

OXFORD

Student Book & Workbook

with Digital Pack

B2

Upper Intermediate

new identity

Be the story

Esame
di Stato



INVALSI

First for
Schools



100%
new



OXFORD
TEST OF ENGLISH

Carla Leonard

new identity

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 **OXFORD
TEST OF ENGLISH**

Carla Leonard

OXFORD
UNIVERSITY PRESS

Guide to new identity

Student Book Vocabulary

Each unit opens with vocabulary presented in context.

QR code at the start of each unit to play video and audio on mobile phone or tablet.

Frequent opportunities to get students talking with supported speaking exercises.

Brand new Vlog video recycles vocabulary in context and introduces **Keep it real** phrases.

Grammar

The two Grammar lessons in each unit include exam practice and skills development.

The first presentation introduces grammar through a reading text.

Grammar animation video offers engaging step-by-step explanations to recap key grammar points using colour-coded examples and images.

Tasks for **B2 First**, **INVALSI** and **OTE** (Oxford Test of English) throughout each unit provide abundant exam practice.

The second presentation introduces grammar through a listening exercise.

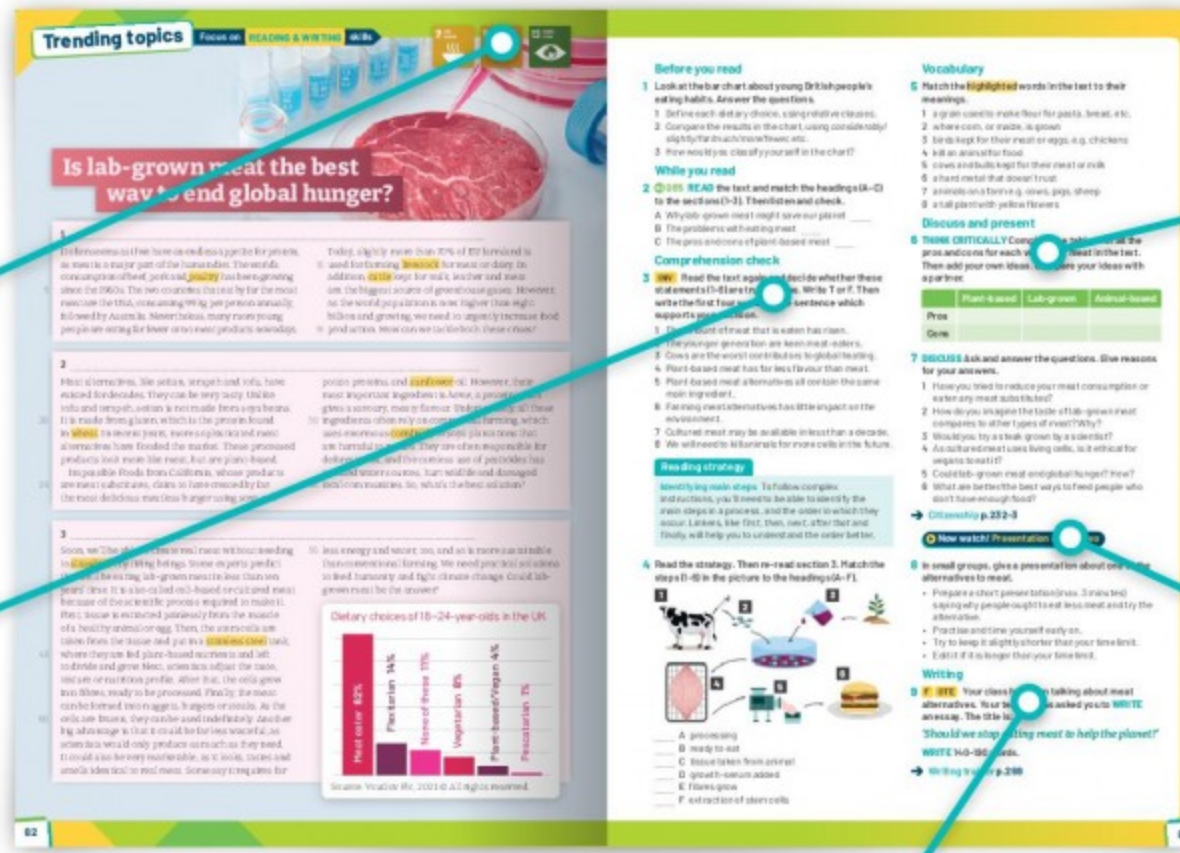
Strategies in each unit develop students' reading, writing, listening and speaking skills.

Trending topics reading and writing skills

The **Trending topics** lesson uses thought-provoking articles to develop **reading and writing skills**.

Each topic covers **UN Sustainable Development Goals**.

Main reading exercise practises an **exam-style task**, preparing students for **INVALSI, B2 First and OTE**.



Writing prepares students for **B2 First and OTE**. The **Writing trainer** at the back of the book provides extensive support for the writing task.

Think critically encourages critical analysis of the issues in the article, moving students towards a **collaborative presentation task** that prepares them for the **Colloquio**.

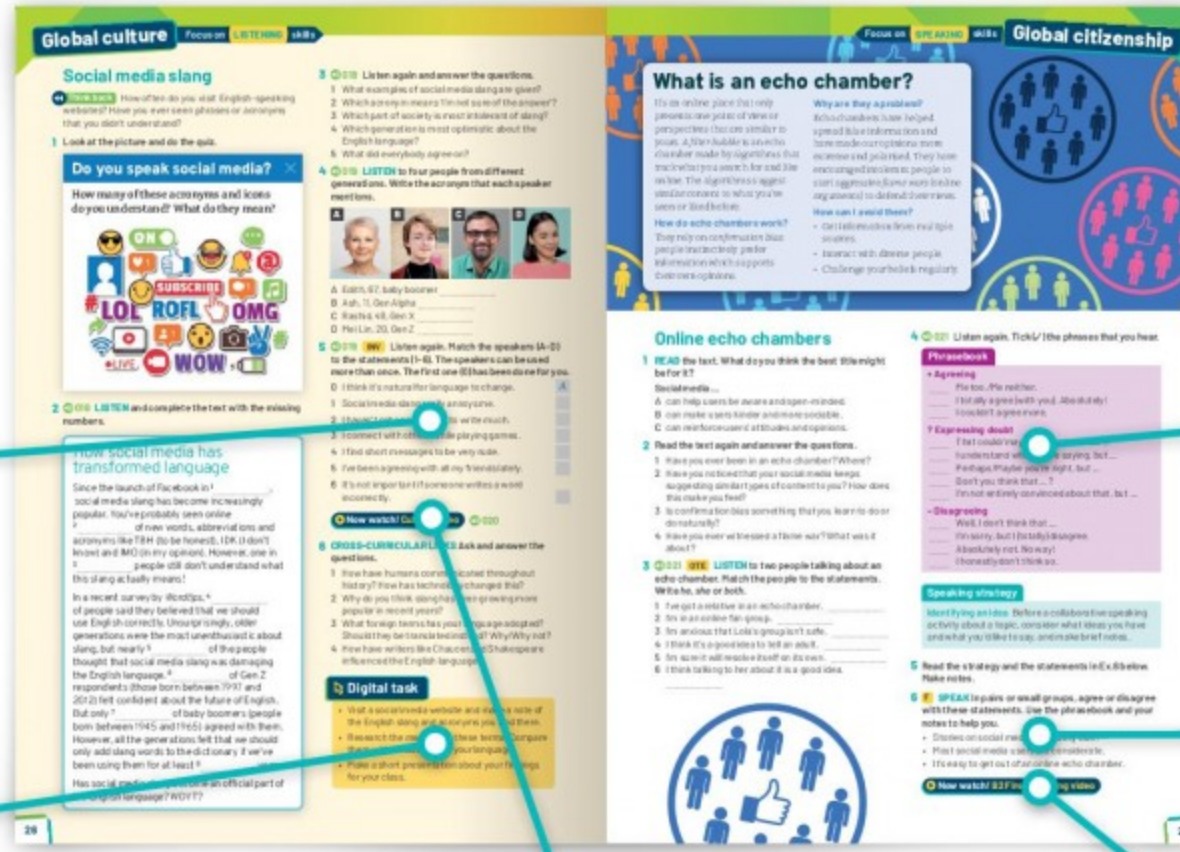
Lively Presentation skills video focuses on a key aspect of presenting.

Global culture and Global citizenship listening and speaking skills

The **Global culture** lesson focuses on listening skills and addresses issues in modern culture.

Main listening exercise practises an **exam-style task**, preparing students for **INVALSI, B2 First and OTE**.

Digital task uses digital media to achieve a creative output and teach digital literacy.



Brand new **Culture video** and **Cross-curricular links** extend the topic and encourage lateral thinking for the **Colloquio**, linking topics with other school subjects.

The **Global citizenship** lesson focuses on speaking skills and issues in modern society.

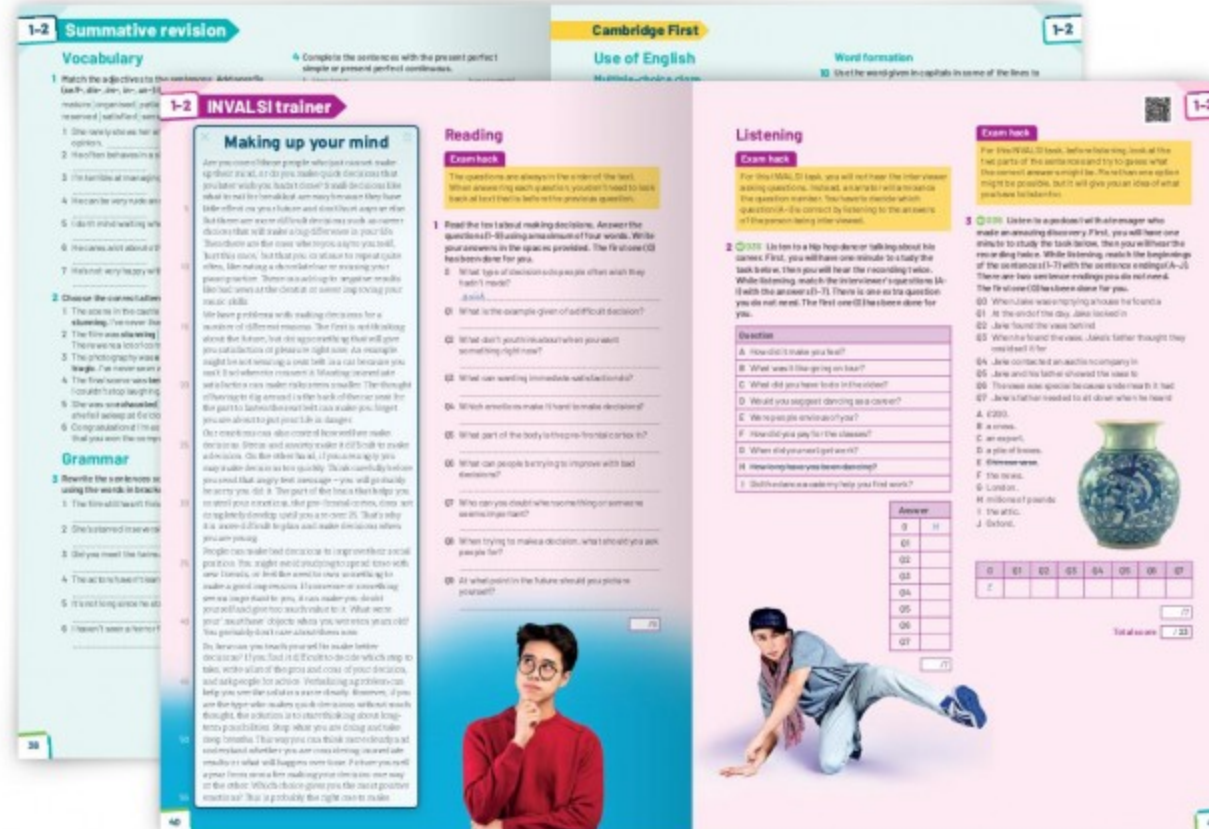
Phrasebook provides useful language for the speaking exercise.

Fully-supported **main speaking exercise** practises an exam-style task, preparing students for **B2 First and OTE**.

B2 First speaking video provides additional support.

Summative revision and INVALSI trainer every two units

Summative revision recycles the vocabulary, grammar and functions of the **previous two units** and includes four **B2 First Use of English** tasks



INVALSI trainer recycles language from **all the previous units** and practises **INVALSI-style reading and listening tasks**.

Extra lessons

Five banks of engaging extra lessons are included at the back of the book.

