

1



SOCIAL CONTACT

Reading

Vocabulary in context – Body idioms and human interaction

1 **SPEAKING** Read the definitions and complete the idioms with the parts of the body in the box. Use a dictionary if necessary.

back • brains • chest • ears • foot • hand • leg • neck • nerves • shoulder • throats • thumb

- treat someone in an unfriendly way: **give someone the cold**
- tell someone something that is not true, as a joke: **pull someone's**
- be ready to pay attention to what someone says: **be all**
- help someone: **lend someone a**
- ask someone for advice or information: **pick someone's**
- do something without someone knowing about it: **do something behind someone's**
- take a risk because you believe in someone: **stick your** **out for someone**
- argue in an angry way with another person: **be at each other's**
- have complete control over someone: **have someone under your**
- refuse very firmly to do or accept something: **put your** **down**
- tell someone about something that has been worrying you: **get something off your**
- make someone feel annoyed or nervous: **get on someone's**

2 Rewrite the questions using the correct form of idioms from 1.

- What makes you annoyed or nervous?
- How easy do you find it to talk about things that worry you?
- If you need information, who do you ask?

Use it ... don't lose it!

3 **SPEAKING** Use the questions in 2 to interview a partner.

Reach higher → page 136

4 **SPEAKING** Ask and answer the questions.

- There is an expression in English that says 'it's better to give than to receive'. Do you agree? Why/Why not?
- Do you think people who gossip about others are generally seen in a positive or negative way? Why?
- Do you think we are more likely to help others when we are in a group or alone? Why?

5 Read the text. What does it say about the three questions in 4?

Exam tip

You are going to do a reading activity in which you match questions or statements with different texts or sections of a text. In this type of activity, first underline key words in the questions. This can help you to find the relevant information in the text(s).

6 01 Read the text again. For questions 1–9, choose from the four sections (A–D) in the text. The sections may be chosen more than once.

Which section describes an experiment ...

- that demonstrated that the same person might be more or less kind depending on external factors?
- that involved two evaluations within 24 hours?
- where helping somebody else made a task seem easier?
- that showed that being kind can influence the image that other people have of you?
- that involved repeating exactly the same event several times but in slightly different circumstances?
- where the researchers put the participants in one of two different situations?
- where the participants needed to evaluate somebody that they did not meet face to face?
- that did not depend on tricking the participants into believing something?
- whose findings have two possible explanations?

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

8 Critical thinkers

In your opinion, how surprising are the results of the experiments described in the text?

What makes you say that?

Use ideas from the text and/or other facts, opinions and experiences to justify your opinion. Then share your ideas.



BEING GOOD TO OTHERS IS BEING GOOD TO YOURSELF!

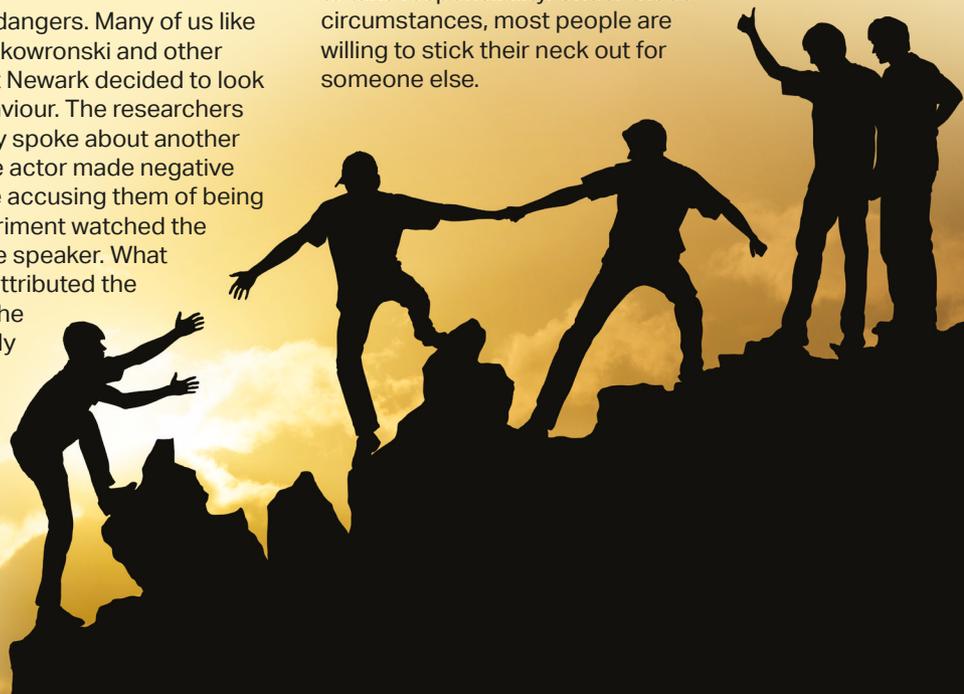
Have you ever heard the expression 'it's better to give than to receive'? For years, psychologists have been investigating the effects of kindness, not just on the person receiving the act of kindness but also on the person giving it. Here are some of their findings.

A In one study published by *Science* magazine in 2008, researchers measured how happy people were in the morning. They then gave them \$5 or \$20 and told them that they had to spend it either on themselves or others before 5 pm that day. In the evening, the researchers phoned the people taking part to reassess their levels of happiness. The results showed that those participants who had spent the money on other people by buying them a little gift or making a donation to charity, were happier than those who used the money to pay one of their own bills or to buy themselves a gift. Generosity seemed to have a boomerang effect and benefited the giver.

B Apparently, being kind can even make physical tasks seem easier. In a study about helping, researchers from Peking University in China asked participants to wait in the reception hall of a university building and said they hadn't decided which room they were going to use. When each participant arrived, a research assistant had been waiting there for a while, standing next to two cardboard boxes at the bottom of a staircase. The assistant then did one of two different things. In some cases, the assistant pretended to have trouble carrying the boxes up the stairs, dropped one, and asked the participant if they could lend them a hand. In others, the assistant simply explained that the first part of the study was for the participants to carry a box up the stairs. Afterwards, participants had to estimate the weight of the box. Incredibly, the participants who acted out of kindness by helping the assistant carry the box estimated its weight as lighter than those who simply carried the box because they thought it was part of the study.

C Meanwhile, being unkind clearly has its dangers. Many of us like to gossip about others. But Dr John J. Skowronski and other researchers from the Ohio State University at Newark decided to look into the negative aspects of this type of behaviour. The researchers asked an actor to record a video in which they spoke about another person: a colleague or friend. In the video, the actor made negative comments about their colleague, for example accusing them of being cruel to animals. The participants in the experiment watched the video and then answered questions about the speaker. What was unusual was that the participants often attributed the same negative personality trait of cruelty to the speaker, despite the fact that they were clearly describing someone else, not themselves. In other words, there is a boomerang effect. When a person spreads negative gossip behind someone's back, the listener will often subconsciously attach the same negative personality traits to the speaker, not just the person they are speaking about. The good news is that when you describe somebody else as kind and intelligent, listeners usually see you in just the same way!

D Finally, did you know that we are kinder to others when we're alone or in small groups than when we're in large ones? In the 1960s, two psychologists called Bibb Latané and John Darley asked a student to pretend to fall ill in a busy part of New York. They repeated the experiment with different numbers of people present. The student received help 85% of the time when there was one person present, but only around 30% of the time when there was a group of five people there. Psychologists have repeated similar experiments and the results are always the same – the larger the group, the bigger the chance people will give you the cold shoulder. Latané and Darley suggested different reasons for this. Firstly, when there is a sudden emergency, we can't be sure whether it is real, not very serious, or just a trick. To decide, we usually observe other people. If they aren't doing anything, then maybe the situation is not serious and we can just continue on our way. The downside is that everyone does exactly the same and nobody reacts. Secondly, when there are lots of people around, everyone is waiting for somebody else to take the initiative and do something. Why should you do it? However, when you are on your own, there's no one else to take responsibility. Under those circumstances, most people are willing to stick their neck out for someone else.



Past tenses

1a Look at the sentences and name the tenses of the verbs in bold.

- When each participant **arrived**, a research assistant **had been waiting** there for a while.
- They **were describing** someone else, not themselves.
- Psychologists **have repeated** similar experiments.
- The participants who **had spent** the money on other people were happier.
- For years, psychologists **have been investigating** the effects of kindness.
- They hadn't decided which room they **were going to/were about to** use.

1b Match the tenses in 1a with situations a–g.

- a finished action or situation at a specific time in the past
- an activity in progress in the past
- the future in the past
- an action that happened at an unspecified time in the past
- an action that happened before another action in the past
- an action that happened at an unspecified time in the past that finished recently or is incomplete, especially when the duration of the action is important
- an action that happened before another action in the past when the duration of the action is important

✓ Check it page 16

2 Choose the correct alternative.

Can you lend me a left hand?



