

English, please!

Student's Book

3

FAST TRACK

11th
GRADE



All the written activities in this book must be completed in your own notebook, and not in this book.

Todas las actividades de escritura contenidas en este libro se deben realizar en un cuaderno aparte, no en el libro.



English, please! 3

Student's Book

GINA PARODY D'ECHEONA

Ministra de Educación Nacional

VÍCTOR JAVIER SAAVEDRA MERCADO

Viceministro de Educación Preescolar, Básica y Media

ANA BOLENA ESCOBAR ESCOBAR

Directora de Calidad de Educación Preescolar,
Básica y Media

PAOLA ANDREA TRUJILLO PULIDO

Subdirectora de Fomento de Competencias

ROSA MARÍA CELY HERRERA

Gerente Programa Colombia Bilingüe

Equipos Técnicos

Ministerio de Educación Nacional:

Martha Sofía Galvis Silva - Coordinadora de Proyectos
Programa Colombia Bilingüe

Carlos Javier Amaya González - Profesional Colombia
Bilingüe

Mauricio Ríos Delgado - Profesional Colombia Bilingüe

British Council:

Andrés Giraldo Medellín - Gerente de proyecto
Camila Andrea Murcia Torres - Directora Editorial
Carolina Cruz Corzo - Consultora Académica EES
Viviana Caicedo Triana - Coordinadora de Proyecto

Autores:

English, please! 1, 2, 3 Fast Track:

Pat Chappell, María Isabel Gutiérrez, Thomas
Hadland, Andrea Langton, Alastair Lane, Luz Rincón,
Larissa Tatiana Rico y Paola Andrea Urueña Martínez.

First Edition English, please! 1, 2, 3:

Lizbeth Arévalo, Maya Briggs, Nancy Echeverri,
Frank Giraldo, María Isabel Gutiérrez, Oscar Hernán
Montoya, Luz Karime Calle, María Eugenia Oviedo
Bocanegra, Yuddy Pérez, Nancy Paola Riascos, Larissa
Tatiana Rico, María Alejandra Roa, Nathalie Ruge,
Helen Speranza, Paola Andrea Urueña Martínez.

Ilustración y Fotografía:

Fotografía:

David Osorio, Parques Nacionales, Fundación Proaves,
Fundación Natura, If the World were a Village,
Green Hope, Mike Ceaser.

Banco de imágenes:

©2003-2016 Shutterstock, Inc; fotocolombia.com@;

©2016 iStockphoto LP

Carátula:

Lorna Heaslip, Richmond

Coordinación editorial:



Richmond, 58 St Aldate's, Oxford, UK
Sue Ashcroft, Lorna Heaslip y Deborah Tricker
Richmond Colombia
Andrés Guerrero, Nancy Ramírez

Diseño:

Richmond design team: Lorna Heaslip, Dave Kuzmicki
y Magdalena Mayo.

Colaboradores de diseño: Chrome Dome Design,
H L Studios; Roarr Design.

Edición:

Richmond editorial team: Sue Ashcroft, Luke Baxter,
Stephanie Bremner, Emma Clarke, David Cole-Powney,
Belén Fernández, Simone Foster, Helen Kunzemann,
Sophie Sherlock, Deborah Tricker.

Colaboradores editoriales:

Celia Bingham, Trish Burrow, Sarah Curtis, Sarah
McConnell, Isabel Palma, Tania Pattison, Kerry Powell

© Ministerio de Educación Nacional, 2016

ISBN 978-658-691-788-9

Calle 43 No. 57-14 Piso 5. Bogotá D.C. - Colombia
www.mineduccion.gov.co

Citación: Ministerio de Educación Nacional. (2016).

English, please! 1. Bogotá D.C. - Colombia

Impresión: Imprenta Nacional

Disponible en línea a través de la página:

www.colombiaaprende.edu.co/colombiabilingue

Todos los derechos reservados.

Prohibida la reproducción total o parcial, el registro o
la transmisión por cualquier medio de recuperación de
información, sin autorización previa del Ministerio de
Educación Nacional.

Bogotá D. C. - Colombia

Estimada Comunidad Educativa,

Una de las prioridades del Ministerio de Educación Nacional es lograr la construcción y la consolidación de estrategias que ofrezcan a todos los niños, niñas y jóvenes del sistema educativo colombiano estar en igualdad de condiciones en materia de calidad. Lo anterior se logra a través de acciones, tales como brindar a los estudiantes de los colegios públicos el acceso a una lengua extranjera como el inglés y, a la vez, brindarles los recursos educativos que favorezcan el desarrollo de sus competencias y los pongan a la par, a nivel de herramientas, con otros estudiantes de colegios privados en el país.

Trabajar por la construcción de la equidad en el aprendizaje del inglés, posibilita que los estudiantes puedan interactuar en escenarios de desarrollo personal y profesional y de consolidación de su identidad y proyección de vida. A la vez, les permite reconocer la diversidad local y global mediante el conocimiento, el diálogo y la interacción con otras culturas en su rol de ciudadano del mundo, lo que finalmente les abre las puertas hacia oportunidades de estudio y formación en el extranjero.

Lo anterior se enmarca en un contexto en el que el aprendizaje del inglés se ha convertido en un requisito fundamental, por ser ésta una lengua franca común para la comunicación en los intercambios comerciales y una herramienta que posibilita la integración de los países a las dinámicas de una economía globalizada.

En este contexto, para el Ministerio de Educación Nacional es gratificante presentar al país la serie de textos escolares para el aprendizaje del inglés **English, please!** (edición *Fast Track*) dirigida a los estudiantes y docentes de los grados 9, 10 y 11. Esta serie ha sido desarrollada en el marco del programa Colombia Bilingüe, como material educativo que busca orientar y apoyar el aprendizaje del inglés mediante procesos de construcción personal y significativa, los cuales están en estrecha relación con los intereses y con las necesidades de los estudiantes colombianos en el sector oficial.

Invito a todos los Establecimientos Educativos, a sus estudiantes, docentes y directivos docentes para que a través de **English, please!** y el trabajo arduo, luchemos por la formación de ciudadanos bilingües, capaces de valorar y comprender nuestras culturas y las de otros, buscando siempre el diálogo y el compartir de sus experiencias y conocimientos a través del inglés.

Así aportaremos juntos a la gran meta de construir un país en paz y el mejor educado de la región en 2025.

GINA PARODY D'ECHEONA
Ministra de Educación Nacional

Introducción

El Ministerio de Educación Nacional, a través del Programa Colombia Bilingüe, ha diseñado y producido la serie “*English, please!*” (edición *Fast Track*), como un conjunto de textos escolares que apoyará y acompañará tu aprendizaje de inglés durante los grados 9°, 10° y 11°.

Esta serie de textos es una herramienta esencial con la que cuentas para lograr un nivel de inglés Pre Intermedio al culminar grado 11, y con el cual podrás interactuar de forma sencilla con tus compañeros, profesores y con personas de alrededor del mundo. Para lograrlo, te ofrecemos proyectos y actividades amenas e integradoras relacionadas con tus vivencias como joven, tu herencia cultural, los estilos de vida y de salud y la conciencia ambiental (grado 9°); la cultura de los jóvenes, la manera de relacionarnos con la economía, el reconocimiento de la diversidad como seres humanos y el ecoturismo (grado 10°), así como sobre tu contribución para lograr cambios en el futuro, tu rol como ciudadano global, la diversidad sexual y tu compromiso para salvar a nuestro planeta (grado 11°).

Deseamos que estos temas sean relevantes para ti y todos tus compañeros, pues el objetivo es reconocer tus intereses particulares y relacionarlos con el mundo globalizado y cambiante que estamos viviendo. Esperamos que esta ruta que inicias te lleve a lograr tus expectativas y las de tus docentes, y que logres comunicarte en inglés con esta herramienta que potenciará a futuro, tus capacidades como profesional, ser humano y ciudadano del mundo.

Contents



Module

1

The future is in your hands 8



Module

2

Global citizenship 46

Unit 1 Looking ahead

Lesson 1	10
Lesson 2	14
Lesson 3	18

Unit 2 What I need to know about ...

Lesson 4	22
Lesson 5	26
Lesson 6	30

Unit 3 Off to university!

Lesson 7	34
Lesson 8	38
Let's work together	42
Self-assessment	44

Unit 1 You can make a difference

Lesson 1	48
Lesson 2	52
Lesson 3	56

Unit 2 Meeting the challenges of the modern world

Lesson 4	60
Lesson 5	64
Lesson 6	68

Unit 3 How to shape the future

Lesson 7	72
Lesson 8	76
Let's work together	80
Self-assessment	82



Module

3

Love and relationships 84



Module

4

Saving planet Earth 122

Unit 1 My world and I

Lesson 1	86
Lesson 2	90
Lesson 3	94

Unit 2 Understanding my sexuality

Lesson 4	98
Lesson 5	102
Lesson 6	106

Unit 3 Health and responsibility

Lesson 7	110
Lesson 8	114
Let's work together	118
Self-assessment	120

Unit 1 Development impact

Lesson 1	124
Lesson 2	128
Lesson 3	132

Unit 2 Human development or environmental preservation?

Lesson 4	136
Lesson 5	140
Lesson 6	144

Unit 3 What's next?

Lesson 7	148
Lesson 8	152
Let's work together	156
Self-assessment	158

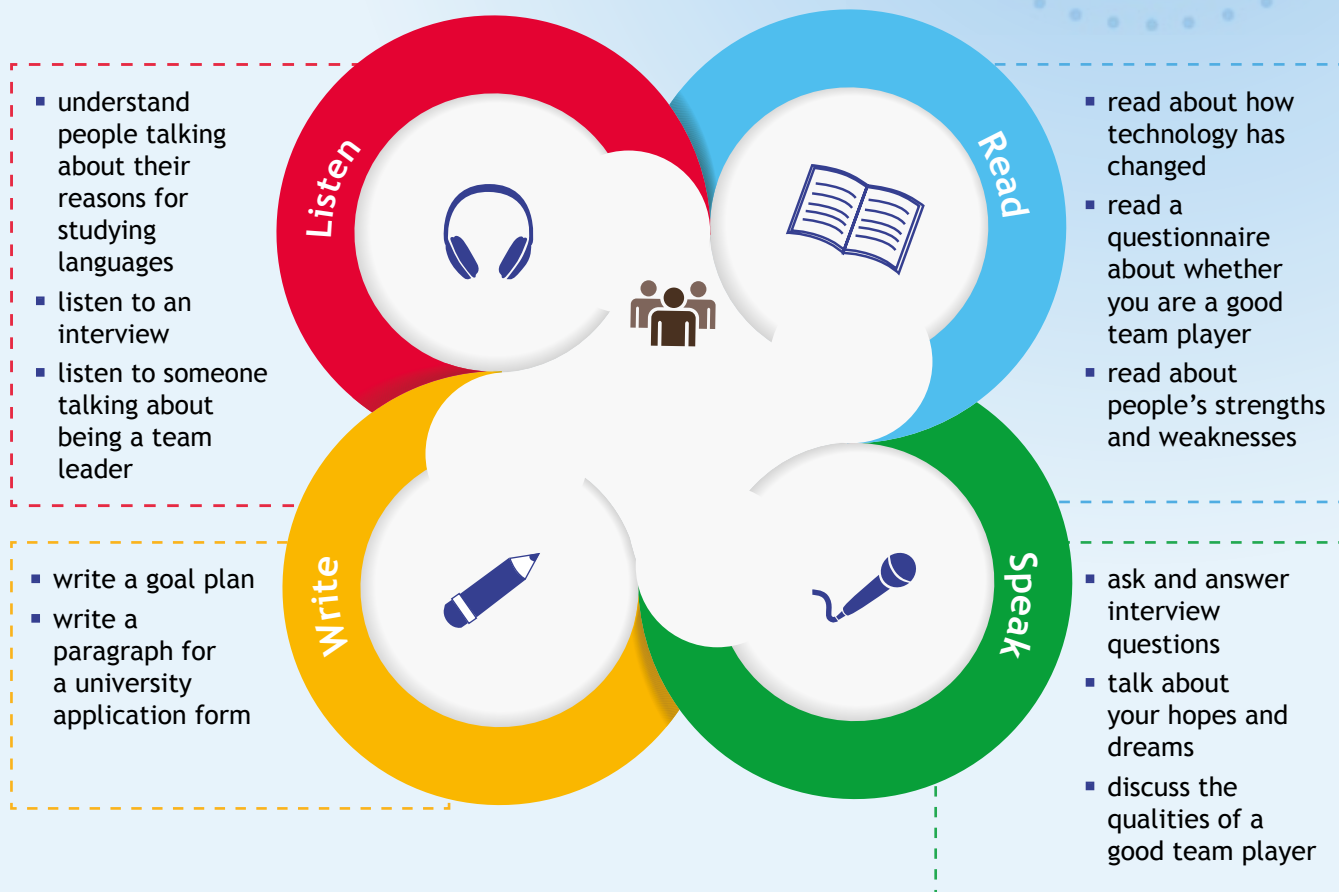
The future is in your hands



In this module you will ...

- think about and share your dreams and future goals, in **Unit 1 Looking ahead**
- learn about technology, languages and team leader qualities, in **Unit 2 What I need to know about ...**
- learn about studying at university and good interview techniques, in **Unit 3 Off to university!**

You will also ...



Let's work together

Organise a Careers Day

The project in this module introduces you to the world of work. You will plan a Careers Day in which you will have the opportunity to:

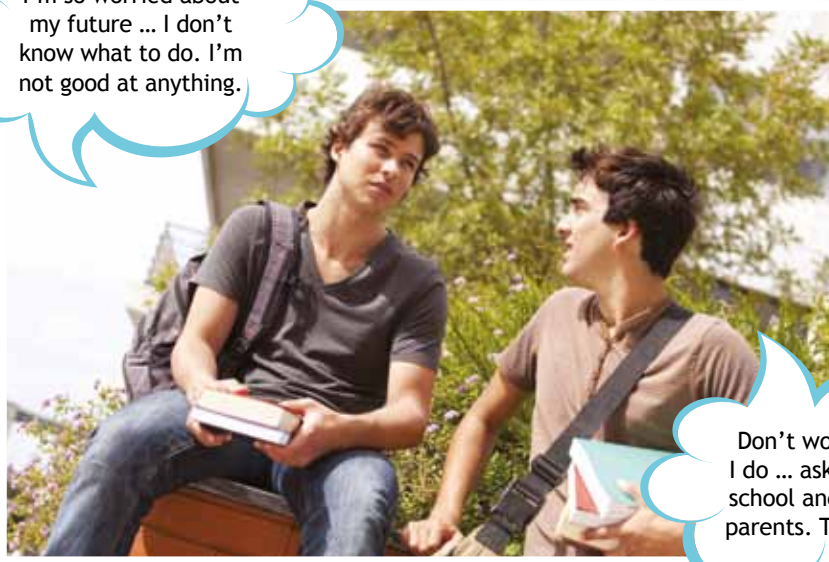
- research different jobs
- create a job profile: what skills / qualification a _____ (e.g. nurse) needs; what a _____ (e.g. nurse) needs to do.
- produce a poster advertising your Career's Day
- give a presentation on a chosen job

 Speak

 Get Ready!

- Look at the picture. Read. Answer the questions.
 - How often do you think about your future?
 - Do you feel like the boy on the left or the boy on the right?

I'm so worried about my future ... I don't know what to do. I'm not good at anything.



Don't worry. Do what I do ... ask a teacher at school and talk to your parents. That will help.

 Listen


- Listen to some students. What are their dreams for the future?
Who wants ...

- to have a family?
- to travel a lot?
- to have a good job?
- to be happy?
- to be famous?

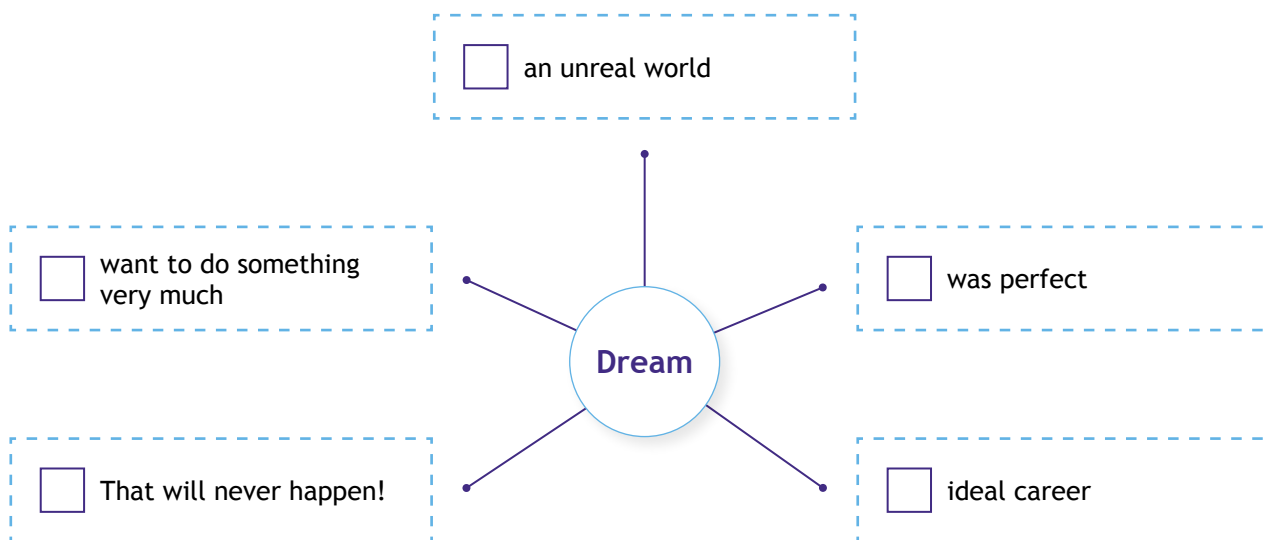
- Discuss in pairs.
 - What are your dreams for the future?
 - What do you need to do to make your dreams come true?



Focus on Vocabulary

4. Match the sentences with the meanings of the phrases with *dream*.

- I *dream* of going to Antarctica on holiday.
- My sister wants to be a doctor. It's her *dream job*.
- You'll never be a film star. You're living in a *dream world*.
- The party *went like a dream*. We all had a great time.
- Do you really think Dad will let you come home late? *Dream on!*



5. What's your dream job? Why? Discuss with a classmate.

Say it!



6. Listen and repeat.

Minimal Pairs: /i:/ and /ɪ/

- /i:/ is a long sound. (*dream, see*)
- /ɪ/ is a short sound. (*listen, it*)



7. Say the words below. Circle all the /i:/ sounds and underline all the /ɪ/ sounds. Listen and repeat.

- heat - hit
- it - eat
- live - leave
- sleep - slip



8. Read a teenager's blog post. Do you ever feel the same?

My future



A few years ago when I was in 8th grade, I worried a lot about my future. Every day, I thought 'What am I going to do when I leave school?'. I didn't feel excited about the future - I just

felt very scared. One reason was that at that time I found school difficult. I usually studied hard and listened in class (well, I thought so), but my teachers never seemed to be very happy with my work - or with me. When I think back to those times now, I remember that sometimes I didn't concentrate very well and I also handed in work too late. This went on for most of the year, but then near the end

of the year something happened. I suddenly knew what my dream job was. I love animals and I decided that I wanted to become a vet! To do that I had to go to a good university. And to go to a good university, I had to get good marks and do well in my exams.

From 9th grade onwards, I worked very hard every day in class. I studied for hours at home and my parents even told me to work less! At the end of that year, I won a prize for my good marks. My family were so proud of me and I felt great. But then, I started to worry again. I thought 'What will happen if I don't get good results next year?' and 'If I didn't go to university, what would I do?'. Everyone told me that I just had to do my best and to stop worrying. So that's exactly what I did!

I often think back to 8th grade when I was so scared. Now I feel much more confident and I'm looking forward to the future!

by Anna

20 minutes ago

10 COMMENTS

SHARE THIS

9. Match phrases a-d with the underlined phrases in the text.

- do things as well as I could
- feeling happy about something in the future
- gave my homework to teachers
- continued

10. Read the text again. Write T (true) or F (false).

- Anna never worried about the future. _____
- She didn't always work hard in 8th grade. _____
- She won a prize for her school work in 8th grade. _____
- She studied harder in 9th grade than 8th grade. _____
- Her family felt happy for her in 9th grade. _____
- She isn't very confident now. _____

Focus on Language

11. Look at these two pairs of sentences. Which ones are in the text?

- A1. 'What will happen if I don't get good results next year?'
 A2. 'What would happen if I didn't get good results next year?'
 B1. 'If I don't go to university, what will I do?'
 B2. 'If I didn't go to university, what would I do?'

12. Read the sentences in exercise 11 again. Answer these questions.

- a. Are all the sentences about the future?
 b. Which sentences show possible future situations?
 c. Which sentences show imaginary future situations?
 d. Complete the table. Use the options in the box.

- past simple
- will + infinitive
- *If I won the lottery, I would travel the world.*
- *If I get good results, I will go to university.*
- present simple
- would + infinitive

	First Conditional (Real future)	Second Conditional (Imaginary future)
If clause		
Result clause		
Example		

13. Match the two parts of the sentences.

- | | |
|--------------------------------|--|
| 1. Will I get a prize | a. ___ I wouldn't worry about my future. |
| 2. If I knew what to study, | b. ___ if I pass all my exams? |
| 3. Would I get into university | c. ___ my parents will be disappointed. |
| 4. If I don't study hard, | d. ___ if I failed all my exams? |

14. Complete the sentences with your own fears about the future.

- a. If ...
 b. Would I ... if ... ?
 c. I won't ... if ...
 d. Will ... if ... ?
 e. ___

15. Compare your fears with a classmate's. Are they the same?

 Speak

 Get Ready!

1. Read the people's plans. Match them with the pictures.



- a. When I grow up, I hope to be a dentist.
 b. What do you want to do with your life after this holiday?
 c. Five years from now, I see myself as a famous actress.
 d. A: My short-term plans? I plan to eat another crisp!
 B: Ha, ha. Very funny.

2. Read the comments in exercise 1 again. Which words or phrases talk about future plans?
 3. Go around the class. Ask your classmates about their plans.

FIND SOMEONE WHO ...

- a. ... plans to work and study.
 b. ... plans to work before studying.
 c. ... plans to study, but not work.
 d. ... wants to be a doctor.
 e. ... wants to be an artist.
 f. ... doesn't know what they want to do.
 g. ... has a similar future plan to yours.
 h. ... has a completely different plan to yours.



Focus on Language

4. Read the texts. Which words and phrases do they use to talk about their plans and intentions?



I'm sixteen. I'm in 11th grade and I already have my life plan. More than anything else, I'd like to study medicine and I intend to be a doctor before I'm 25. I know it's hard work, but my dream is to help people have a healthy life.

Angela

I'm keen to travel around the world before I get married and have a family. My ambition is to become a really good football player. Ten years from now, I see myself as one of the best football players in Colombia. I hope to play until I'm forty.

Carlos



5. Read the texts again. Write T (true) or F (false).

- Angela wants to help people with medicine after she is 25.
- Carlos plans to travel the world with his family.
- Both teenagers have a plan for the future.



6. Listen and repeat.

- I'm in eleventh grade.
- I know it's hard work.
- My dream is to help people have a healthy life.



7. Listen. Mark the links between consonant sounds at the end of words and vowel sounds at the beginning of words.

I'm keen to travel around the world before I get married and have a family. My ambition is to become a really good football player. I hope to play until I'm forty.

8. Practise saying the sentences in exercise 6.



Read

9. Read the text. Answer the questions.
- What kind of text is it?
 - Do you send and receive a lot of messages?
 - Who do you usually send messages to?

Jairo Suárez ●



Hi Migue,

I'm Jairo Suárez, Camila's friend. I'm sixteen years old and in 11th grade at a school in Bogotá. I'm writing because I know you're in 11th grade too and I'm looking for friends who are feeling like I am about the future.

I'm very excited about what's going to happen. I know everything will change, but I'm also a little nervous. I know I want to be a pilot and I see myself flying planes and travelling around the world ten years from now. But I'm also worried because I still don't know how I'll be able to do that.

It's so expensive to become a pilot, but there are different options. For example, there are scholarships, or I can work part-time and save some money for my studies. How do you feel about the future? What do you want to do with your life after graduation?

Seen at 11:42 on Thursday

Focus on Vocabulary


10. Read the message again. Answer the questions.
- Who is Jairo Suárez?
 - Where does he live?
 - How does he feel about his future?
 - What is his main ambition?
 - What is his main fear about the future?
 - How could he get money for his studies?
11. Use a dictionary to find the meaning of the words in the box. Then write five sentences about your own goals using these words.

- | | | | | |
|------------|--------------|-------------|----------|---------------|
| ▪ goal | ▪ short-term | ▪ part-time | ▪ aim | ▪ keen |
| ▪ ambition | ▪ long-term | ▪ hope | ▪ intend | ▪ scholarship |

12. Think about your short-term (ST), medium-term (MT) and long-term (LT) goals. Copy the table in your notebook and put a mark (X) in the columns.

Goal	ST	MT	LT
graduate from high school			
get married			
go to university			
buy a house			
get a good job			
travel around the world			
apply for a scholarship			
get a good mark in the end-of-school exam (Pruebas Saber)			
study in a different city or country			
... other			

Listen 

 13. Listen. An expert is telling teenagers how to set goals. Put the topics in the order you hear them.

- ___ Don't change your plan.
- ___ Set goals.
- ___ Believe in your dreams.
- ___ Have a positive attitude.

 14. Listen again. What do these sentences and phrases mean?

- a. Turn your dream into a set of smaller goals.
- b. ... even if you face problems along the way.
- c. Try to keep to your plan as much as you can.

15. Discuss the listening with a classmate. Use these questions.

- a. What's the 'I CAN' attitude?
- b. Do you have a life plan? Describe your goals.
- c. What problems could you face in your life plan?

Write 

16. Choose one of your goals. Make your plan.





Read



1. What's the best career for you? Do the quiz.

Quiz: What's Your Dream Career?

1. What do you like to do in your free time?
 - a. See your friends.
 - b. Tidy your room.
 - c. Fix things at home.
 - d. Draw pictures or write stories.
2. You have the opportunity to go on TV. What sort of show do you choose?
 - a. A reality show where you work in a team.
 - b. None. I don't want to go on TV.
 - c. A cookery show.
 - d. A singing competition.
3. What would you like to do if you had a free evening?
 - a. Go to a party.
 - b. Surf the Internet.
 - c. Do my hobby.
 - d. Watch a film.
4. If you went to a party, what would you do?
 - a. Say hi to people when they arrive at the door.
 - b. Start a discussion on world news.
 - c. Help to prepare the food.
 - d. Think how you could improve the house.
5. What sort of films do you like?
 - a. Romantic.
 - b. Drama.
 - c. Action.
 - d. Independent.
6. How do you think your friends describe you?
 - a. Sociable.
 - b. Intelligent.
 - c. Practical.
 - d. Creative.

Mostly A answers?

You could work with people. Possible jobs are: teacher, personal assistant, flight attendant.

Mostly B answers?

You could work with information. Possible jobs are: editor, computer programmer, accountant.

Mostly C answers?

You could work with things. Possible jobs are: chef, mechanic, veterinary assistant.

Mostly D answers?

You could do something creative. Possible jobs are: musician, artist, photographer.



Speak

2. Discuss your results with two classmates.

Focus on Vocabulary



3. Complete the sentences with the words in the box. Listen and check.

▪ Talents ▪ Skills ▪ Strengths ▪ Interests ▪ Weaknesses

- _____ are your best qualities.
- _____ are things that you aren't good at.
- _____ are abilities that you learn, e.g. cooking, driving.
- _____ are abilities that you are born with.
- _____ are things that you enjoy doing, e.g. reading, playing a musical instrument.

4. Make a list of your talents, skills, strengths, interests and weaknesses. Put them into the correct category.

5. Look at the text and answer the questions.

- What kind of text is it?
- If people are interested in the jobs, what should they do?
- What general skills do people need for each department?

JOB OPPORTUNITY IN UK

International engineering company needs staff in four of its London offices:

- Information technology
- Business & Finance
- Engineering (Mechanical, electrical & industrial)
- Human Resources

QUALIFICATIONS: Degree/Diploma in related subject and two years' experience.

APPLY: Please send your C.V. to e56eng@hotmail.com

Listen 

6. José and Kelly answered the job advertisement. Listen to their job interviews and write J for José and K for Kelly for each skill or ability below.

- | | |
|-------------------------------|------------------------------------|
| a. ___ Leadership. | f. ___ Knowledge (of the subject). |
| b. ___ Honesty. | g. ___ Working in a team. |
| c. ___ Punctuality. | h. ___ Working under pressure. |
| d. ___ Planning. | i. ___ Reliability. |
| e. ___ Ability to learn fast. | j. ___ Solving problems. |

7. Discuss. Would you give José and Kelly a job in the company? Why? / Why not?

Focus on Language

8. Read. Make a list of the expressions José and Kelly used to say if they have a skill and ability or not.

José Gómez

I'm not very good at studying. In fact, I was so tired of studying after high school that I wanted to take a rest. Then, I started working here and there, but I never did any courses. Now, I can see that I'm able to do a lot of things even if I haven't done any technical courses.

I don't have a diploma, but I'm honest and I know how to work in teams, solve problems and find solutions. You can always be sure I will come to work every day. I won't arrive late or leave early and I'm able to learn really fast.

Kelly Sánchez

My strengths? Well, I know a lot about HR, I'm a great leader and I can work under pressure. I'm good at planning and organising events for employees and I'm very skilled at solving problems fast and efficiently.

To tell you the truth, I'm not very good at working with computers.

9. Answer the questions.

- What are your strengths?
- How can your strengths help you choose a career?

10. Read. Which careers should they do? Choose from the list below.

- | | | |
|-------------------|----------|-------------|
| ▪ journalist | ▪ doctor | ▪ secretary |
| ▪ policeman | ▪ nurse | ▪ lawyer |
| ▪ English teacher | ▪ farmer | ▪ engineer |

Roberto

I think my strengths are that I can work well in a team, but I can also work well on my own. I'll have to think about these strengths when I choose a career. I can't see myself in an office all day long, doing lots of paperwork. I enjoy helping people so I want a career where I can have lots of contact with people and can make a difference.

Maria

I'm sure my strengths will help me to decide what to study at university. I'm good at Maths, I'm quite creative and I also like making decisions. I think that my English is also very good. I can use that strength for my career because you need English in business to talk to people in meetings or even send letters and emails. My weak subjects at school are subjects like Science so I wouldn't want to study anything like Chemistry.

11. Complete the sentences with *Roberto* or *Maria*.

- | | |
|---|--|
| a. <u>M</u> isn't good at Science. | d. ___ is creative. |
| b. ___ likes working with people. | e. ___ might need to use English. |
| c. ___ doesn't want to work in an office. | f. ___ can work well without other people. |

Write 

12. Write a short description of your skills and abilities.

13. Think of a career. Complete the career plan checklist below.

Career Plan Checklist		
Choose one career. What are the basic skills?	Career:	
Compare those skills with your own skills.		
Are there skills you would like to improve?	Yes	No
If yes, what can you do to improve these skills?		
Do you think you will do this career in the future? Why? / Why not?	Yes	No
Are there many job opportunities in this career where you live?	Yes	No
Are there enough job opportunities in this career where you live?	Yes	No
Would you move to a different city or country to do this job?	Yes	No
Would you like more information about this career?	Yes	No

14. Tell your classmates about your career plan. Use the expressions from this lesson.

Useful language

Skills I have:

- *I'm good at* (noun) / (verb + -ing)
- *I'm skilled at* (noun) / (verb + -ing)
- *I can / I'm able to* (verb)
- *I know about* (noun) / *how to* (verb)

Skills I don't have:

- *I'm not good at* (noun) / (verb + -ing)
- *I'm bad / terrible at* (noun) / (verb + -ing)
- *I'm not skilled at* (noun) / (verb + -ing)
- *I can't / I'm not able to* (verb)
- *I could never do anything like* (noun)(verb + -ing)

 Read

 Get Ready!

1. Match the words with the correct pictures.

- | | |
|---------------------------|---------------|
| a. tablet | d. laptop |
| b. website | e. smartphone |
| c. interactive whiteboard | f. computer |



2. Discuss these questions in groups.

- Which of these devices do you use?
- What do you use them for?
- Which of them do you use in the classroom?

