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WORKBOOK 9

Ingrid Wisniewska, Chris Barker, Libby Mitchell & Julie Moore



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> How to use this book

This Workbook provides questions for you to practise what you have learned in class. There is a unit to match each unit in your Learner's Book, with one page for each lesson.

Tips to help you with your learning. →

Study tip

Before you read an article, look at the headings and any photos or diagrams first. Use the information to predict what is in the text. Ask yourself what you already know about the topic before you start reading.

Information to help you find out more about grammar. →

Use of English

Abstract nouns refer to ideas, qualities or emotions. They are not things that we can see, hear or touch.

General abstract nouns don't need *the*. For example, **Education** is important for children.

Specific abstract nouns need *the*. This research is about *the education* of children under 5.

Many abstract nouns can be formed using these suffixes: *-tion, -ty, -ness, -ism, -dom and -ence*.

Use the Cambridge Learner Corpus to get your grammar right! →

🎯 Get it right!

Remember to use the correct noun form of these common abstract nouns:

advice, choice, confidence, criticism, development, enjoyment, health, life, organisation, use, work

The leaflet contains advice about healthy eating. ✓

The leaflet contains advise about healthy eating. ✗

There are opportunities to practise your grammar on the Use of English pages in each unit. Each Use of English lesson is divided into three parts:



Focus: These grammar questions help you to master the basics.



Focus

1 Choose the correct words.

- a We looked for our coach, but he had already *(left) / been left*.
- b All our money had *spent / been spent* on tickets for the final.
- c They hadn't *won / been won* a game for over a year.
- d Everyone had *given / been given* a free ticket to see the game.
- e He discovered that he had *awarded / been awarded* first prize.
- f She said she hadn't *applied / been applied* to enter the competition.

Practice: These grammar questions help you to become more accurate and confident.

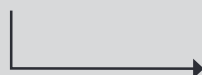


Practice

2 Complete the sentences with the past perfect active or passive of the verb in brackets.

- a Sami's uncle *had taught* (teach) him to play tennis.
- b They (given) new trainers for the match.
- c How many matches (lost) before Saturday's win?
- d My friends (encourage) me to enter the competition.
- e She (tell) she should do more practice if she wanted to win.

Challenge: These questions will help you use language fluently and prepare for the next level.



Challenge



3 Rewrite the questions or sentences using the past perfect passive.

- a They had scored ten goals by the end of the match.
Ten goals had been scored by the end of the match.
- b They hadn't expected him to win the race.
.....
- c How many contestants had they interviewed?
.....
- d Had they told the fans about the cancellation?
.....
- e By half-time, they had sent three players off the field.
.....

1

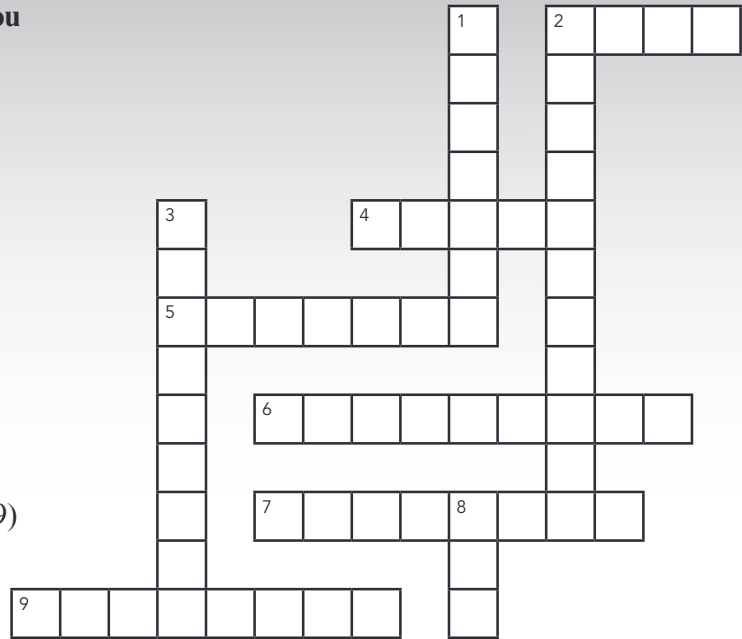
Views and voices

> 1.1 What helps you to learn?

