

# Eyes Open

STUDENT'S BOOK

The logo for 'COMBO B' features a stylized red and white graphic resembling a book or a stack of papers, with the text 'COMBO B' in white on a black rectangular background.

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with **Eoin Higgins**

Unit	Vocabulary	Reading	Language focus 1	Listening and vocabulary
<b>5</b> <b>Let's talk</b>	<b>p53</b> Communication	<b>p54</b> A survey <b>Explore</b> communication collocations	<b>p55</b> <i>will, might/may</i> + adverbs of possibility ▶ Social networks	<b>p56</b> Short conversations Communication verbs
<b>6</b> <b>Fears</b>	<b>p63</b> Fears	<b>p64</b> An advice column <b>Explore</b> prepositional phrases <b>Get it right!</b> <i>advice</i>	<b>p65</b> <i>be going to/will</i> /Present continuous ▶ Creepy creatures	<b>p66</b> Conversations between friends <i>-ed</i> and <i>-ing</i> adjectives <b>Get it right!</b> <i>bored/boring</i>
<b>Review Unit 5 and 6 page 72–73</b>				
<b>7</b> <b>School life</b>	<b>p75</b> Life at school	<b>p76</b> A student blog <b>Explore</b> words in context <b>Get it right!</b> <i>want</i> + infinitive	<b>p77</b> Second conditional ▶ The women of Ayoquesco <b>p97 Say it right!</b> Intonation in second conditional sentences	<b>p78</b> A discussion <i>make</i> and <i>do</i>
<b>8</b> <b>Green planet</b>	<b>p85</b> Materials <b>Get it right!</b> <i>the</i> and plural nouns <b>p97 Say it right!</b> Stress in compound words	<b>p86</b> An article <b>Explore</b> words in context	<b>p87</b> Present simple passive <b>Get it right!</b> active vs. passive ▶ Where does it all go?	<b>p88</b> A class presentation Energy issues
<b>Review Unit 7 and 8 page 94–95</b>				

**Projects p125** Irregular verbs and phonemic script: back of book

Language focus 2	Discover Culture (Video and Reading)	Speaking	Writing	Extras
<p><b>p57</b> First conditional + <i>may/might, be able to</i> <b>Get it right!</b> <i>if</i> clauses</p> <p><b>p97 Say it right!</b> Intonation in first conditional sentences</p>	<p><b>p58</b> 🎯 The language of the future? <b>p59</b> An article <b>Explore</b> phrasal verbs</p>	<p><b>p60</b> 🎯 <b>Real talk:</b> Have you ever given a class presentation? Reassuring someone</p>	<p><b>p61</b> An essay <b>Useful language:</b> Introducing points and arguments</p>	<p><b>p119 CLIL</b> Technology – Early written communication 🎯 Pictures with meaning <b>p103 Grammar reference</b> <b>p111 Vocabulary bank</b></p>
<p><b>p67</b> Quantifiers <i>a little/a few</i> <b>p97 Say it right!</b> <i>ough</i></p>	<p><b>p68</b> 🎯 Calendar of the ancient Maya <b>p69</b> An article <b>Explore</b> opposites</p>	<p><b>p70</b> 🎯 <b>Real talk:</b> What are you afraid of? Expressing surprise</p>	<p><b>p71</b> An email to a friend <b>Useful language:</b> Introducing news and explaining things</p>	<p><b>p120 CLIL</b> Geography – Living in a global city 🎯 City or country? <b>p104 Grammar reference</b> <b>p112 Vocabulary bank</b></p>
<p><b>p79</b> Second conditional questions</p>	<p><b>p80</b> 🎯 Playing with Maths <b>p81</b> An article <b>Explore</b> phrasal verbs</p>	<p><b>p82</b> 🎯 <b>Real talk:</b> Who would you talk to if you needed advice? Asking for and giving advice</p>	<p><b>p83</b> A problem page <b>Useful language:</b> Summarising a problem and giving advice</p>	<p><b>p121 CLIL</b> Technology – Social media 🎯 Be safe online <b>p105 Grammar reference</b> <b>p113 Vocabulary bank</b></p>
<p><b>p89</b> Past simple passive Past simple passive question forms</p>	<p><b>p90</b> 🎯 Build it better <b>p91</b> An article <b>Explore</b> phrasal verbs</p>	<p><b>p92</b> 🎯 <b>Real talk:</b> What kind of voluntary work can you do in your school or town? Apologising and explaining</p>	<p><b>p93</b> A newspaper article <b>Useful language:</b> Using direct speech</p>	<p><b>p122 CLIL</b> Chemistry – Renewable energy 🎯 Driving into the future <b>p106 Grammar reference</b> <b>p114 Vocabulary bank</b></p>



# Let's talk



In this unit ...



Social networks p55



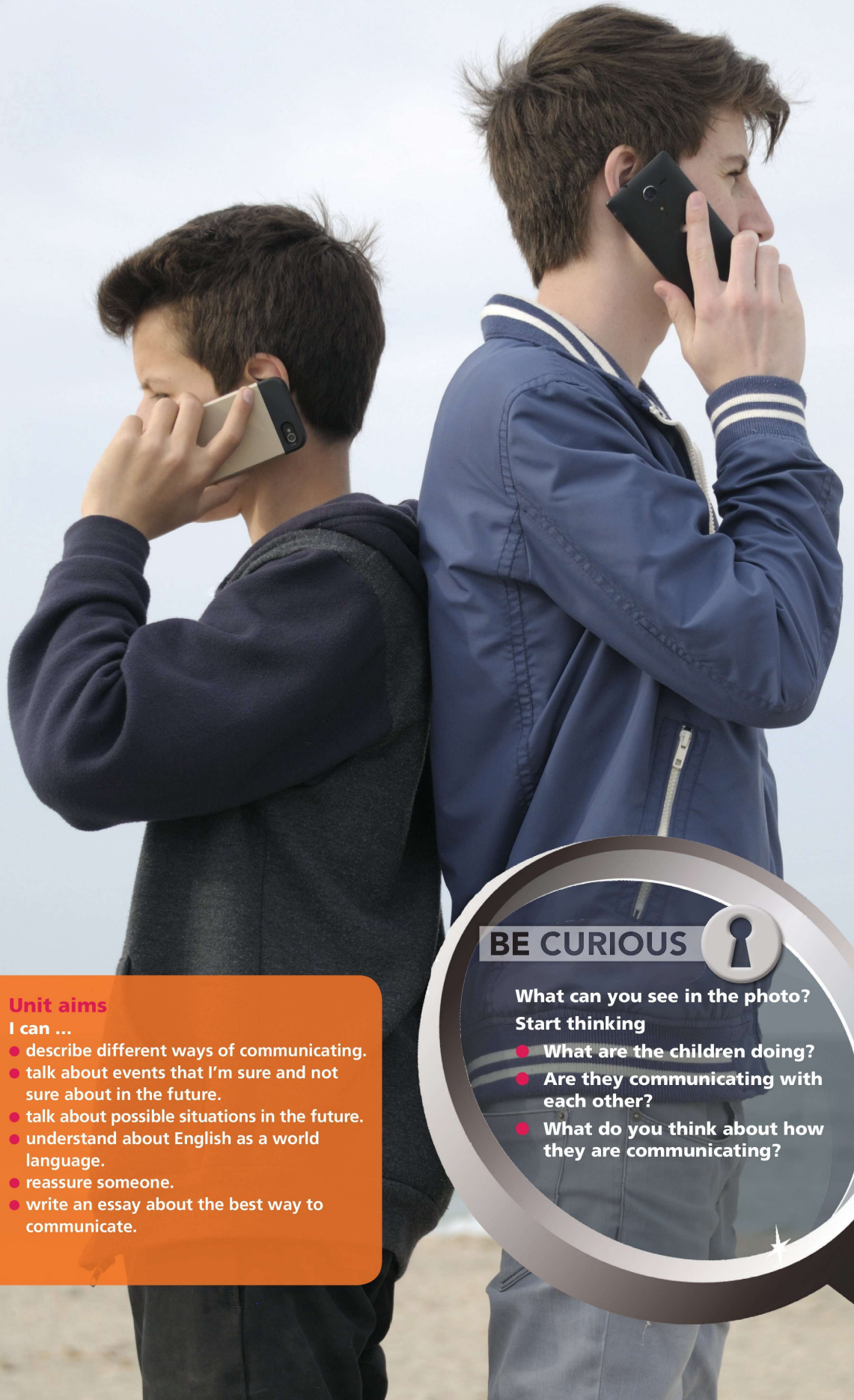
The language of the future? p58



Giving a presentation p60



CLIL Pictures with meaning p119



### Vocabulary

- Communication
- Communication collocations
- Communication verbs
- Phrasal verbs

### Language focus

- *will, might/may* + adverbs of possibility and probability: *definitely, probably*
- First conditional

### Unit aims

I can ...

- describe different ways of communicating.
- talk about events that I'm sure and not sure about in the future.
- talk about possible situations in the future.
- understand about English as a world language.
- reassure someone.
- write an essay about the best way to communicate.

### BE CURIOUS



What can you see in the photo?  
Start thinking

- What are the children doing?
- Are they communicating with each other?
- What do you think about how they are communicating?



## Vocabulary Communication

- 1** **2.01** Match the words in the box with the pictures (a–f). Which pictures are missing? Then listen, check and repeat.

Tweet text message social media post  
 email **chatting** phone call Skype™  
 forum blog post

a *chatting*

- 2** Match the missing pictures from Exercise 1 to the definitions.
- A message of 140 characters.
  - When you write information about yourself to share with others.
  - An online diary.
- 3** Match the comments with a form of communication from the box in Exercise 1.
- Hi, this is Susan. Sorry, I can't talk at the moment. Please leave me a message after the beep! *phone call*
  - Please find attached the form. You need to complete it and send it back to me.
  - Hi Grandma, can you see me OK? I can hear you but there's no video. Can you turn your webcam on?
  - @RM\_Players celebrate in the street. We won the league again! #victory
  - OK Tanya, CU on Fri at 7:30 @ the cinema. Txt me if u get lost!
  - Barbara has added 17 new photos to her album Life in Leeds.
- 4** **2.02** Listen to the conversation. What forms of communication do they talk about from Exercise 1?