Citizenship every two units

These lessons support the *Educazione Civica* curriculum and education for sustainable development (**Agenda 2030**).

Each lesson focuses on **UN Sustainable Development Goals** introduced in the **Trending topics pages**.

Structured **presentation tasks** prepare students for the **Colloquio**.

9-10 Citizenship

Human rights

Lead-in

- Look at the photos. What do you think happened and why?
- READ and listen.** Check your ideas in Ex. 1 were correct.
- Read again. What's false? Write T or F.

Discussion

What do you think we should do with monuments to historical figures and events that violated human rights?

Erasing the past?

It's a bit of a surprise that in a very popular with students, the 20th century saw an average of 100 monuments and statues erected during the 100th anniversary of the end of World War I. The city of Bristol, in fact, had all kinds of monuments to the war, and many of them were erected in the 1930s and 40s. Some were erected in the 1930s and 40s, some were erected in the 1950s and 60s, and some were erected in the 1970s and 80s. Some were erected in the 1930s and 40s, some were erected in the 1950s and 60s, and some were erected in the 1970s and 80s. Some were erected in the 1930s and 40s, some were erected in the 1950s and 60s, and some were erected in the 1970s and 80s.

Discussion tasks develop **key competences and citizenship skills**, as well as personalising and embedding the learning.

Lively reading and listening texts in **varied formats** make the issues relevant to teenagers' lives.

Life skills every two units

These lessons develop the **learning and personal skills** needed for success in today's world.

Reflect helps students to increase their self-awareness and self-regulation, to become more **independent learners**.

Engaging articles introduce the key issues in a real-world context.

7-8 Life skills

How to make a good first impression?

Lead-in

- Look at the photos and answer the questions.
- Do you think these people will make a good first impression in a job? Why/Why not?
- Do you think it matters how we present ourselves when we are at work? Why/Why not?

Reading

READ and listen. According to the text, which person from Ex. 1 will make the best first impression?

1 You don't have to wear a tie on your first day at work.

2 Wearing a mixture of bright colours is a good idea to look like a fun colleague.

3 You might be able to wear your favourite suit to work at some point later on.

4 It's a good idea to bring back on your first day at work.

5 You should never be in a bad mood when you start a new job.

6 There is no need to smile if you don't feel like smiling.

7 It will be easier to support if you act positively in your job.

DISCUSS In pairs, ask and answer the questions.

1 Do you agree with the advice about making a good first impression? Why/Why not?

2 Do you agree with the advice about making a good first impression? Why/Why not?

3 Is it always important to be positive at work?

4 What do you think your professor will think about your first day at work?

Phrasebook

1. I'm nervous, but I think I can do it.

2. I'm nervous, but I think I can do it.

3. I'm nervous, but I think I can do it.

4. I'm nervous, but I think I can do it.

5. I'm nervous, but I think I can do it.

6. I'm nervous, but I think I can do it.

7. I'm nervous, but I think I can do it.

8. I'm nervous, but I think I can do it.

9. I'm nervous, but I think I can do it.

10. I'm nervous, but I think I can do it.

Real-world tasks prepare students for their **work placement** and **Colloquio** presentation, and support **critical thinking and communication skills**.

Clear **five-step structure** breaks down the task into achievable chunks.

Esame di Stato trainer: Towards the Colloquio every two units

The **Towards the Colloquio** lessons encourage students to make connections across school subjects.

Each lesson analyses a typical **spunto** from the **Colloquio**, and provides a step-by-step guide to producing a presentation about it.

3-4 Towards the Colloquio

Step 1: Think

- Brainstorm and write down as many words as you can connected to change.
- Read the extract from the poem below and answer the questions.

extract from Mutability (1836), by Percy Bysshe Shelley

We rise - we weary thought perhaps the day
We rise - we weary thought perhaps the day
We rise - we weary thought perhaps the day
We rise - we weary thought perhaps the day

Step 2: Plan and prepare

- What did scientific discoveries around the 18th century mean for the world?
- How did these discoveries change the way we live today?
- How did science and technology change the way people lived in the 18th century?
- What role did social and political changes play in the 18th century?

Step 3: Share

In small groups, make your presentations. Use the table in Ex. A, Diagram B or a DIB and the Phrasebook to help you.

Phrasebook: Exploring a context

Describe the characteristics of the genre and the work

- This work is considered a masterpiece of the Romantic period. It is a poem that deals with themes such as nature and beauty.
- This work represents a turning point in the development of the English language.
- The work expresses the poet's feelings about change as the only constant factor in life.

Describe the period

- When it was written, the Industrial Revolution was under way.
- The society of the time was undergoing dramatic change caused by the political revolutions.
- The artist was influenced by the scientific discoveries of the time.

Step 4: Self-assessment

Score the various aspects of your presentation from one to five. What did you do well on? What can you improve on?

• variety of language
• accuracy of language
• fluency
• development of connections
• organization of ideas

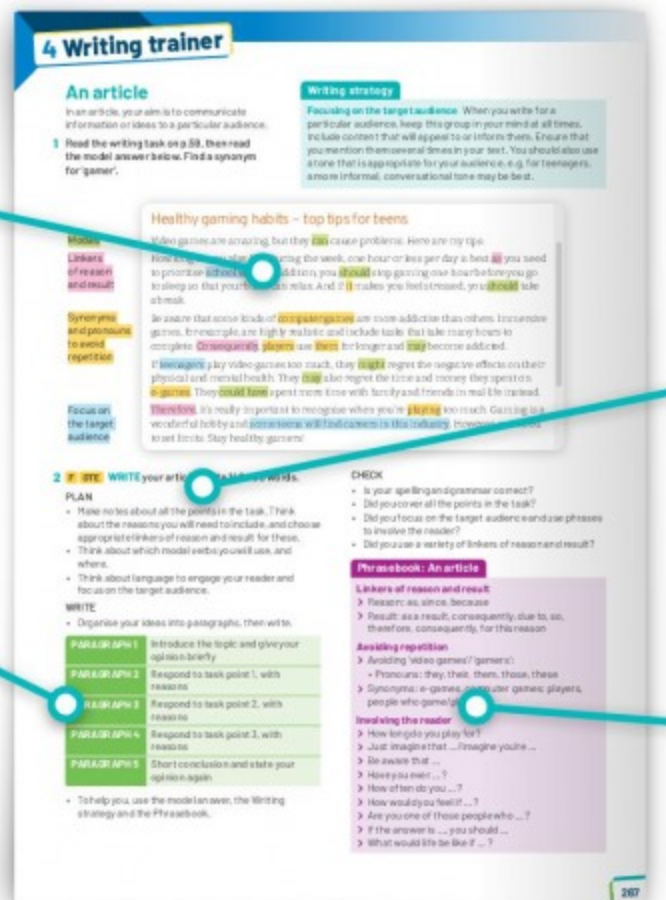
Phrasebook provides useful language for the presentation.

Writing trainer and B2+ Vocabulary extension every unit

The **Writing trainer** provides full support for the writing tasks in the Student Book.

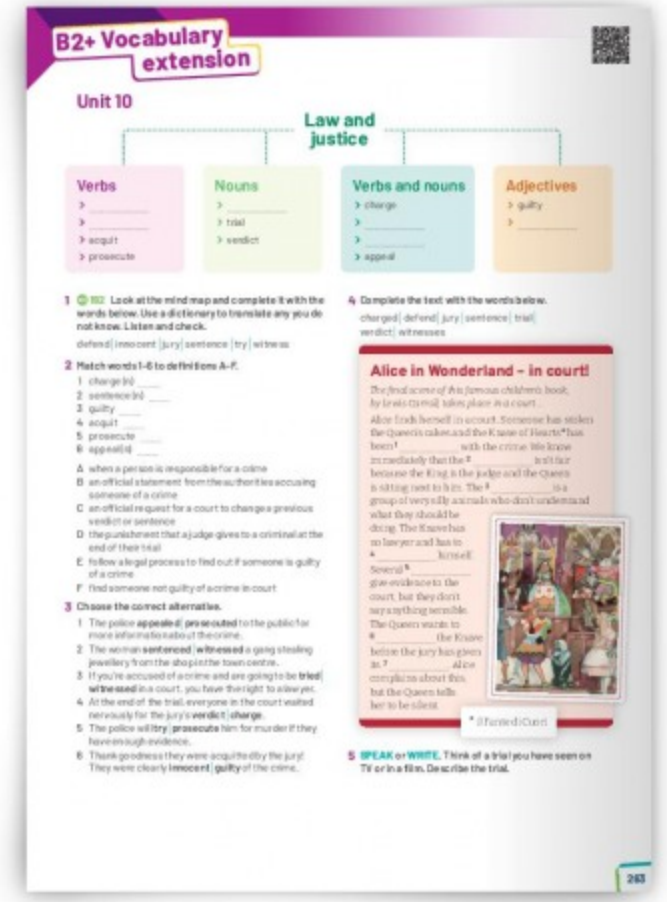
The **B2+ Vocabulary extension** uses mind maps to teach extra vocabulary related to the unit topic.

Model answer highlights functional language from the genre.



Writing task practises B2 First and OTE exam tasks.

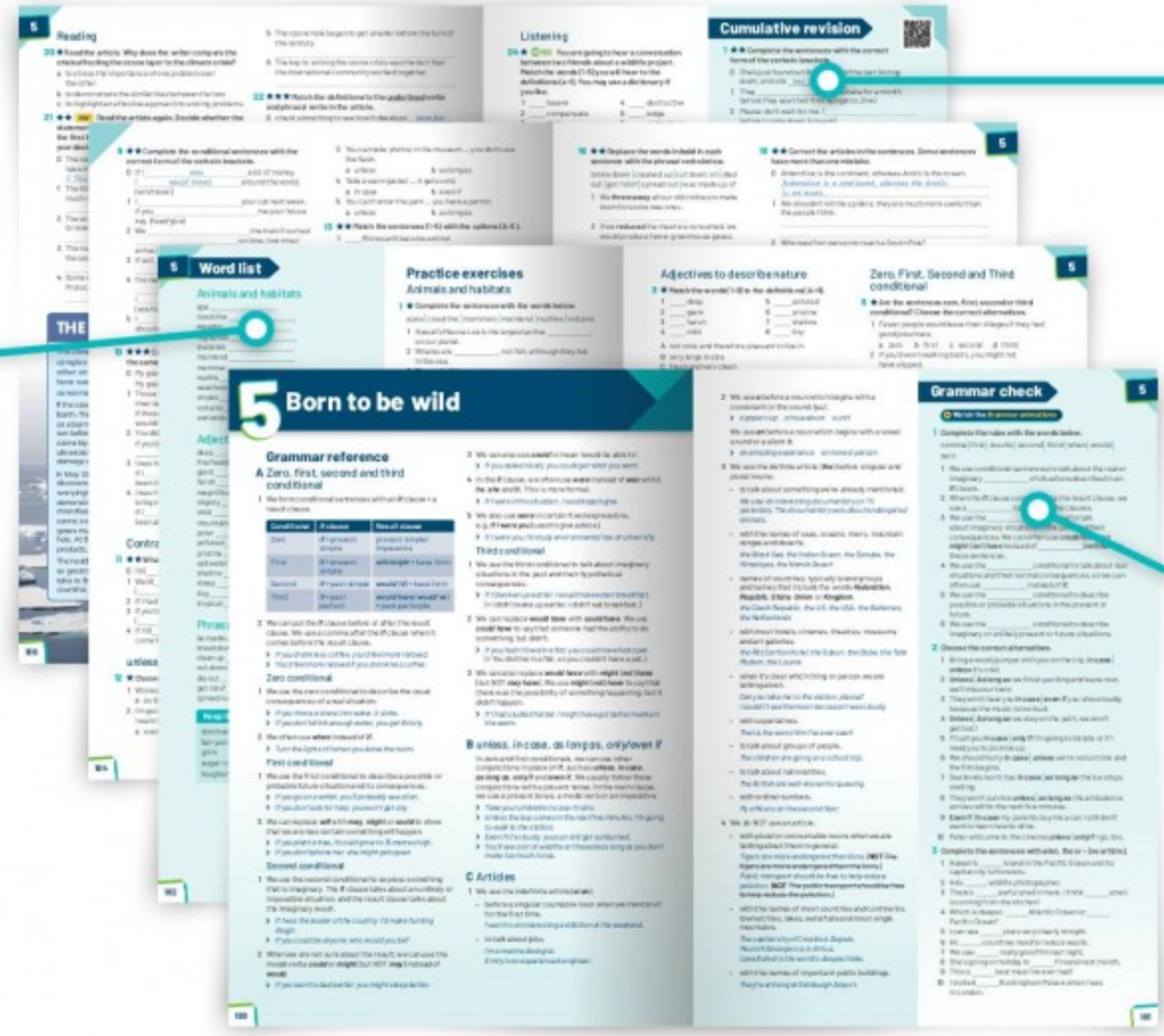
Phrasebook provides more useful language.



