

OXFORD

Student Book & Workbook

B1+ to **B2**

new identity

DESTINATION B2

**Esame
di Stato**

INVALSI

**First for
Schools**



**OXFORD
TEST OF ENGLISH**

Carla Leonard and Michael Lacey Freeman

Student Book & Workbook

B1+ to **B2**

 e-book interactive features

new identity

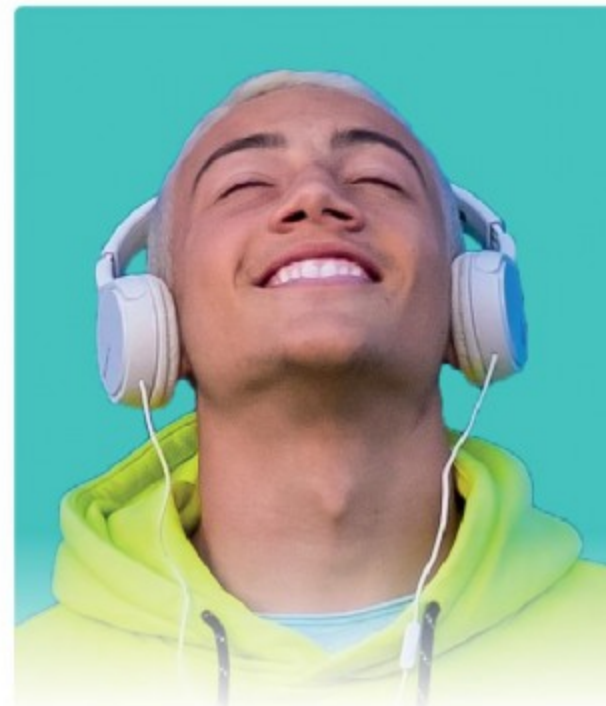
DESTINATION B2

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OXFORD
UNIVERSITY PRESS

Guide to New Identity Destination B2

Student Book Vocabulary

Each unit opens with vocabulary presented visually through impactful images (Units A-F) or in context (Units 1-10).

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.

New Identity Destination B2 is comprised of six B1+ Foundation units (Units A-F) and ten B2 Growth units (Units 1-10). Both the Foundation and the Growth sections follow the same format.

Our stories
 - Vocabulary: Useful story words. Appear with, add to, try
 - Grammar: Second conditional, wish + past simple + past perfect
 - Functions: Talking about stories

Vocabulary Stories
 1. Match the words to the pictures. Then listen, check and repeat.
 2. THINK PAIR SHARE Look at the different types of stories in Ex. 1. Which types do you like? Which don't you like so much? Why?

The funniest story
 Before you watch
 1. Look at the photos. What kind of book do you think Max is reading?
 While you watch
 2. Listen. What does Max say? LISTEN. Write the kinds of stories that Max and Ana mention.
 Comprehension check
 3. Listen. What does Max say? LISTEN again. Answer the questions.
 4. SPEAK Ask and answer the questions.

Vocabulary strategy promotes 'learning to learn' and deeper understanding of language.

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

Grammar

The two Grammar lessons in each unit present and practise different grammar points.

The first presentation introduces grammar through a reading text.

C.2 Presentation
 1. READ and listen. Which of the story types in the text do you like the most? Why?
 2. Read the text again. Match the categories 1-7 to the questions below with the ...
 3. SPEAK Think of stories that you like. Ask and answer questions about them.

The story of your life
 We all love stories. But if someone asked you for the story of your life, what would you say? Well, did you know that there are seven different types of story? ALL stories fall into these categories.

Grammar
 1. Read the examples and complete the table.
 2. SPEAK Ask and answer the questions.

Pronunciation focuses on areas of difficulty for Italian speakers.

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

Charts and diagrams provide visual anchors to support inclusive learning.

C.3 Vocabulary Adjectives with -ed and -ing
 1. Look at these two sentences with -ing and -ed adjectives. Which adjective describes what the things are? Which adjective describes how someone feels?
 2. Choose the correct adjective.
 3. READ and listen. Which picture is connected to a story that can help you to remember the name of a chemical compound?
 4. SPEAK Ask and answer the questions.

The power of memory
 Do you remember your first day at school? I do. At the end of the day, I was exhausted. I remember being nervous. Before I got home I had decided that my first day at school would be the best and I had enjoyed it when I heard that I had to go to school the next day.

Grammar
 1. Look at this sentence from the text in Ex. 3. Which action happened first, got home or had decided?
 2. Complete the sentences with the past simple or the past perfect forms of the verbs in brackets.
 3. SPEAK Ask and answer the questions.

Challenge provides fun, optional tasks at two levels for mixed-ability classes and fast finishers.

Trending topics reading, writing and oracy skills

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

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

Think critically encourages critical analysis of the issues in the article, moving students towards a **collaborative task** involving **discussion, debate or presentation**.



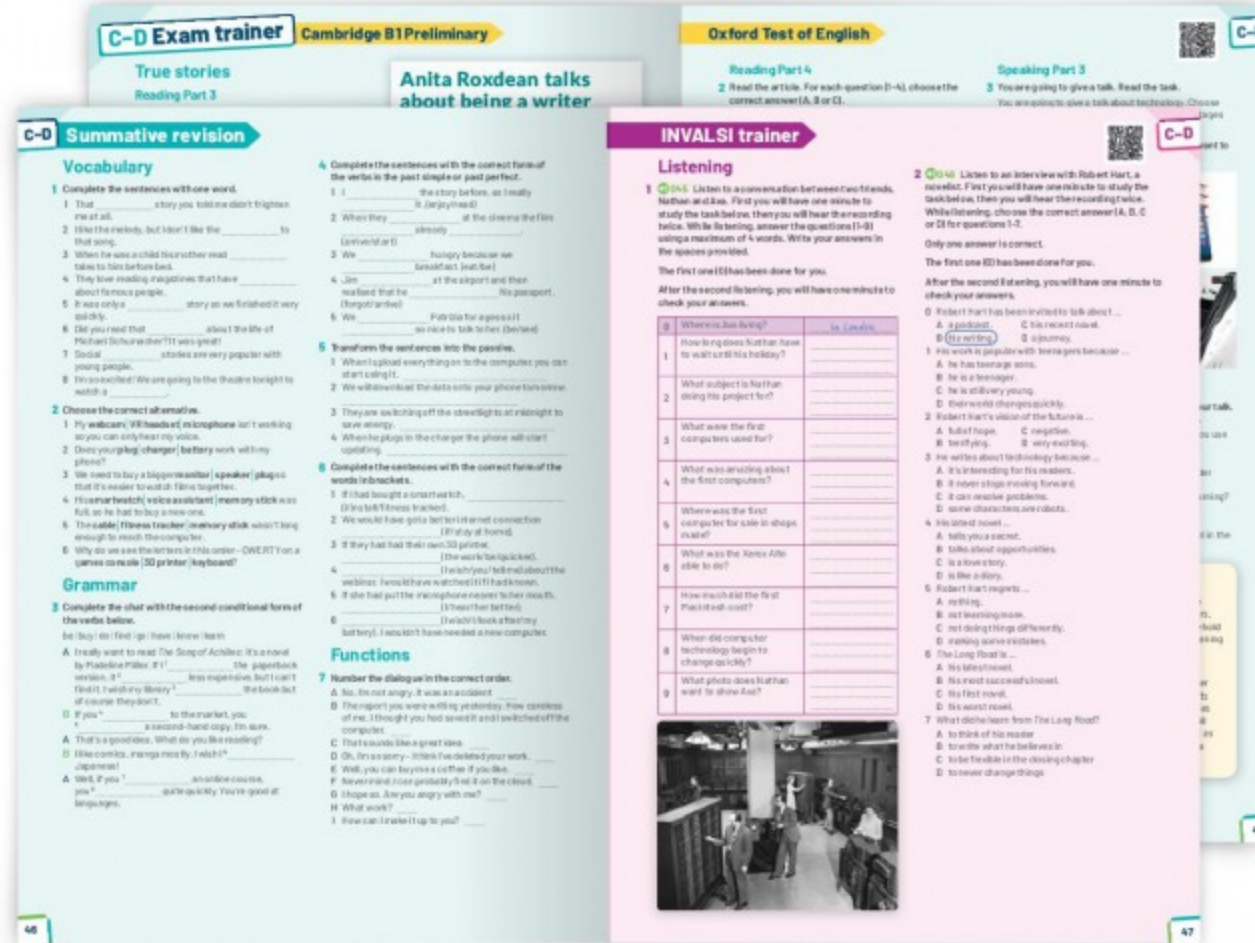
Main reading exercise practises an exam-style task, preparing students for **INVALSI, B1 Preliminary, B2 First and Oxford Test of English (OTE)**.

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

Writing prepares students for **B1 Preliminary, B2 First and OTE**. The **Writing trainer** at the back of the book provides extensive support for the writing task.

Summative revision and exam preparation every two units

Summative revision recycles the vocabulary, grammar and functions of the **previous two units**. Units A-F also include exam training for **OTE and B1 Preliminary**. Units 1-10 include four **B2 First Use of English** tasks.



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

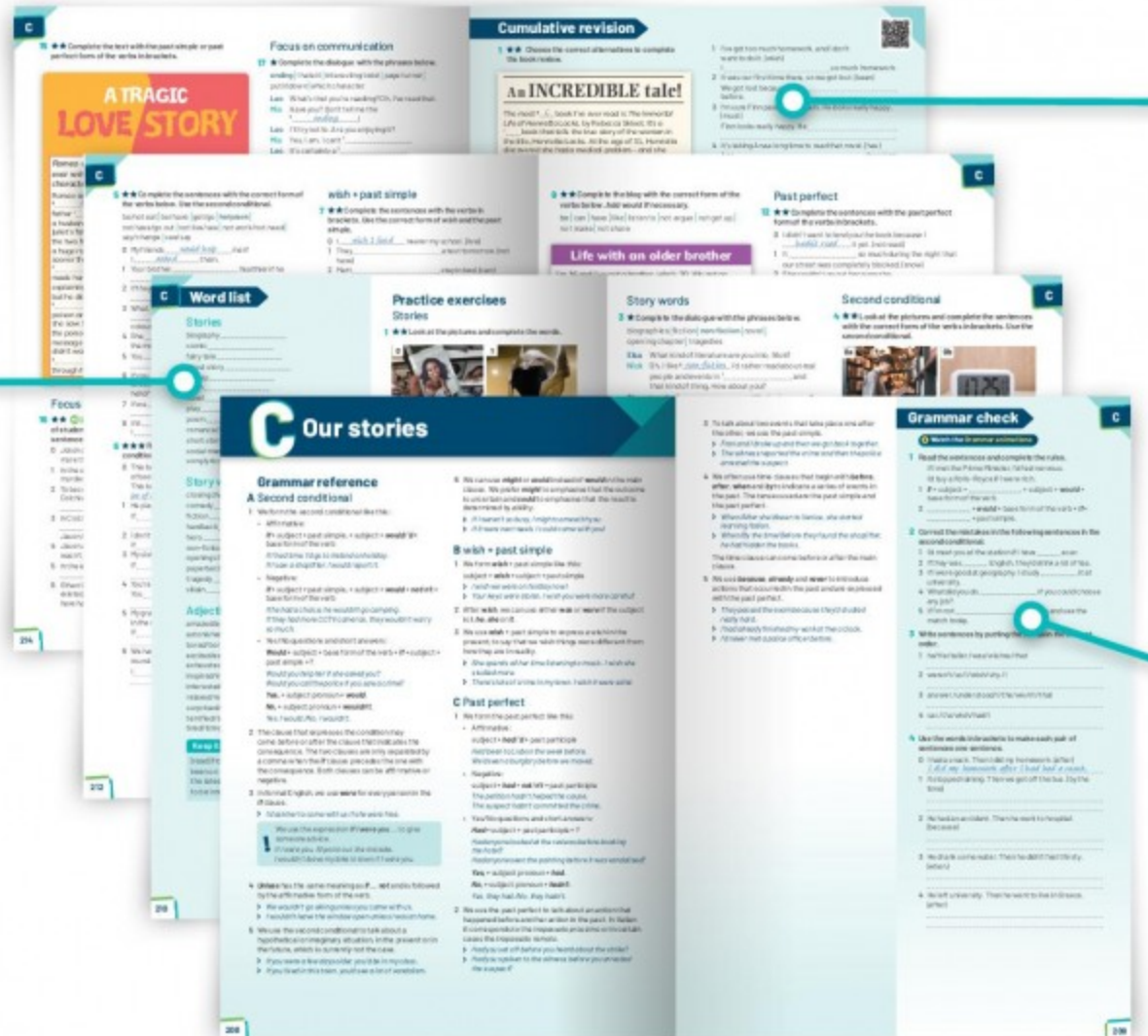
Workbook

For a detailed guide to the **Workbook**, see page 190.

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

Word list encourages independent study of target vocabulary.

Varied practice exercises are graded for difficulty.



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

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

Extra lessons

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

Culture and Communication (Units A-F)

The **Culture** lesson focuses on listening skills and culture.

The **Communication** lesson focuses on real-world communicative speaking skills and phrases.

Culture video and comprehension questions present the topic, preparing students for the listening exercises.

Listening strategy promotes 'learning to learn' and is put into practice in an exercise.



Communication video presents the communicative language in an engaging way.

Speaking exercise gives plenty of support so students can develop their speaking competences.

Digital task uses digital media to achieve a creative output.

