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Cambridge
Global English

LEARNER'S BOOK 9

Chris Barker & Libby Mitchell

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Endorsed for full syllabus coverage



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Use of English	Cross-curricular links	Vocabulary	21st-century skills
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Page	Unit	Reading and Listening	Speaking	Writing and Projects
121–142	6 Rules and laws	<p>An interview about school rules Run your home like a business Comparing family rules Asking for permission from parents Moral dilemmas Rights and responsibilities for teenagers Witness reports Reading strategy: Identify inconsistencies</p> <p>Non-fiction: <i>Humankind</i> by Rutger Bregman</p>	<p>Role-play an interview about rules in your school Discuss school rules Discuss a particular management practice Compare family rules Role-play asking for permission from parents Discuss the right thing to do in situations Talk about what you can do at certain ages Discuss witnessing an event and who was responsible</p> <p>Speaking strategy: Words and phrases to introduce an idea into a conversation and to respond</p>	<p>Reply to an email about rules at your school Record a conversation about a moral dilemma Write a police statement</p>
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Use of English	Cross-curricular links	Vocabulary	21st-century skills
<p>Verbs in the passive followed by the infinitive</p> <p>Reported questions and statements</p> <p>Third conditional</p> <p>Past continuous</p>	<p>Business studies</p> <p>Citizenship</p>	<p>School rules</p> <p>Family rules</p> <p>Life events</p>	<p>Social responsibilities: Be aware of positive behaviour at school and out of school; understand rights and responsibilities</p> <p>Critical thinking: Evaluate ways of organising family life; compare attitudes to the law; analyse and respond to difficult situations</p> <p>Creative thinking: Consider how the same event or situation can be interpreted in different ways</p> <p>Collaborative working: Pair work, group work, projects</p>
<p>Past perfect simple and past perfect continuous</p> <p>Comparatives and superlatives</p> <p>Past perfect simple, active and passive</p> <p>Connectives</p>	<p>Physical education</p> <p>Photography</p>	<p>The advantages of sports</p> <p>Competition</p>	<p>Social responsibility: Be aware of the value of competitive and non-competitive sports and activities, and of international co-operation in sport and games</p> <p>Creative thinking: Write a description of a competition</p> <p>Critical thinking: Identify bias in an argument</p> <p>Learning to learn: Make notes in order to give a description of an event</p> <p>Collaborative working: Pair work, group work, projects</p>
<p>Adverbs of frequency</p> <p>Multi-word verbs</p> <p>Verbs followed by <i>-ing</i></p> <p>Complex noun phrases</p>	<p>Environmental science</p>	<p>Weather</p> <p>Climate change and the environment</p> <p>Eco products</p>	<p>Social responsibilities: Understand the choices people make in relation to environmental products and sustainable living; be aware of global warming and climate change; understand how personal habits and behaviour affect the environment</p> <p>Critical thinking: Summarise the key points of what someone talks about; evaluate ideas for sustainable living</p> <p>Creative thinking: Make a short video clip about the environment and ideas for sustainability</p> <p>Learning to learn: Learn techniques for participating in an extended discussion</p> <p>Collaborative working: Pair work, group work, projects</p>
<p>Relative clauses</p> <p>Connectives</p> <p>Participle clauses</p> <p>Reported speech – statements (revision)</p> <p>Dependent prepositions following adjectives</p>	<p>Economics</p> <p>Medical science and psychology</p>	<p>Jobs</p> <p>Inspirational people</p> <p>Adjectives to describe people</p>	<p>Social responsibilities: Appreciate the positive aspects of celebrity; understand and value cultural and educational difference</p> <p>Critical thinking: Identify inconsistency and bias in what people say; recognise the difference between fact and opinion; evaluate ideas about achievement</p> <p>Creative thinking: Write a letter to your 21-year-old self; write dialogues to continue a story</p> <p>Collaborative working: Pair work, group work, projects</p>



> How to use this book

In this book you will find lots of different features to help your learning.

What you will learn in the unit or lesson.

In this lesson you will...

- **listen to** views on talking in class and give your own views
- **read** views on what it is like to be a teenager

Big questions to find out what you know already.