1 Complete the crossword with words you have used in this lesson.

Across

- 2 How often do you with your friends on social media? (4)
- 4 Do you like to your ideas with other people? (5)
- 5 What kind of things do students get into for at your school? (7)
- 6 Do your teachers you to do the very best that you can? (9)
- 7 Do students in your class sometimes talk when they're not to? (8)
- 9 Do you sometimes let messages and texts you from your homework? (8)



Down

- 1 When you classroom learning and online learning, which do you think is better? (7)
- 2 What helps you to when you are studying alone? (11)
- 3 Do you think it's always impolite to someone when they are speaking? (9)
- 8 Do your parents tell you if you get low marks in a test? (3)

2 In your notebook, answer the questions in the clues with information about yourself.

Challenge

3 In your notebook, write a short paragraph about how you learn best. Use the answers to Exercise 2 to help you. Start like this:

I always listen to music when I'm doing my homework. It helps me to concentrate ...

> 1.2 Teenage psychology

1 Match the sentences to the correct word from the box.

ambition	communication	creativity	focus
problem-solving	self-analysis	social flexibility	

You're really clever!

- a Experimenting with different ways to express your feelings or ideas*creativity*.....
- b Conversations with other people
- c Motivation to attempt increasingly more difficult tasks
- d Ability to adapt to different contexts and environments
- e Reflecting on your strengths and weaknesses
- f Ability to concentrate and not get distracted
- g Looking at an issue from different angles to find the best answer

You worked so hard on this project.



2 Imagine that you have just completed a problem-solving task. Which type of praise from the teacher in the photo would you prefer? Why? Write your answer in your notebook.

3 Read the article. Why is it good to have a growth mindset? Answer in your notebook.

A research study at Columbia University in the US investigated how different types of praise affected students. Psychology professors Mueller and Dweck asked students aged 9 to 12 years old to complete a task. At the end, they praised the students either for their intelligence (the person) or for their hard work (the process). The researchers found that students who were praised for their effort were more likely to ask for feedback on what they had done well and how they could improve. They were more likely to attempt tasks where they could learn new things. The researchers called this a **growth mindset**.

Challenge



4 Which ability in Exercise 1 do you think is most important? In your notebook, suggest three ways you can develop it. Start like this:

I think self-analysis is important because it helps you to ...

> 1.3 Role models

1 Read about two role models. Which one is similar to your idea of a role model?

Having a role model is very important to teenagers. A role model can inspire us to be ambitious and follow our dreams. They can help us understand who we want to be when we grow up. They help us overcome obstacles and find our path in life. We asked two teenagers to tell us about their role models.



Sofia, 13

When I was younger, I had lots of different role models. They were usually musicians or actors. I tried to copy their hairstyles and fashions!

But now my role model is

Malala Yousafzai. I think she was really brave to stand up for what she believes in – which is education for girls. And she risked her life for it! She has a strong sense of justice and shows real leadership. I think she is someone we can all look up to. I'm reading her autobiography at the moment and it's so inspiring!



Jayden, 14

Most of my friends have role models who are athletes or film stars, but for me, a role model is someone who inspires you by their daily life. For me, that

person is my grandad. My grandparents came to the UK from Jamaica and started their life here with nothing at all. They built a new life and a strong family. Despite many difficult times, my grandad never gave up. He is always cheerful and kind to others. If I have a problem at school, he is the one I turn to for advice.

2 Find three things that are the same and three things that are different about these two descriptions.

Same	Different

3 Find words in the text that mean the same.

- | | | | |
|---|----------------|---|--------------------|
| a | problems | d | courageous |
| b | fairness | e | ask for help |
| c | respect | f | happy |

> -ing forms

Use of English



'Could you stop making so much noise? I need to concentrate on writing my essay. How about reading a book instead of playing that game? Playing here quietly is fine, otherwise you can go outside in the back garden.'

Check!

- 1 Read the caption. Underline *-ing* forms after a preposition. Circle *-ing* forms that follow verbs. Draw a dotted line under *-ing* forms that are the subject of a verb.
- 2 Complete the rules.

We use *-ing* forms:

1) after certain¹: *enjoy, hate, finish, mind, stop*;

2) after²: *by, for, on, of, about*;

3) as the³ of a sentence:

Managing your time is an important study skill.

Focus

1 Circle the correct option to complete the sentences.

- a Key vocabulary is worth *to write / writing* in your notebook.
- b At high school, you have to get used to *do / doing* things differently.
- c I prefer to spend time *reading / to read* on my own.
- d *Share / Sharing* a room means I don't have a space *for studying / to studying*.

Get it right!