### Your turn

- 5** Put the forms of communication from Exercise 1 in order of when you most often use them.
- 6** Work with a partner. Compare your answers from Exercise 5. Then complete the quiz and compare your answers.

I've got text messages first because I send hundreds of texts every day!



### 1 How often do you use these forms of communication?

	several times a day	once a day	once a week	less
phone				
email				
text				
Tweet				
Skype™				

### 2 What do you usually post on social media, Twitter or blogs?

- my life     school     news  
 jokes     photos  
 other (please specify) .....

## Reading A survey

- 1 Work with a partner. Look at the photo. Is the situation familiar to you?
- 2  2.03 Read the introduction to an online survey. What is it about?
  - a face-to-face communication
  - b teenagers and communication
  - c teenagers and computers
- 3  2.04 Read the survey. Then work with a partner, answer the questions and read the results.

## Explore communication collocations

- 4 Match the words and phrases from the survey with the definitions below.

status update face-to-face virtual friends  
digital generation social network sites

- 1 a post about your current activity, thoughts or feelings
- 2 group of people who have grown up with digital technology
- 3 people you can see and speak to on a computer
- 4 directly, meeting in the same place
- 5 a website that helps people communicate and share information

 Vocabulary Bank • page 111

### Your turn

- 5 Discuss the following statements. Do you agree or disagree?

Most of my friends ...

- a communicate through their status updates every day.
- b access social networks by phone or tablet.
- c have met their virtual friends (on social media, Twitter etc.) in real life.
- d don't have a social network account but they would like to have one.

# HOW DO YOU COMMUNICATE?

A recent survey showed that although 80% of UK teens have more than 400 Facebook friends, they have only met a quarter of these friends in real life. Psychologists worry that teens in the future might lose the ability to make friends face-to-face and will only communicate through Tweets, online forums and status updates. Is that true for you? Complete our social networking survey and find out!

### 1 WHAT'S THE BEST WAY TO MAKE FRIENDS?

- A Social networking sites like Facebook and Twitter.
- B It depends on the person.
- C Face-to-face.

### 2 HOW WILL SOCIAL NETWORKS CHANGE IN THE NEXT TEN YEARS?

- A They will get more popular.
- B There will probably be a lot more of them.
- C They definitely won't disappear but people might get bored with them and go back to chatting over a coffee.

### 3 IS THERE A DANGER OF HAVING TOO MANY ONLINE FRIENDS?

- A No, it's how the digital generation meet.
- B It depends on how many real-life friends you have.
- C Yes, people might forget how to communicate in real life.

### 4 WHICH SENTENCE MIGHT BE TRUE FOR YOU IN FIVE YEARS' TIME?

- A You'll certainly have a lot more online friends.
- B You'll have the same number of friends both online and in real life.
- C You may need to start making friends online.

### RESULTS

**Mostly A:** You love social media (but you may love it too much). You're great at making virtual friends. But what about real life? Do you have enough friends there too?

**Mostly B:** You like to use a bit of both. You have a good mixture of online and real-life friends.

**Mostly C:** You prefer face-to-face communication but you also know you might need to use social networks for your job or studies one day.

**FACT!** Facebook has over 1 billion active users. 30% of them are in Europe.

# Language focus 1 *will, might/may + adverbs of possibility*

**1** Look at the examples from the text on page 54. Write (C) certain or (NC) not certain. Then complete the rules.

- They **will** get more popular. **C**
- You **may** need to start making friends online.
- There **will probably** be a lot more of them.
- They **definitely won't** disappear.
- You'll **certainly** have a lot more online friends.
- They **might** not disappear.

We use <sup>1</sup>.... and <sup>2</sup>.... to show we are sure about the future. We use <sup>3</sup>.... / .... to show we are not sure about the future. We use *probably*, *definitely* and *certainly* to show how sure we are.

→ Grammar reference • page 103

**2** Complete the sentences. Use the verbs and prompts in brackets to help you.

- I'm sure everyone ..... *will have* ..... an Internet connection in the future. (*have* – certain)
- I ..... my mobile phone next month, I'm not sure yet. (*change* – not certain)
- My brother ..... ever ..... all his friends on social media, it's impossible, he's got too many! (*meet* – certain)
- I don't know, I ..... tonight – I have a lot of work to do. (*go online* – not certain)
- My grandparents ..... definitely ..... me later, it's cheaper than a phone call. (*Skype™* – certain)
- Our teacher ..... us next week, so you should listen. (*test* – not certain)



**3** Use the prompts to write sentences using your own ideas. Use the adverbs *definitely*, *probably* and *certainly* in the correct position.

- social networks / with us / for a long time. *Social networks will definitely be with us for a long time.*
- lose contact / friends you have now
- make / new friends in the future
- tablets / more popular than smartphones in the future
- online friends / not replace real-life friends in my lifetime

**4** 2.05 Complete the blog post with the words in the box. Then listen, check and repeat.

will (x3) won't probably might (x3)

## A techno geek speaks out:

In the near future, machines <sup>1</sup>.....*will*..... do everything for us. There <sup>2</sup>.... be any books, only screens. We <sup>3</sup>.... won't need teachers, because we <sup>4</sup>.... definitely be able to learn everything on our own. I imagine that some of you <sup>5</sup>.... not like the idea because you're frightened of change, but it's good! As for communication, who knows, we <sup>6</sup>.... see the end of telephones. I'm not sure but I think television <sup>7</sup>.... disappear too – we <sup>8</sup>.... probably watch everything on our computers!

## Your turn

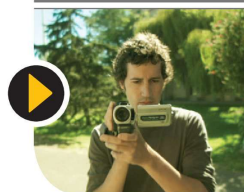
**5** Make predictions about your lives. Use *will*, *might/may* and adverbs of probability. Write five sentences.

*My family will probably visit a foreign country in the future.*  
*Our teacher will definitely give us homework tonight.*

**6** Work with a partner. Compare and discuss your ideas.

Learn about communicating online.

- What social network sites do you use?
- Which three social networks do they talk about in the video?
- Why are they 'changing the Internet'?




**Discovery**  
EDUCATION™

5.1 Social networks

# Vocabulary

## Communication verbs

- 1  2.06 Complete the sentences with the correct form of the words in the box. Then listen and check.

whisper complain boast gossip argue  
joke shout criticise

- 1 Don't .....*argue*..... with me – you know that I'm right!
- 2 You shouldn't .... about the bad weather – what do you expect in England in November!
- 3 I don't like him. He's always .... about people behind their backs.
- 4 It's true that she does well at school, but she doesn't need to .... about it.
- 5 You shouldn't .... with your friends about something serious. They might not think it's funny.
- 6 Emmet is my friend, so don't .... him. And anyway, nobody's perfect!
- 7 Sshh! I'm trying to study. If you want to talk, please .... !
- 8 Those boys are always .... They're so noisy!!

### Your turn

- 2 Make notes about three of the situations.
- 1 a time when you argued with someone
  - 2 the last time you complained about something
  - 3 the last time someone criticised you
  - 4 a time when someone shouted at you
  - 5 someone you know who boasts a lot
  - 6 a time when you joked with someone and they didn't think it was funny

*I argued with my brother last week. It was about the computer.*

*My teacher criticised me yesterday because I forgot my homework again.*

- 3 Ask and answer with your partner about your situations. Find out more information.

*A: When was the last time you argued with someone?*

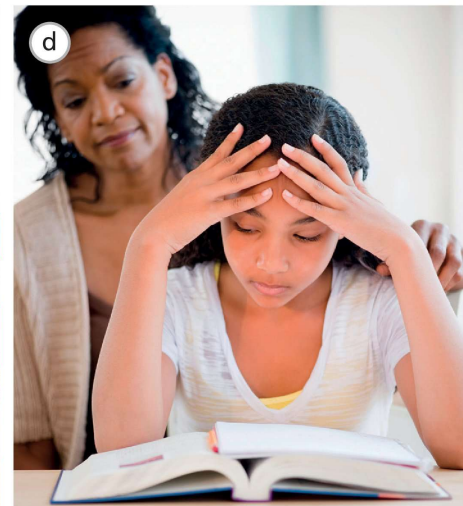
*B: I argued with my sister about the computer.*

*A: Why did you argue about the computer?*

 Vocabulary Bank • page 111

# Listening Short conversations

- 4 Work with a partner. Look at the photos of four different conversations and answer the questions.
- 1 Where are the people?
  - 2 What is the relationship between them?
  - 3 What do you think they are talking about?



- 5  2.07 Listen to four short conversations. Match the photos in Exercise 4 to the conversations.

- 6  2.07 Listen again. Answer the questions.

Conversation 1

- 1 What is Serena's problem?
- 2 What does her mother promise?

Conversation 2

- 1 What does Alex want Nick to do?
- 2 What's Alex's opinion of football?

Conversation 3

- 1 What does Bella say about Rachel?
- 2 What is Tina's reaction?

Conversation 4

- 1 When does the concert start?
- 2 How does Paul make his friend hurry up?



## Language focus 2 First Conditional + *may/might, be able to*

### 1 Complete the examples from the listening on page 56.

- If you *pass* all your exams, we *ll have* a holiday abroad this year.
- We .... in the cup final if we win tonight.
- If you wear make-up, they .... send you home.
- If you .... first in the queue, you'll get to meet the band!
- You .... the band if you're late.

### 2 Look at the examples again. Use the words in the box to change or add more information.

definitely send    may have    be able to  
probably meet    might miss

- If you pass all your exams, we .... a holiday abroad this year.
- We'll .... be in the cup final if we win tonight.
- If you wear make-up to school, they'll .... you home.
- If you're first in the queue you'll .... the band.
- You .... the band if you're late.

