INNOVATE



Design thinking projects

Collaborate with your classmates to complete Learning situations using the innovative six-step Design thinking process. The project video helps you understand the situation, and you will practise problem-solving techniques used by the world's most successful companies.

Empathise

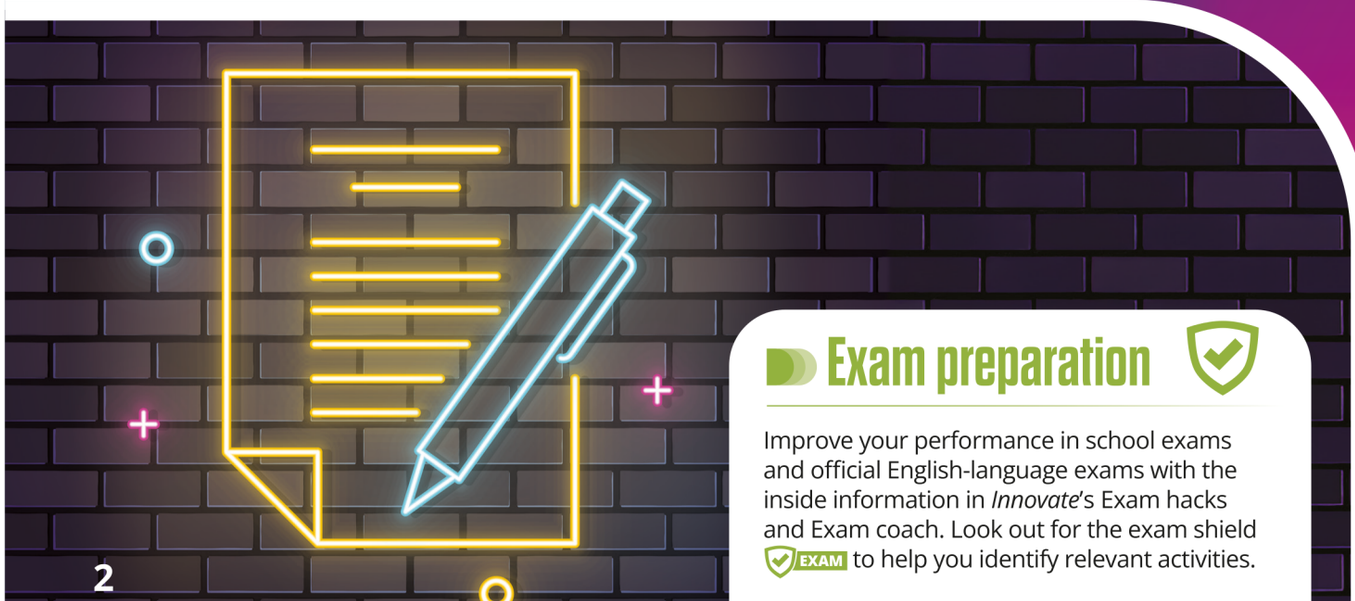
Define

Ideate

Prototype

Test

Review



Exam preparation

Improve your performance in school exams and official English-language exams with the inside information in *Innovate*'s Exam hacks and Exam coach. Look out for the exam shield EXAM to help you identify relevant activities.

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Communication

Learn how to express your opinions and become a more fluent speaker of English, through the Communicate activities and the Pronunciation videos. Develop your real-world communication skills through the Mediation and Plurilingualism activities throughout the Student's Book, and in the Mediation coach in the Workbook. The Global Schools Cultural exchange pages will open the door to classrooms around the world for you to practise IRL (in real life) with students just like you.



Life coach

The Life coach pages will help you develop personal and social competences, and learn how to learn. Through the vlogs and podcasts you will learn skills for life, such as learning to be assertive, spotting deepfakes, making great notes and being a good neighbour.