Workbook

For a detailed guide to the **Workbook**, see pages 138-139.

Each **Workbook unit** provides plenty of practice of the language in the Student Book.



Cumulative revision consolidates learning by recycling language from all the previous units, and provides exam-style tasks.

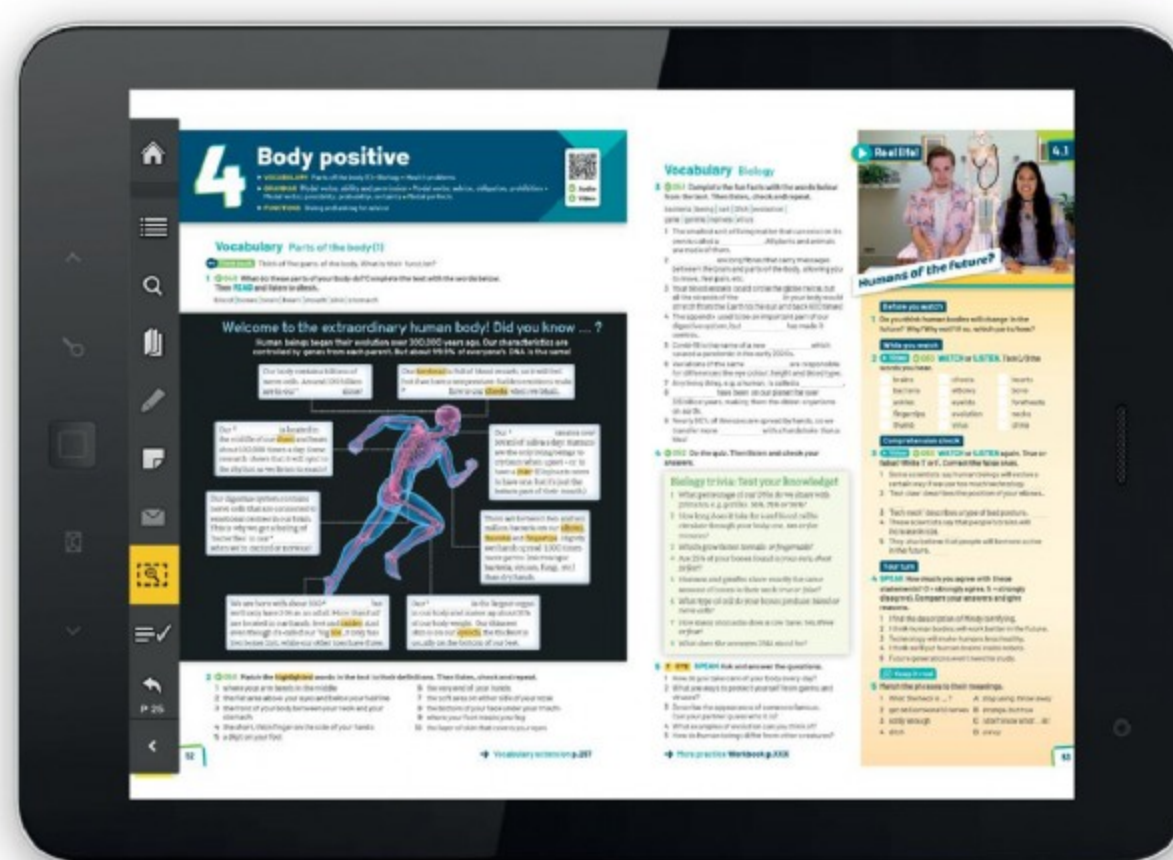
Word list encourages independent study of target vocabulary.

Varied practice exercises are graded for difficulty.

Grammar reference and Grammar check give in-depth coverage of form and meaning.

Student e-book

The **Student e-book** is an interactive version of the Student Book and Workbook, which can be used on a tablet or computer.



Engaging interactive activities.

Integrated audio and video.

Instant marking shows if answers are right or wrong.

	Vocabulary		
Revision unit p.10	Free-time activities Sport Relationships Learning		

Unit	Vocabulary	Grammar	Exam practice
1 The real you p.18	Personality Negative prefixes Using <i>both/either/neither</i> B2+ Vocabulary extension p.254 ▶ Video Vlog	Present perfect simple Present perfect simple with adverbs Present perfect simple vs present perfect continuous <i>for vs since</i> ▶ Video Grammar animations	Reading F part 7 p.20 Listening F part 2 p.22 Listening strategy Completing sentences Reading INV gapfill p.25 Writing F part 2, OTE part 1 p.25 Speaking F part 3 p.27
2 Art attack! p.28	The arts Extreme adjectives Music B2+ Vocabulary extension p.255 ▶ Video Vlog	Past simple vs past perfect simple Past perfect continuous <i>used to and would be used to/get used to vs used to</i> ▶ Video Grammar animations	Reading INV short answers p.30 Listening F part 4 p.32 Listening strategy Understanding new words Reading INV true/false p.35 Writing F part 2 p.35 Speaking F part 2, OTE part 3 p.37

1-2 **Summative revision** p.38 **INVALSI trainer** p.40 **Towards the Colloquio** p.249

3 A bright future p.42	Working life Phrasal verbs for work and studies Noun suffixes (1) B2+ Vocabulary extension p.256 ▶ Video Vlog	Future forms Future time clauses Future continuous ▶ Video Grammar animations	Reading F part 6, OTE part 3 p.44 Listening F part 1, OTE part 4 p.46 Listening strategy Distinguishing facts from opinions Reading F part 5, INV multiple choice p.49 Writing F part 1, OTE part 2 p.49 Speaking F part 3 p.51
4 Body positive p.52	Parts of the body (1) Biology Health problems B2+ Vocabulary extension p.257 ▶ Video Vlog	Modal verbs: ability and permission Modal verbs: advice, obligation, prohibition Modal verbs: possibility, probability, certainty Modal perfects ▶ Video Grammar animations	Reading F part 7 p.54 Listening INV match sentence halves p.56 Listening strategy Anticipating content Reading INV true/false p.59 Writing F , OTE part 2 p.59 Speaking F , OTE part 4 p.61

3-4 **Summative revision** p.62 **INVALSI trainer** p.64 **Towards the Colloquio** p.250

5 Born to be wild p.66	Animals and habitats Adjectives to describe nature Phrasal verbs for the environment Talking about cause and result B2+ Vocabulary extension p.258 ▶ Video Vlog	Zero, first, second and third conditional <i>unless, in case, as long as, only/even if</i> Articles ▶ Video Grammar animations	Reading F part 5, INV multiple choice p.68 Listening F part 2 p.70 Listening strategy Listening for specific information Reading INV match statements p.73 Writing F part 1, OTE part 2 p.73 Speaking F part 3 p.75
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Grammar		
Present simple vs present continuous Stative and dynamic verbs Past simple vs past continuous <i>when, while, as</i> and <i>as soon as</i> Present perfect vs past simple		Reflexive and reciprocal pronouns <i>will vs may/might</i> First conditional ▶ Video Grammar animations

Trending topics Focus on READING & WRITING skills	Global culture Focus on LISTENING skills	Global citizenship Focus on SPEAKING skills
Life without filters! Reading strategy Recognising functional language ▶ Video Presentation skills video Writing trainer An informal email p.264	Social media slang ▶ Video Culture video Digital task A presentation	Online echo chambers Agreeing, expressing doubt and disagreeing Speaking strategy Identifying an idea ▶ Video B2 First Speaking video
Is 'eco-vandalism' ever justified? Reading strategy Understanding the gist ▶ Video Presentation skills video Writing trainer A story p.265	The K-wave ▶ Video Culture video Digital task A video	Is it art? Describing artwork Speaking strategy Avoiding repetition ▶ Video B2 First Speaking video

1-2 Citizenship Cyberbullying p.228 **1-2 Life skills How to make good decisions p.238**

It's time to make neurodiversity work! Reading strategy Forming and testing predictions ▶ Video Presentation skills video Writing trainer A 'for and against' essay p.266	Working conditions ▶ Video Culture video Digital task A report	Erasmus+ Expressing and asking for opinions Speaking strategy Collaborative tasks ▶ Video B2 First Speaking video
Can you really become addicted to video games? Reading strategy Identifying examples of hedging ▶ Video Presentation skills video Writing trainer An article p.267	Genetic superpowers ▶ Video Culture video Digital task A presentation	Screens and sleep Asking for and giving advice Speaking strategy Using appropriate grammatical forms ▶ Video B2 First Speaking video

3-4 Citizenship Work-life balance p.230 **3-4 Life skills How to sell yourself in a cover letter p.240**

Scientists say they can now bring extinct species back to life ... but should we do it? Reading strategy Understanding technical language ▶ Video Presentation skills video Writing trainer An argumentative essay p.268	Paradise in peril ▶ Video Culture video Digital task A report	Combating climate change Giving reasons and examples Speaking strategy Using world knowledge ▶ Video B2 First Speaking video
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Unit	Vocabulary	Grammar	Exam practice
6 Feed the world p.76	Food and drink Describing food Adjective suffixes B2+ Vocabulary extension p.259 ▶ Video Vlog	Defining vs non-defining relative clauses Reduced relative clauses Comparatives and superlatives with adjectives and adverbs Comparatives and superlatives with nouns ▶ Video Grammar animations	Reading F part 6, OTE part 3 p.78 Listening F part 4, OTE part 2 p.80 Reading INV true/false p.83 Writing F part 1, OTE part 2 p.83 Speaking F part 2, OTE part 3 p.85

5-6 **Summative revision** p.86 **INVALSI trainer** p.88 **Towards the Colloquio** p.251

7 On trend p.90	Parts of clothes and accessories Describing clothes Parts of the body (2) B2+ Vocabulary extension p.260 ▶ Video Vlog	The passive: all tenses Passive constructions <i>have/get something done</i> ▶ Video Grammar animations	Reading F part 7 p.92 Reading INV short answers p.94 Listening F part 1, OTE part 4 p.95 Listening strategy Identifying the scenario Reading INV short answers p.97 Writing F OTE part 2 p.97 Speaking F OTE part 4 p.99
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8 Into the unknown p.100	Holiday accommodation Phrasal verbs for travel Describing tourist sites B2+ Vocabulary extension p.261 ▶ Video Vlog	-ing form vs infinitive Verbs + -ing form and infinitive Future perfect tenses <i>so/such ... (that) ...</i> ▶ Video Grammar animations	Reading F part 6, OTE part 3 p.102 Listening INV match questions p.104 Listening strategy Listening for specific topics Reading OTE part 4 p.107 Writing F OTE part 2 p.107 Speaking F part 3 p.109
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7-8 **Summative revision** p.110 **INVALSI trainer** p.112 **Towards the Colloquio** p.252

9 Media aware p.114	The media Word families Reporting verbs B2+ Vocabulary extension p.262 ▶ Video Vlog	Reported statements Reported questions Reporting verbs ▶ Video Grammar animations	Reading INV true/false p.116 Listening F part 2 p.118 Listening strategy Predicting words and phrases Reading INV match headings, multiple choice, F part 5 p.121 Writing F part 2 p.121 Speaking F OTE part 1 p.123
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10 Stand up! p.124	Social issues and activism Noun suffixes (2) Linkers of addition and contrast Prefixes with particular meanings B2+ Vocabulary extension p.263 ▶ Video Vlog	Mixed conditionals <i>wish</i> and <i>if only</i> ▶ Video Grammar animations	Reading F part 6, OTE part 3 p.126 Listening F part 3 p.128 Listening strategy Matching to speakers Reading F part 5, INV multiple choice p.131 Writing F part 2 p.131 Speaking F part 2, OTE part 3 p.133
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9-10 **Summative revision** p.134 **INVALSI trainer** p.136 **Towards the Colloquio** p.253

Workbook p.138 **Towards the Colloquio** p.248 **B2+ Vocabulary extension** p.254 **Writing trainer** p.264