3. Read the article and choose the best title.

- Teenagers and technology
- Bringing technology into the classroom
- The future of education

Technology has become very important in our everyday life, not least in the classroom. With the help of technology, teachers can produce more motivating lessons, and they can also assess and track students' progress more easily. Here are some of the ways technology can help students and teachers in the classroom:

Interactive whiteboards

These make lessons more interesting. Teachers can demonstrate pictures or photos on the board. They can point to parts of a diagram or picture using their finger or a pen, and they can save information from the board and share it with students.

Laptops

Students can use laptops to take notes and do written work. They can help students to be more organised and produce neater work and, of course, they can make sure they spell everything correctly by using the spell-check function!

Online classrooms

There are many online courses nowadays, both school and university courses. Students don't have to go to school any more! This can be a good option for students who are disabled or who have learning difficulties. Online courses allow them to study in their own home at their own speed. They are also useful for elite athletes who spend a lot of time training and don't have time to go to school.

The challenge for schools is keeping up to date with all the new technology. Schools which do well will be those that are not afraid to innovate and integrate the new technology into the classroom.

Tablets

Tablets are very useful because they are small and easy to carry around. They allow students to find information quickly, and also collaborate with their classmates on projects.

Smartphones

Smartphones are not allowed in many classrooms, but actually they can be very useful. For example, students can use them to take photos to illustrate their school work. They can check facts or the meaning of words. Some phones have a calculator app, so students don't have to carry a calculator around with them. Students can even get their phone to remind them to do their homework!

Read

4. Read. Choose the correct answer, A, B or C.

1. Technology is becoming _____ in the classroom.
 - A. less important
 - B. more important
 - C. unimportant
2. Are students allowed to take smartphones into the classroom?
 - A. No, not usually
 - B. No, never
 - C. Yes
3. What are the advantages of Interactive whiteboards?
 - A. You can see them better.
 - B. Students can draw on them.
 - C. Teachers can show pictures on them.
4. Tablets allow students to
 - A. work at their own speed.
 - B. work together with other students.
 - C. check each other's answers.
5. Why are online courses a good idea for elite athletes?
 - A. Because they can choose which subjects they study.
 - B. Because they aren't very clever.
 - C. Because it gives them more time to train.

5. Discuss these questions in groups.

- a. What are the advantages of using technology in the classroom?
- b. What are the disadvantages?
- c. Do you think technology helps you learn more?



Focus on Vocabulary

6. Complete the questions using the verbs in the box.

- | | | |
|------------|--------|------------|
| ▪ download | ▪ go | ▪ log onto |
| ▪ send | ▪ post | ▪ share |

- a. Do you _____ music from the Internet?
- b. Do you ever _____ emails to your friends?
- c. Do you _____ photos on social media sites?
- d. Do you _____ online every day?
- e. Do you ever _____ videos with your friends on the Internet?
- f. How many times a day do you _____ your computer?

7. Ask and answer the questions in pairs.



Focus on Language

8. Study the sentences and choose the correct words to complete the rules.
- Nowadays students can use their smartphones to check facts.
 - In the past students couldn't use smartphones in the classroom.
 - In the future robots will be able to teach in schools.

We sometimes use *can* to express possibility / probability.
 The past form of *can* is *could* / *will be able*.
 There is no future / past form of *can*.
 We use *will be able* / *can* to talk about the future.



9. Complete the sentences with *can*, *could* or *will be able to*. Then listen and check.

- When my mother was young children _____ leave school at the age of sixteen.
- These days you _____ play games online with people from different countries.
- You _____ post as many photos as you want to on social networking sites.
- In the future we _____ download videos of our teachers' lessons.
- You _____ use your smartphone for so many different things.
- In the future I think we _____ do all our exams online.

Say it!



10. Listen carefully to the pronunciation of *can* in these sentences. What do you notice? Listen again and repeat.
- Students can check facts on their smartphones.
 - Students can use laptops to make notes.
 - Teachers can demonstrate pictures.

Write 

11. Write sentences.

What can you do now that your parents couldn't do when they were young?

Example: *Now we can phone our parents when we are out with friends.*

Listen 

12. Look at the different types of communication. In pairs, try and put them in order from the earliest to the most recent.



▪ letter



▪ Internet



▪ drums



▪ telegraph



▪ smoke signals



▪ telephone



▪ smartphone



13. Listen to some students preparing a presentation for their English class about communication methods. Were you right?



14. Listen again and choose T (true) or F (false). Correct the false sentences.

- a. The problem with the first letter service was that many letters got lost. _____
- b. Pony Express was a letter service first used in Great Britain. _____
- c. A lot of people didn't use the telegraph and telephone at first because it was too expensive.

- d. People started developing the Internet in the 90s. _____
- e. Modern communication has helped people improve their face-to-face communication skills.

15. Discuss in groups.

- a. Which of the types of communication mentioned in exercise 12 do you use?
- b. Which is the easiest / quickest?
- c. What are the advantages / disadvantages of modern communication?

 **Speak / Focus on Vocabulary**


1. Look at the words below.
 - a. How many do you recognise?
 - b. What do they mean?
 - c. Can you pronounce any of them?

Bonjour **Sveiki** **Olá** **Hola** **Shalom** **Halo**
Merhaba **Hello** **Hallo** **Hei** **Hej** **Χαίρετε**

2. Work in pairs. Match the words above with the languages in the box. Then check with other pairs.

A: *I think Hei is Danish.* B: *No it isn't, it's*
 A: *Is Halo German?* B: *I'm not sure.*

- | | | | |
|-----------|-----------|--------------|-----------|
| ▪ English | ▪ Finnish | ▪ German | ▪ Latvian |
| ▪ Danish | ▪ Polish | ▪ French | ▪ Greek |
| ▪ Spanish | ▪ Hebrew | ▪ Portuguese | ▪ Turkish |

3. Discuss in pairs.
 - a. Can you speak any other languages?
 - b. What languages do you learn at school?
 - c. Why do people learn other languages?

Example: *to help them get a job*

Listen 
 12

4. Listen to these four people. Which language did they learn?

George



Valentina



Pablo



Mariah


 12

5. Listen again. Who learnt a new language ...

- a. to travel to new places?
- b. to help with their studies?
- c. to adapt to a new life in a different country?
- d. to get a better job?

Focus on Language

To infinitive to express purpose

6. Match the two halves of the sentences.

- | | |
|----------------------------|---|
| 1. Pablo learnt English | a. to help him settle in a new country. |
| 2. Mariah learnt Spanish | b. to get a better job. |
| 3. Valentina learnt French | c. to help with his studies. |
| 4. George learnt German | d. to speak to local people on her travels. |

7. Complete the rule.

We use *to* + infinitive to say *how* / *why* we do something.

8. Finish the sentences with your own ideas.

- You need to study hard to _____
- I'm studying English to _____
- You can use a smartphone to _____
- People go to the gym to _____
- I use the Internet to _____

Say it!



9. Listen to the sentences. What do you notice about the word *to*?

- You can use laptops to make notes.
- He's learning English to help with his studies.
- She's learning Spanish to speak to the local people.



10. Listen and repeat.

Speak

11. Which language would you like to learn? Ask and answer in pairs.

- A: Which other languages would you like to learn?
 B: Japanese
 A: Why?
 B: To go and get a job in Japan.

 Read

12. Look at the pictures. Match them with the fields of work.



- a. Computer game design c. Marketing e. Airline industry
b. Hospitality d. Information technology

13. Read the text quickly and match a-e above with the correct paragraphs.

INCREASE IN DEMAND FOR SECOND LANGUAGE SKILLS

More and more fields of work now require employees to have a second language.

Whatever job you're aiming for, be it a salesperson or a software developer, a second language is always an advantage.

1. _____

This includes work in restaurants, hotels and bars. More and more people travel these days, from all over the world, both for leisure and business. Visitors need somewhere to stay, somewhere to eat and some way to travel around. Making them feel at home by communicating with them in their own language is very important.

2. _____

Having a good knowledge of English is very useful in the computer industry because so much of the technical language is in English. Also, many of the large IT companies are multinationals and have headquarters in the United States.

3. _____

Computer games companies need to sell their products to people all over the world, so they need to be translated into lots of different languages.

4. _____

Employees in this industry are often expected to speak more than one foreign language. This is usually English plus another language, depending on which part of the world they operate in. Cabin crew are often bilingual or have a very good command of a second language. Now it has also become compulsory for pilots and air traffic controllers to have a minimum level of English for safety reasons. It is believed that this will prevent crashes caused by poor communication.

5. _____

Advertising and marketing is now a global industry, and jobs in these fields often demand foreign languages. Advertising agencies usually work with companies who sell their products all over the world, so need to create advertising campaigns which work in many different languages.

Vocabulary Tip

- ✓ Many English words are similar to words in your language. This can help you guess the meaning of new words, for example,

air traffic controller = *control del tráfico aéreo*

How many other words can you find in the text which are similar in your language? Make a list.

Glossary

- software developer: *desarrollador de software*
- headquarters: *oficinas principales*
- cabin crew: *tripulación*
- advertising campaign: *campana publicitaria*

14. Read the text again. Answer the questions.

- Why is it good to communicate with foreign visitors in their own language?
- Where do a lot of IT companies have their headquarters?
- Why do computer games need to be translated into different languages?
- What language do air traffic controllers have to speak?
- Why do advertising campaigns have to be created in lots of different languages?

Focus on Vocabulary

15. Complete the sentences with the correct verbs. Use the text to help you.

- | | | |
|--------------|-------------|---------------|
| ▪ create | ▪ prevent | ▪ sell |
| ▪ understand | ▪ translate | ▪ communicate |

- It's nice to _____ with foreign visitors in their own language.
- You need a good knowledge of English to _____ the technical language.
- You need to _____ games into different languages.
- Pilots need to speak English to _____ crashes.
- Marketing companies _____ their products all over the world.
- They need to _____ advertising campaigns for different countries.

16. Match the words to make compound nouns. Look back at the text to check.

- | | |
|----------------|---------------|
| 1. computer | a. crew |
| 2. air traffic | b. industry |
| 3. software | c. game |
| 4. advertising | d. campaign |
| 5. computer | e. agency |
| 6. advertising | f. developer |
| 7. cabin | g. controller |

17. Choose the correct compound noun from exercise 16 to complete the sentences.

- My brother works for a large _____ in Bogotá.
- I work for a large computer company as a _____ .
- The _____ all spoke Spanish on my flight to Buenos Aires.
- I've just bought a new _____ . I can't wait to play it.
- Technology changes so quickly in the _____

Vocabulary Tip

✓ A compound noun is an expression made up of more than one word. This can be an adjective + noun or a noun + noun. The first word helps specify more clearly the thing or person we are referring to.

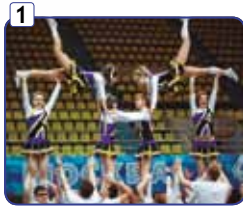
Write 

18. Make a list of other jobs you know which require a foreign language.

Write a short paragraph about one of the jobs saying why foreign language skills are useful. Use the text on page 28 to help you.

 **Speak**
Get Ready!

1. Look at the pictures.
 - a. What are the people doing?
 - b. What do they have in common?



2. Discuss in pairs.
 - a. Are you a member of a team?
 - b. What are the difficulties of working in a team?
 - c. What makes a good / bad team?

Focus on Vocabulary

3. Study the adjectives. Are they positive or negative?

- | | | | |
|------------|----------------|-------------|-------------|
| ▪ stubborn | ▪ approachable | ▪ honest | ▪ committed |
| ▪ flexible | ▪ friendly | ▪ bossy | ▪ dishonest |
| ▪ fair | ▪ considerate | ▪ assertive | ▪ reliable |
| ▪ helpful | ▪ indecisive | ▪ inspiring | |

4. Add *un-*, *in-* or *dis-* to these adjectives to make adjectives with the opposite meaning.

- | | |
|----------------|-------------------------------|
| a. fair | Example: <i>unfair</i> |
| b. helpful | |
| c. flexible | |
| d. friendly | |
| e. considerate | |
| f. honest | |
| g. inspiring | |
| h. decisive | |
| i. reliable | |

Vocabulary Tip

✓ We often add *un-*, *-in* or *dis-* to the beginning of an adjective to make an adjective with the opposite meaning.

Example: *flexible* > *inflexible*,
helpful > *unhelpful*,
honest > *dishonest*

5. Which qualities make a good / bad team leader?
Discuss in pairs. Use the adjectives in exercises 3 and 4.

Example: *A good team leader needs to be ...*
A bad team leader is ...

6. Can you think of any other qualities a good team leader needs?

Listen 14


7. Listen to the conversation between two friends Annie and Lucy. Why does Lucy congratulate Annie?

14


8. Listen again and answer the questions.
- Who does Annie describe as stubborn and bossy?
 - Who has given her some advice?



Focus on Language

9. Read the coach's advice and choose the correct words in the rules below.

'He said (that) it's important to be a good listener.'

'He told me that you need to be fair.'

'He told me to do the right thing for the team.'

- He refers to the *coach* / *Annie*.
 - Me refers to the *coach* / *Annie*.
 - We use an object (*me*) with the verb *say* / *tell*.
 - We don't use an object (*me*) with the verb *say* / *tell*.
 - After *tell* / *say* we can use (*not*) *to* + infinitive.
10. Complete the sentences with the correct form of the verb *say* or *tell*.
- Annie _____ she was a bit scared.
 - She _____ Lucy that some of the cheerleaders were stubborn.
 - The coach _____ it was important to be a good listener.
 - Lucy _____ it was good advice.
 - Lucy _____ Annie not to worry.

 Listen/Focus on Language

15



11. Listen to another conversation between Lucy and Annie. Answer the questions.

- What's Annie doing?
- What problem does she have with Sally?
- When do they normally practise?

12. Read the sentences. Are they T (true) or F (false)?

- Annie said they were making team signs. _____
- Lucy said that Sally was always early for practice. _____
- Annie told Lucy they were going to practise after school the next day. _____
- Lucy said Sally wouldn't be on time for the practice at 8 AM. _____

16



13. Complete Annie and Lucy's conversation. Then listen and check.

'We _____ signs for the cheerleading team.'

'She _____ always late for practice.'

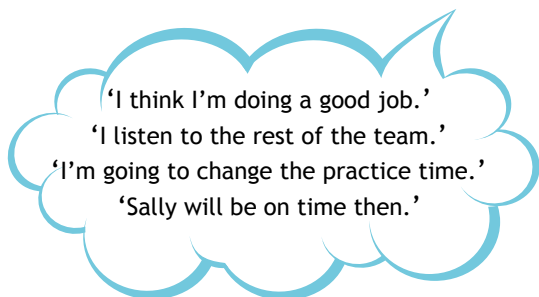
'Tomorrow we _____ at 8 AM.'

'She _____ on time for that!'

14. Copy and complete the table in your notebooks. Refer to exercises 12 and 13 to help you.

Direct speech	Reported speech
Present simple E.g. _____	Past simple E.g. <i>She was always late.</i>
Present continuous E.g. <i>We're making team signs.</i>	Past continuous E.g. _____
<i>Am / is / are going to</i> E.g. _____	<i>Was / were going to</i> E.g. <i>They were going to practise at 8 AM.</i>
<i>Will</i> E.g. <i>She won't be on time.</i>	<i>Would</i> E.g. _____

15. Annie is talking to her mum. Use reported speech to tell somebody what she said.



Example: *Annie said she was doing a good job.*





16. Read the questionnaire and answer the questions.
Ask and answer the questions in pairs. Do you have similar answers?

ARE YOU A GOOD TEAM PLAYER?

Do the questionnaire to find out.

1. Do you arrive on time?
a. always b. usually c. sometimes
2. Do you get your homework done on time?
a. always b. usually c. never
3. Do you tell people what you really think?
a. always b. usually c. never
4. Do you find it difficult to make decisions?
a. never b. sometimes c. always
5. Do you enjoy telling people what to do?
a. no b. sometimes c. yes
6. Do you find it easy to explain things clearly?
a. yes b. usually c. no
7. Do your friends come to you with their problems?
a. often b. sometimes c. never
8. Do you ever change your opinions about things?
a. sometimes b. frequently c. never
9. If you promise to do something do you do it?
a. always b. usually c. sometimes
10. If a friend is struggling with their homework, do you
a. offer to help them b. lend them a book
c. tell them to ask the teacher



17. Read the key. Do you agree / disagree with the assessment? Why / Why not?

If you answered:

Mostly A answers

You are an excellent team player. People can trust you to meet deadlines. You are honest and express your ideas clearly. You are flexible and prepared to listen to other people's points of view. People can rely on you to do what you say you will do.

Mostly B answers

You are quite a good team player, but you need to try to listen more to your team members and be a little more reliable. Try to put yourself in other people's shoes.

Mostly C answers

You are not a very good team player. Other team members find you unreliable and inflexible. Try to be more honest with people and listen to what they have to say. Show that you understand them and try to be a bit more helpful.

18. Discuss in groups.

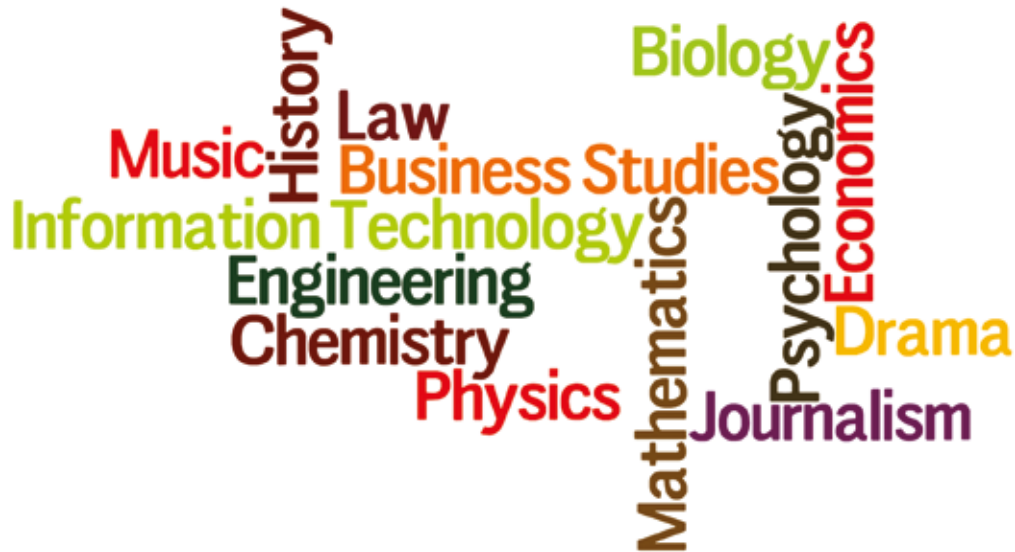
- a. Do you belong to a team?
- b. Which of your team members do you think are good / bad team players. Why?

Example: *Rafael isn't a very good team player. He's always late to football practices, and he never passes the ball!*

Focus on Vocabulary

Get Ready!

1. Find fourteen subjects in the word cloud.



2. Discuss in pairs.
 - a. What is your favourite subject at school?
 - b. Do you want to go to university? Why / Why not?
 - c. Which subject would you like to study?

Listen 17


3. Listen to these six students and find out which subjects they want to study.

Example: *Speaker 1 Biology*

17


4. Listen again. Who says these things? Complete the sentences with the correct subject.
 - a. Music is my life. *Speaker 3*
 - b. If you speak _____ it opens up a lot of doors.
 - c. _____ can help you understand yourself and other people.
 - d. _____ is a degree that lots of employers respect.
 - e. _____ is the study of life.
 - f. Jobs in _____ are very well paid.

Useful language

- to open up doors = to create opportunities

Read 

5. Read the text quickly. Choose the best title.
- Good at history? Maybe Law is the subject for you
 - Anyone can study Law
 - Choose a subject you think you'll be good at.



Nicky is studying Law at University. 'I chose to study Law because I want to be a detective or a lawyer', she says. 'When I was young I always enjoyed watching detective programmes on TV. I imagined solving the crimes myself and helping the victims. I also loved watching films with court room scenes.' Many children drop out of school where Nicky lives, so graduating from High School was a proud moment for her. She says her mum always motivated her to work hard at school. 'When I was at school I was good at History. It was my favourite subject.' If you're good at History, you'll find studying Law similar in many ways. I'd also say Maths has helped me a lot. I think about Law questions a bit like I do Maths questions, identifying the problem, applying the formula and



finding the answer. Everyone knows Law degrees involve a lot of reading. It's true, Law students are always the last ones to leave the library! You also need to have a good memory and a good analytical brain. It's lots of hard work and many hours studying, but we still find time to have fun. I hope to work for a Criminal Law company when I leave university. One day, I plan to have my own company!



6. Read the text again and answer the questions.

- What does Nicky want to do when she's older?
- What first interested her in this career?
- What was her favourite subject at school?
- What subject does she say is helpful for Law?
- Why do Law students spend a lot of time in the library?
- What two skills does she say you need to study Law?

Glossary

- court room: *tribunal*

Focus on Language

7. Study the sentences. How many verbs are in each sentence?

- | | |
|--|---|
| a. I chose to study Law. | d. I want to be a detective. |
| b. I always enjoyed watching detective programmes. | e. I hope to work for a Criminal Law company. |
| c. I loved watching films. | f. I imagined solving crimes. |
| | g. I plan to have my own company. |

8. Copy and complete the table with the verbs from exercise 7.

Verb + <i>-ing</i> form	Verb + <i>to</i> infinitive
enjoy	

9. Work in pairs and think of other verbs you know which are followed by an *-ing* form / *to* infinitive. Give an example in each case.

Example: *like* - *I like playing tennis.*

10. Complete the sentences with the correct form of the verbs in the box.

- | | | |
|----------|---------|--------|
| ▪ play | ▪ study | ▪ work |
| ▪ travel | ▪ go | ▪ find |

- My sister enjoys _____ to different countries.
- I don't want _____ to university.
- What subject did you choose _____?
- My father hopes _____ a new job soon.
- I can't imagine _____ in an office all day.
- I love _____ the piano.

Speak

11. Discuss in pairs.

- What did you enjoy doing when you were young?
- What do you want to be when you are older?
- Where do you hope to work?

Say it!

12. Listen to the pronunciation of these words. Which one is pronounced differently in each group?

- hope go show of
- how know no also
- down how low town



 **Read**

13. Read the university application. Find six mistakes and correct them.

14. Answer the questions.

- What subject does this student want to study?
- Why do they want to study it?
- Why do they think they will be good at it?
- What relevant experience do they have?

I would love to studying Biology at your university. I have always been good in Science subjects, especially Biology. I am very interested in the natural world, and love plants and animals. I have a lot of experience with animals as I have many pets at home, including a dog, a cat, some fish and a terrapin. Since I was sixteen, I have worked in a Garden Centre at Saturdays and I have learned a lot about the conditions plants need to grow well in. I enjoy be outdoors and will really enjoy Biology field trips. I am good at Maths and Chemistry which I think are both important when studying Biology.

Glossary

- terrappin: *tortuga de agua dulce*

 **Write**

15. Write a paragraph about what you would like to study at university. Use the text in exercise 14 to help you and try to include answers to questions a-d above.

Useful language

I'm good at ...

I'm interested in ...

- I have experience in + -ing form
(I have experience in working with animals.)*
- I have experience with + noun
(I have experience with animals.)*

Writing Tip

- ✓ Remember that in English all subject names and days of the week start with capital letters, e.g. History, Wednesday

Focus on Vocabulary

Get Ready!

1. Look at the picture. What are the people doing?
2. Discuss in pairs.

- a. Who do you think is the interviewer / interviewee?
- b. What can you say about the picture? Use the words and expressions in the box.

Example: *The interviewee is smiling at the interviewer.
The interviewer is ...*

- shake hands
- make eye contact with someone
- wear smart clothes
- smile
- introduce yourself

Listen 19


3. You are going to hear some of the interview. First, listen to the beginning of the interview. Which of the phrases do you think you will hear? Listen and check.

- Pleased to meet you.
- See you!
- Good morning.
- We'll be in touch soon.
- My name's Jack Draper.
- Hi, I'm Jack.
- How're you doing?
- Thank you for your time.
- It's been a pleasure to meet you.
- We'll let you know.
- Cheers!

20


4. Now listen to the end of the interview. Which of the phrases in exercise 3 do you think you will hear? Listen and check.

21


5. Listen to the complete interview and put the questions in the order you hear them.

- a. What clubs and societies did you belong to at school?
- b. What is your greatest strength?
- c. Why are you a good candidate for this university?
- d. What will you do if you are not accepted ?
- e. Where do you see yourself in four years' time?
- f. What was your greatest achievement at school?

21


6. Listen again and answer T (true) or F (false).

- a. The interviewee was in the cheerleading team at school.
- b. She doesn't like acting.
- c. She has experience in being a team leader.
- d. She's never late for things.
- e. She doesn't think she will have time to join clubs at university.
- f. She wants to study Law.

Focus on Language

7. Look back at the questions in exercise 5 and choose the correct words to complete the rules.

We use *do / did* to ask questions about the present.

We use *do / did* to ask questions about the past.

We *don't use / We use do or did* to ask questions with *be*.

We *don't use / We use do or did* to ask questions about the future.

8. Complete questions a-f below. Use the table to help you.

statement	question
you will eat	(What) will you eat
you saw	(What) did you see
you live	(Where) do you live
you are	(Where) are you
you were	(Why) were you

- a. Q: Which clubs _____ in at school?
A: I was in the football club.
- b. Q: What sports _____ good at?
A: I'm very good at swimming and football.
- c. Q: What time _____ finish?
A: The interview will finish at six o'clock.
- d. Q: Which school _____ go to?
A: My sister went to Bristol School.
- e. Q: What _____ enjoy doing in your free time?
A: I enjoy cycling.
- f. Q: What questions _____ ask you?
A: They asked me questions about my strengths and weaknesses.

Say it!



9. Listen to these questions? Does the intonation go up or down at the end of the question? Listen again and repeat.
- What clubs are you in at school?
 - What sports are you good at?
 - Where do you see yourself in four years' time?
 - What do you do in your free time?

10. Ask and answer the questions in pairs.

 Read

11. Read the text quickly. Match the headings with the paragraphs.

- | | |
|--------------------------|-------------------------|
| a. First impressions | c. Be prepared |
| b. Getting there on time | d. During the interview |

Top ten interview tips

In just three seconds, an interviewer forms an opinion about you based on your appearance and your body language, so make a good impression! First, wear something smart. University interviews are not as formal as job interviews, but you still need to look your best. It's important to be neat and tidy and present a positive image. Smile at the interviewer, and shake their hand firmly.

Remember to switch off your phone during the interview. Be positive, sit up straight and smile at the interviewer. Answer their questions as best you can, but don't waffle or talk too much. Talk about your skills, experiences and abilities. Make eye contact with them while you are talking. This will show them that you are confident and don't stare out of the window!

Do your research! Find out as much as you can about the university. Make sure you know what they are looking for in a candidate. Make a list of possible questions, and think about what your answers will be. Prepare some questions you can ask the interviewer. After all, you want to make sure the university offers you what you need.

Most importantly, think about how you will get to the interview. Make sure you know how long the journey will take and be clear about how you are going to get there. If possible, do it once before interview day to be sure. You don't want to be stressed on the day, and you definitely don't want to be late!



12. Read the text again and answer the questions.

- Why is it important to make a good first impression?
- What should you do when you meet the interviewer?
- Why is it a good idea to think of questions you can ask?
- How can you avoid being late for the interview?

Glossary

- waffle: *hablar sin sentido*

Focus on Vocabulary

13. Find verbs in the text to complete the tips.

- _____ something smart.
- _____ your phone.
- _____ the interviewer's hand.
- _____ a good impression.
- Don't _____ out of the window.
- Check how long the journey will _____
- _____ eye contact with the interviewer.

Useful language

- It's important to ...*
- Remember to ...*
- Make sure you ...*
- Think about how ...*

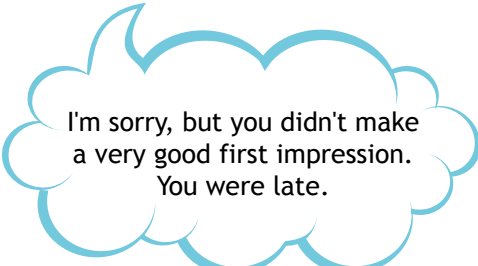
14. Can you think of any other interview tips? Discuss in pairs.

 Listen / Write 23 

15. Listen. What did these four students do wrong at their interviews? Who

- a. arrived late?
- b. didn't switch off their phone?
- c. didn't wear the right clothes?
- d. talked too much?

16. Which interviewee did the interviewer say this to?



I'm sorry, but you didn't make
a very good first impression.
You were late.

17. What do you think the interviewer said to the other interviewees? Write sentences.





Organise a Careers Day

1. **Work in groups. Think about:**
 - Where will you hold it? When?
 - Who will you invite?
 - Will you invite any guest speakers?
 - What will they talk about? (e.g. interview techniques, choosing the best career for you, etc.)
 - Which careers will you include? (e.g., Medicine, Engineering, Accountancy, etc.)



Plan your careers talks

2. **Each person in the group is going to present a different career at the Careers Day. Choose one career for each person. Decide what you are going to talk about, for example:**
 - What does the job involve? (include demonstration, pictures or videos if appropriate)
 - Working hours, salary
 - What personal qualities / abilities does the job require?
 - What skills / qualifications do you need?
 - Do you need to speak a foreign language?
 - What school subjects are useful for the job?

You could also give one person the role of guest speaker to give a talk on a topic, such as Interview Techniques or How to Choose the Best Career for You.



Do the research

3. Look back through all the lessons in Module 1 and make a note of any information relating to different careers you can find. Use the Internet or interview people you know who have jobs in the fields you are researching.



Make a poster

4. Design a poster to advertise your Careers Day. Include:
 - brief description of the event
 - time and location
 - names of guest speakers and what they will talk about
 - names of careers to be included



Hold your Careers Day

5. Groups hold their Careers Day. Each person in the group gives their career talk, and the rest of the class can ask questions. Try to take pictures or record your presentations.
6. After the Careers Day, decide which of the talks was most interesting / useful. Have a class vote.





1. Assessment of your English language skills

Look back over the module. What have you learned? Tick the appropriate box.

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. Guess meaning of words and expressions from context.			
	B. Get general and specific information from a text.			
	C. Think critically about the information from general interest texts.			
WRITING	A. Write a short text about myself and my plans.			
	B. Use appropriate vocabulary to give coherence to my writing.			
	C. Write complete paragraphs with appropriate grammar and spelling.			
SPEAKING	A. Start, hold and close a simple conversation.			
	B. Report what someone said.			
	C. Talk about yourself, your plans, ambitions and qualifications.			
LISTENING	A. Understand questions in an interview.			
	B. Identify the main topic and relevant details in a conversation.			
	C. Understand a spoken description of a situation, person, place or object.			

2. Assessment of your English study skills

Study skills help you improve in any school subject. Say how often you use these study skills.

Study skills	Always	Sometimes	Never
Organise vocabulary into categories.			
Write new words in a Vocabulary Book.			
Proofread my writing.			
Ask questions when I don't understand.			
Learn from my mistakes.			

3. Assessment of Let's work together

First individually, and then with your group, assess your performance in the project work. Write at least three comments for each aspect.

	What went well?	What didn't work?	What can I / we do better next time?
ME			
MY GROUP			

4. Assessment of Module 1

Look back over the module then complete the sentences.