Getting started

Discuss this statement:

“We are supposed to learn from adults, but I think they could learn a lot from us.”

Yusef, 14 years old

Important words and their meanings. These words are included on wordlists in the Teacher’s Resource.

depend look up to encourage help

The key words feature includes vocabulary from other subjects.

Key words:
Media studies
attitude
headline
impression

Read real texts with helpful glossaries.

- ¹⁶ **empathy**: the ability to imagine how other people feel
- ²¹ **interdependence**: helping each other
- ²² **collaboration**: working together
- ²⁶ **competitiveness**: wanting to be better than other people
- ³¹ **neurology**: the study of the body’s nervous system and how the brain works

Use of English boxes and accompanying questions present the main grammar points in a unit.

Use of English Present simple passive

Remember that we use the passive when we don’t know who said or did something, or it isn’t important who said or did it.

We are told that we behave worse than younger children.

Defiant? It’s when **you’re asked** to do something, and you refuse.

A brief revision of other language points.

Remember Compound nouns

A **compound noun** is usually a noun followed by another noun: a *beach umbrella*, a *car park*.

Other types of compound noun include:

- adjective + noun *hot springs*
- verb ending in *-ing* + noun *a swimming pool*

Strategies you can use to help you with your learning.

Language tip

You can use **do / does** in positive sentences for emphasis:

*I **do** understand parents who want to limit screen time.*

Questions to help you think about how you learn.

- What do you have to think about when creating a timeline?
- Would you change anything on your timeline, now that you have compared it with the timelines of other groups?

This is what you have learned in the unit.

Summary checklist

I can

- describe the technology we will have in our homes in the future.
- take part in a discussion about social media and digital media.
- understand how archaeologists can use technology.
- make predictions of what life will be like in ten years' time.
- write a report on technology at school.
- read and understand extracts from a book about the history of science.

Questions that cover what you have learned in each unit. If you can answer these, you are ready to move on to the next unit.

Check your progress

General knowledge quiz

How much can you remember about what you have learned?

- 1 'Vlogging' is a combination of two words. What are the words, and what is 'vlogging'?
- 2 # This symbol is used in music and it is sometimes used before numbers. What else...



Audio is available with the Digital Learner's Book, Teacher's Resource or Digital Classroom.



Video is available with Digital Classroom.



3 Tourism

In this unit you will...

- talk about past and future holidays
- read a teenager's blog about a holiday in Italy
- think of and discuss a holiday for friends visiting your country
- describe a holiday where not everything went well
- learn about 'responsible tourism'
- compare two volunteer holidays and choose a volunteer holiday that would suit you
- prepare for and have a debate on tourism
- write a travel blog
- give a presentation about a volunteer holiday and a school trip
- write a report of a school trip
- read an extract from a novel.

Getting started

“Travel broadens the mind.” Do you agree?

Watch this!

Engage with the topic of the unit and generate discussion using the image, the video and the big question.

Lessons 2 and 5: The **cross-curricular** lessons prepare learners to learn in English across the curriculum. A key text exposes learners to cross-curricular language.

3.2 A holiday to remember

In this lesson you will...

- read a teenager's blog about a holiday in Italy
- think of and discuss a holiday for friends visiting your country
- apart from relaxing and enjoying yourself, what else can you do on holiday?

Reading

1 Read Elena's blog. Where was she when she took the photo at the bottom of the opposite page? What does it show?

Day 1 25 km Today we did a circular route from the village. There was a cycle track through a park that had a lake and even a maze. We had fun trying to find our way out of the maze! We saw three dead badgers!

Day 2 40 km We spent four hours in Lake Garda, along a path by the sea, through orchards and vineyards. We stayed in a town with medieval walls on the southern edge of Lake Garda, where we stopped for lunch before heading west to a village just 20 km from Verona.

Day 3 20 km We visited two Verona and got ready to explore.