Remember that some verbs and expressions are followed by a preposition + an *-ing* form. For example:

enthusiastic/excited/shy/worried about + doing

think/wonder about + doing

useful/helpful for/in + doing

thank somebody for + doing

interested in + doing

no point in + doing

succeed in + doing

dream/think of + doing

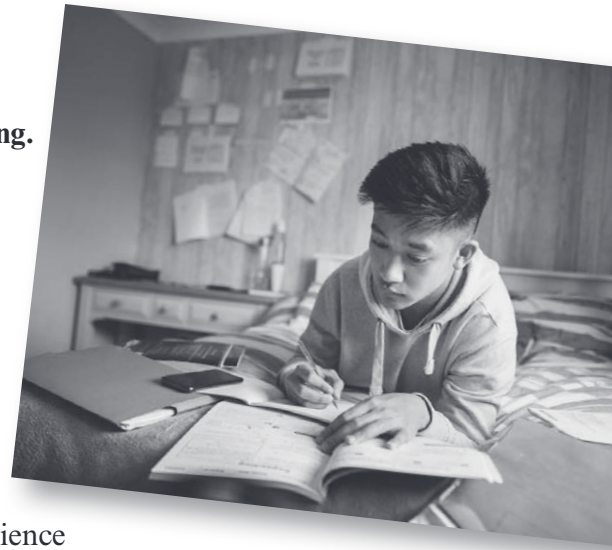
experience/method of + doing

spend money on + doing

Practice

2 Are these sentences correct? Put a tick (✓) by the correct sentences. Correct any mistakes in the sentences that are wrong.

- a Good feedback is useful ^{for/in} ~~to~~ improving your work.
- b Some people are only interested to check their grade.
- c Everyone has their own method of making notes.
- d Some students avoiding answering questions because they're worried to make mistakes.
- e It's difficult to choose a career when you have no experience of working.



3 Choose the correct forms to complete each sentence.

- a I make / making notes on my tablet instead of write / writing them in my book.
- b Study / Studying in a group is a good way to share / sharing ideas.
- c You can revise / revising for your test by use / using this new app.
- d I really enjoy do / doing research to get / getting ideas for my project.
- e Do you mind log / logging in with your password before you access / accessing the site?
- f Forget / Forgetting my homework can sometimes get / getting me into trouble.

Challenge



4 Complete the sentences with the correct preposition from the box and the *-ing* form of the verb in brackets.

of (x2)	for	from	instead of	by
---------	-----	------	------------	----

- a You learn *by doing* (do).
- b I get tired (learn) dates in history.
- c I sometimes take the bus to school (walk).
- d I'm not scared (ask) questions in class.
- e Music doesn't distract me (do) my homework.
- f I often get into trouble (forget) my book.

> Present simple and present continuous

Use of English



Tennis	✓
Football	✗
Homework	✓
Computer game	✗

Julie plays tennis every day. She doesn't play football.

At the moment, she's doing her homework. She isn't playing a computer game.

Check!

- 1 Read the caption. Underline the positive verbs. Draw a dotted line under the negative verbs.
- 2 Complete the rules with words from the box.

future normal now temporary

Present continuous

We use the present continuous for things that are happeningnow.....¹ and for² situations. It is also used for fixed arrangements in the³. It is sometimes used to describe an action that is annoying or happens more than⁴.

Focus

1 Complete the sentences with one word in each gap.

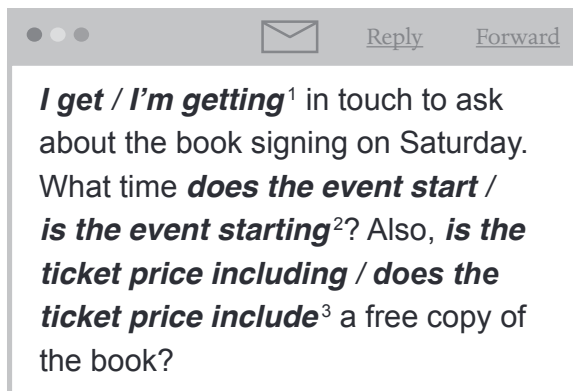
- a Zoe usually~~goes~~..... to school by bus. She go by bike.
- b We playing tennis this term. We're badminton instead.
- c your sister go to our school? Yes, she
- d Are they TV right now? No, they
- e My brother always complaining about having too much homework. He have enough time to do it all.
- f Where are you for lunch today? I going home for lunch.