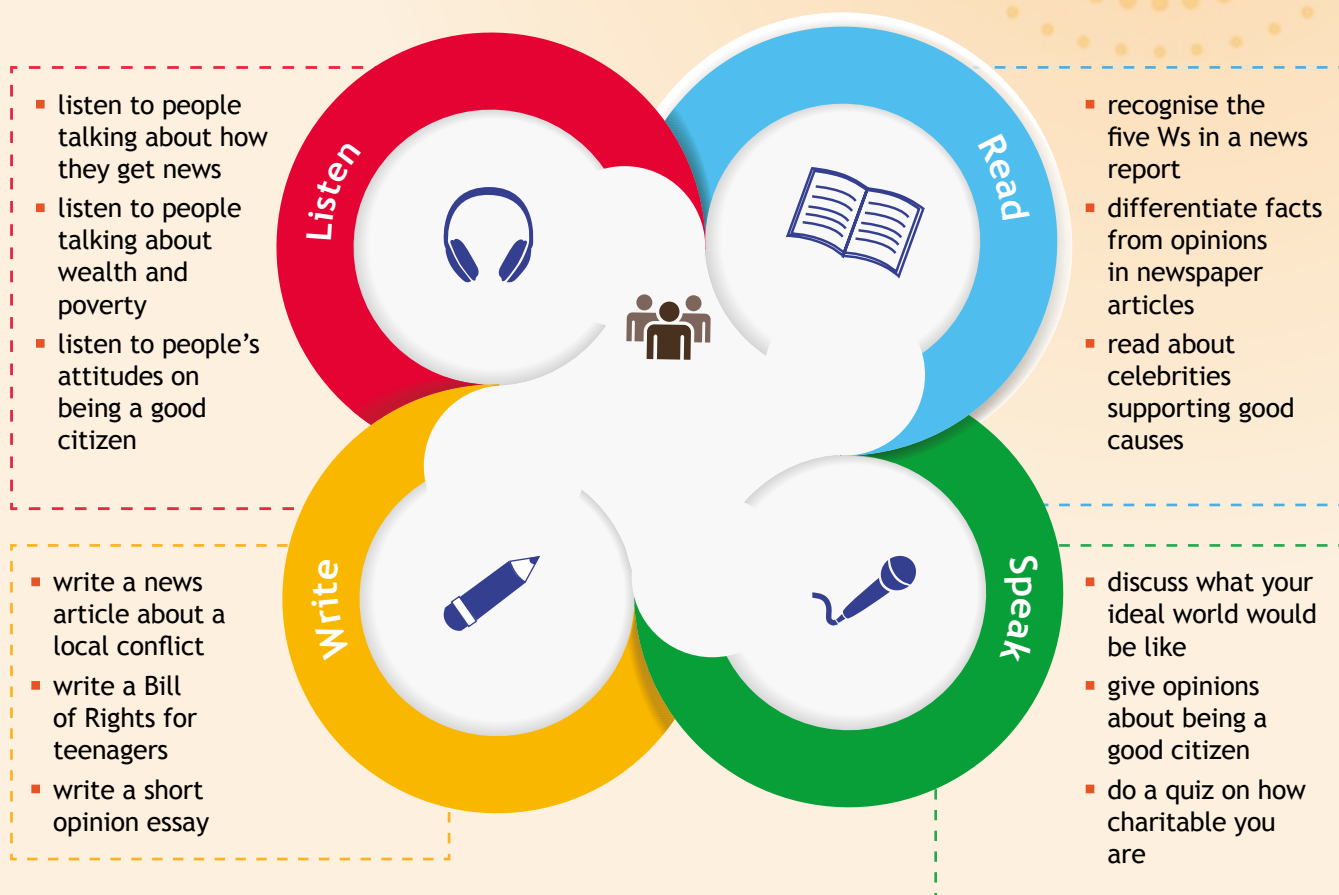
My favourite activity was ...	
The most useful words or expressions were ...	
I enjoyed learning about ...	
I need to practise ...	



In this module you will ...

- learn about citizenship and human rights, in **Unit 1 You can make a difference**
- learn about conflicts, participation and reflect on the role of the media, in **Unit 2 Meeting the challenges of the modern world**
- discuss the role of celebrities in helping good causes, in **Unit 3 How to shape the future**

You will also ...



Let's work together

Conduct a survey on human rights

The project in this module gives you the opportunity to conduct your own survey. You will carry out a survey, present and report on the results. You will need to:

- write a survey
- conduct a poll
- draw a pie chart or graph
- write a report on the survey results
- present the results to the class

 **Speak**
Get Ready!

1. Look at the pictures and the quotes. Discuss in pairs.

What do you know about these people?

Do you think they were good citizens?

What do you think the quotes mean?



'You must be the change you wish to see in the world'.



'If you can't feed a hundred people then feed just one'.



'For to be free is to live in a way that respects and enhances the freedom of others'.

2. Study the poster and match the verbs with the gaps. Then complete the poster with two more ideas.

- | | | | |
|----------|---------|-----------|------|
| ▪ read | ▪ be | ▪ respect | ▪ do |
| ▪ follow | ▪ learn | ▪ protect | ▪ be |

How to be a good citizen

1. _____ some volunteer work in your community.
2. _____ the rules and laws.
3. _____ a good neighbour.
4. _____ the environment.
5. _____ sympathetic to other people's problems.
6. _____ about the world around you.
7. _____ about and respect other people's beliefs and cultures.
8. _____ other people's property.



3. Discuss in groups.

Which of the things on the poster do you do? Give examples.

Example: *I think I am a good neighbour. I help my neighbour do her shopping.*

Read

4. Read these student essays about how to be a good citizen. Which of the ideas on the poster on page 48 are mentioned?

How to be a Good Citizen

Hello. My name is James. In my opinion, to be a good citizen, you need to look after your environment. This sounds boring, but it can be enjoyable. Picking up rubbish in the park can be fun if you do it with your friends. Cleaning graffiti off walls is also something you can do with your friends. Another thing you can do to protect the environment is to recycle your drink cans and your plastic bottles. It's easy to forget and throw them away. Finally, I think we need to be good neighbours. Always be nice and smile at your neighbours when you see them. If you have elderly neighbours you can offer to help them out with their household chores.

HOW TO BE A GOOD CITIZEN

Hi, I'm Haley. In my view, we can all be good citizens. It's not very difficult. One thing we can all do is learn about the world we live in by reading the newspapers and listening to the radio. We need to learn about other people's religions and beliefs so we can respect them. We also need to be aware of the problems people face in other countries. We need to help people who are affected by earthquakes and other natural disasters. For example, we can raise money for them. You can do this by making and selling cakes or biscuits or even selling some of your own possessions which you no longer need. Good citizens make the world a better place and being a good citizen makes us feel better about ourselves.

Glossary

- can (n): *lata*
- chore: *quehacer*
- earthquake: *terremoto*
- raise money: *recabar fondos*

5. Read the essays again and answer the questions.

- a. Which three things does James suggest you can do to look after your environment?
- b. What does James tell us to do when we see our neighbours?
- c. How can we help elderly neighbours?
- d. Why does Haley say we need to read the newspaper?
- e. How can we help people who are affected by earthquakes?
- f. Why does she say it is important to be a good citizen?

Useful language

Writing an essay

In my opinion ...

In my view ...

I think ...

One thing we can do is ...

Another thing we can do is ...

Finally, ...

Write

6. Write a short paragraph about being a good citizen. Use the phrases in the Language box and the essays in exercise 4 to help you.

Focus on Vocabulary

7. Find the verbs in the text and match them with the correct prepositions.

▪ pick	▪ throw	▪ out	▪ off
▪ clean	▪ help	▪ up	▪ about
▪ learn	▪ look	▪ after	▪ away

8. Complete the sentences with the correct verb phrases from exercise 7.

- Don't _____ your old clothes. Give them to a charity shop.
- I've spilled orange juice on my shirt. How can I _____ it _____ ?
- I _____ my younger sister when my parents go out.
- We often _____ my dad _____ in the garden.
- We're _____ the Russian Revolution in our History lessons.
- I can't see the floor in your bedroom. Please _____ your clothes.

Focus on Language

9. Look back at the essays on page 49. Who says the following, James or Haley?

- We need to be good neighbours.
- You need to look after your environment.
- We need to learn about other people's religions.
- We need to be aware of the problems people face in other countries.
- We need to help people who are affected by earthquakes.

Grammar Tip

- ✓ To make questions with *need to*, we use *do / does*.

Do I need to do this homework for tomorrow?

Does she need to help you?

10. Choose the correct words to complete the rules.

We use *need to* to express *possibility / necessity*.

We use the *-ing* form / infinitive after *need to*.

11. Write three sentences about what you can do to be a good citizen using *need to*.

Listen 

12. Read the views of these teenagers. Do you agree with them?



Prakash
from India

In my opinion, a good citizen is someone who knows what's going on in the world.



Caro
from Mexico

From my experience, being a good citizen is about getting involved.



Abeke
from Nigeria

I think it's all about making the world better, more equal and humane.



Lan
from China

Personally, I think it starts with your local community, even your home.



Nakaji
from Burma

I think it's about accepting people as equals.



Amira
from Iraq

For me, it means being able to put yourself in someone else's shoes.

24



13. Listen to the teenagers. Who is speaking in each case? Write the names.

24



14. Listen again. Answer T (true) or F (false).

- Caro thinks to be a good citizen, you need to take action globally.
- Abeke thinks that it is important to support people who don't have basic Human Rights.
- Nakaji believes that it is good that we are all different.
- Prakash thinks the most important thing is to know what is going on globally.
- Lan thinks the most important thing is caring about your local community.
- Amira says we need to think about things from other people's points of view.

Speak 

15. What do you think? Give your opinion about what being a good citizen means. Discuss in groups.

Example:

*In my view, we all have a duty to protect the planet.
We can help make the world a better place.*

Useful language

Giving an opinion

In my opinion ...

In my view ...

For me ...

Personally, I think ...

My point of view is that ...

From my experience ...

Speak / Focus on Vocabulary

Get Ready!

1. Find words for basic human needs in the word cloud. In pairs, try to rank the words in order of importance.



2. In pairs discuss these questions.

- a. As humans, do you think we all have the right to these basic human needs?
- b. Do some people have more rights than others?
- c. What rights do you have?

I have the right to choose my friends.

I have the right to an education.

3. Match the two halves of the statements.

- | | |
|--|--------------------------------|
| 1. We all have the right to believe in | a. our own decisions. |
| 2. We have the right to good | b. what we want to believe in. |
| 3. We have the right to vote in | c. healthcare. |
| 4. We have the right to make | d. work and to relax. |
| 5. Nobody has the right to make | e. us a slave. |
| 6. We all have the right to rest from | f. public elections. |

4. Discuss in groups. Which of the statements do you agree / disagree with. Why?

Listen

25



5. Listen to six people describing Human Rights. Match the Human Right with the speaker.

- a. Equal before the law: The law is the same for everyone. It must treat us all fairly. **Example:** *Speaker 5*
- b. Right to public assembly: We all have the right to meet our friends and to work peacefully together to defend our rights.
- c. Right to play: We all have the right to rest from work and to relax.
- d. The right to responsibility: We all have a duty to other people, and we should protect their rights and freedoms.
- e. Food and shelter for all: We all have the right to a good life.
- f. No slavery: Nobody has any right to make us a slave. We cannot make anyone our slaves.



Read

6. Read the texts. Which one is about the violation of a person's:
- right to education?
 - right to shelter and a bed to sleep in?
 - right to express their views and opinions?

María, a journalist for El Barrio newspaper, is still missing seven days after she mysteriously disappeared. María disappeared from her home last Thursday, the day after one of her news stories appeared in El Barrio. It seems that someone broke into her flat that evening and kidnapped her. Police think that she is being held against her will. Her family have not heard from her since last Wednesday afternoon, and are very frightened for her safety. It is estimated that at least nine journalists are abducted every year. Some are later freed, but many aren't found.

My name is Khaliif and I live in Somalia. I have a brother and a sister. There is a small school in my town, but I don't go there. I live in a small hut with my father and my mother. In the morning I make porridge for my brother, who is five, and my sister who is ten. Then my brother is looked after by my sister while I go to work. She isn't given any help by my mother or father as they have to look after the animals. I work as a shoe shiner. I need to work to help my family, but I want to go to school. I know life will be better if I can get an education.

I'm Ben. I lost my job and couldn't afford to pay the rent for my flat so I had to move out. Now I have nowhere to go. I sleep on the streets or in the park. I try to find other homeless people to sleep with because it is less dangerous. Sometimes we are shouted at by passers-by, but some people are kind and bring us clothes and blankets.

Glossary

- abduct: *secuestrar*
- break into: *entrar en*
- hold someone against their will: *tener preso a alguien*
- hut: *cabaña*
- shoe shiner: *limpiabotas*

7. Read again. Choose the correct answer A, B or C.

- María disappeared _____.
 - a week ago
 - a month ago
 - yesterday
- She has contacted _____.
 - her family
 - the police
 - nobody
- Why doesn't Khaliif go to school?
 - Because he doesn't want to.
 - Because there isn't a school in his village.
 - Because he has to work to help his family.
- Khaliif's _____ looks after his brother.
 - sister
 - father
 - step-mother
- Why doesn't Ben have anywhere to live?
 - There aren't enough houses .
 - He doesn't have enough money to pay the rent.
 - He left his family and moved out of his home.
- Sometimes they are given _____ by passers-by.
 - food and drink
 - money
 - clothes and blankets

Write

8. Create a Bill of Rights for teenagers! Think about the rights you would like to have at home, at school and in your neighbourhood.

Example: *At school we have the right to not do our homework.*

At home we have the right to play our music loudly.

Focus on Language

9. Look back at the texts on page 53 and complete the sentences with the correct form of *be*.

- a. Nine journalists _____ abducted every year.
- b. Many _____ found.
- c. My brother _____ looked after by my sister.
- d. She _____ given any help by my mother or father.
- e. We _____ shouted at by passers-by.

10. Answer the questions.

- a. Who abducts the journalists?
- b. Who finds them?
- c. Who looks after Khaliif's brother?
- d. Who doesn't give her help?
- e. Who shouts at the homeless people?

11. Look at the completed sentences in exercise 9.

a. When do we use:

- a. *is / isn't?*
- b. *are / aren't?*

b. Choose the correct words to complete the rules.

To form the passive we use *to be + past / present participle*.

If we want to say who did the action we use *by / of*.

We use the passive

- when we *know / don't know*, or it's not important who does an action
- when we *want / don't want* to say who does an action
- when we are *interested / not interested* in the action and not who did the action
- more often in *written / spoken* English

12. Choose the correct option to complete the sentences.

- In some countries children _____ to work.
A. are forced B. is forced C. force
- Many journalists _____ every year because of what they write.
A. kill B. are kill C. are killed
- In some countries, people _____ against minorities because of their religion or skin colour.
A. are discriminated B. discriminate C. discriminates
- My best friend doesn't go to school because he _____ after his ill mother.
A. are looked B. is looked C. looks
- Torture _____ in some countries to extract confessions or information.
A. are used B. is used C. uses
- Many employees _____ enough to feed their families.
A. aren't paid B. pay C. are paid



Say it!

26

13. Listen to the sentences and say which word you hear.

- a. health b. help
- a. right b. ride
- a. peace b. peas
- a. force b. fourth

27

14. Listen to the sentences and repeat.

- Everyone has the right to health and care.
- People have the right to choose their presidents.
- We can all work towards peace.
- You cannot force people to give up their beliefs.

Pronunciation Tip

✓ Minimal Pairs

Minimal pairs are words that vary by only a single sound, usually meaning sounds that students often get confused by, like the 'th' and 't' in 'thin' and 'tin'.



Focus on Vocabulary

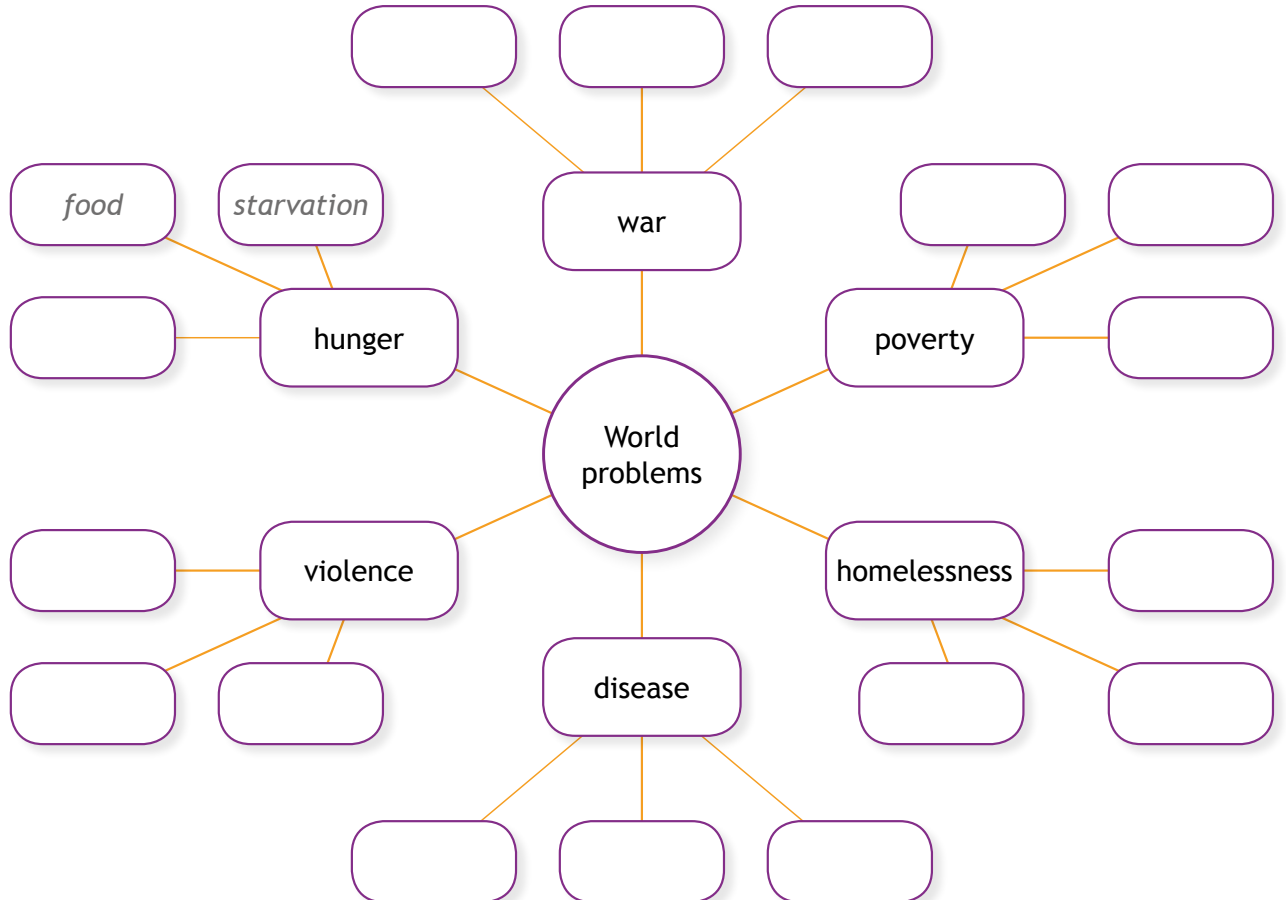
Get Ready!

1. Look at the pictures. What problems do these people have? What do they need?



2. Copy and complete the mind maps with the words in the box and your own ideas.

- | | | | |
|-------------|--------------|------------|---------|
| ▪ food | ▪ medicine | ▪ slums | ▪ crime |
| ▪ money | ▪ houses | ▪ illness | ▪ guns |
| ▪ peace | ▪ fear | ▪ sick | |
| ▪ hospitals | ▪ starvation | ▪ fighting | |



Listen 

28



3. Listen to four people talking about their 'ideal worlds'. Which of the world problems in exercise 2 do they mention?

Example: *Speaker 1 - hunger and starvation*

28



4. Listen again and complete the gaps with the correct words.

- Everyone would have food and _____ .
- There would be no need for _____ .
- People would have a safe _____ to live in.
- Every country would have good _____ .

Focus on Language

5. Study the sentences and answer the questions.

In an ideal world everyone would be safe.

In an ideal world people wouldn't live on the streets.

In an ideal world there would be peace.

In an ideal world there wouldn't be any wars or violence.

- a. Are they talking about:

- real situations?
- imaginary situations?
- past situations?

- b. What verb form do we use after *would / wouldn't*?

6. Complete the sentences using *would / wouldn't* and a verb in the box.

- | | | |
|-----------|---------|--------|
| ▪ own | ▪ cycle | ▪ go |
| ▪ receive | ▪ be | ▪ live |

In my ideal world ...

- | | |
|--|--|
| a. People _____ guns. | d. No-one _____ in slums. |
| b. Everyone _____ instead of driving. | e. All children _____ to school. |
| c. There _____ enough food for everyone. | f. Sick people _____ the medicine they need. |

Write 

7. Complete the sentences with your own ideas. Then share your ideas with the class.

- In my ideal school, there would be ...
- In my ideal neighbourhood, we would have ...
- In my ideal country ...




Read/Listen


29



8. Read and listen to the interview. Then answer the questions.

Elena: Good morning, Mr Norton. Thanks for helping me with my article on Our Ideal World.

Mr Norton: Good morning Elena, it's a pleasure.

Elena: Well, I know you do a lot of work with children in the community. What would your ideal world be like for them?

Mr Norton: Well first, it would be a safe place. Many children live in fear for many reasons. In my ideal world, children would be able to live without fear. We'd protect them. There are too many children living on the streets.

Elena: How would you do this?

Mr Norton: Well, if we could, we would find every homeless child a new family, of course. But this is difficult. We have a children's home in our community, where the lucky ones can at least have a bed and food to eat, but we don't have enough beds. If we had more money we'd build another children's home.

Elena: What about education?

Mr Norton: Of course, that's very important. If these children went to school, they would have a better future. Every child has a right to an education.

But above anything else, they have the right to be loved. In my ideal world, all children would know what it is like to have someone who cares about them and loves them.

Elena: Well, that would be a perfect world. Thank you Mr Norton for sharing your ideas with us.



- Who is the interviewer?
- What does Mr Norton do?
- Why can't all the homeless children stay in the children's home?
- Why can't they build another children's home?
- What two children's rights does Mr Norton mention?
- What would Mr Norton's ideal world be like?

Focus on Language

9. Match the two halves of the sentences.

- | | |
|--------------------------------------|--|
| 1. If we had more money, | a. they'd have a better future. |
| 2. If these children went to school, | b. we'd build another children's home. |

10. Read the sentences in exercise 9 and answer the questions.

- a. Do they have more money?
- b. Do the children go to school?

11. Choose the words to complete the rules.

We sometimes use *if* + past / present to talk about imaginary situations.

We use *would* / *will* + infinitive in the second part of the sentence.

We *often* / *never* replace *would* with *'d*.

12. Complete the sentences with the correct form of the verbs in brackets.

- a. If there were no guns, there would _____ less crime. (be)
- b. If we _____ more hospitals in developing countries, fewer people would die. (have)
- c. If they _____ more houses, fewer people would be homeless. (build)
- d. If people had clean water, they would _____ ill. (not get)
- e. If people were more tolerant and understanding, they would _____ each other. (not fight)

Speak

Say it!

30


13. Listen. Which sentence do you hear?

1. a. We'd like to feel safe.
b. We like to feel safe.
2. a. They'd have enough to eat.
b. They have enough to eat.
3. a. I'd hate living on the streets.
b. I hate living on the streets.

30


14. Listen again and repeat.

15. In groups discuss what your ideal world would be like.
Make a poster 'In Our Ideal World ...' and present it to the class.

Speaking Tip

- ✓ When you speak, use contractions to make your English sound more natural, for example,

I'd like to feel safe.

They'll be home soon.

We're going to help.

She wouldn't like to live here.

Focus on Vocabulary

Get Ready!

1. Look at the words in the word cloud. How are they connected?



2. Look at the pictures. Answer the questions. Use the words above to help you.



- What can you see?
- What do you think is happening?
- What do the pictures have in common?

3. Read the definitions. Complete the text with the words in the box.

- | | | | |
|----------------|-------------|-----------|-----------|
| ▪ conflict | ▪ war | ▪ weapons | ▪ beliefs |
| ▪ disagreement | ▪ countries | ▪ oil | |

(1) _____ is a serious (2) _____ or argument about something.

It can be between people, groups or (3) _____. It can happen anywhere, for example, at home, at school, in your neighbourhood, city or in any country.

(4) _____ is a period of fighting between countries or states when (5) _____ are used and people get killed. There can be many causes of war, including religious (6) _____, violations of human rights, or arguments about land or resources, such as (7) _____ or gold.

Speak

4. Work in pairs. Can you think of any examples of these types of war?

*civil war * guerrilla war * invasion * ethnic conflict * religious war

Example: *Spanish Civil War (1936 - 1939)*

5. Discuss in groups.

- What other wars / conflicts have you learned about in History lessons?
- What types of war were they? What were the causes?

Listen 

31



6. Listen to three people talking about their experiences of war. Which of the speakers ...
- was caught up in war when visiting family?
 - was a soldier fighting in a war?
 - was in their home when their town was bombed?
7. Answer the questions.
- Where did speaker 1 hide?
 - What did they do when the bombing stopped?
 - Why did speaker 2 go to Libya?
 - When did they leave Libya?
 - Where was speaker 3 in 2015?
 - How did the soldiers help each other?

Speak 

8. Discuss in pairs.
- Can you imagine what it would be like to be in these situations?
 - How do you think you would feel?

Focus on Language

32



9. Complete the sentences. Then listen and check.
- _____ the bombing stopped we looked out into the street.
 - We had to stay in Libya _____ the bombing stopped.

10. Complete the rules.

We use _____ to talk about one event happening immediately after another.

We use _____ when we want to say a situation stopped when something happened.

11. Complete the sentences with *when* or *until*.

- We waited at our friends' house _____ the rain stopped.
- _____ the planes started bombing, we went into the house.
- _____ the war began, we moved to the countryside.
- I lived with my parents _____ I went to university.
- _____ I got my exam results, I immediately rang my parents.

 Read

12. Read the newspaper articles quickly and answer the questions.

- Who is the conflict between?
 - Teachers and children
 - Parents and teachers
 - Parents and the local council
- What is the conflict about?
 - the right to be safe versus the right to privacy
 - the right to freedom of speech versus the right to be safe
 - the right to complain versus the right to protect school property
- Which article ...
 - is in favour of the cameras?
 - is against the cameras?
 - expresses both sides of the story?

INVASION OF STUDENTS' PRIVACY

A local school received 80 letters of complaint from parents and students, after cameras were installed in their school toilets last week. Parents and students were not consulted about the cameras before they were installed. The parents say that their children have a right to privacy and want the cameras to be taken out. They argue that there has been no evidence to prove that the cameras will reduce bullying or vandalism. They believe it will just take place somewhere else. However, the local council, who run the school, don't want to remove the cameras. They insist that they are necessary to stop crime in schools. The parents have now taken the matter higher up, and asked the Education Secretary to get involved.

**MAKING OUR SCHOOLS SAFER**

Last week, cameras were installed in the toilets of a local school. The head teacher says it is to help stop vandalism and smoking, and he is following the example of a neighbouring school. In that school vandalism was reduced by 90 per cent after cameras were installed last year. Most parents agree that it is a good idea, and say that it will also stop older children bullying younger children in the toilets. Teachers are in favour of the idea as they say it will stop students from skipping lessons by hiding in the toilets. The school says that students will now feel safer.



13. Read the articles again and copy and complete the chart.

Questions	Answers
Who is involved in the dispute?	<i>parents, school, council</i>
What is it about?	
Where did it happen?	
When did it happen?	
Why is there a dispute?	

14. Look at the two sentences. Which is a fact and which is an opinion?
- A local school received 80 letters of complaint.
 - Parents believe it (bullying and vandalism) will take place somewhere else.
15. Find other facts and opinions expressed in the articles. Which of the opinions do you agree with?
16. Discuss in pairs.
- Do you think the cameras are a good idea / an invasion of privacy?
 - Would you like cameras in your school? Why / Why not?

Focus on Language

17. Read the facts in the table. How are these facts expressed in the newspaper articles in exercise 12? Complete the table.

Active	Passive
The school installed cameras in the toilet.	<i>Cameras were ...</i>
The cameras reduced vandalism by 90 per cent.	
The school didn't consult the parents and children.	

18. Complete the rules.

We form the past simple passive with the past simple of the verb _____ + past participle.

We use the past simple passive when we are more interested in the _____ than the person or thing that caused the action.

Useful language

If you want to say who or what does the action, use *by*.

Example: *The cameras were installed by the council.*

19. Complete the sentences with the correct form of the verbs.
- Uniform _____ (introduce) in our school two years ago.
 - The city _____ (attack) in the middle of the night.
 - The council _____ (not listen) to the parents.
 - The head teacher _____ (write) to all the parents.
 - Luckily, the houses _____ (not destroy) by the bombings.
 - The refugees _____ (give) food by the International Aid agency.

Write

20. Write a newspaper article about a conflict or dispute which has happened at school or in your neighbourhood.

Mention:

What the dispute is / was

Who it is between

Where, when and why it took place

Try to present the story from different viewpoints. Look at the newspaper stories on page 62 to help you.

Writing Tip

✓ When writing a newspaper article, start by answering the five Ws: **What, Where, Who, When** and **Why**.

Be clear, concise and correct. Include key facts, and make sure they are right.

Use the past simple passive where appropriate.

Focus on Vocabulary

Get Ready!

1. Look at the speech bubbles. Complete the gaps with the verbs in the box.

- | | | |
|---------|----------|----------|
| ▪ read | ▪ browse | ▪ watch |
| ▪ share | ▪ listen | ▪ follow |

How do you find out about the news?

a. I _____ a newspaper once a week.

b. I _____ to the news on the radio.

c. I _____ the news on TV.

d. I _____ the news on Twitter.

e. My friends _____ links to interesting news stories on social media websites.

f. I _____ news sites on the Internet and I have a few news apps on my phone.

Listen

33



2. Listen. Which of the people in exercise 1 is speaking?

Example: *Speaker 1 - b*

Speak

3. In groups, discuss these questions.
- How do you find out about the news (radio, tv, newspaper or Internet)?
 - Which devices do you use to get news online (smartphone, tablet, computer)?
 - Do you find, discuss or share news on any social media websites?
4. Share your ideas with the class. How many people read newspapers?

Read 



Many of us these days get our news online or through social media. There are many advantages of this. First, we can get news ‘in real time’. Eye witnesses can post information online about an event as it happens, using their smart phones to take photos or videos. We also have 24-hour online news services which keep us constantly updated. Secondly, we can get news wherever we are using a smartphone or tablet. We can read it on the bus or the train at any time of day or night. Thirdly, we have a lot more information at our fingertips from many different sources, international as well as national. This means we have a better understanding of what is going on in the world as a whole. Reading different reports on the same news story also means we get a more balanced view of events.

On the other hand, there are also disadvantages. First, sources are not always reliable and there are many stories that are not completely true. It is sometimes difficult to know what to believe. Secondly, a lot of news shared on social media is not serious news, for example celebrity gossip. If people spend their time reading this, they have less time to spend on real news stories. Finally, the Internet has been bad for newspaper publishers because people are reading their news for free, instead of paying for newspapers. One simple truth, however, is that we are living in the Information Age, and the way we receive and give information is constantly changing.

5. Read the text and choose the correct answers.

1. What is the writer trying to do in this article?
 - a. tell people how to use social media
 - b. give his opinion about online and social media news
 - c. warn people about the dangers of social media
 - d. encourage people to use social media to read the news
2. What can a reader find out from this text?
 - a. how to post news stories as they happen
 - b. how to work out what is fact and what is fiction
 - c. where to find information about the news
 - d. what the writer thinks about social media today

Glossary

- eye witness: *testigo presencial*
- updated: *al corriente*
- at our fingertips: *a mano*
- source: *fuentes*

6. Read the text again and copy and complete the chart.

Online and social media news

Advantages	Disadvantages
<i>We can get news at it happens.</i>	

7. Discuss in pairs.

- a. Which of the opinions in the text do you agree / disagree with?
- b. Can you think of other advantages / disadvantages?

Write 

8. Write a short essay giving your opinions about online and social media news.

Useful language

Organising your writing

- First, ...*
- Secondly, ...*
- Finally, ...*
- On the other hand, ...*
- However, ...*

Focus on Language

34



9. Read the results of a survey. Try to complete the gaps with the words in the box. Then listen and check.

■ newspapers ■ increasing ■ Internet ■ listen
 ■ television ■ 24 ■ young

Modern technology is changing the way we get our news, according to a recent survey. Although most adults (75%) still watch news on (1) _____, the number of people getting news online is (2) _____. 41% of adults say they use the (3) _____ for news, compared to 32% last year. More (4) _____ people use the Internet than older people. Six in ten adults in the 16 - (5) _____ age group say they use the internet or apps for news, compared to 31% of those aged 55 and over. Over a third of adults (36%) say they (6) _____ to news on the radio.

News consumption through (7) _____ is declining considerably, particularly amongst the under 35s. Just 40% of adults say they buy a newspaper to get their news, a fall of 25% over the last ten years.



10. Look at the examples and complete the rules with the present simple or the present continuous.

Technology **is changing** the way we get our news.

The number of people getting news online **is increasing**.

36% of adults **listen** to news on the radio.

Most adults still **watch** news on television.

We use _____ for permanent situations or facts.

We use _____ to talk about changing situations.

11. Complete the sentences with the correct form of the verbs in the box.

■ not buy ■ listen ■ use ■ decrease

- a. More and more people _____ the Internet to get news.
 b. Teenagers _____ many newspapers.
 c. Older people often _____ to the news on the radio.
 d. The number of adults buying newspapers _____.

Speak 

12. Work in pairs or groups. Do the survey. You can add your own questions, if you like. With your teacher, collate your results on the board.

