

**CAMBRIDGE** UNIVERSITY PRESS

# Cambridge Global English

LEARNER'S BOOK 9

Chris Barker & Libby Mitchell



Endorsed for full syllabus coverage

Second edition



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## LEARNER'S BOOK 9

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# > Contents

Page	Unit	Reading and Listening	Speaking	Writing and Projects
11–32	1 Views and voices	Talking in class What it's like to be a teenager Teenage role models Stereotyping teenagers Compare newspaper reports Rules for giving presentations <b>Autobiography:</b> <i>My Name is Tani</i> by Tanitoluwa Adewumi	Give your views on talking in class Discuss what should be in a book about teenage psychology Discuss role models Talk about teenage stereotypes Discuss the differences between two articles Discuss giving presentations Speaking strategies: Correct your mistakes; make suggestions	An email to a friend An interpretation of a photo A presentation on teenage life Writing strategy: Making notes
33–54	2 Well-being	Why is a balanced diet important? Healthy eating When can technology be bad for your health? Calm adults, calm children Interviews about happiness <b>Fiction:</b> A Rainbow in Silk, a traditional story from Uzbekistan	Discuss opinions about food and health Talk about how technology can affect sleep Discuss why languages have more words for negative emotions than positive emotions Talk about an article describing how Inuit children are brought up Talk about happiness Speaking strategies: Use the verb get; use really, quite and a bit	Interpret a photo and speculate on what it shows A poster giving advice about sleep for teenagers A presentation about happiness and well-being Writing strategy: Summarising
55-76	3 Tourism	Going on holiday A blog diary about a holiday How was your holiday? An interview about responsible tourism Types of holidays Notes for a debate on tourism Listening strategies: Distinguish between present and future events; understand and identify inconsistency <b>Fiction</b> : The Summer Book by Tove Jansson	Talk about holidays Discuss holiday plans Describe a holiday that went wrong A role play about responsible tourism Discuss types of holidays Debate the motion 'Tourism is a good thing'	Write a travel blog A presentation about a volunteer holiday A presentation and a report about a school trip Writing strategy: Write full sentences from notes
77–98	4 Science	How humans and animals see colour A conversation about colour words in different languages A history of diseases and inoculation A conversation about DNA and genetics An article about an important invention Compare two articles A discussion about zoos Reading strategies: Work out the meaning of words from context; identify bias <b>Poetry:</b> Tortoise and Hare Race' by Jill Townsend; 'The Farmer's Cat' by David Greygoose	Discuss colours in pictures Discuss the history of disease and vaccination Discuss an invention Give your views on zoos Speaking strategies: Ways to describe colours; ways of giving opinions	An essay giving your views about zoos A fact file about an animal species in danger of extinction A speech about an important scientist Writing strategy: Connectives
99–120	5 Technology	A radio interview about attitudes towards social media The Internet of Things Compare two views on social and digital media A conversation about presents How archaeologists used technology to find treasure Predicting future technologies <b>Non-fiction:</b> A Little History of Science by William Bynum	Role-play an interview about social media use Talk about developments in technology Role-play an interview: 'Social media, digital media, good or bad?' Discussing future technology Speaking strategies: Keep the conversation going with comments and questions; summarise what people say; agree and disagree	Write a report on technology in your school Design a timeline for technology Make a technology timeline for the future

Use of English	Cross-curricular links	Vocabulary	21st-century skills
<i>-ing</i> forms Present simple and present continuous Present simple passive Present continuous passive	Psychology Media studies	Classroom interaction Character and behaviour	Social responsibilities: Be aware of positive behaviour at school and at home; encourage others to participate in and contribute to projects; understand how personal habits and behaviour have the capacity to affect others Critical thinking: Compare points and arguments from different sources; identify assumptions and inferences in an argument Creative thinking: Plan and give a presentation on teenage life; interpret a photo Learning to learn: Use notes to write a newspaper article Collaborative working: Pair work, group work, projects
Abstract nouns Comparative adjectives and adverbs Must have, might have, can't have + past participle Strong adjectives and intensifiers	Science and medicine Psychology	Food and health Feelings and emotions	Social responsibilities: Make informed choices in relation to diet and health; understand the contribution of other cultures to our lives Critical thinking: Give reasons for the plausibility of conclusions about health and happiness Learning to learn: Work out the meaning of words from their context Collaborative working: Pair work, group work, projects
Compound nouns Multi-word verbs (phrasal and prepositional verbs) Past continuous passive Compound adjectives Participle adjectives	European art and architecture Environmental studies	Holidays Responsible tourism	Social responsibilities: Understand the impact tourism can have on the environment Critical thinking: Take part in a debate about the effects of tourism Creative thinking: Imagine and write a scene to continue a story Learning to learn: Take notes on what someone says Collaborative working: Pair work, group work, projects
Conjunctions Present and past simple passive Present perfect continuous Present perfect active and passive Dependent prepositions following verbs	Medical science Environmental science	Sight and colour DNA and genetics Farming and animals Zoos	Social responsibilities: Understand how disease can spread, including pandemic diseases; be aware of the importance of medical science; understand the importance of conservation Critical thinking: Distinguish between fact and opinion, and identify bias Creative thinking: Add arguments to a debate on endangered species; add ideas to a debate Learning to learn: Work out the meaning of words from their context Collaborative working: Pair work, group work, projects
Relative clauses Expressing the future <i>to have something done</i> future continuous	Technology Ancient history	Social media Ideas for presents	Social responsibilities: Understand the contribution of technology to society; understand the contribution of other cultures in history, and the role of international co-operation Creative thinking: Decide which developments in technology will be important and create a timeline for them Critical thinking: Assess the advantages and disadvantages of developments in technology; distinguish between fact and opinion Collaborative working: Pair work, group work, projects

