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ON THE COVER

A group of mangrove trees show their unique shapes in front of a twilight sky on the beach of Walakiri, Sumba, Indonesia. Mangroves are extremely tough and are one of the few tree and shrub species that can grow in salt water. They cover only 1% of the planet but are some of the most biodiverse places on earth.

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Reading	Critical thinking	Speaking	Writing	Video
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9 The news <i>pages 105–116</i> Review <i>page 116</i>	verb patterns with reporting verbs; passive reporting verbs	reporting verbs; positive adjectives; wordbuilding: forming adjectives from verbs; word focus: <i>word</i>	reporting what you have heard	the schwa	an extract from a news programme about how we receive our news; a news story about a world record event in Mexico; recognizing particle reduction in fast speech
10 Using your talents <i>pages 117–128</i> Review <i>page 128</i>	articles: <i>a/an, the</i> or zero article?; relative clauses	careers; wordbuilding: verb (+ preposition) + noun collocations; the senses; word focus: <i>self</i> ; personal qualities	describing skills, talents and experience	linking vowels; difficult words	someone talking about a professional female football player; a description of a man with an unusual talent; listening for specific details
11 Knowledge and learning <i>pages 129–140</i> Review <i>page 140</i>	<i>could, was able to, managed to</i> and <i>succeeded in</i> ; future in the past	education; wordbuilding: idioms; word focus: <i>learn</i>	getting clarification	contrastive sentence stress; linking in question forms	a description of a school in the Netherlands; a talk by a psychologist on memory; guessing from context
12 Money <i>pages 141–152</i> Review <i>page 152</i>	focus adverbs: <i>only, just, even</i> ; causative <i>have</i> and <i>get</i>	the economy and work; services; wordbuilding: <i>the</i> + adjective; business words	negotiating	adverbs; /ʃ/, /tʃ/, /z/ and /dʒ/; long vowel sounds	an expert talking about attitudes to money; a podcast about petcare activities; thinking about the speaker's purpose / attitude

Reading	Critical thinking	Speaking	Writing	Video
a review about the Danish parenting style; an article about family dialects	giving examples	presenting ideas about traditional rules of behaviour; talking about eating habits; asking and answering a language quiz; presenting a traditional food map	a description; adding detail	<i>Hunting for Maori foods</i> ; visual literacy: analyzing video storytelling
an article about female computer scientists; an article about helping young people to succeed in sport	perspectives	describing unusual or challenging circumstances; talking about wishes; describing a sport or leisure activity; talking about effective images	an opinion blog; giving vivid examples	<i>What would you do if money didn't matter?</i> ; visual literacy: interpreting messages
a news article about an unusual job; an article about fake news	a critical mindset	telling a human interest story; presenting a news story; identifying fake news; presenting fun ways to develop life skills	a news article; using quotations	<i>Thuy: an inspiration in her community</i> ; sustainable life: quality education
an article about an extraordinary career; an article about overcoming challenge	personal responses	outlining a career path; talking about sensory experiences; recommending jobs based on preferences; presenting a storyboard	a covering letter / email; sounding positive	<i>Music of the Spheres</i> ; visual literacy: evaluating effective visuals
an article about postive education; an article about how animals think	explaining ideas	discussing well-being; giving excuses for events; types of learner; performing an experiement	an email about a misunderstanding; linking contrasting ideas	<i>An interesting science experiment</i> ; visual literacy: interpreting body language
an article about Norway's riches; an article about a business trend	opinion words	comparing quality of life; discussing professional services; presenting a business idea; presenting ways to support sustaiable businesses	a short report; key phrases in report writing	<i>The farmery</i> ; sustainable life: sustainable economic growth

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UNIT 1

- A flamingo's personality profile
- India's post-millennial generation
- Immigrant families in New York
- A unique pen pal experiment



UNIT 2

- A famous sporting rivalry
- An interview with a visual storyteller
- The Brothers Grimm
- How not to climb a mountain