F = Cambridge B2 First **INV** = INVALSI **OTE** = Oxford Test of English

Trending topics Focus on READING & WRITING skills	Global culture Focus on LISTENING skills	Global citizenship Focus on SPEAKING skills
<p>Is lab-grown meat the best way to end global hunger?</p> <p>Reading strategy Identifying main steps</p> <p>▶ Video Presentation skills video</p> <p>Writing trainer A personal essay p.269</p>	<p>Culinary traditions</p> <p>▶ Video Culture video</p> <p>Digital task A menu</p>	<p>Controversial foods</p> <p>Talking about pros and cons, comparing and contrasting</p> <p>Speaking strategy Noun phrases</p> <p>▶ Video B2 First Speaking video</p>
<p>5-6 Citizenship Tackling environmental issues p.232 5-6 Life skills How to deal with eco-anxiety p.242</p>		
<p>The real cost of shopping online</p> <p>Reading strategy Recognising the use of passives</p> <p>▶ Video Presentation skills video</p> <p>Writing trainer A shop review p.270</p>	<p>Japanese youth culture</p> <p>▶ Video Culture video</p> <p>Digital task A report</p>	<p>Dress codes</p> <p>Participating in a discussion</p> <p>Speaking strategy Taking turns</p> <p>▶ Video B2 First Speaking video</p>
<p>Should we stop flying to save the planet?</p> <p>Reading strategy Scanning</p> <p>▶ Video Presentation skills video</p> <p>Writing trainer A tourist site review p.271</p>	<p>Two epic adventures</p> <p>▶ Video Culture video</p> <p>Digital task A digital map</p>	<p>Ecotourism</p> <p>Discussing options and making decisions</p> <p>Speaking strategy Managing interactions</p> <p>▶ Video B2 First Speaking video</p>
<p>7-8 Citizenship Protecting our heritage p.234 7-8 Life skills How to make a good first impression p.244</p>		
<p>Fighting misinformation – Can we learn from Finland?</p> <p>Reading strategy Using subheadings</p> <p>▶ Video Presentation skills video</p> <p>Writing trainer A report p.272</p>	<p>Viral memes</p> <p>▶ Video Culture video</p> <p>Digital task A meme</p>	<p>Online reputation</p> <p>Describing habits and making generalisations</p> <p>Speaking strategy Keeping the conversation going</p> <p>▶ Video B2 First Speaking video</p>
<p>Sportswashing isn't the answer, but sport and politics should mix!</p> <p>Reading strategy Recognising fact and perspective</p> <p>▶ Video Presentation skills video</p> <p>Writing trainer A formal letter or email p.273</p>	<p>Banned books</p> <p>▶ Video Culture video</p> <p>Digital task A book review</p>	<p>Stand up to bullying</p> <p>Describing and comparing photos</p> <p>Speaking strategy Picture tasks</p> <p>▶ Video B2 First Speaking video</p>

9-10 Citizenship Human rights p.236

9-10 Life skills How to evaluate your work experience placement p.246

Phrasal verbs p.274

Irregular verbs p.277

Glossary p.278



Audio
Video

Presentation

1 **002 READ** and listen. Which activity would you most like to try? Why?

2 Read the text again. True or false? Write T or F.

- 1 There are 'letterboxes' all over the world.
- 2 You need modern technology to go geocaching.
- 3 Hard cheese is the easiest type of cheese to make.
- 4 You can make one type of cheese with just two ingredients.
- 5 People only use Esperanto in Europe.
- 6 No one speaks Esperanto as their first language.

Vocabulary

Free-time activities

3 **003** Complete the phrases with the words below. Use the text to help you. Then listen, check and repeat.

a language | an app | exercise | photos | someone for lunch | video games | walking | (your own) bread

- 1 take
- 2 play
- 3 go
- 4 invite
- 5 use
- 6 learn
- 7 make
- 8 do

Think of other words that match with the verbs above to make more free-time activities.

4 **SPEAK** In pairs. Say which activities in Ex.3 you like or dislike doing in your free time and why.

I really love playing video games because my friends and I can play together online.

Are you looking for a new hobby? Try these if you want to stand out from the crowd!

Watching TV, playing video games, taking the perfect Instagram photo ... Do you feel like **A you're always doing the same things in your free time**, week after week? Why not take up a new hobby? Here are a few ideas for some unusual hobbies!

1 Go geocaching

In Dartmoor, a national park in England, there are hundreds of hidden 'letterboxes' – metal boxes with a notebook and a rubber stamp and ink pad inside. When you find one, you can sign the notebook and add a stamp to your collection. Letterboxing is great fun, but you don't have to go to Dartmoor to do it – you can try geocaching!



B People hide small boxes (called 'geocaches') and you use an app on your phone to look for them. They can be almost anywhere in the world. There's probably one near your home! It's a good way to do exercise. You can go walking for miles, and it feels amazing when you find one.

2 Make cheese

C Everyone is making their own bread these days, it seems. Why not go one step further and make your own cheese?

D Everyone loves cheese, right? It isn't easy, but it's so satisfying to end up with your own delicious home-made cheese. Soft cheese is easier to make than hard cheese. In fact, it's possible to make mozzarella with just two ingredients! However, with a bit of patience and attention to detail, anything is possible. And if you aren't happy with your cheese, try again until you get it right. Then it's time to invite your friends for lunch!



3 Learn an invented language

Are you into languages? How about learning a language that is spoken in almost every country in the world? No, not English – Esperanto! **E About 2 million people speak it**, and their numbers are growing. **F Someone is probably studying Esperanto in your city right now.** Believe it or not, there are around 1,000 native Esperanto speakers! Esperanto is very easy to learn, and it even helps you to study other foreign languages. As it's a language that doesn't come with its own 'culture', everyone who learns Esperanto is an equal. It's also a great way to make new friends.



Grammar

▶ Watch the Grammar animations

- 5 Match the **highlighted** phrases (A–F) in the text to the rules. Then complete the rules with the correct tense.

Present simple vs present continuous

We use the ¹ _____:

- to talk about habits, routines and recurring actions. **B**
- to talk about permanent situations and facts.
- to talk about mental or emotional states.

We use the ² _____:

- to talk about something that is happening at this moment.
- to talk about temporary actions or situations, happening around now, but not necessarily at the moment of speaking.
- with adverbs like *always, constantly, continually* to show annoyance.

Grammar reference p.140

- 6 **Underline** more examples of the present simple and present continuous in the text.

- 7 Choose the correct alternative.

- 1 What **do you look** | **are you looking** at?
- 2 I **never go** | **am never going** to bed before 10 p.m.
- 3 My sister **doesn't always have** | **isn't always having** breakfast in the morning.
- 4 When **do you usually get** | **are you usually getting** home on Saturday?
- 5 We **watch** | **'re watching** a horror movie right now. It's really scary!
- 6 My brother **constantly plays** | **is constantly playing** with his phone. It's so irritating!

- 8 Complete the text with the present simple or present continuous form of the verbs in brackets.

I've got a new hobby – chess. I know, there's nothing 'new' about chess, but it's new for me. I usually ¹ _____ (play) using an app. You just open the app and, in seconds, a new game ² _____ (start). It's amazing! In fact, I ³ _____ (play) a game right now, and I think I ⁴ _____ (win)!

I also ⁵ _____ (go) to a chess club at school. One girl there is the regional schools chess champion. She ⁶ _____ (always/tell) us about it, which is quite annoying. I'd like to play with my brother at home too, but he ⁷ _____ (not want) to learn.

Oh no! I ⁸ _____ (look) at my game, and the other player has got my queen! I ⁹ _____ (not win) now!

- 9 **SPEAK** Write questions using the present simple or present continuous and the prompts below. Then ask and answer the questions in pairs.

- 1 what/you/learn about/at school today?
- 2 what/you/usually do/at weekends?
- 3 what activities/you/do/every day?

Stative and dynamic verbs

- Dynamic verbs describe actions (*play, go*) and can be used in the simple or continuous form.
- Stative verbs describe states (*know, want*) and are not usually used in the continuous form.
- Some verbs (*feel, have, see, think*) can be both stative and dynamic, but their meaning changes. *I'm **having** breakfast.* (dynamic = an action for a phrase with *have*)
*We **have** two dogs.* (stative = possession)

Grammar reference p.140

- 10 Complete the sentence pairs with the present simple (stative) or present continuous (dynamic) form of the verb.

have

- 1 I _____ a piano lesson at the moment.
- 2 I _____ a lot of friends.

think

- 3 Josh _____ that basketball is boring.
- 4 Priya _____ about joining a basketball team.

feel

- 5 We often _____ sad in the winter.
- 6 We _____ nervous about our exam right now.

expect

- 7 My mum _____ an important email.
- 8 My mum _____ me to get good grades.

see

- 9 The doctor _____ a patient now.
- 10 I _____ what you mean.

- 11 Complete the messages with the present simple or present continuous form of the verbs below.

do | eat | not feel | have | make | not need | want | watch

What ¹ _____ (you) right now?I'm at home. I ² _____ TV.

Really? Why aren't you at school?

I ³ _____ very well today.Sorry to hear that. ⁴ _____ (you) any medicine?Don't worry, I ⁵ _____ any medicine. I just ⁶ _____ to rest today.Well, let me know if you need anything. ⁷ _____ (you) breakfast?Yes, some toast, and I ⁸ _____ some tea, too.

Presentation

- 1 Do you know any films about sport? Why do you think sport can be a good topic for films?
- 2 **004 READ** and listen. Which of the stories (A–C) do the following statements describe? The stories may be chosen more than once.

In this story ...

- 1 no one became a champion.
- 2 someone was hurt.
- 3 someone who wasn't a sports person became a hero.
- 4 someone became a champion unexpectedly.
- 5 someone had success after a difficult situation.
- 6 something happened in a place that was more famous for a different sport.

Vocabulary Sport

- 3 **005** Match the words from the text to their definitions. Then listen, check and repeat.

athlete | champion | league | match | medal |
race | season | supporter | tournament | track

- 1 the period of a year when sports like football are played
- 2 a place where people run
- 3 when two teams play each other
- 4 someone who likes a particular team or sports person and wants them to win
- 5 an event where different teams or sports people play each other and, at the end, one team or person wins
- 6 the team or sports person who wins a big competition
- 7 any person who competes in a sport
- 8 when people run, swim, etc. to see who is the fastest
- 9 a group of teams who all play against each other
- 10 a piece of metal given to the winner of a competition

Can you think of other words for people, places, things and events in sport?

- 4 **SPEAK** Do you think the stories in the text would make good films? Why/Why not?

The story about Leicester City becoming champions of their league would make a good film because ...

The greatest sports movies ... that haven't been made yet!

Sport is full of drama, and sometimes a sporting story happens that is so inspiring that a film is made about it. Here are some stories that we think would make fantastic films.

A Monica Seles was one of the world's most talented tennis players. Aged just 19, she got to world number 1. But then in 1993, **A something terrible happened while she was playing**

in a tournament in Hamburg, Germany. While

Monica was resting between games, she was

attacked by a man with a knife. He was a supporter of another player, Steffi Graf.

Monica was lucky to survive.

She made a good recovery, and she continued to play tennis.

Incredibly, she became a top player again, and she won several more tournaments, including the Australian Open – one of the four most important Grand Slam tennis tournaments.



B Leicester is a city in the English Midlands. It is famous for its multicultural population, its successful rugby club, and for its crisp factory. But in April 2016, **B thousands of fans were dancing in the streets** as their football team, Leicester City, became champions of the English Premier League.

To understand how unlikely this was, consider that at the start of the season, the chances of Leicester being champions were 5,000–1!

In January of 2016, with nearly half of the season still left, Leicester were top of the league. Surely they couldn't stay there? But they won match after match. No one from Leicester will ever forget the year that their club won the football league.



C The final story isn't about a champion; it's about the emotional power of sport. In the 1992 Olympics in Barcelona, athlete Derek Redmond was in great form and hoped to win a medal in the 400 metres. In the semi-final, he was running well when suddenly he tore a muscle in his leg. **C He fell to the ground in pain.** His dreams were

over. Derek tried to continue, but he couldn't run, or even walk. But as soon as Derek's dad, Jim, saw what was happening, he ran onto the track. He helped his son to finish the race. As they were crossing the finishing line, 65,000 people in the stadium stood to applaud them. Derek didn't win a medal, but he won their hearts that day – and so did his dad.



Grammar ▶ Watch the Grammar animations

- 5 Match the **highlighted** phrases (A–C) in the text to the rules. Then complete the rules with the correct tense.

Past simple vs past continuous

We use the ...

- 1 to talk about past states, habits, completed actions or a sequence of events.
- 2 to talk about actions in progress at a specific time in the past.

We often use the past simple and past continuous together. We use the ³ for the longer action that was interrupted, and the ⁴ for the shorter action.