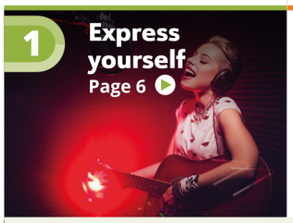
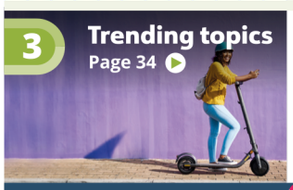
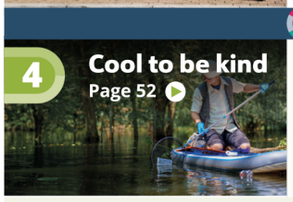
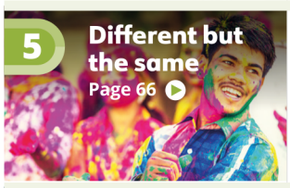
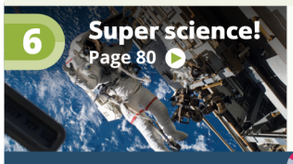
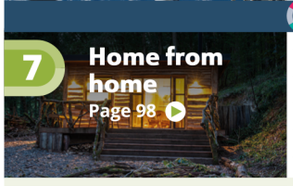
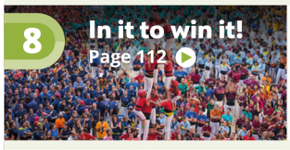
Inclusive classroom

Innovate is for all learners – everybody's welcome! Learning English can sometimes be difficult but you can personalise how much support you need with differentiated activities in the Writing section and Adaptive Practice language activities. This means you can progress at your own pace.



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 1 Express yourself Page 6	• Communication verbs • Body language • Phrases connected with conversations • Adjectives with dependent prepositions • Adjectives connected with humour • Phrases connected with laughing	• Present and past habits • Past tenses • Present perfect simple and present perfect continuous	What's so funny? (article)	Super communicators (interview)
 2 Is seeing believing? Page 20	• Phrasal verbs connected with jokes • Idioms connected with the truth and lies • Verb-noun collocations (1) • Word formation: verb suffixes • Prepositional phrases • Adverb-adjective collocations	• Modal verbs of obligation, prohibition, permission, advice and criticism: present and past • Modal verbs of speculation and deduction: present and past • Modal verbs of ability: present, past and future	The art of sound illusion (online article)	Impostor syndrome (monologues)
 3 Trending topics Page 34	• Describing trends and changes • Phrases with *change* and *turn* • Expressions with *make*, *take* and *do* • Word formation: noun suffixes	• Future forms • Advanced future forms	'Future cringe': today's trends, tomorrow's embarrassment! (article)	Future trends (monologues and conversations)
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 4 Cool to be kind Page 52	• Adjectives connected with values • Phrases connected with charity • Two- and three-part phrasal verbs • Phrasal verbs with *back*	• Conditionals • Other conditional structures • Mixed conditionals • *I wish/If only ...*	A memento worth more than money (short story)	Sebbie Hall and empathy (podcast)
 5 Different but the same Page 66	• Words connected with diversity • Phrases with *come* and *go* • Word formation: prefixes • Binomial phrases	• Reporting verbs and structures • Reported questions • Indirect questions • Question tags	Cultural Fusion (blog post)	The Say Hi campaign (monologue)
 6 Super science! Page 80	• Branches of science • Compound nouns and adjectives • Phrases with *brain* • Idioms connected with science • Phrasal verbs connected with science	• Passive, passive gerunds and infinitives • Passives with verbs with two objects • Causatives • Passives with *say*, *know*, *believe*, etc.	Reach for the Stars! (article)	Teen science game show (radio quiz)
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 7 Home from home Page 98	• Accommodation • Conflicts and resolutions • Idioms with *house* and *home* • Words with more than one meaning • Phrasal verbs with *live, move, buy* and *sell*	• Gerunds and infinitives (1) • Gerunds and infinitives (2) • Negative infinitives, gerunds and questions • Cleft sentences	New week, new neighbours! (online article)	Sydney Opera House (monologue)
 8 In it to win it! Page 112	• Phrases connected with competing • Verb-noun collocations (2) • Similes • Idioms connected with sport	• Inversion after adverbials (1) • Inversion after adverbials (2) • Participle clauses • Articles	Winning at all costs? (blog post)	Learning to lose well (radio interview)
 9 Check what you know Page 126	Vocabulary revision	Grammar revision	Reading revision: renewable energy (article)	Listening revision: jobs (lecture, conversations, monologues)
Design thinking PROJECT 3: Design a youth zone				

