**.
- 2 You don't have to / have to work before you can succeed.
- 3 Perfection is a nice idea, and we should / but we shouldn't expect to reach it.
- 4 Beauty isn't about how you look, it's about how you feel / *dressing comfortably*.
- 5 If you want to do something really well, you won't fail / *practise a lot*.
- 6 You can never be perfect, but you can / and you can't usually improve.
- 7 Success means not being afraid of other people / *failure*.

- 4 Match the words on the left (1–6) with their opposites (a–f). Use a dictionary if necessary.

- |              |                |
|--------------|----------------|
| 1 perfection | a unsuccessful |
| 2 success    | b fail         |
| 3 perfect    | c imperfect    |
| 4 succeed    | d imperfection |
| 5 accept     | e reject       |
| 6 successful | f failure      |

## 5 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- Have you ever failed? What did you do next? Do you think failure can lead to success?
- Have you ever seen or experienced something that was perfect? What was it? Can something be 'too perfect'? Why?



## LISTENING

### 6 Work in pairs. Discuss the questions.

- Can you think of a food that doesn't look good but tastes delicious?
- Have you ever had a food that looked perfect but didn't taste very good?
- Have you ever been surprised by a food or drink? For example, something that looked sweet but tasted spicy?

### 7 Listen to a podcast about a fruit and vegetable seller in Tokyo. Are the sentences true (T) or false (F)? Rewrite the false sentences.

- 1 Senbikiya is a small grocery shop in Tokyo.
- 2 Senbikiya isn't very successful because it's too expensive.
- 3 In Japan, fruit is a popular gift because it is something you don't need.
- 4 In Japan, giving fruit as a gift started recently.
- 5 The carrots on this page probably don't come from Senbikiya.

### 8 Listen to a podcast about a fruit and vegetable seller in France. Choose the correct option to complete each sentence.

- 1 Intermarché sells fruit and vegetables that are  
a ugly and popular.      c ugly and not popular.  
b perfect but not popular.
- 2 Customers like Intermarché's fruit and vegetables because of the  
a funny way they look.      c taste and price.  
b price alone.
- 3 In the past, most 'ugly' fruit and vegetables were  
a given to animals.      c sold to supermarkets.  
b thrown away.
- 4 Rejecting imperfect fruit and vegetables \_\_\_\_\_ food.  
a wastes      c improves the flavour of  
b lowers the price of
- 5 Now, \_\_\_\_\_ are choosing to eat imperfect fruit and vegetables.  
a only very hungry people      c more people  
b most farmers

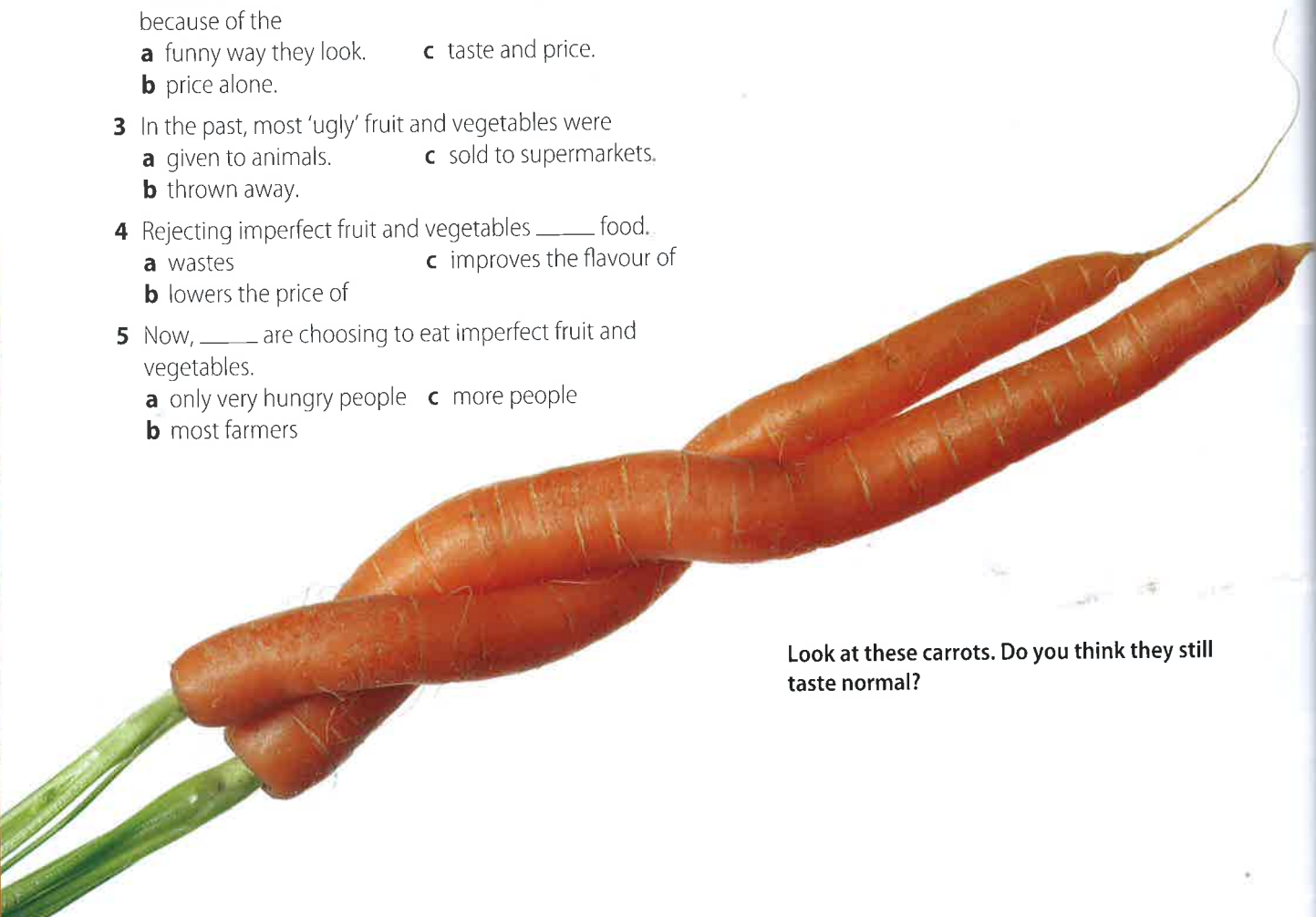
## 9 MY PERSPECTIVE

### Work in pairs. Discuss the questions.

- Do you think Senbikiya and Intermarché would be successful in your country? Why? / Why not?
- Which shop would you prefer: Senbikiya or Intermarché? Why?
- Are there any interesting shops like this where you live?
- Is fruit a luxury in your country, or would it be a very strange gift?
- Does it matter if vegetables and fruit don't look perfect? Why? / Why not?

## 10 CHOOSE

- 1 Think of products other than food where a perfect appearance is important. Make a list of three or four things. Then think of products where an imperfect appearance is acceptable. Make a list of three or four things. Compare your lists with a partner.  
Perfect appearance important: *new cars*,  
Imperfect appearance acceptable: *soap*,
- 2 Work in pairs. Make a list of situations when a person's appearance is important. When do people dress nicely and try to look as perfect as possible?
- 3 Work in small groups. Think about how people present themselves on social media. Do you think people try to present themselves as more perfect and successful than they are in real life? Do you feel pressure to do this?



Look at these carrots. Do you think they still taste normal?



14 Choose the correct options to complete the quotes

about school uniforms.

'We have a strict uniform policy at my school. Boys

(1) *have to / can't* wear black trousers, but girls

(2) *shouldn't / can* choose a skirt or trousers. Girls' skirts

(3) *can't / must* touch the top of their knees. You

(4) *can't / don't* have to loosen your tie at school during

the day, and girls (5) *have to / mustn't* let their socks

fall down.' – Park, Korea

'We don't have a uniform, so we (6) *can't / don't* have to

wear a tie or jacket. We (7) *can / should* wear mostly what

we like, though we (8) *have to / mustn't* come to school

in beach clothes or something like that. The rules aren't

specific, but they say we (9) *mustn't / should* look neat.'

– Sofia, Italy

15 Work in pairs. Are there rules about how to dress

at your school? What advice would you give a new

student about what to wear?

16 Complete the rules with these words.

can	can't	have to	must	should
-----	-------	---------	------	--------

### Dressing for the temples of Thailand

Visitors to Thailand (1) \_\_\_\_\_ visit the amazing

temples. But there are some rules you (2) \_\_\_\_\_

follow to be respectful. First, you (3) \_\_\_\_\_ wear

shoes in the temples. Second, you (4) \_\_\_\_\_

wear clothes that cover your arms and knees. But in most

temples there are no rules about covering your head –

you (5) \_\_\_\_\_ enter without a hat or headscarf.