Where do our class get their news?

- | | |
|--|--|
| 1. Do you ever buy a newspaper? | Yes / No |
| 2. How often do you listen to the news on the radio? | a. never
b. sometimes
c. occasionally |
| 3. Do you watch news on TV? | a. every day
b. more than once a week
c. less than once a week |
| 4. Do you get news online? | a. every day
b. more than once a week
c. less than once a week |
| 5. Do you share news on social media sites? | a. often
b. occasionally
c. never |
| 6. Which social media site do you use most often? | _____ |



Write 

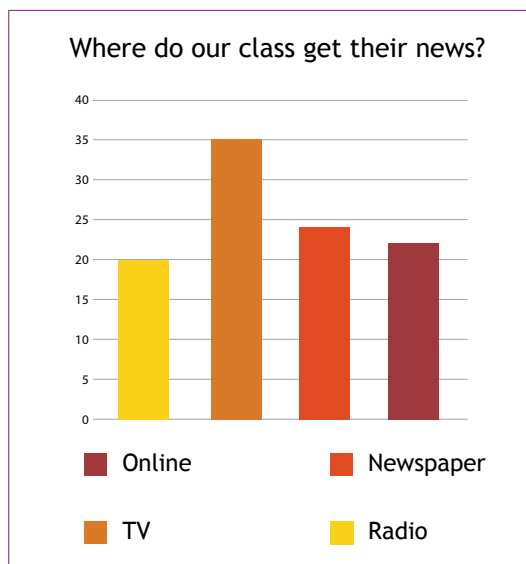
13. Write a short paragraph about the results. Use the text in exercise 9 to help you. You could draw a bar graph to illustrate the results.

Example:

*60% of students in our class never buy a newspaper.
Most students ...
More boys than girls ...
Over half the class ...
No-one / Everyone ...*

Useful language

*According to a survey ...
The results show ...
... % of students agree / say / think that ...
The majority of / Most students ...*



Focus on Vocabulary

Get Ready!

1. Look at the pictures. Use the words in the box to describe them.

- | | | |
|------------|----------------|------------|
| ▪ plant | ▪ teach | ▪ rubbish |
| ▪ clean up | ▪ paint | ▪ children |
| ▪ protect | ▪ take care of | ▪ animals |

2. Read the posts and complete the gaps. Use the correct form of the verbs in the box.



My name's Jenny. I'm a YVolunteers member. Last year, I _____ a tree in my neighbourhood.



We're Karol and John. This is a picture of our last YVolunteers action. We're _____ up all the _____ after the Barranquilla fair.



I'm Michael. I love _____ _____ in my free time. Here's a picture of one of my students learning how to play the guitar.



My name's Stefany. I like working for YVolunteers. Every Saturday I go to an old person's home and _____ them for the day.



My friends and I _____ our neighbour's house. She lives alone, so we decided to help her.



My name's Maria. I love animals. Last weekend, my YVolunteers friends and I started a campaign to _____ _____ from danger.

 Speak

3. Discuss in pairs.

- Have you ever done any voluntary work in your neighbourhood? If so, what did you do?
- Have you ever done any of the things in the pictures? If not, which ones would you like to do?

Focus on Vocabulary

4. Put the words in the correct place in the table. Use a dictionary to help you.

- local community
- poor
- raise awareness
- volunteers
- vulnerable
- teenagers
- support young people
- disadvantaged
- campaign
- homeless
- lonely
- neighbourhood
- hungry
- youths
- raise money
- adolescents
- students
- helpers
- run workshops

People	<i>volunteers</i>
Places	
Actions	
Adjectives	

5. Choose the correct words.

- a. There are a lot of teenagers from *disadvantaged* / *hungry* homes in our local community.
- b. We made and sold cakes to *raise* / *support* money for charity.
- c. People living on the streets can be very *homeless* / *vulnerable*.
- d. A lot of old people live on their own, so they are *lonely* / *poor*.
- e. We need to do more to *raise* / *support* young people.
- f. They've started a *campaign* / *an awareness* to help the homeless.

Read

6. Read the texts and choose the best heading.

- a. Protect the environment
- b. Changing lives
- c. Let's put an end to hunger

When Will Lourcey was six years old, he saw a man with a sign that said 'Need a meal.' He didn't understand. His parents explained that some people in his community didn't have enough food to eat. He wanted to do something about it, so he started an organisation called FROGS - Friends Reaching Our Goals. FROGS aims are, on the one hand, to raise awareness of the problems of hunger, and on the other hand, to raise money to help people in need. The organisation has raised \$20,000 for local food banks in Texas, which has provided more than 75,000 meals to people in need. Will wants to eradicate hunger not only in his hometown, but throughout Texas, the United States and the World.



My name is Paul and last year I joined CityYear, a youth organisation which works in poor communities to try and reduce the numbers of teenagers dropping out of school. I've been a volunteer for nine months. We find students who are at risk; those who skip school, are disruptive or who are failing their courses, and give them support. We provide help for them in the classroom, after-school tutoring, and, for older students, we give college and career guidance. All the volunteers are young. Students find it easier to trust and confide in us because we are close in age, and they can relate to us better. I get to know my students, who they are and what they have been through. We aim to be good role models. CityYear volunteers have made a huge difference to the lives of thousands of students, and transformed hundreds of schools and neighbourhoods.



Glossary

- food bank: *banco de alimentos*
- skip school: *ausentarse*
- disruptive: *perturbador(a)*
- trust: *farse de*

7. Read the texts on page 69 again and answer the questions.

- | | |
|---|--|
| a. What made Will Lourcey start FROGS? | d. Where does CityYear carry out its work? |
| b. Who does the organisation aim to help? | e. Who does it aim to help? |
| c. What is Will's ambition? | f. Why does CityYear use young volunteers? |

Write 

8. Write answers to the questions.

- Would you like to work for one of these organisations?
- Would you like to start a voluntary organisation?
- How important is it to have a good role model?

Focus on Language

9. Study the sentences and answer the questions.

The organisation has raised \$20,000.

They've provided 75,000 meals this year.

I've been a volunteer for nine months.

Will Lourcey started FROGS when he was six years old.

Paul joined CityYear last year.

- Which two sentences tell us when an action began?
- Which sentence tells us how long an action has continued?
- Which sentence talks about a past action, but does not state a specific time?
- Which sentence talks about an action which began in the past and has continued until now?
- Which sentences are present perfect and which are past simple?

Useful language

We form the present perfect with *have / has + past participle*.

The past participle often ends in *-ed* (e.g. *worked*), but there are many irregular past participles (e.g. *been*).

Affirmative

I / we / you / they	have ('ve)	raised some money.
He / she / it	has ('s)	

Negative

I / we / you / they	haven't	worked.
He / she / it	hasn't	

Questions

Have/you/they	(ever) planted a tree?	Yes, I / they have. No, I / they haven't.
Has she/he		Yes, she / he has. No, she / he hasn't.

10. Put the verbs in the correct form (present perfect or past simple).

- Last weekend, we _____ my neighbour's house. (paint)
- She's very experienced now. She _____ a volunteer for two years. (be)
- How much money _____ you _____ for charity this year? (raise)
- While I've been a volunteer, we _____ a lot of young people to graduate from high school. (help)
- He's hungry. He _____ for four days. (no eat)
- Yesterday I _____ my neighbour to the cinema. (take)

Speak

35



Say it!

11. Listen to the *-ed* endings of these past participles and put the words in three groups.

- a. raised b. helped c. painted
d. cleaned e. supported
f. started g. planted

- /ɪd/ *painted*
- /t/
- /d/

36



12. Listen again and repeat. Add other words you know to the groups.

13. Which of these things have you / haven't you done? Write sentences.

- | | |
|------------------|------------------------|
| plant a tree | care for an old person |
| clean up rubbish | paint a building |
| teach children | |

Example: *I've planted a tree.*

I haven't / I've never planted a tree.

14. Work in pairs. Ask and answer questions about the things in exercise 13.

Example: **A:** *Have you ever planted a tree?* **B:** *Yes, I have. / No, I haven't.*

Listen

15. Have you heard of Circo Para Todos? What do you think it is?



37



16. Listen and check if you were right.

37



17. Listen again and answer the questions.

- Who started the circus school?
- When did it open?
- Who is it for?
- What is the aim of the school?
- Where do the young people work when they have finished their training?
- Apart from giving them work, what other opportunity has the school given to the young people?

Speak / Write

18. In groups, write about a voluntary youth organisation you would like to start. Think about:

- who it is for
- what the aim of it is
- what the organisation does
- how you will get volunteers

19. Present your ideas to the rest of the class. Vote for the best idea.

Focus on Vocabulary

Get Ready!

1. Compare the pictures and discuss in pairs.



Do you think the people have similar lifestyles?
What can you say about them? Use these words to help you.

- earn ▪ money ▪ private plane ▪ rich ▪ travel ▪ employee ▪ clothing
- work ▪ factory ▪ expensive car ▪ poor ▪ well-paid ▪ clothes

Example: *The man in picture 1 probably earns a lot of money.
The people in picture 2 are working hard.*

2. Read the comments. Do you agree / disagree with them?

- a. Rich people should pay high **taxes**.
- b. Poverty is the cause of most crime.
- c. Rich people are lucky. They get fantastic **salaries** without contributing to society.
- d. If you help to create wealth you have an obligation to spread it.
- e. The rich are not responsible for the world's problems.
- f. Rich countries are violating the rights of **poor** countries.
- g. Rich people should share their **fortunes** with the disadvantaged.
- h. People are poor because they don't work hard.
- i. You don't become rich if you don't deserve it.
- j. We all need to help the poor, not just rich people.
- k. It's not fair that 0.6 percent of the population owns almost 40 percent of the world's **wealth**.

3. Complete the sentences with the words in bold from exercise 2.

- a. In the UK you don't pay any _____ until you earn over £10,600.
- b. Waiters and waitresses get very low _____.
- c. Although it is a member of the European Union, Bulgaria is a very _____ country.
- d. Many rich people make their _____ by working hard.
- e. _____ does not always lead to happiness.
- f. He must be _____. He has his own private plane.

Listen 

38



4. Listen and match the speakers with the pictures.



38



5. Listen again and answer T (true) or F (false).

- Speaker 1 was arriving at the airport when he saw the little girl begging.
- He missed his train, but he managed to catch a later train.
- Speaker 2 has two children.
- She stole something from her local supermarket.
- The children in the factory were making clothes.
- Speaker 3 didn't buy a T-shirt because he didn't have any money.
- Speaker 4 thinks Mark Zuckerberg is a good role model.

Focus on Language

39



6. Complete the sentences. Listen and check.

- A little girl _____ with her father.
- They _____ up a sign.
- I _____ an article in the newspaper last night.
- I _____ the other day.

7. Choose the correct words to complete the rules.

We use the past continuous when we want to talk about actions in progress or continued states in the *past / present*.

We often use *present perfect / the past simple* to say that something happened in the middle of that action, e.g. *I was walking to school when I met my friend*.

8. Choose the correct form.

- The boy was waiting for me when I *arrived / was arriving*.
- I *was working / worked* at 6 PM yesterday evening.
- They *left / were leaving* the house at 10 AM.
- Nobody *was watching / watched* the television so I switched it off.
- She fell asleep while she *was making / made* the clothes.
- The little girl was walking home when she *found / was finding* a £10 note on the floor.

Say it!

40



9. Listen to the sentences. Which do you hear?

- She's waiting at the train station.
 - She was waiting at the train station.
- We're walking to school.
 - We were walking to school.
- They're making clothes.
 - They were making clothes.

40



10. Listen and repeat. Practise in pairs.

Write 

11. Complete the sentences with your own ideas. Use the past continuous.

This time ten months ago I ...

At 8 PM last night ...

When I was walking to school ...

While I was doing my homework ...

Read 

12. Look at the pictures.

- Do you know these people?
- Why are they famous?
- What do they both have in common? Read the texts and check.

Colombian singer Shakira is famous for her beauty, hip shaking and her voice, but she also works tirelessly for good causes. When she was just eighteen and starting to make money as a singer, she decided to use that money to create the Barefoot Foundation, named after the children who lived on the streets in her local community. The organisation aims to provide an education for poor and disadvantaged children, with the hope of lifting them out of poverty.

She knows what it is like to have no money as, when she was seven, her father's jewellery business went bankrupt. Her family had to sell a lot of their belongings, including the air conditioner and their television. When she complained to her father about the heat with no air conditioner, her father took her to see the 'barefoot' children, who lived in the dirt, with tattered clothes and bare feet, and she realised that many families had less than they did. This made a lasting impression on her. In April 2004, she was appointed the youngest ever UNICEF Goodwill Ambassador.



David Beckham, an English footballing hero, has played for Manchester United, England, Real Madrid and LA Galaxy, and is one of England's wealthiest sportsmen. He came into the news in 2013, however, for a different reason. On signing for Paris St-Germain, a French team, he promised to donate his £150,000 weekly salary to a French Children's charity.

He has always worked tirelessly for good causes and is passionate about helping children. In January 2005, he became a UNICEF Goodwill Ambassador. Since then, he has played a very important role in UNICEF's work. In 2012 he took part in a Save the Children campaign to persuade the UK Prime Minister David Cameron to take action to help children affected by malnutrition around the world. In 2015 he launched his own David Beckham UNICEF fund to help protect children in danger.



13. Read the questions. Who do they relate to? Write DB (David Beckham), S (Shakira) or B (both).

Who ...

- | | |
|---|--|
| a. has experienced poverty? | e. is dedicated to helping children? |
| b. started their own charitable organisation? | f. has been a UNICEF Goodwill Ambassador? |
| c. gave all their salary to charity? | g. wanted to help children in their local community? |
| d. has lived in Spain and France? | |

14. Discuss in pairs.

- How can celebrities help support charities?
- What other celebrities do you know who do a lot of charity work?
- Do you think celebrities use charities to get publicity?

Speak

15. Do the quiz in pairs. Ask each other the questions. Then check your scores below. Which of the comments do you agree / disagree with?

How charitable are you? Do our quiz and find out.

- | | |
|---|--|
| <p>1. How do you earn your money?
Do you ...</p> <p>A. have a part time job?
B. get money for doing jobs around the house?
C. get pocket money for doing nothing?</p> | <p>4. You get some money for your birthday.
Do you ...</p> <p>A. buy some treats for you and your friends?
B. save the money to buy something you really want?
C. spend all the money on yourself?</p> |
| <p>2. Your friend is in hospital. Do you ...</p> <p>A. buy them some nice sweets and visit them?
B. send them a text message?
C. call them on your mobile?</p> | <p>5. You see a homeless person begging on the street. Do you ...</p> <p>A. give them all the money you have?
B. give them a couple of coins?
C. walk past quickly?</p> |
| <p>3. It's your mum's birthday. Do you ...</p> <p>A. buy her some flowers or a small present?
B. give her a hug?
C. forget it's her birthday?</p> | <p>6. When you are older, do you want to ...</p> <p>A. earn a high salary so you can give it to good causes?
B. get a job you enjoy, it doesn't matter how much you earn?
C. earn a high salary so you can buy expensive things?</p> |

Mostly As

You work hard for your money, but are happy to give it away. You are a very charitable person, and you always think about others before yourself. You're the person friends go looking for when they need help. You're a hero. Well done!

Mostly Bs

You work quite hard for your money. You don't mind helping people if it's not too much trouble for you. You're happy to share your money with less fortunate people if you have enough left for yourself.

Mostly Cs

Money comes easy to you, and you like to keep it! You always think of yourself first. Try putting yourself in other people's shoes more often. After all, it might be you who needs help some day!

16. Work in pairs. Discuss the sayings and proverbs.

a. What do you think they mean?

b. Which one is your favourite?

'Change your thoughts and you change your world.'

Norman Vincent Peale

'It's not enough to be compassionate, you must act.'

Dalai Lama

'When spiders unite, they can tie down a lion.'

Ethiopian proverb

Focus on Vocabulary

Get Ready!

1. Look at the pictures. Answer the questions.
 - a. What do these people do?
 - b. Which one is a: reporter, camera man, news presenter?
 - c. Would you like to have a similar job? Why / Why not?



2. You are going to hear an interview with Tom Oakely, a documentary film-maker. Use a dictionary to check the meanings of the words in the box. Which words do you think you'll hear?

- | | |
|------------|-------------|
| ▪ script | ▪ programme |
| ▪ audience | ▪ camera |
| ▪ video | ▪ news |
| ▪ research | ▪ story |
| ▪ issue | ▪ interview |

41
🎧

3. Listen. What is the interview about?
 - a. Tom's new documentary programme
 - b. Tom's successful career
 - c. Tips for making a documentary programme

41
🎧

4. Listen again. Tick the five pieces of advice he gives.
 - a. Choose an issue you are passionate about.
 - b. Don't worry about what the audience wants.
 - c. Always choose a topic you know a lot about.
 - d. You can look for stories in the local newspaper.
 - e. Choose stories about well-known people.
 - f. You need to do a lot of research.
 - g. Think about the five Ws (What, When, Why, Where, How).
 - h. Make sure you have good equipment.

Listen 

42



5. Listen to these students planning a documentary programme about voluntary organisations. In which order do they mention these things?



- Plant a tree day
- Interview with Clovis from CityYear
- Teenaction Voluntary Group
- Circus School
- FROGS

Focus on Language

42



6. a. Listen again and complete the sentences.

- Julia's _____ about the new Teenaction Voluntary Group.
- Marco, you _____ a phone interview with Clovis.
- What about the plant a tree day? Who _____ that?
- _____ enough?
- Yes, that _____ perfect.

- b. Match sentences a-e above with rules 1 and 2.

- We use *be* + *going to* talk about things we have decided to do (plans).
- We use *will* / *won't* to say that something is certain to happen or be the case.

7. Complete the email with the correct form (*will* or *going to*) of the verbs in the box.

- | | |
|----------|---------------|
| ▪ be | ▪ plant |
| ▪ invite | ▪ not be able |
| ▪ help | ▪ come |

Thanks for the party invitation, but I'm afraid I (1) _____ to come.

I (2) _____ with Plant a Tree day next Saturday, and we (3) _____ at school until late, as (4) _____ 200 trees!

I hope you enjoy the party, anyhow.

How many people (5) _____ ?

(6) _____ Anna _____ ?

Say it!

43



8. Listen to the sentences. How do you pronounce the underlined words?

- I'm going to help.
- Who are you going to invite?
- We're going to meet a student from the circus school.
- She isn't going to come to the party.

43



9. Listen again and repeat.

10. Complete the sentences with your own ideas.

- Next weekend I'm going to ...
- When I'm older I'm going to ...
- In the future there will be ...
- Soon we will ...

Read 

11. Look at the pictures and the title. What do you think the text is about? Read the text quickly. Were you right?

Documenting the issues of our time

The Sundance Institute is a non-profit organisation founded by the actor Robert Redford in 1981. Its documentary film programme helps new documentary makers, by running workshops on editing and story-telling, and also giving funds to films about human rights, freedom of expression, social justice, civil liberties and other important issues of our time. They have given almost \$5.2 million to over 175 projects in 52 different countries. Their aims are to discover, support and inspire independent filmmakers around the world and introduce audiences to their new work. By supporting films like these, they are also helping to raise public awareness of important issues. One of the projects the programme has helped is a film called *How to Change the World* by the director Jerry Rothwell, which is about the founders of Greenpeace. Through Sundance and its members, the director managed to raise more than £25,000 to help distribute it and give it a bigger audience. The Sundance Institute also holds an annual film festival in Utah, where around sixteen documentary makers get the opportunity to show their films.



12. Read the text again and answer T (true) or F(false).

- The Sundance Institute has existed since 1981.
- Their documentary film programme teaches film-making skills.
- They encourage people to make funny films.
- They don't have any money to help the film makers.
- How to Change the World* is a documentary about how to make films.
- The Sundance Film Festival takes place every year.

13. Find words in the text which mean:

- | | |
|--|-------------------------|
| a. making money is not its main purpose | e. relating to citizens |
| b. started by | f. topics |
| c. class where people participate creatively | g. succeed in |
| d. money | |

14. Work in pairs and discuss these ideas.

- Do you like watching documentary programmes on TV?
- Do you think TV and film are a good way to raise awareness of issues? Why / Why not?
- Discuss the view 'Art changes the way we reach people'.

 **Speak / Write** 

15. Look at the documentary film proposal. Answer the questions.

- | | |
|------------------------------|--|
| a. What is the topic? | d. What is the government going to do? |
| b. What country is involved? | e. How long will the documentary be? |
| c. Who is interviewed? | |

Proposal form

Name of documentary: Modern day slavery continues

Main issue: Violation of human rights: No-one has the right to make another person a slave

Brief description: There are more than 2800 cases of slavery in Brazil.

This has increased by 14 % from the previous year. Slaves are used in farms and in the building and manufacturing industries.

Background: Brazil was the last country to abolish slavery in 1888. Most violations occur in the Amazonian state of Para.

Interviews: Interview with slave worker who was freed after working for an iron manufacturer. He said they worked for six days a week and couldn't leave because they didn't have enough money to get home. They had no running water or electricity.

Conclusion: The government is going to give some money to the freed slaves. It will also carry out more labour inspections.

Length: 30 minutes

16. Work in groups. Plan a 30-minute documentary film. It can be about something you have learned in the Module, a survey you have done or your own ideas.

- Think of an idea
- Research the facts
- Decide how you will tell your story

17. Imagine you are going to apply for funds to the Sundance Institute. Complete the form in your notebook, then write a paragraph about your documentary, describing it and saying why you think it is important to share your story with global audiences.

Proposal form

Name of documentary: _____ **Interviews:** _____

Main issue: _____ **Conclusion:** _____

Brief description: _____ **Length:** _____

Background: _____

18. Present your idea to the class. Vote for the best one.

Useful language

We are going to present a documentary about ...

Juan is going to ...

There will be ...

It will ...

Speaking Tip

✓ Read through everything you have to say out loud before you present it. Make sure you can pronounce all the words correctly. Ask your teacher for help.

Use your normal speaking voice, but speak slowly and clearly.

Smile, it makes your voice sound friendly.



Let's work together



Conduct a survey on human rights

1. Work in groups.
 - Think about a title for your survey, e.g. What is your most important right as a student? Do you think it is our basic right to have access to the Internet?
 - Decide whether you will ask one question or a series of questions.
 - Decide how many optional answers you are going to have. (four or five is ideal)
 - How are you going to present your results? (e.g. pie chart, bar chart, etc.)
 - Who are you going to ask?
 - How are you going to record the results?
 - Think about whether to separate the boys' results from the girls' results so you can compare.



Write your survey

2. Write a question or series of questions. (Look back at lesson 5 for ideas.)
3. Write clear answers to choose from. (e.g., *strongly agree*, *strongly disagree*, *agree*, etc., or *always*, *sometimes*, *never*, etc.). You could include a DK (*don't know*) answer.



Conduct your survey

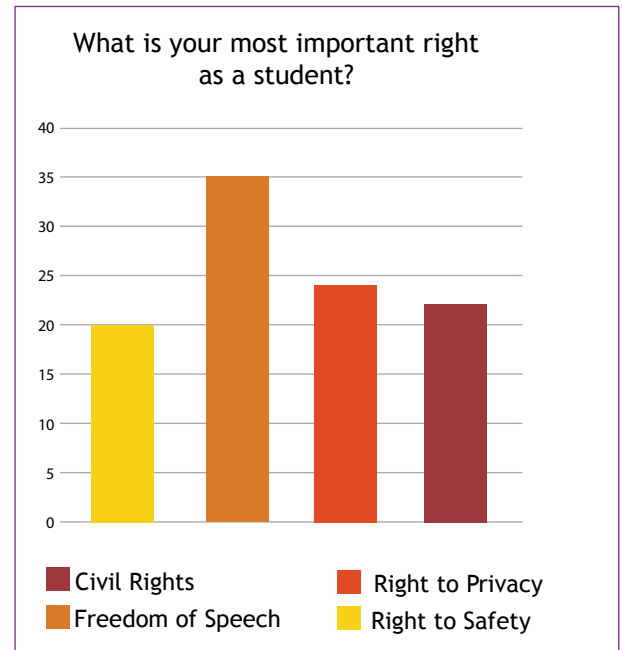
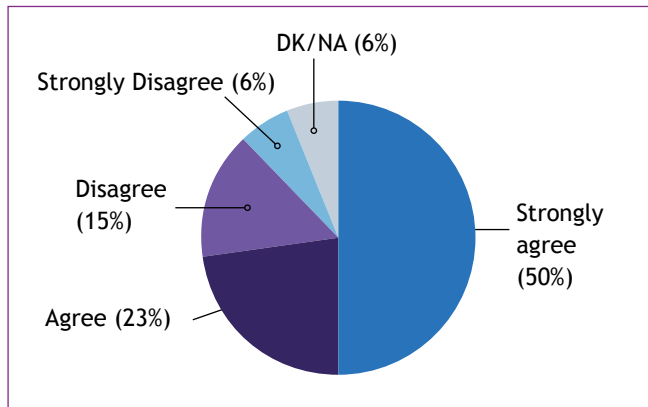
4. Ask other students in your class the survey questions.
5. Record the results carefully, and make a note of whether the answers are from a girl or a boy, if you are presenting different results for each.
6. Collate your results with your group.





Illustrate your results

7. Draw a pie chart or graph with the results. Draw one for the girls' results and one for the boys' results.



Write up your results

8. Write a short paragraph about the results. Look back at lesson 5 for useful language. Start with *According to our survey ...*. It's a good idea to start with the highest percentages and finish with the lowest.



Present your results

9. Elect a spokesperson to present your results to the rest of the class. Listen to the other groups' presentations. Remember to ask questions if there is anything you don't understand.



1. Assessment of your English language skills

Look back over the module. What have you learned? Tick the appropriate box.

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. Read for gist.			
	B. Recognise the five Ws in a news report.			
	C. Differentiate facts from opinions in newspaper articles.			
WRITING	A. Write a Bill of Rights for teenagers.			
	B. Write a short opinion essay.			
	C. Write a paragraph about the results of a survey.			
SPEAKING	A. Give opinions about being a good citizen.			
	B. Do a quiz on how charitable you are.			
	C. Discuss what your ideal world would be like.			
LISTENING	A. Understand people talking about their attitudes on how to be a good citizen.			
	B. Match people with their opinions about wealth and poverty.			
	C. Understand people talking about how they get news.			

2. Assessment of your English study skills

Study skills help you improve in any school subject. Say how often you use these study skills.

Study skills	Always	Sometimes	Never
Plan my writing carefully before writing a first draft.			
Use pictures and titles relating to listening texts to understand the context.			
Listen to native English speakers in films and interviews on the Internet to improve my pronunciation.			
Use a dictionary to find the meaning of new words.			
Use pictures relating to reading texts to understand new words.			

3. Assessment of Let's work together.

First individually, and then with your group, assess your performance in the project work. Write at least three comments for each aspect.

	What went well?	What didn't work?	What can I / we do better next time?
ME			
MY GROUP			

4. Assessment of Module 2

Look back over the module then complete the sentences.

My favourite activity was ...	
The most useful words or expressions were ...	
I enjoyed learning about ...	
I need to practise ...	

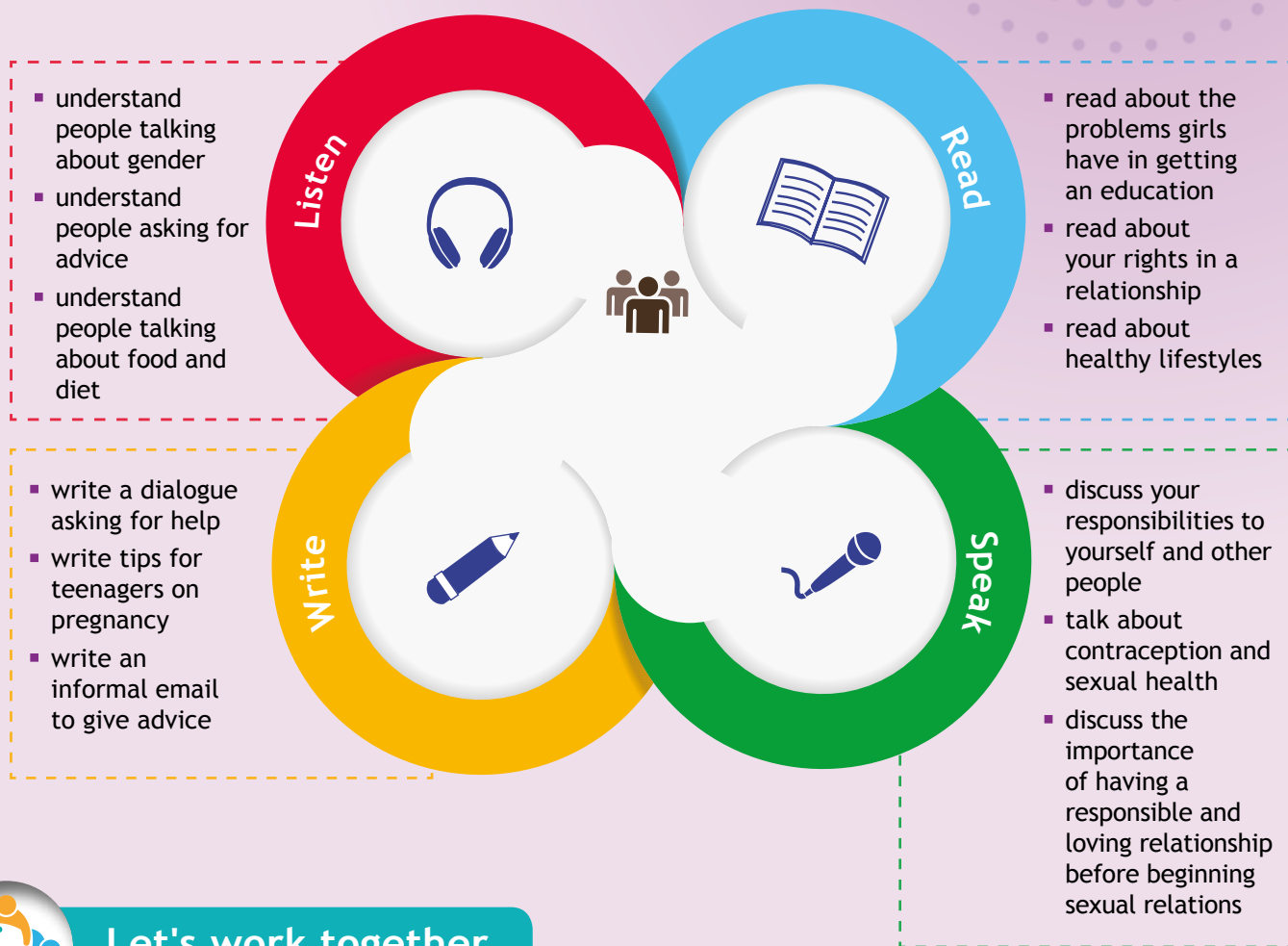
Love and relationships



In this module you will ...

- reflect on gender roles and discuss our sexual roles, in
Unit 1 My world and I
- understand our relationships, learn about ways to be responsible in relationships and consolidate our understanding of sexuality, in
Unit 2 Understanding my sexuality
- examine how to live a healthy life and make responsible choices in our relationships, in
Unit 3 Health and responsibility

You will also ...



Let's work together

Produce a short play

The project in this module gives you the opportunity to work together to create a short play or sketch on the theme of relationships. You will need to:

- work together as a team to brainstorm ideas
- create a sketch or short play
- choose roles to play and perform in front of your classmates
- record your performance if possible

Focus on Vocabulary

Get Ready!

1. Look at these pictures and answer the questions below.



- Which pictures show children?
- Which pictures show adults?
- What age do people become adults?
- Are teenagers children? Why? / Why not?
- What things do adults do that children don't do?

2. Think of all the places where people meet a boyfriend or girlfriend for the first time. Make a list.

 Speak

3. Where did your parents meet? Is this place on your list in exercise 2?

4. Walk around the classroom and find classmates who answer 'yes' to these questions. Ask different classmates and write their names in your notebook.

▪ Find someone who ...