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Speaking	Writing	Life coach	Pronunciation	Exam coach	Competences
Talking about yourself	A story	Being assertive Life hack: There's a time and a place!	/s/ and /z/ at the end of words	EXAM First for Schools Reading and Use of English Part 1 Multiple-choice cloze Speaking Part 4 Discussion Writing Part 1 An essay	3 GOOD HEALTH AND WELL-BEING
Comparing and contrasting photos	An opinion essay	Spotting deepfakes Life hack: See, think, wonder	Similar short and long vowel sounds	Reading and Use of English Part 2 Open cloze Speaking Part 3 Collaborative task Writing Part 2 A story	8 DECENT WORK AND ECONOMIC GROWTH
Collaborative task (1)	A formal email	Making balanced decisions Life hack: Head ... and heart!	Disappearing /t/ and /d/ at the end of words	Listening Part 3 Multiple matching Reading and Use of English Part 4 Key word transformations Writing Part 2 An article	7 AFFORDABLE AND CLEAN ENERGY
Empathise Define Ideate Prototype Test Review					
A debate	An article	Boosting empathy through active listening Life hack: Harry Potter's shoes	Consonant clusters at the beginning of words	Reading and Use of English Part 7 Multiple matching	10 REDUCED INEQUALITIES
A presentation	A review	Developing intercultural competence Life hack: Celebrate differences!	Intonation in question tags	Listening Part 2 Sentence completion Writing Part 2 An email Speaking Part 1 Interview	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
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Empathise Define Ideate Prototype Test Review					
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Speaking revision: comparing and contrasting photos; discussion; answering discussion questions	Writing revision: an essay; an email; a story			Listening Part 1 Multiple choice Speaking Part 2 Long turn	
Empathise Define Ideate Prototype Test Review					

Linguistic communication · Plurilingualism · Personal, social and learning to learn · Entrepreneurship · Citizenship · Cultural awareness and expression · Mediation · STEM · Digital

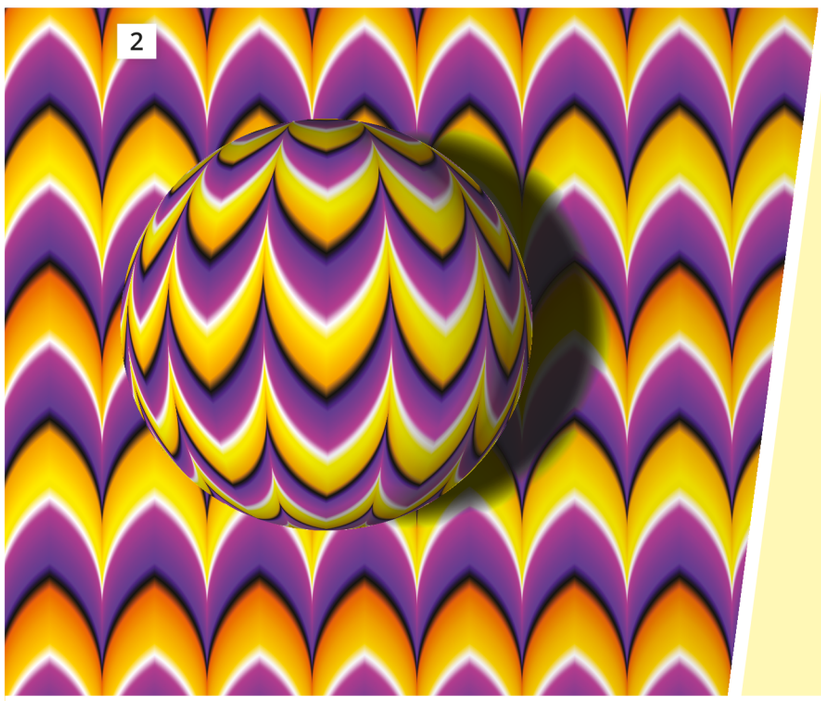
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2 Is seeing believing?



COMPETENCES

- Read and analyse a text about Foley artists.
- Listen to short monologues about impostor syndrome.
- Learn how to compare and contrast photos.
- Write an opinion essay.
- **Learning situation** Design a language exchange programme: Empathy
- Workbook MEDIATION Getting across a key message





Why should we question what we see?