### 3 Look at the examples in Exercises 1 and 2 and choose the words to complete the rules.

- We use the first conditional to talk about possible situations in the *past / future*.
- We can use *might/may*, and *be able to* instead of *will / the present simple*.
- When we use adverbs they come *before / after* the verb.

➔ Grammar reference • page 103

### Get it right!

When the *if* clause comes first, it ends with a comma (,).  
*If we meet the band, I'll be really happy.*

### 4 Use the prompts to write sentences.

- you whisper / not be able to hear you  
*If you whisper, she won't be able to hear you.*
- if / you post an update / I definitely / read it
- I / text you / if / get lost
- if / she speak quickly / I might not / understand
- you / might make / new friends / if / join the club
- if / they practise a lot / be able to win

### 5 Complete the text with the correct form of the verbs in brackets.

If the town council <sup>1</sup> *closes* (close) the centre to traffic as they promised, more people <sup>2</sup> .... (might walk or cycle) to school and work, and there <sup>3</sup> .... (not be) any traffic in the town centre. More tourists <sup>4</sup> .... (visit) the town if the town centre <sup>5</sup> .... (be) clean and quiet. If more tourists <sup>6</sup> .... (come) to the town, we <sup>7</sup> .... (have) more jobs and maybe I could get a job as a tourist guide! If I <sup>8</sup> .... (get) a good job, I <sup>9</sup> .... (be able stay) here because I love my town, but if I <sup>10</sup> .... (not find) work, I <sup>11</sup> .... (may go) to live in another place.

➔ Say it right! • page 96

### Your turn

### 6 Complete three of the sentences below so that they are true for you. Then write two more sentences.

- If the weather is good over the weekend, ...  
If I don't pass all my exams, ...  
If I have enough money, ...  
If I argue with my parents.  
If I criticise my friend.  
If I shout at my teacher.

*If the weather is good over the weekend, I'll go out with my friends for a picnic. If we go out for a picnic, we'll probably take a guitar with us. If we take a guitar, I'll definitely sing some songs.*

### 7 Work with a partner. Compare your sentences.



# Discover Culture

**1** Look at the photos. They refer to the two topics in the video about China. Think about the questions below.

- 1 What does China produce? Do you have any items produced in China with you now?
- 2 What languages do Chinese people speak?



Find out about Mandarin.



## 5.2 The language of the future

**2** **5.2** Watch the video and check your answers.

**3** **5.2** Watch the video again. What do you hear about these numbers?

- |               |                  |
|---------------|------------------|
| 1 1.4 billion | 3 1950s          |
| 2 40,000      | 4 10 or 20 years |

**4** Watch the video again. Choose the correct answer.

- 1 China's population is bigger than
  - a Europe's.
  - b the United States'.
  - c Europe and the United States' together.
- 2 The Chinese people speak
  - a different languages.
  - b Mandarin.
  - c English.
- 3 In written Mandarin, people use
  - a 40,000 characters.
  - b three or four thousand characters.
  - c four thousand characters.
- 4 The Pinyin system uses
  - a the Roman alphabet.
  - b Chinese characters.
  - c a computer.
- 5 More people speak ... in the world than English.
  - a Mandarin
  - b Roman
  - c French

**5** Test your memory. What did you see when you heard these phrases?

- 1 Everything in China is growing.
- 2 The country produces so many things.
- 3 Every day, more and more people use Mandarin to communicate.

**6** **5.2** Watch the video again and check your answers.

### Your turn

**7** Discuss the questions in groups.

- 1 What does your country produce? Does it go to many other countries?
- 2 Would you like to learn Mandarin? Why/Why not? Why would it be useful?
- 3 Is your language a difficult language to learn for foreign learners? Why?/Why not?

## Reading An article


**1** Work with a partner. Look at the pictures and answer the questions.

- 1 Where would you see the images?
- 2 Why do you think they are in English?

**2**  **2.10** Read the article about the English language. Is English still the world's number one language?

**3** Read the article again. Mark the sentences true (T) or false (F). Correct the false ones.

- 1 English is everywhere because a lot of people understand it.
- 2 There are fewer second language speakers of English than native speakers.
- 3 In Denmark, people speak English as a second language.
- 4 The English language has the most words.
- 5 *Selfie* and *app* are old words.
- 6 The author is sure that Mandarin will be the world's next number one language.

 Explore phrasal verbs

**4** Look at the highlighted words in the text. Match the phrasal verbs in the box to the definitions.

go up get by keep on come into use turn into

- 1 When a figure or number increases or gets bigger.
- 2 Start being used.
- 3 When something changes and becomes something different.
- 4 To be able to live with a situation with difficulty.
- 5 When you continue to do something.

 Vocabulary Bank • page 111

### Your turn

**5** Complete the sentences about English with your own ideas. Then compare your sentences.

- 1 I enjoy/don't enjoy learning English because ...
- 2 Learning English is difficult because ...
- 3 I sometimes use English ...
- 4 I think in the future I will use English ...

*I enjoy learning because I like talking to ...*

## THE WORLD OF ENGLISH

Almost everywhere you go in the world, you'll see English. It's on signs, adverts and T-shirts! In the online world, it's even more obvious. Why? Because it is the one language that most people understand – more than Mandarin or Spanish, which have more native speakers than English.

So, how many people speak English? Right now there are over 360 million native speakers of English in the world. And a similar number of people speak it as a second language. But there are more than a billion people who speak or are learning English and that figure is **going up**. In countries like Denmark, Singapore or Israel more than 80% of people speak English. So, if you go there, you'll find it easy to **get by**!

There are also more words in English than in almost any other language. At the moment, there are over a million words in English and we **keep on** adding more words. You might know words like *selfie*, *Tweet*, *app* and *chillax*. All of these words have **come into use** in the English language in the last few years.

And what about the future? Will English always be the world's number one language? For the moment, yes, but if the Chinese economy continues to grow, will Mandarin **turn into** the next number one world language? We'll have to wait and see!

**FACT!** *Soon there will be more people in China who speak English as a foreign language than there are native English speakers in the whole world!*



# Speaking Reassuring someone



## Real talk: Have you ever given a class presentation?

1 5.3 Watch the teenagers in the video. How many teenagers ...

- a) have given a class presentation?
- b) are nervous or worried about giving class presentations?
- c) have to do class presentations regularly?

2 Have you ever given a class presentation?

3 2.11 Helen is talking to her older sister Petra. What is Helen worried about?

4 Complete the conversation with the useful language.

### Useful language

Don't worry!	It'll turn out all right.
You don't need to worry.	There's no problem!
You'll be fine (I'm sure).	Of course you can (do it)!
Listen, I think I can help you.	

**Petra:** What's the matter Helen? You look worried.

**Helen:** I've got to give a presentation in English class next week, and I'm scared. I don't think I can do it!

**Petra:** Of <sup>1</sup>.....*course*..... you can! You're good at English. You <sup>2</sup>.... to worry.

**Helen:** Yes, but you know I'm really shy. It's frightening in front of all those people!

**Petra:** True, it's not easy if you're shy, but don't <sup>3</sup>....! You'll <sup>4</sup>...., I'm sure.

**Helen:** Well, the problem is, when I speak in class I feel embarrassed and go red. Then I mix up the words.

**Petra:** Hmm! Listen, I think I can <sup>5</sup>.... Have you written the presentation yet?

**Helen:** Well, yes, I've more or less finished it.

**Petra:** Then <sup>6</sup>.... no problem! You can practise it on me and my friends.

**Helen:** OK! That sounds like a good idea. I'll feel more confident then.

**Petra:** Yes. If you practise it lots of times, I know it'll turn out <sup>7</sup>....

5 2.11 Listen again and check your answers.

6 Work with a partner. Practise the conversation in Exercise 4.

7 Change the words in bold in the conversation. Use the ideas below. Take turns to ask and answer the questions.

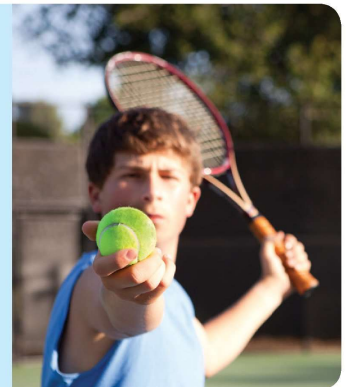
#### Problem 1

You have to sing a song at the talent competition.



#### Problem 2

You are playing in the final of a tennis competition.



## Writing An essay

### 1 Look at the photo and read the essay. Choose the best title.

- Have mobile phones improved communication for teenagers?
- Are teenagers too dependent on mobile phones?



Twenty years ago, mobile phones were for business people. Nowadays, it's impossible to find a teenager without one, but are mobiles the best way for teenagers to communicate? Mobiles can be useful. Firstly, they allow teenagers to communicate with their friends and family anywhere, anytime. Sending text messages is also quick and cheap. What's more, mobiles help you organise your life, and you can tell your parents what you're doing so they don't worry.

However, there are negatives. For one thing, you might not have a signal, especially in the countryside. In addition, if you are in a noisy place, you can't hear your mobile ring. Lastly, using it all the time can be expensive.

On balance, I think mobiles have definitely improved communication for teenagers. Nevertheless, they mustn't use them too much.

### 2 Read the essay again. Answer the questions.

- How does the writer get the reader's attention in the introduction?
- How many arguments in favour of mobile phones are there?
- How many arguments against mobile phones are there?
- What is his/her opinion of mobile phones for teenagers?

#### Useful language

##### Introducing points and arguments

Use adverbs and other phrases to introduce what you want to say.

Nowadays, ...      What's more, ...      Nevertheless,  
Firstly, ...      However, ...

### 3 Look at the Useful language box. Find four other words or phrases to introduce arguments in the essay.

### 4 Complete the sentences with the words in the box.

addition    lastly    more    ~~one thing~~    Firstly

- I recommend this mobile. For one thing, it's a smartphone. What's ..., it's on special offer, and ..., it's quite small and light.
- The new model has two improvements. ..., it has a much bigger memory, and in ..., the battery will last longer.