17 PRONUNCIATION Reduced *have to* and *has to*

Read about how we say *have to* and *has to*. Then read

and listen to the conversation. Underline the reduced

forms.

When talking about obligation, people don't usually stress *has to* and *have to* when they are in the middle of a sentence. They also usually connect the words. At the end of a clause, or when an obligation is emphasized, *has to* and *have to* are stressed.

A: Does your football team have to wear a suit and tie

on game day?

B: We don't have to, but we want to. We want to look

our best.

A: But everyone has to wear the official uniform to

play, right?

B: Yes, everyone has to. It's a rule.

18 Work in pairs. Discuss the questions.

- When in your life have you had to wear certain clothes for a special event, job or activity?
- How should people dress for an important event like a college interview?

## 6B Finding new ways

# Not so fast



Lewis Pugh swims in Lake Imja, Mount Everest.

### VOCABULARY BUILDING Negative prefixes

A prefix can be added to the beginning of a word to change its meaning. Some prefixes give words the opposite meaning, for example:

*im-* (*imperfect* = not perfect)

*dis-* (*disagree* = not agree)

*un-* (*unsuccessful* = not successful)

*in-* (*informal* = not formal)

- 1 Work in pairs. Read the Vocabulary building box. Then complete the words below with *im-*, *dis-*, *in-* or *un-*. Use a dictionary if necessary.

#### Why being comfortable can be bad for your career

CEO Kathy Bloomgarden says that if you want to succeed, you need to be (1) uncomfortable. She believes that it's (2) \_\_\_\_\_ possible to grow unless you have challenges. She realized that only speaking one language was a (3) \_\_\_\_\_ advantage in business, so she learned Arabic and Chinese.

#### Why being patient may not help you learn a new language

Blogger Benny Lewis believes that the best way to learn a language is to be (4) \_\_\_\_\_ patient. If you really want to succeed, you must be (5) \_\_\_\_\_ able to wait. He says that if you just start talking to people, your fear will (6) \_\_\_\_\_ appear. And talking to people is an (7) \_\_\_\_\_ expensive way to learn!

- 2 Complete the sentences so they are true for you. Share your ideas with a partner.

- 1 I feel *comfortable* / *uncomfortable* when ...  
*I feel comfortable when I'm relaxing with my friends.*
- 2 For me, it would be *possible* / *impossible* to ...
- 3 One *advantage* / *disadvantage* of the place I live is ...
- 4 I feel *successful* / *unsuccessful* when ...
- 5 I'm usually *able* / *unable* to ...
- 6 Something I would like to see *appear* / *disappear* is ...
- 7 For me, it's *perfect* / *imperfect* that ...
- 8 I *agree* / *disagree* with ...

### READING

- 3 Work with a partner. Look at the photo and the caption. Discuss the questions.

- 1 Where is this person? What is he doing?
- 2 How do you think he feels?
- 3 Would you ever try something like this? Why? / Why not?

- 4 Read the article. Answer the questions.

- 1 Why does Lewis swim?
- 2 Where did he do a high-altitude swim?
- 3 What style of swimming was successful for him for most of his career?
- 4 What style of swimming was successful for the Lake Imja swim?
- 5 What lesson did Lewis learn through failure?



What are you really good at? What would you do if all of a sudden you failed at it? For pioneer swimmer and National Geographic adventurer of the Year Lewis Pugh, swimming has been a way to share his passion for the environment with the world. He has swum in every ocean in the world and in some dangerous places where people thought swimming would be impossible.

The swims to raise awareness for issues like global warming, but the swims often take place in extremely cold temperatures. After one scary and dangerous swim at the North Pole, Lewis reached a conclusion: no more cold-water swimming.

In 2010, he heard about the snow disappearing from the Himalayas and wanted to tell the world about it. He made the decision to swim two hundred miles (1.2 miles) across Lake Imja, a very cold lake near Mount Everest, at 5,300 metres (17,388 feet) above sea level.



See the TED Talk by Lewis Pugh 'How I swam the North Pole', in Perspectives Intermediate, Unit 3.

On his first attempt, he failed. Unable to breathe normally at the high altitude, he almost drowned. The experience was frightening.

However, Pugh learned something. He usually swims as fast as possible, fighting against the water. After all, don't all athletes try to be the fastest? But that was a disadvantage at high altitude. Members of his team said that he must forget everything he knew about swimming and swim slowly. Instead of struggling against the water, he must stay relaxed and move easily through it.

Two days after his near-death experience, Pugh returned to the lake for another try. He remained calm and slowly swam across it successfully. From his failure, he learned an important lesson: if at first you don't succeed, try something different – especially when you think you already know everything.

**altitude** *how high something is above the level of the sea*

**Read** about cause and effect. Then read the article **Match** and match the causes (1–4) with the effects

Readings often present causes and effects – events that lead to other situations or results. Understanding cause and effect can help you understand how the events in the reading are connected.

**Match** the pairs of synonyms from the article.

- Lewis was afraid.
- Lewis wanted people to know about global warming.
- Lewis failed to swim across Lake Imja.
- Lewis changed his swimming style.
- Lewis went swimming near Mount Everest.
- He decided he wouldn't swim in cold water ever again.
- He succeeded in swimming across Lake Imja.
- He changed his swimming style.

- 1 conclusion (line 12)
- 2 frightening (line 22)
- 3 fight (line 24)
- 4 try (line 32)
- 5 calm (line 33)
- a scary (line 11)
- b decision (line 16)
- c attempt (line 20)
- d struggle (line 28)
- e relaxed (line 29)

**7** Read the Critical thinking box. Then choose the word in each pair of opposites that best describes Lewis's style of swimming and personality. Use a dictionary if necessary.

- |   |            |              |
|---|------------|--------------|
| 1 | lazy       | hard-working |
| 2 | confident  | shy          |
| 3 | successful | unsuccessful |
| 4 | afraid     | brave        |
| 5 | weak       | strong       |

**8** For each answer you gave in Exercise 7, underline the information in the article that supports your answer.

**9** Make a list of other words to describe Lewis based on what you know from the article. Use a dictionary if necessary. Compare your list with a partner and discuss any differences.

## 10 MY PERSPECTIVE

Work in groups. What do you think about Lewis's extreme swimming? Is it brave to do something like that for a good cause? Or is it too dangerous?

## 6C Unexpected art

### GRAMMAR Zero conditional

#### 1 Work in pairs. Answer the questions.

- What do you really enjoy doing for fun?
- Can you imagine a job that would pay you to do something you love?

#### Zero conditional

When you **do** what you love, you **love** what you do.

If you **don't risk** failure, you **can't** succeed.

When you **make** mistakes, you **can** learn a lot.

#### 2 Look at the examples in the Grammar box. Then answer the questions.

- 1 In each sentence, what verb tense is used in the *if* or *when* clause?
- 2 What verb tense is used in the result clause of each sentence?

Check your answers on page 138. Do Exercises 5–8.

#### 3 Complete the article with these clauses. Write the correct letter (a–f).

- |   |                                       |
|---|---------------------------------------|
| a you travel to New York                    | d people want to buy an artist's work |
| b you aren't stopped from painting on walls | e if you work hard                    |
| c it doesn't feel like work                 | f art galleries can sell it           |

When you love your job, (1) \_\_\_\_\_. That's definitely the case with street artist Lady Aiko. If (2) \_\_\_\_\_, you may see her work on buildings – and in art galleries. Some street artists have to work in secret, but when your work is as good as Lady Aiko's, (3) \_\_\_\_\_. In fact, you can get paid to paint on them. And if a street artist's work becomes popular, (4) \_\_\_\_\_. When (5) \_\_\_\_\_, the artist is doing something right. Lady Aiko is successful because of bravery and persistence. When she started out, most street artists were men, and people were surprised to see a woman street artist. Lady Aiko shows that (6) \_\_\_\_\_, you can change people's expectations.

#### Zero conditional to give advice

If you **love** street art, **go** to Rio de Janeiro.

When you **go**, **visit** the Selaron Steps.

If you **visit** the Selaron Steps, you **should take** a lot of photos.

#### 4 Look at the examples in the Grammar box. Then answer the questions.

- 1 In each sentence, what verb tense is used in the *if* or *when* clause?
- 2 What verb form is used in the result clause when we give advice?

#### 5 Cross out one incorrect word in each piece of advice for artists.

- 1 If you want to be an artist, ~~should~~ do it – just start painting.
- 2 When you aren't sure what to do, you should to just keep painting – don't stop.
- 3 If when you want to grow as an artist, you should look at other people's work.
- 4 When you are ready for people to see your work, if you can put your photos on the internet.
- 5 When you feel like you're failing, if try to learn from the experience.

Lady Aiko painted this image in Dubai in 2016.



Choose the correct options to complete the article.