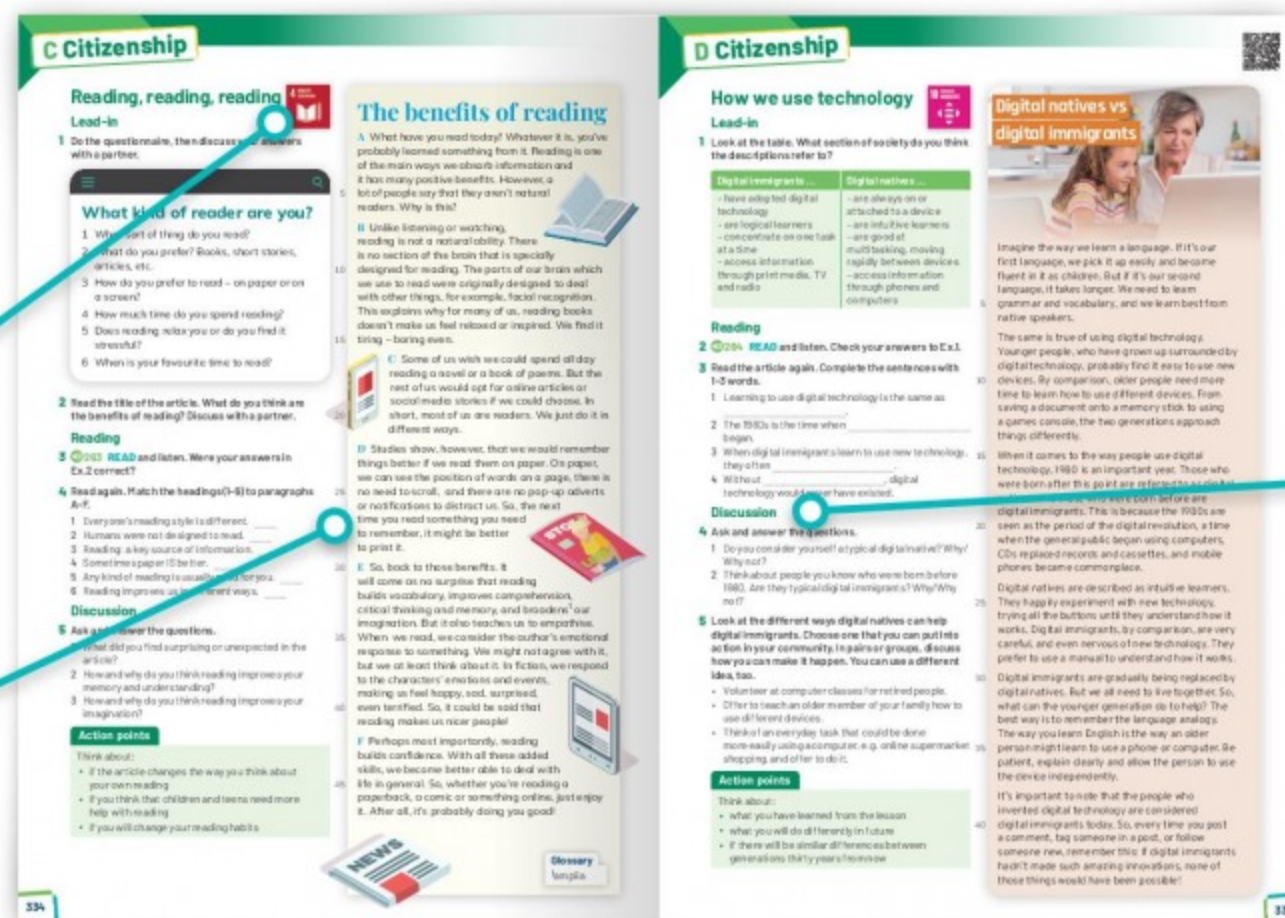
Main listening exercise practises an exam-style task, preparing students for **INVALSI, B1 Preliminary and OTE**.

Citizenship

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

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

Lively texts in varied formats make the issues relevant to teenagers' lives.



Units 1-10 also include structured **presentation tasks** which prepare students for the **Colloquio**.

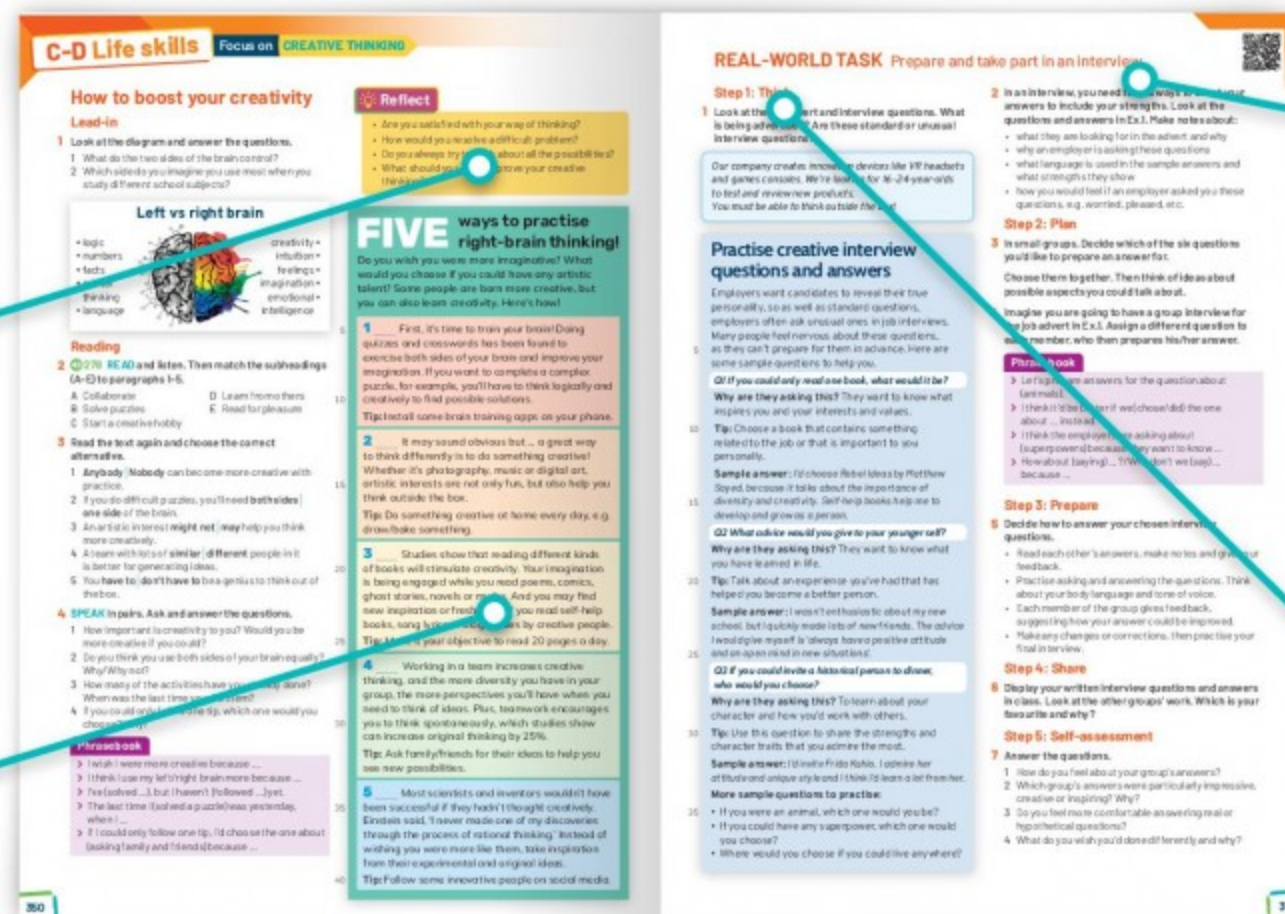
Discussion tasks develop key competences and citizenship skills, as well as personalising and embedding the learning.

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.



Real-world task supports critical thinking and communication skills. In Units 1-10, the tasks also prepare students for their work placement and **Colloquio** presentation.

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

Esame di Stato trainer: Towards the Colloquio (Units 1-10)

Towards the *Colloquio* lessons provide step-by-step support and 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.

7-8 Towards the Colloquio

Step 1: Think
Brainstorm and write down as many words as you know connected to social class.

Step 2: Plan and prepare
1. In pairs, ask and answer the questions.
2. Think of examples and analogies.
3. What historical events have been caused by class conflict? Give examples.
4. What aspects of a person's social class can people move from one class to another? How?
5. What philosopher said we live in a class society?
6. What different economic models have been proposed? How do they view social classes?

Step 3: Share
1. In small groups, present your findings. Use the mind map to help you.
2. Write your notes on others, make notes and then feedback.
3. Share and discuss your feedback.

Phrasebook: Illustrating the universality of a theme
Using a complex across time
The relevance of social class dates to before Classical times.
Social class originates in the practice of slavery and was formalised by feudalism.
The term social class started to be widely used in the 18th century when...
Using a complex across space
Social class was very evident in Europe in the 19th century, and in the period of the world war...
Class conflict was a primary cause of revolutionary movements across Europe.

Phrasebook focuses on useful language.

Writing trainer and Vocabulary extension every unit

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

The **Vocabulary extension** teaches extra vocabulary related to the unit topic.

Model answer highlights functional language from the genre.

Clear structure gives a step-by-step guide for students to plan, write and check their task.

C Writing trainer

A comment on a forum

Model answer:
I read the writing task on page 32, then the model answer below. What do you think?
Book Club Forum - April
Hi everyone, I've just read the book 'The Great Gatsby' by F. Scott Fitzgerald. It's a classic and I'm really interested in it. There is less diversity in the novel, as it's set in the 1920s, and everyone seems to be rich. I like the way the author writes, it's very different from what I usually read. The characters are so interesting, especially Jay Gatsby. I think this is a great example of a classic novel. I would recommend it to anyone who likes to read something that's a bit different and has a lot of depth. I hope you all enjoy it as much as I did.

Phrasebook: A comment on a book/film
1. I've just read/watched...
2. It's really interesting because...
3. I really enjoyed...
4. I was surprised that...
5. I think it's a great example of...
6. I would recommend it to...
7. It's a classic and I'm really interested in it.

Writing strategy
1. Read the writing task on page 32, then the model answer below. What do you think?
2. Read the strategy. Find the part of the text that compares and contrast. Complete the table with these examples. Then complete sentences 1-4 comparing two literary genres.
3. Write your answer.
4. Check your work carefully.

Phrasebook provides more useful language.

Writing task practises B1 Preliminary, B2 First and OTE exam tasks.

Vocabulary extension

Unit C Story words
1. Match the words to the pictures. Then listen, check and repeat.
2. Listen and repeat the words. Then write the words in the correct column.
3. Listen and repeat the words. Then write the words in the correct column.

Unit D Technology: nouns and verbs
1. Match the words to the pictures. Then listen, check and repeat.
2. Listen and repeat the words. Then write the words in the correct column.
3. Listen and repeat the words. Then write the words in the correct column.

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.

Our stories

Tell me a story

Vocabulary story words

Read this!

Integrated audio and video.

Instant marking shows if answers are right or wrong.

	Unit	Vocabulary
Foundation B1+ A-B	A Our future work p.10	Jobs • Describing jobs • Looking for work ▶ Video Vlog
	B Our security p.18	Crimes and criminals • Criminal investigations ▶ Video Vlog
A-B Summative revision p.26 INVALSI trainer p.27 Exam trainer p.28		
Foundation B1+ C-D	C Our stories p.30	Stories • Story words • Adjectives with -ed and -ing ▶ Video Vlog
	D Our connections p.38	Technology: nouns • Technology: verbs • Social media ▶ Video Vlog
C-D Summative revision p.46 INVALSI trainer p.47 Exam trainer p.48		
Foundation B1+ E-F	E Our money p.50	Money: nouns • Spending money • Money: verbs ▶ Video Vlog
	F Our society p.58	Society: institutions • Phrasal verbs • Good citizenship ▶ Video Vlog
E-F Summative revision p.66 INVALSI trainer p.67 Exam trainer p.68		

	Unit	Vocabulary	Grammar	Exam practice
Growth B2 1-2	1 The real you p.70	Personality Negative prefixes Using <i>both/either/neither</i> ▶ 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.72 Listening F part 2 p.74 Reading INV gapfill p.77 Writing F part 2, OTE part 1 p.77 Speaking F part 3 p.79
	2 Art attack! p.80	The arts Extreme adjectives Music ▶ Video Vlog	Past simple vs past perfect simple Past perfect continuous <i>used to and would</i> <i>be used to/get used to vs used to</i> ▶ Video Grammar animations	Reading INV short answers p.82 Listening F part 4 p.84 Reading INV true/false p.87 Writing F part 2 p.87 Speaking F part 2, OTE part 3 p.89
1-2 Summative revision p.90 INVALSI trainer p.92 Towards the Colloquio p.365				
Growth B2 3-4	3 A bright future p.94	Working life Phrasal verbs for work and studies Noun suffixes (1) ▶ Video Vlog	Future forms Future time clauses Future continuous ▶ Video Grammar animations	Reading F part 6, OTE part 3 p.96 Listening F part 1, OTE part 4 p.98 Reading F part 5, INV multiple choice p.101 Writing F part 1, OTE part 2 p.101 Speaking F part 3 p.103
	4 Body positive p.104	Parts of the body (1) Biology Health problems ▶ 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.106 Listening INV match sentence halves p.108 Reading INV true/false p.111 Writing F , OTE part 2 p.111 Speaking F , OTE part 4 p.113
3-4 Summative revision p.114 INVALSI trainer p.116 Towards the Colloquio p.366				

Grammar	Trending topics
Present perfect continuous • Present perfect simple vs present perfect continuous ▶ Video Grammar animations	Should high-school students have a part-time job? Writing trainer A formal email p.370
Modals of deduction: present and past ▶ Video Grammar animations	Punishment or rehabilitation? Writing trainer A report on a meeting p.371
A Culture and Communication p.320 B Culture and Communication p.322	A-B Citizenship p.332 A-B Life skills Critical thinking p.348
Second conditional • wish + past simple • Past perfect ▶ Video Grammar animations	Diversity makes the world more interesting Writing trainer A comment on a forum p.372
Passive: present perfect, present continuous, will/may/might • Third conditional • wish + past perfect ▶ Video Grammar animations	How are you being affected by social media use? Writing trainer An opinion essay p.373
C Culture and Communication p.324 D Culture and Communication p.326	C-D Citizenship p.334 C-D Life skills Creative thinking p.350
used to • should and shouldn't have • Question tags ▶ Video Grammar animations	Should you give money to the homeless? Writing trainer A factfile p.374
Reported statements • Reported speech: other changes • Reported questions • Reported requests ▶ Video Grammar animations	The United Nations Convention on the Rights of the Child Writing trainer A personal essay p.375
E Culture and Communication p.328 F Culture and Communication p.330	E-F Citizenship p.336 E-F Life skills Empathy p.352

Trending topics Focus on READING & WRITING skills	Global culture Focus on LISTENING skills	Global citizenship Focus on SPEAKING skills
Life without filters! ▶ Video Presentation skills video Writing trainer An informal email p.376	Social media slang ▶ Video Culture video Digital task A presentation	Online echo chambers Agreeing, expressing doubt and disagreeing ▶ Video B2 First Speaking video
Is 'eco-vandalism' ever justified? ▶ Video Presentation skills video Writing trainer A story p.377	The K-wave ▶ Video Culture video Digital task A video	Is it art? Describing artwork ▶ Video B2 First Speaking video
1-2 Citizenship Cyberbullying p.338	1-2 Life skills How to make good decisions p.354	
It's time to make neurodiversity work! ▶ Video Presentation skills video Writing trainer A 'for and against' essay p.378	Working conditions ▶ Video Culture video Digital task A report	Erasmus+ Expressing and asking for opinions ▶ Video B2 First Speaking video
Can you really become addicted to video games? ▶ Video Presentation skills video Writing trainer An article p.379	Genetic superpowers ▶ Video Culture video Digital task A presentation	Screens and sleep Asking for and giving advice ▶ Video B2 First Speaking video

3-4 Citizenship Work-life balance p.340

3-4 Life skills How to sell yourself in a cover letter p.356

Unit	Vocabulary	Grammar	Exam practice
Growth B2 5-6 5 Born to be wild p.118	Animals and habitats Adjectives to describe nature Phrasal verbs for the environment Talking about cause and result ▶ 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.120 Listening F part 2 p.122 Reading INV match statements p.125 Writing F part 1, OTE part 2 p.125 Speaking F part 3 p.127
	Growth B2 5-6 6 Feed the world p.128	Food and drink Describing food Adjective suffixes ▶ 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.130 Listening F part 4, OTE part 2 p.132 Reading INV true/false p.135 Writing F part 1, OTE part 2 p.135 Speaking F part 2, OTE part 3 p.137