Day 4 20 km I would have stayed one more day to do a sightseeing tour of Verona! For a start, there's the amazing arena, a Roman amphitheatre, built in the first century, where 20,000 people watched gladiator contests in Roman times. They now host huge opera and concert performances there. Everybody who's not had a Verona experience should visit! Juliet's tomb is in Juliet's house. Even today Juliet's statue is seen through Juliet's balcony. People believe if you stand under the balcony and make a wish about love, it will come true. Juliet's tomb is in all that romantic stuff. She said, 'Do you want to be loved, you'll have to die.' I don't believe in it all that much, but I'm sure she was right. I'm so much more interested in what to explore Verona!

Key words: European art and architecture

- amphitheatre
- arch (plural: arches)
- gladiator
- gladiator contests
- the medieval period (about 500-1500)
- the Renaissance (about 1400-1600)

3.2 European art and architecture

2 Find these words in the text and try to work out their meaning from the context.

a palace b fresco c arch d ceiling e amphitheatre

3 Read the text again and answer these questions.

- What is the Italian word for 'palace'?
- What impressed Elena most about Mantua?
- What impressed Elena about the travel arrangements?
- Elena doesn't say where she started from on Day 4, but you can work it out. Where was it?
- What impression do you get of the landscape through which Elena cycled?
- What impression do you get of Elena's character?
- How did the holiday change Elena's mind?

Speaking

4 Work in groups. Some friends of your family are visiting your country. They want to do a trip like Elena's, walking or cycling, over four, five or six days. In your groups, discuss these questions:

- Where will you recommend them to go?
- How will you recommend them to travel?
- What can they see? Think of art and architecture, and give an idea of the historical background (for example, the Roman Golden Age, the Ming Dynasty).
- Is there anything special they can do?
- Where can they stay?

5 Compare the trip you have chosen with the trip other groups have chosen. Give reasons to support your choice.

Big idea ... because ...

These lessons include listening activities.

There are opportunities to think critically about the information in the text.

In this lesson, you'll find Key words boxes.

Lessons 3 and 6: The **Talk about it** lessons develop learners' speaking skills.

Listening models and speaking tips provide scaffolding for speaking.

3.3 How was your holiday?

In this lesson you will...

- describe a holiday where not everything went well
- learn to use the past continuous passive.

For some people, it's exciting to go to new places and to meet people who speak different languages and have different ways of life. For others, it's quite scary. What's your view?

Listening

1 Listen to Francisco, Li and Sasha talking about their holidays. Did they enjoy their holidays, or did they have mixed feelings?

2 Listen again and answer these questions.

- Why did Francisco's holiday get off to a bad start?
- The plane that Francisco and his family were on didn't get in till 11.30 at night. Why?
- There is an inconsistency in what Francisco says. What is it? (Use activities)
- Where did Li go on holiday?
- Li mentioned two problems. What were they?
- Which place did Li like best?
- Sasha went to Agadir. Where is Agadir?
- What did Sasha like about Agadir?

3 What happened on the way to Paradise Valley and why wasn't it such a bad experience?

4 Who would be the best person to go on holiday with: Francisco, Li or Sasha?

Use of English: Past continuous passive

You already know the past simple active, the past simple passive and the past continuous active. There is also a **past continuous passive**. (Remember that in Unit 1, you learned the present continuous passive.)

The verb *break down* is a phrasal verb. In this unit, we are going to use it in a phrasal verb called *break down*. We were **broken down** into the house of one of the people in the village while the car was being fixed.

3.3 Talk about it

3 Answer these questions, using the past continuous passive.

- Why did Francisco and his family have to wait three hours for the second plane?
- Why couldn't Li use the swimming pool at the apartment in San Francisco?
- What did the radio announcement tell Li and her family as they were driving to Yosemite?

4 Look at this list of multi-word verbs used by Francisco, Li and Sasha. Use each one in a sentence about their holidays. Listen again if you need to.

Francisco got off (to a bad start) pick someone up

Li take off turn back get in

Sasha hang out break down turn out

Speaking

5 Describe a holiday in which at least one thing went wrong. You can make up the details, and you can make it as humorous as you like!

- You can use some of the expressions that Francisco, Li and Sasha used.
- Try to include some of the multi-word verbs that they used.
- Try to include at least one verb in the past continuous passive.

Listen to models and practise pronunciation and intonation.