Escadaria Selarón

If you (1) go / will go to Rio de Janeiro, Brazil, you (2) visit / should visit the Escadaria Selarón – the Selarón Steps. Artist Jorge Selarón started work on the steps as a hobby in 1990, but soon learned that if you (3) love / should love something, it can become your life's work. Before starting the steps, Selarón was a struggling painter. But soon, the steps became popular with both locals and tourists. When you first see the steps, you immediately notice / noticed a lot of green, yellow, and blue – the colours of the Brazilian flag. According to Selarón, originally from Chile, the steps are his gift to the people of Brazil. When you (5) can look / look closely, you can see hundreds of words and pictures in the tiles. Selarón said that each tile tells a story. If that's true, then the steps, made with four thousand tiles, (6) had / have four thousand stories to tell.

Complete the sentences with one word from the box in each space.

like should try When work

1 If you \_\_\_\_\_ street art, you should look for Lady Aiko's

work.

2 \_\_\_\_\_ street artists become famous, they can make a

lot of money.

3 If you \_\_\_\_\_ hard at something, your ability usually

improves.

4 When you fail, \_\_\_\_\_ to learn from it.

5 \_\_\_\_\_ an artist wants a bigger audience, they can put

their artwork on the internet.

6 When you find something you love doing, you \_\_\_\_\_

make time for it.

17 PRACTICE Conditional intonation

Read about intonation in conditional sentences.

Then listen and mark the upward and downward

intonation on the sentences in Exercise 7.

Conditional sentences that begin with *If* or *When*, the information often rises on the *if/when* clause and falls on the result clause.

If you're interested in art, you should visit the Selarón Steps.

When visitors come to town, we like to show them the sights.

Then practise saying the sentences with natural conditional intonation.

Listen to the sentences in Exercise 7 again.

10 CHOOSE

- 1 Tourists enjoy seeing the work of Lady Aiko in New York and Jorge Selarón in Rio de Janeiro. Work in pairs. Think of things in your country that tourists enjoy seeing. Tell people to see them using zero conditional sentences. Then present your work to another pair.
  - 2 Exercise 5 gives tips for street artists. Think of something you know about – learning a language, doing a sport, taking photographs – and write tips for doing it. Use zero conditional sentences.
  - 3 Jorge Selarón used broken tiles to create beauty. Think of a place in your area that isn't beautiful. Imagine how you could use recycled materials to make it beautiful. Make a poster showing your ideas and explaining the improvement. Use zero conditional sentences.
- When you visit our city, you should see ...
- When you want to learn photography, you should start by ...
- When an area is ugly and dirty, people don't go there. When you make it beautiful, ...

This painting is from the Bowery Wall, New York, 2012.



## 6D Teach girls bravery, not perfection

“ We have to show them that they will be loved and accepted not for being perfect but for being courageous. ”

RESHMA SAUJANI

Read about Reshma Saujani and get ready to watch her TED Talk. ▶ 6.0

### AUTHENTIC LISTENING SKILLS

#### Contrast

A **contrast** is when a speaker shows that two ideas, facts, or situations are different. Words such as *but* and *however* often mark contrasts. A speaker may also change their tone to mark contrast.

- 1 Read the Authentic listening skills box. Match the contrasting ideas in the extracts from the TED Talk.

- 1 She tried, she came close, but
  - 2 She'll think that her student spent the past twenty minutes just staring at the screen. But
  - 3 Girls are really good at coding, but
  - 4 We have to begin to undo the socialization of perfection, but
  - 5 This was my way to make a difference ... The polls, however,
- a if she presses 'undo' a few times, she'll see that her student wrote code and then deleted it.
  - b we've got to combine it with building a sisterhood\* that lets girls know that they are not alone.
  - c it's not enough just to teach them to code.
  - d she didn't get it exactly right.
  - e told a very different story.

*sisterhood a group of girls or women who work together and help each other*

- 2 Listen to the extracts and check your answers to Exercise 1. 🔊 40

### WATCH

- 3 Work in pairs. Discuss the questions before you watch the talk.

- Is perfection always better or more useful than imperfection? Why / Why not?
- Is it more important to be perfect or to try new things? Why / Why not?
- Can always wanting to be perfect make a person not try new things? Why / Why not? Has this ever happened to you?

- 4 Watch Part 1 of the talk. Choose the correct option to complete each sentence. ▶ 6.1

- 1 Reshma started her career working in
  - a politics.
  - b banking.
  - c marketing.
- 2 She wanted to have a more active role in government to
  - a make more money.
  - b change things.
  - c raise money for others.
- 3 She tried for an elected job in government
  - a and won.
  - b but changed her mind.
  - c and lost badly.
- 4 She tells the story about running for government to show that
  - a she was perfect.
  - b she was brave for the first time.
  - c she was always brave.



Watch Part 2 of the talk. Answer the questions. ▶ 6.2

- 1 What does Reshma say that boys are rewarded for, but girls are taught to avoid?
- 2 What does she feel that girls lack?
- 3 What do students need to accept when they are learning to code?
- 4 What do girls often think if they have problems with their code?
- 5 According to Reshma, why do girls often not answer questions?
- 6 According to Reshma, when should we teach girls to be brave?

● VOCABULARY IN CONTEXT

- 1 Watch the clips from the TED Talk. Choose the correct meanings of the words. ▶ 6.3
- 2 Work in pairs. Discuss the questions.

- 1 Think of a time when you had to be *courageous*. What happened?
- 2 Have you ever *run* for a position, for example, captain of a sports team? What was it? What would you like to *run* for?
- 3 What kind of things do you *negotiate* with your parents? With your teachers?
- 4 Have you ever seen a person's *supportive network* in action? What was the reason?
- 5 Do you think everyone has the *potential* to do something good or brave? What do you have the *potential* to do?
- 6 Is there anything that you have to *struggle* to achieve? What?

CHALLENGE

Work in groups. Discuss the questions.

- Writing code is a process of trial and error and requires perseverance. What other activities require trial and error and perseverance?
- Reshma says in her talk that a supportive network is an important part of learning. Have you ever had a supportive network? Who was in it?
- Can you think of a time when you did something – even something small or simple – that felt brave? What did you learn from it?
- The journalist Arianna Huffington said, 'Failure is not the opposite of success, but a stepping stone to success.' Do you agree or disagree? Why?
- In your country, where are girls and women underrepresented and why?
- Reshma talks about the ways that boys are socialized. Is this also harmful to society? Does it limit the opportunities for boys? If so, how?

8 Work in small groups. Discuss your activity from Exercise 7.

- 7 Think of something you have learned to do – speak a language, play a musical instrument, play a sport or something else. Make notes.
  - What was the skill or activity?
  - What challenges did you face? How did you have to be brave to continue learning?
  - What kind of mistakes did you make while learning it? What advice would you give to someone learning the activity?

## 6E Giving advice

### SPEAKING

1 Work in pairs. Discuss the questions.

- Who do you usually ask for advice? Why?
- Have you ever given advice? What about?

2 Read the question and advice. What word do you think is missing?

#### Q&A

SS

**Sam S:** My friend is good at \_\_\_\_\_, but won't speak in class or use her \_\_\_\_\_ because she's afraid of making a mistake. She wants her \_\_\_\_\_ to be perfect. What should I say to her?

AP

**Ania P:** If she wants to speak \_\_\_\_\_, she should just start speaking \_\_\_\_\_. Nobody notices mistakes.

SR

**Sixtos R:** She should learn to love mistakes. The only way to improve is to make mistakes, especially when you have a teacher there to correct you.

RD

**Ryuji D:** Why not start an \_\_\_\_\_ film club? When you watch a film, you naturally want to talk about it. You could have an '\_\_\_\_\_-only' rule for the club.

IM

**Igor M:** I agree that she shouldn't worry about mistakes, just keep trying. If you want to improve your \_\_\_\_\_, try speaking it often.

#### Useful language

##### Requested advice

*When you don't understand something in class, you should ask your teacher for help.*

*If you need more maths practice, try downloading a maths app.*

*Why don't you ...*

##### Uninvited advice

*If the computer isn't working, you might want to try restarting it.*

*I can see you don't have a phone signal. I got a signal near the window, and that may work for you.*

*I'm not sure, but I think this door is locked after 6:00. You may/might need to use the side entrance.*

3 Work in pairs. Discuss the questions.

- 1 Which advice do you think is the most helpful?
- 2 Can you think of other advice that would be useful for improving your English?
- 3 Have you ever heard any advice for speaking English that didn't work for you?

4 Look at the Useful language box. Work in small groups and take turns giving advice for these situations.

- 1 You can see that someone is trying to work out where to put the coins in a drinks machine. You know the correct place to put them in.
- 2 A friend asks you what kind of phone you think they should buy.
- 3 You notice that someone in a shop is having problems carrying their items. They probably don't realize that the shop has baskets they can use.