5-6 **Summative revision** p.138 **INVALSI trainer** p.140 **Towards the Colloquio** p.367

Growth B2 7-8 7 On trend p.142	Parts of clothes and accessories Describing clothes Parts of the body (2) ▶ Video Vlog	The passive: all tenses Passive constructions <i>have/get something done</i> ▶ Video Grammar animations	Reading F part 7 p.144 Reading INV short answers p.146 Listening F part 1, OTE part 4 p.147 Reading INV short answers p.149 Writing F OTE part 2 p.149 Speaking F OTE part 4 p.151
	Growth B2 7-8 8 Into the unknown p.152	Holiday accommodation Phrasal verbs for travel Describing tourist sites ▶ 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.154 Listening INV match questions p.156 Reading OTE part 4 p.159 Writing F OTE part 2 p.159 Speaking F part 3 p.161

7-8 **Summative revision** p.162 **INVALSI trainer** p.164 **Towards the Colloquio** p.368

Growth B2 9-10 9 Media aware p.166	The media Word families Reporting verbs ▶ Video Vlog	Reported statements Reported questions Reporting verbs ▶ Video Grammar animations	Reading INV true/false p.168 Listening F part 2 p.170 Reading INV match headings, multiple choice, F part 5 p.173 Writing F part 2 p.173 Speaking F OTE part 1 p.175
	Growth B2 9-10 10 Stand up! p.176	Social issues and activism Noun suffixes (2) Linkers of addition and contrast Prefixes with particular meanings ▶ Video Vlog	Mixed conditionals <i>wish and if only</i> ▶ Video Grammar animations	Reading F part 6, OTE part 3 p.178 Listening F part 3 p.180 Reading F part 5, INV multiple choice p.183 Writing F part 2 p.183 Speaking F part 2, OTE part 3 p.185

9-10 **Summative revision** p.186 **INVALSI trainer** p.188 **Towards the Colloquio** p.369

Workbook p.190

Towards the Colloquio p.364

Writing trainer p.370

Vocabulary extension p.386

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
Scientists say they can now bring extinct species back to life ... but should we do it? ▶ Video Presentation skills video Writing trainer An argumentative essay p.380	Paradise in peril ▶ Video Culture video Digital task A report	Combating climate change Giving reasons and examples ▶ Video B2 First Speaking video
Is lab-grown meat the best way to end global hunger? ▶ Video Presentation skills video Writing trainer A personal essay p.381	Culinary traditions ▶ Video Culture video Digital task A menu	Controversial foods Talking about pros and cons, comparing and contrasting ▶ Video B2 First Speaking video
5-6 Citizenship Tackling environmental issues p.342 5-6 Life skills How to deal with eco-anxiety p.358		
The real cost of shopping online ▶ Video Presentation skills video Writing trainer A shop review p.382	Japanese youth culture ▶ Video Culture video Digital task A report	Dress codes Participating in a discussion ▶ Video B2 First Speaking video
Should we stop flying to save the planet? ▶ Video Presentation skills video Writing trainer A tourist site review p.383	Two epic adventures ▶ Video Culture video Digital task A digital map	Ecotourism Discussing options and making decisions ▶ Video B2 First Speaking video
7-8 Citizenship Protecting our heritage p.344 7-8 Life skills How to make a good first impression p.360		
Fighting misinformation - Can we learn from Finland? ▶ Video Presentation skills video Writing trainer A report p.384	Viral memes ▶ Video Culture video Digital task A meme	Online reputation Describing habits and making generalisations ▶ Video B2 First Speaking video
Sportswashing isn't the answer, but sport and politics should mix! ▶ Video Presentation skills video Writing trainer A formal letter or email p.385	Banned books ▶ Video Culture video Digital task A book review	Stand up to bullying Describing and comparing photos ▶ Video B2 First Speaking video
9-10 Citizenship Human rights p.346 9-10 Life skills How to evaluate your work experience placement p.362		

A Our future work

- ▶ **VOCABULARY** Jobs • Describing jobs • Looking for work
- ▶ **GRAMMAR** Present perfect continuous • Present perfect simple vs present perfect continuous
- ▶ **FUNCTIONS** Having an interview



- ▶ Audio
- ▶ Video

Let us help you find your dream job!

What do you want to do in ten years' time? What type of career interests you the most? If you don't know the answer, this useful guide was made for YOU! Have a look at some possible careers:



Vocabulary Jobs

1 **002** Match the words to the photos. Then listen, check and repeat.

- | | | | |
|-----------------------------|------------------------|------------------------|----------------------|
| 4 pilot | chef | flight attendant | lifeguard |
| actor | delivery driver | game developer | musician |
| businessman/
woman | fashion designer | gardener | police officer |
| | firefighter | lawyer | vet |

2 **SPEAK** Write the five best jobs and five worst jobs in the table. Think of reasons why you might love or hate them. Compare your answers.

Best jobs	My reasons
Worst jobs	My reasons

3 Complete the table with the jobs in Ex.1. Add any extra jobs you know to the table. Compare your answers.

Practical	
Creative	
Emergency	
Technical	

Did you know?

In a recent survey, the most popular dream job (18%) for teenagers in the UK aged 11-16 was 'doctor'

Pronunciation The schwa

4a **003** The schwa /ə/ is an unstressed vowel sound. It is the most common sound in English. Listen and repeat.

musician /mjuːzɪfən/ lawyer /'lɔːjə/ actor /'æktə/

b **004** Underline all the schwa sounds. Listen and check. Then listen again and repeat.

- The firefighter saved the pilot and the flight attendant.
- Anna's father's a delivery driver and her mother's a businesswoman.

! Use *a/an* when talking about somebody's job
e.g. *He's a chef.*

Vocabulary Describing jobs

5 **005** Match 1–10 to A–J. Listen, check and repeat.

- | | |
|---------------------------|------------------|
| 1 work in <u>B</u> | 6 speak |
| 2 use | 7 work for |
| 3 start/set up your | 8 work |
| 4 earn a lot of | 9 travel |
| 5 look | 10 wear a |

- A own business
B an office
C money
D after or help people/animals
E a computer/your hands
F shifts/outside/from home
G a company/yourself
H uniform
I for work
J foreign languages/to customers

→ **Vocabulary extension p.386**

6 **006** **LISTEN** to the students playing *Guess my job!* What job do you think it is? Listen again and check if you were correct.

7 **SPEAK** Secretly choose a job from Ex.1 and play *Guess my job!* Take turns to ask and answer yes/no questions. Can you guess your partner's job?

A Do you work outdoors?

B No, I don't

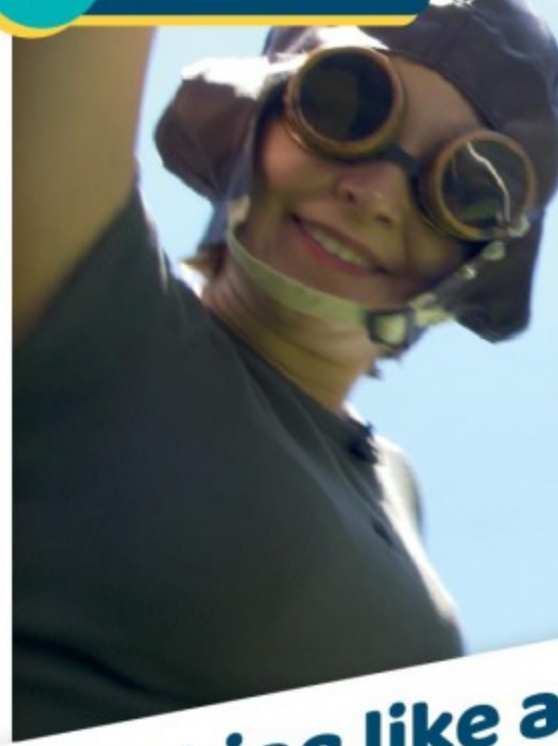
A Do you have to wear a uniform?

B Yes, I do.

Challenge You choose!

Write a description of your dream job.
OR Write questions you'd like to ask one of the people in Ex.1 about their job.

Reel life!



Working like a dog!

Before you watch

1 Look at the picture of Jess. What do you think her dream job was when she was a child?

While you watch

2 **Video** **007** **WATCH** or **LISTEN**. Tick (✓) the things that Max has done.

- He's looked after plants.
- He's spoken to customers.
- He's taken care of animals.
- He's made a lot of money with videos.
- He's created a computer game.
- He's played live video games.

Comprehension check

3 **Video** **007** **WATCH** or **LISTEN** again. Answer the questions.

- Why didn't Max enjoy working as a gardener?
- What did he do with his neighbours' pets?
- When did Jess first want her own vlog?
- What job does Max have now?

Your turn

4 **OTE P** **SPEAK** Ask and answer the questions.

- Do you like gaming? Why/Why not?
- Have you ever thought about making a video for YouTube or having a channel? What about?
- What was your dream job as a child?
- What other jobs have you considered?

Keep it real

5 Match the phrases to their translations.

- | | |
|--------------------------|----------------------|
| 1 I'm over (that) | A troppa fatica |
| 2 too much effort | B un lavoro in corso |
| 3 Plus, | C A dire il vero ... |
| 4 work in progress | D In più, |
| 5 Actually, ... | E ho superato |

Presentation

◀◀ **Think back** Answer the questions using *for* or *since*. How long have you ...

- been at school today?
- known your best friend?
- had your favourite possession?

1 🎧 008 **SEE THINK WONDER** What can you see in the photos? What do you think these people are doing? What do you imagine these jobs involve? **READ** and listen. Check your answers.

2 Answer the questions.

- 1 Which jobs does the article mention?
- 2 What does the RNLI do?
- 3 How old is the Fowey RNLI lifeboat station?
- 4 When did Amelia become a lifeboat crew member?
- 5 How many times has she gone to rescue people?
- 6 What else is she doing now?

3 **THINK PAIR SHARE** Discuss the questions. Give reasons for your answers.

- 1 Would you like to work for the emergency services? Why/Why not?
- 2 What are the pros and cons of Amelia's job?
- 3 Would you like to volunteer? If so, what would you like to do?

Did you know?

One phone number is used for all the emergency services in these places: USA (911), Australia (000), the UK (999), and across Europe (112).

Have you considered a future in the emergency services?

There are many opportunities for active young people in the emergency services in roles such as police officers, ambulance drivers, firefighters, and mountain rescue workers. More specialist jobs include police dog handlers¹ and paramedics. To work in this field, you must stay calm under pressure, have lots of stamina and be willing to work shifts – emergencies happen 24 hours a day!

A day in the life of a young volunteer

The RNLI is a British charity² whose volunteer lifeguards protect people on beaches and whose lifeboat crews save people at sea or in bad flooding. The Fowey RNLI lifeboat station in Cornwall has been operating for over 160 years and lifeboat crew members have been risking their lives since then. One of these volunteers is 21-year-old Amelia Luck, who has just become the youngest ever female captain of a lifeboat! How long has she been working there? She's been working as a crew member since she was 17 years old.

Amelia has volunteered over 355 hours at sea and she's been to 36 rescue incidents. When she gets into her boat, she only thinks about two things. Firstly, that she must look after her crew, and secondly, she has to get to the people as quickly as possible. She worries about how long they have



been waiting for her, sometimes in terrible weather conditions, and how afraid they must be.

But Amelia hasn't only been responding to emergencies at sea. She wants to be a businesswoman, so she has also been doing an apprenticeship in business management.

Donations have been increasing

The RNLI have been rescuing people since 1824, and have saved nearly 143,000 people's lives. Fortunately, people have showed their support recently by donating more money than ever to the charity.

Glossary

¹agente cinofilo ²beneficenza

Grammar

▶ Watch the Grammar animations

- 4 Underline examples of *has/have + been + -ing* in the text. Then complete the table with the correct form of the verb *work*.

Present perfect continuous (1)

+ Affirmative

I/You/We/They ⁰ *have been working*He/She/It ¹

- Negative

I/You/We/They **haven't** been working.He/She/It ²

? Interrogative

³ I/you/we/they been working?**Has** he/she/it been working?

Short answers

Yes, I/you/we/they No, I/you/we/they **haven't**.⁴
Yes, he/she/it **has**. No, he/she/it ⁵

Use the present perfect continuous to talk about an action or activity which began in the past and continues in the present. Use it with **How long**, **for** and **since** to ask about or give the duration.

Grammar reference p.192

- 5 Write sentences using the present perfect continuous.

- 1 Lawyers/work/on the case/for two years.
- 2 I/not have/much fun recently!
- 3 That musician/play/on the street all day.
- 4 We/not feel/very motivated today.
- 5 What/you/think about?

- 6 Complete the interview with a member of the emergency services. Use the present perfect continuous and *for* or *since*.

- A How long ¹
(you/work) as a police dog handler?
- B I ² (train) police dogs
³ 2017.
- A And how long ⁴
(this dog/help) you?
- B Diana and I ⁵ (catch)
criminals together ⁶
two years.
- A How long ⁷
(you/search) this area with dogs?
- B We ⁸ (not look)
⁹ long. Only twenty
minutes.

- 7 SPEAK Ask and answer questions using *How long* and *for* or *since*.

- 1 How long/you/study English?
- 2 How long/you and your family/live/in this area?
- 3 How long/you/use social media?
- 4 How long/you/wear those clothes?
- 5 How long/you (verb of your choice)?

A How long have you been studying English?

B I've been studying English for five years.

Present perfect continuous (2)

We also use the present perfect continuous to talk about an action continuing until now which explains a present situation:

- Mum's **been working** all day, so now she's tired.
- Sorry I haven't called. I've **been working**.

Grammar reference p.192

- 8 Complete the sentences using the present perfect continuous and the verbs below.

rain | run | ski | wait | wash

- 1 We all day, so now we're feeling cold and hungry.
- 2 He his dad's car, so now it's really clean.
- 3 It, so now I'm wet.
- 4 I, so I'm hot and thirsty.
- 5 She's angry because she for the bus for over an hour.

- 9 ▶ 009 Complete the dialogues with the present perfect continuous. Listen and check.

Police Why is your hair wet, sir?

What ¹ (you/do)?Neil ² in the river.

Police You mustn't do that again. It's dangerous!

Mia I haven't seen your brother for ages. What ³ (he/do) recently?Lara He ⁴ (not do) anything exciting. He ⁵ (work) a lot at the airport, and he ⁶ (train) to become a flight attendant.

- 10 SPEAK Ask and answer the questions. Use the present perfect continuous in your answers.

- What have you, your family and your friends been doing recently?
- How are you feeling today? Why?

Challenge You choose!

Write a short dialogue like those in Ex.9. OR
Write sentences answering the questions in Ex.10.

Vocabulary

Looking for work

◀ **Think back** Have you started thinking about your future studies? Have you been thinking recently about what job you would like to do in future?