Lesson 7:
The **Write about it** section supports learners in writing a variety of text types.

Model texts support the writing process.

3 Tourism

3.7 Improve your writing

In this lesson you will...

- write a travel blog.

In Lesson 3.2, you worked in groups to plan a walking or cycling trip for friends of your family who were visiting your country. These are the questions you discussed:

- Where will you recommend them to go?
- How will you recommend them to travel?
- Is there anything special they can do?
- Where can they stay?
- What can they see? Think of art and architecture, and give an idea of the historical background (for example, the Islamic Golden Age, the Ming Dynasty).

1 Work in the same groups as in Lesson 3.2. Remind yourselves of the trips you discussed.

1 *Write a travel blog.*

2 You decide to go on the trip with the friends of your family. Plan the trip.

- From ... to ...
- Walking or cycling?
- Accommodation?

3 You are now on the trip. Write a blog, like Elena's blog in Lesson 3.2. To help you, look at another example of a blog below. It was written by a Turkish teenager on a walk in south-west Turkey.

Try to include:

The teacher towards We saw We stayed at (a hotel) / in (a town) We stopped (for lunch) at / on	Prepositions of movement: towards, along, through, into, round ...	A mixture of past tenses: We arrived, we were given, while we were having lunch, while the driver was being prepared, ...
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4 Answer these questions.

- How many of the suggestions in Exercise 3 have you managed to include?
- Find the exclamation marks (!) in Elena's blog. How many are there and why does she use them? Can you include any in your blog?

Trip: The Lycian Way, South-West Turkey

When I realised that we were going on a walking holiday, I thought, 'Oh no! Walking!' Then I saw the route on the map and it was even worse: 18 kilometres a day! Oh well, at least your bag can take on from place to place.

Day 1
We arrived in Beycik. It's a lovely village in a national park. Our rooms all had nice views and there was a swimming pool. This was really nice!

Day 2 18km
Today we headed towards Crak. It was a long walk, but it was so interesting. We went along a river bank, then across the river and climbed to the top of a hill. Guess what we saw? That!

Yes, felines coming out of the ground at a place called Chimera! It was so hot in the sun, it was amazing! The last part of the walk was through orchards. We arrived at our hotel at about 5 o'clock. It was a beach hotel so we were straight down to the sea for a swim. Lovely!

Walking from Beycik to the lighthouse at Gældionya

Day 3
Today we went swimming again and explored the remains of the Roman city of Olympos, including the House of Moesia. Wow!

Day 4 17km
We walked from Crak to Adason. On the way, we saw Roman temples. I think I want to learn more about Roman times. In Adason, we stayed at a very friendly, family-run hotel.

Day 5
Today we did a circular walk from Adason and we went on a boat trip in the afternoon. Very relaxing!

Day 6 18km
We walked from Adason to the Gældionya Lighthouse. We walked through a forest, where we had a picnic, and along rocky paths before finally reaching the lighthouse, where we were picked-up and taken to our hotel. What a great week! I could have stayed on!

Step-by-step tasks support learners in their planning, writing and editing.

Assessment ideas and sample answers can be found in the Teacher's Resource.

Lesson 8:
The **Project challenge** lesson provides a choice of projects and an opportunity to consolidate learning from the unit.

3 Tourism

3.8 Project challenge

Project 1: A volunteer holiday

You are going to give a presentation about a volunteer holiday. For this project, you will need to find out about volunteer holidays in your country or in a country you would like to visit.

1 Work in small groups. Choose a country and find out about volunteer holidays for your class and a group of teachers from your school.

2 Choose the type of holiday that you would enjoy. For example:

- wildlife conservation: animals, working with endangered species, working in situations where animals come into conflict with humans, helping with animals that have been injured; plants: helping to look after natural areas (nature reserves, national parks), planting trees
- the built environment: education: helping to repair school buildings, build playgrounds and sports facilities; culture: helping to restore buildings of historic interest.

3 You only have three minutes to present your choice. You can't use slides or visuals. Decide on the following:

- Are you going to write out the whole text of what you're going to say, or are you just going to write notes?
- Who is going to talk – one person or several people?
- How can you make your talk different?