ACTIVE THINKING

1 In pairs, look at the photos and answer the questions.

1 What's the illusion in each image?
2 Why do you think people find these types of illusions so fascinating?
3 Discuss the unit question 'Why is it important to question what we see?'. Give reasons for your answers. Do you have the same opinion?

2 **VIDEO** Watch the video about photography tricks. Answer the questions.

1 What things did the photo editors change in the image of the pool?
2 What two things did they do to improve the photo of the living room?
3 How did they make the bathroom look more attractive?
4 How was the photo of the exterior of the house altered?

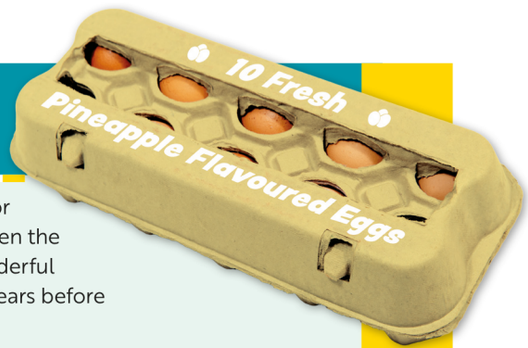
Extra video activity

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Vocabulary

Phrasal verbs connected with jokes

3 Read the text about 'practical jokes'. Which joke do you think is the funniest? Why?



Pranks that fooled a nation!

In some countries around the world there's a tradition of playing practical jokes or 'pranks' on friends and family on 1st April, known as April Fool's Day. In the UK, even the media sometimes join the fun! Every year, people are taken in by weird and wonderful news stories. The media have got away with some outrageous stories down the years before finally owning up and admitting they were false!

One of the most famous pranks took place in 1957. A BBC news team made up a story about growing spaghetti on trees in Switzerland. Some people saw through the joke, but many other viewers fell for it and even contacted the BBC for advice on growing their own 'spaghetti trees'! They just didn't think it through!

More recently, the public have been taken for a ride by news stories about pineapple flavoured eggs, a karaoke shower complete with waterproof microphone, and the world's first vacuum-cleaner train which sucks up leaves on the track in front of it!

So, watch out next 1st April – you might fall for the next big April Fool's story!

4 Match the highlighted phrasal verbs in Exercise 3 to the definitions.

1 do something without people discovering the truth
2 believe something false is true
3 admit responsibility
4 be careful
5 realise the truth
6 made to believe something which is untrue
7 consider something carefully
8 invent

Idioms connected with the truth and lies

5 **COMMUNICATE** Complete the idioms with the words below. Then discuss the meaning of the highlighted phrases.

back ■ lie ■ ride ■ teeth ■ truth

1 It's stretching the ..... to say that I did brilliantly in the exam – I did *OK*.
2 Peter was lying through his ..... when he said he'd read the book in English! I saw the translation in his schoolbag!
3 Some people think it's OK to tell a white ....., like saying that you like someone's new trainers when you don't.
4 We thought we were buying official concert tickets, but the seller took us for a ....., and they were actually fake.
5 I didn't want the teacher to know I'd misunderstood, but Elena went behind my ..... and told him without my permission!

Verb-noun collocations (1)

6 Match the pairs of sentences.

1 That isn't what I said.
2 That birthday present is incredible!
3 The painting and the copy are so similar.
4 Our teacher isn't leaving at all.
5 A journalist's job isn't to make up stories.
6 Don't listen to her advice!

a It's partly to expose lies.
b I can't believe my eyes.
c You've twisted my words.
d Someone just spread a rumour about her.
e You should trust your instincts.
f I can't tell the difference.

7 **COMMUNICATE** Discuss the questions. Give more details.

1 Can you think of any famous practical jokes that have taken in a lot of people?
2 Have you ever played or fallen for a practical joke?
3 Have you ever got away with something which you later owned up to?
4 Do you think it's ever justified to stretch the truth or tell a white lie? Why/Why not?
5 When you have to make a decision, do you tend to trust your instincts or get advice from others?
6 Do you agree that part of a journalist's job is to expose lies? Why/Why not?