1 **010** Choose the correct alternative. Then listen, check and repeat.

- 0 People can have a full-time or a **part-time** **half-time** job.
- 1 My brother is **good** | **well** with computers and works **good** | **well** in a team.
- 2 Delivery drivers must manage **the** | **their** time well.
- 3 It takes a long time to **write** | **make** your CV (curriculum vitae).
- 4 If a candidate is successful when they **make** | **have** an interview, the **employer** | **employee** will give them a job.
- 5 Candidates can often apply **at** | **for** a job online.

2 Complete the sentences with the words below.

apply | employers | full-time | good | job | manage | part-time | team | work | write

- 1 My dad works - he's in his office for 40 hours a week.
- 2 Mum is a software developer. She's very with computers.
- 3 Some students have jobs in the summer and at weekends.
- 4 In most jobs, you must your time well and plan your work.
- 5 Nick's feeling nervous because he has a interview this afternoon.
- 6 You have to your CV before you can for a job.
- 7 Firefighters must be able to well in a
- 8 Most prefer to employ people who have some experience.

Presentation

3 **011** READ and listen. Choose the answers that are best for you. Compare your answers.

Did you know?

On average, an employer won't spend more than ten seconds reading your CV, so it's important to make a great impression as quickly as possible!

How ready are you for your future?

Has your school been talking about work experience recently? Have you already started planning your career? Or have you never considered what you want to do? Perhaps you think that the world of work is too far away to start thinking about it now. Even though you're a full-time student, and you haven't done many things yet, it's the perfect time to consider YOUR future!

Recently, many job adverts have been asking for employees who are good with computers, and able to manage their time well. Apparently, four out of five employers think that non-professional skills are essential. They also need people with excellent interpersonal skills, a positive attitude and the ability to collaborate. By developing these 'soft' skills at high school, you'll have lots to say when you have a job interview later. Here are some questions to consider:

1 Have you thought about writing your CV yet?

- A Yes, I've written notes for it.
- B I've been thinking about it recently.
- C I'm not sure what a CV is.

2 Have you ever applied for a job?

- A Yes, I have.
- B Not yet.
- C No, I've been too busy studying.

3 How much part-time work have you done?

- A A lot.
- B Some.
- C Very little or none.

4 Have you ever worked in a team?

- A Yes, I've always loved teamwork.
- B Only in sports teams.
- C No, I prefer working alone.

5 Have you ever solved a problem for anybody?

- A Yes, I've helped lots of people.
- B I've done it a few times.
- C Yes, but only occasionally.



Grammar

▶ Watch the Grammar animations

- 4 Look at the **highlighted** sentences in the text. Then complete the table with the words *simple* and *continuous*.

Present perfect simple vs present perfect continuous

Use the present perfect ¹**simple** | **continuous** if the action was completed in the recent past (but you don't know when).

- *I've written notes.* = I've finished them.

Use the present perfect ²**simple** | **continuous** if an action began in the past and continues in the present.

- *I've been writing notes.* = I'm still doing it now, but I haven't finished or I was doing it until this moment.

Use the present perfect ³**simple** | **continuous** to talk about a quantity or how many times an action has happened.

- *I've written notes many times in class.*

Use the present perfect ⁴**simple** | **continuous** to talk about an action or activity (= dynamic verbs like *plan*, *talk*) that began in the past and continues in the present.

Use the present perfect ⁵**simple** | **continuous** to talk about a situation (= stative verbs like *believe*, *have*, *know*) that began in the past and continues in the present.

Grammar reference p.193

- 5 Choose the correct alternative.

- 1 The flight attendants have **flown** | **been flying** to Asia twice this week.
- 2 We've **known** | **been knowing** our vet for a very long time.
- 3 You've **had** | **been having** a shower for ages. It's my turn to use the bathroom!
- 4 I've always **hated** | **been hating** my job. I should apply for a new one.
- 5 How long has your aunt **studied** | **been studying** to become a lawyer?

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

- 1 She (be) good with computers since primary school.
- 2 How long (you/have) that phone?
- 3 How long (you/look) for a full-time job?
- 4 Joe (not do) anything since this morning. He's probably bored.
- 5 We (not understand) anything in this lesson!

- 7 **SPEAK** Talk about ...

- what you've been doing since you woke up.
- who you've seen today.
- what you've spoken about with people this week.
- what you've been studying this term.
- what you've been thinking about recently.
- whether you've been enjoying this week.

I've been studying and going to classes since I woke up.

- 8 Complete the job adverts with the present perfect simple or continuous form of the verbs below.

develop | just/open | not work

We ¹ software since 2018! Our new office in London ² and we're looking for part-time employees. We're willing to consider applicants who ³ before, if they are excellent with computers. Please send a copy of your CV to clairelewis@vidcom.com by 31st January.

drive | pass | run | sell

I'm an award-winning pastry chef and I ⁴ my own cake business for over ten years. I ⁵ over a million cupcakes! I'm looking for delivery drivers who ⁶ for at least five years. ⁷ your driving test? Can you manage your time well? Come in for a chat!

- 9 **WRITE** questions using *How long*.

- 1 use/computers or phones?
- 2 have/favourite possession?
- 3 know/your friends?
- 4 study/languages?
- 5 like/your favourite subject?

- 10 **SPEAK** Ask and answer the questions in Ex.9. Then ask an extra question to find out more.

A How long have you been using computers?

B I've been using them since I was 12.

A Why did you start using them?

B To play games.

Challenge You choose!

Reply to one of the adverts in Ex.8 - say what you've done and how long you've been studying. OR Write an advert for your dream job.



Should high-school students have a part-time job?

Have you been considering getting a job? Read on for the pros and cons of working part-time.

1 You don't have to count every cent, or ask your parents for cash. And now you can even start saving for your future. Whatever you do with your wages, you'll certainly become more aware of what you spend them on. Being able to manage your money will also benefit you when you leave home.

2 Any work you do is very valuable on your CV when you apply for an internship or a job. You'll have an advantage over the other candidates as employers prefer to hire people who have some experience of employment and understand workplace culture. It will also demonstrate that you're hard-working and able to multitask.

3 If you've been working as a waiter, you've probably learned loads. For example, you can speak to customers, solve problems, and work well in a team. And in a busy environment, like a restaurant, you've needed to use your initiative, too! You've interacted with many different colleagues of all ages, so you also respect cultural differences.

4 Whether you're a delivery driver or a dog-sitter, a job gives you plenty of opportunities to meet others. Even if it isn't your chosen field or career, you're still making connections in the professional world. For instance, a shop assistant might meet a customer who's looking for employees, or an aspiring actor or musician might work in a theatre to get lots of valuable contacts.

5 Most student jobs are found in hospitality and retail – two sectors where you have to speak to others. The more people you interact with, the better you'll become at it. Especially if you are shy, a job will help you feel more assertive and comfortable around others.

However, working as a student may have some adverse effects ...

6 The biggest concern is what a part-time job might do to your studies. After an eight-hour shift, you'll certainly feel more tired, and this might affect your concentration. As a result, your grades might get worse, or you may even fail some subjects!

7 If you've been dedicating yourself to your work and studies, it's possible you haven't had time for your family and friends. Consequently, relationships with them may become difficult and you might feel like you've missed out on too much fun and free time with them!

8 If you spend all your time working or studying, you can't have hobbies, do exercise, or relax. You must look after your mental and physical health too, so eat and sleep well and take lots of breaks.

TIPS FOR SUCCESSFUL JUGGLING:

- Choose the right job, e.g. an easy job near to your home or school.
- Manage your time carefully – use calendars and plan your days and weeks.

Before you read

- 1 **THINK PAIR SHARE** What are the pros and cons of being busy? Share your answers.

While you read

- 2 **012 READ** the text. Choose the best alternative title for the text.

- A The real reason why students shouldn't have a job
- B The benefits and problems of working as a student
- C The best part-time jobs for a student

Comprehension check

Reading strategy

Distinguish main point from subsidiary points

When you're doing a matching exercise for reading comprehension, it's important to understand what the main point of each paragraph is. You can do that by trying to summarise the paragraph in one sentence.

- 3 **P INV** Read the strategy. Then match the sentences (A–J) to the paragraphs (1–8) in the text. There are two extra.

- A You'll gain important work experience.
- B You'll learn soft and interpersonal skills.
- C You might not have time for loved ones.
- D You might not be able to look after yourself.
- E You'll become more confident and a better communicator.
- F You'll start building a professional network.
- G Your academic grades might be affected.
- H Your job might not make you happy.
- I You'll make lots of new friends at work.
- J You'll become financially aware.

Vocabulary

- 4 Find the **highlighted** words in the text and match them to their definitions.

- 1 wages
- 2 internship
- 3 hire
- 4 employment
- 5 multitask
- 6 assertive
- 7 missed out on

- A give somebody a job
- B wasn't able to experience something
- C money that is earned through work
- D self-confident
- E do two or more different things at the same time
- F a paid job
- G a period of work experience for a trainee

Presentation

- 5 **THINK CRITICALLY** In pairs. Think about the questions below. Then decide what types of jobs could be good for you and your partner.

- 1 What are your favourite subjects?
- 2 What are you good at?
- 3 What are you interested in?

- 6 Imagine you want to record a short presentation about you to send with your CV. Complete the information below.

Introduce yourself: Hi, my name is

A summary of what you do: I'm in the year of school at (high school) in (town). I'm studying (subjects).

Say what you want: I'd like to work part-time as a because I'm interested in a career as a

Say what you can do: My experiences include I'm good at I enjoy in my free time.

Presentation strategy

Body language While you give your presentation, stand up straight, smile, look at your audience, vary your facial expressions and tone of voice, and don't be afraid to use body language for emphasis.

- 7 **PRESENT** Read the strategy. Then practise your presentation, paying attention to your body language. Present to your partner.

- 8 **FEEDBACK** Answer the questions about your presentation. Share your answers.

- How was your body language?
- How was your partner's body language?
- How did you feel while you were presenting?
- What could you do better next time?

→ **Citizenship p.332**

Writing

- 9 **OTE P WRITE** an email in reply to the agency advert below. Write 130–150 words.

- Introduce yourself, say what you'd like to do, and which career you're interested in.
- Say what experience and skills you have and why they're important.

Have you been looking for work experience? Send us an email, telling us what you'd like to do, and why you're the right person for the job!

→ **Writing trainer p.370**

B1+ Our security

- ▶ **VOCABULARY** Crimes and criminals • Criminal investigations
- ▶ **GRAMMAR** Modals of deduction: present and past
- ▶ **FUNCTIONS** Describing a lost or stolen item



- ▶ Audio
- ▶ Video



Vocabulary Crimes and criminals

1 013 Match the crimes to the photos. (One photo shows two crimes.) Then listen, check and repeat.

- | | | | | |
|------------------|----------------------|---------------|---------------------|-------------------|
| burglary | identity theft | mugging | pickpocketing | shoplifting |
| cybercrime | kidnapping | murder | robbery | vandalism |

➔ Vocabulary extension p.386

2 **SPEAK** Ask and answer the questions about the crimes in Ex.1.

- 1 What type of punishment should there be for these crimes? Why?
- 2 Which crimes are the easiest to detect? Why?
- 3 Which crimes do you think will be more or less common in the future?

Vocabulary strategy

Other forms of new words Making a note of other forms of a new word will help you to learn more new words. It will also help you to recognise suffixes and prefixes that are used with nouns, adjectives, etc.

3 **014** Read the strategy. Complete the table. Use a dictionary to help you. Then listen and check.

Noun	Person	Verb
vandalism	vandal	vandalise
mugging	mugger	1
shoplifting	2	shoplift
theft	thief/thieves	steal
murder	3	4
robbery	robber	5
6	burglar	7
kidnapping	8	kidnap
crime	9	commit a crime

rob + a person or a place (e.g. He robbed a bank.)
steal + a thing (e.g. He stole money.)

4 **015** **LISTEN** to two people discussing a crime that went wrong. Then complete the summary below with words from Ex.3. Why do you think the police arrested the man?

A man phoned the police to report a ¹ in his house. He said that someone entered his house during the night to ² some valuable furniture. He said this, but in reality there was no ³ The man took the furniture and hid it in a secret place in the country. The police wanted some photos of the furniture, but he didn't have any. So, he went back to the secret hiding place in the country and took some photos. Then he sent the photos to the police. After this the police arrested him for committing ⁴

5 **THINK PAIR SHARE** Imagine a crime. Make notes and then ask and answer the questions.

- Who was the victim?
- What happened?
- Where/When did it happen?
- What happened to the criminal?

Challenge You choose!

How safe is your town from crime? Make a list of things that your town does to protect itself from criminals. **OR** Describe a moment when you lost, or someone stole, something important to you.

Reel life!



Staying safe

Before you watch

1 Look at the picture. Max was the victim of a crime recently. What crime do you think it was? What is he doing to stop it from happening again?

While you watch

2 **Video** **016** **WATCH** or **LISTEN**. What crimes do Max and Jess mention?

Comprehension check

3 **Video** **016** **WATCH** or **LISTEN** again. Correct the sentences.

- 1 Jess and Max live in a town where there's a lot of crime.
- 2 In the future, Max is never going to leave his bike outside a shop.
- 3 Jess never checks the windows of the house before she goes out.
- 4 Max thinks we should avoid crowded places.
- 5 Jess and Max think their town is full of criminals.

Your turn

4 **OPE P** **SPEAK** Ask and answer the questions.

- 1 Do you ever worry about being a victim of crime?
- 2 What can you do to make sure you aren't the victim of the crimes mentioned in this lesson?

Keep it real

5 Match the words to their translations.

- 1 nothing to get stressed about
 - 2 it doesn't do any harm
 - 3 common sense
 - 4 far from it
- A anzi, al contrario
 B male non fa
 C niente di speciale
 D buon senso

Presentation

◀◀ **Think back** Make sentences that are true for you.

will | may | might | could | won't

I go to university when I'm older.

I live in another country in my life.

I get the bus home today.

1 Look at the cybercrimes below. Have you (or anyone you know) ever been a victim of any of these crimes?

phishing | identity theft | stealing passwords | hacking

2 🎧 **017 READ** and listen. Decide why the text was written.

A to report an identity theft

B to tell people why identity theft is increasing

C to tell people to take identity theft seriously

3 Read the text again. Match the questions to the answers.

1 What does the text say about passwords?

2 Which age group is most vulnerable to identity theft?

3 Why are teens often victims of identity theft?

A identity theft

B at 7 p.m. on Tuesday 15th December

C under 18s

D They share more than other age groups.

E We should have a different one for every site.

4 What is the text about?

5 When is the meeting?

Protect your identity!



When someone steals your identity, it isn't like any other kind of theft. When your identity is stolen, nobody steals your bicycle or phone.

This means that many people think that identity theft is not as serious as other crimes such as robbery or mugging. In fact, identity theft can have serious consequences and it's very common. 33% of citizens in the US have had some experience of identity theft.

Losing your online identity **may** make it difficult for you to buy things, to find a job, and to travel. That's because someone else **could** be buying things and working and travelling under your name already.