A few years ago, Lang Lang, one of the world's most famous classical pianists, **(a) had/has had** a problem. He **(b) played/was about to play** an important concert in New York but he **(c) had had/had been having** problems with an inflammation in his left arm for some time. At the time of the concert the inflammation **(d) had still given/was still giving** him trouble. He **(e) didn't want/wasn't wanting** to cancel the concert and so he asked pianist Maxim Lando to lend him a hand, specifically his left hand! Lando was only 14 at the time. In an interview on CNN, Lang Lang explained that he **(f) has seen/had seen** a video of Maxim playing the piano on YouTube™ when he was just 12 or younger and **(g) was loving/had loved** it. Lang Lang and Maxim **(h) played/were playing** the whole concert together and it **(i) has been/was** a tremendous success. Since then, Maxim **(j) has played/played** concerts around the world and his future looks incredibly bright, whether playing with one hand or two!

3a Complete the sentences with the correct past form of the verbs given.

- Last year, I (play) in a school sports team.
- One day while I (tell) a joke to my friends, I couldn't tell them the end of the joke because I (forget) it.
- When I (walk) home after school yesterday, I (meet) a friend.
- I (make) friends with some foreign students last summer.
- Last night I (be) tired because I (study) for an exam all evening.
- I (study) English for more than five years.

3b **SPEAKING** Discuss whether any of the sentences in 3a are true for you. If they are, give details.

4 Read the text and decide if the verbs in bold are in the correct form. Rewrite the incorrect verbs.

Culture exchange



Random Acts of Kindness Day

People in the US and the UK **(a) were celebrating** Random Acts of Kindness® (RAK) Day for some years now. It's on 17th February. The people who **(b) thought** of the idea **(c) were wanting** a day when people would just do something nice for family, friends or complete strangers. Last year, people **(d) were about to come up with** some great ideas. For example, one US student **(e) has spent** all summer preparing 'goodie' bags to give out at his school. Inside each bag he **(f) put** a sweet, a pencil, a packet of gum, a motivational message and a card. When RAK Day finally came, he anonymously **(g) gave out** the bags. He **(h) felt** great because he **(i) has never seen** so many happy people before. There **(j) have been** hundreds of other simple but effective acts of kindness last year. Some people **(k) were calling** friends that they **(l) hadn't spoken** to for ages. Others **(m) smiled** and **(n) were saying** hello to people that they **(o) had never been speaking** to before. Since last RAK Day, people **(p) have been sharing** their stories and ideas on the official RAK website. But you don't need to wait for RAK Day to do something nice for someone!

5 Write one question using each of the past tenses in 1. Think of questions that help you to find out something you don't know about your partner.

Use it ... don't lose it!

6 **SPEAKING** Interview your partner using the questions you wrote in 5.

Developing vocabulary

Word formation – noun suffixes

1a **SPEAKING** Match the words (1–12) to one or more suffixes to make new words. Make spelling changes to the words if necessary.

- | | | |
|----|-------------|-------|
| 1 | act | -ance |
| 2 | coincide | -ant |
| 3 | kind | -ence |
| 4 | decide | -er |
| 5 | move | -ion |
| 6 | participate | -ist |
| 7 | psychology | -ity |
| 8 | real | -ment |
| 9 | speak | -ness |
| 10 | fail | -or |
| 11 | partner | -ship |
| 12 | important | -ure |

1b Look at the words you made. They are all nouns. Is each noun for (a) a person or (b) something abstract or concrete?

2 **SPEAKING** Think of at least one more noun containing each suffix in 1. Then compare answers with another pair. Are any of your words the same?

Exam tip

In word-formation tasks, first, read the whole text to get a general idea of what it is about. Then read the text in more detail to decide if the word you need is plural, or has a negative meaning. Always read the whole sentence that contains the gap, not just to the end of the line.

3 Use the word given in capitals at the end of some of the lines to form a word that fits the gap in the same line.

4 Complete the questions about the text in 3 with the correct form of the words in the box.

describe • different • explain • participate • personal • react

- What is your first to this story?
- Do you agree with the for why more people returned the wallet with more money?
- Do you think there was a between how honest people were in the 40 different countries in the study?
- What do you think you would do if you were a in this experiment?
- Can you give a of your purse or wallet?
- What do you think your purse/wallet says about your own

Use it ... don't lose it!

5 **SPEAKING** Discuss the questions in 4.

Reach higher → page 136



RETURNING WALLETS

New research in 40 countries has found that there is more (a) in the world than we perhaps think, or at least when it's a question of returning lost wallets to strangers. (b) did an experiment 'losing' 17,000 wallets in 355 cities. A team of people claimed that they had found wallets on the street and handed them in to people working in the (c) area at banks, post offices, museums and other major institutions. The wallets were transparent and contained a shopping list, a key, and three identical business cards with the contact details of the (d) of the wallet, who appeared to be from that area. There was just one (e) between the wallets. Some had money in them (only about \$13) but the others didn't. The (f) made by the experts was clear: they thought there was much higher (g) that the person at reception would return the wallet if there was no money in it. But, in fact, people only returned 40% of the empty wallets in comparison with 51% of the ones with cash. The (h) were intrigued by the results and made the (i) to extend their study. They used wallets with more money, increasing the amount of cash to over \$90. What happened? The rate of return was 72%! In other words, the more money in the wallet, the more likely it was that people would return it. There is a (j) that the people who returned the wallets were afraid of some type of (k) if they didn't return them. But the organisers of the experiment, the results of which were published in *Science* magazine in 2019, came to the (l) that two factors were important. Firstly, most people do care about others. Secondly, people generally want to see themselves as honest people and prefer to have a positive (m) of themselves, according to one of the research team, Professor Michel Maréchal of the University of Zürich.

- HONEST
- RESEARCH
- RECEIVE
- OWN
- DIFFERENT
- PREDICT
- PROBABLE
- PSYCHOLOGY
- DECIDE
- POSSIBLE
- PUNISH
- CONCLUDE
- PERCEIVE



GREAT LEARNERS GREAT THINKERS

CLUBS AND SOCIETIES

Lesson aim: To think about the importance and benefits of clubs, societies and teams

Video: Youth clubs

SEL Social and emotional learning: Working well with others

1 **SPEAKING**  Ask and answer the questions.

- 1 Are you now, or have you ever been, a member of a club, society or team? Give details.
- 2 What do you think are some of the positive things about being a member of a club, society or team?

2 **VIDEO**  Watch a video about two social clubs for young people. What similarities and differences exist between the two clubs?

3 **VIDEO**  Watch the video again and answer the questions.

- 1 What did Ellie Richards decide?
- 2 How did Ellie go about achieving her aim?
- 3 How did Ellie feel about her mission while she was doing it?
- 4 Why is it so important to have a social club where Ellie lives?
- 5 What happens when the club isn't there, according to the girl?
- 6 What does Ben Lambert do?
- 7 How do you sign the colour blue in sign language?
- 8 How is Ellie using her skills?

GREAT THINKERS



Three-Two-One Bridge

4 **SPEAKING**  You are going to read a text about why being a member of a club can be beneficial and positive for teenagers. Before you read, follow these instructions.

- 1 Think of **three words** that quickly come to your mind when you think about being a member of a club, society or team.
- 2 Think of **two questions** you have about being a member of a club, society or team.
- 3 Think of **one simile** to describe being a member of a club, society or team: 'Being part of a club/society/team is like ...'
- 4 Share your ideas with other students.

5 Read the text on page 11. Does it make you want to change any of your three words or your simile from 4? Does it answer your questions? Does it make you want to ask other questions? Where could you find the answers to your questions?





HOW TEENS CAN BENEFIT FROM JOINING A CLUB

- Being with other people who share the same interests as you can inspire you to take your interests to new heights. Whether it's sport, music, art, dance or creative writing, together you can share ideas, experiences and even disappointments and learn more than if you were just doing these activities on your own.
- Clubs can become like a family. You may occasionally have arguments and get on each other's nerves, but you know that other people in the group will be there to lend you a hand when you need them.
- Having regular meetings, rehearsals, training sessions or matches can give structure to your week and teach you discipline, organisational skills and time management. Knowing that if you miss a meeting or match affects other people also teaches you responsibility and respect for others.
- Interacting with others in any social group or sports team can help you to learn all-important social skills as you build relationships with others. 'No person is an island' as they say. In any group, you can learn to listen to others, cooperate with them, and develop teamwork and leadership skills, too.
- Being part of a club, society or team can help you to feel more comfortable and confident in yourself because it helps you to realise you belong somewhere. Not feeling alone can also make it easier to stand up against your peers when they try to persuade you to do things you know you shouldn't.

6 **SPEAKING** Answer the questions.

- 1 What clubs, societies or teams already exist in your school? How interested are you in them?
- 2 If you could start any new school clubs, societies or teams, what ideas do you think would be popular? Think outside the box. The club could be related to food, video games, TV series, languages or anything you and others might be interested in.
- 3 Choose the two most popular suggestions for new clubs. What type of activities could you do when you come together in meetings?
- 4 How could you get people to join and make the clubs a success?