## WRITING An advice blog

1. Work in pairs. Discuss the questions.

- How do you prepare for exams?
- How do you feel before or during exams? Do you often feel worried or stressed?
- What do you do to reduce your worry or stress?

2. Read the advice blog on page 151. Answer the questions.

1. What problem does the blog talk about?
2. How many solutions does the blog give?
3. Have you used any of these tips? If so, which ones?
4. Which tip do you think is the most useful?

3. Read the Writing strategies box. Does the blog on page 151 include all of the information mentioned in the box?

4. Choose one of the problems. Ask your classmates for possible solutions.

- You are often late meeting friends, arriving at school, etc.
- You spend too much time on social media when you should be studying.
- You have too many activities – sports, music, etc. You enjoy them all, but you're too busy.

5. Work in pairs. Choose one of the problems from Exercise 7b and think of a different problem of your own. Discuss the questions. Make notes of your answers.

1. What exactly is the problem? Give details.

2. Why is it a problem? Give two or three reasons.

3. What are the possible solutions? Think of at least three or four.

6. WRITING SKILL Giving advice

Look at the advice blog on page 151 again. What are the three ways of giving advice in the solutions?

7. Write a short blog in your pairs about your problem and three to five possible solutions. Use this structure.

1. Introduce the topic.

2. Say what the problem is.

3. Say why it's a problem.

4. Offer three to five solutions.

5. Give a conclusion.

8. Work with another pair. Exchange your blogs and check each other's work. Does it answer the questions in the Writing strategies box? Does it use the structures for giving advice?

### Writing strategies

#### Explaining problems and solutions

- A problem-solution paragraph usually begins with a sentence that introduces the topic. Then it answers these questions:
- What is the problem?
  - Why is it a problem?
  - What is the solution / are the solutions?
- It will then often include a concluding sentence.

# 7 Tell me what you eat

## IN THIS UNIT YOU

- talk about the future of food
- read about how farming changed the world
- learn about the impact of bees on our food supply
- watch a TED Talk about how to fix the problem of wasted food
- write about a favourite place to eat



81
Unit 7 Tell me what you eat

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Unit 7 Tell me what you eat

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## LISTENING

- 6 Work in pairs. Look at the photo. Why do you think people want to grow vegetables under the sea?
- 7 Listen to a conversation. Which two of the topics (a–c) do the people talk about? Write 1 and 2 in the order you hear them. There is one extra topic.  41

- a food for the future
- b the importance of smell
- c tasting what we see

- 8 Listen to the conversation again. Are the sentences true (T) or false (F)?  41

- 1 Mark gives Kasia something spicy to taste.
- 2 Kasia tastes more with her nose closed.
- 3 The nose is more important than the mouth for tasting.
- 4 When Kasia has a cold, the only thing she can taste is sweet food.
- 5 There will be a lot more people on Earth in about thirty years.
- 6 In the future, meat might come from laboratories instead of farms.
- 7 Scientists are already growing fruit under the sea.
- 8 More land will be necessary for farms in the future.


## 9 MY PERSPECTIVE

Work in pairs. Answer the questions.


- 1 Do you think it will be possible to grow food in laboratories or under the sea in the future?
- 2 Would you like to eat food from laboratories, or from under the sea? Why? / Why not?
- 3 What other ways are there of growing enough food for all the people on Earth? Can you think of any?

## 10 PRONUNCIATION Minimal pairs

Sometimes, only one sound makes the difference between words, for example *paper* and *pepper*.

- a Listen to the sentences. Which word do you hear?  42

- 1 I need some *paper* / *pepper* for my project.
- 2 Can I *taste* / *toast* this bread?
- 3 I think green tea is *better* / *bitter*.
- 4 I need more *spice* / *space* for my project.
- 5 Did you smell the *soap* / *soup*?

- b Work in pairs. Listen again. Then practise saying the sentences with both words. Can your partner tell which word you're saying?  42

Divers look after an underwater basil farm in Italy.





GRAMMAR Predictions and arrangements

Look at the examples in the Grammar box. Answer the questions.

Predictions and arrangements

Talking about future arrangements

a I'm giving my presentation next Thursday.

b I'm going to try that with my brother sometime.

Making predictions

c There will be nearly ten billion people on Earth in 2050.

d We're going to need more food.

e I guess we won't need as much land for farms.

f We might 'grow' meat in laboratories.

g We might not have farm animals for food.

12 Choose the correct options to complete the announcement.

Science Day: Feeding a growing population

The science department (1) *is holding / might hold* a discussion next Monday from 3:00 to 4:00 about the future of food, and all students are invited to attend. According to science teacher Mr Yamada, 'Scientists think there (2) *will be / are being* nearly ten billion people on Earth in 2050. As the population increases, we (3) *might not / will need* more food. We (4) *are going to / won't be able to* continue raising animals for food, because it uses a lot of energy.' According to Yamada, this is where the science gets interesting. 'To feed everyone in 2050, (5) *we might have to* "grow" / we'll "grow" meat in laboratories,' Yamada also says that scientists are working on new ways to grow food. 'Right now, researchers (6) *will experiment / are experimenting* with new ways of growing food, for example growing in tunnels under the ground,' he explains. 'In 2050, underground farmers (7) *won't have to / aren't having to* worry so much about the weather!'

13 Complete each sentence. Use one verb with going to and one verb in the present continuous.

1 My dad *is buying* (buy) a 3D food printer next week because he thinks food printing *is going to be* (be) the next big thing.

2 We're \_\_\_\_\_ (have) dinner with our vegetarian friends next week, so I \_\_\_\_\_ (eat) vegetarian food this weekend to see what it's like.  
3 Layla \_\_\_\_\_ (give) a presentation tomorrow about how future farmers \_\_\_\_\_ (grow) vegetables underwater.

4 I \_\_\_\_\_ (have) a big steak dinner tomorrow night, and I \_\_\_\_\_ (enjoy) it, because there won't be much real meat in the future!

14 Work in groups. Look at the list of special occasions. Pick one and plan activities and a way to celebrate. Compare your plans with another group.

birthday	end of a sports season	good grades
graduation	university acceptance	wedding

It's Marcos's birthday. We're going to have a party at the park on Saturday. We're going to eat at 1:00pm.



# 7B The greatest human success story

## VOCABULARY BUILDING Suffixes

Adding *-er*, *-ment* or *-ance* to some verbs creates nouns.

- *-er* is added to mean 'a person who does something' (*work* → *worker*).
- *-ment* is added to mean 'the result of the verb' (*enjoy* → *enjoyment*).
- *-ance* is added to mean 'a specific instance of the verb happening' (*perform* → *performance*).

Note the spelling rules for *-er* suffixes.

When a verb ends in a consonant, *-er* can be added (*worker*).

When a verb ends in one vowel + *b, d, f, l, m, n, p* or *t*, the final letter is usually doubled (*runner*).

When a verb ends in *e*, add *-r* (*baker*).

- 1 Read the Vocabulary building box. Then add a suffix to items 1–4 to make a noun. Use a dictionary if necessary.

### People

- 1 travel -
- 2 work -

### Other nouns

- 3 achieve -
- 4 disappear -

## READING

- 2 Read the first two paragraphs of the article. Find three more nouns that are made from verbs.
- 3 Read about identifying the main theme of a paragraph. Then read the article and put letters for the the headings (a–f) next to the correct paragraph.

Each paragraph of a text usually has a different main idea. By identifying the main idea of each paragraph, we can better understand the whole text. Usually, focusing on the nouns and verbs in a paragraph gives you a good idea of its main ideas.

- a Staying in one place
- b The most important workers on the farm
- c Once upon a time
- d Protecting our farms
- e Our greatest achievement?
- f A long history together

- 4 Read the article again. Underline the information that disagrees with each statement below.

- 1 The first farmers lived about five thousand years ago.
- 2 Plants can grow food on their own.
- 3 Working on farms stopped humans from making progress in other areas.
- 4 Bees sometimes cause problems because they eat plants.
- 5 Farmers dislike bees, so they try to kill them.

- 5 Match the farming vocabulary from the article (1–8) with the best definition (a–h).

- |               |           |
|---------------|-----------|
| 1 agriculture | 5 grow    |
| 2 livestock   | 6 harvest |
| 3 community   | 7 plant   |
| 4 crop        | 8 season  |
- a animals raised for meat
  - b a food plant
  - c to collect food from plants
  - d farming
  - e part of the year
  - f to put a plant into the ground
  - g to give a plant what it needs to develop
  - h a group of people who live or work together, or who have something in common

- 6 Do the following. Use a dictionary if necessary.

- 1 Name two types of livestock.
- 2 Names two crops that grow in your country.
- 3 Put these words in the order that farmers do them: *harvest, plant, grow*.
- 4 Name two or three places in your region or country where there are a lot of farms.