### Get writing

#### PLAN

### 5 Plan an essay. Include information from Exercise 4 to help you and the plan below.

Title: Are social networking sites like Facebook the best way for teenagers to communicate?

- an introduction
- a paragraph with arguments in favour
- a paragraph with arguments against
- a conclusion, including your opinion

#### WRITE

### 6 Write your essay. Use your notes from Exercise 5 and the model text to help you.

#### CHECK

### 7 Can you say YES to these questions?

- Is the information from the plan in your essay?
- Have you used expressions like *Firstly*, *What's more*, etc. in your essay?



# Fears



In this unit ...



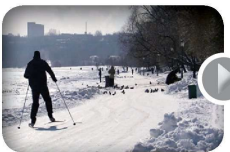
Creepy creatures p65



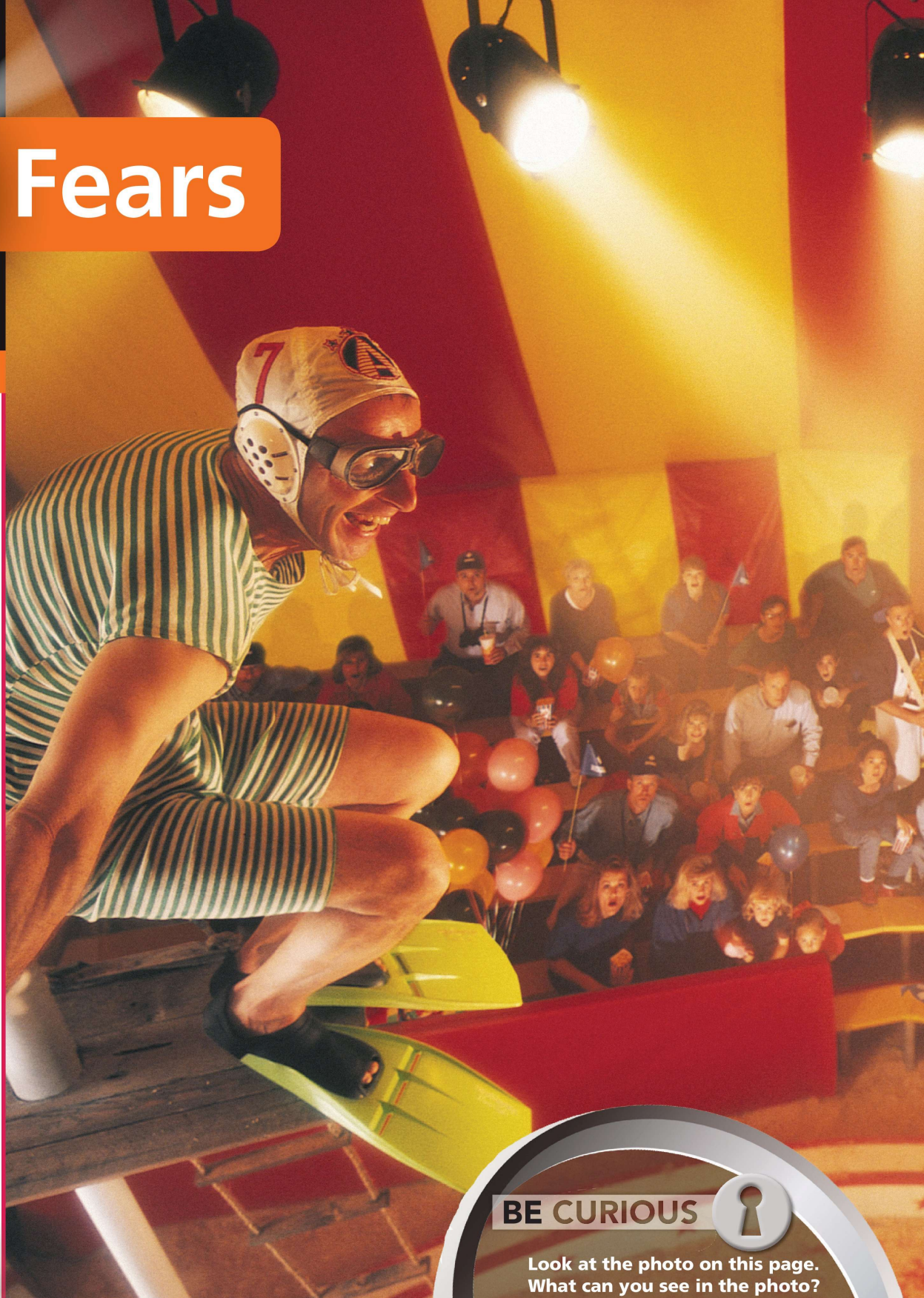
Calendars of the ancient Maya p68



What are you afraid of? p70



CLIL City or country p120



## Vocabulary

- Fears
- Prepositional phrases
- ending in *-ed* and *-ing*
- Opposites

## Language focus

- *going to/will*/Present continuous
- Quantifiers

## Unit aims

I can ...

- talk about fears.
- talk about things I will and won't do in the future.
- talk about how I feel.
- understand about superstitions.
- express surprise and disbelief.
- write an email to a friend about plans and problems.

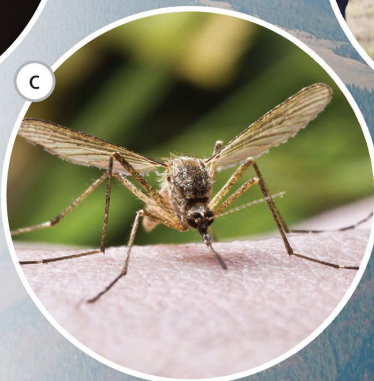
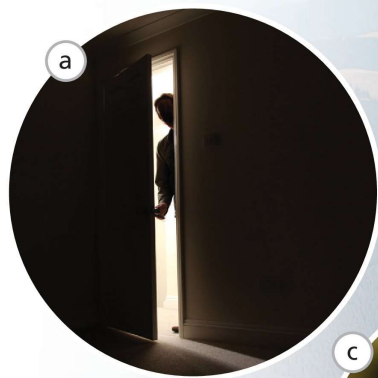
## BE CURIOUS



Look at the photo on this page. What can you see in the photo?

Start thinking

- Where are the people?
- Why are they there?
- What isn't the man afraid of?



## Vocabulary Fears

- 1 2.12 Match the words in the box with the photos of fears (a–g). Which word is not in the photos? Then listen, check and repeat.

flying heights the dark lifts insects birds clowns snakes

a *the dark*

- 2 2.13 Listen and match the speakers to the fears in Exercise 1.

1 *birds*

### Your turn

- 3 How afraid are you of the things in Exercise 1? Put them in order. Add one or two of your own fears to the list.

1 *heights*                      2 *snakes*


- 4 Ask and answer with your partner. Compare your list.

- 1 Do you know anyone who has any of these fears or other common ones?
- 2 How does the fear change his/her behaviour?

*My mum has a fear of flying. She drives really long distances to avoid going on a plane!*

➔ Vocabulary Bank • page 112

## Reading An advice column

- 1 Look at the photos. What do you think the teenagers are afraid of?
- 2  2.14 Read the online advice column and check your answer.
- 3 Read the advice column again. Answer the questions.
  - 1 What is the difference between a fear and a phobia?
  - 2 Why does Isabella have to travel?
  - 3 What is Mary's advice to Isabella?
  - 4 Why does Kevin have to travel?
  - 5 What is Kevin worried about?
  - 6 What is Mary's advice to Kevin?

### Explore prepositional phrases

- 4 Look at the highlighted phrases in the text. Complete the sentences with the correct prepositions after the verbs or adjectives.

- 1 My mother's terrified .... flying.
- 2 I'm very worried .... going up in the lift.
- 3 What do you think .... my new dress? Do you like it?
- 4 Are you going to share that chocolate .... me?
- 5 I'm a bit embarrassed .... my fear of insects.

➔ Vocabulary Bank • page 112

### Get it right!

**Advice** doesn't have a plural form and cannot be used with **a** or **an**.

*Maria gave good advice.* ✓

*Maria gave good advices.* X

*Maria gave a good advice.* X

### Your turn

- 5 Ask and answer with your partner.

- 1 Do you know of any other famous people who have fears or phobias? What are their fears?
- 2 Do you think Mary gave good advice? Do you think it's easy to help people with phobias? Why?/Why not?

*Yes, I think ... is afraid of ...*

*Yes, I think it's very/quite good because she ...*

*No, I don't think it's very good because ...*

*I think it's easy/difficult to help people with phobias because ...*

# ASK MARY



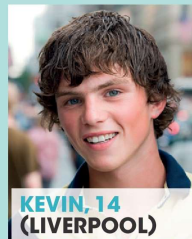
Today we're going to look at fears and phobias. Everybody's afraid of something and famous people have fears, too. Did you know that Daniel Radcliffe is scared of clowns and Scarlett Johansson has a phobia of birds? For most people, these fears aren't very important. However, when a fear becomes a phobia – a strong fear you can't control – it can cause serious problems.



ISABELLA, 13 (FLORIDA)

'My uncle's getting married next month and my parents and I are going to the wedding – in San Francisco! I'm **terrified of** flying and the flight takes four and a half hours. What am I going to do?'

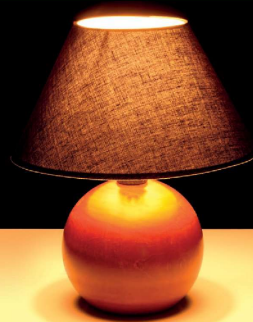
Lots of people are afraid of flying. Jennifer Aniston, for example, hates planes, so you're in good company! Try to get some exercise before the flight so you'll feel tired and then you'll probably sleep on the plane. Listen to your favourite music. When you feel nervous, close your eyes and take long, deep breaths and you'll be fine!