According to a recent study, identity theft is most common among under 18s. One million cases were reported by people in this age group in 2020. Why are we so often victims?

1 It **might** be because we share the most information online. We post our details much more freely than other age groups. And we **can't** be sure that everyone who sees them will use that information in an honest and responsible way.

2 It's true that credit card theft is the most common type of identity theft, but credit card numbers are not the only things that have to be protected. Frequent users of social media have a 30% higher chance of being a victim of identity theft. This **must** mean that younger people are more exposed to this type of crime because we use social media a lot.

3 Using public Wi-Fi also exposes us to cybercrime. Even when we don't use public Wi-Fi, our online identity is still vulnerable if we use the same password for many different sites. We should have a different password for every site we use.

Whatever the reason, we should be more careful to protect our identity online. We should make sure that we protect ourselves. Our identity is more valuable than any personal possession.

A course on cybercrime, and how to protect yourself from it, starts at 7 p.m. on Tuesday 15th December at the Community Centre on Cardiff Road. Why don't you come along?



Grammar

▶ Watch the **Grammar animations**

4 Complete the rules with the **highlighted** words from the text.

Modals of deduction: present

Possibility

Use ⁰ *might* (not) or ¹ (not) or ² (not) + **base form** to say 'it's (not) possible'.

Certainty

Use ³ + **base form** to say 'it's very probable' or 'I'm sure it's true'.

Impossibility

Use ⁴ + **base form** to say 'it's impossible' or 'I'm sure it's not true'.

Grammar reference p.200

5 Choose the correct alternative.

- The police had a video recording of the vandals. There **might** | **must** be CCTV cameras in that area.
- Someone has hacked your computer? I don't believe you! You **must** | **can't** be serious!
- Harry **can't** | **could** be a thief! He's so honest.
- She's got paint on her hands, so she **might** | **can't** be the vandal who sprayed graffiti on the wall.
- What's that noise? Is it a burglar? No, it **must** | **can't** be the cat coming in from the garden.
- George **may** | **can't** be the person who planned the robbery. He worked in that bank a few years ago.

6 Rewrite the sentences using the modal verbs in brackets.

- Perhaps the thief works for the bank. (could)
- I'm certain that the photo isn't genuine. (can't)
- Maybe the house doesn't have a very good security system. (might not)
- This story is definitely fake. (must)
- It's possible that the shoplifter works with others who help him. (may)
- Perhaps he isn't interested in helping the police to find the criminal. (may not)

7 **SPEAK** Read the sentences. Discuss if they must, might or can't be true. Give reasons.

A Number 1 might be true. Some people don't check their bank details very often.

B No, it can't be true because ...

- Sometimes it can take a long time to discover that someone has stolen your identity.
- One of the most common passwords is QWERTY.
- Every credit card has a different number.
- Antivirus software cannot stop all identity theft.
- Identity theft only happens online.

8 **018 LISTEN** to the short story. Do you think the man is a criminal? Why?

9 **018** Listen again and choose the best alternative for each sentence.

- The man **must** | **might** come from another area.
- He **can't** | **may** be very old.
- The story **can't** | **must** be set in the UK.
- The bag **can't** | **must** be stolen.
- The bag **can't** | **must** be heavy.
- He **might** | **must** be innocent.

Pronunciation Silent r

10a **019** Match words A-C to 1-3. Which of the words has a silent r sound? Listen, check and repeat.

A police officer B travel C worse

- The r comes before a vowel sound.
- The r comes before a consonant sound.
- The r comes at the end of a word.

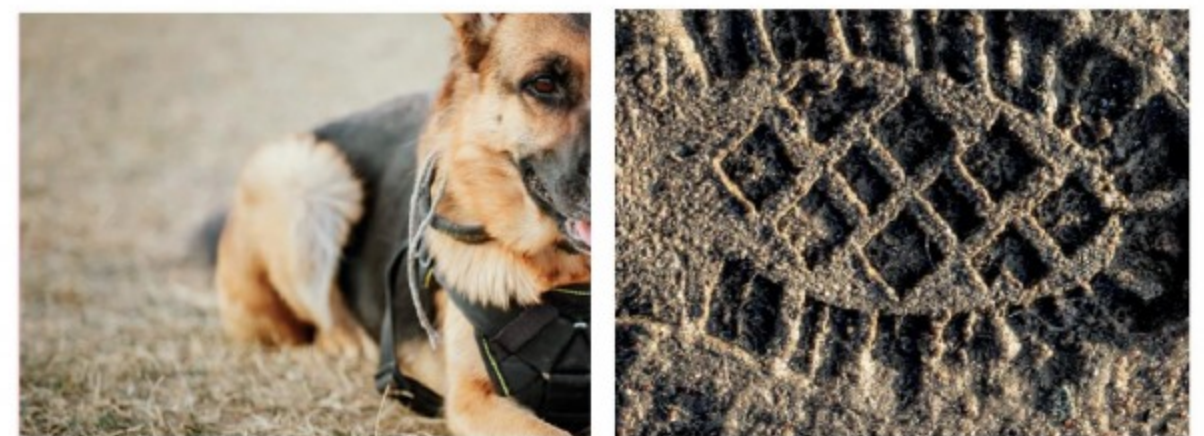
b **020** Write P (pronounced) or S (silent) for the r in each word. Listen and check. Then listen again and repeat.

- | | |
|-----------------|--------------------|
| 1 really | 6 computer |
| 2 murder | 7 burglar |
| 3 already | 8 cybercrime |
| 4 other | 9 footprints |
| 5 short | |

11 **THINK PAIR SHARE** Look at the mystery objects. They are all connected to the world of crime. What do you think they are?

A That might be a part of a shoe.

B Yes I think you're right. It must be a footprint.



Challenge You choose!

Write about a cybercrime, explaining why people should be careful about it. **OR** Write some tips about how to avoid becoming a victim of cybercrime.

Vocabulary Criminal investigations

Think back Think of a person you know. What things do you KNOW they did last week? What things do you think they POSSIBLY did? Share your ideas.

021 Match the words to the photos. Then listen and check.

- 8 cold case
- fingerprint
- suspect
- victim
- evidence
- murder
- trial
- witness



2 Complete the sentences with the words from Ex.1.

- 1 The was arrested last night for when a gun was found in his house.
- 2 Now DNA can be used as, police are looking at many again.
- 3 There was only one to the bank robbery, and she was interviewed by the police.
- 4 The thieves were careful not to leave their on the windows of the house.
- 5 The was televised. After considering the evidence, the jury decided the man was innocent.
- 6 of crime should report what happened to the police immediately.

022 READ and listen. Match two photos to each story, Lord Lucan (LL) or Shergar (S).

4 Read the text again. Complete the table.

Case	Crime	Last seen
Lord Lucan	1	November ³
Shergar	2	4 1983



Unsolved crimes

Presenter We're talking today to Chloe Hartson about an exciting new TV series. Can you tell us something about it, Chloe?

Chloe Well, it focuses on some famous cold cases that are still a great mystery. Like the case of Lord Lucan. He went to an expensive private school called Eton College. He was very handsome, and some say that he was even considered for the role of James Bond.

Presenter Wow!

Chloe Yes, it seemed that he had everything. But he liked playing roulette and he began to lose lots of money. He and his wife divorced in 1972 which meant that he couldn't see his children very much. In November 1974, he disappeared after his children's nanny was murdered. The police found an abandoned car. The last person to drive the car was Lord Lucan. In the car the police found some objects that might have been connected to the crime. The car and the evidence inside it caused the police to name Lord Lucan as the prime suspect. But the police have never found him, and the case has never gone to trial.

Presenter So the episode tries to understand what might have happened to him?

Chloe Yes, exactly. Another episode looks into an interesting case in which a famous racehorse disappeared. In February 1983, the champion horse Shergar was kidnapped in Kildare in Ireland. Shergar was valued at 15 million dollars. His owner was a rich spiritual leader called the Aga Khan. People believe that a terrorist group called the IRA might have kidnapped the horse. But the kidnapping can't have been successful because Shergar was never found and no money was paid. Someone must have killed him, but there is no evidence that the IRA did it and they have never admitted to the crime.

Presenter Thank you, that's fascinating.

Grammar Watch the Grammar animations

5 Match the examples in the box below to these meanings:

- A 'It's impossible. It didn't happen.'
- B 'It's possible. Maybe it happened.'
- C 'It's certain. I'm sure it happened.'

Modals of deduction: past

Use **might (not) have/may (not) have + past participle** to say ¹.....

- The episode **tries to understand what might have happened.**

Use **must have + past participle** to say ².....

- Someone **must have killed the horse.**

Use **can't have + past participle** to say ³.....

- The kidnapping **can't have been successful.**

Grammar reference p.201

6 Read the sentences and put the highlighted words in the correct order.

- 1 Lord Lucan **have must left** the country after the murder.
- 2 Lord Lucan **had have might** money problems.
- 3 People say that it **been can't have** anyone else who murdered the nanny.
- 4 Shergar **have might died** by accident.
- 5 It **have can't been** easy to find Shergar.
- 6 The kidnapers **have planned must** the operation for many weeks.

7 Complete the sentences with **must have, might (not) have or can't have** and the past participle of the verbs below.

be | enter | find | take | visit

- 1 We think that the police some traces of evidence, but we can't be sure.
- 2 The shoplifter the things because the police found them in his house.
- 3 The suspect the area because he was seen three times.
- 4 I don't know how the thief got into the house. He through the door.
- 5 The man the burglar because he was away on holiday when the burglary happened.

8 Rewrite the sentences using **must have, may have or can't have + past participle**.

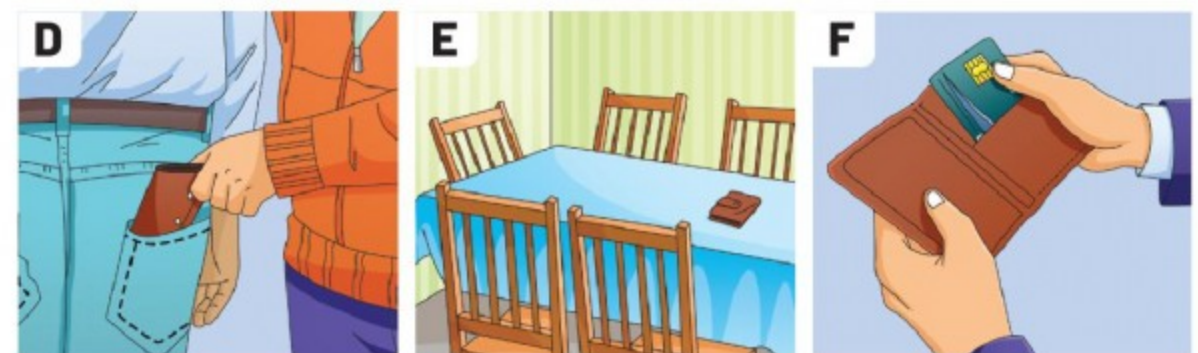
- 1 There are lots of police. I'm certain that there has been a robbery.
- 2 Maybe the mugger threw your bag away.
- 3 The trial has definitely started because it was scheduled for 11 a.m. It's 2 p.m. now.
- 4 I think maybe the taxi driver was the prime suspect in the case.
- 5 The men were away on holiday that day. It's impossible that they robbed the post office.

9 **023 LISTEN.** For each question, choose the correct picture.

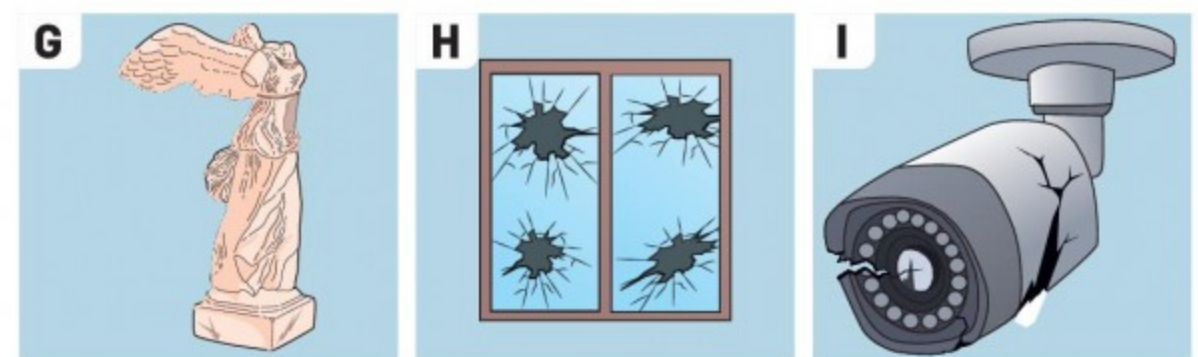
1 Where is the orange juice?



2 Where did the man last see his wallet?



3 What was vandalised?



4 What time is the woman going to phone the art gallery?



10 **THINK PAIR SHARE** Think about something you lost. Answer the questions. Then share your ideas.

- 1 When did you last see the thing you lost?
- 2 Where do you think it might be now?
- 3 What do you think might have happened to it?
- 4 Do you think it might have been stolen?

Challenge You choose!

Write about a TV programme in your country that talks about mysteries. **OR** Write an interview with a suspect in a robbery.



Punishment or rehabilitation?

Prison is supposed to be about rehabilitation and not just punishment. But is it possible to create an environment that helps prisoners to abandon a life of crime? How can it be done? Here are some ideas that the most progressive prisons are adopting.

Firstly, the prison environment must be as humane as possible. If you put people in cages, their behaviour will be negatively affected. So, while it is believed that prisons must punish criminals and make society safe from people who might do harm, institutions also have to think about what will happen when criminals are released. Are they going to become useful members of society? Or are they going to commit more crime and return to prison?

Storstrøm Prison in Denmark is a new maximum-security prison near the country's capital, Copenhagen. But it doesn't look like a prison. Observers say that it looks more like a school, and that is exactly what the planners and architects intended. The prison has its own shops. Another thing that strikes people immediately when they visit is that they are surrounded by windows and brightly coloured walls. This gives the whole place a less institutional feel.



One way to make sure that prisoners do not return to prison is to teach them skills that they can use in the workplace, so that they can get a good job when they leave prison. Crime often comes from poverty and economic hardship, so prison can also provide people with an interest and an opportunity to learn useful job skills. Many people who end up in prison never had these opportunities in the past and that fact certainly makes it more difficult for them to avoid a life of crime.

The Washington Corrections Center for Women (WCCW) in the USA tries to give its inmates the chance to learn a skill that might be useful when they are free again. They run workshops inside the prison, particularly related to construction, a sector where there are normally plenty of opportunities for employment.

Repeat offenders often have no experience of a life without crime, and they are victims of trauma themselves, so psychological support is needed. Some prisons offer opportunities for prisoners to share their experiences, and this can be very beneficial. There are also schemes that encourage prisoners to meet the victims of their crimes. Some say that this helps both the offender and the victim. The idea is that meeting their victims helps offenders to realise that their actions have consequences, and the meeting also gives the victims the chance to obtain some kind of resolution. The Insight Prison Project in the USA has been at the forefront of initiatives like this which undoubtedly help prisoners to reform and contribute to society in a positive way.