- 7 Work in pairs. Cover the article. Tell each other what you have learned about these things.

- how agriculture changed the lives of humans.
- why bees are important.
- a reason why bees may be disappearing.

- 8 CHOOSE

- 1 Read the labels on the photo. Discuss in pairs. What food have you eaten recently that would be gone if bees disappeared?
- 2 Read the labels on the photo. Write a shopping list for a dinner party. All dishes must use food that's pollinated by bees.
- 3 Use the internet to find more information about the decreasing bee population. Write a list of things that people can do to help.



# The most important farmers



**Kebabs**  
Meat is OK, but no onions, peppers or tomatoes

**Lemonade**  
No lemons, so it's just sugar and water. Too sweet!

**Fruit salad**  
Banana and pineapple only. No strawberries, grapes, blueberries or kiwi.

**Greek salad**  
No tomatoes, cucumbers, onions or olives. Feta cheese is OK, but too salty without the vegetables!

**Pasta salad**  
Pasta is OK, but no broccoli, olives, onions, peppers or tomatoes

**No guacamole**  
(no avocados)

**No salsa**

**PB & J**  
No jelly or peanut butter

**Blackberry pie**  
No berries

Most all the fruits and nuts, and a lot of the vegetable varieties that we eat require some insect – usually bees – for pollination.

SAM DROEGE, BEE EXPERT

Before the first farms appeared, humans were hunters, following animals and the reasons from place to place. Along with the meat they killed, they ate fruit, vegetables and nuts that they found as they travelled. And then, in different places all over the world, people began farming. This happened at least 10,000 years ago.

One requirement of farming is that people live in one place. Farmers need time to plant crops in the spring, care for them through the summer and harvest them in the autumn. Livestock that is raised for meat needs to stay where there is a good supply of food and water.

This required people to work together as a community: some farmed, some tended to the livestock, some built houses or cooked. Farmers had to work hard to keep everyone fed, but none of this was possible without one creature: bees. These bees working insects transfer pollen from plant to plant. This causes healthy plants to produce fruit and vegetables, both on farms and in nature. Without bees, most plants can't make the things people eat – from apples to corn to tomatoes. Eventually, people began keeping bees in order to help with the crops as well as to produce honey.

Experts believe that bees were domesticated 4,500 years ago in Egypt. This allowed for more crops, and bigger cities and towns to grow. As villages and



## 7C A taste of honey

### GRAMMAR First conditional

1 Look at the examples in the Grammar box and answer the questions.

#### First conditional

If we **protect** the bees, farming **will continue** to be our greatest success story.

If we **keep** losing bees, we **may** soon **have** difficulty growing food.

If farmers **continue** using chemicals, the bee population **will continue** to fall.

Bees **will return** only when we **stop** using dangerous chemicals.

- 1 Which clause gives us the result of a possible action, the *if* clause or the other clause?
- 2 Are the actions in the result clauses possible or not?
- 3 What tense is used for the *if* or *when* clause?
- 4 What tense is used in the result clause?
- 5 Which is more certain, *if* or *when*?

Check your answers on page 140. Do Exercises 7–10.

2 Put the phrases (a–d) in the best place to complete the text.

#### The Balyolu – Turkey's Honey Road

If you go walking in the countryside near the Turkish city of Kars, (1) d  
– or several. For centuries, the local people have raised bees for the honey  
they make. And you'll certainly have a chance to taste some if (2) \_\_\_\_\_.  
If you taste carefully, (3) \_\_\_\_\_ as you move along the trail. But watch out!  
If (4) \_\_\_\_\_, you could ruin your trip with a stomach ache!

- a you walk the Honey Road
- b you eat too much honey
- c you may notice the changing flavours in the honey
- ~~d~~ you might meet a beekeeper\*

beekeeper *a person who takes care of bees and gathers their honey*

3 Choose the best words to complete the article.

#### Saving food traditions for the future

The Honey Road was the idea of National Geographic Explorer Catherine Jaffee. Why is honey important to her? All over the world, young people are moving from rural areas to cities. If they (1) *leave / will leave* their villages, they (2) *didn't / won't* continue to learn about their own local food and food traditions – like beekeeping. She believes that if we (3) *don't / will* keep traditions like beekeeping alive, (4) *we / we may* lose them forever – and lose part of who we are. Thanks to efforts like this, (5) *will / when* future generations look back, (6) *they will / they* thank us for keeping foods and traditions alive.





A beekeeper in Turkey collects honey – one of the world's most ancient foods.

4 Choose if or when to complete the exchanges.

- 1 A: Are you coming to Kars next month?  
B: Yes. When / If I get there, I'll call you.
- 2 A: It may rain tomorrow.  
B: When / If it rains, the bees won't be active.
- 3 A: We have one more hour to work on our project today.  
B: When / If we work quickly, we may finish it.
- 4 A: I have an appointment with Mr Sato tomorrow.  
B: When / If you see him, say hello for me.
- 5 A: I might go shopping this afternoon. I'd like to get some ice cream for this evening.  
B: Well, if / when you go, could you get some honey for me?

5 Listen to the exchanges and check your answers to Exercise 4. (2/4)

- Work in pairs. Write your own endings to the sentences. Use will, may, could and might at least once each.
- 1 I get hungry before the end of school today, I ...
  - 2 When I have dinner tonight, I ...
  - 3 If my friends and I have lunch together next week, we ...
  - 4 When I get home from school today, I ...
  - 5 If we go to a restaurant for my next birthday, we ...
  - 6 If the weather's good at the weekend, ...
  - 7 When school finishes next month, ...
  - 8 If I get good marks in my end-of-year exams, ...

8 CHOOSE



- 7 Work in groups. Discuss what you have learned in this unit by making 'conditional chains'. Start with the following.
  - 1 If we protect bees, ...
    - protect bees → no pollen problem → plants grow well → plants make food → people have enough food for the future
  - 2 If people leave rural areas to live in cities, ...
    - A: If we protect bees, there will be no pollen problem.
    - B: If there is no pollen problem, plants will grow well.
    - C: If plants grow well, they'll make food.
  - 3 If we grow vegetables underwater, ...
    - not enough people to work → farms and factories close → villages start to die → more people leave → cities become overcrowded
- 3 Work in groups. Think of a new issue and make a conditional chain. Present your ideas to the class.

# 7E What's it like?

## SPEAKING

1 Look at the photo. Answer the questions.

- 1 What different types of food can you see in the picture?
- 2 Where do you think this is? Have you ever eaten somewhere like this? Did you enjoy it? Why? / Why not?
- 3 What types of food would you choose for an informal party with your friends?

2 Look at the Useful language box. Then listen to the conversation. What are the people planning? Tick (✓) the expressions you hear from the Useful language box.  

3 Listen again. Choose the correct option to complete each sentence.  46

- 1 The people are going to have a *picnic* / *barbecue*.
- 2 Halloumi is a kind of *cheese* / *fish*.
- 3 Halloumi can be a little *sour* / *salty*.
- 4 The vegetarians who are coming can eat bread and *salad* / *fish*.
- 5 People can bring their own *food* / *drinks*.
- 6 They can get the knives and forks from the *school* / *supermarket*.

4 Imagine you're planning a meal for a party with your class. What food and drinks would you like to include? Make notes.

5 Work in small groups. Think about the meal you are planning. Use your notes from Exercise 4. Make suggestions of different food, and practise describing the different types. Use expressions from the Useful language box.

## WRITING A restaurant review

6 Work in pairs. Answer the questions.

- 1 What kind of restaurants does your town or city have?
- 2 What is the most popular type of casual food in your area? Do you like this food?
- 3 What restaurant would you go to with a visitor to your town or city? Why?

### Useful language

#### Making suggestions

*How about ... ?*

*I think we should have ...*

*We could cook ...*

*Why don't we ... ?*

*Maybe we should ...*

*What about ... ?*

#### Describing food

*It's a kind of ...*

*It's popular in ...*

*It's really good with ...*

*It's a little salty / fairly sweet / kind of sour / delicious.*

#### Making decisions

*We'll have plenty of (pizza) and (salad.)*

*I'll put that on the invitation.*

All over the world, people love to eat together and share food with friends.





Read the restaurant review on page 151. Answer the questions.

1 Where is the restaurant?

2 When is it open?

3 What is the atmosphere like?

4 What type of food does it have?

5 Is it expensive?

6 Does the writer recommend it?

**WRITING SKILL** Writing a review

A review usually contains all or some of the following information. Tick (✓) the information below that is in the review.

• where something is

• when it is open/available

• what it is like

• good points about it

• bad points about it

• what is different about it

• whether the writer recommends it

Work in small groups. Think of two or three restaurants or eating areas.