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## Contents

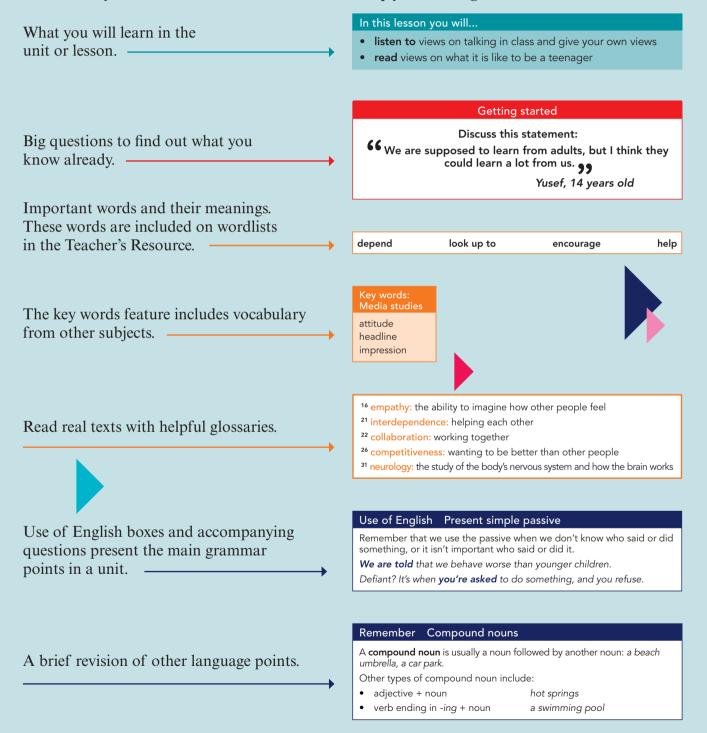
Page	Unit	Reading and Listening	Speaking	Writing and Projects
121–142	6 Rules and laws	An interview about school rules Run your home like a business Comparing family rules Asking for permission from parents Moral dilemmas Rights and responsibilities for teenagers Witness reports Reading strategy: Identify inconsistencies <b>Non-fiction:</b> Humankind by Rutger Bregman	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 Speaking strategy: Words and phrases to introduce an idea into a conversation and to respond	Reply to an email about rules at your school Record a conversation about a moral dilemma Write a police statement
143–164	7 Competition	Sports and activities – are they team sports or individual activities? Descriptions of unusual sports A radio interview about competitive and non-competitive sports News reports of competitions A description of a competition Listening strategy: Complete notes <b>Non-fiction:</b> <i>The Playbook</i> by Kwame Alexander	Discuss the benefits of sports and team or individual sports Talk about sport Describe unusual sports Discuss competitive and non-competitive sports Describe a competition Describe wildlife photographs Discuss two competitions Speaking strategy: Use 'they say' to talk about what people generally say or think	A 'for and against' essay on competitive sport A presentation of the rules of a game An entry for a photography competition
165–186	8 The environment	A conversation about the weather Global warming and extreme weather Interviews about climate change A news story about sustainable fashion Zero wasters Tips about how to reduce waste Growing food in cities Making cities sustainable for the future <b>Poetry:</b> 'For Papatuanuku' by Nadine Anne Hura; 'Moonlight, Summer Moonlight' by Emily Brontë	Give a weather forecast Role play an interview about the weather Make a video clip about the environment and sustainability Discuss how to reduce waste Discuss how to make cities better places to live in Speaking strategy: Give opinions, ask for clarification, agree and disagree in discussions	Write a report about extreme weather conditions Compile and present a list of ideas for sustainable living Make a plan for a sustainable future for your area
187–208	9 Achievements and ambitions	A conversation about jobs How a celebrity helped a young person achieve her dream Witness statements People discussing candidates for a job An interview with a sports journalist The Refugee Olympic Team A text about the science behind positive thinking Read about young people who have achieved success People preparing for a presentation Reading strategies: Understand bias; how to tell the difference between fact and opinion <b>Fiction:</b> <i>Rickshaw Girl</i> by Mitali Perkins	Discuss the kinds of jobs teenagers want to do, and conduct a survey Describe how well-known people have helped others Discuss candidates for a job Role-play interviews for a podcast Talk about yourself Talk about what you think you will be doing in 10 years' time	Write an informal letter A short talk about the job you would like to do Organise a discussion about achievement