Vocabulary practice

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Grammar

Grammar video — Modal verbs: obligation, permission, prohibition, advice and criticism

1 Read the forum post about lucid dreams. What suggestions do the people make?

Just 4 Teens

Do any of you out there ever have lucid dreams when you can control what's happening when you're asleep? Last night I dreamt **I had to mark all our English exams!** I actually knew I was asleep and I could control my actions, though for some reason, I wasn't allowed to give anyone full marks – not even myself 😇! So weird! I feel quite worried. **What should I do?**

Posted by TJ

You don't need to worry. It's quite normal. Apparently, 50% of people have had a lucid dream at one time. And 20% have one every month.

Posted by Keri2

You mustn't worry. Some people believe it's just your brain trying to process information. Apparently, you're supposed to write your dreams down in a journal – that ought to help, especially if you're feeling anxious.

Posted by Kaz99

You should have memorised the answers to the exam. Maybe they were the correct ones for your next English test! 😜

Posted by Yay

I agree. **You don't have to do anything** if you have lucid dreams, unless they become very frequent. **Could I just say one thing though?** If you're feeling really stressed about your exams, maybe you'd better talk to your teacher about it.

Posted by Dav18

Thanks, everyone. Looks like **I needn't have worried so much** after all then!

Posted by TJ

Modal verbs of obligation, prohibition, permission, advice and criticism: present and past

2 Read the example sentences in the grammar box. Then complete rules 1–6 with the verbs in bold.

- I **had to** mark all our English exams.
- What **should** I do?
- You **mustn't** worry.
- You **should have** memorised the answers.
- You **don't have to** do anything.
- **Could** I just say one thing though?
- I **needn't have** worried so much!

To express:

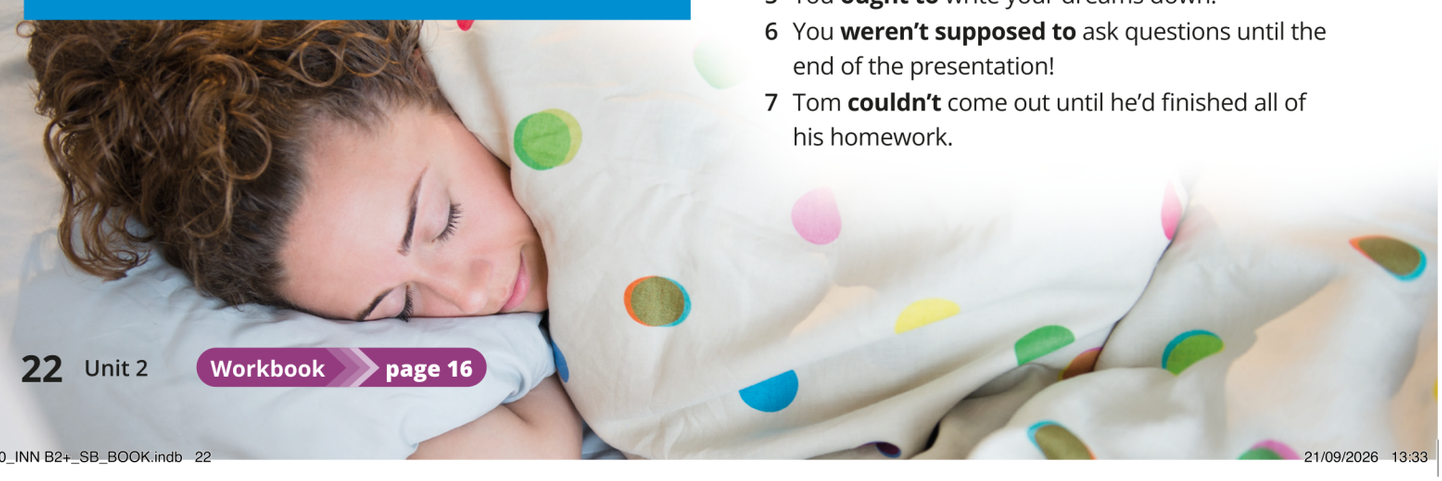
1 obligation or necessity in the past, we use ..... .
2 lack of obligation or necessity in the present, we use ..... . In the past we use ..... when something happened, but it wasn't necessary.
3 prohibition in the present, we use ..... .
4 permission politely in questions in the present, we use ..... .
5 advice/recommendations in the present, we use ..... .
6 criticism of a past action, we use ..... .