Discuss where they're located, when they're open, what the atmosphere is

like, and what kind of food they have.

Choose one place from Exercise 9 and write a review of it. Use the model on

page 151 to help you, and the expressions from the Useful language box.

Include all of the points from Exercise 8.

Exchange reviews with a partner. Check each other's work.

Does it answer the questions in Exercise 7?



### Describing a restaurant

#### Useful language

It's in / at ...

It's open on ..., from ... to ...

It's a very (relaxing / unfriendly)

place.

The service is (fast / friendly / slow).

The food is (simple / tasty / horrible).

One advantage / disadvantage of

the restaurant is ...

It costs about ... to eat here.

I would definitely recommend ...

because ...

I wouldn't recommend ...

because ...



## 8

## Buyer's choice

## IN THIS UNIT YOU

- talk about why we buy things and how they get to us
- read about a company that's saving the surf
- learn about making new products from old ones
- watch a TED Talk about saving an island paradise
- persuade people to make a change



# 8A Why we buy

## VOCABULARY A product's life

1 Work in pairs. Discuss the questions.

- What kind of things do you buy for yourself? Clothes? Music? Books? Other things?
- Where do you like to shop? Online? In stores? At markets or shopping malls? In department stores?
- Look at the photo. What would you do if you had this many options? How would you choose what to buy? What would be important to you (price, colour, style, etc.)?

2 Complete the sentences with the correct words.

advertises	design	grows	manufacture	material
pick	produce	recycle	sell	throw away

1 He will recycle the bottles, not throw them away.

2 The company \_\_\_\_\_ online and on TV.

3 The \_\_\_\_\_ is made from wool and cotton.

4 The artist created a good \_\_\_\_\_ for the new product.

5 Farmworkers \_\_\_\_\_ the fruit after it \_\_\_\_\_.

6 Machines are used to \_\_\_\_\_ the goods. Machines can \_\_\_\_\_

faster than people can.

7 She is going to \_\_\_\_\_ her goods at the market.

3 Choose the correct option to complete the sentences about a clothing company.

Kuyichi ...

1 *designs / throws away* really cool clothes.

2 *pays* a fair price for cotton from the farmers who *grow / manufacture* it.

3 *also* uses cotton *picked / recycled* from old clothes.

4 *uses* factories in Tunisia, Turkey, China, India and Macedonia to *sell /*

*manufacture* the clothes.

5 *produces / advertises* with phrases such as 'pure goods'.

6 *sells / picks* their clothes through their online store.

7 *asks* customers not to *throw away / recycle* old clothes.

8 *wants* customers to *throw away / recycle* old clothes or give them to charity.

4 MY PERSPECTIVE

Look at the information in Exercise 3. Work in pairs. Discuss the questions.

- Kuyichi's advertisements say they are doing good in the world. Do you agree that they are? Why? / Why not?
- Does doing good things for the world, like recycling, help sell products? What advertisements have you seen recently? What did they say or show?
- Did the adverts you want to buy something? How did they try to persuade you?

5 How do the choices you make when shopping affect these things?

- your wallet
- the environment
- your self-esteem
- your community



Women shops for shoes  
in Hefei, China.

## LISTENING



**6** Look at the infographic. Match the steps in the life of a shirt (1–6) with the labels (a–f).

- a** design and produce the shirt **3**
- b** advertise and sell it
- c** grow and pick cotton
- d** throw it away or recycle it
- e** manufacture the cotton material
- f** deliver the shirt to stores

**7** Listen to a fashion podcast about Kuyichi clothes. Number the topics in the order Pietro and Agata talk about them.

- a** cotton recycling
- b** the design of the clothes
- c** cotton growers
- d** where you can buy them
- e** producing Kuyichi clothes
- f** reducing waste and pollution
- g** advertisements
- h** the topic of today's show **1**
- i** recycling Kuyichi clothes

**8** Listen to the podcast again. Choose the correct option to complete each sentence.

- 1** Kuyichi is a company from *the Netherlands* / *Japan*.
- 2** Some of their advertisements say, 'love fashion.' / 'love the world.'
- 3** Some of their cotton growers are in *Turkey* / *Brazil*.
- 4** They use recycled material to reduce *price* / *waste*.
- 5** Pietro wears Kuyichi clothes because they *fit well* / *look good*.
- 6** Kuyichi makes some of its clothes in *China* / *Thailand*.
- 7** Pietro says that buying online is the *cheapest* / *easiest* way.
- 8** Kuyichi *wants* / *doesn't want* their clothes to go to charity.

**9** What 'good' things does Kuyichi do? Work in pairs. Make a list of the good things you can remember from the podcast. Would these make you more likely to shop at Kuyichi? Why? / Why not?

*They recycle cotton from old clothes. I think that's really good because it helps to reduce waste.*



GRAMMAR Second conditional

Look at the sentences in the Grammar box. Choose the correct option to complete each sentence.

Second conditional

1 If more companies were like Kuyichi, the world would be a better place.

2 If they didn't look good, I wouldn't wear them.

3 If you wanted to buy some tomorrow, that would probably be the easiest way.

Check your answers on page 142. Do Exercises 1–2.

- There are / aren't a lot of companies like Kuyichi.
- The world is / isn't a better place.
- Kuyichi's clothes look / don't look good.
- The speaker wears / doesn't wear Kuyichi clothes.
- It is quite / not very likely that the presenter will buy some Kuyichi clothes tomorrow.
- The if clause of sentences a and b talks about the past / a situation that isn't real.
- The if clause of sentence c talks about something that isn't likely / unlikely.

Check your answers on page 142. Do Exercises 1–2.

Put the words in the correct order to make sentences.

- sell anything / we wouldn't / if we / advertise, / didn't
- your old clothes, / if you didn't / you could / throw away / recycle them
- grow cotton / They would / didn't grow corn / if they would sell / The store / if it were / more things / bigger
- a coat, / you could / if / make it / I designed
- online / sold them / We could / for less if / sell our products / we
- more clothes / used / would buy / if / I / recycled materials / they
- if they / would / Clothes / didn't have to / be / travel so far / cheaper

First and second conditional

1 If you look at their advertisements, you'll see phrases like 'pure goods' and 'love the world'.

2 If you wanted to buy some tomorrow, that would probably be the easiest way.

Look at the two sentences in the Grammar box. Answer the questions.

- Which sentence is a first conditional? Which is a second conditional?
- Which action in the if clause is more likely to happen, the one in sentence a or the one in sentence b?
- Which tenses or verb forms do we use in the two conditionals?

Check your answers on page 142. Do Exercises 3–5.

Match the two parts of the sentences. Then say whether each sentence is first conditional or second conditional. If necessary, review the first conditional on page 140.

- If companies pay workers well,
- If companies don't advertise,
- If billboards were beautiful,
- If companies didn't advertise,
- If customers like an advertisement,
- If companies paid workers more,
- people won't know about their products.
- people wouldn't know about their products.
- people wouldn't want to remove them.
- they would work harder.
- they will buy a product.
- they will be happy.

Choose the correct options to complete the article about advertisements in cities.

The mayor of São Paulo, Brazil, wanted to make his city a better place, so he made a law banning billboards. He called outdoor advertisements a type of pollution. Other cities have now done the same thing. If you go to Chennai in India, (1) *you'll / you would* notice a difference from other big cities in India as a 2009 law ended outdoor advertising. And you won't see any billboards if you (2) *will walk / walk* down the streets of Grenoble, in France, either. Tehran, Iran, replaced 1,500 billboards with art for ten days. The change was popular, and many people (3) *will / would* be happy if it happened again. But not every city is ready to stop advertising. If you (4) *took / take* the famous billboards away from New York's Times Square, you'd ruin one of the city's most famous tourist attractions. And would people visit Piccadilly Circus in London if its famous advertisements (5) *aren't / weren't* there?

Work in pairs. Discuss the questions. Take notes. Remember to use the second conditional.

- If you were able to change your town or city to make it a better place, how would you change it?
- If your town had no advertising, how would it be different?
- How would people in your town feel if advertising were stopped?

MY PERSPECTIVE

Work in small groups. Using the ideas you discussed in Exercise 15, prepare a presentation about why you think billboards should or shouldn't be allowed in your town or city.

## 8B Saving the surf

### VOCABULARY BUILDING Compound nouns

Compound nouns can be:


- two words joined to make one word, like *billboard*
- two words used together to name one thing, but not joined, like *tourist attraction*

The first word always tells us something about the second. For example, a *billboard* is a type of *board*, not a type of *bill*.