4 You have to use persuasive language to convince the audience that the holiday you have chosen is the best one.

Have you thought about ...?

You will be helping to ...

Thanks to your efforts, ...

The aim of ... is simple:

In your free time, you can enjoy ...

• How did not being able to use slides and visuals affect your presentation?

• What is the value of having other people comment on your work?

Project 2: A school trip

You are going to give a presentation and write a report about a school trip. Your class recently went on a school trip. Your teacher has asked you to give a presentation about it to parents at a parents' evening and to write a report. It can be an account of a real school trip or an imagined one.

1 Work in groups. First, answer these questions.

- Where did you go?
- How long did you go for? (minimum: a weekend; maximum: a week)
- What was the purpose of the trip?
- Where did you stay? What was the accommodation like?
- What was good about the trip?
- What was not so good?
- What did you learn?
- Why was the school trip important?

The presentation

2 You can use slides and visuals. Plan your presentation. Will you present what you have to say in the same order as the questions in Step 1?

3 Decide who will write the notes for the presentation, who will find the pictures and who will create the slides.

4 Prepare your presentation.

5 Check your notes and your slides to make sure they are correct.

6 Give the presentation.

The report

7 The report is for your teacher. In addition to the questions in Exercise 1, you are also going to answer this question: 'Would you change anything if the school did the trip again?'

8 Using the notes you made for your presentation, plan your report. Remember to answer the question about whether you would change anything next time.

9 Write a draft of the report. Choose a more formal style for your report. For example, in your presentation you might have described something as 'absolutely amazing' and talked about 'hanging out' with friends. In a written report, you could say something was 'a great success' and that you enjoyed 'being together' with friends.

10 Swap drafts with another group and make corrections and suggestions.

11 Write the final version of your report.

Projects encourage 21st-century skills such as research, collaboration and creativity.

Self- and peer-evaluation checklists for projects are available in the Teacher's Resource.

Lesson 9:
The **Read and respond** lesson is based on authentic texts and includes fiction, non-fiction, poetry and autobiography.

The audio can be played the first time you meet the story, before learners read the text.

3 Tourism

3.9 Fiction

The Summer Book by Toy Johnson

The writer and artist Toy Johnson was born into a Swedish-speaking family in Finland. She wrote *The Summer Book* in Swedish in 1972. It was first published in English in 1974.

The photo shows her house on the island of Klovharu, in the Gulf of Finland.

Reading and listening

1 Read and listen to the beginning of Chapter 1 of *The Summer Book*. The writing is a very small child in the Gulf of Finland. Do Sophia and her grandmother live there, or are they there on holiday? How do you know?

2 Answer these questions.

- Who is 'she' in the first paragraph?
- What impression do you get of the grandmother's character?
- What impression do you get of Sophia's character?
- Sophia asks, "Will they dig a hole?" What does she mean?

3.9 Read and respond

It was an early, very warm sunrise in July, and I had stayed during the night. The bare granite steamed, the moss and ferns were drenched with moisture, and all the colours everywhere had deepened. Below the veranda, the vegetation in the morning shade was like a canvas of lush, evil leaves and flowers, which she had to be careful not to break as she searched. She held one hand in front of her mouth and was constantly afraid of being her balance.

"What are you doing?" asked little Sophia.

"Nothing," her grandmother answered. "That is to say," she added angrily, "I'm looking for my false tooth."

The child came down from the veranda. "Where did you lose them?" she asked.

"Here," said her grandmother, "I was standing right there when they fell somewhere in the pebbles." They looked together. "Let me," Sophia said. "You can hardly walk. Move over."

She stood beneath the flowering roof of the garden and kept among green stalks and stems. It was pretty meticulous down on the soft black earth. And there were the roots, white and pink, a whole world of old teeth.

"I've got deeper," the child said, and stood up. "Put them in."

"But you can't," Grandmother said.

"I want to watch," she said.

The Grandmother put the teeth in with a smacking noise. They went in very easily.

It had really hardly been worth mentioning.

"When are you going to die?" the child asked. And Grandmother answered, "Soon. But that is not the least concern of yours."

"Why?" her grandmother asked.