Grammar reference **p.140**

- 6 Write the irregular past simple forms of these verbs from the text.

- | | |
|----------------|---------------|
| 1 become | 6 see |
| 2 fall | 7 stand |
| 3 get | 8 tear |
| 4 make | 9 win |
| 5 run | |

- 7 Complete the sentences with the correct form of the verbs in brackets.

- They home just as Luke (get, leave)
- Bea her friend when the player a goal. (text, score)
- We our tickets to the game when Dad (buy, call)
- I to watch the kitesurfer while I along the beach. (stop, walk)
- The journalist a photo as the runner the finishing line. (take, cross)
- While you lunch, the match (make, end)

- 8 Choose the correct alternative.

The most exciting football match I've ever seen was the 2022 World Cup Final. I ¹ **travelled** | **was travelling** round South America at the time, so I ² **decided** | **was deciding** to go to Buenos Aires to watch the match.

I found a big screen to watch the final. There were hundreds of fans there. At half-time, everyone ³ **sang** | **was singing**. They were happy because Argentina ⁴ **played** | **were playing** really well. In fact, they ⁵ **won** | **were winning** 2–0. The game was nearly finished when France suddenly ⁶ **scored** | **were scoring** two goals. It was 2–2!

Argentina scored again, but so did France! The match ⁷ **finished** | **was finishing** – it was a penalty shoot-out. A lot of people couldn't watch while the players ⁸ **took** | **were taking** the penalties. They were too nervous! But when Argentina scored the winning penalty, the fans ⁹ **went** | **were going** mad!

when, while, as and as soon as

We usually use *when* to introduce a completed, short action.

*He was running well **when** suddenly he **tore** a muscle in his leg.*

We use *while* to introduce an action in progress.

***While** she **was resting** between games, she was attacked by a man with a knife.*

We can use *as* to mean 'at the moment that' or 'while'.

***As** they **were crossing** the finishing line, 65,000 people in the stadium stood to applaud them.*

We use *as soon as* when an action happened immediately after another action.

***As soon as** Derek's dad, Jim, **saw** what was happening, he **ran** onto the track.*

Grammar reference **p.141**

- 9 Choose the correct alternative. Sometimes two answers are possible.

- He was playing football **when** | **while** | **as soon as** he broke his leg.
- She went for a swim **as soon as** | **as** | **while** she finished her class.
- When** | **As soon as** | **While** my parents met, they were working at the same sports centre.
- While** | **As** | **As soon as** I was sleeping, I had a strange dream.
- As** | **When** | **While** the team ran onto the pitch, some supporters shouted at them.
- They were having a picnic **while** | **when** | **as** it started to rain.

- 10 Complete the sentences with your own ideas.

- While I was having dinner last night,
- As I left home this morning,
- I when I met my best friend.
- As soon as I finished school yesterday,
- While I was playing sport,

- 11 **SPEAK** In pairs. Answer the questions.

Tell your partner about ...

a time you won a prize or award.

- What were you doing?
- When did it happen? Where?
- How did you feel?

a time you helped a friend.

- What happened?
- What was he/she doing?
- How did you help?

a time you saw or met a famous person.

- Where were you?
- What was he/she doing?
- What did you do?

When I was 12, I won a science award. I was taking part in a school competition ...

Presentation

- 1 **READ** the introduction to the text. What problems can happen between friends?
- 2 **006** Read and listen to the whole text. Who do the sentences describe: Alex, Carys or both? What do you think of Jodie's advice?
- Jodie thinks this person should see the positives in the situation.
 - This person thinks that a friend is behaving badly.
 - Jodie advises this person to look for new friends.
 - This person's relationship started a long time ago.
 - This person's relationship might change in the future.
 - Jodie says that this person might have to make a difficult decision.

Vocabulary Relationships

- 3 **007** Match the halves to make phrases from the text. Then listen, check and repeat.

Which two phrases are negative?

- | | | |
|----------------------|----------------------------|----|
| 1 hit it | A for someone | |
| 2 be there | B off (with someone) | |
| 3 have (a lot) | C apart (from someone) | 20 |
| 4 get on | D someone down | |
| 5 be yourself | E out (with someone) | |
| 6 grow | F around someone | |
| 7 let | G in common (with someone) | |
| 8 hang | H well (with someone) | 25 |

- 4 **SPEAK** In pairs. Think of people in your life or characters from a book, TV series or film. Use the phrases in Ex.3 to describe your/their relationship.

The first time I met my best friend, we hit it off right away ...

Friendship problems? Ask Jodie

Dr Jodie Miller is an expert in the psychology of friendship. Every week, we publish two emails and Jodie's responses. You can add your own comments below.



Help! I really like someone in my class. ^A **This person moved to my school at the beginning of the year.** We hit it off straight away, and we really make each other laugh. We hang out all the time, and we can totally be ourselves around each other. This person has even said that I'm the best friend that they've ever had! But the problem is ... I want to be more than friends. But am I in the friendzone now? And if I am, is it possible to get out of it? – Alex

First of all, the friendzone is a good place to be! It's great when we have someone who values us and wants us in their lives. But I completely understand that it's hard to be friends when we want more. So, you need to ask yourself some difficult questions: How would you feel if the person doesn't want anything romantic with you? Would you be happy to be just friends? And are you willing to risk your friendship to find out? They might feel uncomfortable when there's an imbalance in your feelings towards one another, and it might change your relationship. If you're really honest with yourself, you'll find a way through.

^B **I've been best friends with Noa for ten years.** But recently, I feel like our friendship has gone wrong. We don't seem to have anything in common anymore. But worse, ^C **she has let me down a number of times** – even in situations when I really needed her. I'm going through a hard time at home. My parents aren't getting on well with each other at the moment, but Noa hasn't been there for me. She always apologises and makes excuses, but then it happens again. Is our friendship over? – Carys

I'm so sorry you're going through such a hard time. To be honest, it sounds like you and Noa are growing apart. That's really painful, but it's natural. You've both changed so much since you were young children, and the things that brought you together probably aren't there now. Stay friendly with Noa, but take a step back. Now look around. Who else have you got in your life? Who really will be there for you when you need someone? If you feel like there isn't anyone, then it's time to be proactive. Start new hobbies, join after-school clubs – and soon you'll have friends who need you, too.



Grammar Watch the Grammar animations

- 5 Match the **highlighted** phrases (A–C) in the text to the rules. Then complete the rules with the correct tense.

Present perfect vs past simple

We use the ¹ to talk about actions or situations that started and ended at a specific time in the past, or when you say exactly when they happened.

We use the ² :

- to talk about life experiences or recent actions when you don't say exactly when they happened.
- to talk about situations that started in the past and continue in the present.

Grammar reference p.141

- 6 Find the past participle of the verbs below in the text. Which is a regular verb?

be | change | go | have | let | say


- 7 Complete the text with the correct form of the verb in brackets.

I only ¹ (meet) Riley last year, but I feel like I ² (know) him all my life. We both ³ (come) from different schools, and all the other students ⁴ (be) friends already when we ⁵ (arrive).

We ⁶ (both/make) other friends since then, but he's the person I feel closest to.

His parents and brother are really cool, too.

I ⁷ (go) camping with them a couple of times. Last week we ⁸ (camp) on a beach. It ⁹ (rain), but we ¹⁰ (have) a great time.

 If someone has visited a place and returned, they have *been* there. If someone is visiting a place but has not come back, they have *gone* there.

- 8 Complete the sentences with the correct form of the verbs below.

be | go | grow | not make | not speak | read

- 1 Ella is away this weekend. She to Paris.
- 2 I to Rome a few times. It's beautiful!
- 3 Oli apart from his old friends after he changed school.
- 4 I English before we moved to the UK.
- 5 Pau many friends at his new school yet.
- 6 I love *The Lord of the Rings*. I it eight times!

- 9 **SPEAK** In pairs. Think of someone for each of the following. Tell your partner about the person.

- someone you've known all your life (not in your family)
- someone you've been on a holiday or trip with
- someone you've met recently

Reflexive and reciprocal pronouns

Reflexive pronouns

Subject pronoun	Reflexive pronoun	Subject pronoun	Reflexive pronoun
I	myself	it	itself
you	yourself	we	ourselves
he	himself	you	yourselves
she	herself	they	themselves

We use reflexive pronouns: 1) when a verb has the same subject and object; 2) to emphasise the subject; 3) to mean 'without help'.

*If you're really honest with **yourself**, you'll find a way through.*

Reciprocal pronouns



We use the reciprocal pronouns *each other* and *one another* when two or more people are both the subject and the object of an action.

*We really make **each other** laugh.*

Grammar reference p.141

- 10 Complete the sentences with a reflexive pronoun.

- 1 My grandad built his house in 1978.
- 2 Look at that cat washing
- 3 I'm proud of for passing my driving test.
- 4 You'll all learn to cook for when you leave home.
- 5 My aunt bought a new car.
- 6 We really enjoyed at the party.

 *They were looking at themselves. (e.g. in the mirror)*
 *They were looking at each other. (e.g. in the eye)*

- 11 Choose the correct alternative.

- 1 How do you two know **yourselves** | **each other**?
- 2 The electrician didn't do a good job. Next time, we're going to fix it **ourselves** | **each other**.
- 3 Babies get really confused when they see **themselves** | **each other** in a mirror. They don't recognise their own faces.
- 4 Please work in groups and try to help **yourselves** | **one another** if you get stuck.
- 5 After we saw our friend's holiday photos from Spain, we wanted to go there **ourselves** | **each other**.
- 6 You haven't told me much about **yourself** | **each other**. Where are you from?

- 12 **SPEAK** In pairs. Think of a problem and explain it to your partner. Then discuss what advice you could give. Try to use reflexive and reciprocal pronouns.

A I don't get on well with a new student, but ...

B First, you should ask yourself why you don't get on with him ...

Presentation

- 1 Imagine you are in a class at a school in the year 2100. Is it different from now? How? Think about the areas below and your own ideas.

classrooms | homework | subjects | teachers |
technology | tests

- 2 **008 READ** and listen. Which paragraph best describes the writer's predictions for schools of the future?

- A Robots will give lessons in the future using artificial intelligence. There won't be any teachers – they will have new jobs designing robots and other new technology.
- B There won't be any robots, but teachers will use artificial intelligence to create virtual classrooms. Some students will study in school, but most will be at home.
- C Students will go to school and will use new technology in the classrooms. Teachers will use artificial intelligence to collect information about the students and plan their lessons.

Vocabulary Learning

- 3 **009** Find eight nouns connected to learning in the text and write them in the table. Then listen, check and repeat.

Noun	Adjective	Verb
1		instruct
2		experience
3		learn
4	intelligent	
5	strong	
6	weak	
7		know
8	skilled	

Think of other nouns, adjectives and verbs connected to learning. Can you build word families like the ones in the table above?



Schools of the future

What will our society look like in the future? Some areas of society are changing so fast that it's hard to imagine how they'll look a few years from now. For example, the way we communicate – with social media, video calls and apps – can seem like science fiction compared to a few years ago.

Will the schools of the future also be unrecognisable to us? Actually, I'm not so sure about that. When you think about it, it's remarkable how little the classroom has changed over the last 100 years. The teacher stands at the front and gives instructions. There's probably a whiteboard now, rather than a blackboard, but the teacher still writes things on it, and the students take notes. So, I want to have a look at a few common predictions about schools of the future.