Not everyone agrees with these kinds of initiatives. Some people argue that prisoners do not deserve special treatment. They believe that prison should be an unpleasant place so that in the future, when people regain their freedom, they won't want to risk going back. The best way to avoid this, however, is to provide prisoners with alternatives to a life of crime.



Before you read

- 1 Look at the photos. What do they show?

While you read

- 2 024 **READ** the text. Choose the best alternative title.

- A Another chance
- B Too little, too late
- C An ineffective deterrent

Comprehension check

Reading strategy

Multiple-choice questions When doing multiple-choice questions, try to answer the question before looking at the options. Then see which option is closest to your answer.

- 3 **OTE P INV** Read the strategy. Then choose the correct answer.

- 1 According to the author, what is the first thing prisons must do?
 - A Punish people for what they have done.
 - B Protect citizens from criminals because they might be dangerous.
 - C Prepare prisoners for when they are back in society.
- 2 According to the author, why do many prisoners go to prison?
 - A They couldn't find a job.
 - B They had no interest in learning skills.
 - C They preferred to live in poverty.
- 3 What is the most important thing about the Insight Prison Project?
 - A It has a mentality that is closed.
 - B It resolves psychological issues.
 - C It makes prisoners pay for their crimes.
- 4 What does the author feel about prisoners?
 - A They do not deserve special treatment.
 - B They need to see prison as a terrible place.
 - C They must have other possibilities in life.

Vocabulary

- 4 Find the **highlighted** words in the text and match them to their translations.

- | | |
|--------------------------|----------------|
| 1 harm | A difficoltà |
| 2 strike | B detenuti |
| 3 hardship | C riguadagnare |
| 4 inmates | D danno |
| 5 repeat offenders | E correggersi |
| 6 resolution | F risoluzione |
| 7 reform | G colpire |
| 8 regain | H recidivi |

Debate

Debate strategy

Respecting other opinions When you are in a debate, try to show that you respect the opinions of others. Show that you are aware there are other sides to the argument that are equally valid. Use expressions like this:

- > *That might not be (completely) true.*
- > *I see things (a bit) differently.*
- > *You have a point, but ...*

- 5 Read the strategy. Then read this short dialogue. Correct what Kim says to make it more respectful.

- Ana** Zoos are great places for families to visit.
Kim That's not true!
Ana You can learn a lot about animals in the zoo.
Kim No way! It's cruel to put animals in a zoo.
Ana Some species in danger of extinction are protected by zoos.
Kim I disagree! Animals should live in the wild.
Ana Zoos help with research.
Kim You're wrong! We can do research in other ways.

- 6 **THINK CRITICALLY** Look at the statement below. Prepare for a debate by following the instructions.

The most important function of prisons is to help offenders to become better citizens.

- Read the article again and make a list of points for and against this statement.
- Add any other points that you think are valid.
- Decide if you agree with the statement or not. Then debate it with someone who has the opposite opinion.
- Make sure you listen carefully to other people, and express your opinions with respect.

- 7 **FEEDBACK** Answer the questions about your debate. Share your ideas.

- Did you all participate?
- Did you express opinions in a respectful way?
- Did everybody listen carefully, including you?
- What could you do better next time?

→ **Citizenship p.333**

Writing

- 8 Imagine you have been in a meeting about student security in and around your school. **WRITE** a report (130–150 words) about the meeting.

- State the aim of the report.
- Highlight two major problems with security and/or crime in your school/local area.
- Conclude, and give recommendations to improve the situation.

→ **Writing trainer p.371**

Vocabulary

1 Complete the definitions.

- 1 A l..... represents victims in court cases.
- 2 Business people often speak f..... languages.
- 3 F..... look after you on planes.
- 4 App d..... are good with computers.
- 5 You work for y..... or for an employer.
- 6 In a p..... job, you work fewer hours.
- 7 F..... are in the emergency services.
- 8 A..... work in theatres, films or TV shows.

2 Choose the correct word for each space.

- 1 A..... wrote all over the school wall.
A vandalism B vandalise C vandal
- 2 Nobody saw the crime so there were no.....
A fingerprints B witnesses C cold cases
- 3 Be careful about identity..... online!
A burglars B steal C theft
- 4 The murder..... was covered in fingerprints.
A weapon B crime C suspect
- 5 The bank's shut! Maybe there's been a.....!
A rob B robbery C robber
- 6 The..... is on trial this week for mugging.
A suspect B victim C evidence

Grammar

3 Complete the sentences with the verbs below in the present perfect continuous.

not go | work | use | not travel | make | write

- 1 We..... our CVs since 10 a.m.
- 2 My mum..... for work recently because she now works from home.
- 3 The chef..... pizzas all evening.
- 4 How long..... you..... computers?
- 5 I..... to school this month - I'm doing work experience at a company.
- 6 How long..... they..... as vets?

4 Complete the sentences with the present perfect simple or continuous form of the verb in brackets.

- 1 People..... (talk) about the kidnapping all morning!
- 2 The police officer..... (arrest) over 50 muggers this year!
- 3 They..... (not know) him long.
- 4 You..... (have) a shower for ages! It's my turn in the bathroom!
- 5 How long..... you..... (have) that job?

5 Choose the correct alternative.

- 1 Those people are acting strangely. I think they **might not** | **may** | **can't** be shoplifters.
- 2 She **must** | **might not** | **can't** work as a pilot - she's wearing a pilot's uniform.
- 3 The vet **couldn't** | **might not** | **may** have enough time to see our dog today. It's getting quite late.
- 4 He always dresses well so I think he **could** | **can't** | **may not** be a fashion designer.
- 5 'Who's at the door?' 'I didn't order anything, so it **might not** | **could** | **can't** be the delivery driver!'

6 Complete the dialogue with **must have**, **might (not) have** or **can't have** and the verbs in brackets.

- A Joe had three interviews but didn't get the job. I don't understand what happened ...
- B Well, they¹..... (be) interested in him to see him so many times. Perhaps he was late - he²..... (arrive) on time to the interview. What do you think?
- A No, that³..... (happen). Dad drove him there and he's always early.
- B His blue hair⁴..... (be) the problem then. Maybe they didn't like it.
- A They⁵..... (have) a problem with that - it's perfectly normal for musicians!
- B Well, they⁶..... (find) a better candidate. That's life!

Functions

7 Match the questions to the answers.

- 1 I'm sure it was on my desk.
 - 2 It's an AB30 in a purple case.
 - 3 I don't know! It might be plastic.
 - 4 20 cm long. Someone must have stolen it!
 - 5 No, I don't. Wait! It's in my pocket!
- A What kind of phone is it?
B Do you have any idea who might have taken it?
C What's the case made of?
D Where did you leave it?
E How big is the phone?

Reading

1 Read a text about prisoners and work. Choose the correct heading (A-I) for each paragraph (1-6).

There are two extra headings that you do not need.

The first one (0) has been done for you.

A	It is much harder for ex-inmates to find work.
B	Inmates often work unpaid in prison factories.
C	Negative stereotypes about ex-inmates.
D	Everyday prison jobs.
E	The best jobs for ex-inmates to apply to.
F	<i>Lots of competition for the best prison jobs.</i>
G	Inmates can acquire lots of useful skills.
H	Prison workers should earn more money
I	An ex-inmate's job seeking experience.

0	Example	F
1	Speaker 1	
2	Speaker 2	
3	Speaker 3	
4	Speaker 4	
5	Speaker 5	
6	Speaker 6	

/6

0 ~~F~~ The goal of many prisons is to give their inmates, or prisoners, the opportunity to work during their sentence. Many inmates apply for prison jobs because it may help them find work after their release. The jobs which offer the most opportunities for future employment are particularly popular, but sadly there aren't enough of those for everyone.

1 In the USA, inmates often help with the daily running of the prison where they live. They work as chefs, do the cleaning or the laundry - washing prisoners' and guards' uniforms. Some prisons even have an area of land where inmates can work as gardeners or farmers.

2 Some prisons have set up facilities where inmates produce car licence plates, road signs or furniture. Prisoners also put together computers and package food which is then sold in supermarkets. These workers sometimes receive a very low wage, but most of the time, they earn nothing.

3 A prison job, much like an apprenticeship, can give inmates valuable job training and work experience. They can learn how to work with their hands preparing food, operating factory machines, or looking after plants and animals. Some can even learn computer skills.

4 DJ was suspected of burglary at 18. He went to prison for six years, and while he was there, he collaborated in the kitchen. After his release, he worked as a cook, but lost his job during the pandemic. Since then, he has been looking for work, and has applied for hundreds of jobs, but he hasn't had a single interview. Why not? His application might have been lost in the post, but he thinks it must be because of his criminal record.

5 Employers discriminate against candidates with criminal records, even if it can't be proven easily. When asked, companies seem happy to employ ex-inmates, but evidence tells us this can't be true. Studies show that a criminal record reduces the chance of an interview by 50%. In addition, the unemployment rate for ex-inmates is five times higher than it is for average Americans.

6 Even though ex-prisoners are often very reliable and work well in a team, many people believe that they can't have really changed. They don't trust them and even fear becoming their victims. It is especially difficult to convince employers that they are the right person for the job during an economic crisis. For many ex-inmates, finding a full-time job must seem like an impossible dream.

The right choices

Reading Part 2

1 Read the article about three teenagers and their future plans. Match the jobs (1-3) to the people (A-C).

- 1 game developer
- 2 firefighter
- 3 fashion designer

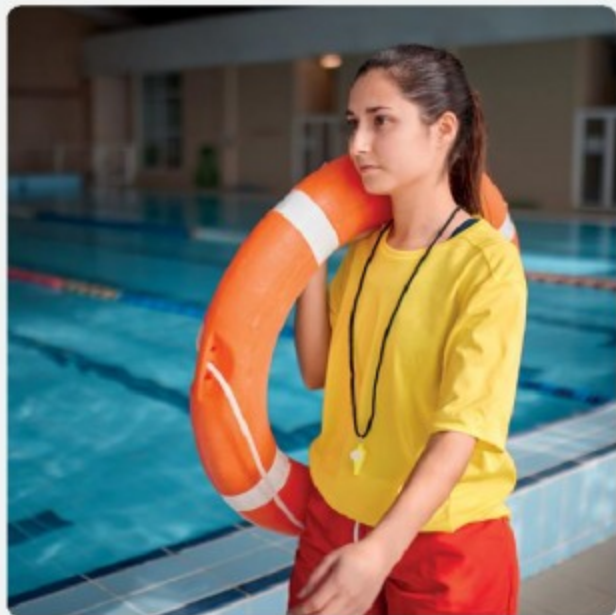
2 For each statement, choose from the people (A-C). Each person can be chosen more than once.

- 1 This person won't live in a different city if they get a place on the course they want.
- 2 This person wants to help other people in their job.
- 3 This person knows it may not be easy to get a place at university.
- 4 This person doesn't want to earn a big salary.
- 5 This person will spend one year working while they are at university.
- 6 This person cares about the environment.

What does the future hold?

Three teenagers tell us about their future hopes and dreams.

A Safiya, 18 I've got some friends who just want to get a job when they finish school or university. For the last two summers, I've been working part-time as a lifeguard, but I can only do that in the summer.



I don't get paid a lot of money for it, but I enjoy it. I'm not interested in doing this as a career or even earning loads of money. I've loved being a lifeguard - I enjoy being outside and I enjoy keeping fit - which I need to do for my job. So far, I haven't had to deal with a lot of emergencies at the swimming pool. You have to be calm under pressure and always be alert. It's made me think about what I really want to do, and I've been thinking about a job in the emergency services. The idea of being able to save people and rescue them really appeals to me. I think there are similarities to being a lifeguard. I'm doing a fire service training course at the moment, and I'm going to apply directly to join the fire service when I've finished that. I probably won't earn a lot of money, especially at first, but job satisfaction is much more important than earning a lot of money.

B Aldo, 16 I've been making my own clothes for a few years now. I love experimenting with styles and materials and trying to design new things. I'm very



interested in textiles and fabrics, and I make clothes for myself and my friends. I am passionate about protecting the planet and I hate waste, especially from fashion. I never buy new clothes and I try to repair or re-design clothes I've already got. When I finish school, I want to take a gap year and then go to university and do a fashion and design course. I'll apply to Central St Martins in London, the London College of Fashion and Manchester School of Arts. They're very competitive and it's difficult to get a place, but I'll apply and see if I can at least get an interview. I've also been doing a part-time computer and technology course online, because technology is more important in the fashion industry than people think. I've learned a lot of new skills, which I know will help me. Fashion is my passion, and my dream is to turn my hobby into a full-time job one day!

C Shannon, 17 I've been playing computer games for years at home. I did a coding course at school last year and I really enjoyed it. I've also taught myself



different programming languages this summer. My coding teacher suggested that I could be a game developer, so I did some research. I was surprised to find that video games are more popular than the film, music and video industries in the UK entertainment sector. I've been researching different courses and I've found the perfect course - it's at my local university, so I don't even have to leave home!

Hopefully, I'll get a place there to start a Games Production Degree after the summer. It's a four-year course, but during the third year you work in a company. I don't know which area I might eventually work in - there's a wide variety of jobs in the gaming industry. To make a successful game, you have to have programmers, designers, artists, animators, development, technical and creative directors. At the moment, I'm interested in the programming side of things, which is more technical. I think I could earn a lot of money one day - that would be amazing!



Listening Part 2

Exam strategy

Listening Part 2: listening for attitude and opinion

Before you listen, read the questions and the answer choices. Listen carefully to the context of each conversation and the speaker's attitude and opinion.

3 025 For each question, choose the correct answer.

- 1 You will hear two friends talking about a job. What does the girl suggest?
 - A applying for the job
 - B helping the boy with his CV
 - C using her CV for him to apply for the job
- 2 You will hear a woman talking to her friend about a crime. How does she feel?
 - A upset because she lost a lot of money
 - B lucky because her card wasn't used
 - C silly because she knows it was her fault
- 3 You will hear two friends talking about a new cinema. What does the boy say about it?
 - A The staff were helpful.
 - B It's more expensive than other cinemas.
 - C You're not allowed to take food or drink into the cinema.
- 4 You will hear a boy talking to a friend about his brother. What does the boy think about his brother?
 - A He's not ready to leave home and share a flat.
 - B He's a very funny person.
 - C He's too untidy.
- 5 You will hear a girl asking for directions. Where is the outdoor swimming pool?
 - A It's next to the leisure centre.
 - B It's in a park.
 - C It's a long way from where she is.
- 6 You will hear two friends talking about a new TV series. What type of TV series was it?
 - A a courtroom drama
 - B a real-life trial
 - C a murder mystery

Speaking Part 2

- 4 These photos show people doing different jobs. In pairs, take turns to talk about what you can see in one of the photos. Talk for about a minute.



Reading Part 5

- 5 For each question, choose the correct answer.