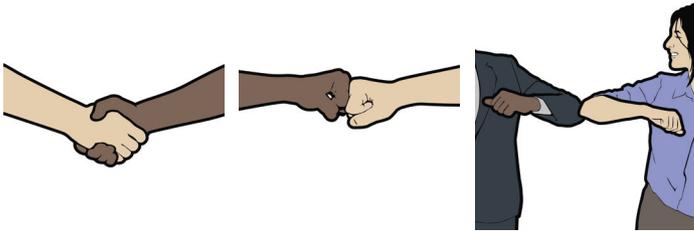
7 **SPEAKING** Explain your ideas in 6 to the class. Which are the most popular ideas? Could you make any of them happen? Why/Why not?

GREAT LEARNERS **SEL**



Great learners work well with others.

Did you participate actively in the discussions in 6 and 7? Do you work constructively in teams or groups? How important is this?



a handshake

a fist bump

an elbow bump

1 **SPEAKING** When do you think it is appropriate, or not, to do the things in the pictures?

Exam tip

In activities in which you complete sentences, read the sentences before you listen and think about what types of word may come in the gaps. You can guess the word, but be ready to change your answer when you listen.

2 **02** You will hear a podcast where an expert answers questions about different ways of greeting people. Listen and complete the sentences with a word or short phrase.

The oldest picture of a handshake is from the (a) and it appears to show a (b) between people in authority.

The origin of the handshake is probably a gesture to show that you don't intend to (c) the person you greet.

Before the 17th century people often made gestures with their (d) or (e) to say hello to others.

Shaking hands can be a way for business people to begin a meeting or (f)

Some people try to dominate others with (g) handshakes.

We carry bacteria from over 100 (h) on our hands.

The origin of fist bumping could come from the fact that some sports people couldn't shake hands because of (i) on their hands.

The (j) was in favour of elbow bumps in 2006.

In Thailand, the Wai involves making contact between your chin and (k)

In Tibet it's polite to put your hands in front of your chest and (l) It was originally a gesture to show you aren't an evil king from the past.

3 **Critical thinkers**

In your opinion, what is the most appropriate way to greet people today?

What makes you say that?

Use ideas from the text and/or other facts, opinions and experiences to justify your opinion. Then share your ideas.

Flipped classroom video

Watch the Grammar Presentation video



Present and past habits

4 Look at the sentences. Answer the questions.

- a Some people **are always giving** really aggressive handshakes.
- b Hundreds of years ago, people **would carry** weapons with them at all times.
- c People **used to greet** each other in different ways.
- d Business people **will usually shake** hands at the start of meetings.
- e He **was always catching** colds.
- f People there **normally press** their palms together.
- g **We're used to shaking** hands.

- 1 What structure is used in each sentence? Is it to talk about a habit in the present or the past?
- 2 Which two sentences suggest negative or annoying habits?
- 3 Can we interchange *used to* and *would* in sentences b and c? When can/can't we interchange *used to* and *would*?
- 4 What are the differences between *used to* in sentences c and g?
- 5 Could we change the tense of the verb *be* in sentence g?
- 6 How does the meaning change when we give extra emphasis to *will*, as in this example? He will shake my hand really hard.

Check it page 16

5 Choose the correct alternative.



Keeping in touch via social media

Nowadays, older people (a) are always complaining/ always are complaining about how the younger generation seems to prefer to keep in touch via social media instead of meeting face to face. When they were younger, they (b) will/would invite their friends to their home or meet in the park. But today, teens (c) will/would interact with their friends online. The thing is that teens of the past (d) didn't use to/wouldn't have the Internet. That's probably the main reason why they were so used to (e) play/playing outdoors together. Each generation worries about new inventions ruining society. Fifty years ago, it was TV that was the problem. A long time ago, people (f) used to/were used to worry that riding bikes would be catastrophic. In fact, in 1887, one US newspaper warned that using a bicycle too much could have fatal consequences! The fact that people nowadays (g) are/ were used to using technology to be in contact with others is better than them having no contact at all!

Use it ... don't lose it!

6 **SPEAKING** Write sentences about present and past social customs in your country using the structures in 4. Share them with the class.

Reach higher

page 136

Developing speaking

Personal interviews



1a **SPEAKING** Take it in turns to ask and answer the questions.

- 1 Where are you from?
- 2 How long have you been studying English?
- 3 What do you enjoy most about learning English?

1b Why do you think questions like these are typical at the start of an interview or exam?

2 **SPEAKING** Look at the questions. Is each question asking mainly about the present, past or future? Which tenses or structures would be useful to answer each question?

- 1 What do you think is the best way to keep in touch with your friends and family?
- 2 What has been your most interesting travel experience?
- 3 What do you do to relax?
- 4 What did you like most about the area where you grew up?
- 5 Do you ever wish you were rich or famous?
- 6 What do you think is important for a successful friendship?
- 7 Who has more influence on your life – your friends or your family?
- 8 What do you hope to be doing in five years' time?
- 9 How easy is it for you to meet new people and make friends?
- 10 How important do you think it is to speak more than one language?

3 **03** Listen to three students answering some of the questions in 2. Answer questions a–c for each speaker.

- a Which question in 2 does the speaker answer?
- b Does the speaker give just one piece of information or do they give more than one?
- c Do you think the speaker gives a good answer, or not? Why?

4 Look at the Speaking bank. Which words and expressions did the speakers in 3 use? Listen again if necessary.

Speaking bank Personal interviews

Expressing opinions

- I think ...
- I reckon ...
- Personally, ...
- To my mind, ...
- As far as I'm concerned, ...

Adding examples and ideas

- In fact, ...
- As a matter of fact, ...
- For example, ...
- For instance, ...
- Also, ...
- That's because ...
- Apart from that, ...

Playing for time

- Well, ...
- The thing is ...
- Let me see.
- Let me think about that for a second.
- That's an interesting question.

5 **SPEAKING** Look at the questions in 2 again. Individually, think of answers to the questions. Then take it in turns to ask and answer the questions.

6 Write four questions similar to the questions in 2 to ask your partner.

Practice makes perfect

7 **SPEAKING** Ask and answer the questions you wrote in 6. When you answer your partner's questions, use expressions from the Speaking bank and give more than one piece of information.

A story

1 **SPEAKING**  Discuss these questions.

- 1 What was the last story you read. What was it about?
- 2 Do you know any stories where there is a surprising or funny coincidence?
- 3 Have you, or anybody in your family, ever had an unexpected coincidental meeting with someone?

2 **SPEAKING**  Look at the photos and the title of the story. Discuss what you think the story is about.

3 Read the story and check your ideas in 2.

IT WAS YOU!

When Angela finally got home, the first thing she did was to run as quick as a flash to her neighbour's house. Angela and her family had just returned to the US after an amazing holiday in Europe. They'd been travelling non-stop for the last two weeks. For Angela, the holiday was like a dream come true, visiting so many places she'd always wanted to see.

One day in London, they had been walking by the Thames, visiting all the typical tourist sites, when Angela's little brother, Ben, started whining. 'I'm tired of walking! I want to sit down and rest somewhere!' They were close to the London Eye and so decided to go on it, giving Ben a chance to sit down and get his energy back.

When Angela and her family finished the ride, they got off. They were walking away when Angela suddenly needed to stop and tie her shoelace. She looked up and saw her neighbour and friend Alex as plain as day, getting on the London Eye. 'Alex!' yelled Angela, waving her arms frantically. She ran like the wind to catch him, but the door of the pod was about to close. The boy who looked like Alex didn't hear Angela, who was shrieking even louder.

Angela caught up with her family and told them what had just happened. She wanted them to wait and see Alex after his ride. Sadly, her family thought she'd just made a mistake and carried on sightseeing. Angela spent all day insisting she was right, but it made no difference. 'Why does nobody believe me?' she sighed. After a day or two, she herself started to think she'd been wrong. So, when she finally got home, she needed to discover the truth. As soon as Alex opened the door, he said, 'Hey, Angela! Look, I've got a little souvenir for you. I hope you like it!' It was a London Eye T-shirt. Angela turned as white as a sheet!

Vocabulary – Similes

4a Complete these similes from the story in 3.

- 1 She ran **as quick as** a to her neighbour's house.
- 2 The holiday was **like** a
- 3 She saw Alex **as plain as**
- 4 She **ran like**
- 5 Angela turned **as white as** a

4b Complete the similes with the adjectives in the box.

brave • busy • clear • cold • cool • easy • free • fresh • good • quiet • safe • solid

- 1 as as ice
- 2 as as a lion
- 3 as as a bee
- 4 as as crystal/mud
- 5 as as a bird
- 6 as as ABC
- 7 as as gold
- 8 as as houses
- 9 as as a rock
- 10 as as a cucumber
- 11 as as a daisy
- 12 as as a mouse

Use it ... don't lose it!

5 **SPEAKING**  Choose four similes from 4 and write the beginning of a sentence for each one. Read them to your partner. Can they guess the simile?

Your explanation of the past perfect continuous was as ...

clear as crystal!



Vocabulary – Ways of talking

6  04 Read and listen to the sentences. Match the verbs in bold to the definitions (a–h). Use a dictionary if necessary.