Robot teachers

Will robots replace teachers if the technology makes it a possibility? For years, people have been making this exact prediction. Everyone knows teachers have a huge number of different jobs – preparing lessons, giving lessons, helping students, marking homework, and much more. Robots could definitely do some of these jobs, but can a robot control a difficult class? Can they make their students laugh? Can they boost¹ their self-confidence, and talk to them if they're feeling down? I don't think so. **A Robots may be a great help to teachers in the future, but B they'll probably never replace them.**

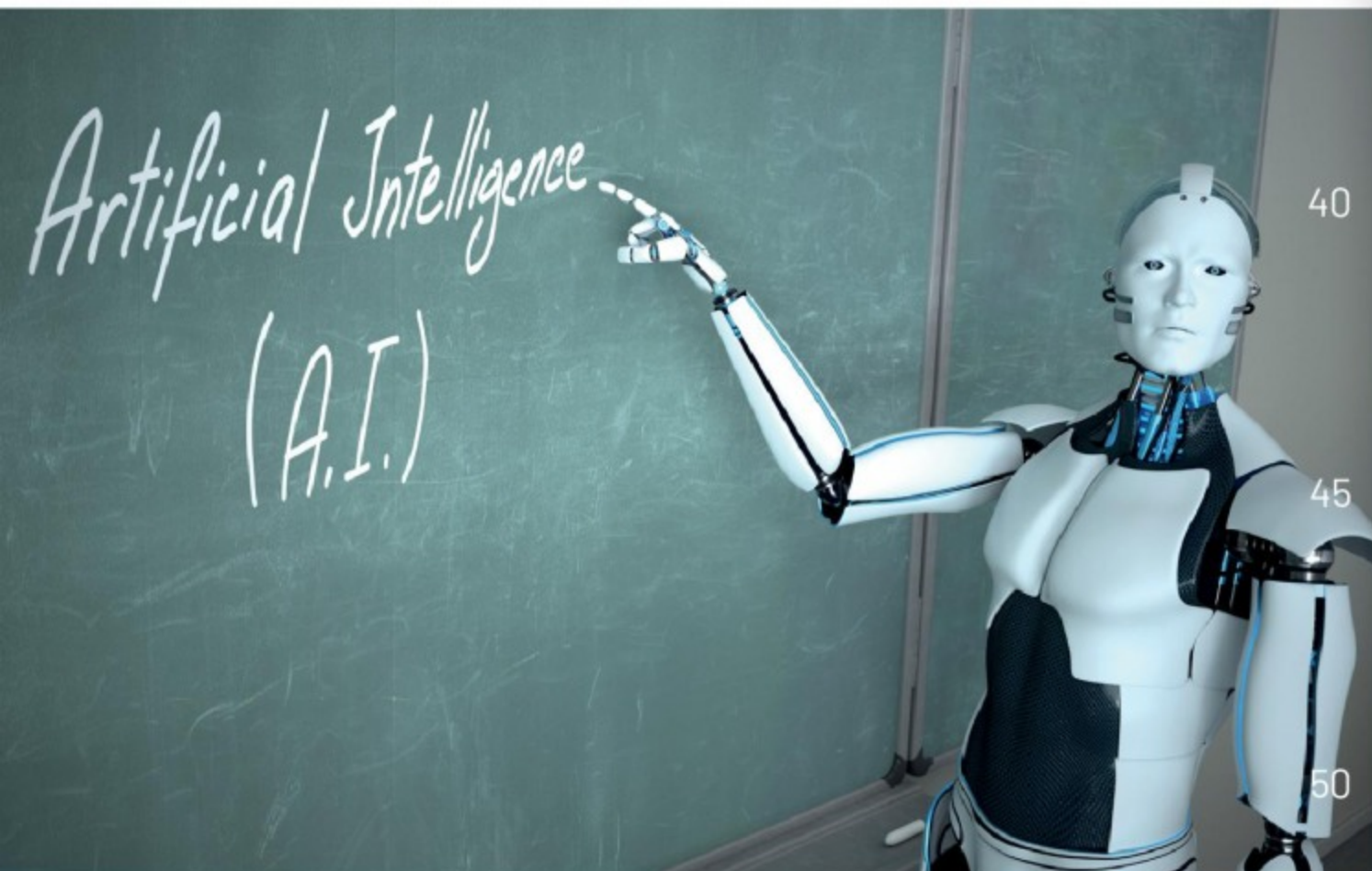
Virtual classrooms

In a virtual classroom, students can be anywhere in the world. They seem futuristic, but they already exist! During the Covid-19 pandemic, schools all over the world moved online. And many people didn't enjoy the experience. Even with better technology, there is no substitute for having a physical space where you learn, separate from your home. It's motivating and enjoyable to be around other students. Some classes might take place virtually on occasion in the future – if students can't get to school, for example. But **C I don't think virtual classrooms will become the norm.**

Artificial intelligence

AI is an area that I believe can really improve learning. In the future, artificial intelligence will collect data about students' results and progress. It will then be able to create a detailed picture of each student's strengths and weaknesses, and will use an algorithm to prepare activities to fill the gaps in their knowledge and help them to develop important skills. **D This might happen using computers, phones or some other technology not yet invented,** but that isn't the most important thing. If schools use AI, students – and teachers – will really benefit!

Glossary ¹boost: accrescere



Grammar

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- 4 Match the **highlighted** phrases (A–D) in the text to the rules. Then complete the rules with *may/might* or *will/won't*.

will vs may/might

We use ...

- 1 to talk about future situations that are possible, but not certain (= 50% sure).;
- 2 to talk about future situations that we think are certain (= 100% sure). We can also use them with adverbs like *definitely* (100% sure) or *probably* (90% sure) to indicate the degree of certainty.;

Grammar reference p.141

- 5 Choose the correct alternative.

- I really don't think that robot teachers ... exist in the future.
A will B won't C may
- Hopefully, I ... fail my driving test!
A 'll B won't C may not
- There ... be new computers in the school this year. We don't know if there's enough money.
A will B won't C may not
- Amelia doesn't think that she ... pass her exams.
A 'll B won't C might
- We ... go to the beach this weekend, but we haven't decided yet.
A 'll B won't C might
- He's very tired, so I'm pretty sure that he ... go to the gym tonight.
A 'll B won't C might not

- 6 Complete the sentences with *will*, *won't* or *might* and the verbs in brackets.

- We (learn) how to create AI in schools in the future. I'm sure of it!
- My sister (probably/get) a new job soon.
- My parents (not live) here all their lives. I know their dream is to move to the coast.
- Jack (definitely/not pass) his maths test. He hasn't studied at all.
- I doubt that students (go) to schools 100 years from now. Virtual learning is much more convenient.
- Kyle is certain that he (not study) physics at university next year.
- Teachers (use) AI to plan their lessons in the future, but I'm not 100% sure.

- 7 **SPEAK** Complete the sentences so they are true for you. Then share your sentences with a partner.

- Hopefully, I'll/I won't this evening.
- I might/may (not) next week.
- I (don't) think I'll this year.
- I'll definitely later.
- I probably won't any time soon.
- I doubt that I'll in the future.
- I'm pretty sure that I'll one day.

First conditional

Condition	Result
<i>if/unless</i> + present simple	<i>will/won't</i> + base form

We use the first conditional to talk about the result of a realistic, possible future condition.

If schools use AI, students will really benefit.

We can use *may* or *might* in place of *will* to indicate that the result is possible, but not certain.

Some classes might take place virtually if students can't get to school.

Grammar reference p.141

- 8 Match the sentence halves.

- I won't walk to school
 - I might study engineering at university
 - Our school will buy new tablets
 - We'll miss our bus
 - You won't have any free time this weekend
 - My sister won't be pleased
- A unless we run!
B if the government gives us some more money.
C unless you write your essay tonight.
D if I pass all my exams.
E if our parents get me a new phone.
F unless it's sunny tomorrow.

- 9 Complete the sentences with *if*, *unless*, *will* or *won't*.

- Do you believe that if robots replace teachers, students behave better?
- The president has promised he will improve education he stays in power next year.
- You know what you can do unless you try.
- If you eat good food and get more sleep, you be healthier.
- They'll visit their families over the New Year holiday they have to work.
- If you walk everywhere instead of driving, you help the environment.
- Unless we all learn how to use new technology, we have jobs in the future.
- At this company, you will make more money you work longer hours.
- Dad won't let us watch TV we finish our homework.

- 10 **SPEAK** In pairs. Ask and answer the questions.

What will you do if ...

- you have a lot of homework this evening?
- your lessons become virtual?
- you don't pass your next test?
- you don't feel well tomorrow morning?
- you have an argument with a friend?

A What will you do if you have a lot of homework this evening?

B If I have a lot of homework this evening, I'll try to finish it all before dinner ...

1 The real you

- ▶ **VOCABULARY** Personality • Negative prefixes
- ▶ **GRAMMAR** Present perfect simple • Present perfect simple with adverbs
• Present perfect simple vs present perfect continuous • *for vs since*
- ▶ **FUNCTIONS** Using *both/either/neither* • Agreeing, expressing doubt and disagreeing



Audio
Video

Vocabulary Personality

◀ **Think back** Which personality adjectives do you know? Which are positive and negative? Which would you use to describe the people in the photos?

1 **010** Match the headings (A–E) to the paragraphs (1–5). Then **READ** and listen to check.

- | | |
|----------------------|---------------------|
| A Footwear | D Eating |
| B Punctuality | E Handwriting |
| C Bag carrying | |

2 **011** Match the **highlighted** adjectives in the text to the definitions. Then listen, check and repeat.

Someone who ...

- 1 is practical and able to make good judgements.
- 2 is very aware of their emotions or is easily hurt.
- 3 thinks of other people's feelings or wishes.
- 4 is slow to show emotions and can be shy.
- 5 can be trusted to do something correctly.
- 6 is friendly and sociable.
- 7 trusts their own abilities and judgement.
- 8 has a strong desire to be successful.
- 9 is relaxed and calm.
- 10 is willing to consider new ideas.
- 11 uses reason, not emotion, to make decisions.
- 12 is careful to avoid danger or mistakes.

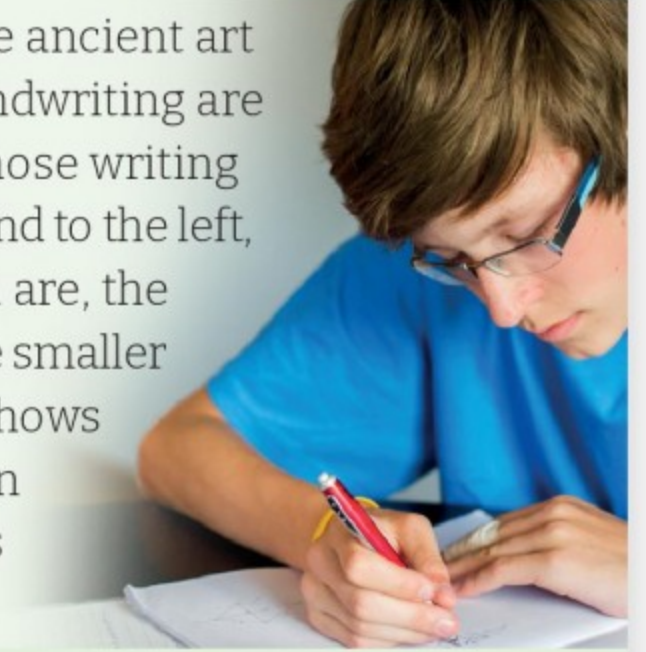
3 **SPEAK** In pairs. Ask and answer the questions. Compare your answers with the information in the text. Do you agree? Why/Why not?

- 1 Which way does your handwriting lean? Is it big or small? Light or dark?
- 2 What kind of shoes do you usually wear?
- 3 How fast do you eat? Do you enjoy trying new foods?
- 4 How do you carry your backpack?
- 5 Do you usually arrive late or on time?

What do your habits reveal about the REAL you?

Studies have found that you can tell a lot about someone's personality simply by observing their everyday habits.

1 According to the ancient art of graphology, people with straight handwriting are **logical** and rarely dishonest. People whose writing leans to the right tend to be impulsive, and to the left, imaginative. The more extroverted you are, the larger your letters, while introverts have smaller handwriting. Very heavy handwriting shows you might be a little unpleasant or even offensive at times. Light writing means you are kind, gentle and **sensitive**.



2 If you wear comfortable, practical shoes like trainers, you're probably nice and **laid-back**. But if you're a 'sneakerhead' who has to have the latest model, you're more worried about being unpopular. Smart, uncomfortable shoes show that you're careful, **reliable** and self-disciplined, but ankle boot wearers tend to be a bit rebellious.



3 Do you eat your food quickly? Fast eaters are often impatient and **ambitious**, while slow eaters are satisfied and calm. Those who are excited about trying foreign foods tend to be more **open-minded**, whereas those who are unenthusiastic about new foods are usually **cautious**. Lastly, if you separate your food, you might be intolerant or afraid of imperfect results.



4 Do you carry your bag on your back? Then you are probably sociable and **outgoing**. Do you prefer to wear it in front of you? Then you might be **reserved** or shy. If you always carry a backpack, you're probably independent and **sensible**, and if you only wear it over one shoulder, you're probably **self-confident**, too.



5 Do you usually arrive early? Punctual people are **considerate** and rarely disloyal, while people who need to arrive early are often anxious and a little insecure. Unsurprisingly, those who are never on time are disorganised, relaxed, and unconcerned about being impolite.



Vocabulary Negative prefixes

- 4 Find the negative version of the adjectives below in the last paragraph of the text. Then write them in the table.

concerned | organised | polite | secure

im-	in-	un-	dis-

- 5 **012** Write the negative form of the adjectives below and add them to the table in Ex.4. Then listen, check and repeat.

considerate | dependent | honest | loyal | mature | patient | perfect | pleasant | popular | reliable | satisfied | tolerant

- 6 Complete the sentences with negative adjectives from Ex.4 & Ex.5.