- | | |
|--|---|
| a. has a baby brother or sister. | f. helps to do house chores at the weekend. |
| b. knows someone with the same birthday. | g. has a relative from another country. |
| c. knows what job they want to do in the future. | h. comes to school with an uncle or aunt. |
| d. has been to a wedding. | i. has the same name as one of his/her parents. |
| e. is the youngest in his/her family. | |

5. Look at the following sentences. Are they true or false for you?

- | | |
|---|--|
| a. I am a person who likes going out in the evenings. | d. I live in an apartment that is in the city centre. |
| b. My mum is a person who works very hard. | e. In the future, I want a job which will be in an office. |
| c. I have lots of friends who are older than me. | f. I do lots of chores which are really boring. |

Focus on Language

6. Look at the following sentences. Answer the questions below the table.

1	2
1.a. My mum is a person. She works very hard.	2.a. My mum is a person who works very hard.
1.b. I have lots of friends. They are older than me.	2.b. I have lots of friends who are older than me.
1.c. I live in a flat. It is in the city centre.	2.c. I live in a flat that is in the city centre.
1.d. I do lots of chores. They are really boring.	2.d. I do lots of chores which are really boring.

- Which words are in bold?
- How many sentences are there in number 1.a?
- How many sentences are there in 2.a?
- What word does **who** replace in sentence 2.b?
- What words does **that** replace in 2.c?
- Does **who** describe people or things in sentences 2.a and 2.b?
- Do **that** and **which** describe people or things in sentences 2.c and 2.d?

Useful language

- We use relative clauses to give extra information about a noun.

Who *I have lots of friends.*

They are older than me. I have lots of friends who are older than me.

- We use **who** to give extra information about people.

That *I live in a flat.*

It is in the city centre. I live in a flat that is in the city centre.

Which *I do lots of chores.*

They are really boring. I do lots of chores which are really boring.

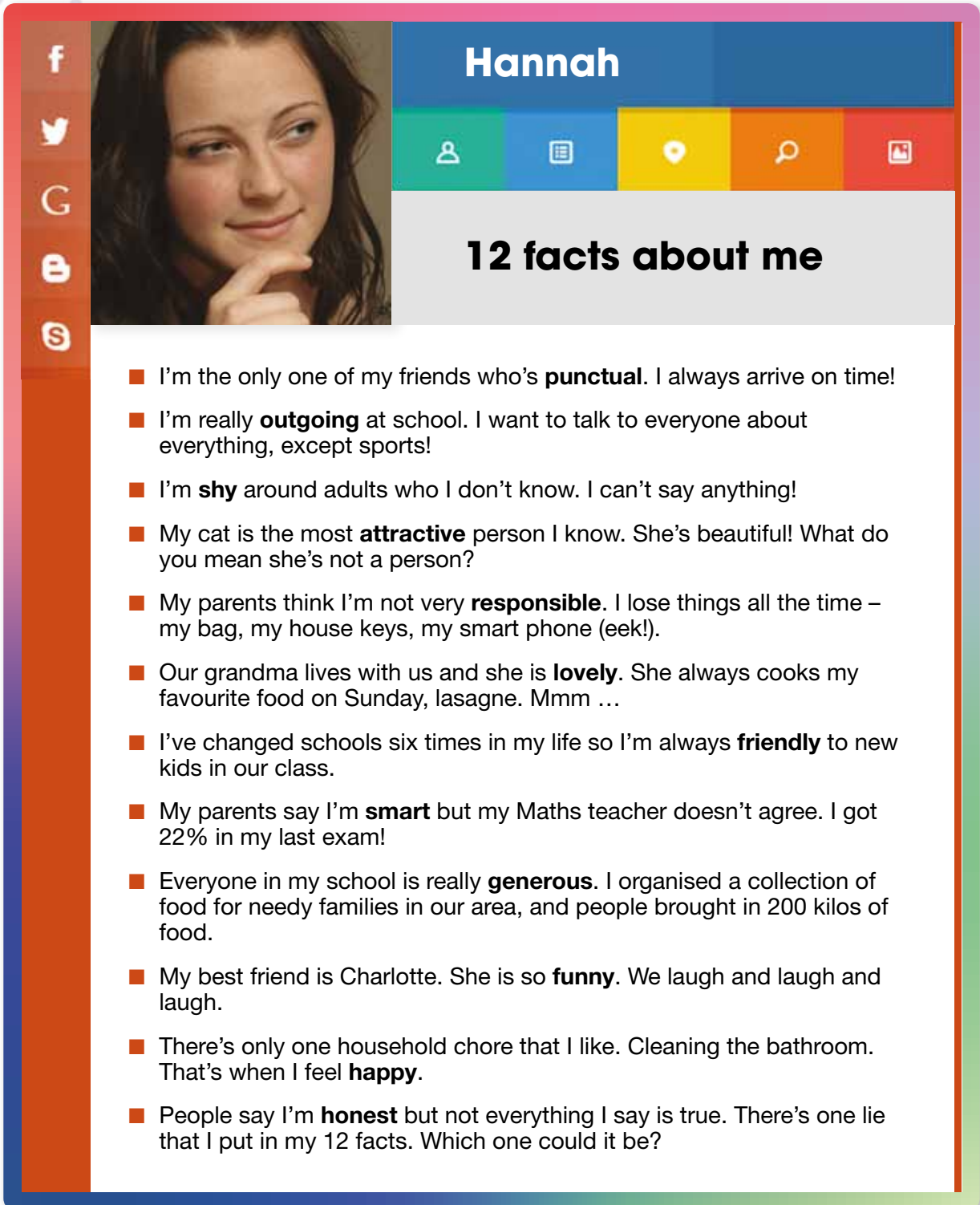
- We use **which** or **that** to give extra information about objects and things.

7. Join the sentences with **who** or **which / that**.

- A friend is a person ... is always there to help you.
- I have a bedroom ... I share with my brother.
- My best friend is someone ... has the same hobbies as me.
- A relationship is something ... most kids my age don't have.
- I only have online followers ... are people I know.
- My home town is a city ... has lots of places to go out with my friends.



8. Look at Hannah's home page. Translate the words in bold into your language.



Hannah

12 facts about me

- I'm the only one of my friends who's **punctual**. I always arrive on time!
- I'm really **outgoing** at school. I want to talk to everyone about everything, except sports!
- I'm **shy** around adults who I don't know. I can't say anything!
- My cat is the most **attractive** person I know. She's beautiful! What do you mean she's not a person?
- My parents think I'm not very **responsible**. I lose things all the time – my bag, my house keys, my smart phone (eek!).
- Our grandma lives with us and she is **lovely**. She always cooks my favourite food on Sunday, lasagne. Mmm ...
- I've changed schools six times in my life so I'm always **friendly** to new kids in our class.
- My parents say I'm **smart** but my Maths teacher doesn't agree. I got 22% in my last exam!
- Everyone in my school is really **generous**. I organised a collection of food for needy families in our area, and people brought in 200 kilos of food.
- My best friend is Charlotte. She is so **funny**. We laugh and laugh and laugh.
- There's only one household chore that I like. Cleaning the bathroom. That's when I feel **happy**.
- People say I'm **honest** but not everything I say is true. There's one lie that I put in my 12 facts. Which one could it be?

9. Look again at Hannah's home page. Find three similarities and differences between her and you.

Focus on Vocabulary

10. Choose the correct words to complete the sentences about Hannah.

1. I'm always on time, but I often need to wait *badly* / *patiently* for my friends because they're always late.
2. I spent a lot of time on my profile photo because I wanted to take the picture *quietly* / *well*.
3. I do the chores *carefully* / *loudly* so I only need to do each job once.
4. My parents get really angry when I play my music *correctly* / *loudly* in my bedroom. Were they never young?
5. I always talk to the new kids at school so I make new friends *easily* / *patiently*.
6. My grandma is amazing. She cooks *fast* / *quietly*. She makes dinner for six people in ten minutes!
7. If I go out, my baby sister is usually in bed so I need to come in *easily* / *quietly*.
8. I can never do my maths homework *correctly* / *well*. I always make lots of mistakes.
9. I play tennis really *badly* / *correctly*. I can't even hit the ball!

Listen 

44





11. Listen to the questions and choose the best answer for each one.

- | | | |
|----------------------|----------------|--------------|
| a. - Very fluently | - Yes, I am | - Yesterday |
| b. - I'm very funny | - A teacher | - My mum |
| c. - Very successful | - Yes, I do | - At Science |
| d. - Not much | - Yes, algebra | - Yes, I am |

Write 

12. Write five characteristics that describe the kind of person you are and your skills or capabilities as a human being. Look at the examples in exercises 8 and 10.

	1. _____	
2. _____		4. _____
3. _____		5. _____

Useful vocabulary

- Some words (adjectives) that describe personality, traits or qualities are:
smart, generous, punctual, attractive, friendly, honest, responsible, lovely, funny, outgoing, shy, happy
- Some words (adverbs of manner) that describe how we do things are:
badly, carefully, correctly, easily, fast, loudly, patiently, quietly, well

Focus on Vocabulary

Get Ready!

1. Look at the pictures and answer the questions below.

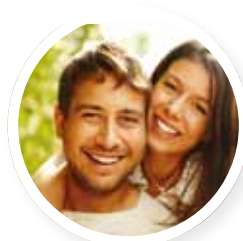


- What are the men and women doing?
- Are these typical roles for men and women?
- Do they show examples of gender equality? Why? Why not?

2. Read the definition of gender equality in the box and then match the texts on the right with the statements (a-d) below.

Gender equality is when women and men have ...

- equal access to education.
- equal opportunities to make decisions in their households.
- legal equality, for example, equal rights to own property.
- equal status at work, for example, the same pay for the same job.



1. Jaime and Rebecca are **happy about** their relationship. They both always decide where they go and what they do together.



2. Jane has just bought her own home. She is **excited about** it.



3. Kelly has just graduated from university with a degree in Mechanical Engineering. Her family is really **proud of** her.



4. Jeremy has just become a qualified nurse. He's **pleased with** his job and his pay. All the nurses earn a similar amount.

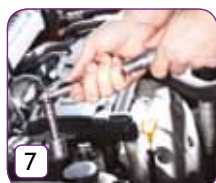


5. Jim is **married to** Mary. They both work and when they come home, they share the household chores like cooking dinner or the washing up.

Read 

3. Match pictures 1-10 with the jobs in the box.

- builder
- chef
- cleaner
- doctor
- football player
- hairdresser
- mechanic
- nurse
- police officer
- taxi driver



4. Answer the questions about the jobs.

- a. Who can get these jobs?
- b. Which skills do you need to get one of the jobs?
- c. Do you know anyone who does these jobs? Is it a man or a woman?
- d. Are these jobs typically for men or women? Is that fair?

5. Read the texts and then answer the questions.



While other girls her age are having fun in the playground, Lakshmi is hard at work. She gets up early to work on a tea plantation. Families often take their children out of school in India because they need money. Lakshmi dreams of going back to school and her mother is **happy about** that, but everyone must work to provide money for the family. Fortunately, organisations like UNICEF now provide girls' clubs on the plantation to help Lakshmi and her friends go back to school.



Nine-year old Razia needs to fight just to receive an education. Many people in Pakistan believe that girls mustn't go to school for cultural reasons. However, Razia is one of the lucky ones. Her parents believe in education and they are **proud of** their daughter. The struggle doesn't end there. Schools in Pakistan also have few facilities such as computers and other equipment so teachers must work hard just to provide a basic education for their students.

- a. What are some difficulties Lakshmi and Razia have in going to school?
- b. What is similar and what is different in the girls' stories?
- c. How do you feel about the stories?

Glossary

- tea plantation: *plantación de té*
- facilities: *instalaciones*
- struggle: *lucha*

Focus on Vocabulary

6. Look at the words in bold in the texts in exercises 2 and 5. Then complete the statements.
- The first word in all the expressions in bold are:
 - nouns
 - adjectives
 - prepositions
 - The second word in all the expressions in bold are:
 - nouns
 - prepositions
 - verbs
 - Three sentences that follow the same pattern of the expressions in bold are:
 - My friends and I are very good at mathematics.
 - I really don't like disrespectful people.
 - Eating well is very beneficial for our health.
 - It is quite usual for people to confuse the words 'sex' and 'gender'.
7. Complete the collocations with the correct preposition.

- | | | |
|---------|-------|------|
| ▪ from | ▪ for | ▪ on |
| ▪ about | ▪ of | ▪ in |

- I am so proud _____ my sister. She's the first person in our family to go to university.
- The girls' uniform is different _____ the boys' one, but they both wear trousers.
- I'm not keen _____ science fiction. I don't really like it.
- I'm interested _____ learning about gender equality. I think it's important.
- People must be responsible _____ their actions.
- The school wants to start a football team for boys and girls next year and I'm happy _____ that.

Useful language

- A collocation is a pair or group of words that usually appear together.
Example: *to be good at something*
to be proud of someone

Listen 

8. Listen to some adults and teenagers talking about gender issues. Organise the statements in the order you hear them.
- At my school, girls can study the same subjects as boys.
 - Girls can do and wear what they like, the same as boys.
 - Everyone must share the household chores.
 - To have gender equality, boys and girls must have the same rights and opportunities.
 - Girls must have the same job opportunities as boys, including in traditionally male areas like the construction industry.

Focus on Language

9. Look at the sentences from the listening. Do the sentences express a free choice or an obligation?
- Companies must pay men and women the same money for the same job.
 - At my school girls can study the same subjects as boys.
 - Men mustn't expect women to clean the house. It's the responsibility of everyone.
 - Girls can do or wear what they like

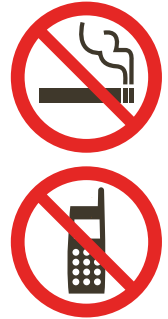
Useful language

- We use **must** to describe obligation.
Girls must have the same job opportunities as boys.
- We often use **must** to describe rules and laws.
Companies must pay men and women the same money for the same job. It's the law.
- The negative of must is **mustn't**.
Men mustn't expect women to clean the house.

Speak

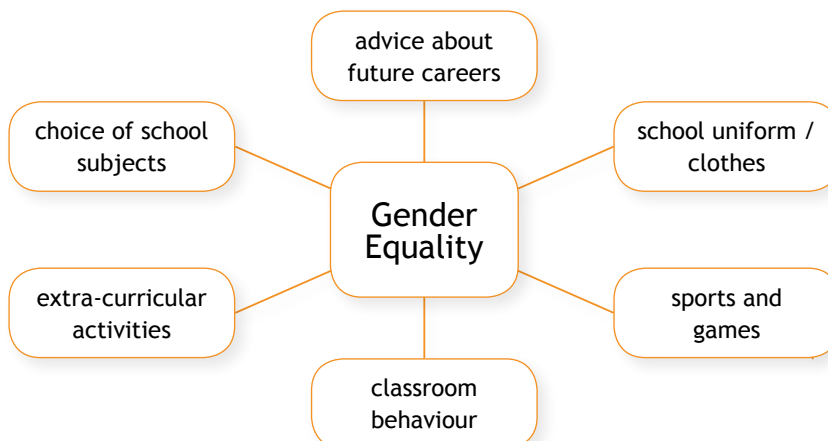
10. Are these rules and obligations true for your country?

- Girls must go to school.
- Children must start school at the age of four.
- Students mustn't use their smartphones in class.
- People mustn't smoke in cafés or restaurants.
- People must drive on the left side of the road.
- Eighteen-year-olds mustn't get married without their parents' permission.
- Companies must pay men and women the same money for the same job.
- Students mustn't wear jeans to school.



Write

11. Write a description of a situation in your school which shows gender equality. Use the mind map to help you.



Writing Tip

✓ Mind mapping is a technique to help you organise information about a topic in a diagram.

Focus on Vocabulary

Get Ready!

1. Look at the diagram below. Discuss the questions.

- What responsibilities does Bernardo have?
- Do you have similar responsibilities?
- Is Bernardo a responsible person? Why? Why not?

Example:

He has a responsibility to himself. He has to stay healthy and he mustn't smoke.



- Do you think some of his responsibilities are more important than others?
- Draw a similar diagram in your notebook and write the responsibilities you have to yourself, in your family, to organisations or institutions (school) and in the community.



- Work in groups. Compare your lists from exercise 3. Do you have the same or different responsibilities?

Glossary

- litter: *ensuciar*

Listen 46 

5. You overhear five conversations. In which conversation (1-5) are the people

- on the beach?
- at a picnic?
- on the bus?
- at school?
- at home?

46 

6. Listen again. Are the people responsible or irresponsible?



Focus on Language

7. Look at the conversations (1-3). Answer the questions.

- A: Do I have to bring some food for the picnic?
B: Yes, you have to bring some food.
 - A: Do I have to bring any drinks?
B: No, you don't have to bring any drinks. It's your choice.
 - A: When must we choose our courses for next year?
B: You must choose them by the end of next week.
You **mustn't** forget. It's very important.
- Do *must* and *have to* express obligation?
 - How do we make questions and negatives with *must*?
 - How do we make questions and negatives with *have to*?

Useful language

- We use **have to** to describe obligation. It is similar to **must**.
You have to buy a ticket to ride the bus.
- The negative of **have to** is **don't have to**. It means there is no obligation.
We don't have to turn the music down before 11 PM.
- Remember that **mustn't** means **do not**. It expresses prohibition.
You mustn't ride the bus without buying a ticket. It's not allowed!

8. Imagine a new student is joining your school. Think of three things he/she has to do. Think of three things he/she doesn't have to do.



Read

9. Read the rights a group of teenagers wrote. Can you think of one more to add to the list?

Your rights in a relationship

Happiness is something we make by being kind and loving to the special person in our life. Here are our rules for a strong relationship.

In a relationship, you have the right:

1. to choose your own friends. Nobody can decide this for you.
2. to follow your own path. The individual wishes of each person are important in a relationship.
3. to be in a healthy relationship where you share your love as equals.
4. to give your opinions. Your partner must respect them even if he/she has a different opinion.
5. to not have sex or to practise safe sex, if you choose.
6. to be with your boyfriend or girlfriend without emotional, physical or sexual abuse.
7. to have the freedom to decide your own sexual orientation.



Glossary

- follow your own path: *seguir tu camino*
- wishes: *deseos*
- safe sex: *sexo seguro*

10. Look at *Your rights in a relationship* above. Are these rights easy or difficult to achieve?

Focus on Vocabulary

11. Read the description. Then decide if the words in the box are adjectives or nouns.

A noun is a thing, like a *cat* or a *house*.

An adjective describes nouns. It is a word like *black* or *big*.

- | | | | |
|-------------|----------|-----------------|---------|
| ▪ Argentina | ▪ fast | ▪ intelligent | ▪ sofa |
| ▪ bored | ▪ green | ▪ large | ▪ year |
| ▪ boy | ▪ guitar | ▪ neighbourhood | ▪ young |
| ▪ doctor | ▪ happy | ▪ round | ▪ zoo |

12. Find the noun or adjective form of the words in the text in exercise 9. Remember to write in your notebooks.

Adjective	Noun
abusive	_____
_____	difference
_____	emotion
friendly	_____
happy	_____
_____	health
_____	importance
_____	kindness
_____	safety
_____	strength

47 

Say it!

13. In every content word a syllable is stressed. When you add syllables to the words, the stress often stays on the same syllable. Listen. Where is the stress?

- a. abuse abusive
- b. emotion emotional
- c. friend friendly
- d. happy happiness
- e. health healthy
- f. kind kindness
- g. safe safety

 Speak

14. Read the different scenarios and then write two rights you have and two responsibilities you have in each one.

Scenario 1: You are in a relationship, but you want it to end. At the moment, you don't have time to do the things that you like to do, like go to clubs or spend time with your friends. When you tell your boyfriend / girlfriend the news, he/she doesn't want you to end the relationship.

Scenario 2: Your friend tells you about a new class or sport and asks you to go to it together. You like the idea but you have a boyfriend / girlfriend. He/She wants to spend time with you this evening and tells you not to go to your friend's house.

Glossary

- compromise (discussion to reach a fair agreement): *concesión*

▪ Is it appropriate to compromise in this situation? Why / Why not?

▪ Is it appropriate to compromise in this situation? Why / Why not?

 Write

15. List some of the different roles you play in your life. List the way you can show respect for others while you are in those roles.

Roles	Ways I can show respect for others
student	I have to listen to my classmates when they are talking.
brother / sister	I mustn't take their things without asking.



Focus on Vocabulary

Get Ready!

1. What does love mean to you? Brainstorm as many words as you can.



2. Discuss your ideas with the whole class. Do you have the same ideas?

48



3. Read and listen to the comments. Who is happy? Who is unhappy?

a. I like my boyfriend because he's very **trustworthy**. I know he will never do anything bad to me.

b. My girlfriend and I have an **honest** relationship. We tell each other everything.

c. My boyfriend is really **affectionate**. He always kisses me when he sees me.

d. I thought my boyfriend was **loyal**, but then I read lots of messages on his phone from other girls.

e. It's important to be **respectful** of your girlfriend in a relationship. I think that's why our relationship works.

f. I have lots of exams and they make me feel stressed, but my girlfriend is very **understanding**.

g. My brother has a boyfriend and my parents don't like it. They are not **open-minded** at all.

h. I thought it was impossible to get into university, but my girlfriend was very **encouraging**. She told me to try and she was right.

i. The only problem with my boyfriend is that he isn't very **attentive**. He never listens to me.

j. My boyfriend is from a rich family, but he isn't **generous** at all. He has never bought me a present!

k. My girlfriend is a very **caring** person. When I was ill, she was like a nurse to me.

l. I wanted to be in the girls' football team, but my boyfriend wasn't **supportive** at all. He actually laughed at me.

4. Use the words in bold to describe people you know. It could be people in your family, your friends or famous people. You could also describe characters in TV shows or films.

My granddad's dog is really loyal. It follows him everywhere.

Glossary

- at all: *de ninguna manera*

Listen 

49 

5. Listen to these teenagers talk about their relationships.

a. What is the relationship between the speaker and the person they are describing?

Speaker 1: Speaker 3:
Speaker 2: Speaker 4:

b. Match the behaviour with the correct dialogue 1-4.

Treats people with special care and kindness. Says what they really feel.	Respect ourselves and other people. Makes others feel important. Encourages people to do better.
Accepts people how they are. Supports people when they need help. Shares good times and bad.	Listens with an open mind. Treats people with care and respect.

Read 

6. Read the text and answer the questions below.



Theresa and Sam are 16. They have been going out for just over six months. They have a great time together. Sam makes Theresa laugh a lot.

Sam has got a part in the school play. The teacher makes him go to rehearsals every day and then he usually hangs out with the other actors afterwards. Theresa's friend told her that Sam and another girl from the play are getting very friendly. This new relationship made Theresa feel a bit jealous, but she didn't really know why.

When she told Sam how she was feeling, she made Sam get angry. He wasn't happy that Theresa didn't trust him. Then they talked about it again and Sam reassured her there was nothing to worry about. He told her that the other girl was just a friend and so Theresa started to feel better.

- a. What qualities and behaviours can you identify in this relationship?
- b. Give an example of good communication between Sam and Theresa.

Glossary

- go out: *salir*
- rehearsal: *ensayo*
- play: *obra de teatro*
- hangs out: *pasar el rato*
- reassure: *asegurar*

7. Read about Carlos and Rob and answer the questions below.



Carlos and Rob have also been going out for about six months. Carlos has finally become the captain of the school basketball team. He goes to his boyfriend's house to tell him.

Rob isn't interested in sports, but he's really pleased for Carlos and they talk about it a lot. Being on the basketball team makes Carlos feel great and Rob is happy for him.

Carlos wants Rob to watch one of his games, but they are always at the same time as Rob's computer class. Carlos feels disappointed, but he knows that Rob loves computers. He never makes Rob do things that he doesn't like.

They talk about the situation and Rob agrees to come to the final, if Carlos's team are in it. Now they're both happy. Rob's offer makes Carlos want to win every game so that his boyfriend will be at the big match.

- a. What words from exercise 3 could describe Carlos and Rob's relationship?
- b. Tick the sentences that are true:
 1. Rob and Carlos have different interests, but still support one another in the things that are important to them.
 2. They don't feel they need to give up their individual interest.
 3. Rob has to like basketball because Carlos does.
 4. They are honest with each other.

Focus on Language

8. Look at the sentences from the two texts. Answer the questions.

Sam makes Theresa laugh a lot.

She made Sam get angry.

- a. Choose the correct grammar rule 1 or 2.
 1. *make* + person + verb means to cause someone to feel or act in a certain way
 2. *make* + person + verb means to stop someone doing an action
- b. Find two more examples of *make* + person + verb in the text about Carlos and Rob.
- c. Answer the questions for you.
 1. What makes you feel angry or happy?
 2. What makes a relationship work?
 3. What TV shows make you laugh?

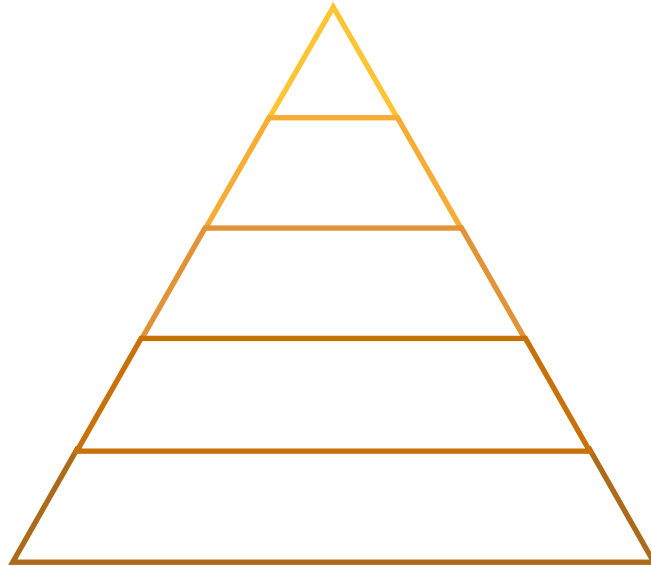
To think about

We all have the right to choose our sexuality, and we all have the responsibility to respect people's right to choose their sexuality.

 **Speak**

9. Decide what are the most important qualities for a person to have. Complete the pyramid. Put as many words as you like on each level of the pyramid. The top of the pyramid represents the most important for you. You can add others that are not in the box.

- trustworthy
- loyal
- caring
- honest
- affectionate
- respectful
- understanding
- open-minded
- encouraging
- supportive
- attentive
- generous


Write 

10. Read June's email. Write her a reply with your advice.



Hi

I need your help. Roger and I are going out and I really love him. He's very affectionate and kind and I think he's a nice guy.

There's just one problem. He makes me spend all my free time with him. He doesn't like me going out with my girl friends on my own. I'm honest with him and I tell him where we go, but he makes me send him photos and messages all the time when I'm not with him. He just makes me feel nervous.

I love him a lot, but I feel bad about this situation and I don't know what to do. Do you have any advice for me?

June



Focus on Vocabulary

Get Ready!

1. Work in groups. How many parts of the body can you name in three minutes? Make a list.
2. Look at the pictures and answer the questions.

a. How many of the activities in the box can you see in the pictures?

- giving a gift
- holding hands
- laughing and joking
- spending time with
- hugging
- kissing

b. Do you think these things are important in a relationship? Why?

c. What is the most important thing in a relationship: sex or love?

d. How can you show affection without having sex?



Glossary

- hug: *abrazar*
- kiss: *besarse*
- hold hands: *tomarse la mano*
- spend time with: *pasar tiempo con*

Read 

3. Read the story about Lara and Mark and answer the questions.

Lara and Mark

When she was 17, Lara worked at her parent's restaurant in the summer. On her first day, she met Mark. He was one of the other waiters and he was the same age as her. She **got on well with** him. She **looked forward to** seeing him every day at work.

One Friday night, Mark **phoned Lara up** and asked her to go to a beach party.

Lara said 'yes' and they had a great time. Lara was **falling for** Mark in a big way. After the party, Mark **asked her out**.

Lara needed some time to think but after the weekend, she said 'yes'.

Now they were officially **going out** together.

One night, Mark was outside Lara's house and he asked to stay the night. Lara was a bit shocked. She really liked Mark but she said wasn't ready to **sleep with** him. Mark said he respected her decision. He hugged her and they agreed to meet next day just like normal.

- a. What are the stages of Mark and Lara's relationship?
Example: *They met at the restaurant.*
- b. What are Lara's reasons for not spending the night with Mark?
- c. What are Lara's rights and responsibilities in this situation?
- d. What are Mark's rights and responsibilities?

Focus on Vocabulary

4. Match phrasal verbs a-g with definitions 1-7. Write in your notebook.

- | | |
|----------------------|----------------------|
| a. get on with s.o.* | e. ask s.o.* out |
| b. look forward to | f. go out with s.o.* |
| c. phone s.o.* up. | g. sleep with s.o.* |
| d. fall for s.o.* | [*s.o. = someone] |

- start to love someone
 - call someone
 - have sex with someone
 - be in a romantic relationship
 - have a friendly relationship
 - wait happily for a future event
 - say you want to be someone's boyfriend/girlfriend for the first time
5. Which sentence is correct?
- Karen fell for Alan.
Karen fell Alan for.
 - I don't get on with her.
I don't get on her with.
 - I'm looking forward the party to.
I'm looking forward to the party.
 - Nick asked out me!
Nick asked me out!
 - I'm not ready to sleep with you.
I'm not ready to sleep you with.

Useful language

Phrasal verbs

- Have a meaning that is different from the meaning of the individual words combined.
fall: *caer* for: *para; por*
Lara was falling for Mark: Lara se estaba enamorando de Mark
- Consist of a verb and one or two particles, such as *down, up, on, off, after, by, in, out, etc.*
- If the phrasal verb can be separated, the object can go between or after the phrasal verb.
I phoned up John. I phoned John up.
- If the object is a pronoun, it must go between the verb and the particle.
I phoned up John. I phoned him up.



Listen

50



6. Listen to Jessica talking to her friend Patricia.
- What are they talking about?
 - Is Jessica ready to have sexual relations?
 - Has Jessica spoken to Andrés about having sex?
 - What is Jessica concerned about?
 - What is a 'family planning clinic'? Who goes there?



51



7. Jessica and her boyfriend Andrés have a leaflet about birth control. Listen. Are the sentences T (true) or F (false)?
- Jessica feels scared about pregnancy.
 - Jessica knows everything about birth control.
 - Birth control and safe sex are the same thing.
 - A condom helps prevent HIV.
 - Andrés is sure about how to use a condom.
 - It's important to think about birth control before people sleep together for the first time.

Focus on language

- We use the present continuous to talk about events happening now and around now.
Women are not earning the same money as men in many jobs.
- Some verbs are not usually used in the present continuous tense.
- These include verbs of opinion: *like, love, hate*
- And verbs of thinking: *think, feel, understand, know*
- The verbs *want, prefer* and *remember* also are not usually used in the continuous form.

8. Look at the sentences from the listening. Are they in the simple or continuous form?

- | | |
|---|--|
| a. I don't want to go on my own. | f. How do you feel about the possibility of pregnancy? |
| b. I hate going to the doctor. | g. I don't understand. |
| c. I like all the doctors there. | h. Do you know how to use a condom? |
| d. I'm reading a leaflet. | i. I love you. |
| e. I'm doing a lot of research at the moment. | |

9. Choose the correct option to complete the sentences.

- I don't go out / I'm not going out* with anyone at the moment.
- I don't want / I'm not wanting* to sleep with my boyfriend because I'm not ready yet.
- I think / I'm thinking* couples have to use a condom to prevent sexual diseases.
- I don't believe / I'm not believing* in sex before marriage.
- Tom and his girlfriend *visit / are visiting* the family planning clinic at the moment.
- Many people *don't understand / aren't understanding* how to use a condom properly.
- I feel / I'm feeling* embarrassed when I buy condoms, but I know the pharmacist sells thousands of them a week.

Say it!

- **Wh** questions and **Let's** expressions have falling intonation

Why don't you speak to a doctor about it?

Let's look at the leaflet together?

- Yes / No questions have a rising intonation

Do you feel scared?