- 1 'Oh, well. My team has lost again, as always,' he **sighed**.
 - 2 'It can't be! I thought you were dead!' she **gasped**.
 - 3 'Hey, come back here, you thief! Come back this minute!' she **yelled**.
 - 4 'But, Mum, why can't I have an ice cream? I want one. It's not fair. Please ...' the girl **whined**.
 - 5 'Ahh! It's an enormous spider!' he **shrieked**.
 - 6 'Don't tell Alex about the surprise party,' he **whispered**.
 - 7 'Sorry. I, er, didn't, I didn't really mean to do it, er, well, not exactly,' he **muttered**.
 - 8 'Oh, no! Not another exam!' **groaned** the student.
- a speak in a loud, high voice because you are frightened, excited or surprised
- b speak in a loud voice because you are angry, frightened, excited or in pain, or in order to make people hear you
- c speak very quietly so that other people can't hear you
- d speak in a way that shows you are unhappy, disappointed or in pain
- e speak while you are breathing out slowly, making a long soft sound, because you are disappointed, tired, annoyed or relaxed
- f speak while you are breathing in suddenly because you are surprised, shocked or in pain
- g complain in a way that annoys other people
- h speak in a low voice that is difficult to hear, because you are annoyed, embarrassed or talking to yourself

7 Complete the sentences with verbs in bold from 1.

- 1 He hates roller coasters. He hysterically at the top of his voice when he goes on them.
- 2 Please don't at me! I can hear you without you raising your voice.
- 3 You shouldn't things to your partner in class. If you have something to say, say it aloud.
- 4 They were tired of listening to the little boy. He had been all morning because he wanted to play football but his dad wouldn't let him.
- 5 The students when they heard there would be an extra class on Saturday morning.

8 Look at the Writing bank. Underline two examples of each linguistic device in the story in 3.

Writing bank

Useful linguistic devices in a story

Stories can be made more interesting by including:

- a variety of past tenses, including the past continuous, past perfect simple and continuous, and the future in the past
- a variety of adjectives and adverbs
- direct speech using a variety of verbs expressing different ways of speaking
- similes with *as ... as* or *like ...*
- linkers and expressions of time and sequence

Exam tip

When you write a story, allow time for planning and editing. Before you begin, plan the beginning, the middle and the end of the story in order to make all the main events clear. When you have finished, check the number of words you have written. Cut or add details to make sure that you've written the correct number of words.

Practice makes perfect

9a Read the task and think about some ideas for your story.

Write a story of 150–200 words. Include these four elements:

- two friends
- a big city
- a competition
- a coincidence

9b Write your story. Use your notes from 9a, linguistic devices from the Writing bank and the advice in the Exam tip.

9c When you finish your story, use the Writing checklist on page 141 to check it. Make sure you have included all four elements in 9a, too.





Present perfect continuous

The **present perfect continuous** is used to emphasise the process and duration of an action.

I've been studying for five months.

For that reason, if an action is very short, we cannot use the continuous form.

I've been breaking the cup.

We also use the present perfect continuous to emphasise that an action finished very recently or is incomplete.

I've been swimming ... and I'm still wet.

To emphasise the completion and result of an action, or how many times it happens, we must use the **present perfect simple**.

I've seen that film three times.

Past perfect simple

We use the **past perfect simple** to talk about actions that happened before another action or actions in the past. It gives importance to the completion of an activity.

When the interview had finished, I left.

Past perfect continuous

We use the **past perfect continuous** to talk about actions that happened before another action or actions in the past. It gives importance to the duration of an activity.

I was tired because I had been studying all night.

Future activities in the past

Form

be (was/were) going to / be (was/were) about to

Use

Sometimes we want to refer to the future or talk about our intentions from a point in the past. To do this, we can use the past tense of verbs we normally use to talk about the future, e.g. *am going to* → *was going to*; *am about to* → *was about to*

I was going to go to the cinema, but I didn't in the end.

Present and past habits

To talk about present habits we can use:

- the **present simple** with or without an adverb of frequency. *Our lessons start at 8 o'clock.*
- the **present continuous** with an adverb of frequency. We often use *always*, *constantly* and *continually* to imply that the speaker finds the habit annoying. *She's always taking my things.*

will

My friends and I will usually meet on Friday evenings.

When we stress *will* it often implies that we find a habit annoying. *He will talk with his mouth full.*

To talk about past habits that we have stopped doing, we can use:

used to

My dad used to read me stories when I was small.

We cannot use *used to* to talk about single events in the past or when we give a period of time. In this case, we use the past simple.

She used to work in a factory. She worked there for five years. NOT She used to work in a factory for five years.

The negative form of *used to* is *didn't use to*.

would

We use *would* with past actions, but not past states.

He would visit us often. NOT He would have a bike.

We do not usually use *wouldn't* to talk about past habits. *He didn't use to give us presents. NOT He wouldn't give us presents.*

When we stress *would* it usually implies that the speaker finds the habit annoying.

Mum would insist on me getting up early on Sundays.

- the **past continuous** with an adverb of frequency. We often use *always*, *constantly* and *continually* to imply that the speaker finds the habit annoying.

My dad was always working late at that time.

To talk about things that are normal or familiar to us, we can use **be used to**. We can use this to talk about the past, present or future by changing the tense of *be*. After *be used to*, we use a gerund. *I'm used to getting up early.*

Vocabulary

05 1 Body idioms and human interaction

be all ears • be at each other's throats • do something behind someone's back • get on someone's nerves • get something off your chest • give someone the cold shoulder • have someone under your thumb • lend someone a hand • pick someone's brains • pull someone's leg • put your foot down • stick your neck out for someone

06 2 Word formation – noun suffixes

action • actor • coincidence • conclusion • decision • difference • failure • honesty • importance • kindness • movement • owner • participant • participation • partnership • perception • possibility • prediction • probability • psychologist • punishment • realist • reality • reception • researcher • speaker

07 3 Similes

as brave as a lion • as busy as a bee • as clear as crystal/mud • as cold as ice • as cool as a cucumber • as easy as ABC • as free as a bird • as fresh as a daisy • as good as gold • as plain as day • as quick as a flash • as quiet as a mouse • as safe as houses • as solid as a rock • as white as a sheet • be like a dream come true • run like the wind

08 4 Ways of talking

gasp • groan • mutter • shriek • sigh • whine • whisper • yell



Past tenses

1 Choose the best alternative.

- 1 There you are! At last! I've waited/been waiting for you for hours.
- 2 That's the best festival that I went/have been to so far.
- 3 He couldn't go until he's/d finished his assignment.
- 4 When I'd read/been reading all my emails, I made myself a snack.
- 5 The plot in last night's film has been/was awful.
- 6 While I was/had been watching the match, I saw Emma in the crowd.
- 7 I opened the door and -/had stepped outside.
- 8 When he had/had had his shower, he dried himself.

/ 8 points

Present and past habits

2 Decide if the verbs in bold are in the correct form. Tick (✓) the correct forms and rewrite the incorrect forms.

- 1 I am used to **walk** to work, and I like it.
- 2 When he was five, he **would have** a bike which he rode everywhere.
- 3 My sister **is** always **telling** me what to do. It drives me mad.
- 4 When I lived close to the stadium, I **would** go to see matches.
- 5 I **used to go** to Brazil once for a holiday.
- 6 I adore watching films so now I **use to go** to the cinema once a week.

/ 6 points

Vocabulary test

Body idioms and human interaction

1 Read definitions 1–6 and write the idiom using the correct form of the words in the box.

back • brain • ear • neck • throat • thumb

- 1 be ready to pay attention to what someone says
- 2 have complete control over someone
- 3 ask someone for advice or information
- 4 do something without someone knowing about it
- 5 take a risk because you believe in someone
- 6 argue in an angry way with another person

/ 6 points

Word formation – noun suffixes

2 Decide if the words in bold are in the correct form. Tick (✓) the correct forms and rewrite the incorrect forms.

- 1 A little **kind** can make the world a better place.
- 2 All the **participants** in our competition win a prize.
- 3 She didn't speak but she made a small **move** with her hands.
- 4 The difference between success and **fail** is usually hard work.
- 5 My **decide** is final.
- 6 We thought it would be easy to climb the mountain, but the **real** was very different.
- 7 Some people have the **perception** that maths is hard.

/ 7 points

Similes

3 Match 1–7 to a–g to make similes.

- | | |
|------------|-----------------|
| 1 as quiet | a like the wind |
| 2 as brave | b as a bee |
| 3 run | c as a flash |
| 4 as quick | d as houses |
| 5 as free | e as a mouse |
| 6 as busy | f as a lion |
| 7 as safe | g as a bird |

/ 7 points

Ways of talking

4 Answer the questions with the words in the box.

gasp • groan • mutter • shriek • whine • whisper

How do people speak when they are ...

- 1 in a cinema or at a museum?
- 2 really surprised and breathing in suddenly?
- 3 really excited or frightened, almost hysterical?
- 4 annoyed and talking to themselves?
- 5 complaining that things aren't fair?
- 6 in pain or unhappy about something?