She didn't answer. She walked out on the rock and towards the rivine.

"I know," the old woman answered distastefully. "Your father won't let either one of us go out to the ravine, but we're going anyway because your father is silly and he won't know."

They walked across the granite. The moss was slippery. The sun had come to a good way now, and everything was shining. The whole island was covered with a bright haze. It was very pretty.

"Will they dig a hole?" asked the child anxiously.

"Yes," she said. "A big hole." And she added, instinctively, "The enough of all of us."

"How come?" the child asked.

"They walked on low lands the point. It's so nice here that the ravine," Sophia said. "Have you?"

"No," her grandmother said.

They walked all the way out onto the little peninsula, where the rock descended into the water in terraces that became steeper and flatter until there was total darkness. Each step down was edged with a light green seaweed fringe that swayed back and forth, with the movement of the sea.

Speaking

3 Work in groups. Discuss what you think is going to happen next.

The literature is used as a platform for work on values.

There is also an opportunity for creative writing.

1

Views and voices

In this unit you will...

- **listen to** views on talking in class and give your own views
- **read** views on what it is like to be a teenager
- **discuss** what you would expect to find in a book about teenage psychology
- **listen to** students talking about role models and give your own views
- **listen to** a conversation about stereotypes of teenagers and give your own views
- **read** and compare two reports of the same event
- **discuss** how and why reports of the same event can be different
- **learn** about what makes a good presentation
- **write** an email to a student in another country asking about teenage life there
- **learn** to interpret a photo
- **give** a presentation on teenage life
- **read** extracts from an autobiography.

Getting started

Discuss this statement:

“We are supposed to learn from adults, but I think they could learn a lot from us.”

Yusef, 14 years old



Watch this!



> 1.1 What helps you to learn?

In this lesson you will...

- listen to students' views on talking in class
 - give your views on talking in class
 - revise and use *-ing* forms.
- **Do you like working in groups or do you prefer working on your own? Are there times when it's good to talk in a lesson?**



Eva Tarak Anna Joseph Han Milo

Listening



- 1 Listen to this interview between a journalist and six students: Eva, Tarak, Anna, Joseph, Han and Milo. What do the students think about talking in class? Who is for it? Who is against it? Who has mixed feelings?

Vocabulary

- 2 Choose the correct meaning of each of the words in bold. To help you, you can listen again.
- | | |
|---|--|
| <p>a If you interrupt someone while they are speaking, you <i>tell them to be quiet / speak while they are speaking</i>.</p> <p>b If you compare two things, you <i>look at the ways they are similar or different / add them together</i>.</p> <p>c If you distract someone, you <i>take their attention away from something / upset them</i>.</p> <p>d If you encourage someone to do something, you <i>want them to believe they can do something / want them to be careful about doing something</i>.</p> | <p>e If you tell someone off, you <i>tell them to go away / speak angrily to them because they have done something wrong</i>.</p> <p>f If you get into trouble for doing something, you <i>are worried about something / are in a situation where you have done something wrong</i>.</p> <p>g If you share ideas, you <i>let other people know what they are / keep them secret</i>.</p> <p>h If you are supposed to do something, <i>people expect you to do it / you're ready to do it</i>.</p> <p>i If you concentrate on something, you <i>give it all your attention / are puzzled by it</i>.</p> |
|---|--|



- 3 Listen again. Use the verbs in bold in Exercise 2 in the correct form to complete the journalist's notes.

Eva: Often asks a classmate instead of **interrupting** the teacher.

Tarak: Says that you can learn by _____ answers.

Anna: Says that talking in class _____ you from getting on with your work.

Joseph: Teachers _____ students to talk quietly during the lesson, if it's about work.

Han: Teachers sometimes _____ students _____ for talking in class. Han _____ trouble for chatting to her friends.

Milo: _____ ideas helps him to learn. Sometimes people talk when they're not _____ to, so you can't _____ what you're doing.

Use of English -ing forms

Remember that we use -ing forms after certain verbs:

Our teachers **don't mind** us **talking** quietly.

We use -ing forms after prepositions:

I sometimes get into trouble **for chatting** in class.