10. Listen to these short dialogues. Which suggestions have falling intonation and which have rising intonation?

- | | |
|---|--|
| <p>a. Let's ask the school nurse for some advice.
That's a good idea.</p> <p>b. When is the family planning clinic?
It's on Wednesday.</p> <p>c. Do you know a lot about birth control?
No, not really.</p> | <p>d. How do you feel?
I'm nervous. I'm not ready for this yet.</p> <p>e. Where can we get condoms?
Let's get them from the machine at the chemist's.</p> <p>f. Do you love me? Really?
Yes, I do.</p> |
|---|--|

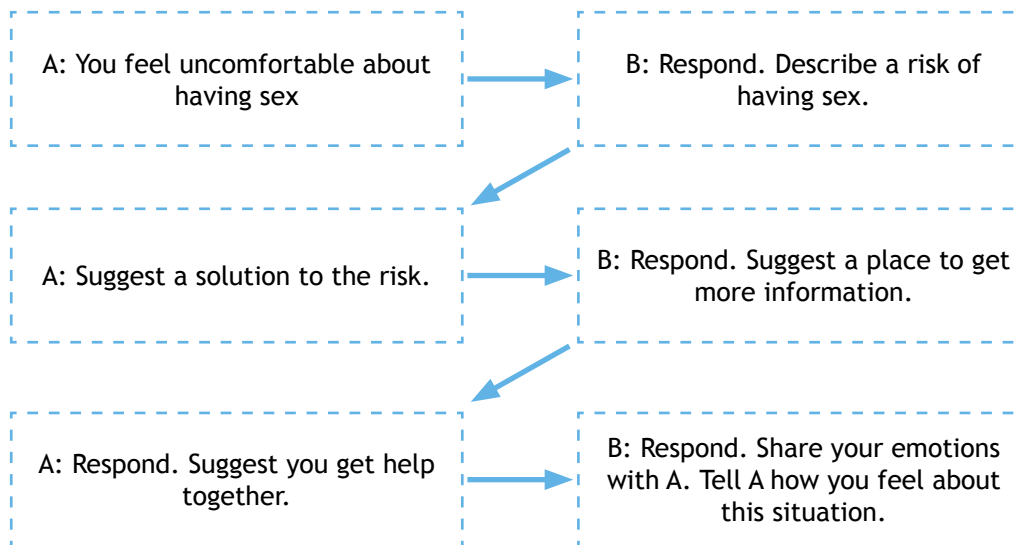
To think about

The decision to start or continue a sexual relationship is important. It is important that we know and set our limits.



Write

11. Write a dialogue between a boyfriend and girlfriend using the information in the boxes. Add any more information you can think of.



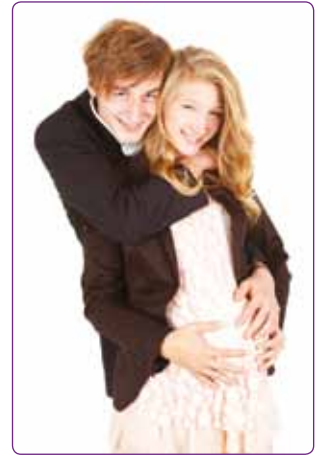
Speak

12. Perform your dialogue. Use the correct pronunciation in the questions and suggestions.

Focus on Vocabulary

Get Ready!

1. Look at the pictures. What is happening? Are the people happy or unhappy? Is this always a happy situation?



53

2. Look at the statements. Are they T (true) or F (false)? Discuss them with a partner. Have you ever heard these myths? Listen and check your answers.

Statement	True	False
a. You cannot get pregnant the first time you have sex.		
b. You cannot get pregnant if you have sex in the shower or the bath.		
c. You cannot get pregnant if you have sex when the woman is on her period.		
d. You cannot get pregnant if you have sex standing up.		
e. You can use a condom several times.		

Glossary

get pregnant: *quedarse embarazada*

to be on her period: *tener la regla*

standing up: *de pie*

3. Match 1-8 to a-h to make sentences about sexual health.

1. A pregnancy usually lasts	a. wear a condom.
2. After a couple have sex, the woman might get	b. adoption.
3. When a couple want to prevent pregnancy, they use	c. about nine months.
4. To prevent pregnancy, a man might	d. pregnant.
5. To prevent pregnancy, a woman might	e. take an oral contraceptive pill.
6. A woman might be pregnant if she misses (doesn't have)	f. birth.
7. When a woman has a baby, she gives	g. contraception.
8. If a couple cannot look after their baby, they may give it up for	h. a period.

Listen 

54



4. Listen to two people talking about pregnancy and answer the questions.

- How old are Carlos and Juanita?
- Where are Carlos and Juanita from?
- Who is Sebastián?
- How old are Gaby and Jonathan?
- Where are Gaby and Jonathan from?
- Who is Anita?



54



5. Listen again. Are the sentences T (true) or F (false)?

- Juanita looks after her baby during the day.
- Carlos and Juanita planned to be parents.
- Carlos didn't use a condom.
- Gaby and Jonathan don't live together.
- Gaby used the oral contraceptive pill.
- Gaby and Jonathan are putting their baby up for adoption.

To think about

Taking responsibility means accepting our role in things that go well or badly. It means taking control of a situation as far as possible.

6. Discuss the questions about Juanita and Carlos and Gaby and Jonathan.

- What mistake did they make?
- Was it possible to prevent the mistake?
- Were they responsible in the past?
- Are they responsible now?
- How can you prevent a similar situation happening in the future?



Read

7. Look at the pictures. What do you think the text is going to be about?



8. Read the story about Vicky and Dan. Complete the story with sentences a-g. There is one extra sentence.

- I cried when it was positive.
- We didn't want to put her up for adoption.
- We never used any form of birth control.
- I sometimes had late ones in the past, like every girl.
- I met him at a drama club after school.
- Dad left the living room.
- I just didn't always take it regularly, like you should do.

Reading Tip

- ✓ Read the whole text to get the general meaning.
- ✓ Read the words before and after each gap and try to predict the missing information.
- ✓ Read the sentences that have been removed and check their meaning.
- ✓ Fill in the gaps and read the whole text.
- ✓ Check to see that the final text makes sense.

Vicky and Dan's story: parents at 16!



Dan was my first boyfriend. (1) _____. I thought he was really funny and so when he asked me out, I said yes. I was so happy. After six months, we slept together for the first time. What can I say? I fell in love.

The thing is that we did use contraception. I was taking the pill. (2) _____ I forgot and that's how I got pregnant at 16.

In the beginning I wasn't very worried when I missed my period. (3) _____ This one was very late.

Finally, Dan bought a pregnancy test. We waited for the result of the test together. (4) _____

When I told my parents, they were very disappointed. (5) _____. He couldn't speak for half an hour. But since then, they've been very supportive.

We all talked about it with a counsellor. The counsellor gave us very good advice. In the end, we agreed to get married and to keep the baby. (6) _____.

Now, we are living in my parents' flat and we're looking after our lovely daughter, Hope. Dan is a good dad, but we're tired all the time. Thankfully, my brother is pleased to be an uncle and he helps us a lot too. It was a mistake, but now I'm a mum, I know what real love is.

9. Work in pairs. Read the story again and answer the questions.

- Why did Vicky get pregnant?
- How did Vicky know she was pregnant?
- How did her family react?
- What are she and Dan doing now?
- What good decisions did Vicky and Dan make?

Focus on Language

10. Read the sentences from Vicky and Dan's story. Look at the words in bold. Then answer questions a-f.

- I was taking **the** pill.
 - Dan bought **a** pregnancy test. We waited for the result of **the** test together.
 - We all talked about it with **a** counsellor. **The** counsellor gave us very good advice.
 - My brother is pleased to be **an** uncle.
- a. What do we call these words: *a, an, the*?
 - b. Which of the words is used to talk about something for the first time?
 - c. Which word is used to describe what job or role someone has?
 - d. Which word is used to say that there is only one of something?
 - e. Which word is used to talk about something that was already mentioned?
 - f. Which word is used to describe a singular countable noun that starts with a vowel?

11. Complete the text with the correct article: *a, an or the*.

I'm Clara. I'm (1) _____ High School student and (2) _____ mother. I didn't expect to get pregnant and (3) _____ news was a shock for everyone in my family. My boyfriend wanted to put (4) _____ baby up for adoption, but I wasn't sure. It was (5) _____ enormous decision for me and I'm only 17. Who knows what will happen in (6) _____ future?

Fortunately, I spoke to (7) _____ counsellor to get advice. I'm worried about my studies. We talked about adoption and we agreed it was (8) _____ best option for me. They found (9) _____ married couple to be parents and they desperately wanted (10) _____ child. I thought they were (11) _____ perfect people to look after my baby. Of course, I feel bad about my decision, but I know my child will grow up in (12) _____ kind and loving home.

55
🎧

Say it!

12. Listen and practise pronouncing the articles.

- a. I have **an** aunt and **an** uncle.
- b. Her boyfriend is **a** great father.
- c. Maria had **a** baby last year.
- d. She is taking care of **the** baby.
- e. **The** idea is to look at all our choices.
- f. I knew this was **the** best option for my child.
- g. We looked at all **the** options.
- h. I did **the** right thing for me.
- i. Take control of **a** situation.
- j. **The** doctor gave us advice about contraception.

Speak 🗣️

13. Practise a dialogue with a boy / girl at the doctor's. Use the information below.

Boy / Girl	Doctor
Ask for information about contraception for men. Ask for information about contraception for women. Ask about one of the myths about sex (from page 106).	Ask if the boy / girl is in a relationship now or is this for general information. Answer the boy / girl's questions. Explain the myth.

Write 🖋️

14. Write five *Tips for Teenagers on Pregnancy*. Explain the facts and give advice.

Useful language

Definite and Indefinite articles

- Use **a** or **an** to introduce a singular count noun when it is first mentioned.
Jessie and her baby are sharing an apartment
- Use **a** or **an** to describe what someone's job is or to describe what someone is.
Mary was a nurse.
- Use **the** to talk about something that has already been introduced or mentioned.
Maria had a baby. She is taking care of the baby.
- We use **the** when there is only one of something.
Maria hasn't seen the baby's father.

 Read

 Get Ready!

1. Read the definition about well-being. Talk to a partner about the things in your life that make you feel happy and healthy.

Example: *My friends, playing volleyball ...*

Well-being is how you feel about yourself and your life. It is about being happy and healthy.

2. What do you do to keep healthy? Look at the pictures and tick which are good habits for your health and growth. Explain why.



Doing sports



Smoking



Riding a bike



Drinking alcohol



Sleeping for hours



Drinking water



Eating breakfast



Drinking fizzy drinks

Focus on Language

3. Complete the sentences with the words from exercise 2. Remember to write in your notebook.
- ... is important because you need to start the day with lots of energy.
 - ... is not a good idea because they contain lots of sugar.
 - ... such as beer is illegal for anyone under eighteen.
 - ... like football or baseball is a popular after-school activity.
 - ... means you will get enough rest.
 - ... is a good way to get to school.
4. Read the Useful language box. Then complete the sentences so they are true for you.
- | | |
|-----------------------------|-------------------------|
| a. Speaking English is ... | e. Riding a bike is ... |
| b. Walking to school is ... | f. Cooking is ... |
| c. Playing football is ... | g. Dancing is ... |
| d. Doing sports is ... | |

Useful language

- Gerunds are verbs that work like nouns. Make gerunds with the *-ing* form of the verb.
Smoking is prohibited. Being on holiday is great!

Reading Tips

- ✓ Key words are mainly nouns, verbs, adjectives, adverbs.
- ✓ Underline key words in a text to help you understand the text better.

Read

5. Look at the key words from the first paragraph of the text. What do you think the rest of the paragraph will be about?

- | | |
|---------------|------------------------|
| ▪ world | ▪ governments |
| ▪ health | ▪ choice |
| ▪ crisis | ▪ individuals |
| ▪ obesity | ▪ sedentary lifestyles |
| ▪ adolescents | |

6. Read the rest of the text and identify the key words in each paragraph. Then choose the correct heading a-e for each paragraph.
- Go to bed on time
 - Exercise to music is as good as ball games
 - Some good news
 - Start the day well
 - Stick to water

A Global Health Crisis

Large parts of the world are facing a health crisis. Obesity is on the rise, especially among young people. This is partly due to rising sedentary lifestyles. Failing to solve this health crisis among today's adolescents could lead to huge problems for them later in life. Governments can help but the reality is that this is a choice for individuals to make.

1. _____

Taking simple steps can help teenagers make huge steps in improving their health. One of the fundamental ones is eating a proper breakfast. Some people believe skipping breakfast will help them lose weight. In fact, not eating a proper breakfast makes people snack more throughout the rest of the day.

2. _____

Snacking is clearly a problem, but there are health risks with many other parts of our diet too. A large part of the world's obesity problem is caused by high consumption of fizzy drinks. One of the world's most popular drinks contains seven spoonfuls of sugar in every can. Choosing healthier drinks with meals can aid a healthy lifestyle.

3. _____

Alongside eating less, young people need to exercise more. This is harder than in the past because there are fewer green areas where people can play sports. Of course, not everyone enjoys sports. Taking up other active hobbies, such as dance or pilates classes, can be just as effective and needs to be promoted more.

4. _____

Poor health can also result from a lack of proper rest.

Teenagers need around 9.5 hours of sleep a night but most get little more than 7.5. The stress of exams and studying can keep people awake, increasing stress which may cause overeating.

5. _____

One positive sign is that teenagers are actually healthier than their parents' generation in some ways. People today smoke less and drink less alcohol than in the past. If it has been possible to reduce the amount that people smoke, it must also be possible for people to improve their health in other ways. Eating better and doing more sport are just two ways of avoiding a future medical emergency.



Listen



- 56 7. Label the four levels of the food pyramid with these words. Then listen and check your answers.

- carbohydrates
- fat
- protein
- fruit and vegetables



1. _____
2. _____
3. _____
4. _____



- 56 8. Choose the correct answer. Then listen again to check.

1. The food pyramid shows
 - A. how much food to eat a day.
 - B. the correct balance of food in your diet.
 - C. what not to eat.
2. Dr Foster advises Maddie to eat
 - A. different coloured fruit and vegetables.
 - B. only green vegetables.
 - C. only red fruit.
3. An example of a dairy product is
 - A. fish.
 - B. pasta.
 - C. yoghurt.
4. Doctor Foster recommends
 - A. eating high-fat foods every day.
 - B. eating high-fat foods once a week.
 - C. never eating high fat foods.
5. In Maddie's opinion,
 - A. the food pyramid isn't fun.
 - B. the food pyramid is an excellent idea.
 - C. the food pyramid doesn't work.

Focus on Vocabulary

9. Put the foods in the correct group. How many other words can you add? Can any words go in more than one group?

- apple
- carrot
- ice cream
- olive oil
- tuna
- aubergine
- cereals
- lamb
- prawn
- yoghurt
- beef
- cherry
- margarine
- spaghetti

Fruit	Vegetables	Meat	Fish	Dairy products	Carbohydrates	Fats

10. Choose the correct words to complete the sentences talking about food.

- a. I have a *health* / *healthy* diet. I eat lots of salad with lettuce and tomatoes.
- b. Crisps aren't good for you because they are *high* / *low* in salt.
- c. Eggs are a good source of *carbohydrate* / *protein*.
- d. Milk provides *calcium* / *fibre* for healthy teeth and bones.
- e. Fish is better than meat because it is usually *high* / *low* in fat.
- f. You need to have a *balanced* / *an equal* diet with food from all the major food groups.
- g. It's OK to eat chocolate *in* / *on* moderation. You don't need to eat it every day.

11. Complete these sentences with your ideas.

- a. ... is high in fat.
- b. ... is low in sugar.
- c. If you have a healthy diet, you don't eat ...
- d. Eat ... to have a balanced diet.
- e. Eat ... in moderation because ...
- f. ... is a good source of protein.
- g. ... provides plenty of vitamins.

Speak 

12. Think about all the food you ate yesterday.

- a. Make notes in your notebook under the headings. Include food and drinks.

Breakfast	Lunch	Snacks	Dinner



- b. Now compare notes with your partner. Do you have a healthy diet?
Did you eat food from all four food groups?

Write 

13. Write a short dialogue with a friend about a possible problem related to unhealthy habits.

Look at the example in the box below. Then write your own and include:

- a. what the problem is and why
- b. possible solutions for the problem

Charles: Hi Kelly. How are you?

Kelly: Hi Charles, OK thanks. What about you?
Charles: Not too good, actually. I haven't slept well recently. I'm a bit worried. Can you see the big bags under my eyes?

Kelly: Yes, I noticed. Are you still playing that online computer game?

Charles: Yes, I am. That is why I'm going to bed late. I'm playing with people in the USA. They're on a different time zone to us.

Kelly: You have to get nine hours sleep a night. Playing with people in the USA is a bad idea. Play with people from your country and get a good night's sleep!

Charles: Thanks, Kelly. Maybe you're right.



Speaking Tip

✓ Rehearsing the dialogue before you present it can give you more confidence.

 Read

 Get Ready!

1. Tick (✓) the situations you think are 'safe'. Put a cross (X) for the situations you think are 'unsafe'.

Situation	Safe	Unsafe
a. 'I met a guy online and now I'm going to meet him at his flat.'		
b. 'Sometimes when I'm looking after my three-year-old brother, I leave him alone in the living room while I work on the computer upstairs.'		
c. 'I'm the only one of my friends without a boyfriend so I'm just going to ask someone out at the party tonight.'		
d. 'When I go out, I always tell my parents where I'm going and when I'll be back.'		
e. 'I never wear a helmet when I'm out rollerblading or on my bike. Nobody else does.'		
f. 'Like most people, all I know about sex comes from TV shows or things I've talked about with my friends.'		

2. How can you avoid the unsafe situations in exercise 1?

Example: *Avoid meeting up with people you don't know.*

To think about

Pay attention to your feelings, and don't let anyone make you feel guilty for making good decisions.



3. Read the situation. What risks are there here? Are the people thinking carefully about the risks? What advice could you give Sarah?

Sarah is seventeen. She doesn't have a boyfriend so one of her friends introduces her to Colin. They meet after school and they get on really well. Colin asks Sarah out after a week and Sarah says she'll think about it. She doesn't really know Colin and she's not sure if she wants to be his girlfriend.

Then Colin tells Sarah about a party on Friday night. He asks her to go with him. The party is a long way out of town but he will drive there because he is older than Sarah and he can drive his parents' car. There is no public transport near the place where the party will be. Colin's friends are eighteen like him and Sarah is sure that there will be alcohol at the party too. Sarah is not sure what to do.



Listen 57 

4. Listen to Sarah talk to three people about the party. Which of these people advises her to go to the party?

- a. Her friend Beth.
- b. Her brother Greg.
- c. Her dad.

57 

5. Who says these things? Beth, Greg or Sarah's dad? Listen again to check.

- a. What's wrong?
- b. I want to go too!
- c. Do you like this boy? Do you trust him?
- d. I'll drive you to the party and I'll drive you home.
- e. You should go. Have fun!
- f. You shouldn't go to a party with a guy you don't know.



Glossary

A guy: *un chico*

It doesn't matter: *Es igual*

Focus on Language

6. What advice did Sarah's friends and family give her about the party? What do you think she should do? Use the Useful language box to help you.

Useful language

What should I do?

You should tell a teacher about the problem.

You shouldn't eat a lot of junk food.

7. Look at these situations and give some advice using *should* and *shouldn't*. Compare your answers with another group. Do you have the same or different ideas?

- a. A girl in my class put a really embarrassing photo of me online without my permission.
- b. A boy asked me out and he's really good-looking but I don't really know him.
- c. A complete stranger asked to be my friend on a social media site.
- d. Someone stole my bag with my smartphone in it.
- e. I haven't got anything to do on Friday night and I don't want to stay at home.
- f. I just started in this school and I don't know anyone.
- g. I don't know anything about birth control or contraception.
- h. I want to earn some money but I'm at school Monday to Friday.
- i. I'm worried about my English. I just don't know how to improve it!
- j. I want to get a pet but we live in a really small flat in the middle of the city.



 Read

8. Read the text and answer the questions.
- What is the writer trying to do in this article?
 - Describe a successful relationship.
 - Tell an amusing story.
 - Warn people about making mistakes.
 - What kind of person is Juan?
 - He is completely trustworthy.
 - He doesn't say everything he should.
 - He is completely dishonest.
 - What mistake did Clara and Juan make?
 - They forgot their original intentions at a critical time.
 - They didn't discuss contraception with anyone.
 - They didn't make any birth control preparations.

Clara is a seventeen-year-old student from a state school. She dreams of being a great architect. Juan is seventeen years old. He is at high school too.

One day Clara's friend introduced her to Juan at a basketball tournament. It was love at first sight. Clara and Juan started going out together.

After ten months together, Clara decided to have sex with Juan for the first time. She had heard many things about birth control. Lots of her friends argued about the best option and she didn't know what to believe.

Juan and Clara agreed to go on a trip together. They couldn't spend a lot of money on their holiday so they went camping.

When they arrived at the camp site, they felt it was the right moment. It was a beautiful place in the mountains. Clara loves Juan. They had both talked about the situation, and Clara trusted him.

Although Juan had already had some sexual experiences with his ex-girlfriend, he had not spoken to Clara about them. She thought that it was Juan's first sexual experience too.

Clara was definitely not planning on getting pregnant but when they went on the trip together, they forgot to use protection in the heat of the moment. Now they're waiting for a pregnancy test and they're both frightened about the future.

Clara never thought this would happen to her.



Glossary

warn: *advertir*

in the heat of the moment: *en el ardor del momento*

9. Discuss these questions.
- How do you think Juan and Clara are feeling now?
 - What regrets do Juan and Clara have now?
 - Do you think they will make different future decisions if the test is negative?
 - Do you think Clara and Juan are similar or different to most people their age?
 - What other things do people do in the heat of the moment?
 - What lessons can you learn from this story?

Focus on Vocabulary

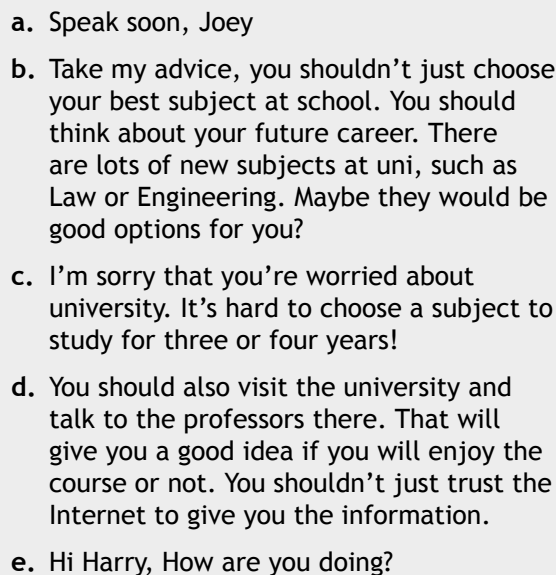
10. Complete the verb-preposition collocations with one word in each gap.
- Is there a place you're dreaming _____ visiting?
 - How do you introduce a new person _____ someone in English?
 - What are people in the news arguing _____ at the moment?
 - What do you spend a lot of money _____ ?
 - What do you like talking _____ with your friends?
 - Who do you speak _____ when you have a problem?
 - What are you planning _____ doing at the weekend?
 - Are you waiting _____ an important letter, email or message at the moment?
 - In general, do good things or bad things happen _____ you?
11. Find the verb-preposition collocations in the text to check your answers.

Speak

12. Work in pairs. Ask and answer the questions in exercise 10. Try to speak for as long as possible.

Write

13. Put the paragraphs a-e in order to make an email of advice.

- 
- Speak soon, Joey
 - Take my advice, you shouldn't just choose your best subject at school. You should think about your future career. There are lots of new subjects at uni, such as Law or Engineering. Maybe they would be good options for you?
 - I'm sorry that you're worried about university. It's hard to choose a subject to study for three or four years!
 - You should also visit the university and talk to the professors there. That will give you a good idea if you will enjoy the course or not. You shouldn't just trust the Internet to give you the information.
 - Hi Harry, How are you doing?

Writing Tip

- ✓ It's important to use the correct register when you write an email.

In informal emails, use *Hi* or *Hello* at the start.

Use *Bye*, *See you* or *Speak soon* at the end.

Use contractions (*I'm*) where possible too.

Use abbreviations where you like, such as *uni* for university.

14. Your friend Mina is having problems studying and doing her schoolwork. She has lots of exams but she has no time to study because she has dance and drama classes every night and she goes swimming at the weekend. Write her an email of advice.



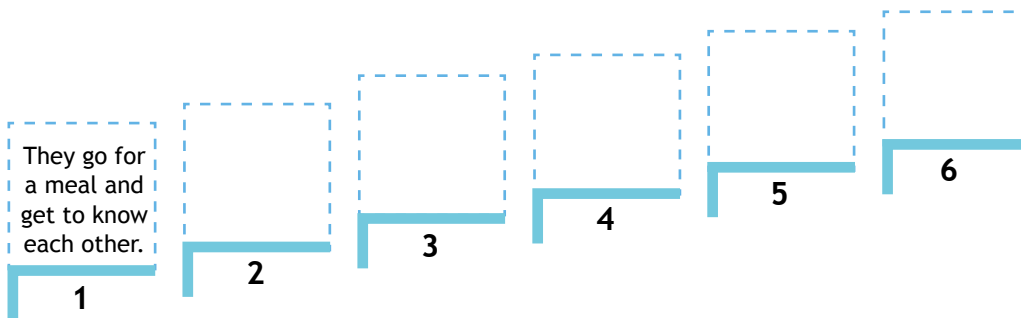
Let's work together



Produce a short play

1. Work in groups.

- Maria (16) and Roberto (16) are about to start a relationship. Decide how their relationship develops over the first months, starting from their first date. Complete the timeline 1-6 with your ideas. (1 is the first date).
- What you think they should do as their relationship progresses?
- Compare your ideas with another group. Do they have different ideas to you?



Useful language

- | | | | |
|--------------------|--------------------------|-------------------------|------------------------|
| ▪ go out to eat | ▪ go walking | ▪ text each other | ▪ call each other |
| ▪ go to the cinema | ▪ go dancing | ▪ talk for hours | ▪ chat on the Internet |
| ▪ go camping | ▪ get to know each other | ▪ give each other gifts | ▪ open up |



Choose the best scene

- You are going to design and create a sketch or short play to represent a situation from Maria and Roberto's relationship. Follow these instructions.
 - Which event from your timeline is the most interesting? Choose this for your sketch.
 - Who will be the actors in your group? Who will be Maria and Roberto?
 - Are the actors comfortable with the scene? Note: you do not have to do anything that you do not want to do. You should not do anything which is inappropriate in the classroom.



Organise your group

- Now you have actors for Maria and Roberto, choose roles for your group. You need:
 - a director
 - roles for the other people in your group, e.g.
 - Roberto or Maria's mum or dad, brother or sister
 - Robert or Maria's best friend
 - a teacher at Roberto or Maria's school
 - If you have a smartphone, one person can also record your play. In this case, one member of your group will be the camera operator.





Write the script

4. Now write your scene. Follow these instructions.

- a. Setting the Scene: Describe where, when, who and what is happening in the scene. For example:

On a park bench - early evening.

Maria, 16, is sitting next to Roberto, 16. They are holding hands. Roberto is about to kiss her.

- b. You can add dialogues by writing the name of the character who speaks and the emotion this character feels or experiences. Example:

Scene: On a park bench - early evening.

Maria, 16, is sitting next to Roberto, 16. They are holding hands. Roberto is about to kiss her.

Both are nervous, it's their first kiss. Roberto is not sure if Maria wants him to kiss her. Maria is not sure if she should kiss Roberto.

Roberto: I really like spending time with you.

Maria: So do I ...



Organise your group

5. Make sure your script is correct. Follow these instructions.

- Exchange your script with another group. Make any corrections. Can you find any errors?
- When the other group returns your script, show it to your teacher for correction.
- Write a final version and rehearse it.



Perform your sketch or short play

6. Now perform your play. Follow these instructions.

- Find the props you are going to use and the clothes you are going to wear.
- If you can, record or film the performance on a smart phone. This is not essential.
- Remember this is acting. Your characters should not really kiss, etc. They should pretend to do these actions.

Glossary

rehearse: *ensayar*

props: *utilería*



1. Assessment of your English language skills

Look back over the module. What have you learned? Tick the appropriate box.

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. I can compare and contrast the content of two different texts.			
	B. I can identify missing information from a text.			
	C. I can identify the key words in a paragraph.			
WRITING	A. I can describe people's characteristics.			
	B. I can use a mind map to prepare a piece of writing.			
	C. I can write an informal email.			
SPEAKING	A. I can talk about relationships.			
	B. I can describe obligations and rules.			
	C. I can give advice.			
LISTENING	A. I can identify where speakers are by listening to a short extract.			
	B. I can identify the main point of a spoken conversation.			
	C. I can organise factual information based on a conversation.			

2. Assessment of your English study skills

Study skills help you improve in any school subject. Say how often you use these study skills.

Study skills	Always	Sometimes	Never
Relate new material to what I already know.			
Organise my thoughts and ideas before starting an activity.			
Use new vocabulary learnt when I express my ideas.			
Review my notes and texts after I write them.			
Speak English in class.			

3. Assessment of Let's work together

First individually, and then with your group, assess your performance in the project work. Write at least three comments for each aspect.

	What went well?	What didn't work?	What can I / we do better next time?
Me			
My group			

4. Assessment of Module 3

Look back over the module then complete the sentences.

My favourite activity was ...	
The most useful words or expressions were ...	
I enjoyed learning about ...	
I need to practise ...	

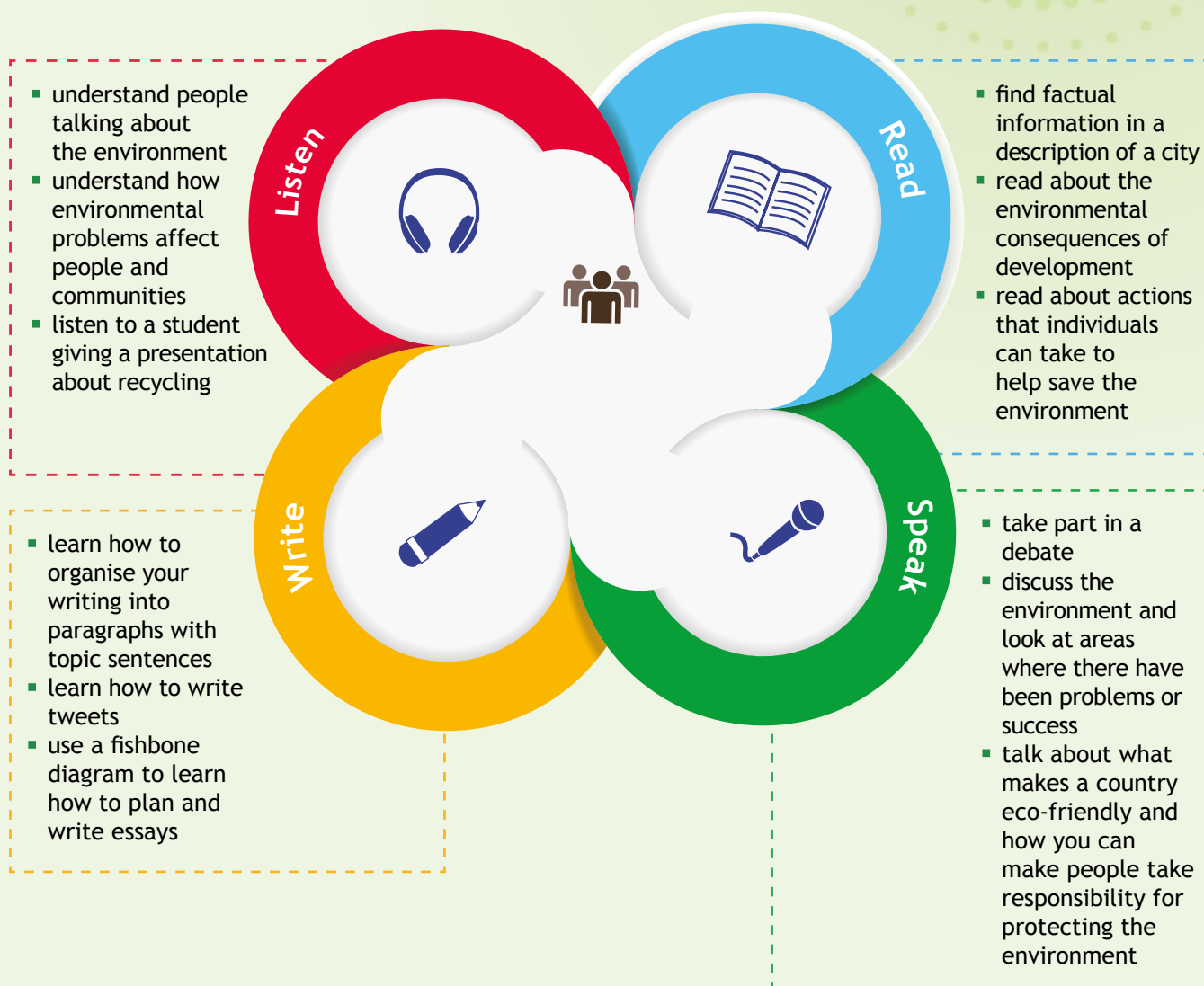
Saving planet Earth



In this module you will ...

- identify the human impact on the environment, in **Unit 1 Development impact**
- learn about the effects of development on the environment, in **Unit 2 Human development or environmental preservation?**
- talk about what countries are doing to take care of the environment, in **Unit 3 What's next?**

You will also ...