/ 6 points

Total: / 40 points

2



SPEED LIMITS

Reading

Vocabulary in context – Compound nouns: cars and the road

1 **SPEAKING** Complete the compound nouns in the sentences with the correct form of these words. Decide if each compound noun is written as one or two words.

about • camera • jam • light • limit • rage • station • up • way • wheel

HEAVY TRAFFIC!

- ▶ The first **traffic (a)** in the world were installed near Parliament Square in London in 1868. They used gas, not electricity, and controlled horse-drawn traffic.
- ▶ The first intercity **motor (b)** was between Milan and Varese in Italy. It opened in 1924.
- ▶ In 2019, in a survey by *The Zebra*, 82% of US drivers admitted to having **road (c)** or driving aggressively, at least once in the year. Forty-two percent said they had yelled at another driver while behind a **steering (d)**
- ▶ A rally driver created the first **speed (e)** in the 1950s to test how fast he could go. In 1992, the UK began using this invention as a way to check people were keeping to the **speed (f)** and not driving too fast.
- ▶ In 2010, there was a **traffic (g)** so long that it lasted over eleven days. Drivers slept in their cars. There weren't any **service (h)** nearby, so people came to sell drivers water and food, but at ten times the normal price.
- ▶ In the UK, there is a **Round (i)** Appreciation Society. Members want people to admire any statues, decorations or green areas these may have while they drive around them.
- ▶ The biggest ever **pile (j)** was probably the one in Sao Paulo, Brazil in 2011, caused, typically, by fog. Three hundred cars hit each other!

2 Complete the compound nouns in the questions with the words *driving* or *road*.

- 1 How good are you at identifying signs?
- 2 Do you think schools should teach basic safety? Why/Why not?
- 3 How old do you think you need to be to get a licence in your country? Do you want or need to get one as soon as you can? Why?

Use it ... don't lose it!

3 **SPEAKING** Use the questions in 2 to interview your partner.

Reach higher page 136

4 Read the magazine article, ignoring the gaps, and answer these questions.

- 1 What are the legal ages for driving in New Zealand, the US and the UK?
- 2 According to the article, does it seem that the legal ages will stay the same or rise in the future?

5 **09** Read the text again and choose from sentences a–h the one which fits each gap.

- a Nowadays, parents tend not to do this to avoid the typical family rows and shouting that sometimes follow.
- b This only fully develops by the age of 25.
- c They claim that it's irrelevant whether that first year is at the age of 15, 16 or 17.
- d In response to these scientific findings, some in the US think the legal age of drivers should be raised.
- e The change may well have had something to do with the fact that the fatality rate of drivers was 60% higher than in neighbouring Australia.
- f These two factors may explain why 10% of British drivers aged between 17 and 21 feel they shouldn't have passed their driving test.
- g Plus the fact that in farming areas, many teens must learn to drive so that they can help out with the work.
- h This scheme has already contributed to saving lives, but one problem is that parents have to enforce it, and many are not doing so.

6 What do the underlined words and phrases in the text mean?

7 Critical thinkers

In your opinion, are young drivers more dangerous than older drivers?

What makes you say that?



HOW YOUNG SHOULD A YOUNG DRIVER BE?

What is the best age to learn to drive? This may seem like a simple question, but there is a surprising difference between the legal requirements in different countries, and a lot of disagreement on national levels.

Until 2011 in New Zealand, you only had to be 15 to be able to drive. Then the New Zealand government decided to raise the legal age to 16, suggesting that they might toughen this up in the not-too-distant future. (1) Unfortunately, the changes to the law did not go down well in rural areas where there is almost no public transport and parents have to chauffeur their kids around whenever they want to go anywhere. (2)

Many New Zealanders who are against the raising of the legal age argue that the government needn't have done it. They say they shouldn't have bothered, since often the highest number of accidents will come in a driver's first year. (3)

However, in the US, where you can begin driving at the age of 14 in some states, there has been a lot of research done into the question of age and how it affects the skills needed on the road. What they've discovered is that there is a part of the brain that helps to control impulsive behaviour and warn us of imminent danger. (4) Interestingly, there is evidence to suggest that a lot of development happens between the ages of 16 and 18, and so a new 17- or 18-year-old driver will be safer than a new 16-year-old driver. This means there's a scientific basis to explain why teenagers sometimes have a tendency to be careless and rash, and this can obviously also have an influence on the way they behave when they fasten up their seat belts behind the steering wheel.

(5) Sadly, the statistics are clear. According to a 2017 US National Household Travel Survey, the chance of a 16-year-old driver having a crash is one-and-a-half times higher than for drivers aged between 17 and 19.

And there is also more chance a teenage driver will have an accident when they have someone else in the car with them. With two or more passengers, the fatal crash risk for 16- to 19-year-old drivers is more than five times what it is when driving alone. Why? Maybe it's simply because they become distracted by the presence of other people in the car. Or maybe it's because teenagers are more likely to take risks and break speed limits when driving with their friends since they want to show off and go fast. Whatever the reason, the discovery has led to some states implementing a system known as 'graduated-licensing' rules where 16-year-olds are not allowed to drive without parental supervision until they have driven a certain number of hours. (6)

Parents are seen as contributing to the lowering of standards amongst young UK drivers, too. In the UK, you don't have to be 18 to start driving. You need to be 17 to get a provisional driving licence but you don't have to have a minimum number of lessons. In the past, British parents would accompany their teenage children on informal practice driving lessons so that, with these extra hours, they could become more confident and competent drivers. (7) However, a study shows that today's young motorists don't have enough hours of professional lessons before taking and passing their test. In addition, 27% of young drivers say they never went out once with their parents to gain extra driving experience, either. (8)

In many countries, then, there is some debate as to what the best age is to become a driver. In general, because of the worrying statistics, there is a growing feeling that the age should be made higher. With more and more young drivers on the road, the debate is clearly here to stay.





Modal verbs of obligation, permission, prohibition, advice and criticism

1a **SPEAKING** Look at the sentences and explain why the verbs in bold are used. Decide if the sentences refer to the present or the past.

- 1 You **had to** be 15 to be able to drive.
- 2 They feel they **shouldn't have** passed.
- 3 Sixteen-year-olds **are not allowed to** drive without parental supervision.
- 4 You **need to** be 17 to get a provisional driving licence.
- 5 There is a growing feeling that the age **should** be made higher.
- 6 Many teens **must** learn to drive so that they can help out with the work.
- 7 They argued that the government **needn't have** done it.
- 8 In the UK, you **don't have to** be 18 to start driving.

1b Rewrite the sentences in 1a, changing the present to past and vice versa.

1c What other modal verbs or structures do you know to talk about obligation, permission, prohibition, advice and criticism?

✓ Check it page 28

2 Choose the correct alternative. In one sentence, both alternatives are correct.

- 1 I didn't need to go/needn't have gone to school yesterday so I stayed at home and studied.
- 2 I must have worn/had to wear a school uniform in primary school and I hated it.
- 3 You had/would better give your essay in on time.
- 4 You should/ought to look for a good driving instructor.
- 5 You don't have to/mustn't eat it all. I won't be offended.
- 6 I'm sorry but I have to/I've got to go now.
- 7 We don't need/needn't get there very early.
- 8 It was wrong to lie to you. I shouldn't had/have done it.
- 9 Our teacher prefers us not to, but we're allowed/supposed to use calculators in this exam.
- 10 You had better not/hadn't better go out. The weather's terrible.

3 Complete the text. Write one word or contraction in each gap. Sometimes more than one answer is possible.

DON'T USE YOUR SMARTPHONE ... WHILE HORSE-RIDING!

We all know that you (a) not pick up a mobile phone while driving. It's against the law. You aren't (b) to do it because this simple action causes many accidents on the roads. If you really (c) to take a call, you're supposed (d) use some sort of hands-free device. But last year, a 30-year-old Australian man (e) to pay a fine for using his phone while riding a horse. If he had been riding in the country, the rider (f) have worried because off-road you (g) have to stop using your phone – it's OK to do it. But when on a road, a horse is considered to be a vehicle, like a car, so the police had (h) stop the man because phones (i) be used, just like in a car. A judge told the man that he should (j) attached a hands-free device to his horse if he really wanted to use his phone. The man had been travelling at about 10 kph when the police stopped him. He agreed that he (k) have done what he did, but there wasn't much traffic at that time, and no real danger. Because the matter was relatively trivial, the judge decided he (l) really need to give the rider any other punishment apart from the fine.

4 **SPEAKING** Talk about these situations using present and past modal verbs. Make at least four sentences for each situation.

- 1 It's Friday evening. Two teens have gone to a friend's house but have just realised they have stayed longer than their parents gave them permission to. Now there are no buses to get home.
- 2 Joe doesn't want his parents to have to give him lifts every time he wants to go out or visit friends because he doesn't want to bother them. He's got an old bike and can cycle to many of his friends' homes but he hasn't got a cycling helmet or lights on his bike.
- 3 Katy wants to learn to drive as soon as possible but she hasn't got much money to spend on driving lessons. Her parents say they'll buy her a second-hand car as soon as she passes her test, but she wants a new car.