#### 1 Read the Vocabulary building box. Then match the words to make compound nouns.

- |             |             |
|-------------|-------------|
| 1 shopping  | a pollution |
| 2 air       | b forests   |
| 3 sea       | c bags      |
| 4 rain      | d programme |
| 5 recycling | e life      |

#### 2 PRONUNCIATION Compound noun stress

Listen to the words. Notice the stress. Practise saying them with a partner.  48

#### 3 Complete the sentences with the compound nouns from Exercise 1.

- 1 Many supermarkets make shoppers pay for \_\_\_\_\_.
- 2 Plastic bags can end up in the ocean and hurt \_\_\_\_\_.
- 3 Electric cars will help to reduce \_\_\_\_\_.
- 4 In most countries, selling new wood products that come from \_\_\_\_\_ is not allowed.
- 5 The Body Shop was one of the first shops to have a \_\_\_\_\_ for customers to return empty bottles.

### READING

#### 4 Work in pairs. Look at the compound nouns from the article. What do you think they mean? What kind of company do you think the article is about?

fishermen fishing boat fishnet skateboard surfboard

#### 5 Read the article. Choose the correct option to complete each sentence.

- 1 Kneppers and Stover enjoy *surfing* / *fishing*.
- 2 They were unhappy about *garbage* / *fishing boats* in the water.
- 3 Their company produces *fishnets* / *skateboards*.
- 4 They collect materials from *fishermen* / *the sea*.
- 5 Their customers *don't care* / *love* where the skateboards come from.
- 6 The first skateboards appeared in *Paris* / *Chile*.

#### 6 Read the article again. Answer the questions.

- 1 What did Kneppers and Stover find in the ocean?
- 2 Who is Kevin Ahearn?
- 3 Where does the name of their company come from?
- 4 Why do fishermen throw their old nets into the sea?
- 5 In which countries can you find a Bureo board in a shop?

#### 7 Read the information about pronouns. Then read the first paragraph of the article. Say what each pronoun refers to.

In a text, pronouns such as *this*, *that*, *these*, *those*, *they*, *them*, *he*, *she* and *it* refer to other things in the text. For example, *I have a new skateboard. It was made in Chile*. Understanding these connections across sentences will help you understand the text.

- |                       |                    |                 |                 |
|-----------------------|--------------------|-----------------|-----------------|
| 1 Line 2: <i>they</i> | a their surfboards | b Ben and David | c the waves     |
| 2 Line 6: <i>this</i> | a surfing          | b the waves     | c finding trash |
| 3 Line 8: <i>its</i>  | a the world        | b action        | c a friend      |
| 4 Line 16: <i>it</i>  | a Chile            | b Bureo         | c a skateboard  |

### CRITICAL THINKING Identifying supporting information

Writers can add specific information to make their text clearer and more interesting to read. Supporting information shows why certain facts are true or important.

#### 8 Underline the supporting information in the sentences.

- 1 They often find lots of trash – plastic bags, bottles, and boxes – and old fishnets.
- 2 They started a business in Chile, one of their favourite surfing destinations.
- 3 They named their company Bureo, which means *the waves* in a native Chilean language.

#### 9 Match the sentences in Exercise 8 with a reason (a–c) why the extra information was given.

- |   |  |
|---|--|
| a | says why someone made a certain choice         |
| b | explains the meaning of an unfamiliar word     |
| c | gives specific examples of a more general word |



# Saving the surf

frenglish.ru

49 Ben Kneppers and Dave Stover love the ocean.

And they love it most of all when they're on their

surfboards. For them, there's nothing better than a day

out on the waves. Unfortunately, when they go surfing,

they often find lots of trash\* – plastic bags, bottles and

boxes – and also old fishnets. And of course this makes

them unhappy. But they know that if you just complain,

the world won't change on its own,

so they decided to take action. Ben

and Dave got together with a friend

who also loves the ocean and surfing –

Kevin Ahearn. They started a business

in Chile, one of their favourite surfing

destinations. They named their company

Bureo, which means *the waves* in a

native Chilean language, and it designs,

produces and sells skateboards.

That's the connection between

skateboards and plastic garbage\* in the

ocean? Fishnets are made of plastic.

When workers on fishing boats need to

throw away old or damaged nets, they

usually just drop them into the sea.

trash, garbage rubbish (US English)

## WHO INVENTED SKATEBOARDS?

The first skateboards appeared in the 1940s, probably in Paris. A woman named Betty Magnuson reported seeing French children riding them in 1944, when she was working there. They made them by putting wheels on the bottom of old pieces of wood.

It's easy to do, and there's no easy way to get rid of them – until now. Bureo has set up a fishnet recycling programme that makes it easy to get rid of old nets. Instead of throwing them out of the boat and into the water, fishermen can leave their old nets at Bureo's recycling centres. This is almost as easy as throwing them into the sea, and the local fishermen are happy to help clean up the ocean. Bureo has a factory in Chile which turns the old nets into plastic material to make skateboards. If Bureo wasn't doing this work, tons of old fishnets would end up in the water as pollution. The company turns plastic garbage into something people want to buy. Bureo sells its boards over the internet, and also delivers them to shops in the US, Chile, Japan and Switzerland. Skaters everywhere love them not only because they're great skateboards, but also because they know that Bureo is cleaning up the ocean, one old fishnet at a time.

One of Bureo's skateboards on top of the kind of fishnet it is made out of







## 8C New things from old ones

### GRAMMAR Defining relative clauses

- 1 Read the extract in the Grammar box from the article about Bureo. In each sentence, what noun does the pronoun in **bold** refer to?

#### Defining relative clauses

*They got together with a friend **who** also loves the ocean and surfing – Kevin Ahearn. Bureo has set up a fishnet recycling programme **that** makes it easy to get rid of old nets. Bureo has a factory in Chile **which** turns the old nets into plastic material to make skateboards.*

- 2 Look at the extract in the Grammar box again. Choose the correct option to complete each sentence.
- 1 The pronouns *that*, *who* and *which* introduce more information about the nouns that come *before* / *after* them.
  - 2 The pronoun *who* refers to *people* / *things* and the pronouns *that* and *which* usually refer to *people* / *things*.
  - 3 The information that comes after the relative pronoun is *important* / *not important* to the meaning of the sentence.
- 3 Look at these two sentences. Can we leave out the pronoun when it is the subject or the object of the relative clause?
- 1 Bureo has set up a fishnet recycling programme **that** makes it easy to get rid of old nets.
  - 2 Bureo has set up a fishnet recycling programme (that) many fishermen use.

Check your answers on page 142. Do Exercises 6–9.

- 4 Put the defining relative clauses in the correct places to complete the sentences.
- 1 Artículos is an interesting home-furnishings shop   **b**  . These are things \_\_\_\_\_ – for example a vase \_\_\_\_\_.
    - a that used to be other things
    - b that specializes in 'upcycled' products
    - c that used to be a lightbulb
  - 2 Asher Jay is a designer \_\_\_\_\_. She brings attention to global issues \_\_\_\_\_, including environmental and human-rights issues.
    - a that need solutions
    - b who creates art and advertising
  - 3 Local First is an organization \_\_\_\_\_ to buy from businesses \_\_\_\_\_ in the same area where they're sold.
    - a that make their products
    - b that encourages consumers
  - 4 Arthur Huang is an engineer \_\_\_\_\_. When his company designed and built a store for Nike, he used materials \_\_\_\_\_.
    - a who believes in using recycled products
    - b that were made from old bottles, cans and DVDs

French artist Paulo Grangeon makes pandas out of recycled paper. He shows the pandas at famous landmarks around the world.



5 Cross out the unnecessary relative pronouns in these

sentences.

Recycling old clothes

- 1 What can you do with clothes which are too old or don't fit you any more?
- 2 If they're in good condition, why not give them to friends who might like them?
- 3 Put aside any clothes that you might wear again and look at them in a year.
- 4 Keep any in bright colours or with interesting patterns that you like and make them into other things, e.g. handbags or bed covers.
- 5 Give them to a charity which you like to help.
- 6 Put them in the recycling bins that the local government provides.

6 Complete each sentence with *who*, *that* or *which*,

where necessary.

- 1 This is the shirt \_\_\_\_\_ I made.
- 2 Shopping isn't an activity \_\_\_\_\_ interests me.
- 3 I have a cousin \_\_\_\_\_ always gives me her old clothes.
- 4 This is the old leather jacket \_\_\_\_\_ I bought from my friend.
- 5 That's the shop \_\_\_\_\_ we like because the clothes aren't expensive.
- 6 She's the friend \_\_\_\_\_ went shopping with me last week.

7 Complete the article with relative pronouns where

necessary.