We can also use -ing forms as the subject of a verb:

Sharing ideas helps me to learn.

Speaking

- 4 What do you think about talking in class? Work in groups and share your views.

I agree with Milo. Sharing ideas helps me to learn. But I'm also a bit like Han, because I sometimes get into trouble for chatting with my friends.

Speaking tip

Be careful to use -ing forms in the correct places. If you make a mistake when you are speaking, just stop and correct it.

I sometimes get into trouble for chat with my ... I mean, for chatting with ... my friends.

Writing

- 5 Here is the beginning of a magazine article that the journalist wrote after interviewing the students. Use the notes in Exercise 3 and your own ideas to complete it.

You might get into trouble for chatting in class, but education experts have found that talking to your classmates can be helpful. 'Students should be encouraged to explain things to each other and to discuss things,' they say.

I talked to some students to find out what they thought about talking in class. For some of them, talking in class is a good thing, because ...

> 1.2 Teenage psychology

In this lesson you will...

- read views on what it is like to be a teenager
- discuss what you would expect to find in a book about teenage psychology.

- **How do teenagers think and act differently from adults?**

Reading

- 1 **Read the extracts. Which do you think were written by teenagers? Which were written by parents of teenagers? Which one was written by a psychologist?**



a I think they should give us a bit more freedom and understanding. We need to feel independent and grown up, because we are in the process of becoming adults. And give us time, listen to us, talk to us, tell us what's going on in your life!

b I often think they're right and I'm wrong. They just see the world differently. And after all, I was like them once.

c You're always trying to find the balance between keeping them safe and letting them go. In my experience, we are not good at 'risk assessment'. For example, they want to go to a music festival and you don't sleep because you're terrified that they are going to get into all sorts of trouble. They go, they come back, and they've had a great time. They want to go on a cycle ride in the country with a couple of friends, and you're very happy. They go, they come back, but one of them nearly had an accident when a car came too close.

d I don't mind them telling me off when I do something wrong, but I wish they wouldn't go on about it. Yes, I've made a mistake, I shouldn't have done it, I'm sorry, now let's move on.

e Most of the scientific evidence shows that today's teenagers are more sensible than their parents were at that age. Brain scans of teenagers show that by the end of the second decade of life, teenagers have developed formidable powers of problem-solving, creativity, self-analysis, focus, ambition, communication and social flexibility. Twenty-year-olds are better than ten-year-olds at everything.

f There are a lot of negative stereotypes about us – that we're lazy, we only think about ourselves, we just want to have a good time. But most of my friends work hard and want to do well.

2 Work in pairs. What do the following words mean?

You may be able to work out the meaning from the context. For example:

In extract e, the word ‘formidable’ appears. What sort of word is it?

(It’s an adjective. It describes ‘powers’.)

Is the writer saying that these powers are good or bad, strong or weak?

(Good, strong – very good, very strong.)

‘Formidable’ means ‘great, very impressive, demanding respect’.

If you can’t work out the meaning from the context, find the word in a dictionary.

a grown up

c terrified

e sensible

g decade

b risk assessment

d evidence

f brain scan

h stereotype

Key words: Psychology

ambition: ideas about what you want to do in the future

communication: talking or writing to other people

creativity: using your imagination to express yourself in art, writing, music, etc.

focus: the ability to concentrate on something

problem-solving: finding the answer to a difficult question or situation

self-analysis: understanding yourself

social flexibility: being able to get on with all sorts of people

Speaking

3 Work with a partner. Ask and answer these questions, giving examples to support your answers.

a Are you good at problem-solving?
Yes, I’m quite good. I like doing word puzzles and number puzzles.

b Are you creative?

c Are you able to analyse yourself? Can you always give reasons for the things you do and the way you feel?

d Are you good at focussing on something, concentrating on it for a period of time?

e Are you ambitious?

f Are you a good communicator?

g Are you able to get on with all sorts of people?

4 Work in groups. The psychologist whose words were quoted in Exercise 1 wrote a book about teenagers. If you were advising him about what to include in the book, what would you say? Discuss:

- your relationships with friends and family

- daily routine (school, free time, sleep ...)
- the way you feel.