- I'm very I always work on my own.
- Luke can be at times, so don't believe everything he says!
- Don't speak with your mouth full! It's
- My dad says I'm because I never plan anything properly.
- Nobody listens to their music any more. That band is so now.
- I can't wait to go on holiday! I'm so
- Becca can be a bit about her ideas. She should be more self-confident!
- She always arrives late and forgets to call me. Why is she so

- 7 **F OTE SPEAK** Complete the personality quiz. Then ask and answer the questions.

Who's the 'real you'?

How would your friends describe you? Why?

Which types of people do you find it easier to get on with? Which people are harder? Why?

How are you similar or different to your family and friends?

What personality traits should these people ideally have? Why?

- best friends
- parents
- partners
- political leaders
- influencers
- doctors or nurses

I think my friends would describe me as reserved because ...

→ More practice Workbook p.150-1

Reel life!



Always be YOU!

Before you watch

- 1 Look at the photo. What do you imagine their personalities are like? Why?

While you watch

- 2 **Video 013 WATCH or LISTEN.** True or false? Write T or F. Then correct the false ones.

- The vlog focuses on good and bad parts of life.
- They're going to use filters and effects in every vlog.
- Meera and Mina are similar.
- Mina is a relative of Meera's.
- Fin has got an older sister.

Comprehension check

- 3 **Video 013 WATCH or LISTEN** again. Answer the questions.

- How often will they post a new vlog video?
- What does Mina always use?
- How are Meera and Mina related?
- How does Fin describe Meera?
- What did Fin want as a child? Why?

Your turn

- 4 **SPEAK** Ask and answer the questions.

- Is your family more like Meera's or Fin's?
- How many siblings or cousins have you got?
- Are they similar or different to you?
- How honest are you about yourself on social media? Do you use filters and effects?

A I think my family's more like Meera's because ...

B Really? I'm more like Fin because ...

Keep it real

- 5 Match the phrases to their translations.

- | | |
|--------------------------|--------------------------------------|
| 1 warts and all | A dare una svolta |
| 2 shake things up | B (essere) agli antipodi |
| 3 fancy filters | C pregi e difetti |
| 4 you've made your point | D filtri ricercati |
| 5 polar opposites | E hai espresso il tuo punto di vista |

Presentation

◀ **Think back** How do you form the present perfect simple? Think of examples of an affirmative, a negative and a question.

1 Discuss the questions.

- How many famous twins can you think of?
- How are they similar or different?
- Have you ever read a book or seen a film about twins? Which one?

2 **014 READ** and listen. Match the paragraphs (A–D) to the topics (1–4).

- an interesting story about twins in the news
- identical twins in classical literature
- what twins have taught us about genetics
- popular entertainment about twins

3 F Read the text again. For questions 1–9, choose from paragraphs A–D. You may choose the paragraphs more than once.

Which paragraph ...

- | | | |
|---|----|--------------------------------|
| introduces twins who were raised on different continents? | 1 | <input type="text" value="C"/> |
| gives a statistic about an increase in twins being born? | 2 | <input type="text"/> |
| talks about twins who have very different personality traits? | 3 | <input type="text"/> |
| highlights how twins can either get on very well or very badly? | 4 | <input type="text"/> |
| focuses on literary twins who were first separated and then reunited? | 5 | <input type="text"/> |
| describes which part of identical twins' genetic make-up is always different? | 6 | <input type="text"/> |
| suggests that location could have a big impact on our intelligence? | 7 | <input type="text"/> |
| reveals that we still haven't discovered what makes us the people we are? | 8 | <input type="text"/> |
| offers surprising evidence which contradicts a common fact? | 9 | <input type="text"/> |
| talks about the deep love that many twins have for each other? | 10 | <input type="text"/> |

Two peas in a pod! Our fascination with twins



A **Have you ever met identical twins?** Throughout history, people have viewed them with both wonder and fear. They have featured in many modern films, stories and plays, as well as ancient legends. In Greek mythology, Castor and Pollux were so close that when Castor died, his loyal twin brother Pollux renounced immortality to be reunited with him. This myth symbolises the deep connection between twins. Conversely, in the Roman legend, an ambitious Romulus kills his twin brother, Remus, because both of them want to rule Rome, highlighting how even this special relationship can be broken.

B A 1949 German children's book, *Lisa and Lottie*, talks of two girls who look identical and meet at summer camp. The girls impersonate each other to play pranks². In the end, they discover that they were separated as babies, and one was raised by their mum and the other by their dad. Neither Lisa nor Lottie knew they had a twin. When they eventually meet the parent that they have never known, the parents can't distinguish between either twin! Funnily, although the girls look the same and get on well, they are complete opposites. One is sensible and logical, while the other is imaginative and a bit impolite. **Hollywood has already made two film versions, called *The Parent Trap*.** **The book has just inspired a new musical, called *Identical*, too.**



C Besides their cultural interest, twins have always been popular with the media. Recently, a story was trending online about identical twins who were separated at the age of two, when one got lost. One twin was brought up by her parents in South Korea, while her sister was adopted by a family in the USA. When they were finally reunited, researchers assessed their intelligence and personality and discovered that the twin in South Korea had a much higher IQ. These results have surprised a lot of experts because identical twins are usually similarly intelligent. However, the twins had a similar personality, and both were very organised and self-disciplined.

D **Scientists have studied identical twins for centuries.** They have discovered that most identical twins share exactly the same DNA, but their fingerprints are never identical, although often very similar. Psychologists have also researched twins to discover whether intelligence and personality are determined through either nature or nurture. This question still hasn't been answered, but there are more new research subjects than ever today. Worldwide, twin births have grown by over 30% since the 1980s! So, is our identity shaped more by our genes, our upbringing, or neither? Have you decided yet?

Glossary

- ¹ two peas in a pod: come due gocce d'acqua
² pranks: scherzi, burle

Grammar ▶ Watch the Grammar animations

- 4 Match the **highlighted** sentences in the text (A–D) to the rules (1–4) below.

Present perfect simple

We use the present perfect simple to talk about:

- 1 something that happened at an unspecified time in the past.
- 2 life experiences.
- 3 a situation which started in the past and continues in the present.
- 4 a recent action or event that usually has a connection with the present.

Grammar reference **p.148**

- 5 Complete the rules with the adverbs below. Use the text to help you.

already | ever | just | never | still | yet

Present perfect simple with adverbs

We often use the following adverbs with the present perfect simple:

- 1 means 'at any time in your life'
- 2 means 'at no time in your life'
- 3 means 'up to now'
- 4 means that a situation is continuing
- 5 means 'earlier than expected'
- 6 means 'a very short time ago'

Grammar reference **p.148**

- 6 Complete the sentences with the correct adverb from Ex.5. Use each adverb once.

- 1 You're the kindest person I've met!
- 2 Have you done your homework ?
- 3 We've missed the bus. It left a minute ago!
- 4 I've seen that film, so I'm not sure what it's about.
- 5 I know you've got a twin, but I haven't met her.
- 6 James has read that book, so he doesn't want to read it again.

- 7 Complete the sentences using the present perfect simple and the words below.

already/post | ever/be | just/receive |
never/see | still/not tell | yet/not call

- 1 We a kind message from Nico thanking us for his present. He's so polite!
- 2 My friend Sam is so unreliable! I asked him to give me a ring, but he
- 3 Mum is so impatient. She wants to know how I did in my test, but I her.
- 4 '..... (you) dishonest with your close friends?'
'No, never!'
- 5 I either of the *Parent Trap* films, but apparently they're both really funny.
- 6 'Has Ana returned from Greece yet?' 'No, but she photos of her trip on social media.'

- 8 **SPEAK** Find a classmate who:

- hasn't checked his/her social media yet today.
- has just found out something interesting.
- still hasn't decided what to do next weekend.
- has never been to the UK, but would like to go.
- hasn't ever met a famous person, but wants to.
- has already thought about his/her dream job.

Luca, have you checked your social media yet?

Yes, I have. I looked at my phone on the bus.

Functions

Using *both/either/neither*

- 9 Choose the correct alternative. Then check your answers in the text.

- 1 People have viewed them with **both** | **either** wonder and fear.
- 2 Both of them **wants** | **want** to rule Rome.
- 3 **Both** | **Neither** Lisa nor Lottie knew they had a twin.
- 4 They can't distinguish between **neither** | **either** twin.
- 5 They're both organised **and** | **nor** self-disciplined.
- 6 Intelligence and personality are determined through either nature **or** | **nor** nurture.

- 10 Complete the sentences with one word.

- 1 of my two best friends are outgoing. They're both reserved.
- 2 of us have sisters, but only mine is a twin.
- 3 Neither my mum my dad has ever been to France.
- 4 I've always wanted to have either a dog a cat.
- 5 You can have of them, but you can't have both!
- 6 I've invited of them to my party, but unfortunately of them can come.

- 11 **▶ 015 LISTEN** to a podcast about Mo Farah and his brother Hassan. Which places do they mention?

- 12 **▶ 015 OTE** Listen again. Match the people to the descriptions. Write *Mo*, *Hassan* or *both*.

- 1 He's got an identical twin brother.
- 2 He's never lived in a different country.
- 3 People first noticed his special talent at school.
- 4 He loved school and athletics.
- 5 He's married and has had a lot of children.
- 6 He's won a lot of races.



Presentation

1 Ask and answer the questions.

- How often have you been on social media this week?
- What did you usually do (e.g. post photos, talk to friends)?
- Did you see many adverts? Were they relevant to you?

2 016 LISTEN to a podcast about how researchers analyse behaviour on social media. Choose the correct answer (A or B).

- What have the researchers been doing?
 - They've been trying to improve services.
 - They've been collecting user's data.
- Why is a user's personality important to businesses?
 - They want to make more effective adverts.
 - They want to protect people's mental health.
- As well as users' personalities, what else have the researchers been analysing?
 - their language
 - their gaming skills

3 Read the Listening strategy. Then read the sentences in Ex.4 and try to predict what words might fit in the gaps.

Listening strategy

Completing sentences First, read the sentences carefully and make a note of the words you see before and after the gap. Then, as you listen, complete the sentences with the exact words you hear. Don't paraphrase.

4 016 F Listen again and complete the sentences with a word or short phrase.

How different personality types use social media

- Researchers have done different studies to look at the connection between personality and social media use.
- They found that they were able to predict people's character by analysing their
5
- Companies have been using the results to improve their
10
- The studies have shown that people interact more often with others.
- Agreeable people are more likely to post photos, but hardly ever talk about
15
- One surprising finding is that both people are outgoing online.
- As well as not researching others, conscientious people avoid online.
- Reserved people usually communicate more
20
- When people feel, they often talk about themselves.
- People who are don't usually post things that might offend others.

5 DISCUSS Ask and answer the questions.

- How often do you post photos? Would you rather talk about food or money online?
- Have you ever done online gaming or research about another person? Give details.
- Have you ever received targeted adverts on social media? How did it make you feel?
- How would you describe your online language (formal or informal)? What about your friends?
- How does it make you feel that AI might be reading your social media content? Why?



Grammar Watch the Grammar animations

6a Match the sentences (A–F) from the listening to the tenses (1–2).

- 1 Present perfect simple:
 - 2 Present perfect continuous:
- A What research have you been doing lately?
 - B What have they discovered about people?
 - C I've never thought about that before.
 - D They've been using our personal data for years.
 - E I've been looking at the link between social media use and personality.
 - F A group of researchers have done eight separate studies.

b Complete the rules with the correct tense. Then match each rule to a sentence in Ex.6a.

Present perfect simple vs present perfect continuous

We use the ¹

- to talk about experiences.
- to talk about the result of an activity.
- to talk about how often, how much or how many times something has happened.

We use the ²

- to talk about recent continuous actions.
- to talk about unfinished or ongoing actions or activities.
- to emphasise how long something has been happening.

Grammar reference p.148

7 Complete the sentences with the correct present perfect form of the verb in brackets.

- 1 I (get) a lot more adverts on my social media recently!
- 2 I love your new profile picture. (you/just/take) it?
- 3 Ella (watch) TV for hours!
- 4 How long (they/look) at their phones? They should take a break.
- 5 You (never/comment) on any of my posts. Why is that?
- 6 How many times (Zara/play) that video game today?