Shopping for clothes to upcycle

Every year, about ten billion kilograms of old clothes and material (1) \_\_\_\_\_ no one wants end up in the rubbish. Erica Domesek, the fashion designer (2) \_\_\_\_\_ started the popular website *psimadethis.com*, wants to change that. She shows people (3) \_\_\_\_\_ want to dress in an original, interesting way how to upcycle old clothes. You can use your own old things (4) \_\_\_\_\_ you no longer wear, or cheap clothes (5) \_\_\_\_\_ come from thrift stores\*. If you're someone (6) \_\_\_\_\_ loves shopping, the thrift store option is a good one. You get the pleasure (7) \_\_\_\_\_ comes from shopping without the pain of spending a lot of money. In one video, Erica shows how you can choose a T-shirt in a colour (8) \_\_\_\_\_ you really like, then turn it into a fashionable scarf.

thrift store a shop that sells second-hand clothes

This table is upcycled from an old tractor.



A customer is a person who buys something in a shop.

9 CHOOSE

- 1 Use the internet to find photos of upcycled products. Write sentences that describe them. Use defining relative clauses. Share your ideas with the class.
- 2 Pick three places where you like to shop. Write definitions for each using relative clauses. See if a partner can guess each place.
- 3 Find out about another product like Bureo skateboards that comes from either recycled plastic or metal. Make a poster explaining how the recycling process works.

- |          |              |                |             |                  |                 |
|----------|--------------|----------------|-------------|------------------|-----------------|
| cash     | clothes shop | customer       | online shop | second-hand shop | shopping centre |
| checkout | credit card  | furniture shop | salesperson | security guard   | supermarket     |

8 Look at the list of words associated with shops and shopping. Use sentences with defining relative clauses to say what thing is. Use a dictionary if necessary.

## 8D Our campaign to ban plastic bags in Bali

“Go for it! Make that difference!”

MELATI AND ISABEL WIJSEN

Read about Melati and Isabel Wijsen and get ready to watch their TED Talk. ▶ 8.0

### AUTHENTIC LISTENING SKILLS

#### Content words

When you listen to authentic speech, you may not understand every word. However, the most important words – usually nouns and verbs – are often stressed. Listen for the stressed words and use them to figure out the meaning of what someone is saying.

- 1 Read the Authentic listening skills box. Then listen to part of the TED Talk. What do you notice about the underlined words? Practise saying the sentences with a partner. 🔊 50

In Bali, we generate 680 cubic metres of plastic garbage a day. That's about a fourteen-storey building. And when it comes to plastic bags, less than five percent gets recycled.

- 2 Listen to another part of the talk. Complete it with the content words you hear. 🔊 51

We know that changes the image you may have of our (1) \_\_\_\_\_. It changed ours, too, when we learned about it, when we learned that almost (2) \_\_\_\_\_ plastic bags in (3) \_\_\_\_\_ end up in our drains and then in our (4) \_\_\_\_\_ and then in our (5) \_\_\_\_\_. And those that don't even make it to the ocean, they're either (6) \_\_\_\_\_ or littered.

### WATCH

- 3 Work in pairs. Have you ever thought something going on at your school or home was wrong? Did you do anything about it? What did you do? Was anything else possible?

- 4 Watch Part 1 of the talk. Complete the notes. ▶ 8.1

Two images of Bali: Island of gods and island of (1) \_\_\_\_\_

Problem: most plastic bags aren't (2) \_\_\_\_\_ and end up in the ocean

Solution: say (3) \_\_\_\_\_ to plastic bags

Melati and Isabel: (4) \_\_\_\_\_ by Mahatma Gandhi to go on a (5) \_\_\_\_\_ strike

- 5 Watch Part 2 of the talk. Choose the correct option to complete each sentence. ▶ 8.2

- 1 The governor of Bali agreed to *meet / talk on the phone with* the girls.
- 2 The governor *didn't promise / promised* to help them with their campaign.
- 3 Their campaign: for *shops and restaurants / beaches* to become 'bag-free' zones
- 4 They believe that *kids / only governments* have the power to change the world.
- 5 They want to stop people *in shops / at the airport* and ask about their plastic bags.





## 6 VOCABULARY IN CONTEXT

- Watch the clips from the talk. Choose the correct meanings of the words and phrases. **8.3**
- Complete the sentences so they are true for you.
- Thinking of problems in the world, I'd like to do something about ...
- An example of a person who walks his or her talk is ...
- An example of a person who has made a difference in my life is ...
- A time in my life when I went for it was when I ...
- A person who is a good example for others and tries to be the change they want in the world is ...

## CRITICAL THINKING Understanding a speaker's authority

When you think about a speaker's message, consider their experience. When a speaker talks about things they have actually done, their argument is stronger. They have more authority.

## CHALLENGE

Work in small groups. Isabel and Melati chose to make a positive change in their area. What could you and your friends do to make your world a better place? Think about the following:

- where you shop
- the things you buy
- how products are packaged
- what you do with things you no longer use

Take notes about your ideas.

- Isabel and Melati tell us to 'Go for it!' and to 'Make that difference.' What is the best reason why we should listen to them?
- They have watched other people successfully make changes in the world.
- They know that a lot of people believe that plastic bags are a serious problem.
- They've actually done what they're telling us to do, and they've succeeded.


- Work in the same group. Plan a campaign like the one the Wijzen sisters started. Use your ideas from the Challenge box. Think about how you will start the campaign, what you will do, who will help you and how you will get more support. Present your ideas to the class.

## 8E Call to action

### SPEAKING

1 Work in pairs. Answer the questions.

- Some shopping areas have pedestrian zones – areas that are closed to cars. Does your town or city have any pedestrian zones?
- What are the benefits of having shopping areas with no cars?
- What problems can be caused by closing roads?

2 Listen to the presentation. Choose the correct options to complete the paragraph. What is the speaker trying to persuade the audience to do? 

We want to ban (1) *cars / people* from the high street. City centre (2) *entertainment / shopping* is an important part of the local economy. Research shows that people enjoy (3) *walking / eating* outdoors but don't like traffic or air pollution. A pleasant central area for (4) *families / teenagers* will mean a happier town. Allowing cars to ruin the (5) *shopping area / traffic* is wrong – people have a right to (6) *shop / feel safe*.

#### Speaking strategies

##### How to persuade

Use logic:

*Research shows that ...*

*Science has proven that ...*

*If ..., then ...*

Use emotion:

*Think of ...*

*How would you feel if ...*

*My heart tells me that ...*

Use morals (right and wrong):

*... is the right thing to do*

*It's wrong to ...*

3 Read the Speaking strategies box. Write the strategy that matches each quotation.

\_\_\_\_\_ Closing roads to traffic is the right thing to do. Allowing cars to spoil our shopping area is wrong.

\_\_\_\_\_ Think especially of families who have young children. They just want a nice place to go shopping.

\_\_\_\_\_ Research shows that people who shop downtown enjoy walking, but don't like the car and bus traffic.

4 Read the situations. In each case, how would you persuade people in your town to make a change? Brainstorm ideas as a class.

- People throw away a lot of metal, paper and plastic instead of recycling it.
- The city wants to build a shopping centre, but people think it will hurt local shops.
- A lot of old clothes end up in the rubbish. There should be a good way to exchange, re-use and upcycle clothes.

5 Work in small groups. Choose an idea from Exercise 4. Make a presentation persuading your audience to make a change. Use each of the three strategies in the box.

People shop for flowers in a shopping area in Barcelona, Spain.



## WRITING A persuasive blog post

6 Work in pairs. Answer the questions.

- Do you have performers in the shopping areas of your town or city? What kinds?
  - Do you think busking\* should be allowed in busy shopping areas? Why?
- busking performing music in public places for money*

7 Read the blog post on page 152. Answer the questions.

- 1 What did the blogger love about Paris?
- 2 How does the blogger want to change their town's shopping area?
- 3 How does the blogger use logic?
- 4 How does the blogger use emotion?
- 5 How does the blogger use ideas of right and wrong?
- 6 Does the blog persuade you? Why?

## 8 WRITING SKILL Using persuasive language

a Read the Writing strategies box. Match the sentences (1–5) with points from the box (a–e).

- 1 Have you ever visited one? How did it make you feel?
  - 2 When I was last in our capital city, I noticed ...
  - 3 I'd like you all to write a letter to ask ...
  - 4 It works really well there, and it's very popular.
  - 5 It seems to me that it would be better for everyone if ...
- b Work in groups. What three new things would you like your area to have? Why?
- We should have an art gallery. If we had one, then ...*
- a Think of three possible arguments for each thing you chose in Exercise 8b, one logical, one emotional and one moral.
  - b Choose one of your ideas from Exercise 8 and write a blog about it. Use the structure from the Writing strategies box.
  - c Exchange blogs with a partner. Check each other's work. Does it use the ideas from the Writing strategies box? Does it persuade you about their ideas?

### Writing strategies

#### Persuading people to make a change

- a Introduce your topic with a personal story.
- b Mention successful examples of the change you're arguing for.
- c Ask readers to think of their own experience and describe the emotional side of your proposal.
- d Explain what's wrong and what would be right.
- e End with a call to action that explains exactly what you think people should do.