KEVIN, 14 (LIVERPOOL)

'I can't sleep at night without a light. Next week, I'm travelling to London on a school trip and I'm going to **share a room with** other students. They'll definitely want to switch off the lights and I won't be able to sleep. I don't want them to think I'm a baby! Please help. I'm really **worried about** it!'

Don't be **embarrassed about** it. Did you know that Keanu Reeves is afraid of the dark? And no one says he's a baby! Don't worry about what other people will **think of** you. Just tell your roommates that you want a light on at night like it's the most normal thing in the world. They probably won't say anything about it.



**FACT!** Arachnophobia, the fear of spiders, is the most common phobia. Millions of people around the world suffer from it.



# Language focus 1 *be going to/will/*Present continuous

## 1 Match the sentences from the text on page 64 with the uses (a–c).

- 1 I'm going to share a room with other students.
- 2 They probably won't say anything about it.
- 3 My uncle's getting married next month.

- a a definite arrangement
- b a personal intention
- c a prediction

➔ Grammar reference • page 104

## 2 Join the parts of the sentences.

- |                                |   |
|--------------------------------|---|
| 1 We aren't going to           | a to visit her aunty this summer.         |
| 2 Don't watch that film        | b he'll probably sleep with the light on. |
| 3 Are you going                | c take the lift.                          |
| 4 Alice is flying to Spain     | d to watch a horror film this evening?    |
| 5 John's afraid of the dark so | e at 4 pm about the school trip.          |
| 6 I'm seeing our teacher       | f or you'll have nightmares.              |

## 3 2.15 Choose the correct option to complete the conversation. Then listen and check.



Sally: <sup>1</sup> Will you fly / Are you flying to San Francisco next week?

Isa: Yes, the taxi <sup>2</sup> will arrive / is arriving at 7 am!

Sally: And when's the wedding?

Isa: It's on Thursday. We <sup>3</sup> are relaxing / 'll probably relax on Wednesday – <sup>4</sup> I'm going to go / I will go shopping with my cousin in the day. Then in the evening, my aunty has booked a restaurant and we <sup>5</sup> will eat / are eating together at 8 pm.

Sally: And after the wedding? <sup>6</sup> Will you / Are you going to stay in San Francisco for a holiday?

Isa: No, we <sup>7</sup> won't stay / aren't staying very long – our flight back <sup>8</sup> is leaving / will leave on Saturday morning.

## Your turn

### 4 Make notes about the questions below.

- 1 What job will you do when you're older?
- 2 When do you think you'll get married?
- 3 Will you still live in your town/village?
- 4 What are you doing after school today?
- 5 What are you going to do this weekend?
- 6 What are you going to do in the school holidays?

### 5 Ask and answer with your partner. Use your notes from Exercise 4 to help you.

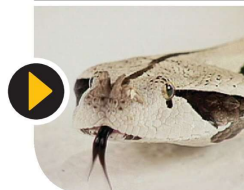
I think I'll be a doctor when I'm older.

I think I'll be a teacher, but I'm not sure yet.

This weekend, I'm going to watch a film with my friends.

### Learn about a scary animal.

- What do you think is the scariest animal?
- What animal is the man trying to catch?
- How does the man catch it?





6.1 Creepy creatures

## Listening Conversations between friends

### 1 Work with a partner. Look at the photo of the roller coaster and answer the questions.

- How do you think the people on the roller coaster are feeling?
- The ride is called *The Scream Machine*. Why do you think so?
- Do you like roller coasters? Why/Why not?



### 2 2.16 Listen to two conversations between a group of friends in a theme park. How do Anita and Bruno feel a) at the beginning of the day and b) at the end of the day?

### 3 2.16 Listen again. Choose the correct answers.

#### Conversation 1

- Which ride is Anita scared of?
  - The Scream Machine
  - The Colossus
  - The Tidal Wave
- How does Bruno feel about The Tidal Wave?
  - He's terrified.
  - He's worried.
  - He's relaxed.
- Why does Claudia suggest starting with The Scream Machine?
  - The queue is short.
  - It's very scary.
  - It's lots of fun.

#### Conversation 2

- What was Claudia's favourite ride?
  - The Colossus
  - The Tidal Wave
  - The Scream Machine
- What is the problem at the end of the day?
  - They miss the bus home.
  - They've spent a lot of money.
  - They can't get anything to eat.

## Vocabulary -ed and -ing adjectives

### 4 2.17 Look at the pictures and example sentences. Circle the correct words. Then listen, check and repeat.



I'm terrified.



It's terrifying.

- I'm really bored / boring. There's nothing to do!
- The film we saw last night was terrified / terrifying!
- Yesterday we looked at the physics of roller coasters in class. It was very interested / interesting.
- We took my little cousins to a theme park at the weekend. They were really excited / exciting!
- Yesterday we went on a 20-kilometre walk in the country. It was really tired / tiring!
- I'm a bit worried / worrying. I have to give a presentation to the whole class tomorrow!

### Get it right!

*I'm bored.* = how we feel

*It's boring.* = something that causes that feeling

We use *in* with *interested* and *of* with *afraid/scared/frightened/terrified*.

*I'm very interested in snakes.*

*Anita's terrified of roller coasters.*

### Your turn

### 5 Complete the sentences so that they're true for you.

- I'm really interested in ...
- Today was really tiring because ...
- I'm excited about ...
- ... is boring because ...
- I think ... is/are terrifying because ...
- I'm worried about ...  
*I'm really interested in fashion.*

### 6 Work with a partner. Compare your sentences.

*A: I'm really interested in fashion.*

*B: I don't think fashion is very interesting. I'm really interested in music.*

 Vocabulary Bank • page 112

## Language focus 2 Quantifiers

### 1 Complete the examples from the listening on page 66. Then complete the rules.

- 1 There are ... *too many* ... people. Look at the queue!
- 2 There's ... time to do everything. Don't worry about the queues.
- 3 How ... loops has it got?
- 4 We spent ... *much* money.
- 5 I'm hungry. How ... money have we got?

- 1 We use ... *much/many* to say an amount is excessive.
- 2 We use ... *much/many* to ask about quantity.
- 3 We use ... to say the amount is correct.

➔ Grammar reference • page 104

### 2 Choose the correct words.

- 1 There weren't *enough* / *much* rides.
- 2 We didn't go on everything. There were *too much* / *too many* rides.
- 3 *How much* / *How many* money did you spend at the park?
- 4 There weren't any shops and there weren't *many* / *much* restaurants either.
- 5 Did you have *enough* / *too many* time to go on all the rides?

### *a little / a few*

### 3 Complete the examples from the listening on page 66. Then choose the word to complete the rule.

- 1 There are only ... people in the queue.
- 2 We've got ... time before the bus comes.

We use *a little* and *a few* to express **big** / **small** quantities.

➔ Grammar reference • page 104

### 4 Complete the sentences using *a few* or *a little*.

- 1 We've got ... minutes before it opens.
- 2 There's ... pizza left. Do you want it?
- 3 Look! I took ... photos at the park.
- 4 I've only got ... pocket money.
- 5 We met ... friends at the park.

### 5 2.18 Complete the conversation with the words in the box. Then listen and check.

too much a few how many enough  
a little how much (x2) too many ~~not much~~



- A: Let's go on the roller coaster again.  
 B: I don't think so. There's <sup>1</sup> ... *not much* ... time before the bus comes.  
 A: But it's so amazing!  
 B: <sup>2</sup> ... times do you want to go on it?  
 A: Well, OK, have we got <sup>3</sup> ... money to get a hot dog?  
 B: <sup>4</sup> ... are they?  
 A: They're £2 each.  
 B: Let's see. Yes, and we've got <sup>5</sup> ... extra money for something else!  
 A: Let's buy some more ice cream.  
 B: More? <sup>6</sup> ... ice cream can you eat?  
 A: I can never eat <sup>7</sup> ... ice cream!  
 B: I'm so tired. Let's sit down here for <sup>8</sup> ... minutes. I hope there aren't <sup>9</sup> ... people on the bus – I don't want to stand all the way home.

➔ Say it right! • page 97

### Your turn

### 6 Makes notes about the questions below.

- 1 Have you ever been to a theme park? Did you like it?
- 2 Were there a lot of rides? Did you have enough time to go on all of them?
- 3 Were there a lot of people?
- 4 What rides were you afraid of at the park?

### 7 Ask and answer with your partner about a theme park. Use your notes in Exercise 6 to help you. *I went to a theme park called ... last summer. It was great.*



# Discover Culture



**1** Work with a partner. Look at the photos and answer the questions.

- 1 In which country is this ancient city?
- 2 Who lived there?
- 3 What is the chart do you think?
- 4 What is the connection with the sun and the moon?



Find out about the ancient Mayan calendar.



**6.2** Calendars of the ancient Maya

**2** **6.2** Watch the first part of the video (to 1.14) and check your answers.

**3** **6.2** Watch the first part of the video again and answer the questions.

- 1 What question did the Maya think they could answer?
- 2 Why do scientists study the Mayan calendar?

**4** **6.2** Watch the next part of the video and complete the text.

The calendar had 18 <sup>1</sup> .... of 20 days each, a total of <sup>2</sup> .... days.

Then there were five <sup>3</sup> .... days, a total of <sup>4</sup> .... days.

The calendar was very important. There are 365 <sup>5</sup> .... in the Kukulcan Temple: one for each day of the solar <sup>6</sup> .....



**5** Test your visual memory. Put these images in the correct order.

- a The Imix and Cimi symbols.
- b The sun setting over a river.
- c The moon passing above a palace.
- d A view of a Mayan temple and beach.

**6** What do you remember about the calendar? Choose the correct word.

Imix was a <sup>1</sup> good / bad day. They planned to do <sup>2</sup> enjoyable / important things, like planting on these days. Cimi was a <sup>3</sup> good / bad day. Its symbol was the <sup>4</sup> closed / open eye of a dead person. <sup>5</sup> Everything / Nothing important happened on these days.