5 Individually, think about something you:

- 1 must do today.
- 2 have to do on a regular basis to help at home.
- 3 aren't allowed to do at school.
- 4 are supposed to do this week.
- 5 should have done yesterday.
- 6 ought to do more frequently.
- 7 had better do now.
- 8 did once, but needn't have.

Use it ... don't lose it!

6 **SPEAKING** Discuss your ideas in 5.

Developing vocabulary

Collocations with take, make and do

1 Put the words and phrases in the columns. Some words and phrases can go in more than one column.

an apology • an attempt • business • a call • a change • a choice • a comment • a complaint • control • a course • cover • a decision • a difference • effect • an experiment • harm • household chores • an improvement • an interest • the ironing • a mistake • offence • part • place • power • research • a risk • a suggestion • a test • use of something • your best

take	make	do

2 Read the questions and decide if the verbs take, make and do are used correctly. Rewrite the incorrect questions.

- When's the last time you did an apology to someone? Who was it to and what for?
- How hard do you find it to take big decisions?
- Do you make offence easily when someone criticises you?
- How do you feel when you do mistakes in written or spoken English?
- Have you or your family ever had to do a formal complaint about something? If so, what did you complain about and why?
- How much interest do you take in what other members of your family are doing?
- What household chores do you usually make?
- If you could make one improvement to the world right now, what would it be?
- What is the next exam you have to make? How are you feeling about it?
- If you could make a course to learn a new skill or hobby, which would you choose?

Exam tip

You are going to do a multiple-choice cloze test. To choose between different options, think about the meaning and grammar (e.g. if a verb goes with a particular preposition), and also about collocations and set phrases.

3 Read the text and decide which answer (a, b, c or d) best fits each gap.

HOW RISKY IS ROCK-ON THE ROAD?

Lots of drivers (and their passengers) like listening to music in their cars. But does it (1) any difference what sort of music drivers listen to? Researchers from the University of Science and Technology of South China (2) a test to find out. They asked 20 volunteers to (3) part in an experiment. The experiment didn't take (4) on an actual road; they used a simulator designed to look like a six-lane motorway. Each person (5) to do three different 'drives'. One was listening to fast rock music. The second was with lighter music at around 80 beats per minute. And for the third, the drivers weren't (6) to listen to any music at all. The researchers didn't (7) control of the volume of the music; they let the volunteers make their own (8) about how loud the music was. But the experts (9) a special interest in how fast the drivers went, depending (10) the type, or absence, of music. So, what happened? Well, when they listened to fast rock music, the drivers went faster, usually by 8 kph. They also (11) the choice to change lanes twice as often as when they were driving with light or no music. This suggests that drivers could possibly (12) more mistakes and take more (13) when they listen to fast rock music. The team responsible (14) the experiment realise they must do more research in real-life conditions before they can reach any conclusions, but it seems that you (15) to be aware of the influence of the music you listen to as you drive, especially if you're a fan of rock music.

- | | | | | |
|----|-----------|--------------|---------------|------------|
| 1 | a do | b make | c take | d have |
| 2 | a did | b made | c took | d had |
| 3 | a take | b make | c participate | d effect |
| 4 | a cover | b part | c place | d effect |
| 5 | a has | b had | c must | d ought |
| 6 | a allowed | b wanted | c better | d used |
| 7 | a do | b make | c take | d tell |
| 8 | a use | b suggestion | c effect | d decision |
| 9 | a did | b made | c take | d took |
| 10 | a in | b if | c of | d on |
| 11 | a did | b had | c made | d took |
| 12 | a be | b do | c make | d take |
| 13 | a choices | b power | c offence | d risks |
| 14 | a for | b in | c of | d with |
| 15 | a had | b must | c ought | d should |

Use it ... don't lose it!

4 SPEAKING Use the correct questions in 2 to interview your partner.

Reach higher > page 136





GREAT LEARNERS GREAT THINKERS

ENVIRONMENTAL IMPACT

Lesson aim: To think about ways of lessening our negative impact on the environment

Video: A biofueled trip

SEL Social and emotional learning: Being thoughtful and considerate

1 **SPEAKING**  Ask and answer these questions.

- 1 How negative do you think the impact of cars is on the environment? Why?
- 2 What solutions can you think of to lessen the negative impact of cars on the environment?

GREAT THINKERS



Think–Puzzle–Explore

2 **SPEAKING**  You are going to watch a video called *A biofueled trip*. Before you watch, follow these instructions.

- 1 What do you **think** biofuel is, how do you **think** it's made and how do you **think** it might be good for the environment?
- 2 What **puzzles** you about biofuel? Write questions you want answered.
- 3 **VIDEO**  Now watch and **explore** the video, and see if it answers any of your questions or puzzles. If not, which other sources of information could you use to **explore** this topic?

3a How much information do you remember from the video? Try to complete the sentences with **between one and three words and/or numbers** in each gap.

- 1 Sean Lee Davis is a writer, photographer and
- 2 He's particularly interested in issues and technology.
- 3 He's going to visit an orphanage called in Cambodia.
- 4 A factory in has found a special way to produce biofuel.
- 5 Biofuel is described as much better for the environment than
- 6 Sean wants technology similar to that of the factory he visits but it has to be smaller and more
- 7 Sean has to travel more than using a to make biofuel for his car.
- 8 On his journey, he stops to ask if anybody has any

3b **VIDEO**  Watch the video again to check and complete your answers in 3a.



4 Read the text and answer the questions.

- 1 What is the connection between this text and the video you just watched?
- 2 Why was less waste produced in the past, according to the text?
- 3 What are the general approaches towards dealing with waste suggested in the text?

WASTE NOT, WANT NOT!

Today, we, as a society, are constantly producing far too much waste. But it's worth remembering that this is a relatively modern phenomenon. In the early part of the 20th century, things were usually made by hand or cost a lot, so people wouldn't throw anything away unless it was totally beyond repair. There was no plastic (plastic cups, bottles and packaging only really took off in the 1950s and 60s), and when electrical goods and motors first appeared, they were also very expensive and would need to be fixed again and again each time they broke. People simply couldn't afford to throw them away.

It seems that everything we do in life – every hobby, every activity – leads to the creation of waste. Many objects, such as plastic and fast-food packaging, are designed to be used once and then thrown away immediately. This extends to electronic goods and clothing. There is a much higher purchase turnover these days, even when the products have hardly been used and could still be put to good use by others. It goes without saying that some waste is inevitable, but it's clear that we have to find ways to either limit the amount of rubbish we produce or come up with creative solutions in order to do something useful with all this waste – before we drown in it. So now is the time to either buy less or repair, recycle and upcycle!

- 5a** **SPEAKING**  Brainstorm as many ideas as possible for lessening the impact of waste on the environment. Think of practical ideas linked with waste at home and at school. You could use the last sentence of the text to inspire and organise your ideas.
- 5b** **SPEAKING**  Choose your three best ideas and develop them. Explain them to the rest of the class. Decide which ideas you should put in practice straight away and discuss the practical details about how to do that.

GREAT LEARNERS **SEL**



Great learners are thoughtful and considerate.

With issues like the impact of waste on the environment, why is it so important to think of all of us as citizens of just one global community?

- 1 **SPEAKING** Describe what you can see in the photos. What connections could exist between the two photos? Make a list of ideas.



- 2 Listen to a podcast about speed. What is the connection between the photos? Were any of your ideas in 1 right?

Exam tip

In multiple-choice listening tasks, do not choose an option because you hear a word that appears in it. Think about the overall meaning of what is being said and remember that you are listening for ideas, not the exact words in the options.

- 3 Listen again and choose the correct answers.

- 1 Before trains became common in Britain ...
 - a people never really looked at the time.
 - b clocks didn't work very well in different parts of the country.
 - c there wasn't one single standard time for the whole country.
- 2 Alfred Haviland believed that frequent train rides ...
 - a could cause passengers to have breathing problems.
 - b would make people's lives pass more quickly than normal.
 - c could have a number of negative effects on passengers' bodies.
- 3 People walking in front of road vehicles with red flags ...
 - a happened, but not really for cars.
 - b never actually happened.
 - c happened between 1865 and 1878.
- 4 The police stopped Walter Arnold ...
 - a because he was driving in a part of London where cars were not permitted.
 - b by driving faster than him.
 - c because he was driving much faster than he should have.
- 5 The police officer who took part in the first car chase in Britain ...
 - a drove at about 24 kph in a police car.
 - b was about to investigate a possible illegal activity when the chase started.
 - c was arrested himself because he had been driving too fast.
- 6 The race from Peking to Paris ...
 - a offered a considerable cash prize to the first to arrive.
 - b took place to see just how reliable and strong cars were.
 - c was a competition between four or five different nations.
- 7 Prince Borghese ...
 - a drove his Italian car most of the 15,000-kilometre route by himself.
 - b didn't take the shortest route between Peking and Paris.
 - c finished quite a considerable way ahead of the second car.

4 **Critical thinkers**

In your opinion, how important is speed in our daily lives? Is it too important?

What makes you say that?

Developing speaking

Discussing photos 1

1 **SPEAKING** Look at the task below. What do the photos have in common?