8 Match the activities (1–5) to the results (A–E). Then write the sentences.

- 1 I/read/for two hours,/but
- 2 We/play/tennis all afternoon,/and
- 3 Diego/feel/anxious all day/because
- 4 You/not sleep/well/this week,/so
- 5 Lulu/not talk/to me/today/since

- A he/lose/his wallet.
- B I/still/not finish/my book.
- C you/feel/tired/every day.
- D we/fall out/with each other.
- E I/win/two matches.

for vs since

We use **for** and **since** with the present perfect simple and continuous to talk about the duration of an ongoing action or situation. Use:

- **for** when you give the total period of time.
*Scientists have been studying differences in language **for** a few years.*
- **since** when you give the starting point.
***Since** the studies began, lots of companies have been asking them for their findings.*

Grammar reference p.149

9 Complete the fun facts with **for** or **since**.

- Even though it feels like we've been using social media ¹ ages, it's only existed ² the 1990s.
- People have been using smartphones ³ Apple's iPhone arrived in 2007.
- Hashtags have existed ⁴ many years.
- The 'face with tears of joy' emoji has been in the Oxford Dictionary ⁵ 2015.
- TikTok has over a billion users! It's been very popular ⁶ a while.

10 F Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between two and five words, including the word given.

- 0 This is my first time playing this game. **NEVER**
I *'ve never played this game* before.
- 1 It's been ages since we last went out. **FOR**
We ages.
- 2 Mum stopped smoking in 2021. **NOT**
Mum 2021.
- 3 They still need to reply. **YET**
They
- 4 I began coding at noon. **SINCE**
I noon.
- 5 When did you start feeling sad? **LONG**
How sad?

11 SPEAK Ask and answer the questions. What might your answers say about your personality? Use the words below.

ambitious | confident | honest | loyal | open | outgoing | self-disciplined | sensible | shy | sociable

Social media and you!

- 1 How long/you/use/your favourite social media?
- 2 How often/you/comment on posts this week?
- 3 You/ever/promote yourself or a cause online?
- 4 What/you/posting about recently?
- 5 Do you agree with what/people/say online lately?



Life without filters!

Have you ever been brave enough to show the REAL you online?

Since the invention of photo-sharing social media, we've all been posting idealised images of ourselves online. Celebrities, in particular, have been using Instagram and TikTok⁰ They've shared exotic holiday pics with us, and their carefully staged photos have made their lives look so exciting and glamorous. What strikes me is that FOMO has become increasingly common. I think these apps have certainly made us all more insecure and **envious** of others!

10 But things have started to change since the pandemic. If you ask me, Gen Z* have grown tired of celebrity lifestyles that don't reflect their own reality. So young people have been migrating¹ Downloads of a new app, BeReal, have risen by 315% since the start of this year. While Instagram invites its users to show their best selves, BeReal asks them to share their authentic selves at a **random** time of day, with no filters or editing allowed.

Initially, I have to admit I was cautious about sharing the real me with all my friends. However, when they began **raving about** it, I gave in to the **peer pressure**.² for about two months now. Once a day, my friends and I receive a notification at the same time. After that, a two-minute countdown starts; then our phones take a picture with both the front and back cameras. We post the resulting selfie and³ If we don't post the photos, we can't see our friends' photos. First up, here are some of the good points of this kind of app. Although it's taken me a while to work it out, I've really enjoyed using it. You're only allowed⁴

This means that you don't waste time trying to take the perfect shot. So far, I've shared photos of myself sitting on the bus, waiting in a queue, and even lying on the sofa in my pyjamas! I've always posted **captions** underneath my photos to explain what I've been doing. I won't lie – it's been both entertaining and useful, as I've already **captured** lots of everyday moments, too. And now for the negatives. I have to be organised, as I'm under a lot of pressure to post daily. As soon as the timer starts, I⁵ Unfortunately, there's no chance to look in a mirror or brush my hair! Most of the time, my location is pretty uninspiring, as you can see from the photos! What's more, in the past I chose to share highlights of my life, like fun day trips. But now, I worry that I've become boring as I reveal lots of moments where I'm doing very little.

What have I learned? All in all, it's been an interesting experience. On the one hand, it's **refreshing** to see so many natural-looking faces on social media. It has reminded me that⁶ Also, it has taught me to be authentic and not put unrealistic body image demands on myself or others. On the other hand, I've started to wonder if we've gone too far the other way. Have we made our lives look duller and more depressing than they really are? I know that the best thing for our mental well-being is to spend less time online. So,⁷ to **log off** and enjoy real life more often. Are you ready to join me?

* Gen(eration) Z: people born from 1997–2012

Before you read

1 Look at the photo and answer the questions.

- 1 What does this photo show? How does it differ from typical photos that you see on social media?
- 2 Have you ever posted a photo like this? If so, when and where? If not, why not?

Reading strategy

Recognising functional language When you first read a text, look for functional language, e.g. phrases for giving opinions, persuading, describing. This helps you to identify the purpose of the text and understand why it was written.

While you read

2 Read the strategy. Then **READ** the text and look at the underlined phrases. Which sentence best describes the purpose of the text?

- A to complain about social media apps
- B to give an honest review of an app
- C to advertise and promote a new app

Comprehension check

3 **017 INV** Parts of the text have been removed. Choose the correct part (A–J) for each gap (1–8). There are two extra parts that you do not need. The first one (0) has been done for you. Then listen and check.

- 1 3 5 7
 2 4 6

- A the photo of our location
- B I've decided
- C one attempt at the photo
- D look more extraordinary
- E to different platforms
- F feel anxious
- G to promote themselves
- H I'm outgoing and laid-back
- I I've been using it
- J it's OK to be ordinary

Vocabulary

4 Match the **highlighted** words in the text to their meanings.

- 1 words below a picture that describe it
- 2 wanting something that someone else has
- 3 stop using the internet or a device
- 4 photographed or recorded
- 5 talking about something in an enthusiastic way
- 6 something done or chosen in an unplanned way
- 7 pleasantly new or different
- 8 social influence to behave a certain way

Discuss and present

5 **THINK CRITICALLY** List the pros and cons of the apps. Then add some of your own ideas.

	Pros	Cons
Instagram		FOMO ('fear of missing out')
BeReal		
TikTok		
Other		

6 **DISCUSS** Ask and answer the questions.

Discussion questions: Social media use

- 1 Look at your pros list above. Why have you been using social media? Is that the only way for you to achieve those things?
- 2 If you could only keep ONE app on your phone, which would you choose and why?
- 3 What kind of information about yourself do you feel comfortable showing to the public?
- 4 What type of information should people NOT share on social networking sites? Why?
- 5 What's the longest time you have logged off for?

→ Citizenship p.228–9

▶ Now watch! Presentation skills video

7 In small groups, give a presentation about what you think is good and bad about social media.

- Use Ex.5 & Ex.6 to help you.
- Pay attention to your body language while you're speaking.

Writing

8 **F OTE** Reply to this email from your English-speaking friend. Answer their questions. Write 140–190 words.

From: Sam
Subject: favourite app

Hi, I've discovered an app called BeReal and I've been using it for a month. I have to admit it's really fun because I can see what my friends' lives are like. Unfortunately, the photos disappear after 24 hours!

What's your favourite app? How long have you had it? What are the pros and cons of using it?

See you soon, Sam

→ Writing trainer p.264

Social media slang

◀ **Think back** How often do you visit English-speaking websites? Have you ever seen phrases or acronyms that you didn't understand?

1 Look at the picture and do the quiz.

Do you speak social media? ✕

How many of these acronyms and icons do you understand? What do they mean?



2 **018 LISTEN** and complete the text with the missing numbers.

How social media has transformed language

Since the launch of Facebook in ¹ _____, social media slang has become increasingly popular. You've probably seen online ² _____ of new words, abbreviations and acronyms like TBH (to be honest), IDK (I don't know) and IMO (in my opinion). However, one in ³ _____ people still don't understand what this slang actually means!

In a recent survey by *Wordtips*, ⁴ _____ of people said they believed that we should use English correctly. Unsurprisingly, older generations were the most unenthusiastic about slang, but nearly ⁵ _____ of the people thought that social media slang was damaging the English language. ⁶ _____ of Gen Z respondents (those born between 1997 and 2012) felt confident about the future of English. But only ⁷ _____ of baby boomers (people born between 1945 and 1965) agreed with them. However, all the generations felt that we should only add slang words to the dictionary if we've been using them for at least ⁸ _____ years.

Has social media slang become an official part of the English language? WDYT?

3 **018** Listen again and answer the questions.

- 1 What examples of social media slang are given?
- 2 Which acronym means 'I'm not sure of the answer'?
- 3 Which part of society is most intolerant of slang?
- 4 Which generation is most optimistic about the English language?
- 5 What did everybody agree on?

4 **019 LISTEN** to four people from different generations. Write the acronym that each speaker mentions.



- A Edith, 67, baby boomer
- B Ash, 11, Gen Alpha
- C Rashid, 49, Gen X
- D Mei Lin, 20, Gen Z

5 **019 INV** Listen again. Match the speakers (A-D) to the statements (1-6). The speakers can be used more than once. The first one (0) has been done for you.

- | | |
|--|---|
| 0 I think it's natural for language to change. | A |
| 1 Social media slang really annoys me. | □ |
| 2 I haven't got enough time to write much. | □ |
| 3 I connect with others while playing games. | □ |
| 4 I find short messages to be very rude. | □ |
| 5 I've been agreeing with all my friends lately. | □ |
| 6 It's not important if someone writes a word incorrectly. | □ |

Now watch! Culture video **020**

6 **CROSS-CURRICULAR LINKS** Ask and answer the questions.

- 1 How have humans communicated throughout history? How has technology changed this?
- 2 Why do you think slang has been growing more popular in recent years?
- 3 What foreign terms has your language adopted? Should they be translated instead? Why/Why not?
- 4 How have writers like Chaucer and Shakespeare influenced the English language?

Digital task

- Visit a social media website and make a note of the English slang and acronyms you find there.
- Research the meaning of these terms. Compare them with similar ones in your language.
- Make a short presentation about your findings for your class.

What is an echo chamber?

It's an online place that only presents one point of view or perspectives that are similar to yours. A *filter bubble* is an echo chamber made by algorithms that track what you search for and like online. The algorithms suggest similar content to what you've seen or liked before.

How do echo chambers work?

They rely on *confirmation bias*: people instinctively prefer information which supports their own opinions.

Why are they a problem?

Echo chambers have helped spread false information and have made our opinions more extreme and polarised. They have encouraged intolerant people to start aggressive *flame wars* (online arguments) to defend their views.

How can I avoid them?

- Get information from multiple sources.
- Interact with diverse people.
- Challenge your beliefs regularly.



Online echo chambers

1 READ the text. What do you think the best title might be for it?

Social media ...

- A can help users be aware and open-minded.
- B can make users kinder and more sociable.
- C can reinforce users' attitudes and opinions.

2 Read the text again and answer the questions.

- 1 Have you ever been in an echo chamber? Where?
- 2 Have you noticed that your social media keeps suggesting similar types of content to you? How does this make you feel?
- 3 Is confirmation bias something that you learn to do or do naturally?
- 4 Have you ever witnessed a flame war? What was it about?

3 021 OTE LISTEN to two people talking about an echo chamber. Match the people to the statements. Write *he, she* or *both*.

Write *he, she* or *both*.

- 1 I've got a relative in an echo chamber.
- 2 I'm in an online fan group.
- 3 I'm anxious that Lola's group isn't safe.
- 4 I think it's a good idea to tell an adult.
- 5 I'm sure it will resolve itself on its own.
- 6 I think talking to her about it is a good idea.



4 021 Listen again. Tick (✓) the phrases that you hear.

Phrasebook

+ Agreeing

- Me too./Me neither.
- I totally agree (with you). Absolutely!
- I couldn't agree more.

? Expressing doubt

- That could/may/might be true, but ...
- I understand what you're saying, but ...
- Perhaps/Maybe you're right, but ...
- Don't you think that ... ?
- I'm not entirely convinced about that, but ...

- Disagreeing

- Well, I don't think that ...
- I'm sorry, but I (totally) disagree.
- Absolutely not. No way!
- I honestly don't think so.

Speaking strategy

Identifying an idea Before a collaborative speaking activity about a topic, consider what ideas you have and what you'd like to say, and make brief notes.

5 Read the strategy and the statements in Ex.6 below. Make notes.

6 F SPEAK In pairs or small groups, agree or disagree with these statements. Use the phrasebook and your notes to help you.

- Stories on social media are mainly true.
- Most social media users are considerate.
- It's easy to get out of an online echo chamber.

▶ Now watch! **B2 First Speaking video**