Student A: *People don’t understand that being a teenager can be difficult.*

You want to feel independent and grown up, but in your parents’ eyes you are still a child.

Student B: *I think there’s a big difference between being 13 and being 19.*

Student C: *What do you mean?*

Student D: *When you’re 13, 14, 15, you’re changing really quickly.*

By the time you’re 19, you’re an adult.

> 1.3 Role models

In this lesson you will...

- listen to students talking about role models and give your own views
- revise and use the present simple and continuous.

- **What is a role model?**

Listening



1 Listen to this conversation between Theo, Mai and Leila. What is it about?

2 Answer these questions.

- What are Leila and Mai doing at the beginning of the conversation, when Theo says hello to them?
- The magazine article says that teenagers are obsessed by celebrities and all look up to them as role models. Leila says, 'That's just a stereotype.' What does she mean?
- The person in the second photo is Marley Dias. Who are the people in the other photos?
- Mai, Leila and Theo give examples of people who are role models for them. What can you remember about them?
- Theo and Leila each say something that suggests they too have stereotypes. What are they?
- All three agree about one thing. What is it?



Use of English Present simple and present continuous

Present simple

Positive	Negative	Question
I play volleyball.	I don't play basketball.	What do you play?
She plays tennis.	She doesn't play badminton.	What does he play?

Present continuous

Positive	Negative	Question
I'm reading a book at the moment.	I'm not listening to music.	What are you doing?

Use of English Present simple and present continuous

We use the present continuous for things happening at the moment:

What are you reading?

We also use it for temporary situations:

You aren't watching the ball.

This means that this is not what usually happens: you usually watch the ball but in this practice session, you aren't watching it, and this is causing problems.

And we can use the present continuous for fixed arrangements:

She's going to a tennis camp this summer.

There is an unusual use of the present continuous with *always*:

He's always helping other people.

This means that he helps people more than you would expect, more than is normal.

3 Choose the present simple or the present continuous of these verbs to complete the sentences.

depend look up to encourage help save up for

- a At the moment, he *'s helping* children who have problems with their reading.
- b They say we all celebrities as role models.
- c It what they're famous for.
- d I the trip to the tennis camp.
- e He's good because he me to believe in myself.

Speaking

4 Work in groups. Discuss these three questions.

- a Think of five famous people – celebrities – in the world of music, sport or the arts. Are they good role models? Give your reasons.
- b Who are your role models? Why are they good role models for you?
- c Is it better to have role models who are similar in age to you, or ones who are older than you?

In your discussion, try to include the verbs in Exercise 3, the phrases in the Speaking tip and some of the following words and phrases:

(teenagers) are obsessed by

celebrities

a stereotype

be supposed to

ambition

one of the most influential

Speaking tip

You can use *kind of* to mean 'partly, to some extent': *She's kind of a role model for me.*

Anyway is a useful word when you want to change the direction of the conversation, or to go back to an earlier point in the conversation. This is what Mai does in the conversation in Exercise 1: *Anyway, Theo, what about you?*

It's just that ... is a good way of explaining or justifying something you've said: *It's just that he encourages me to believe in myself.*

> 1.4 Teenage voices

In this lesson you will...

- listen to a conversation about stereotypes of teenagers and give your own views
- revise and use the present simple passive.

- What are the stereotypes of teenagers?

Reading

- 1 Read the following introduction to an article describing a study carried out in Chinese middle schools. What do you think the purpose of the study was?

In many societies, teenagers are repeatedly told – by adults, peers and popular media – that teens are more likely than younger children to take risks, ignore their parents, skip schoolwork and succumb to bad influences. But stereotypes are not destiny, a new study of Chinese middle school students suggests.

- 2 Answer these questions.

- a Does the first sentence say that generally people think teenagers behave better or worse than younger children?
- b If someone ‘skips schoolwork’, do they do their schoolwork or not?
- c If someone ‘succumbs to bad influences’, are they more likely to do bad things or good things?
- d The writer says, ‘stereotypes are not destiny’. How could you say this in other words?
- e Look at the last sentence of the text. What does it tell you about the conclusion of the study?