Student A: Compare and contrast two of the three pictures, saying:

- what might have happened just before
- how the people might be feeling

Student B: When your partner has finished talking about the pictures, say which of the situations you think is the most stressful and why.



2 Listen to a student doing the task in 1. Which two photos does the student talk about? Does she do all parts of Student A's task in 1?

4 Complete the sentences with modal verbs and the correct form of the verbs given. Sometimes more than one modal verb is possible.

- 1 My brother (go) by taxi yesterday because taxis are expensive and he hasn't got much money at the moment.
- 2 Joe's sister (pass) her driving test because I saw her driving last week.
- 3 I don't know how difficult my driving test will be tomorrow. Who knows? I (pass) at the first attempt!
- 4 Your brother (have) a driving licence yet – he's only 15.
- 5 Sam still hasn't arrived. I wonder why not. He (have) an accident on his bike. I hope not!

Use it ... don't lose it!

5 **SPEAKING** With a partner, write sentences using structures from 3 to make speculations about real situations, present and past. Then share your sentences with the class.

Reach higher page 136

6 **SPEAKING** As well as modal verbs of speculation and deduction, what language do you think is useful when discussing photos? Make a list, then compare it with the Speaking bank.

Speaking bank

Useful language to discuss photos

- Modal verbs of speculation: *may, might, must, can't*
- Comparative and superlative adjectives, (not) *as ... as, more/less ... than*
- Linkers of contrast: *while, whereas, although, however*
- Phrases for expressing your opinion: *to my mind, personally*
- Prepositions and words and expressions to explain position: *in the foreground, at the back*
- Expressions to compare and contrast photos: *Both photographs show ..., One significant difference between the photos is that ..., Compared with ...*

Exam tip

In tasks where you talk about photos, make sure that you speak for the correct amount of time. Plan your time so that you cover all the different parts of the task. Remember that you have to compare and contrast the photos, not describe each one in detail.

Practice makes perfect

7 **SPEAKING** Turn to page 149 and follow the instructions.

Grammar in context 2

Modal verbs of speculation, deduction, possibility and probability

3 **SPEAKING** Look at the sentences and decide what percentage of possibility or probability the verbs in bold express. Decide if the sentences refer to the present or the past.

- 1 The driver **must have** done something wrong.
- 2 It looks like it **could** be a driving lesson.
- 3 The driver **can't have** done badly so far.
- 4 She **must** be a little worried.
- 5 She **may well have** driven too fast.
- 6 She **might have** caused an accident.

Check it page 28

An opinion essay

- 1** **SPEAKING**  Discuss these questions.
 - 1 What can you see in the photo below? What do you think it shows?
 - 2 What do you think are the benefits of banning cars from city centres?
- 2** **SPEAKING**  Read the Culture exchange text about a car-free day in London and answer the questions.
 - 1 What different benefits of car-free city centres does the text mention?
 - 2 Do you agree with the benefits the text mentions?
 - 3 Can you think of any arguments against banning cars from city centres?

- 3** Read this essay. What is the author's point of view? Is it similar to your opinion?

Should we ban cars and other vehicles from city centres?

The idea of banning cars and other vehicles from city centres is, without doubt, a very sensitive one. Nevertheless, there are many reasons to suggest that such a decision would bring many benefits. I certainly believe that this is the case and will discuss the reasons why in this essay.

Firstly, to my mind, there is no question that cars are the main source of pollution in big city centres. The fumes and emissions from car exhausts create air pollution, making the air unsafe to breathe in many cities around the world. Many people, particularly children, are suffering serious health problems because of this.

A second major reason to ban cars from city centres is that it would give us much more space to walk, cycle, run or play. It is widely accepted that with more green or open spaces, it would be easier to encourage people who live in cities to lead healthier, more active lives.

Whilst it is true that banning cars from city centres could, in theory, cause problems for shops and restaurants, there could be a system for deliveries where a small number of vehicles could bring supplies for a limited time early in the morning, for example. Moreover, a ban on cars might not result in fewer customers. With more people visiting these areas for pleasure, this may well mean that business is better than ever.

In conclusion, I am convinced that it is time to ban cars from city centres. We have to think about protecting citizens' health from dangerous carbon emissions. And we must start now, before it's too late.

Culture exchange



A car-free day in London

The mayor of London, Sadiq Khan, has announced plans to implement London's biggest car-free day to date, closing 20 km of roads in the centre of the capital in September. Roads will be closed for the event around London Bridge, Tower Bridge and much of the City of London to help tackle the capital's air pollution crisis, which kills thousands of people each year and leaves two million – including 400,000 children – living in areas with illegally dirty air. Areas across the city will also hold events promoting walking, cycling and public transport, as well as creating many 'play streets'. It is the first time a London mayor has closed down large sections of roads in the city centre. Khan said the day would offer an opportunity for people to leave their cars behind and explore streets by foot or by bike. The event, which will take place on 22nd September, has been given a cautious welcome by campaigners.

Areeba Hamid of Greenpeace UK said, 'It's exciting to see London adopting the idea of having a car-free day, something great cities across the world from Paris to Bogotá have been giving a try ... Reducing toxic air pollution and carbon emissions are vital, but they are far from the only benefit of reclaiming our streets.'

Fiona Sutherland from London Play, a charity that campaigns for more opportunities for children to play in the city, said, '[This] will give people the opportunity to witness a transformation on their doorstep. When cars no longer dominate, what we often forget is valuable public space. For a few hours, children, whose lives are most negatively affected by traffic, will take priority. We hope that it will be the beginning of long-term change.'

Dr Audrey de Nazelle, an academic at the Centre for Environmental Policy at Imperial College London, said the event was important to show people how enjoyable a car-free city would be.

'Being aware of the scale of air-pollution health problems is not enough. Actually living the joys of a car-free or carless city will do much more to create a positive vision of what a future healthy London could be like,' she said.



4 Look at the paragraph plan for the essay in 3. Complete the plan with the main ideas in each paragraph.

Paragraph 1: Introduction, including your opinion

.....

.....

Paragraph 2: Main point(s) in support of your opinion

.....

.....

Paragraph 3: Additional point(s) in support of your opinion

.....

.....

Paragraph 4: Point(s) in support of a different opinion and your counterargument(s)

.....

.....

Paragraph 5: Conclusion, restating and possibly expanding your main point

.....

.....

5 Put these expressions from the essay in 3 in the correct place in the Writing bank.

- 1 I certainly believe that ...
- 2 To my mind, there is no question that ...
- 3 It is widely accepted that ...
- 4 Whilst it is true that ...
- 5 I am convinced that ...

Writing bank

Useful expressions in opinion essays

Expressing strong opinions

-
- I am certain that ...
-
-
- It has long been my feeling that ...
- Without doubt, ...

Disagreeing

- There can be no justification for ...
- I believe there is no evidence to support ...
- I cannot agree with ...

Expressing contrasting opinions and making counterarguments

-
- Despite the fact that ...
- Although ...,
- Nevertheless/However, ...

Giving general opinions

-
- ... is usually considered to be ...
- It is often said that ...
- It is generally believed that ...
- On the whole, it is thought that ...

6 SPEAKING  Read this extract from a newspaper article and answer the questions.

- 1 What do you think about this incident?
- 2 How dangerous do you think video games like the one mentioned in the text are?

11-year-old boy plays

Grand Theft Auto

– then begins real-life car chase!



A young Canadian boy led police on a high-speed car chase this weekend after playing the video game Grand Theft Auto™. The boy took his parents' minivan at 11 pm on Saturday and drove it to the motorway, reaching speeds of up to 125 kph without even turning on the headlights! Grand Theft Auto is one of the world's most popular video games but it is controversial in its portrayal of high-speed driving, stealing cars and violence in general. In theory, you should be 18 or over to play it.

7 SPEAKING  Look at this statement. What arguments can you think of in favour of and against the statement? Make two lists.

'Video games influence the way people behave in real life. Age restrictions should be enforced more strictly and some games should be banned completely.'

✓ Exam tip

When you write an opinion essay, it's important to plan your essay before you start writing. Make notes about what you want to say and organise your points into paragraphs. You can use the paragraph plan in 4.

Practice makes perfect

8a Write an essay giving your opinion about the statement in 7. Use your notes from 7 and the paragraph plan from 4. Use words and expressions from the Writing bank and the advice in the Exam tip.

8b When you finish your opinion essay, use the Writing checklist on page 141 to check it.

Grammar reference

Modal verbs of obligation, permission, prohibition, advice and criticism – present

We use:

- **have to** to talk about things which are obligatory or necessary. It often describes obligations imposed on us by other people and authorities.
- **don't have to** to talk about things which are not obligatory or necessary.
- **must** to talk about rules, regulations and obligations. It often describes obligations that come internally, from ourselves.
- **mustn't** to talk about prohibitions.
- **need to** to talk about things which are obligatory or necessary.
- **don't need to** or **needn't** to talk about things which are not obligatory or necessary. With *needn't* we do not use *to* before the infinitive.
- **can't** to refuse permission.
- **should, shouldn't, ought to, had ('d) better (not)** to give and ask for advice and recommendations. *Had better* is especially for when we think we should do something because it's a good idea. *Ought to* and *had ('d) better* are slightly less common in the negative and question form.
- **(not) be allowed to** to talk about things that we have permission and don't have permission to do.
- **be supposed to** when somebody is expected to behave in a particular way, especially according to someone in authority.