UNIT 3

- A digital art installation in Singapore
- Reverse graffiti artists
- The power of music
- A sustainable city in Brazil



UNIT 4

- The future of virtual reality
- Optimistic ideas using technology
- Materials for the future
- Assistive technology



UNIT 5

- The rise of the staycation
- Hotels with a twist
- A greener way to travel
- A beautiful story about travelling alone



UNIT 6

- Renewable energy development in Spain
- Dubai's new chapter
- The abandoned town of Santa Laura, Chile
- A new idea for generating clean energy



UNIT 7

- Rules of public behaviour
- Raising children in Denmark
- The secret languages we speak
- A documentary about Maori cuisine

UNIT 8

- A wall for hopes and dreams
- The rise of female astrophysicists
- The effects of Ultimate Frisbee
- The power of a message

UNIT 9

- An unusual job
- Setting a world record in Mexico
- How to spot fake news
- An inspirational student



UNIT 10

- An award ceremony in Brazil
- The first man to step on the Moon
- The life of a stunt double
- Listening to the universe

UNIT 11

- An interactive school in the Netherlands
- Testing your memory
- How animals think
- Science experiments with Dr Erukhimova

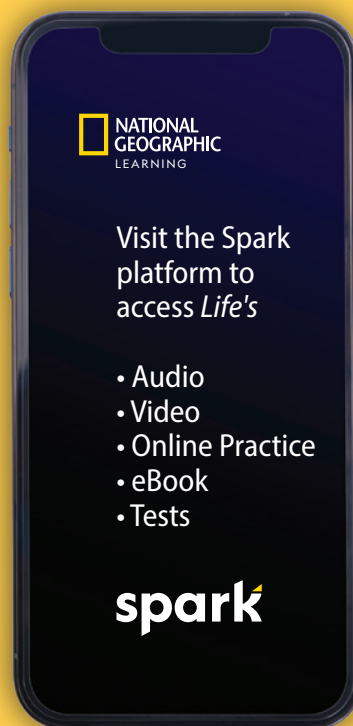
UNIT 12

- Our attitudes to money
- A 'doga' class in Hong Kong, China
- A start-up business in Los Angeles
- Ben Green's innovative idea

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UNIT 1 Relationships



Danuru Sherpa relaxing at the family home in Phortse, Nepal

UNIT GOALS

- 1a** • use a range of present tenses to talk about friendships
- describe character and personality
- talk about relationships using phrasal verbs
- 1b** • form adjectives from verbs and nouns
- use past simple and present perfect to discuss generational differences
- 1c** • read the stories of immigrant families and evaluate conclusions
- 1d** • learn common expressions for meeting people and exchanging news
- 1e** • use greetings and endings in an informal email
- 1f** • watch a video about pen pals and examine ways that data can be visualized

- 1** Work in pairs. Look at the photo and the caption. Discuss the questions.

- 1 What is a sherpa's job?
- 2 What do you think the man and woman's relationship is? What about the people in the photos on the wall?
- 3 Friendship is one of the most common kinds of relationship. How many kinds of friend can you think of? Make a list, e.g *good friend*.

- 2** Look at these relationships. Tell your partner what each one means and think of an example you know.

brother-in-law colleague fiancé(e) flatmate grandparent
old friend partner landlord

- 3**  **1.1** Listen to three people talking about important relationships in their lives. Put the number of the speaker (1, 2 or 3) next to the person they are talking about in Exercise 2.

- 4** Look at the sayings about relationships. Do you know what each one means? Give an example (real or invented) to illustrate it.

- a 'Blood is thicker than water.'
- b 'A friend in need is a friend indeed.'
- c 'The apple doesn't fall far from the tree.'
- d 'No man is an island.'