Let's work together

Design an environmental board game

The project in this module gives you the opportunity to work together to design a board game on the theme of protecting the environment. You will need to:

- look at existing board games and assess their good and bad points
- think of how the game will help your English skills
- produce a paper copy of your game with pictures, cards, counters and instructions
- test and improve your game before other students play it

 **Speak**
Get Ready!

1. a. Read the paragraph and look at the pictures of New York. How is New York different today from the past? Which New York do you prefer?



In 1609, the British explorer Henry Hudson arrived on Manhattan Island in the centre of what is now New York City. Hudson discovered a paradise on Earth. Ancient forests covered the island and the trees were full of birds. Rivers ran between the green hills, full of fish and other animals. Beavers lived in modern Times Square. The only people who lived there were the Lenape, a tribe of Native Americans. The word 'Manhattan' comes from their language and it means 'island of many hills'. Today, the Hudson River in the middle of New York is named after Hudson, to remember one of the first Europeans to travel across this beautiful place before the modern city rose around it.

Glossary

- forest: *bosque*
- beaver: *castor*

Be careful with the names you use for different peoples and cultures. Many of the original inhabitants of the USA and Canada prefer to be called 'Native Americans' or 'First Peoples'. Some consider the term 'Indians' to be offensive.



- b. Why has New York changed so much?

Example: *The city needed space for cars to move.*

Focus on Language

2. a. Choose the correct option to complete the sentences about New York.
- Many different animals and birds *used to live / didn't use to live* in New York.
 - Manhattan *used to be / didn't use to be* a forest.
 - The Lenape people *used to fish / didn't use to fish* in the rivers in Manhattan.
 - There *used to be / didn't use to be* any cars or roads on Manhattan.
- b. Read the Useful language box. Which sentences 1-6 are wrong? Correct them.
- New York used to be called New Amsterdam.
 - Henry Hudson used to die in 1611.
 - Native Americans used to travel all over New York City.
 - Europeans didn't use to eat potatoes. They came from the New World.
 - Christopher Columbus used to arrive in the Americas for the first time in 1492.
 - Times Square used to get its name when *The New York Times* newspaper used to open its office there.

Useful language

- Used to* describes habits or things which were always true in the past.
The Lenape people used to live in Manhattan.
- The negative is *didn't use to*.
There didn't use to be any buildings on Manhattan Island.
- Make the question with *Did ... use to?*
Did beavers use to live in New York City?
- Note the spelling of *use to* in questions and negatives.



Say it!

58

3. *Used to* is pronounced differently from *used*, which is the past form of the verb *use*.

Used to	used
/ju:st tə/	/ju:zd/

Listen and circle the correct pronunciation in each sentence.

- | | | |
|--|---------|---------|
| a. I used to live in the USA. | /ju:st/ | /ju:zd/ |
| b. We used ice cream to make the dessert. | /ju:st/ | /ju:zd/ |
| c. Somebody has used my computer! | /ju:st/ | /ju:zd/ |
| d. We used to buy CDs every week. | /ju:st/ | /ju:zd/ |
| e. The train to Bogotá used to stop at this station. | /ju:st/ | /ju:zd/ |
4. Complete the sentences so they are true for you. Does your partner have the same ideas as you?
- I used to listen to ... (band) a lot but I don't like them now.
 - I didn't used to like ... (food) but now I eat it all the time.
 - I used to wear ... (clothes / shoes) all the time but I would never wear it/them now!
 - I didn't use to follow (a famous person / website) on social media sites, but now I'm a big fan!

 Read

5. Scan the guide to New York quickly. Find:

- | | |
|-----------------------------|---------------------------|
| a. a place to eat cheaply | d. a green area |
| b. a place to see paintings | e. a place to take photos |
| c. a place to get a train | f. a place to get a boat |

72 Hours in New York City

New York, New York, it's my kind of town! There's so much to see and do. Here are our top tips!

- The Statue of Liberty is an absolute must. It used to be the first thing that people saw when they arrived in the USA as immigrants from their own countries. It's on an island and to visit it you have to catch a ferry at the harbour in Battery Park.
- MOMA is an essential place to visit for culture fans. Its real name is the Metropolitan Museum of Art. You can see artworks by Degas and Van Gogh in its huge art gallery.
- If you need a break, you can spend an afternoon in Central Park. Have a picnic on the grass or take a boat on the lake. Enormous buildings surround it, because New York is the home of the skyscraper.
- One of the city's most iconic sights is Brooklyn Bridge which goes over the East River. It used to be the longest suspension bridge in the world and it's still an impressive sight today. Hollywood directors have shot countless scenes near by, making it the perfect spot for a selfie.
- Although most visitors today arrive in New York by plane, the city's main railway station, Grand Central, should not be missed. Built in 1913, it also contains the famous Grand Central Oyster Bar, but it is pricey!
- If you're on a budget, the best place to get a snack is undoubtedly Chinatown where you can have delicious Asian food at many different types of restaurant. If pasta is more your thing, another popular neighbourhood is right next door in Little Italy.

72 hours is not enough to explore all of New York, but it is enough time to get a taste of this amazing city. No doubt the best part of your trip will be meeting the New Yorkers themselves as you walk down the pavement, the star of your own personal movie.



Glossary

- | | |
|--|------------------------------|
| ▪ oyster: <i>ostra</i> | ▪ countless: <i>numeroso</i> |
| ▪ suspension bridge: <i>punte colgante</i> | ▪ pricey: <i>caro</i> |

6. Look again at the text. Answer the questions.

- What kind of person is the author?
- What kind of things does the author like doing?
- How much of the information is useful for you?
- Is there any information you would need to know which is not in the text?
- Would you enjoy going on holiday with this person? Why? / Why not?

Reading Tip

✓ When you read a text for information, you don't need to read every word. Scan the text for key words. For example, if you are looking for travel information, try to find words like *airport*, *train*, etc.

Focus on Vocabulary

7. a. Look at the highlighted words in the text on page 126. Match them to the definitions 1-10.
1. You use this to cross water on foot or in a car.
 2. This is a public building full of precious objects from the past.
 3. This is a piece of water with land all around it.
 4. This is a metal or a stone model of a person or animal.
 5. You walk on this when you are in a city or a town.
 6. This is a place where boats are kept in a city or a town.
 7. This is a public building where you can see famous paintings and drawings.
 8. You can catch a train here.
 9. This is an enormous building with lots of floors.
 10. This is water that travels through land, like the Nile or the Amazon.
- b. How many of the places mentioned above do you have in your home town?

Listen

59 

8. Listen to Roseanne talking to an interviewer about Park Avenue in New York City. Which of these words do they mention?

- | | | | |
|---------------|-----------|-------------------|--------------|
| ▪ art gallery | ▪ harbour | ▪ pavement | ▪ river |
| ▪ bridge | ▪ lake | ▪ railway station | ▪ skyscraper |
| ▪ museum | ▪ park | ▪ restaurant | ▪ statue |

59 

9. Listen again. Correct the false information in the sentences.
- a. Roseanne's family lived on Park Avenue 50 years ago.
 - b. Her family home is now a supermarket.
 - c. Roseanne's great-grandfather was an architect.
 - d. The Wall Street Crash was an economic collapse in 1928.
 - e. Roseanne now lives in Blue Bay on Lake Michigan.
 - f. Roseanne feels angry when she thinks about her great-grandfather today.

Glossary

- posh: *pijo/a*
- great-grandfather: *bisabuelo*

Speak

10. Work in groups. Look at the text *72 Hours in New York City* on page 126. Brainstorm ideas to describe a place you know or the place where you live. Think of:
- a. places to visit
 - b. places to stay
 - c. places to eat
 - d. places for young people to go out.

Write

11. Now write your own guide to your home town or a city you know well.

 **Speak**
Get Ready!

1. Work in groups. Answer the questions.
 - a. What is the biggest city you have ever been to? How did you feel when you were there?
 - b. What was the best thing about it?
 - c. What was the worst thing?
 - d. If you have never been to a big city, what would you like to do in a big city?



São Paulo, Brazil



Mexico City, Mexico



Tokyo, Japan



London, United Kingdom



Cairo, Egypt

 **Read**

2. Read the opening paragraph of an article about megacities. Complete the gaps with the options below.

The Age of the Megacity

The 21st century is the era of (1) _____ megacity. A megacity is defined (2) _____ an urban area with a population of ten million or more. As the world's population (3) _____ increased, so have the size of the cities. In recent years more and more people have moved to the cities from the countryside in search of work. (4) _____ are four megacities in India alone (Delhi, Mumbai, Kolkata and Chennai) and 35 worldwide. It is (5) _____ harder and harder for these cities to bear the growing numbers of people who are emigrating there.

1. A. a B. that. C. the
2. A. as B. like C. of
3. A. is B. has C. have
4. A. They B. There C. These
5. A. got B. get C. getting

3. a. Read the rest of the text. Note three problems with the growth of megacities.
- b. Read the text again. What are the causes of the problems?
- c. Work in groups. Can you think of any solutions for the problems of megacities?

As large numbers of people have been moving to the megacities, they have had difficulty finding somewhere to live. These cities simply do not have enough accommodation for so many new arrivals. As a result, people have been building temporary homes around the edges of the new cities, many without running water or electricity.

Life isn't much better for the more prosperous inhabitants. The number of people driving to work has been increasing all the time and there are now millions of cars to match the numbers of new workers. Many megacities face gridlock at rush hour as the whole population goes to work or returns home at the same time. Spending large amounts of time in traffic is incredibly stressful, and frustration with these delays reduces people's general satisfaction with their life in the new metropolis.

More cars means more CO₂, carbon dioxide, which is released into the atmosphere. At the same time, megacities are centres of production with thousands of factories operating all over the area. Air pollution has been getting worse as a result of the emissions from cars and factories. In many parts of China, cities experience days of smog, a thick brown fog that covers the homes and buildings. This has an impact on public health, especially for those people who have breathing problems.

The age of the megacity is here now and these problems are real. Solutions must be found and quickly, because these people have moved to the cities to live and the population is not going to fall any time soon.

Glossary

- rush hour: *hora punta*
- gridlock: *atasco*
- factories: *fábricas*

Focus on Language

4. a. Look at the sentences from the text. Answer the questions.

... large numbers of people have been moving to the megacities ...

... people have been building temporary homes around the edges of the new cities ...

1. Do these actions begin in the future, past or present?
2. Are these describing a finished action?
3. Do these actions happen over a long time or a short time?

Useful language

The present perfect continuous

- We use the present perfect continuous to describe actions that began in the past and continue into the present.
We use it to describe a continuous action:
I've been studying for my exams for weeks.
- Or an action that we repeat several times:
He's been putting a lot of photos on social media sites recently.
- We make the present perfect continuous with:
have + been + -ing.

- b. Work in pairs. Ask and answer these questions. Use the present perfect continuous.

1. What have you been doing recently?
2. What have you been studying in this lesson?
3. What has been happening at your school recently?

Say it!

5. a. Read the rule then complete the table with the words below.

The letters *ea* are usually pronounced /i:/ (peas). There are some exceptions: *ea+r* = /iə/ (fear), /ɜ:/ (early), or /eə/ (bear).

- reason ▪ pear ▪ increased ▪ near
- year ▪ search ▪ earth ▪ wear

/i:/	/iə/	/ɜ:/	/eə/

- b. Listen and check your answers.



Listen

61



6. Listen to some people talking about their cities. Match the issues with the cities.

New York	Seoul	London

- CO₂
- traffic noise
- pesticides
- air pollution
- green city
- new technologies
- transport
- monitoring programmes
- environmental clean-up

61



7. Work in pairs. Listen again and answer the following questions.

- a. Are people in megacities interested in environmental problems?
- b. What is being done in New York to protect the environment?
- c. What is being done in Seoul to protect the environment?
- d. What is being done in London to protect the environment?

Focus on Vocabulary

8. Look at the words in the box and answer the questions below.

▪ reside ▪ residential ▪ resident ▪ residence

- a. How are these words similar?
- b. This is a word family. What is the root word that appears in all of them?

9. Look at the word families below. Answer the questions.

- a. What is the root word for each family?
- b. Are the words adjectives, adverbs or nouns?
- c. Which group does not contain a verb?

Root word	reside			
Words in the family	residence resident residential	developed development developing	environmental environmentalist environmentally	pollution pollutant polluted

10. What are the word families for these verbs? Use your dictionary or the Internet to help you.

▪ build ▪ imagine ▪ photograph
▪ create ▪ organise ▪ science

Speak

11. Work in two groups. Follow these instructions.

- Group A, think of advantages of living in the city. What things can you do? What things make life great? Prepare a list.
- Group B, think of advantages of living in the countryside. What things can you do? What things make life great?
- Have a debate. Group, A, explain why it is best to live in a city. Group B, explain why it is best to live in the countryside.
- Vote. Which is better the city or the countryside? You can give your own opinion here. You don't have to vote with your group.

Writing Tip

- ✓ Use paragraphs to organise your writing. Do not write just one continuous piece of text. Using regular paragraphs makes a text easier to read.
- Follow this rule when choosing to start or finish a paragraph: One idea, one paragraph.

Write

12. Read the Writing tip. Then divide this text into paragraphs. How many paragraphs do you need? How many key ideas are there in the text?



Shanghai is now the largest city in China. Its population has been growing steadily for half a century. It now stands at around 24 million people. Shanghai is a true megacity. The city was founded around 1500 years ago. It was always in an excellent location where a major river meets the sea. Its name actually means 'upon the sea' and merchants have been going there for years because of its excellent harbour. In recent years a number of problems have been appearing in this urban area. As developers have been building larger and larger buildings, the city has been sinking by about 1½ centimetres a year. This is because it was originally built on a swamp. The only way to prevent this environmental disaster is to stop construction. Fewer and fewer new buildings have been appearing on the city's skyline in the last decade, which is one reason why the world's tallest building is no longer in Shanghai, but in Dubai.

Glossary

- sink: *hundirse*
- steadily: *incesantemente*
- swamp: *pantano*

Speak

Get Ready!

- Look at situations 1-8. Are they describing natural states or human activity?
 - Why do people damage the environment? What is their motivation?
 - Which of these problems are easy to solve? Which ones are difficult?



1. 'We can cut down the forest and sell the wood to create hundreds of jobs for local people.'

2. 'The Amazon forest is essential because the trees convert much of the world's CO₂ to oxygen.'

3. 'The river provides clean water for fish, birds and other animals.'

4. 'The waste from the factory has to go somewhere so we put it in the rivers.'

5. 'We use pesticides to protect our apples, grapes and pears. They kill most insects.'

6. 'Bees are essential to pollinate plants and flowers. We cannot replicate their behaviour in an artificial way.'

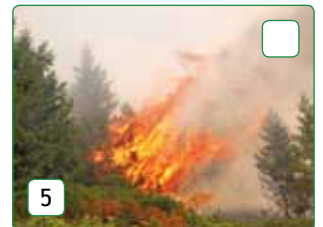
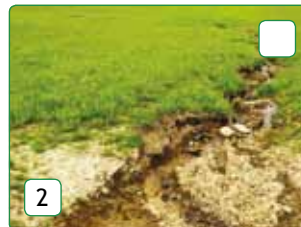
7. 'Turtles lay their eggs on this beach because there are no predators here.'

8. 'There is a beautiful new hotel next to the beach. Everyone wants to come here on holiday now.'

Focus on Vocabulary

- Match the problems in the box with the correct pictures.

- a. drought
- b. erosion
- c. logging
- d. forest fires
- e. intensive farming
- f. land and water contamination



- Listen and check your answers.



3. a. Complete the sentences with the words from exercise 2.

1. In ... they also often use **genetically modified** animals and plants to increase the amount of food they produce.
2. ... doesn't just damage the forests. It also destroys **animal habitats** so there is nowhere left for wild animals to live.
3. ... are natural events, but they also create large amounts of **smoke**, which has an effect on air pollution.
4. ... happens because people simply throw **waste** away without recycling it in an appropriate place.
5. During a ..., there is sometimes not enough water for food which can lead to **famine** in extreme cases.
6. The land under our feet can be destroyed by ..., but also by **mining**.

63


b. Listen and check your answers.

c. Translate the words in bold into your language.

Listen 64


4. Listen to the discussion about humans and nature in a Biology class. Who ...

- a. thinks nature is more important?
- b. thinks people are more important?
- c. gives no preference?



Luisa



Oscar



Catalina

64


5. Listen to the discussion again. What are the missing words?

- a. Personally, I'm not worried about If people need more milk, what's wrong with ... cows? It's just not a problem for me.
- b. There are other ways of producing enough food. Take pig farming. It produces enormous amounts of That leads to ... once it reaches the rivers.
- c. ... is an enormous problem. The forests are disappearing. In some countries they use ... to clear land. Then they use the land for farming and development. I don't agree with this.

6. Work in pairs. Who do you agree with? Luisa, Oscar or Catalina? Why?

Listening Tip

- ✓ When listening to individuals in a discussion, write the ideas or their arguments next to their names to help you remember who said what.

 Read

7. a. Work in groups of three. Student A, read text A. Student B, read text B. Student C, read text C. Copy the table in your notebook and complete it for your text.

Problem	Cause	Effect

- b. Tell your partners about your problem. Which one is the worst? Why?
- c. Now read all three texts quickly. Did your partners forget any of the information?



B

The food of the future is already here. Scientists have created genetically modified (GM) salmon. The genetic modification results in bigger fish that need less food to grow. It is one solution to the world's growing appetite for seafood. However, protestors are concerned about the innovation. At the moment, the GM fish do not come into contact with rivers or the sea. However, a hurricane could cause an escape of the GM animals into the natural environment. If that happens, the GM fish may destroy the wild salmon population because they are bigger and can compete better for the same food source.

C

The first sign of the crisis was a smell of smoke. At first we thought the smoke was caused by cooking in someone's house. Then we looked out of the window and saw a huge smoke cloud over the mountains. We knew then that we were facing an ecological disaster. The fire led to the destruction of fifteen square kilometres of land in the nature reserve. The tragic thing is that it started so stupidly. Some tourists were having a picnic in the mountains and they started the fire accidentally.



A

What can you do? Our village was always close to the rainforest and we used to see birds and even monkeys running up and down the trees outside our homes. Today there's nothing. A construction company got permission to build several blocks of flats in the area. They cut down all the trees around our village. The disappearance of our local wildlife is a result of the logging. It's crazy. Protecting the forest gives a home to thousands of different species. I used to see hummingbirds outside my front door. I never see any now.

8. Read the sentences from the texts in exercise 7 and classify the expressions in bold. Complete the table.

- The genetic modification **results in** bigger fish.
- A hurricane could **cause** an escape of the GM animals.
- The disappearance of our local wildlife is a **result of** the logging.
- Protecting the forest **gives** a home to thousands of different species.
- At first we thought the smoke **was caused by** cooking in someone's house.
- The fire **led to** the destruction of 15 square kilometres of land.

Cause → Effect:	Effect → Cause
<i>results in</i>	

Glossary

- hummingbird: *colibri*
- nature reserve: *reserve natural*

9. Complete the following sentences using a cause or effect expression.
- Water contamination ... mining for gold.
 - Quite often, forest fires ... human activities.
 - Genetically modifying foods can ... human illness.
 - A drought ... the death of many wild animals.
 - Creating nature reserves ... wildlife some protection.
 - The landslide ... coastal erosion.

Speak

10. a. Work in pairs. How many animals from your country can you think of? Make a list.

dogs, pigs, hummingbirds, ...

- b. Put the animals into three groups:

Pets	<i>dogs, ...</i>
Farm animals	<i>pigs, ...</i>
Wild animals	<i>hummingbirds, ...</i>

11. Look at the groups of animals. Answer the questions.
- Have you ever seen any of these animals?
 - Do you think these animals are common or rare?
 - Are there any environmental problems connected with these animals? What are they?

Write

12. Read the guide to using Twitter. Then decide if these hashtags below are good or bad. What kind of people would look for these hashtags?

How to use Twitter

One way to raise awareness of something you believe in is to write a tweet on Twitter. Tweets are only 140 characters, including the hashtag (the word preceded by the hash character #). In English, this means that the average tweet contains ten-eleven words.

Hashtags allow anyone in the world to read your message. For example, people who are interested in cars might follow the hashtag #cars and read all tweets on that topic.

Be careful your hashtag is not ambiguous, however. For example, is #apple talking about the fruit or the IT company?

#animals
#Amazon
#Colombia
#environment
#fish
#geneticallymodifiedfoods
#gold
#help
#nature
#salmon

13. Write a tweet in English about an environmental subject. Write ten-eleven words. Include a hashtag. Then post them on the board. Which one is the most effective? Which one gives the most information? Which one has the best hashtag?

Speak 

Get Ready!

1. a. Look at the pictures. Would you like to go here on holiday? Why? / Why not?
b. What are the most popular places to go on holiday in your country? Have you been to any of those places?



Focus on Vocabulary

2. a. Choose the correct word to complete the questions about holidays.
 1. When you are on holiday, do you like to *go* / *make* some sightseeing?
 2. Do you often *buy* / *pay* souvenirs when you are on holiday? What kind?
 3. Do you like *going* / *playing* skiing?
 4. What do you always *make* / *pack* in your suitcase?
 5. Do you like to explore new places or go *on* / *to* a guided tour?
 6. Do you prefer to *live* / *stay* in a hotel or a youth hostel?
 7. In the evening, do you go *dance* / *dancing* or chat to your friends?
 8. When you eat *away* / *out*, what kind of restaurants do you like?
 9. If you go to the beach, do you *get* / *have* sunburnt or do you use suncream?
- b. Write your own answers to the questions.
- c. Work in groups. Compare your answers to the questions. Who is most like you? Who is the perfect person in your group to go on holiday with you?

Listen 65 

3. Listen to four people, Bob, Andrea, Jim and Pauline describe something bad that happened on holiday. Who ...

- a. made a mistake because of the weather?
- b. was a victim of crime?
- c. got lost?
- d. became ill?

65 

4. Why do the people mention these things? Listen again to check.

- a. a camera
- b. prawns
- c. a phone app
- d. clouds

Focus on Language

5. Look at the events from the listening. Which one happened first? Which one happened second? Write 1 or 2.

- a. Then I noticed that my bag was open. Someone had stolen my digital camera.
- b. I woke up in the middle of the night feeling ill. We had eaten some prawns.
- c. I hadn't wanted to go on a guided tour. I just went to explore the city on my own.
- d. My face was red. I had been on the beach all day and I hadn't put on any sunscreen.

6. a. Look at the Useful language box. How do we make the past perfect?

Useful language

The past perfect

- We use the past perfect in narratives and stories. The past perfect describes a past action that happens before another event in the past.

Why hadn't you told us you were late?

I missed the bus because I'd left home too late.

I was hungry because I hadn't eaten dinner.

b. Look again at the sentences in exercise 5. Which verbs are in the past simple? Which verbs are in the past perfect?

7. Complete the sentences with one verb in the past simple and one in the past perfect.

- a. She ... (feel) exhausted because she ... (walk) eight kilometres that day.
- b. I ... (miss) my flight because I ... (forgot) my passport.
- c. I ... (buy) any souvenirs so I ... (get) a cheap magnet at the airport.
- d. We ... (not/go) skiing because it ... (not/snow) for weeks.
- e. The youth hostel ... (not/have) our booking but we ... (made) it online weeks ago!
- f. They ... (leave) their camera in the hotel so they ... (use) their smartphones to take photos.

8. Work in pairs. Think about the stories in the listening. Have any of these things happened to you or to someone you know?

- a. Make notes about your experience. Can you use the past simple and past perfect to describe it?
- b. Tell your partner about your story. Use your notes to help you.

 Read

9. Look at the pictures. Do you know what they show? Where is this place? Why is this place important? Read the text quickly to check your answers.

In the Palm of Dubai

(1) _____ It's incredible, burning, often over 40 degrees Celsius in the summer months. Part of the United Arab Emirates (UAE), Dubai is a city in the middle of the desert. Where the pavement ends, sand begins and it stretches for kilometres and kilometres into the distance. Despite this harsh climate, the people of Dubai have turned their city into one of the world's most popular tourist resorts.

(2) _____ There are five star hotels that you need special permission to visit. If you want to buy souvenirs, you can buy gold jewellery from a vending machine. The shopping malls are enormous palaces with every luxury product you could think of.

(3) _____ One of the most famous is the Palm Island. This is an artificial island built in the sea right next to the city. It is the site of luxury homes and hotels, although it's not actually the best place to go sightseeing. It's only possible to see the palm shape from the air.

(4) _____ To build the Palm Island, the developers destroyed both a place where turtles lay their eggs as well as the only coral reef along the coast. The coral was an essential habitat for marine life and although there are plans to replace it with an artificial reef, the damage has already been done.

(5) _____ Large numbers of people are moving to live in Dubai and they all need water, something which is not easily available in the desert. The solution is to use desalination plants, factories which turn sea water into fresh water. These use enormous amounts of electricity and produce large amounts of CO₂.

(6) _____ On the one hand, we want to make pleasant places for people to live and exciting locations for tourists to enjoy. This creates jobs for people where there is no other work. On the other hand, development often equals destruction and the environment suffers as a result.



10. Complete the opening sentence of each paragraph 1-6 with a-g. There is one extra sentence.

- In Dubai, wealth is everywhere.
- The question is whether this development has had too great a negative impact.
- In conclusion, Dubai represents many of the problems that we have in the modern world.
- The original inhabitants lived a peaceful life, making their homes in tents in the desert.
- The first thing you notice when you arrive in Dubai is the extreme heat.
- To attract visitors, Dubai has begun many huge construction projects.
- That is not the only environmental problem.

Glossary

- vending machine: *máquina expendedora*
- reef: *arrecife*

Speak 

11. a. Look again at the text on page 138. Make notes under these headings.

The needs of tourists and people	How development affects the environment

b. Now discuss these questions.

1. What kind of people go to Dubai as tourists?
2. What is the natural environment like in Dubai?
3. Is there any wildlife in Dubai?
4. Why do people allow development in Dubai when it has a negative effect on the environment?
5. Do you think people are making the right or the wrong decisions in Dubai?
6. Do you think there are similar problems in your country?
7. What do you think is more important: jobs from tourism or protection of the environment?



Write 

12. a. Read the Writing tip. Then look again at the sentences in exercise 10 on page 138. Do they introduce the paragraph effectively? Why? / Why not?

b. On a separate piece of paper, write a topic sentence for each of these paragraphs.

Writing Tip

✓ When you write a paragraph, begin the paragraph with a topic sentence. This is a single line that summarises the content of the rest of the paragraph. This helps readers understand your text, which is important if you are writing a large amount of information.

1 One example is a miniature Statue of Liberty. Other visitors like to buy fridge magnets of famous places in the city such as Times Square or the Brooklyn Bridge. Most famous of all, of course, is a T-shirt that says 'I ♥ NY'.

2 Recently there was a famous photograph of one walking on a beach where turtles lay their eggs. It is obvious that this a bad idea so why do people behave like this when they go on holiday?

3 One way is to keep out of the sun between 10 AM and 2 PM every day when it is most dangerous. If this is impossible, apply plenty of suncream and wear a hat to ensure you have enough protection.

4 Perhaps the best option is Dino's, a classic Italian pizzeria in the city centre. The Nagano Sushi Bar is extremely popular for Japanese food, but you need to book in advance because it's very small and always fully booked at weekends.

5 Actually many young people don't like staying in that sort of accommodation. It's too posh and the other customers are much older than them. Teenagers prefer youth hostels for their fun environment and also because it's an excellent place to meet people when you are travelling.

6 As a result, you have to pay more money if your suitcase weighs more than 20 kilos. This means you need to pack carefully. Only take small bottles of liquids like shampoo. Leave heavy books at home and take an e-reader which weighs much less. If you have a coat, wear it and don't put it in your bag, especially if it's a thick winter coat for a skiing trip.

13. Work in groups. Read your topic sentences. Can the other students identify the paragraph that they came from? Which is the best topic sentence?

Focus on Vocabulary

Get Ready!

1. Match the quotes with the jobs. Then answer the questions.

▪ fire fighter ▪ pilot ▪ miner ▪ nurse ▪ police officer

- a. Why do you think people do dangerous jobs?
 b. Do you think these people get fair pay for their work?
 c. Would you do any of these jobs?

1 Things could go wrong at any time, for example engine failure or bad weather. Then there is a chance that you and all your passengers could die. It's unlikely but it is a possibility.

3 We're under the ground, a long way from help, and tunnels can collapse or accidents happen at any time. Furthermore, you can develop lung diseases that can kill you many years after you finish work.

5 It takes courage to go into a burning building. We wear protective clothing but we are often in dangerous situations. The worst thing is that sometimes people start them for 'fun', and then people like me risk our lives to stop them.

2 In a state where people have easy access to guns and firearms, you are always at risk. People could shoot you when you're doing a normal everyday arrest. It's scary.

4 We come into contact with people who have infectious diseases all the time. Some people would be scared but we take precautions. Our first responsibility is always to our patients.



Glossary

- engine: *motor*
- shoot: *disparar*
- lung: *pulmón*

2. a. Which word is the odd one out in each group?

1. Precious metals like *aluminium* / *gold* / *silver* are mined for jewellery.
2. Drilling for underground reserves of *juice* / *oil* / *water* happens all over the world.
3. Mining for gems like *carbon* / *diamonds* / *emeralds* can generate a lot of money for the economy.
4. Mining also includes the extraction of minerals, crystals such as *coffee* / *coltan* / *salt*.

b. Look again at the sentences. Match the words 1-4 with the definitions a-d.

- | | |
|---------------|--|
| 1. precious | a. removing, taking things out |
| 2. drilling | b. the quantity of a natural product that has not yet been used (e.g. it is still in the ground) |
| 3. reserves | c. making a hole in the ground to reach something |
| 4. extraction | d. valuable, expensive |

Listen 66


3. Listen and number the pictures in the order you hear them. Remember to write in your notebook.



gold



coal



oil



coltan



emerald

66


4. Listen again and choose T (true) or F (false) for the following statements. Correct the false statements.

- Colombian emeralds are not well-known for their high quality. ____
- Colombia is the fourth largest oil producer in South America. ____
- The mineral coltan is used in all types of electronic products. ____
- Colombia has about 15% of the world's reserves of coltan. ____
- Colombia was the world's biggest producer of gold in the 19th century. ____
- In the past, gold was mainly extracted in the Arauca region of Colombia. ____
- Colombia is the biggest coal producer in the world. ____



5. Work in groups. How many uses can you think of for oil?



6. Read the title of the article. What do you think it will be about? Read the article quickly to check.

The town that was contaminated by coal

Everyone was delighted that day in 1995. To the people in a small town in Colombia, it seemed like they had won the lottery. Why? A major US mining company was going to open a mine right there, near their homes.

At the time, people were optimistic. 'We thought that the mine was going to solve our problems,' one resident remembers. Unemployment had been high in the area for years but now that was going to change. The mining company was going to end poverty in the area.

Unfortunately, it didn't work out quite like that. The mine operation proved to be a major source of contamination. Every ton of coal that was removed from the mine led to ten tons of waste materials.

To the surprise and horror of the residents, people started to suffer from lung diseases and other diseases of the eyes and nose which were caused by the activities at the mine.

Eventually, the situation became so unbearable that people had to be moved from their homes. In 2010, just fifteen years after the announcement of the mining company's arrival, three whole towns were relocated with 2,000 people forced to leave their homes. Many people were in a state of despair at saying goodbye to the places where they had lived their entire lives.

As time goes by, that despair has turned to fury. The local people never dreamt that the mining company was going to cause so much damage and questions have to be asked about how this situation was allowed to occur.



Glossary

- delighted: *encantado/a*
- unbearable: *insoportable*
- forced: *obligado/a*

7. Put the emotions of the local people in the town in order 1-4. Why did they change?

anger happiness sadness shock

8. Read the text again. Answer the questions.

- a. Why did people want the mine?
- b. Why was there so much pollution from the mine?
- c. What health problems did the mine cause?
- d. Are the local towns still next to the mine today?
- e. What lessons could be learned from this story?
- f. Who won in this case: people, nature or big business?

Focus on Language

9. a. Look at the sentences from the text and answer the questions.
- 'We thought that the mine was going to solve our problems.'
 - Did the mine solve their problems?
 - The mining company was going to end poverty in the area.
 - Did the company end poverty in the area?
- b. Do these sentences refer to the present, the past or the future?
- c. Did the plans actually happen?