Modal verbs of obligation, permission, prohibition, advice and criticism – past

We use:

- **had to** to talk about things which were obligatory or necessary.
- **didn't have to** to talk about things which were not obligatory or necessary.
- **needed to** to talk about things which were obligatory or necessary.
- **didn't need to** to talk about things which were not obligatory or necessary, and so we didn't do them.
- **needn't have + past participle** to talk about things that were not obligatory or necessary, but we did them.
- **wasn't/weren't allowed to** to talk about past prohibitions.
- **couldn't** to talk about things that were prohibited or not possible.
- **should/ought to have + past participle, shouldn't have + past participle** to criticise past actions or to say that they were a mistake.

Modal verbs of speculation, deduction, possibility and probability – present and future

We use:

- **must** when we are 90% certain that something is true.
- **may, might, could, may not, mightn't** when there is around a 50% possibility that something is true (or not). We can add *well* after *may, might* and *could* in the affirmative to say that there is a stronger possibility (around 70%).
- **can't** when we are 90% certain that something is not true.

When we are 100% certain that something is or isn't true, we do not use modal verbs of speculation and deduction.

Modal verbs of speculation, deduction, possibility and probability – past

We use:

- **must have** when we are 90% certain that something was true.
- **may have, might have, could have, may not have, mightn't have** when there is around a 50% possibility that something was true (or not). We can add *well* after *may, might* and *could* in the affirmative to say that there is a stronger possibility (around 70%).
- **can't have** when we are 90% certain that something was not true.

Vocabulary

12 1 Compound nouns: cars and the road

driving licence • motorway • pile-up • road rage • road safety • road sign • roundabout • service station • speed camera • speed limit • steering wheel • traffic jam • traffic light

13 2 Collocations with *take, make* and *do*

take: a call • control • a course • cover • a decision • effect • an interest • offence • part • place • power • a risk • a test
make: an apology • an attempt • a call • a change • a choice • a comment • a complaint • a decision • a difference • an improvement • a mistake • a suggestion • use of something
do: business • a course • an experiment • harm • household chores • the ironing • research • a test • your best



Modal verbs of obligation, permission, prohibition, advice and criticism

1 Choose the correct alternative.

- I'm sorry. I should/ought to have asked your permission to go.
- We had/should better leave the room now because somebody's waiting to use it.
- The rules said we weren't allowed/supposed to use a green pen in the exam.
- I had to go/must have gone to the hospital yesterday because my grandfather was ill.
- You didn't see me at the meeting because they told me that I didn't need to go/needn't have gone.
- Have we/Do we have to sign this document?
- She said we need/needn't pay to get in.
- I ran to the station but I needn't have bothered/didn't need to bother because the train was delayed.
- I didn't have to dress/needn't have dressed up for the party but I wanted to wear my new dress.
- You can't/supposed to park here. You're blocking the entrance.

/ 10 points

Modal verbs of speculation, deduction, possibility and probability

2 Decide if the verbs in bold are in the correct form. Rewrite the incorrect forms.

- That car **mustn't be** hers because she can't afford to buy one.
- I wonder why he hasn't come. He **mayn't have remembered** that we have a meeting.
- If we go now, we **may well get** there for the start of the film.
- I don't know who lent me this pen, but I suppose it **can have been** Kay.
- You've got the wrong answer so you **must have make** a mistake somewhere in your calculations.
- I'm not sure when the next test is, but I suppose it **could be** next week.
- You've had a long journey. You **must have been** tired.
- She's got a very expensive car. She **can't earn** a lot of money.
- I can't find my gloves anywhere. I **must have dropped** them.
- The shop **must not have been** open today – I'll phone and check before I go.

/ 10 points

Vocabulary test

Compound nouns: cars and the road

1 Use these words to make seven compound nouns connected with cars and the road.

about • driving • jam • licence • pile • rage • road • round • service • station • steering • traffic • up • wheel

2 Complete the sentences with the correct compound noun from 1.

- is very dangerous because when you're angry you can lose control of yourself and the car.
- To make the car turn right, you have to turn the to the right.
- There was a terrible at rush hour because everyone was driving to work at the same time.
- He got his after he passed the test on his first attempt.
- There was a big on the motorway as cars crashed into each other because of the dense fog.
- She stopped at the to fill the car with petrol and buy snacks.

/ 13 points

Collocations with take, make and do

3 Complete the sentences with the correct form of take, make or do.

- It no difference what I think – I want to know your opinion.
- The actor has a formal apology for his behaviour.
- He refused to continue with the interview because he'd offence at some of the questions about his private life.
- It doesn't any harm to be polite.
- You should another attempt to pass your driving test.
- It's difficult to get a good mark if you don't an interest in the subject.
- Are you sure you've the right choice?

/ 7 points

Total: / 40 points

Reading

Reading exam tip

In activities in which you have to choose the correct word, remember ...

Read the whole text first to understand the topic and main ideas. Before you choose the correct words, try every option in each gap and look for any words which form a collocation or a set phrase.

- 1 Read the text. What are the three main points the writer is making?
- 2 Read the text again. For questions 1–8, decide which answer (A, B, C or D) best fits each gap.

About News Articles

What are we missing?

Many of us are aware that body language contributes significantly to how well we communicate. A common (1) is that at least 55% of our communication is non-verbal. Body language differs between cultures, but it is a universally important feature of getting our message (2) and managing our relationships. Sometimes body language can even replace words. For example, we might simply (3) closer to someone to show we are interested in what they are saying, rather than (4) this interest in words. This non-verbal communication is so important that some people are worried that, in an era where so much communication takes (5) online, how we manage our language is changing. Not only that, but because we now communicate globally, we may have to (6) how we read and accommodate body language in another culture. Luckily, technology can help because we can assimilate how body language (7) in other cultures by watching movies from that culture or perhaps chatting to someone online and (8) how what they do is similar to or different from our own body language.

- | | |
|-------------------|---------------|
| 1 A comprehension | B sense |
| C belief | D thought |
| 2 A past | B across |
| C to | D through |
| 3 A bow | B slant |
| C incline | D lean |
| 4 A expressing | B directing |
| C prompting | D pronouncing |
| 5 A place | B position |
| C up | D situation |
| 6 A count | B consider |
| C regard | D wonder |
| 7 A drives | B controls |
| C produces | D works |
| 8 A remarking | B detecting |
| C noticing | D sighting |

- 3 **SPEAKING**  How aware are you of your own body language? Do you miss body language when you talk online?

Writing

Writing exam tip

When you need to write a guided essay, remember ...

Read the task and notes carefully and check you include all the key points in your essay. Make sure you expand arguments for the most important point. Include your own opinion.

- 4 Read the task and write your essay. Write your answer in 220–260 words.

Your class has attended a panel discussion about safe driving. You have made the notes below:

Should everyone retake their driving test every five years?

- improved road safety
- practice of new technology
- familiarise oneself with new road laws

Some opinions expressed in the discussion: 'Expensive – but people need to be checked for bad driving.'

'There's always new technology in cars and people need to know how to use it properly!'

'Road laws change over a lifetime, like rules about mobile use.'

Write an essay discussing two of the points in your notes. You should explain which point is the most important reason for retaking your driving test every four years, giving reasons in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

- 5 Swap essays with a partner. Use the Writing checklist on page 141 to check your partner's essay and give suggestions to help them improve.



Environmental initiatives in your country



Virtual
Classroom
Exchange

1 SPEAKING Starting point

How much do you remember about the text on page 26 about a car-free day in London? What were the different aims of this event?

2 SPEAKING Project task

You want to inform students from other countries about one or more initiatives in your country that aim to improve the environment. Search the Internet for information and facts about the initiative(s). Prepare one of these:

- A poster C video message
B presentation D information leaflet

Research areas

- initiatives in your town, city, region or country
- initiatives that have already been launched or that are to begin in the future
- large- or small-scale initiatives
- ideas connected with cars and transport
- ideas connected with rubbish and recycling
- ideas connected with planting trees and plants
- ideas connected with industry

3 Think about ...

Digital skills

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

Academic skills

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

Collaboration

When you work in a team, decide the best way to divide the work equally and fairly. You could all search for different information, for example. Or some people could look for information, while others are responsible for preparing artwork or writing the final version or giving the presentation. Make sure that everyone is happy with the distribution of work.

Useful language

Who wants to ...?, Are you happy doing ...?, Can I ...?, I'd like to ..., Can I volunteer for ...?, Why don't I/you/we ...?

Intercultural awareness

Think about any elements in your presentation that could be new or unusual for somebody who isn't from your country, for example the places, weather or local geography. Check also for any words or expressions in your language that you think are difficult to translate. Then decide how to explain those elements, words and expressions to make them easy to understand.

4 SPEAKING Project time

Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for:

Content Design
Presentation Language