Birds of a feather



A flock of flamingos at Lake Bogoria, Kenya

Vocabulary describing character

1 Look at these adjectives and discuss the questions.

considerate dependable energetic
 good fun laid-back outgoing selfish
 serious shy unreliable

- Which adjectives are positive, which are negative and which could be either?
- Which are opposites (or near opposites)?
- Which adjective(s) do you think describe you?

Listening

2 Work in pairs. Look at the photo and answer the questions about flamingos. If you don't know an answer, then guess.

- Where do flamingos live?
- Why are they pink?
- Why do they live in large flocks (groups)?
- What kind of personality do they have?

3 **1.2** Listen to an extract from a radio programme. What is surprising about these animals?

4 **1.3** When English is spoken quickly, words are often merged or joined together. Listen and notice how the speaker says these expressions.

go even further that's to say
 in much the same way if it could be
 can aid survival to name just a few

5 **1.2** Listen to the radio programme again and answer the questions.

- What did we already know about animals' behaviour towards other animals in their group?
- How does the speaker define 'making friends' in this case?
- What two personality types did McCully identify among flamingos?
- What conclusion did Paul Rose come to about the reason for animal friendships?

Grammar present tenses: simple, continuous and perfect

PRESENT TENSES: SIMPLE, CONTINUOUS and PERFECT

1 Present simple

The outgoing group often **spend** time together.

Flamingos **live** in large flocks.

Paul Rose **studies** animal behaviour.

2 Present continuous

Today we're **looking** at animal friendships.

They **are not trying** to compare animals and humans.

Researchers **are finding** more and more evidence of this.

3 Present perfect (simple and continuous)

New research **has revealed** that animals make friends with each other.

He **has found** that they form cliques of friends.

She **has been making** personality profiles.

And she **has gathered** a lot of evidence.

For further information and practice, see page 156.

- 6 Look at the grammar box on page 10. Match the sentences in the grammar box with the specific uses of each tense (a–h) described below.

The outgoing group often spend time together = c) routine

- We use the **present simple** for something seen as permanent including a) facts, b) habits and c) routines.
 - We use the **present continuous** for something either happening d) now, e) around the time of speaking or for f) a changing situation.
 - We use the **present perfect** (simple and continuous) for a past event that either g) has an impact on or relevance in the present or h) for something that began in the past and continues into the present.
- 7 Look at the examples of the present perfect in the grammar box. Which form (simple or continuous) generally expresses or emphasizes prolonged or repeated activity?
- 8 Choose the correct options to complete the text about animal friendships.

Over the years, there ¹are / have been a number of YouTube videos showing unlikely animal friendships. Recently, people ²have discussed / have been discussing a film which shows a dog making friends with an elephant. Elephants often ³show / are showing concern for other elephants in their social group, but this video shows scenes of the two animals spending time and playing together. The dog was left there by its owner and became very unhappy. But since the elephant befriended it, it ⁴has recovered / has been recovering and the two animals can't be separated. The question scientists ⁵now ask / are now asking is: Is such behaviour normal, or do we just want it to be? Some people say it happens when animals ⁶are living / have been living close to humans for some time. No one ⁷has provided / has been providing a definite answer, but it seems some animals are just naturally sociable. Others, like giant pandas, ⁸live / are living more independent and solitary lives.

- 9 Complete the sentences. Use the correct present tense of the verbs. Use contracted forms where possible. Which ones could be true for you?
- I _____ (live) with my friend Ezra at the moment, but each of us _____ (have) our own group of friends that we hang out with.
 - We're not close friends – we _____ (just / learn) French at the same evening class for the past year.
 - Lara and I went on a trip to Peru ten years ago and we _____ (be) friends ever since. We keep up with each other on social media.
 - Oh, _____ (you / know) Tom too? He and I _____ (know) each other since primary school. We should all meet up some time.