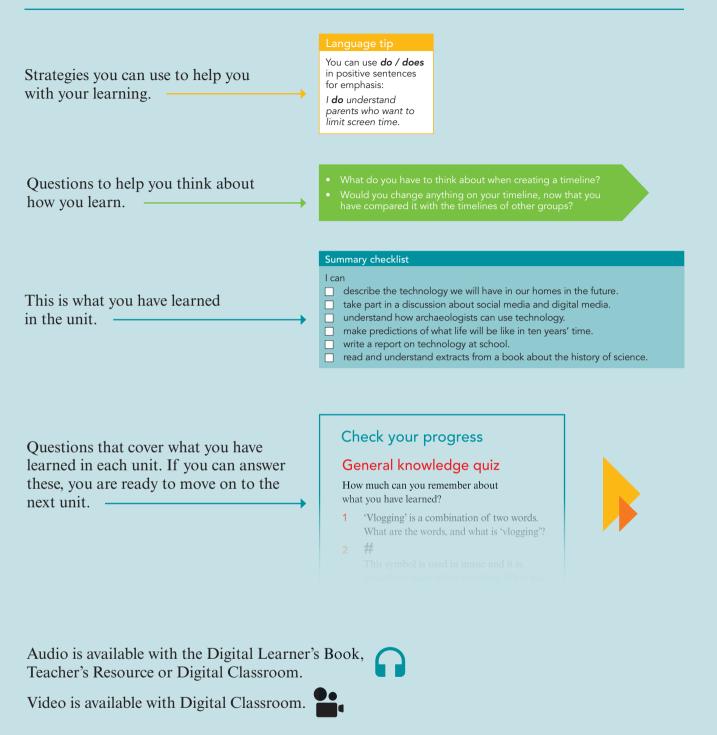
Use of English	Cross-curricular links	Vocabulary	21st-century skills
Verbs in the passive followed by the infinitive Reported questions and statements Third conditional Past continuous	Business studies Citizenship	School rules Family rules Life events	Social responsibilities: Be aware of positive behaviour at school and out of school; understand rights and responsibilities Critical thinking: Evaluate ways of organising family life; compare attitudes to the law; analyse and respond to difficult situations Creative thinking: Consider how the same event or situation can be interpreted in different ways Collaborative working: Pair work, group work, projects
Past perfect simple and past perfect continuous Comparatives and superlatives Past perfect simple, active and passive Connectives	Physical education Photography	The advantages of sports Competition	Social responsibility: Be aware of the value of competitive and non-competitive sports and activities, and of international co- operation in sport and games Creative thinking: Write a description of a competition Critical thinking: Identify bias in an argument Learning to learn: Make notes in order to give a description of an event Collaborative working: Pair work, group work, projects
Adverbs of frequency Multi-word verbs Verbs followed by <i>-ing</i> Complex noun phrases	Environmental science	Weather Climate change and the environment Eco products	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 Critical thinking: Summarise the key points of what someone talks about; evaluate ideas for sustainable living Creative thinking: Make a short video clip about the environment and ideas for sustainability Learning to learn: Learn techniques for participating in an extended discussion Collaborative working: Pair work, group work, projects
Relative clauses Connectives Participle clauses Reported speech – statements (revision) Dependent prepositions following adjectives	Economics Medical science and psychology	Jobs Inspirational people Adjectives to describe people	Social responsibilities: Appreciate the positive aspects of celebrity; understand and value cultural and educational difference Critical thinking: Identify inconsistency and bias in what people say; recognise the difference between fact and opinion; evaluate ideas about achievement Creative thinking: Write a letter to your 21-year-old self; write dialogues to continue a story Collaborative working: Pair work, group work, projects