THE GENTLEMAN

Scientists from Perth, Australia have made progress into this ¹ case – a German mystery from 1994 when a man's body was found in the North Sea. Was this crime a ² or was it an accident? With no witnesses and no suspects, the only evidence police have is the man's body.

German police ³ began an investigation and they called him 'The Gentleman'. At first, they thought he might be British because of the clothes he was wearing: a woollen tie, British leather shoes, trousers made in France and a long-sleeved blue shirt. Perhaps he was a ⁴ who worked in an office.

The case has puzzled German police for more almost 30 years and scientists have been ⁵ to work out since then what happened to him. Criminologists and forensic scientists from an Australian university may have helped solve the mystery. A new forensic science technique has revealed that he may have spent most of his life in Australia and they now know he must have been between 45 and 50 years old. We ⁶ never know more than that, but the case remains open.

- | | |
|----------------|---------------|
| 1 A cyber | B hot |
| C online | D cold |
| 2 A murder | B murderer |
| C vandalism | D burglary |
| 3 A attendants | B developers |
| C officers | D designers |
| 4 A burglar | B businessman |
| C firefighter | D pickpocket |
| 5 A try | B tried |
| C trying | D tries |
| 6 A may | B can't |
| C must | D have |

C Our stories

- ▶ **VOCABULARY** Stories • Story words • Adjectives with *-ed* and *-ing*
- ▶ **GRAMMAR** Second conditional • *wish* + past simple • Past perfect
- ▶ **FUNCTIONS** Talking about a book



- ▶ Audio
- ▶ Video



Tell me a story

Vocabulary Stories

- 1 **026** Match the words to the photos. Then listen, check and repeat.
- | | | | |
|-----------------------|-------------|-------------------|--------------------------|
| 12 social media story | play | myth | ghost story |
| biography | poem | song lyrics | romance/love story |
| short story | novel | comic | gossip |
| fairy tale | | | |
- 2 **THINK PAIR SHARE** Look at the different types of stories in Ex.1. Which types do you like? Which don't you like so much? Why?

Vocabulary Story words

Vocabulary strategy

Antonyms An antonym is a word that has an opposite meaning to another word. It's useful to group words together because it helps you to remember more. When you meet a new word, try to make a note of its antonym, too.

3 027 Read the strategy. Match the words to their antonyms. Then listen and check.

- 1 hero C
 - 2 opening chapter
 - 3 fiction
 - 4 comedy
 - 5 paperback
- A hardback
B tragedy
C villain
D non-fiction
E closing chapter

→ Vocabulary extension p.387

4 Choose the correct alternative.

- 1 The **hero** | **villain** in my favourite story is a detective who is brave and honest.
- 2 You never know who the villain is until the end, when you read the **opening** | **closing** chapter.
- 3 I bought the more expensive and heavy **paperback** | **hardback** version of the book.
- 4 I prefer true stories, so I always buy **fiction** | **non-fiction**.
- 5 *King Lear* is a classic play that was written over 400 years ago. It's a **comedy** | **tragedy** because it talks about human suffering.
- 6 I prefer stories that make me laugh, so I always choose fiction that has lots of **comedy** | **tragedy** in it.

5 **SPEAK** Think of stories that you like. Ask and answer questions about them.

A What kind of story is it?

B It's a ghost story.

- 1 What kind of story?
- 2 Who/author?
- 3 When/written?
- 4 What/about?
- 5 Why/like it?
- 6 Who/favourite character?

→ More practice Workbook p.210-1

Reel life!

C.1

The funniest story

Before you watch

1 Look at the photo. What kind of book do you think Max is reading?

While you watch

2 **Video** 028 **WATCH** or **LISTEN**. Write the kinds of stories that Max and Jess mention.

Comprehension check

3 **Video** 028 **WATCH** or **LISTEN** again. Answer the questions.

- 1 What kind of story is Max reading?
- 2 What kinds of stories did Jess like when she was young?
- 3 According to Jess, what kinds of stories are popular in the UK now?
- 4 In what way are we all storytellers?

Your turn

4 **OTE P SPEAK** Ask and answer the questions.

What kind of stories ...

- 1 did you like when you were young?
- 2 do you like now?
- 3 make you feel good?
- 4 do you prefer, fiction or non-fiction? Why?

Keep it real

5 Match the words to their translations.

- 1 keen on
 - 2 (read) from cover to cover
 - 3 to be into something
 - 4 the latest thing
- A l'ultima novità
B entusiasta di
C divorare (un libro)
D appassionato di

Presentation

◀ Think back Imagine that someone asks you about your summer last year. Think of ten words you could use to describe it.

1 🎧 029 READ and listen. Which of the story types in the text do you like the most? Why?

2 Read the text again. Match the categories 1-7 to the questions below. Which story ends with the hero ...

- coming back home?
- winning a battle?
- becoming a better person?
- successfully completing a task?
- finding the perfect partner?
- being really successful?
- having to suffer or feel really sad?

The story of your life

We all love stories. But if someone asked you for the story of your life, what would you say? Well, did you know that there are seven different types of story? ALL stories fall into these categories.

1 Fighting the Monster

5 In this kind of story, the hero has to fight a monster. In the story of your life, you don't have to fight a real monster. The 'monster' can be anything that stops you from achieving your dreams. If you had to fight your 'monster', would you win the battle?



2 Rags to Riches

15 We all know stories like this when a person who has nothing suddenly has everything. I wish I had lots of money. I wish I was fitter. I wish I could do my homework really quickly. We are always dreaming. This kind of story is about achieving your dreams, about transformation, about big and positive changes in your life.



3 The Quest

25 Lots of stories wouldn't be the same without a quest. When you go on a 'quest', it simply means you have a mission in life – something you are searching for or a big goal to achieve. Do you have a quest in life? If not, do you wish you had one? If so, what would it be?



4 A Journey Home

40 Have you ever gone on a long journey far from home? When all you want is to get home again. Some people don't like change, and they don't like to be far from home. If my brother was in this kind of situation, he would find it very difficult. He probably wouldn't get back home at all. Would you?



5 Romance

50 Everyone loves a good romance. You know the story. Two people end up realising they're just right for each other. If I had to choose someone to have a love story with, I would choose ... well, that's my secret.

6 Tragedy

60 We all know this kind of story. Our social media feeds are full of tragic and terrifying tales with sad or horrible endings. If you ever had an experience like this in your life, would you be able to resolve it?



7 Rebirth

70 If you did a bad thing and then had a second chance, would you make the most of it? If so, that's a 'rebirth' story, in which the villain becomes a hero. We all love this kind of story because it's about becoming a better person.



75 So, if someone asked for the story of your life, your biography so far, which of these story types would it be?

Grammar Watch the Grammar animations

- 3 Read the examples and complete the table with the past simple or *would/wouldn't*.

Second conditional

+ Affirmative

- *If I had to choose someone to have a love story with, I would choose ...*

- Negative

- *If my brother was in this kind of situation, he probably wouldn't get back home.*

? Interrogative

- *If someone asked you for the story of your life, what would you say?*

Condition	Result
<i>if</i> + ¹	² + base form

Use the second conditional to talk about hypothetical situations and their consequences.

Grammar reference p.208

It's possible to reverse the order of the clauses, e.g. *What would you say if someone asked you for the story of your life?* When *if* is in the second clause, no comma is used to separate the clauses.

- 4 Choose the correct alternative.

- 1 I would read all of her novels in the original language if I **knew** | **know** Spanish.
- 2 If it **didn't cost** | **wouldn't cost** so much money, I'd buy all his books.
- 3 If I decided to be a writer, I **didn't want** | **wouldn't want** to write in a noisy place.
- 4 Who **would you tell** | **did you tell** first if you won a million euros?

- 5 Complete the sentences with the second conditional form of the verbs in brackets.

- 1 If they (live) in the countryside, they (be) happy?
- 2 She (not get up) so early if she (not have to) go to work.
- 3 If we (go) to Athens again, we (not stay) in a big hotel.
- 4 What (do) if you suddenly (become) rich?

- 6 SPEAK Ask and answer the questions.


- 1 If you could be either rich or happy, what would you prefer?
- 2 If you had the opportunity to visit a new place, where would you go?
- 3 If you won a million euros tomorrow, how would your life change?

Pronunciation Content words

Nouns, main verbs, adjectives, and adverbs are usually important 'content' or 'information' words. They are normally pronounced more clearly or strongly than less important words.

- 7a Look at the sentences and underline the 'content words' that you think are pronounced strongly.

- 1 If you read a ghost story, would you get scared?
- 2 I would try not to listen if I heard some gossip about my best friend.
- 3 If I posted a story now, how many people would read it?
- 4 I wouldn't go and watch that play even if you paid me.


- b  030 Listen and check. Then listen again and repeat.

wish + past simple

Use **wish + (that) + subject + past simple** to talk about a desire to change present situations.

- *I wish I had lots of money.* (= I don't have lots of money.)
- *I wish I could do my homework really quickly.* (= I can't do my homework quickly.)
- *Do you wish you had a pet?* (= You don't have a pet.)

Grammar reference p.208

- 8  031 Read the grammar table. Then listen to some people's wishes and match them (1-5) to the situations below.

- Inter are playing tonight, but I live two hours from Milan.
- I have to write a poem for homework, but I don't have much imagination.
- I'd like to speak to that girl, but I'm too shy.
- I want to go on a bike ride on Sunday, but my bike is broken.
- I need some new trainers, but the ones I like are really expensive.

- 9 SPEAK Think of five wishes. Then compare ideas.

A I wish I spoke better English.

B I wish I had longer hair.

C I wish I could play a musical instrument.

Challenge You choose!

Write sentences about things you want to have, do or see in the future. **OR** Write a summary of the story of your life so far. What type of story is it?

Vocabulary Adjectives with -ed and -ing

◀ **Think back** Think of as many words as you can that describe emotions and physical feelings.

happy, excited, tired ...

- Look at these two sentences with **-ing** and **-ed** adjectives. Which adjective describes what a thing is like? Which adjective describes how someone feels?
 - The match was really **exciting**.
 - Giulia was really **excited** about going to the match.
- Choose the correct adjective.
 - Emma was **surprised** | **surprising** to see her brother at the station.
 - The biography of William Shakespeare is very **interested** | **interesting**.
 - I'm **bored** | **boring**. Let's go out!
 - The speech was very **inspired** | **inspiring**.
 - You look **tired** | **tiring**. Maybe you should go to bed.
 - Yoga can be quite **relaxed** | **relaxing** and it reduces stress levels.

Presentation

- 🔊 032 **READ** and listen. Which picture is connected to a story that can help you to remember the name of a chemical compound?



- 🔊 032 **Read and listen again. Answer the questions.**
 - What did the author think about his first day at school?
 - What did he prefer doing instead of going to school?
 - According to the author, how do we share memories?
 - What kinds of things can stories help you to remember?
 - What kind of stories make it even easier to remember things?
- Choose the correct adjective.
 - Elena's acting in the school play was **amazing** | **amazed**.
 - I was **amazing** | **amazed** to hear that Elena is in the school play. I didn't think she liked acting.
 - That ghost story was **terrifying** | **terrified**.
 - Did you hear that Jon and Sara are together? I'm **astonishing** | **astonished**! I thought they hated each other.
 - I'm **exhausted** | **exhausting** after that journey. It was so tiring.

The power of memory

Do you remember your first day at school? I do. At the end of the day, I was **exhausted**. I remember being **terrified**. Before I got home I had decided that my first day at school would be my last and I was **astonished** when I heard that I had to go back the next day. In my mind I had finished. School wasn't for me, and I had decided that it was much more enjoyable to stay at home and play with my toys.

If I asked you to remember your first day at school, like me you would probably tell me a story. You wouldn't list a series of random events, impressions and feelings. You would use them to create a story, even if just a short one.

We make our memories more interesting if we share them in this way. But stories do even more than that. They can also help us to remember things we thought we had forgotten.

Like most people I was **amazed** when I realised how useful stories are for studying. Sometimes memorising things can be **exhausting**, but stories can help you to learn even the most boring things. Let's give you an example of how this happens. Read this very short story.

Harry and Olivia were very thirsty. They hadn't had a drink of water all day. So Harry decided to bring Olivia two glasses of water. When Olivia had finished drinking, she said, 'Thank you. Now I want coffee, too.'

This isn't a particularly **amazing** story, you might think. But it could help you to remember two chemical compounds, H₂O and CO₂. The H of Harry is Hydrogen, the O of Olivia is Oxygen and Harry brought two glasses of water to Olivia. And then Olivia wanted coffee (CO), too (2).

Try remembering other things in this way. It's fun! I hope you're convinced that it's fun to remember not just chemical compounds but other things too, like historical dates, recipes, and instructions.

This story of Harry and Olivia is very simple, but you can make stories more complex or even **terrifying** or **astonishing** if you want to. In fact, it makes things even easier to remember if they are.

Grammar Watch the **Grammar animations**

6 Look at this sentence from the text in Ex.3. Which action happened first, *got home* or *had decided*?

Before I got home, I had decided that my first day at school would be my last.

Underline examples of *had* + past participle in the text. Then complete the table.

Past perfect		
+ Affirmative		
I/You/He/She/It/We/They	1	been there before.
- Negative		
I/You/He/She/It/We/They	2	been there before.
? Interrogative		
3	I/you/he/she/it/we/they	been there before?
Short answers		
Yes, I/you/he/she/it/we/they had .	No, I/you/he/she/it/we/they hadn't .	
Use the past perfect to talk about things that happened before other past events. We often use it with the past simple and linkers like <i>before</i> , <i>after</i> , <i>because</i> , <i>when</i> , <i>by the time</i> .		
Grammar reference p.208		

7 Complete the story with the past perfect form of the verbs below.

arrive | buy | decide | forget | go out | look

A short story to help you remember the formula for salt (NaCl)

Nadia and Claudia ¹ for an interesting recipe on the internet before deciding what to make for their friends. But they didn't find anything interesting, so they decided to make vegetable soup, which was easy to make. Before preparing the meal they ² and they ³ lots of fresh vegetables at the supermarket. The two sisters ⁴ to make soup because it was cold outside, and it was a perfect winter dish. When all their friends ⁵, they sat down to eat the soup. It was good, but something was missing. What was it? 'Oh no,' said Nadia. 'What is it?' said Claudia. Nadia and Claudia ⁶ to add salt to the soup.