**7** **6.2** Watch the whole video again and check your answers to Exercises 5 and 6.

## Your turn

**8** Work with a partner. Answer the questions.

- 1 Do you think it's possible to predict good days and bad days? Why? / Why not?
- 2 What's a good day for you? What's a bad day? Why? What kinds of things happen?

*A: I think it's impossible, you never know what's going to happen.*

*B: I think the weather's important - if it's sunny, it could be a good day.*

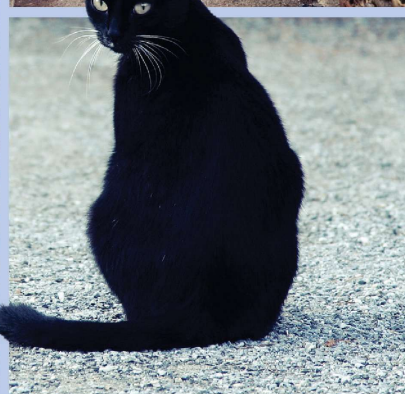
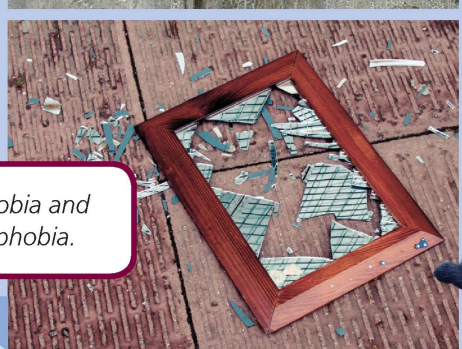
# Superstitions? Who needs them!

Superstitions have been around for thousands of years. A lot of people never walk under ladders or they believe that black cats bring **good** (or bad) luck. Some people think one magpie is bad luck but two together is good luck. Other superstitions are more modern, like football players who don't change their socks or who always enter the pitch with their right foot.

Lots of people, however, believe strongly that superstitions are **silly**. They say that superstitions are based on **old** habits, customs or beliefs. How could you have bad luck by opening an umbrella inside? Why is the number thirteen more **dangerous** than other numbers?

To prove their point, they have 'Anti-Superstition Parties', usually on Friday the thirteenth, a date that many people think brings bad luck. At these parties, people break mirrors and dance with open umbrellas. And nothing bad happens!

Peter Moore, a dentist, has been to several anti-superstition parties. He says, 'People must be crazy to believe that the number seven is **lucky** or that they could be more **successful** by putting a horseshoe outside their house.' Chelsea Evans, a chef, agrees. 'I love the parties. I've broken lots of mirrors and my life is going well!'



**FACT!** Fear of the number 13 is called *Triskaidekaphobia* and fear of Friday the Thirteenth is called *Friggatriskaidekaphobia*.

## Reading An article

**1** Work with a partner. Look at the photos showing superstitions. What do you think the superstitions are?

**2** **2.21** Read the article and check your answers. Have you got the same superstitions in your country?

**3** Read the article again. Are the sentences true or false? Correct the false ones.

- 1 All superstitions have a modern origin. *F*
- 2 Some superstitions come from modern beliefs.
- 3 Some football players wear two socks on one foot.
- 4 Anti-superstition parties are for people who believe in superstitions.
- 5 At anti-superstition parties, people don't follow any superstitions.
- 6 Peter and Chelsea are scared to go to anti-superstition parties.

Explore opposite adjectives

**4** Look at the highlighted adjectives in the text. Match them to the opposite adjectives below.

- |                |            |
|----------------|------------|
| 1 safe         | 4 unlucky  |
| 2 unsuccessful | 5 bad      |
| 3 modern       | 6 sensible |

Vocabulary Bank • page 112

### Your turn

**5** Write about three superstitions in your country.

*There are a lot of / a few / not many superstitions in my country. Some people believe/think/say that ... are lucky.*

**6** Work with partner. Talk about the superstitions. Do you believe that people can create their own luck?

# Speaking Expressing surprise



## Real talk: What are you afraid of?

1 6.3 Watch the teenagers in the videos. How many teenagers ...

- a) are afraid of animals?
- b) say they are not afraid of anything?
- c) are afraid of other things (not animals)?

2 What are you afraid of?

3 2.22 Jack and Rosa are talking about a friend called Mike. What is he afraid of?



5 2.22 Listen again and check your answers.

6 Work with a partner. Practise the conversation in Exercise 4.

7 Work with a partner. Prepare a conversation like the one in Exercise 4. Use the photos below and the useful language. Practise the conversation with your partner.

4 Complete the conversation with the useful language.

### Useful language

What?	I don't believe you/it!
That can't be true!	Are you serious?
You're joking!	No way!
That's impossible!	

**Rosa:** Is Mike going to come sailing with us?  
**Jack:** No <sup>1</sup> *way*! He's terrified of deep water.  
**Rosa:** <sup>2</sup> ...? That's <sup>3</sup> ...! He's a really good swimmer!  
**Jack:** No, it's true. He's got a phobia.  
**Rosa:** That <sup>4</sup> ... true! He's competing in the 50 metre freestyle at the swimming club next week.  
**Jack:** I know, but he's scared of swimming in open water. I think it's because you can't see the bottom.  
**Rosa:** <sup>5</sup> ... serious? I didn't think Mike was scared of anything.  
**Jack:** Well, he's afraid of deep water. It's quite a common phobia, actually.  
**Rosa:** You're <sup>6</sup> ...! I've never heard of it.  
**Jack:** Mike told me himself.  
**Rosa:** I don't <sup>7</sup> ... you! I'm going to call Mike and ask him.

### Situation 1

You are going camping with some friends. Your friend Kevin has a phobia of spiders. He goes walking a lot, and loves sport.



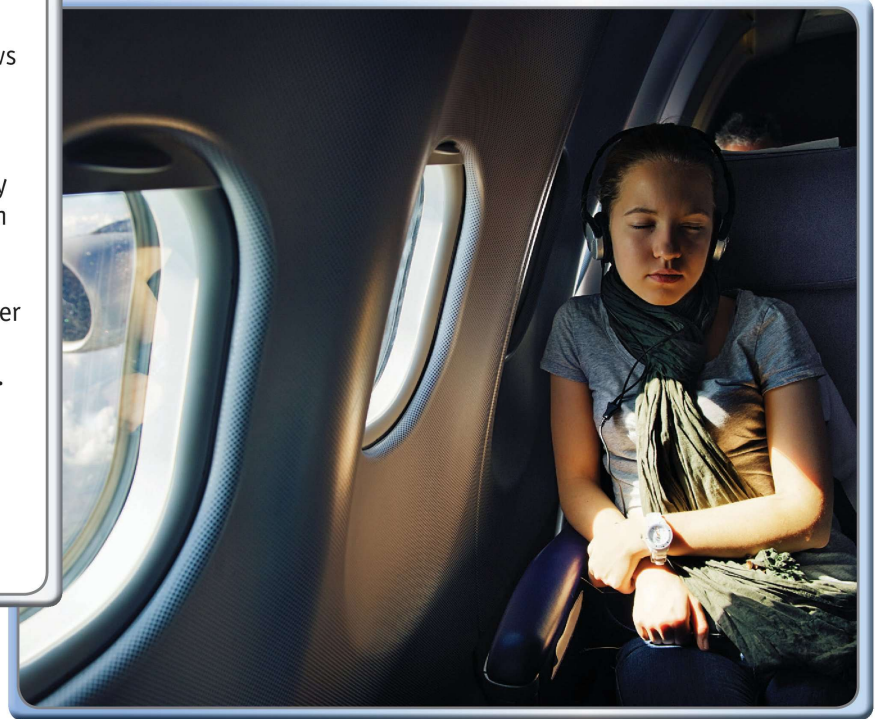
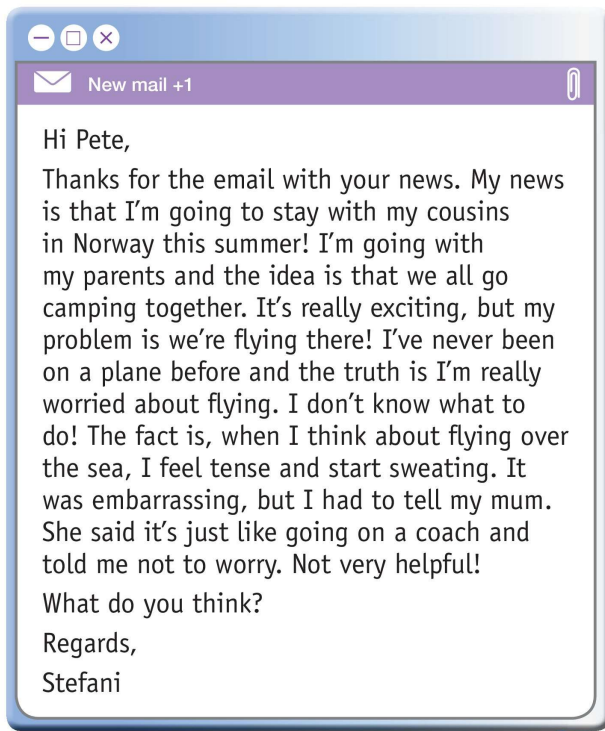
### Situation 2

You are going to go on a school trip to Rome. Your friend Donna is terrified of the dark. She is usually a confident person and speaks Italian!



# Writing An email to a friend

1 Look at the photo and read Stefani's email. What is she worried about?



2 Read Stefani's email again. Put the information she writes about in order.

- explain the problem
- open email and say thanks for Pete's news 1
- write about who she has spoken to about it
- describe how she feels and why
- ask for advice and close email
- give news and explain her plans

### Useful language

**Introducing news and explaining things**  
 We can use different phrases to introduce what we want to say.

- *My news is (that) ...*
- *... the idea is (that) ...*

3 Look at the Useful language box. Find two other examples of introducing something in the email.

4 Complete the sentences using the words in brackets.

- 1 We're moving to Germany. (our news) *Our news is that we're moving to Germany.*
- 2 We stay there for two years. (the idea)
- 3 She doesn't want to go. (the truth)
- 4 A lot of people have this phobia. (the fact)
- 5 They visit me next year. (the idea)
- 6 I've got a dog. (my big news)

## Get writing

### PLAN

5 Plan an email to a friend with your news and explaining a problem you have. Make notes on the things in Exercise 2.

### WRITE

6 Write your email. Use your notes from Exercise 5 and the model text to help you.

### CHECK

- 7 Can you say YES to these questions?
- Is the information from Exercise 2 in your email?
  - Have you used expressions like *My news is that ...* in your email?