5 >

# > How to use this book

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

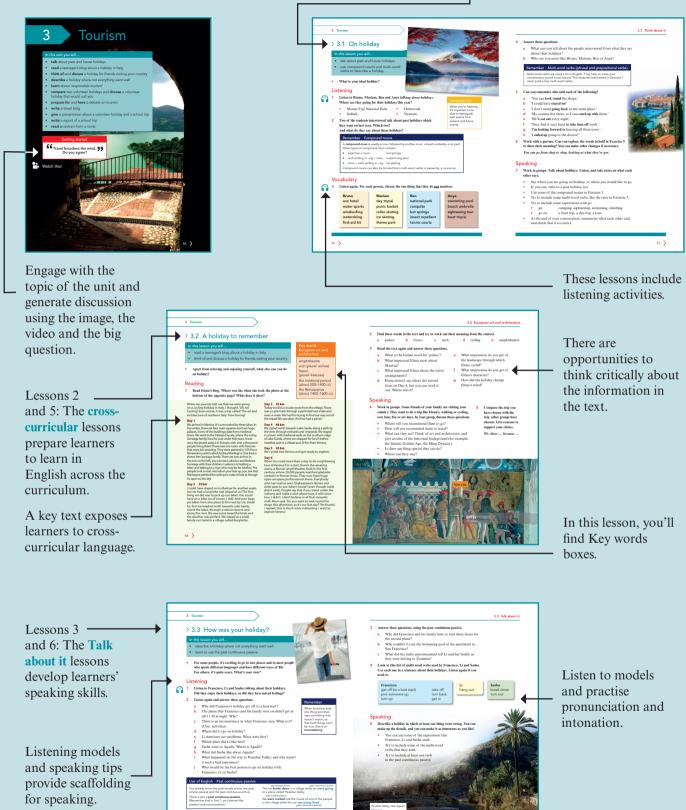


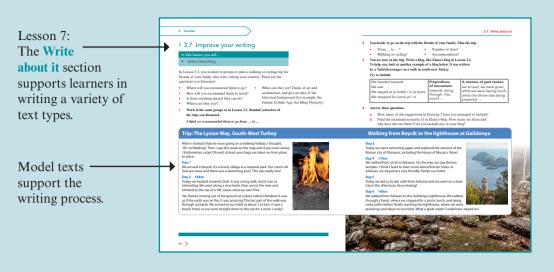


#### How to use this book: Teacher



## Lessons 1 and 4: The **Think about it** lessons introduce topic vocabulary.

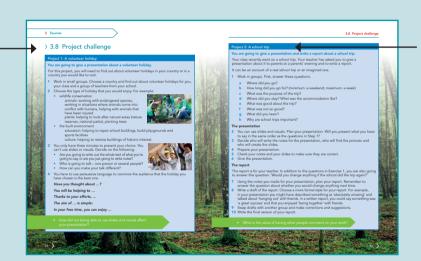




Step-by-step tasks support learners in their planning, writing and editing.

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

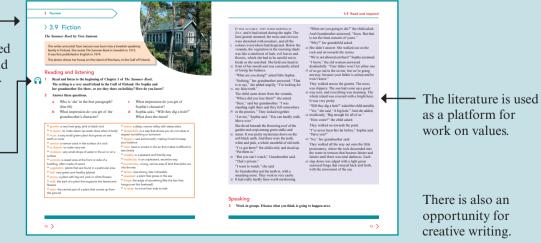
Lesson 8: The **Project challenge** lesson provides a choice of projects and an opportunity to consolidate learning from the unit.



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

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

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



# 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:

**66** We are supposed to learn from adults, but I think they could learn a lot from us.**99** 

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?

## Listening



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.
  - a If you **interrupt** someone while they are speaking, you *tell them to be quiet / speak while they are speaking*.
  - **b** If you **compare** two things, you *look at the ways they are similar or different / add them together.*
  - c If you distract someone, you *take their attention away from something / upset them.*
  - d If you encourage someone to do something, you want them to believe they can do something / want them to be careful about doing something.

- e If you tell someone off, you tell them to go away / speak angrily to them because they have done something wrong.
- f If you get into trouble for doing something, you are worried about something / are in a situation where you have done something wrong.
- **g** If you **share** ideas, you *let other people know what they are /keep them secret.*
- h If you are supposed to do something, people expect you to do it / you're ready to do it.
- i If you concentrate on something, you give it all your attention / are puzzled by it.

# 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 <u>interrupting</u> 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
  - o: \_\_\_\_\_ 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.

## 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 ...

#### ipeaking 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.

13

# > 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 tenyear-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.

14

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.

а	grown up	С	terrified
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**b** risk assessment **d** evidence

## Speaking

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

### 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

- e sensible g decade
- f brain scan h stereotype
  - **d** Are you good at focussing on something, concentrating on it for a period of time?
  - Are you ambitious?
  - f Are you a good communicator?
  - **g** Are you able to get on with all sorts of people?

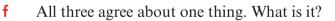
## > 1.3 Role models

## 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.
    - a What are Leila and Mai doing at the beginning of the conversation, when Theo says hello to them?
    - b 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?
    - **c** The person in the second photo is Marley Dias. Who are the people in the other photos?
    - **d** 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?



### Use of English Present simple and present continuous

#### **Present simple**

Positive	Negative	Question
l play volleyball.	l 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	be supposed to
celebrities	ambition
a stereotype	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?