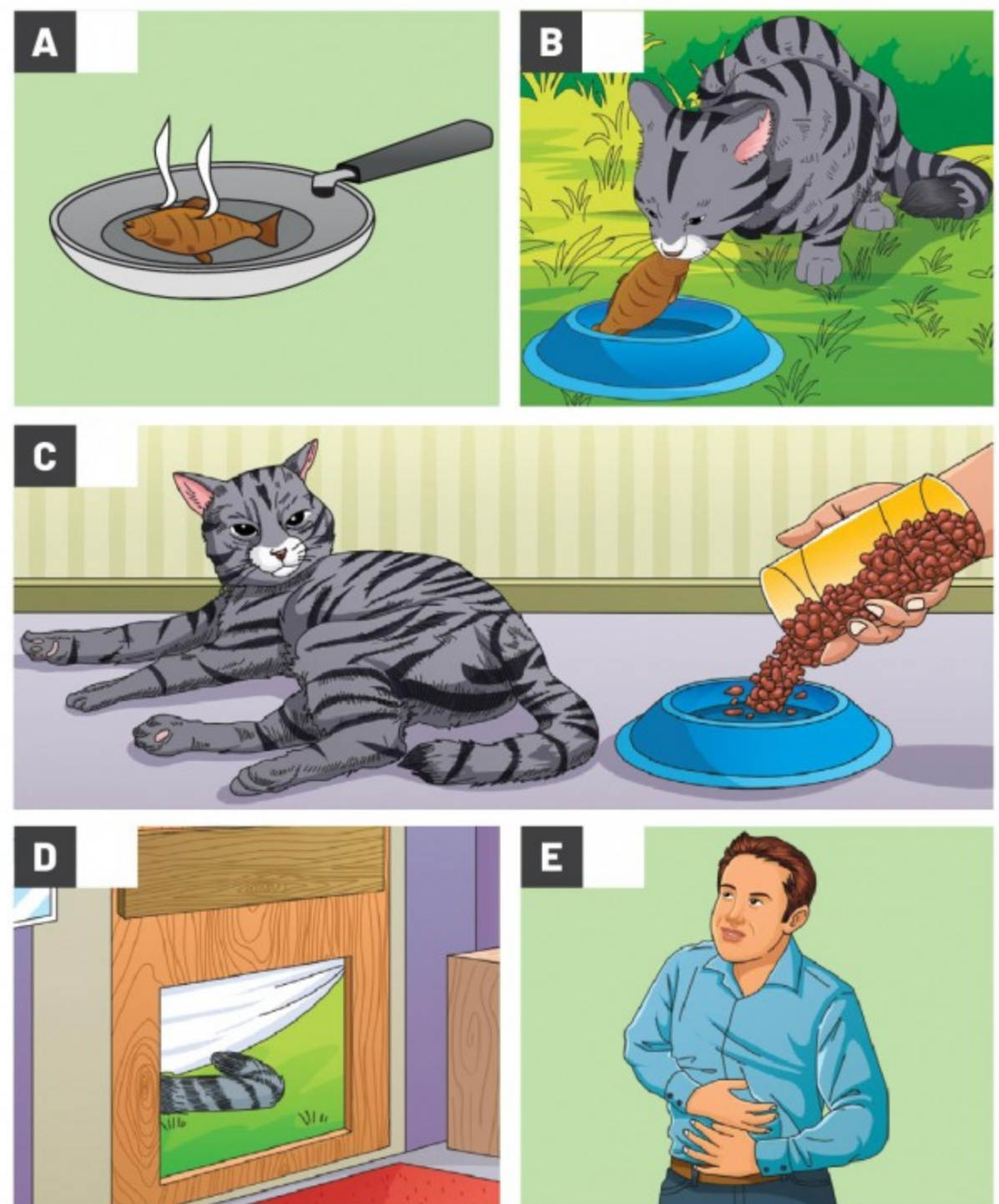
8 Complete the sentences with the past simple or the past perfect form of the verbs in brackets.

- The film (finish) by the time I (arrive).
- Alice (not enjoy) the fairy tale because she (read) it before.
- We (not go) to the theatre because we (not book) the tickets in time and it was all sold out.

Did you know?

Stories can be extremely short. The most famous six-word story is 'For Sale, Baby Shoes, Never Worn.' It is believed that the famous American author Ernest Hemingway (1899-1961) wrote this very sad example of 'flash fiction'.

9 **033 LISTEN** to the story and number the pictures in the correct order.



10 **THINK PAIR SHARE** Think about a story of your own. Answer the questions and make some notes.

- Who are the main characters?
- When and where does it happen?
- What are the main events?
- What happens at the end?

11 **WRITE** your story. Use the past simple and past perfect. Then share it with your classmates.

Challenge You choose!

Write a short story that helps you to remember a date, a recipe or a chemical formula. **OR** Make a mind map with other ways you can remember things.



Diversity makes the world more interesting

Nowadays it's so easy to communicate with people all over the world. We can get to know people who come from cultures that are very different from our own. Life is full of variety and that's why we need our stories to reflect that. Moreover, diversity in our stories provides people with a quality education and we all learn more about the world we live in. Unfortunately, a large majority of writers and the characters they create are white. Some big publishers recently revealed that only 2.7% of the people who work for them are Black. An article in *The Guardian*, a popular British newspaper, seemed to back up this statement by reporting that you are eight times more likely to see an animal as a main character in a children's story than a Black person.

We need to make sure that there are more characters that represent a broader spectrum of the population. But why is it important? Why all the fuss? Can't we just let people make the stories they want? Do we really have to count how many characters are white or male, or how many people with disabilities there are? Well, there are some very good reasons why stories are better if they include everyone.



1 Variety is important. Do we want our characters to always be the same kind of person, with the same accent and same background? We have to get this right. Having a wide range of voices, people and accents makes a story much more interesting. When you go out for a walk, you don't want every house, tree, and building you see to be the same, do you? You want life to be interesting and varied. It's the same with people.

2 We read to learn, to be educated and to grow. If characters are always the same, then things become predictable and boring. We know the characters too well and we know what they're going to do. Learning about different cultures is so much fun.

3 What we read – books or newspaper articles or anything else – should represent all of us. Just imagine what it's like for a Black child to read so many stories with just white people in them, or if all the Black characters are just stereotypical. Education is inclusive and education is for all. For this reason, what we read or watch on the screen, and what we hear, needs to be inclusive, too. We need stories that include all of us, not just a small fraction.

4 Writing stories that have characters from different backgrounds makes a huge difference. These stories have always been around. We just haven't had much chance to hear them. If people are able to enjoy these stories, it will mean so much and will be so entertaining and educative. We should be able to read them so that we can hear the voices of people who so often in the past have been ignored or not heard.

Before you read

- 1 Look at the photos in the text from two different stories. What types of people can you see? What do you think the stories are about?

While you read

- 2  034 **READ** the text. What is the main idea of the text?

- A Readers are not keen on promoting diversity.
- B There is not enough diversity in books.
- C Diversity is beneficial to everyone.

Comprehension check

Reading strategy

Expressing reasons Writers give reasons to support their arguments and make their work more persuasive. They often indicate reasons with words and phrases like *because (of), due to, for this/that reason, here are/there are some good reasons why, in order to, since, so that, that's why.*

- 3 Read the strategy and the text. Answer the questions.

- 1 Find two words for expressing reasons in the text. What reasons follow these words?
- 2 Which of the reasons do you think is more persuasive? Why?

- 4 **OTE P INV** Read the text again. Choose the correct answer.

- 1 The author says that the number of white characters compared to Black characters ...
 - A is a little bit higher.
 - B is much higher.
 - C is about the same.
- 2 The author argues that in children's stories ...
 - A there are too many animals.
 - B there are not enough Black characters.
 - C there is the right balance.
- 3 The author believes that learning about other cultures is like ...
 - A being in an interesting building.
 - B going out for a walk.
 - C seeing different things.
- 4 Stories need to be inclusive ...
 - A so they can be for everyone.
 - B so that children prefer them.
 - C to include all the stereotypes.
- 5 The problem for writers from different cultures is that ...
 - A not everyone wants to read their stories.
 - B often they aren't able to write their stories.
 - C people don't get a chance to read them.

Vocabulary

- 5 Find the **highlighted** words in the text and match them to their translations.

- 1 tutto questo rumore per nulla
- 2 gamma
- 3 inoltre
- 4 al giorno d'oggi
- 5 probabile
- 6 sostenere
- 7 sempre stare presente
- 8 prevedibile

Presentation

- 6 **THINK CRITICALLY** Think about the stories you like. Which ones have a diverse range of characters? Share your ideas.

Presentation strategy

Use visual material Your presentation will be better if you prepare interesting visual material. Use photos, drawings, diagrams and words that back up what you say.

- 7 **PRESENT** Read the strategy. Choose one of the stories you talked about in Ex.6. Prepare a presentation with a partner.

- Prepare a brief synopsis of the story.
- If possible, prepare some visual material, slogans, diagrams, photos, etc. to back up what you say.
- Decide which things each of you is going to speak about.
- Then give the presentation to the rest of the class.

- 8 **FEEDBACK** Answer the questions about your presentation. Share your ideas.

- Did you both participate?
- Did other students enjoy the visual material?
- Did you explain everything clearly?
- Did the class listen to you?
- Did your partner help you contribute?
- Did you help your partner contribute?
- Did you listen carefully to the other presentations?
- What could you do better next time?

→ **Citizenship p.334**

Writing

- 9 **WRITE** a comment for an online forum. Write about the characters in a book or film that you like. Write about 130–150 words. Include:

- how diverse they are.
- why you like them.
- what you have learned from them.

→ **Writing trainer p.372**

D Our connections

- ▶ **VOCABULARY** Technology: nouns • Technology: verbs • Social media
- ▶ **GRAMMAR** Passive: present perfect, present continuous, *will/may/might*
 - Third conditional • *wish* + past perfect
- ▶ **FUNCTIONS** Apologising



- ▶ Audio
- ▶ Video

THE HOTTEST CYBER MONDAY DEALS!



Vocabulary Technology: nouns

1 035 Match the photos to the words below. Then listen, check and repeat.

Wearable technology	IT – Computer hardware		Accessories	Electronics
..... 1 VR headset	..... keyboard	..... speaker	..... cable	..... games console
..... earphones	..... mouse	..... webcam	..... charger	..... voice assistant
..... smartwatch	..... (3D) printer	..... monitor	..... plug	
..... fitness tracker	..... microphone	..... memory stick	..... battery	

2 **SPEAK** Ask and answer questions about the items in Ex.1.

- 1 Which of these items have you got?
- 2 Which do you use the most/least?
- 3 Which do like the most/least?
- 4 Which would you like to have? Why?

Vocabulary Technology: verbs



Digital natives

3 **036 READ** and listen. Then match the highlighted words to their translations.

Technology help desk! FAQs

- Q How do I ¹download an app onto a PC?
- A Open Google Play or App Store and find the app you want. Select it, then ²click on the icon to ³install it onto your PC.
- Q How do I ⁴save my photos on a cloud?
- A Find the files, select the ones you want to ⁵upload, ⁶tap the 'share' icon and select the cloud app.
- Q How do I ⁷charge my fitness watch?
- A ⁸Connect the USB cable to your watch – don't forget to ⁹plug in the charger.
- Q Help. My computer has crashed! How do I fix it?
- A If it gets blocked, try to ¹⁰turn/switch off then ¹¹turn/switch on the PC again to reboot it.
- Q Why can't I hear anything from my speakers?
- A Are they turned down? ¹²Turn up the volume ...

- 7 A caricare
- B scaricare da
- C salvare
- D installare
- E accendere
- F caricare su
- G alzare/aumentare
- H toccare (lo schermo)
- I spegnere
- J inserire
- K attaccare
- L cliccare

➔ Vocabulary extension p.387

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

What would you do if ...

- ➔ your smartwatch battery died and you needed to know the time?
- ➔ you were in an online lesson and the teacher couldn't hear or see you?
- ➔ you could hear loud music through someone's earphones on the bus?
- ➔ you thought your laptop had a virus?
- ➔ you lost everything you saved on your phone?
- ➔ you couldn't connect to the internet for a week?

A What would you do if your smartwatch battery died and you needed to know the time?

B I'd ask somebody what the time was.

➔ More practice Workbook p.218-9

Before you watch

1 Look at the photo. What is Max wearing? What do you think he is doing?

While you watch

2 **Video** **037 WATCH** or **LISTEN**. Which two things are NOT mentioned?

- battery
- webcam
- keyboard
- monitor
- mouse
- speakers
- phone
- printer

Comprehension check

3 **Video** **037 WATCH** or **LISTEN** again. Answer the questions.

- 1 Which electronic device is more important than a phone to Max? Why?
- 2 How long do some boys spend every day playing computer games?
- 3 According to Max, which professional had learned important skills through gaming?
- 4 What would Max and Jess buy if they had money?

Your turn

4 **OTE P SPEAK** Ask and answer the questions.

- 1 When did you get your first phone? Was it like Max's?
- 2 What would you miss if you didn't have any social media or technology?
- 3 What technology would you buy if you had lots of money? Why?

Keep it real

5 Match the phrases to their translations.

- 1 isn't all bad
- 2 ping
- 3 state-of-the-art
- 4 game changer
- A il suono di notifica
- B all'avanguardia
- C punto di svolta
- D non è del tutto male

Presentation

1 Match the words below to the definitions 1-4.

blind or partially sighted | hard of hearing | missing limbs | physical disability

- 1 when someone can't see well or see anything
- 2 when someone finds it hard or impossible to move a part of their body
- 3 when someone is without an arm or leg (or without a part of them)
- 4 when someone is not able to hear well (or can't hear anything at all)

2 038 **READ** and complete the text using the phrases from Ex.1. Then listen, read and check.

3 **SPEAK** Ask and answer the questions.

- 1 Which technology in the text do you think is the most interesting and useful?
- 2 In what other ways does technology make life easier for people?
- 3 If you could create new tech that helped people or monitored health, what would you invent? Which problem would you solve? Why is it important to you?

Did you know?

In many remote places, chatbots are being used to diagnose health problems of patients who live too far away to see a doctor.

Will the world be made more inclusive by smart technology?

Lots of smart technology has been designed to help people with a disability, for example smart wheelchairs, robots, and software that can read people's emotions. As a result, many people's lives are being transformed. Here is some of the most inclusive and innovative smart tech that is being developed right now!

1 For ¹..... people, an AI app **has just been created** which is installed onto a smartphone. It uses its camera and speakers, or earphones, to describe the world around you. The app can recognise people you know, describe their appearance, and even tell you how they're feeling!

2 Live subtitles¹ **have now been added** to apps like Zoom, so users who are ²..... can take part in video calls, too. While you're using your webcam and speaking into the microphone, your conversation **will be transformed** into subtitles¹, and a written copy will be given to you after the call.

20 3 A voice-activated smartphone app **has been designed** for people with a ³..... Now, someone who can't tap a screen will be able to activate their phone by saying a few simple phrases.

4 Electronic arms **are being printed** cheaply and easily on 3D printers for people with ⁴..... Patients will practise using them with a VR headset and video games, and they'll be able to have virtual meetings with real doctors. And, in the future, real organs² such as eyes might not be used for transplants³; they may be created artificially instead!

5 We know smartwatches and fitness trackers exist, but smart jewellery **is being produced**, too! While a smart ring is on a wearer's finger, their health **will be monitored** and their data **will be collected**. At the end of the day, their results **will be downloaded** automatically onto their phones.

So much smart tech **hasn't been invented** yet, but when it arrives, hopefully disability **won't be considered** a disadvantage any more.

Glossary

- ¹sottotitoli
- ²organo del corpo
- ³trapianto