Practice

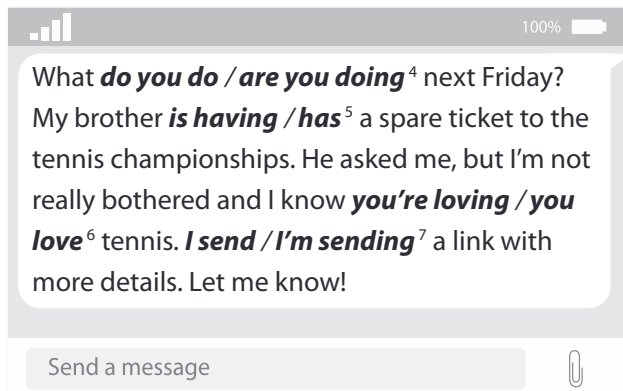
2 Complete the sentences using the present simple or present continuous form of the verb in brackets.

- a Of course, I only know her from the TV, but she *seems* (seem) really friendly.
- b Obviously, I (not have) as much money to spend on clothes as my oldest sister.
- c My role models are people who (actively do) things to improve the world.
- d It's important for teenagers to see people who (look) like them doing different types of jobs.
- e I really look up to my father, but he (work) abroad at the moment, so I don't see him much.

3 Circle the correct options to complete the messages.



*I get / I'm getting*¹ in touch to ask about the book signing on Saturday. What time *does the event start / is the event starting*²? Also, *is the ticket price including / does the ticket price include*³ a free copy of the book?



What *do you do / are you doing*⁴ next Friday? My brother *is having / has*⁵ a spare ticket to the tennis championships. He asked me, but I'm not really bothered and I know *you're loving / you love*⁶ tennis. *I send / I'm sending*⁷ a link with more details. Let me know!

Get it right!

Remember that verbs that express a state (be, have, seem, look), a feeling (want, need) or a belief (understand, know, remember) are usually used in simple not continuous forms.

We all have people we look up to and admire. ✓

We *are all having* people we look up to and admire. ✗

Challenge



4 Choose the correct option. Then answer the questions with information about you in your notebook.

- a What time *do you get up / are you getting up* every day?
- b How often *does your teacher give / is your teacher giving* you homework?
- c What *do you wear / are you wearing* today?
- d What *do you do / are you doing* when you feel bored?

> 1.4 Teenage voices

1 Change the underlined word into an adjective to complete each sentence.

- a He helps to take care of his grandparents at home. He's very *caring*
- b She doesn't mind taking responsibility for her younger brother. She's very
- c He tends to defy his parents if they tell him what do to. He's very
- d I generally rebel against any kind of authority. I'm quite
- e He disobeys some of the rules. He's very
- f He doesn't care if he makes mistakes in his work. He's very
- g She doesn't respect the opinions of older people. She's quite

Study tip

Dictionary work

Using a dictionary to find word families (words from the same root) can help you improve your vocabulary.

obey (verb) do what someone tells you to do; **obedient** (adjective) / **obedience** (noun); **disobedient** (adjective) / **disobedience** (noun)

2 Write the correct form of two adjectives from Exercise 1 next to each person.



Tariq: I think I'm sometimes angry with everyone because I want to develop my own identity.

..... *rebellious*,



Chang: I usually visit my grandmother after school so she doesn't feel lonely.

.....,



Zoe: I say what I think and I don't care if I hurt people's feelings.

.....,



Jack: I try to be a good role model for my younger brother and always look out for him.

.....,

Challenge



3 Which adjectives describe you? Explain why. Write a short paragraph in your notebook.

You could start like this:

I think I am ...

> 1.5 Facts and opinions

1 Read the descriptions and complete them with words from the box.

arrested	demonstration	demonstrators	issue
march	marched	placards	protesters

Many young people took part in a ...*demonstration*...¹ in London last Friday. The² was peaceful and kept to one side of the road so that traffic could continue. Many³ carried⁴ with slogans such as: 'There's no planet B' because they are all worried about one⁵ and that is climate change.

A group of angry⁶ flooded the streets of London last Friday. They⁷ angrily down the street, disrupting traffic and causing noise and confusion. Several people were⁸ by police.



2 Answer the questions.

- a Why do you think people take part in demonstrations?
.....
- b Why do you think these people are worried about climate change?
.....
- c What do you think the slogan 'There is no planet B' means?
 - A We need to find another planet.
 - B We shouldn't look for planet B.
 - C We must save this planet.