Useful language

- We use *was / were going to* to describe the future in the past.
 - We use it when we thought something was going to happen in the future, but it didn't.
- We were going to go to the party, but then we decided to stay at home.*
- I thought it was going to rain yesterday, but it was sunny all day.*

10. Complete the sentences with your ideas.
- I thought my team was going to win the football match, but ...
 - My girlfriend was going to phone me yesterday but, ...
 - We weren't going to go out last Saturday but, ...
 - I thought Dave wasn't going to ask me out but, ...
 - Jim was going to come with us to the cinema last night but, ...
11. Work in pairs. Think of some examples when you thought something was going to happen, but it didn't.

When I was twelve, I thought we were going to move to Cartagena, but we didn't.

In 2012, I didn't think Colombia was going to go to the 2014 World Cup in Brazil, but they did.

Speak 

12. a. Work in pairs. Think of jobs ...
- that are dangerous.
 - where people earn a lot of money.
 - that people do at sea.
 - that people do in the air.
 - where people wear uniforms.
 - that you do outdoors.
 - that you do in an office.
 - that are fun or creative.
- b. Compare your ideas with another group.
- c. Do you know anyone who does one of these jobs? What jobs do the adults in your life do?
- d. What job would you like to have? Why?

Write 

13. a. Look at the online job advertisement. Which words show ...
- that you need to be strong to do this job?
 - that you will need to see a doctor?
 - that you don't need to have good academic results?
 - that they pay people well?
 - that you don't know exactly when you will be working?
- b. Would you apply to do this job? Why?

MINERS REQUIRED

Candidates must be aged between 18 and 50. No experience or qualifications required, but candidates should be physically fit (a medical is required).

Uniform and equipment will be provided.

Competitive salary with opportunities for overtime.

Work may take place in the early morning and weekends so candidates should be prepared to work flexible hours.

Apply in the first instance with CV to the Human Resources Manager at hrmanager@email.com

14. Look at your list of jobs from exercise 12. Choose one and write a job advertisement for it.

 **Speak**
Get Ready!

1. Look at the pictures. Which do you think is the best product humans have created?



cars



mobile phones



fertiliser



batteries



paper



plastic bags

2. Complete this chart with your ideas on the products above.

Product	Benefits	Problems
cars		
mobile phones		
fertiliser		
batteries		
paper		
plastic bags		

3. Work in pairs. Discuss these questions.

- What are the benefits of each of the inventions in the pictures?
- Do they cause any problems to society?
- What is the impact of these products on the environment?
- Which of these products do you think are more dangerous for nature?

4. Discuss these questions.

- What do you use plastic bags for?
- Where do plastic bags go after you use them?

Read 

5. Read the text about the dangers of plastic bags. Think about the answer to the question in the last paragraph.



Dangers of plastic bags

Plastic bags represent an enormous **threat** to the environment. They interfere with eco-systems and they are also the source of disasters for animals and people. Read the following fast facts.

Reading Tip

Guessing meaning from context

- ✓ You can deduce the meaning of new words by looking at the context where the word is presented.

Plastic bags fast facts:

- Between 500 billion and 1 **trillion** plastic bags are used in the world every year.
- It is more expensive to recycle a plastic bag than to create a new one. As a result, only 1% of plastic bags are recycled.
- If they are not being recycled, plastic bags should go to **landfill**. However, many plastic bags end up in the ocean. Sea animals eat them or can become **trapped** in them. For this reason, plastic bags can be **dangerous** to marine life. They kill around one million sea creatures every year, such as whales, **seals** and turtles.
- Plastic bags are dropped, **blown** and carried by the sea to all kinds of places around the planet. As time passes by, these bags **decompose** into smaller, more toxic particles that can contaminate land and rivers. Furthermore, these microscopic particles can become part of the **food chain** which means that people end up consuming them too.

Many organisations around the world are deeply concerned about the use of plastic bags. However, only a few countries have taken action to address the problems that plastic bags are creating. What can you do to help?

6. a. Look at the Reading tip on page 145. Guess the meaning of the words in bold in the text. What word in your language could replace these words?
- b. Complete the sentences with the bold words from the text.
- Many birds such as penguins and mammals such as ... live in Antarctica.
 - Rubbish is usually collected in ... which is just a big hole in the ground.
 - After death, bodies ... as a result of the action of bacteria.
 - A ... is an enormous number. It's a one followed by twelve zeroes!
 - All animals and plants are part of the Insects eat leaves. Birds eat insects. Cats eat birds, and so on.
 - Air pollution is a clear ... to public health.
 - We rescued a bird that had got ... in our house and it couldn't get out.
 - I dropped my newspaper and it was ... down the street by the wind.

Focus on Language

7. Look at the sentences from the text. Match the words in bold to the definitions a-c.

'It is more expensive to recycle a plastic bag than to create a new one. **As a result**, only 1% of plastic bags are recycled.'

'If they are not being recycled, plastic bags should go to landfill. **However**, many plastic bags end up in the ocean.'

'... these bags decompose into smaller, more toxic particles that can contaminate land and rivers. **Furthermore**, these microscopic particles can become part of the food chain ...'

- This expresses a contrast. It has a similar meaning to *but*.
- This introduces extra information. It expands the previous sentence.
- This explains the consequence of the information in the previous sentence.

Useful language

- Use linking phrases in your writing. There are several linking phrases with a similar meaning.
- To express a contrast, use *However* or *Nevertheless*.

It is possible to recycle plastic bags, nevertheless, many people simply throw them away.

- To express a cause and effect, use *As a result* or *Consequently*.

The government made people pay five cents for every plastic bag they use. Consequently, people stopped getting new plastic bags every time they went to the shops.

- To expand a point or to give more information, use *In addition* or *Furthermore*.

Plastic bags kill marine life. Furthermore, birds eat them and may die from having these bags in their stomachs.

8. Join each sentence with linking words. Which two linking words work in each sentence?
- I passed all my exams. ... I was able to go to university.
 - I had a terrible cold during exam week. ... I passed all my exams with great grades.
 - The exam had a question that I had never seen before. ... I forgot to turn the page and I missed three questions!
 - The youth hostel's swimming pool was closed. ... They didn't serve breakfast!
 - The youth hostel was really old and a bit dirty. ... we enjoyed our holiday there.
 - The youth hostel was closed. ... we had to spend the night in an expensive hotel.

Listen 



67 

9. a. Listen to Dana, a high school student, giving an oral presentation in her English class. Answer the questions.
1. What is the topic of her presentation?
 2. How does Dana start her presentation?
 3. How does Dana end her presentation?

67 

- b. Listen again and make notes. Why does Dana mention these things?

A drawer at home	
The shop where you bought your mobile	
The chemicals in the battery	
Gold	

67 

- c. Listen again to the whole presentation. What action does Dana suggest her listeners should take? Is her suggestion easy to follow?

Focus on Vocabulary

10. a. Match the packaging 1-10 with the products a-j. Some packages match with more than one product.

- | | | | |
|----------------|----------------|---------------|--------------|
| 1. a bag of | 6. a jar of | a. milk | f. sweetcorn |
| 2. a bottle of | 7. a packet of | b. toothpaste | g. cereals |
| 3. a box of | 8. a pot of | c. paint | h. marmalade |
| 4. a can of | 9. a tin of | d. crisps | i. tuna |
| 5. a carton of | 10. a tube of | e. biscuits | j. shampoo |



- b. What other products come in these types of packaging?

Write 

11. a. Look again at the packaging words in exercise 10. Are these types of packaging easy to recycle in your country? How do you recycle them?

- b. Work in groups. Make an online post to encourage people to recycle more. Follow these steps.

- Decide what product you want people to recycle: plastic bags, mobile phones, food packaging or something else.
- Think of a simple message. Include a 'call to action'.
- Choose a powerful or interesting image for your post.
- If you want, publish it online. Let the world know what you think.

Writing Tip

✓ A successful advertisement or online post includes a 'call to action'. This is something that people must do after they read the advert or the post. It may be to click on a link, enter a competition or perform a simple action. This ensures that people do not ignore your message.

Listen 

Get Ready!

1. Look at the pictures. How do they make you feel? What other things make you feel scared? Is fear rational? Why? / Why not?

68 

2. a. Listen to the first part of a radio programme about shark attacks. Complete the notes.

What type of sharks?

Where?

How many people were attacked by sharks 1992-2012?

- b. Listen again. Why were the two types of shark attracted to the beaches?

3. a. Work in pairs. Before you listen to the second half of the recording, predict how they solved the shark attack problem.

69 

- b. Listen and check. Are you surprised by the solution?

- c. Choose the correct option to complete the sentences. Then listen again to check.

- The solution was *really* / *absolutely* simple.
- It's *absolutely* / *very* boiling in Brazil in summer and people want to go in the sea.
- Many people would be *absolutely* / *very* furious to see wildlife hurt.
- It's *an absolutely* / *a very* good idea.
- So far the project has had *really* / *very* amazing success.

Glossary

- breed: *reproducirse*
- net: *red*

Focus on Vocabulary

4. a. Read the Useful language box.

Useful language

- We use the adverbs *very*, *really* and *absolutely* with adjectives.
- We use *very* with most adjectives. We don't use *absolutely* here.
Shark attacks were a very big problem in Brazil.
- We use *absolutely* with extreme adjectives. We don't use *very* here.
People are absolutely terrified of getting in the water if there are sharks in the area.
- We can use *really* with both.
The solution was really simple.
So far the project has been a really amazing success.

b. Match the adjectives with similar meanings.

- bad ▪ big ▪ furious ▪ scared ▪ filthy ▪ exhausted ▪ tiny ▪ happy
▪ freezing ▪ interesting ▪ hot ▪ tiny ▪ hilarious ▪ good

- | | | | |
|--------------|--------------------|----------------|-------|
| a. angry | <u> furious </u> | h. awful | _____ |
| b. enormous | _____ | i. terrified | _____ |
| c. amazing | _____ | j. tired | _____ |
| d. cold | _____ | k. boiling | _____ |
| e. funny | _____ | l. small | _____ |
| f. delighted | _____ | m. fascinating | _____ |
| g. dirty | _____ | | |

c. Complete the sentences with an adverb and an adjective.

- | | |
|--|---|
| 1. It was ...! - I had to wear my thickest coat, gloves and a scarf! | 6. We have these insects in my country. They are so ... you almost can't see them, but they're very dangerous if they bite you. |
| 2. I didn't sleep all night. I was ... the next day. | 7. The summer is horrible here, because it's Over 30 degrees Celsius most days! |
| 3. That online video is I laughed and laughed and laughed. | 8. I got I had to throw my clothes away! It was impossible to put them in the washing machine. |
| 4. This website is I love it! | |
| 5. That horror movie is I can't watch it! | |

5. Complete the three conversations. Choose the correct response A, B or C.

1. What's your new school like?
A. It's very enormous. B. It's absolutely big. C. It's absolutely enormous.
2. How did your brother react when you told him you had broken his smartphone?
A. He was very angry. B. He was absolutely angry. C. He was very furious.
3. How did you feel after the marathon?
A. I was very exhausted. B. I was absolutely exhausted. C. I was absolutely tired.

 Read

6. a. Work in pairs. Read the introduction to an article about the Canadian One-Tonne challenge. Discuss these questions.
1. What was the objective of the One-Tonne Challenge?
 2. What can people do to reduce their carbon footprint? Make a list.
- b. Read the rest of the article quickly. Does it mention your ideas?

Canadian One-Tonne Challenge

We're all afraid of what is happening to the environment and we often feel powerless to stop the damage that is going on around us. However, there are things that individuals can do to help save the planet. That was the idea of the the Canadian One-Tonne Challenge. The challenge was a programme run by the Canadian government from 2004 to 2006. The idea was to encourage Canadians, as individuals, to reduce their carbon footprint. The carbon footprint is the amount of CO₂ produced per person per year, in the form of what we buy, what we do and how we use electricity.

Simple changes can make a huge impact when repeated across an entire country.

Perhaps the most obvious is to cut down on car journeys. People were asked to get to work or school either on the bus or on the train. For those who are able, cycling is an even better way of getting to work. It's good both for your health and the environment.

In the home, people were encouraged to recycle their household waste better, not only plastics and containers, but also food. People with gardens were encouraged to use their leftovers from meals as fertiliser.

One other idea was to do the laundry in cold water only. While this clearly would save electricity, it's not clear if it would actually succeed in cleaning clothes properly. It was certainly one of the most unusual suggestions in the campaign.

Diet was also a key factor in the plan. Neither meat nor fish is particularly eco-friendly, so the government suggested eating more vegetarian meals. This may only have been once a week, in a similar way to the modern campaign for 'Meatless Mondays' where people eat only vegetarian food on the first day of the week.

Well-meaning though it was, the campaign impressed neither the public nor other politicians. The Canadian One-Tonne Challenge never caught on in a big way, so when the government changed in 2006, the new prime minister quietly ended the programme.



7. Work in pairs. What recommendations did the organisers of the One-Tonne Challenge make about ...
- a. transport?
 - b. using electricity?
 - c. household waste?
 - d. diet?

Glossary

- leftovers: *sobras*
- well-meaning: *bien intencionado/a*
- catch on: *tener éxito*

Focus on Language

8. Look at the sentences from the text in exercise 6. Match the words in bold to the formulae 1-4.

People were asked to get to work or school **either** on the bus **or** on the train.

It's good **both** for your health and the environment.

People were encouraged to recycle their household waste better, **not only** plastics and containers **but also** food.

Neither meat **nor** fish is particularly eco-friendly.

1. X and Y.
2. Not X. Not Y.
3. X or Y. Not X and Y.
4. Not just X. Y too.

9. Look at these sentences and answer the questions.

- a. *'I want to visit either Ecuador or Peru.'*
Does the speaker plan to visit one or two countries?
- b. *'Neither Mike nor Alba passed the test.'*
Did one, two or no students pass the test?
- c. *'I'm inviting both Kim and your brother to the party.'*
Are one, two or no people invited to the party?
- d. *'They ate everything in the fridge, not only the lasagne, but the burgers too!'*
Which is most surprising: eating the lasagne or eating the burgers?

10. Complete the sentences with the words from exercise 8.

- a. _____ oil _____ coal are green sources of energy.
- b. People can _____ walk _____ ride their bikes to help the environment.
- c. My girlfriend wants to invite _____ all her friends to her birthday party, but _____ her grandparents!
- d. Clean air is important _____ for animals _____ people.

Speak 

11. Work in groups. Discuss these questions.

- a. Do you think the One-Tonne Challenge would work in your country?
- b. Which of the suggestions in the One-Tonne Challenge would work for you?
- c. How could you change the One-Tonne Challenge to make it work where you live?

Write 

12. Look at the competition below. Write a short answer with one way of reducing your carbon footprint at school.

Ideas please!

How can you reduce your carbon footprint? Write your suggestion in 50-60 words and send it to the head teacher.

The best suggestion will win a prize.



13. When you have finished, look at the suggestions from your classmates. Vote on which suggestion wins the prize.

 Read

 Get Ready!

1. How can you be eco-friendly at home? Think of ways of saving water or electricity. Do you try to save water or electricity now?



2. Read the introduction to the article *Water, water ... everywhere?* Answer the questions.

- What is the author's purpose for writing the text?
- What do you think the rest of the text will be about?

Water, water ... everywhere?

Some countries are awash with water. In Britain it rains cats and dogs even in the middle of summer. Other countries

have bigger problems with protecting their water supply and drought is a constant worry. Who's really responsible for saving water? It's a bit of a grey area which is why it's down to us teenagers to take action. People can talk about environmental problems until they're blue in the face, but unless individuals change their behaviour, we'll never be able to live in an eco-friendly society.



3. Now read the rest of the text. Answer the questions.

- How many ways of saving water does it mention?
- Do you think they are good or bad ideas? Why? / Why not?
- Could / Have you adopted any of these ideas in your home?

Turn off the tap when you are brushing your teeth. This can save six litres of water a minute.

Don't take baths and have shorter showers. This also means you won't get black looks from your family if you've been in the bathroom for twenty minutes.

One other strategy is not to flush the toilet every time you use it. Each time you flush, a lot of water is wasted. Obviously you need to get the green light from your family to do this because it's not particularly nice.

Don't put the washing machine on unless it's full of clothes. It's a huge waste of water. I caught my brother red-handed doing this the other day. If I hadn't stopped him, he would have put a single pair of jeans in the washing machine.

If your parents have green fingers, use washing-up water in the garden to water the flowers. They don't need water straight from the tap.

None of us is whiter than white and we all waste water in some ways, but these simple tips will go a long way to saving water across the country.

Reading Tip

- ✓ The first time you read a text, read it from beginning to end as quickly as possible. Don't worry about any difficult words or grammar. Just try to understand the gist of the text, the general idea.

Glossary

- flush: *tirar de la cadena*
- tap: *grifo*

Focus on Vocabulary

4. a. Look at the information on idioms. Then read the text on page 152 to find the colour idioms in the box below.

Idioms

An idiom is a phrase in one language that does not translate directly into another language. They are common phrases and expressions like 'to rain cats and dogs' which means 'to rain a lot'.

- grey area
- until you are blue in the face
- black look
- to get the green light
- catch someone red-handed
- have green fingers
- whiter than white

- b. Now match the idioms in the box above to the definitions 1-7.

1. to have permission
 2. an angry face
 3. something which is not clear
 4. good at gardening
 5. be someone or something that never does anything bad
 6. for a long time with no success
 7. find someone when they are doing something wrong or committing a crime
- c. Does your language have any similar idioms?

Focus on Language

5. Look at the sentence from the text and answer the questions.

'If I hadn't stopped him, he would have put a single pair of jeans in the washing machine.'

1. Did she stop him?
2. Did this happen in the present or the past?

Useful language

- We use the third conditional to describe hypothetical situations in the past.
- *If* + past perfect, person + *would* + *have* + past participle

If I had gone to a different school, I wouldn't have met my best friend.

If it had rained yesterday, I would have gone to the beach.

6. a. Choose the correct form of the verb to complete the sentences in the third conditional.

1. If he ... (water) the plants, they ... (not / die).
2. You ... (not / lost) the football game if you ... (play) better.
3. If you ... (tell) us about the party last weekend, we ... (come).
4. If I ... (miss) the bus this morning I ... (be) on time for school.

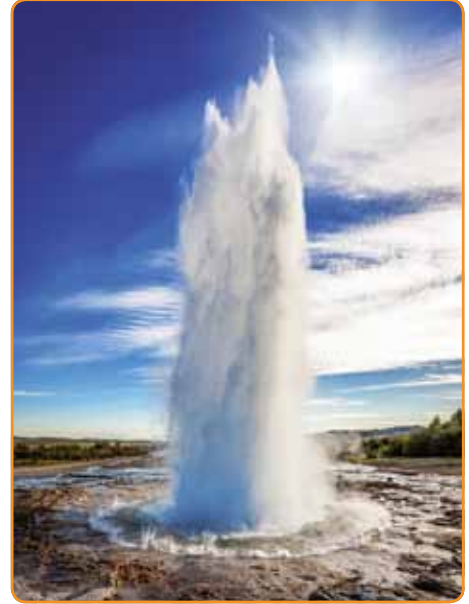
- b. Rewrite these sentences with the third conditional.

1. I dropped my mobile phone. I broke the screen.
2. I didn't have any money last Friday so I didn't go out with my friends.
3. I forgot to do my homework and my teacher was angry with me.
4. A friend put a photo of me on the Internet and my other friends saw it.

- c. Have any of these events ever happened to you?

Listen 

7. Look at the pictures. Which one represents Costa Rica? Which one represents Iceland? Which place would you prefer to live in? Which one would you prefer to visit?

70 

8. Listen to a reporter talking about the eco-friendly status of the two countries. Write CR (Costa Rica), or I (Iceland).

- This country only gets 18% of its energy from coal.
- This country gets most of its power from renewable energy such as hydroelectric power.
- This country created a network of National Parks.
- In 2008, this country planted five million new trees.
- This country kills hundreds of whales every year.

Say it!

When one word ends with a consonant (*b, c, d*, etc.) and the next word begins with a vowel (*a, e, i, o, u*), they often sound like one word in speech. For example:

Green area sounds like *greenarea*

71 

9. Which two words are pronounced like one word in each sentence? Write them in your notebook. Then listen and check.

- These countries stand out in the global community ...
- ... the country has made an enormous effort ...
- Costa Rica is well-known among eco-friendly communities ...
- The country reduces the impact of logging ...

Speak

10. a. Work in groups. What are the differences between an eco-friendly and a non-eco-friendly country? Make a list. Do you think your country is eco-friendly?

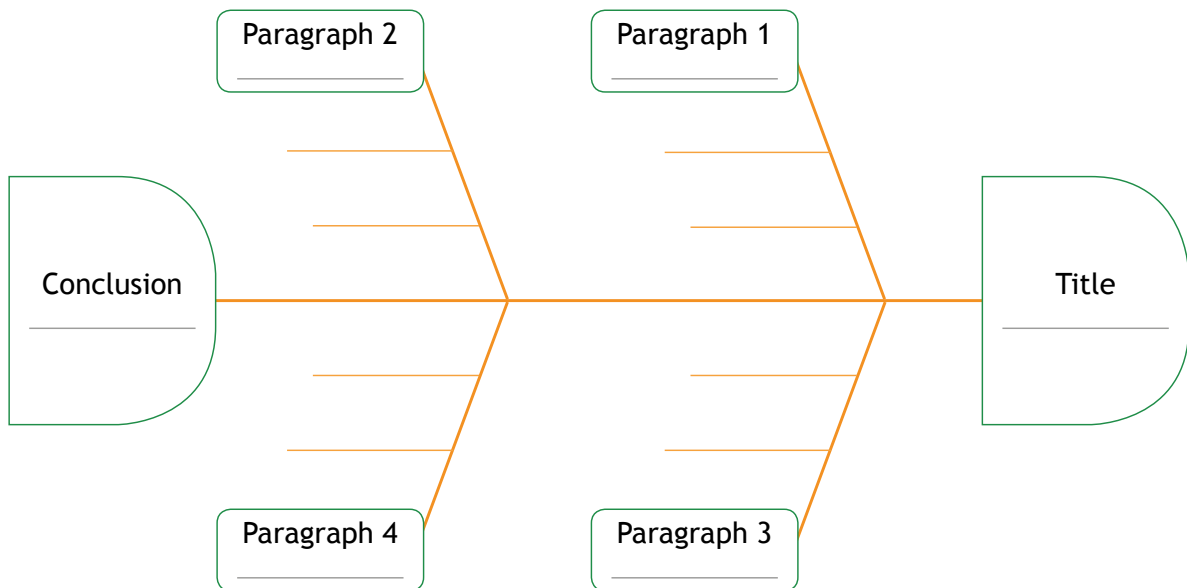
- I think the main difference between an eco-friendly and a non eco-friendly country is that ...
- Eco-friendly countries / Non-eco-friendly countries give more importance to ... than to ...
- In an eco-friendly country, people usually ...

b. In 2009, Colombia was ranked the 9th most eco-friendly country in the world. Does this surprise you? Why is Colombia an eco-friendly country?

Write

11. Read about the fishbone diagram. Answer the questions.

- a. What kind of writing is this useful for?
- b. Does it include every word that will appear in your final essay?
- c. Do you always need to have four paragraphs?
- d. Do you plan your essays before you write them? What system do you use?



12. Write an essay on the topic 'Is it possible to be a green citizen?'
Follow these instructions.

- a. Brainstorm ideas to include in your essay. Look back at Module 4 to give you ideas.
- b. Use the fishbone diagram to organise your ideas.
- c. Think of a topic sentence for each paragraph.
- d. Write your essay for homework.



Design an environmental board game

1. You are going to design your own board game. Look at the popular board games in the image. Do you think you can design something similar? Discuss these questions.
 - What type of board game will you design?
 - How many players can play?



- How many questions / challenges will the game have?



Write questions for your board game

2. Your board game is going to be on the theme of Module 4, *Saving planet Earth*. Write questions or challenges related to this topic. Think about:
 - Challenge questions where people have to talk for a minute on a topic, e.g. How has the world changed in 20 years?
 - Trivia questions, e.g. Where is the Palm Island?
 - Definition questions, e.g. What is mining?
 - Discussion questions, e.g. What is one difference between a megacity and a small city?



Check your questions

3. Look carefully at your questions. Think about:
 - Grammar. Are there any errors?
 - How to ask the questions. Will they appear on the game board or will they be on cards?
 - Correct answers. You need to provide a list of all the correct answers.



Think about materials

4. Make a list of the materials you will need to create the board game. How will players move around the board? Can they do this without a dice?

Glossary

- counters: fichas
- dice: dados
- draft: borrador



Add an element of luck

5. Board games usually have things that add variation and surprise to the game. Think of ways you can do this, such as:
- Red cards and green cards
 - Red cards usually mean a penalty, e.g.:
Go back 3 spaces.
You got lost in the jungle.
Go back to the start.
 - Green cards bring nice surprises, e.g.:
You win ten points.
Move forward five spaces.



Surprise squares

When players land on one of these squares, they take a surprise card and perform a surprise action (e.g. singing, miming, drawing a word).



Design the board

6. Design the board for your game.
- The best board games have a theme. How can you represent the environment on your game board? For example, you could include real places in your board game. Your board game could represent a jungle or an island.
 - How will you create the board? Will you draw it with pencil and paper? Will you design it on the computer?
 - How will you create the pictures? Do you have an artist in your group? Or will you use photos from the Internet?
 - Before you make the final board, prepare a draft. Is it big enough? Can you include all the information?
 - Play the game on the draft board with your team to test it. Does it work? Is it easy to understand? Is it fun? Do you have to make any changes before you produce your final board?



Play the game

7. When you have your final game, exchange your game with another group. Play the game.



1. Assessment of your English language skills

Look back over the module. What have you learned? Tick the appropriate box.

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. Read a text quickly to find key information and facts.			
	B. Guess the meaning of key words from context.			
	C. Read for gist.			
WRITING	A. Use paragraphs to organise a text.			
	B. Use topic sentences to begin paragraphs.			
	C. Use the fishbone diagram to plan an essay.			
SPEAKING	A. Discuss the advantages and disadvantages of a situation .			
	B. Describe problems in my country.			
	C. Talk about jobs that people do.			
LISTENING	A. Understand short, simple messages related to my surroundings and my personal and academic interests.			
	B. Identify a situation from listening to a short extract.			
	C. Listen to a presentation and capture the key information in note form.			

2. Assessment of your English study skills

Study skills help you improve in any school subject. Say how often you use these study skills.

Study skills	Always	Sometimes	Never
Check the pronunciation of new words by using online models.			
Try to understand the gist of a text when reading for the first time.			
Brainstorm with other students when thinking up of ideas.			
Use model texts from the Internet or books to help writing.			
Plan my writing before I start work.			

3. Assessment of Let's work together

First individually, and then with your group, assess your performance in the project work. Write at least three comments for each aspect.

	What went well?	What didn't work?	What can I / we do better next time?
ME			
MY GROUP			

4. Assessment of Module 4

Look back over the module then complete the sentences.

My favourite activity was ...	
The most useful words or expressions were ...	
I enjoyed learning about ...	
I need to practise ...	

Photo acknowledgments:

Shutterstock.com/ p. 8 RACORN; p. 10 Helder Almeida; Angolina; p. 12 2x Samara .com; p. 14 Eugene Shapovalov; Igor Bulgarin; Ruslan Guzov; Zurijeta; Sergey Nivens; p. 15 Monkey Business Images; muzsy; p. 16 MJTH; p. 19 BlueSkyImage; BlueSkyImage; p. 20 Andy Dean Photography; Roxana Gonzalez; p. 22 Julia Nikitina; Oleksiy Mark; Leremy; Oleksiy Mark; Nucleartist; Alexey Losevich; p. 23 karelnoppe; Monkey Business Images; p. 26 OPOLJA; Stephen Coburn; Andres; paffy; p. 28 Max Griboedov; iQoncept; Mike Elliott; karawan; p. 30 Pavel L Photo and Video; worradirek; Sergey Krasnoshchokov; Rido; p. 31 bikeriderlondon; p. 32 Golden Pixels LLC; p. 33 Rawpixel.com; p. 35 Michel Borges; p. 38 Africa Studio; p. 40 AN NGUYEN; p. 41 Hugo Felix; stockyimages; AVAVA; DRB Images, LLC; p. 42 Lisa F. Young; p. 43 Kamira; p. 48 BokehStock; catwalker; mangostock; EtiAmmos; p. 51 bikeriderlondon; 166630277; Sam Dcruz; Asier Romero; imagedb.com; Gary Paul Lewis; p. 52 pcruciatti; p. 55 benjasanz; wavebreakmedia; p. 56 Cylonphoto; Steve Debenport; p. 57 Rawpixel.com; p. 58 Andy Dean Photography; Zurijeta; p. 60 VanderWolf Images; kojoku; p. 62 Deliverance; michaeljung; p. 66 alexmillos; p. 67 Anatoly Maslennikov; p. 68 EduardSV; Pete Burana; Smailhodzic; Lisa F. Young; Joseph Sohm; Xseon; p. 69 1000 Words; michaeljung; p. 71 Donald Bowers Photography; p. 76 Sergey Nivens; riekephotos; God; p. 77 SolStock; p. 80 Dmitry Naumov; p. 84 Jacek Chabraszewski; p. 86 DmitriMaruta; Kzenon; eurobanks; Sergey Nivens; Rommel Canlas; sunabesyou; nouseforname; Catalin Petolea; p. 88 Mr.Nikon; p. 89 VIGE.CO; p. 90 michaeljung; ProStockStudio; Monkey Business Images; kurhan; Pressmaster; auremar; Nejron Photo; John A King; William Perugini; p. 91 JIL Photo; Skylines; Maksim Shmeljov; Africa Studio; smikeymikey1; S_Photo; kurhan; Dani Simmonds; Curioso; Africa Studio; TheFinalMiracle; Zurijeta; p. 93 Yobidaba; p. 94 Yobidaba; Lack-O'Keen; Tarchyshnik Andrei; AWesleyFloyd; p. 95 YanLev; Photosebia; p. 96 auremar; p. 97 michaeljung; EdBockStock; p. 98 Monkey Business Images; p. 99 philippou; p. 100 Stockphoto; p. 102 Dean Drobot; Victorpr; LiAndStudio; karelnoppe; Boryana Manzurova; philippou; andresr; p. 104 Image Point Fr; Simone van den Berg; p. 105 Iakov Filimonov; p. 106 photomak; nanka; p. 107 Rehan Qureshi; p. 108 Dereje; p. 110 muzsy; Lucky Business; Monkey Business Images; monticello; Pressmaster; Alexander Korobov; margouillat photo; Blackspring; p. 112 ifong; p. 113 Rudchenko Liliia; Leah-Anne Thompson; p. 114 Elena Dijour; Petrenko Andriy; p. 115 Halfpoint; p. 116 auremar; p. 118 phoelix; p. 119 Dragana Gerasimoski; p. 122 Lucky Business; p. 124 emin kuliyev; p. 126 Emka74; pisaphotography; Noel Moore; p. 127 pisaphotography; p. 128 Filipe Frazao; Morenovel; Tooykrub; pashamba; Baloncici; p. 131 fuyu liu; lapas77; p. 132 Banana Republic images; Helen Cingisiz; audioscience; OlyaZ; Meryll; Alin Brotea; Tyler Olson; Ev Thomas; p. 133 Rido; Luis Santos; michaeljung; p. 136 Ulysses_ua; p. 138 Konstantin Stepanenko; Y. Abdulla; p. 139 moitumago; p. 141 Nada B; Ttstudio; Perutskiy Petro; abutyryn; Morgenstjerne; Dima Sobko; p. 142 360b; p. 144 zentilia; Maxx-Studio; l i g h t p o e t; monticello; Nuttapon; Chones; p. 145 Ivan Karpov; Vladimir Melnik; PozitivStudija; p. 150 connel; p. 152 Alexander Mazurkevich; p. 156 Yeko Photo Studio; reallyround; Pabl1n; p. 157 MilousSK; SteveWoods; Marish.

RICHMOND S.A./ p.34; pg.85; p.101; p.123

Istockphotos.com/ p. 25 leminuit; alexey_boldin; bluefern; jayfish; Isabel Tiessen Pastor; asbe; deepblue4you; p. 61 pedrosala; p. 64 oonal; p. 72 IPGGutenbergUKLtd; VanderWolf Images; p. 73 Steve Debenport; FLDphotos; mihailomilovanovic; p. 74 EdStock; p. 78 EdStock; studioportosabbia; p. 115 IgorKovalchuk; p. 125 helenecanada; p. 134 Mark Kostich; saiko3p; p. 136 destillat; p. 137 Joel Carillet; Manuel Faba Ortega; p. 140 tunart; Susan Chiang; p. 147 Steve Debenport; Catherine Lane; p. 148 arlindo71; erwo1; FionaAyerst; p. 151 Trout55; p. 152 baona; p. 154 pchoui; Mleny