## Vocabulary

### 1 Match the communication words with the comments.

blog post   Tweet   forum   Skype™  
social media post   ~~text message~~

- I can send short messages and it's cheaper than a phone call. *text message*
- I can chat with my friends and see them at the same time.
- I can send really short messages to all my friends at the same time.
- I can add photos and videos and my friends can visit my page.
- I can ask questions and post messages and anyone on the list can reply.
- I can write about my life and the things I'm interested in and anyone can read it.

### 2 Match the words with the definitions.

- |                    |            |
|--------------------|------------|
| 1 whisper <i>c</i> | 5 complain |
| 2 boast            | 6 joke     |
| 3 criticise        | 7 shout    |
| 4 argue            |            |
- a to say something is wrong  
b to speak angrily with someone  
c to talk very quietly  
d to talk very loudly  
e to say something funny  
f to speak too proudly about something you have done  
g to give a bad opinion about something

### 3 Match the sentences to the fears in the box.

birds   clowns   lifts   ~~flying~~   the dark   snakes

- I prefer taking the bus or train. *flying*
- I'll take the stairs.
- I don't like them flying near me.
- They can be poisonous and they move quickly.
- They look frightening with their face and hair different colours.
- Can you leave the light on?

### 4 Complete the sentences with the correct adjective form of the words in brackets.

- Matthew feels really *tired*. (tire).
- Their new computer game is really .... (excite).
- The TV programme was so .... (bore). I fell asleep.
- Jason saw a spider and he was really .... (terrify).
- Harry's book is really .... (interest).
- Julie's test is tomorrow. She feels very .... (worry).



### Explore vocabulary

### 5 Complete the text with the words in the box. Use the correct form of the phrasal verbs.

virtual friends   come into use   get by  
~~social network sites~~   turn into   face-to-face  
digital generation   personal information



The number of people using <sup>1</sup>*social network sites* is going up along with the number of <sup>2</sup>... that they have. In the past, we <sup>3</sup>... with telephones and letters but the current <sup>4</sup>... have access to different ways of communicating. Since computers, tablets and mobile phones have <sup>5</sup>..., we have less <sup>6</sup>... contact with friends and family and instead we prefer to give <sup>7</sup>... for everyone to read. Are we <sup>8</sup>... a generation of people who can't communicate with each other without a gadget?

### 6 Complete the sentences with *of*, *about* or *with*. Then write the opposite adjective of the underlined words.

- Is that lift safe? I'm terrified *of* small spaces. *dangerous*
- What do you think .... this old mobile phone? It's enormous!
- A: Ana won't share her lucky objects .... me.  
B: Well, you should find your own lucky things!
- I'm really worried .... the exam. I saw a black cat too and that's bad luck!
- A: Are you dressing up for the party?  
B: No, I'm embarrassed .... looking silly.



## Language focus

### 1 Complete the sentences about life in the year 2050. Use *will*, *won't* or *might/may not*.

- Everyone *will* use the Internet for shopping, I'm sure.
- I think some schools .... offer classes on Skype™.
- Cars .... use petrol, I'm sure. They'll be electric.
- Lots of people .... probably work from home.
- Robots .... definitely do all the housework – at least I hope so!
- It's possible we .... read books anymore.

### 2 Complete the first conditional sentences. Use the verbs in brackets.

- The librarian *will be* (be) upset if we *talk* (talk) too loudly in the library.
- If you .... (not answer) my email, I .... (not write) to you ever again!
- If we .... (get) Skype™, we .... (not pay) so much for our phone calls.
- You .... (might win) the lottery if you .... (buy) a ticket.
- You .... (not find out) what's happening in the world if you .... (not use) the Internet.
- If she .... (have) her mobile with her, her mum .... (not worry) about her.
- He .... (send) you a text message if he .... (hear) any news.
- If he .... (work) hard enough, he .... (might win) a prize.

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

- He *is flying* (fly) to Japan tomorrow.
- Don't worry. He .... probably .... (call) you later.
- My parents .... (take) me out for dinner on Saturday for my birthday.
- What .... (you/do) when you leave school?
- Sorry, but we .... (not see) you later – we have got a party to go to.
- Susan .... (start) a new job on Monday.

### 4 Choose the correct words.

I had a terrible time at the concert last weekend. There were <sup>1</sup> **too much / too many** people and there was <sup>2</sup> **too much / too many** noise. There wasn't <sup>3</sup> **enough / a few** space in the hall and I felt quite scared. There were only <sup>4</sup> **a few / a little** windows and they were closed. I felt sick and I needed <sup>5</sup> **a few / a little** time to sit down and recover. There weren't <sup>6</sup> **too many / enough** chairs to sit on so luckily <sup>7</sup> **a few / too many** friends helped me. One friend asked me, <sup>8</sup> **How many / How much** concerts have you been to? 'Lots!' I told her.

## Language builder

### 5 Choose the correct words to complete the text.



**Lisa:** Hi, Mike! I haven't seen you <sup>1</sup> *a* ages!  
**Mike:** I know! I <sup>2</sup> .... on a trip to New York City and I <sup>3</sup> .... back. <sup>4</sup> .... been there?  
**Lisa:** No, I don't like big cities. There are usually <sup>5</sup> .... people and there's <sup>6</sup> .... noise.  
**Mike:** I love New York! If you <sup>7</sup> .... around the city you <sup>8</sup> .... some great places to eat and things to see. And I went to <sup>9</sup> .... jazz concerts, too.  
**Lisa:** Where <sup>10</sup> .... next?  
**Mike:** I'm not sure, I <sup>11</sup> .... to Beijing and Shanghai.  
**Lisa:** That sounds great. If you go <sup>12</sup> .... let me know?  
**Mike:** Sure!

- |                     |                    |                          |
|---------------------|--------------------|--------------------------|
| 1 a for             | b since            | c some                   |
| 2 a was going       | b have gone        | c went                   |
| 3 a was just        | b have just come   | c came just coming       |
| 4 a Have you ever   | b Did you ever     | c Were you ever          |
| 5 a too much        | b too many         | c a few                  |
| 6 a too much        | b too many         | c a little               |
| 7 a walked          | b walk             | c have walked            |
| 8 a find            | b are finding      | c will find              |
| 9 a a little        | b a few            | c enough                 |
| 10 a you will visit | b are you visiting | c are you going to visit |
| 11 a might go       | b will go          | c 'm going               |
| 12 a I will         | b you will         | c will you               |

## Speaking

### 6 Match the sentences.

- You don't need to worry. *d*
- That can't be true!
- Listen, I think I can help you.
- Are you serious?
- Of course you can do it.
- I don't believe you!
- a Well, why don't you ask him.
- b Thanks, but I'm really worried.
- c Yes, she's afraid of spiders.
- d I know, you're right.
- e Thanks, I feel more confident now.
- f I know, but it is.



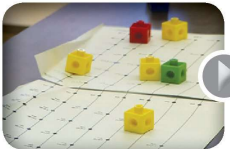
# School life

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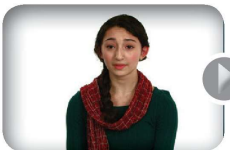
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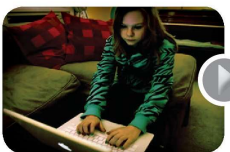
The women of Ayoquesco p77