- Jacob _____ (often / hang) around when he's bored, but he _____ (never / come) round if he's got something better to do.
- Marta is a really dependable friend. She _____ (always / stand) by me when I've needed help.
- Kim and I _____ (be) at the same company for about three years. We _____ (work) on a project together at the moment.
- I get on very well with Marco, even though we _____ (never / see) each other socially. I think I _____ (be) round to his house once.

- 10 Underline these phrasal verbs in Exercise 9.

- one with the verb *get*
- one with the verb *stand*
- two with the verb *hang*
- two with the particle *up*
- two with the particle *round* or *around*

Which phrasal verbs contain two particles (e.g. *on* and *with*)? Discuss what each verb means.

'get on with' = have a good relationship with

- 11 Complete the sentences with the correct phrasal verbs from Exercise 9.

- We come from different backgrounds, but we _____ really well.
- We don't have to do anything special, like going to a show. It would just be nice to _____ together for a bit.
- I'm busy at six thirty, but we could _____ later, if you like. Say, eight?
- Why don't you _____ to my house for dinner tonight?
- Some friends are great to have fun with, but real friends are the ones who _____ you when things aren't going so well.
- I made some good friends at university, but I haven't _____ with many of them since.

Speaking my life

- 12 Think about a friendship you have. Make notes on the points below. Then describe this person to your partner.

- how you met and how long you've been friends
- where and how often you see them
- their current work or studies
- their personality and why you like them
- in what ways you are similar or different
- what things you do together or have done recently

I've known Nguyen for about five years. We met at the restaurant she works at.

The diverse generation

Reading

- 1 Look at the photo and the title of this article. What do you think a 'patchwork of identities' might be? Give reasons.
- 2 Discuss what things you think people born between 1998 and 2012 (post-millennials) might have in common. Then read the article about this generation in India. Did it mention any of the same things?
- 3 Read the article again. Find examples of:
 - difficulties this generation has encountered
 - how this generation differs from their parents' generation
 - someone combining different interests
 - someone helping others to develop
- 4 Do you agree with the description of post-millennials as a group which likes to experiment with and express its identity? Give examples to support your point of view.

Wordbuilding forming adjectives

WORDBUILDING forming adjectives

There are various endings in English which are commonly used to form adjectives: *-al, -ful, -ish, -ent, -ous, -ive*.
act → *active*, *study* → *studious*

- 5 a Look at the wordbuilding box. Find adjectives in the article that come from these words.

conserve fame finance instruct thank

- b Form adjectives from these words by using the correct suffix and making any other necessary changes.

- | | |
|------------|-----------|
| 1 ambition | 5 emotion |
| 2 child | 6 help |
| 3 decide | 7 respect |
| 4 depend | 8 society |

1.4

India's post-millennial generation is the largest youth population of any country. More than 40% of India's 1.4 billion population is under 25. Like other post-millennials around the world, they have grown up in a time of financial insecurity. What also sets this generation apart is that they are digital natives. Living in a digital world, they are exposed to diverse cultures, unusual people and unique life stories. This has made them self-aware and keen to express their own identities. While their parents might have had more conservative experiences and have been more likely to follow in the footsteps of their own parents, post-millennials seem more ready to experiment with ways of being themselves.

Brother and sister Sanatan and Savitri Mahto became a YouTube sensation in 2019 when they started posting videos of themselves performing Bollywood dance routines from their village in north-east India. Savitri trained as a school teacher, and Sanatan studied Political Science to post-graduate level. He is thankful for the money his videos have brought the family; they have recently built their own studio in the family home. He is happier still that they have brought about some social change. Formerly, in rural areas such as this, young people would usually have gone into the same jobs as their parents. 'My message for the youth is very simple,' says Sanatan. 'Don't waste time pursuing such careers for which you don't have any aptitude and instead concentrate on your passion.'



Twenty-four-year-old Ramila Weerasinghe, who works in a famous high-class hotel in Colombo, Sri Lanka, loves her job as a chef. But she has also been working as a volunteer in her free time, counselling vulnerable women – a role she is just as proud of. She did not study psychology at university, but she has instinctive enthusiasm and empathy which make her a natural counsellor.