Challenge

3 Write your own slogan for a poster about climate change.

.....

> 1.6 From ideas into words

1 Complete the conversation between two friends. What does Yasmin say to Sylvie?

For questions a–f, write the correct number 1–6.

- | | |
|---|--|
| Sylvie: Can you help me with preparing my presentation? | 1 Of course. Have you made some slideshow slides? |
| Yasmin: a | |
| Sylvie: I'm working on them right now. Can I show them to you? | 2 Starting with an image or a question is often a good idea. |
| Yasmin: b | |
| Sylvie: OK. How does this look? | 3 That looks good. You could also add some visuals to make it more interesting. |
| Yasmin: c | |
| Sylvie: Do you mean some photos or drawings? | 4 That's right. Why don't we brainstorm some ideas together? |
| Yasmin: d | |
| Sylvie: Good idea. Is there anything else I can do? | 5 Yes, let's take a look. You shouldn't put too much text on each slide. |
| Yasmin: e | |
| Sylvie: To get the audience involved right from the start? | 6 Yes, you can search for them in the image bank or on the internet. |
| Yasmin: f | |

2 Read the conversation again. Underline an example of a way to:

- | | | |
|---------------------|----------------------------|-----------------------|
| a make a suggestion | c make sure you understand | e ask for an opinion |
| b ask for advice | d give praise | f accept a suggestion |

Challenge



3 Think about your last class presentation. What did you do well? What did you need to improve? Circle the correct option and write notes to yourself in your notebook.

- I *used plenty of / didn't use enough* visuals.
- I put *too much / the right amount of* text on each slide.
- I *did enough / didn't do enough* practice.
- I *was / wasn't* nervous.
- I had *too much / just the right amount of* material.

> Present simple passive

Use of English

Check!

- 1 Underline the passive words in each sentence. What is the auxiliary verb? What is the main verb? What form is the main verb?

Lucia: Why are we always told off for wasting time or for not working hard enough? It's not fair.

Nila: I agree. We aren't given enough free time to hang out with our friends and have fun!

- 2 Complete the rules with words from the box.

between	know	object	past	subject
---------	------	--------	------	---------

We use the passive when we don't*know*.....¹ who did or said something, or if it isn't important or if it is really obvious.

We form the present simple passive by using the verb *be* followed by the² participle.

The object of a active sentence becomes the³ of a passive sentence.

Adverbs of frequency go⁴ the auxiliary and the participle.

We cannot use the passive with verbs that don't have an⁵, for example *arrive, live*.



Focus

- 1 Complete these sentences using the present simple passive of the verbs in brackets.

- a I*'m often told*..... that I am quite creative and funny. (often, tell)
- b Teens to spend too much time on screens. (usually, think)
- c students in your school time to study on their own without a teacher? (sometimes, give)
- d children for their opinions? (usually, not ask)
- e My brother says that he (often, misunderstand)
- f I to make decisions about what to study? (generally, expect)

Practice

2 Complete the sentences using the modal verb and the present simple passive form of the verb in brackets.

- a Young people *should be given*. (should / give) more freedom to make their own choices.
- b Nowadays, people (can / contact) 24/7 via their mobile phones.
- c There are still some jobs that (can / not / do) by machines.
- d Your desk at home (should / keep) tidy and organised.
- e Some classes (may / affect) by timetable changes, so please check the website.
- f Remember that art classes (must / always / book) in advance.
- g Simple changes (can / easily / make) to make the room accessible to disabled people.

 Get it right!

Remember that we sometimes use a modal verb with a present simple passive: *can / should + be + past participle*.

*This technology **can be used** for all kinds of purposes. ✓*

*This technology **can** used for all kinds of purposes. ✗*

*The lights **should be turned off** when the classroom's empty.*

 Challenge

3 Complete the paragraph with the present simple active or passive forms of verbs from the box.

choose	complete	emphasise	encourage	give
lose	not finish	say	spend	tell

I'm really enjoying lessons at my new school. I'.....*m told*.....¹ that maths and science are my strongest subjects. In our maths lessons, we² a lot of challenging problems to solve. Our teacher³ that it's important to learn to work in groups. Problem-solving and communication skills⁴ a lot in our lessons. We⁵ to take responsibility for our studies. One task is that each of us⁶ a project, which must⁷ by the end of the term. It's up to us how much time we⁸ on it. If it⁹ or if it is late, we¹⁰ marks.