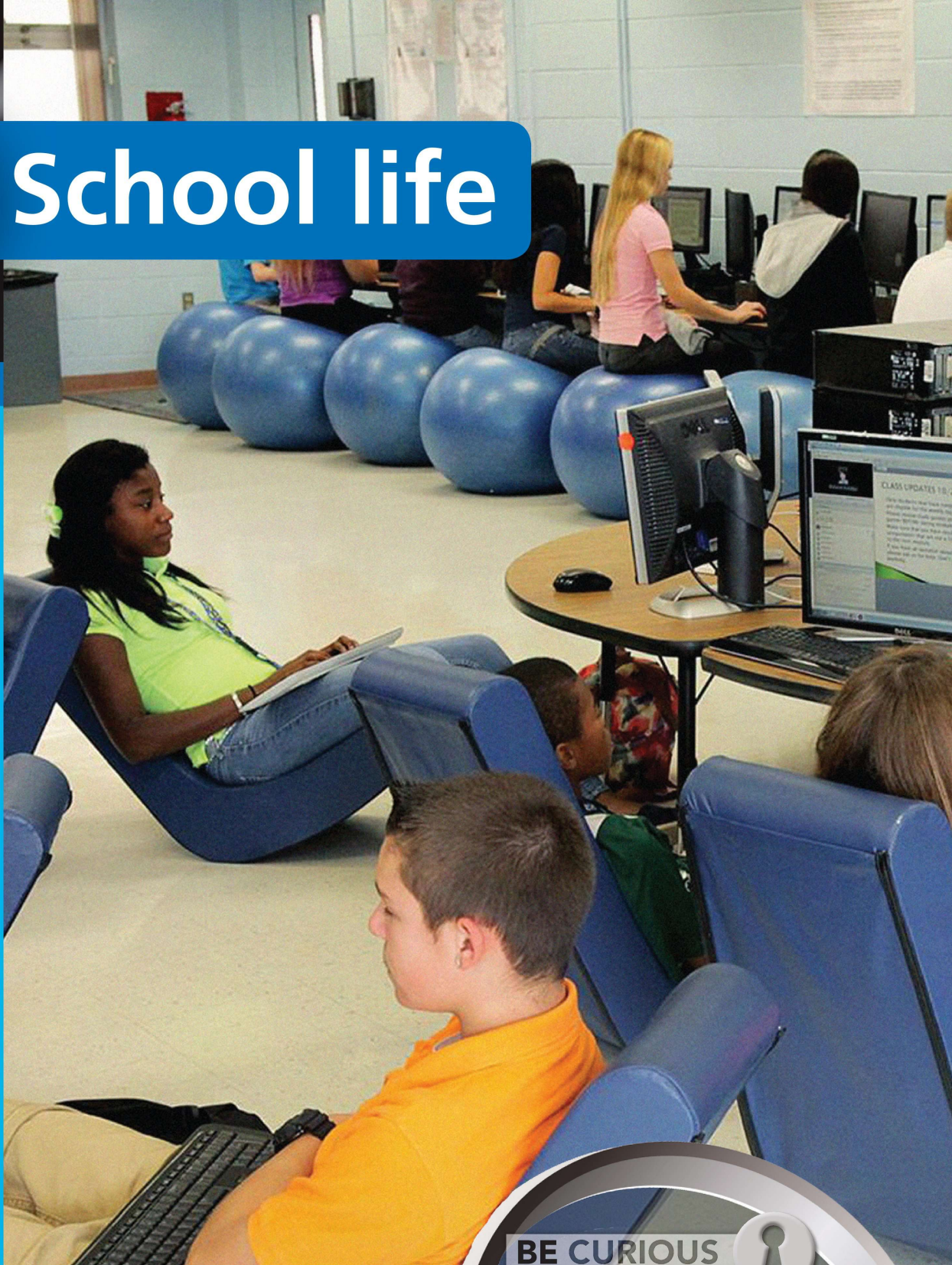
Playing with Maths p80



Asking for advice p82



CLIL Social media p121



## Vocabulary

- Behaviour and discipline at school
- Words from the text
- *make* and *do*
- Phrasal verbs

## Language focus

- Second conditional: affirmative and negative statements, *yes/no* questions
- Second conditional: *Wh-* questions

## Unit aims

I can ...

- talk about behaviour and discipline at school.
- talk about imaginary situations.
- ask questions about imaginary situations.
- understand an article about teaching in Singapore.
- ask for and give advice.
- write a problem page.

## BE CURIOUS



What can you see in the photo?

Start thinking

- What are the children doing?
- How important is your working environment at school?
- What are the best and worst parts of going to school?



## Vocabulary Life at school

- 1 2.23 Match the words and phrases in the box with the photos (a–i). Then listen, check and repeat.

bullying hand in homework get detention cheat in a test be on time  
wear a uniform write lines scream or shout get good marks

a *cheat in a test*

- 2 Look again at the phrases in Exercise 1. Which are bad or good behaviours and which are rules or punishments?
- 3 2.24 Listen to the conversation between David from the UK and Anita from Brazil about schools. Which things from Exercise 1 do they talk about?

### Your turn

- 4 Work with a partner. Answer the questions.
- 1 Do you wear a uniform in your school? Why/Why not?
  - 2 What do you think of cheating in tests?
  - 3 Do you think your school is strict? Why/Why not?

*We don't have to wear a uniform because ...*

*I think cheating is bad because ...*

*Our school is very strict because we always have to ...*

Vocabulary Bank • page 113

## Reading A student blog

### 1 Work with a partner. Look at the photo and answer the questions.

- 1 Where are the children?
- 2 Who are they?
- 3 What do you think they're discussing?

### 2 2.25 Read the article about a school in New York. In what ways is it different from other schools?

### 3 Read the article again. Are the sentences true or false? Correct the false ones.

- 1 The school has meetings every month. **F**
- 2 The students make suggestions and the teachers vote on their suggestions.
- 3 There are no rules.
- 4 The students can't choose their own subjects.
- 5 The teachers don't tell the students what to do.
- 6 Working in a team is very important at the Free School.

### Get it right!

We use the infinitive after **want**.

If you **want to talk**, you have to **put up your hand**.  
I **don't want to do** the exam tomorrow!

### Explore words in context

### 4 Match the words and phrases from the article with the definitions (1–5) below.

propose   vote   walk out   on our own  
together

- 1 decide
- 2 alone – without other people
- 3 the opposite of alone
- 4 make a suggestion
- 5 leave a room without asking for permission

### Your turn

### 5 Answer the questions. Make notes.

- 1 Would you like to go to a school like the Brooklyn Free School? Why/Why not?
- 2 What rules would you change in your school? Why?
- 3 What subjects would you like to study that you don't already study? Why?

### 6 Discuss your answers in groups.

*I'd really like/love/hate to go to a school like this.  
I'd like to change the rule about ... because it's ...  
I'd really like to study ... I think it's important/  
interesting because ...*

## BROWN'S FREE SCHOOL

### This week's student blogger is a new student, Jacklyn Whyte.

A lot of people are asking me about my new school. It's really hard to explain, so I give them an example of one day.

It's Wednesday morning and it's time for the weekly school meeting. This week, one of the topics is 'wheels'. Kyle, one of the kids in my class, proposes a new rule that students can bring skateboards, skates and bicycles to school. Our teacher, Mr Jackson, suggests that we do this one day a week and the whole school votes on a 'wheels' day for next Friday.

If I wanted to change the rules at my old school, it wouldn't be that easy! But here at the Brown's Free School, things are different. Here, we make the decisions! We can decide to go to class, watch TV or play a computer game, but most students choose to go to class – it's more interesting! When we don't like a class, we just walk out! In my old school, if I didn't stay until the end of a class, I'd be in detention!

At the Free School, the teachers don't give detention, and no one writes lines. There's no uniform and there are no exams. We choose what we want to study and how. We can work in groups, or study on our own. If you were at the school and you wanted to study car mechanics, our teachers would help you find a way to study it. If you wanted to start a new school magazine, you would suggest it to the teachers. Then, they would find a way to help you do it.

That's how the Free School works. The ideas come from the students and everyone works together to make them happen. It's a great experience and I love going to the Free School!

[add a comment](#) | [send a message](#)

**FACT!** Although the USA has the most free schools in the world, many other countries have free schools too, including Brazil, India, Japan, the UK and Germany.

# Language focus 1 Second conditional

**1** Complete the examples from the text on page 76. Then complete the rules.

imaginary situation	possible consequence
If I ..... until the end of a class,	I ..... in detention!
If you ..... to start a new school magazine,	you ..... it to the teachers.

- We use .... + past simple and .... + infinitive to form the second conditional.
- We use the second conditional to talk about unreal situations in the present or future / past.

→ Grammar reference • page 105

**2** Look at the chart. Choose the correct form of the verbs in the sentences below.

- If I was / 'd be rude to a teacher, I got / 'd get detention.
- If I didn't / wouldn't pass my exams, my parents didn't / wouldn't be very happy!
- If a teacher gave / would give me lines, I wrote / 'd write them during the break.
- My teacher called / would call my parents if I didn't / wouldn't go to school.
- My friends did / would like to go to the Free School if they opened / would open one in our town.
- I didn't / wouldn't study Maths if I went / would go to the Free School.

**3** Write complete sentences.

- If I / go / to the Free School / not study Maths  
*If I went to the Free School, I wouldn't study Maths.*
- If I / not do homework / my teacher / give / detention
- If I / not study English / not know / how to do this exercise
- I / tell / my parents / if / there / be / bullying in my school
- I / do / art in class / if / have the choice
- I / not get / good marks / if / not study every day

→ Say it right! • page 97

## Your turn

**4** Read the quiz and choose answers for you.

**1** If I came home late one night, ...

- a my parents would be very angry.
- b my parents wouldn't say anything.
- c I'd get some kind of punishment.

**2** If I was rude to one of my parents, ...

- a I'd feel bad and I'd say sorry immediately.
- b they'd be very shocked because I'm never rude.
- c they'd punish me with no TV or computer for a week.

**3** If I borrowed something from my brother/sister/friend without asking, ...

- a it wouldn't be a problem. They do it to me all the time!
- b they'd tell my parents and I'd get into a lot of trouble!
- c I'd put it back before they noticed.

**5** Compare your quiz answers with your partner.

*If I came home late, I'd get some kind of punishment. I wouldn't go out for two or three weeks.*

Learn about a successful business.

- What happened in Ayoquezco in 1979?
- What do people use prickly pear for?
- What did the women decide to do?




**Discovery**  
EDUCATION™

7.1 The women of Ayoquezco

# Listening A discussion

1  2.28 Listen to the quiz. Put the pictures in the correct order.




2  2.28 Listen again and choose the correct answers.

- 1 If Mick saw a classmate cheating in an exam, he would ...
  - a say nothing and just continue with his work.
  - b tell a teacher.
  - c try to cheat as well.
- 2 If Suzy found a wallet full of money on the street near her school, she would ...
  - a take it to the nearest police station.
  - b give it to a teacher at the school.
  - c keep it.
- 3 What is Mick more careful about now?
  - a Not losing his mobile phone.
  - b What he tells his dad.
  - c Who he gives his phone number to.
- 4 If someone sent Suzy some horrible messages on her phone she would ...
  - a show them to her parents.
  - b do nothing.
  - c tell the police.

3 Work with a partner. Discuss what you would do in the situations in Exercise 3.

## Vocabulary *make and do*

4  2.29 Match the words in the box to the verbs, *make or do*. Then listen, check and repeat.

your homework a mistake friends a noise  
 an exercise a phone call something interesting  
 a mess the right thing decision

*do your homework ....*

*make a mistake ....*

➔ Vocabulary Bank • page 113

### Your turn

5 Complete the questions with the correct verb *make or do* then answer the questions. Make notes.

- 1 Do you find it easy to .... friends?
- 2 How many hours of homework do you .... every week?
- 3 How do you feel when you .... a mistake in class?
- 4 Does your mum get angry with you when you .... a mess in your room?

6 Ask and answer with your partner.

*I find it easy to make friends because I'm not very shy.*