Santosh Jadhav grew up watching his grandfather grow okra and tomatoes on their small family farm. He took over the farm when he was 22 and started to research better ways to farm with limited water. Combining his new-found knowledge with a passion for film, he has been posting instructive videos under the account 'Indian Farmer' ever since. In a country where over 40% of the population works in agriculture, it was a smart move.

Grammar past simple and present perfect

PAST SIMPLE and PRESENT PERFECT

Past simple

Their parents **were** more conservative and **grew up** in more stable times.

Present perfect (simple and continuous)

They **have grown up** in a time of financial insecurity.
She **has also been working** as a volunteer in her free time.
He is thankful for the money his videos **have brought** the family.

For further information and practice, see page 156.

- 6** Work in pairs. Look at the grammar box. Choose the correct option to complete the sentences.
- The *past simple* / *present perfect* expresses a connection between the past and the present.
 - The *past simple* / *present perfect* refers to something at a specific (finished) time in the past.
 - We generally use adverbials of finished time (e.g. *some time ago*, *when I was a child*, *in 2020*) with the *past simple* / *present perfect*.
 - We generally use adverbials of unfinished time (e.g. *until now*, *so far this year*, *since 2020*) with the *past simple* / *present perfect*.

- 7** Underline three more sentences with the past simple and three with the present perfect in the article. Which tense is used and why?

She did not study psychology at university = *past simple to describe a finished event*

8 Pronunciation auxiliary verbs *have* and *has*

1.5 Listen to how the auxiliary verbs *have* and *has* are pronounced in the underlined sentences. Then listen again and repeat.

- 9** Complete the conversation between a parent (P) and a teenager (T). Use the past simple or the present perfect (simple and continuous).
- P: ¹ (you / do) your maths homework yet – the homework you ² (not / do) yesterday?
- T: Yes, it ³ (be) easy.
I ⁴ (study) equations before.
- P: Oh, OK. What about your project on Brazil? The one you ⁵ (ask) me about a few days ago.
- T: It's not finished yet. I ⁶ (look) for up-to-date information on the internet all morning.
- P: Well, I ⁷ (not / study) geography since I was a child, but I'm good at searching the internet. I'll give you a hand.
- T: Thanks, but I ⁸ (already / arrange) to meet Javier and work on it with him.

- 10** Look at the conversation in Exercise 9 again. Underline the time expressions that helped you to choose the right tense. Then complete the table with the expressions you underlined.

Past simple	last week, in the past, in 2021,
Present perfect simple	ever, so far, just, over the past three months, this year, since I was a child,
Present perfect continuous	over the past three months, this year,

- 11** Work in pairs. Act out two similar conversations between a parent and a teenager. Use these opening lines.

- P: Have you tidied your room yet?
- P: Have you eaten any vegetables or fruit today?

- 12** Choose the correct options to complete the statements about different generations. Then discuss the statements.

- I don't know if our grandparents' generation *worked* / *have worked* harder than we do, but I'm pretty sure they *didn't have* / *haven't had* so much fun.
- Some people say kids *are growing* / *have been growing* up faster over the last twenty years, becoming adults sooner. Others say it's the opposite.
- What happens to the brains of a generation that *has been using* / *used* the internet all their lives? Do they have a shorter attention span or are they actually quicker thinkers?
- Many of my parents' generation *already retired* / *have already retired* with good pensions. I probably won't be able to retire until I'm 70, but I don't mind that.

Speaking my life

- 13** Work in groups. Discuss the differences between your parents' lives and your own. Think about these areas or use your own ideas. Who do you think has had an easier life?

- upbringing and school
- technology
- standard of living
- work opportunities
- free time

My mum had quite a strict upbringing. I think I've been lucky in comparison ...