Grammar coach page 32

3 **PLURILINGUALISM** Do you usually use different verbs for each function 1–6 in Exercise 2 in your language? Or can some verbs express more than one of the functions?

4 What function does each of the verbs in bold express? Do they refer to the present or past?

1 I **wasn't allowed** to give anyone full marks – not even myself.
2 You **don't need** to worry. Lucid sleep is quite normal.
3 Apparently, you**'re supposed** to write your dreams down in a journal.
4 Maybe you**'d better** talk to your teacher about it if you're worried.
5 You **ought to** write your dreams down.
6 You **weren't supposed to** ask questions until the end of the presentation!
7 Tom **couldn't** come out until he'd finished all of his homework.



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5 **Choose the correct option. Sometimes both options are correct.**

1 You ***ought to*/*should*** try drinking hot milk before going to bed. It can help you sleep.
2 I ***didn't need to wake up*/*needn't have woken up*** as early as I did because the trip was cancelled.
3 The advice is that you ***mustn't*/*don't have to*** avoid all food before bedtime, just spicy or heavy meals.
4 ***Could*/*May*** I finish earlier this afternoon because I ***have to*/*need to*** go to my photography club?
5 You ***couldn't*/*had better not*** wake him up or he'll be furious.
6 Students ***can*/*are supposed to*** get a good night's sleep before an exam, but they're often too worried to sleep.

6 **Are the sentences correct? Correct the incorrect modals in bold. More than one modal is possible.**

1 Mila and George **shouldn't** have spread that rumour about Leo – now everyone knows!
2 We **mustn't** rush this project on illusions. It counts towards our end-of-year marks.
3 Olaf **needn't** get a book about the meaning of dreams. He's really into it.
4 Amina **ought to** have bought all those pizzas in the end. Only four people are coming to the party!
5 You **have to** eat cheese before bedtime – it can give you bad dreams.
6 I **was supposed to** finish that maths homework yesterday, but I forgot!
7 I **must** go to sleep early last night. But I got really into that science documentary.

7 **Do the activity below.**

Think of one thing ...

1 you weren't allowed to do when you were younger.
2 you're supposed to do every day, but you sometimes forget.
3 you ought to do more regularly, but you probably don't.
4 you don't have to do on a weekend, but you sometimes do anyway.
5 you needn't have worried about because it was fine in the end.
6 you shouldn't have done but did and now you regret it.

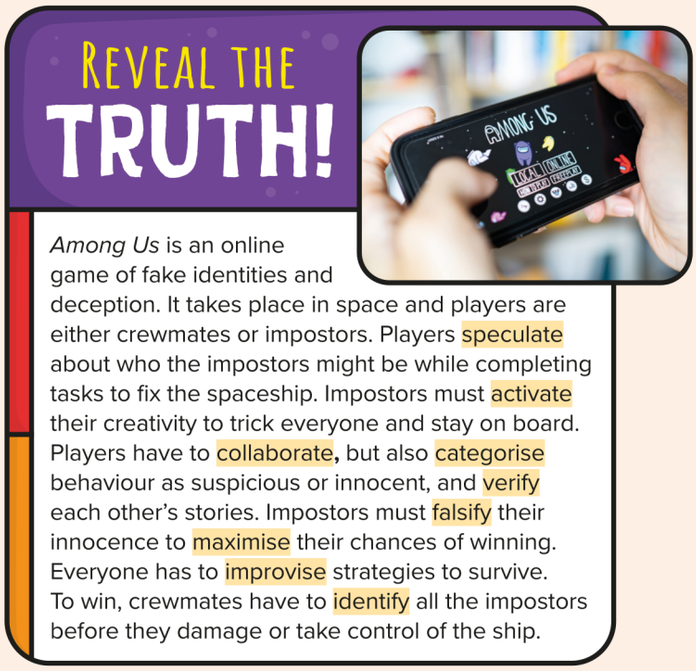
8 **COMMUNICATE** **Compare your answers in Exercise 7. Are any the same or similar?**

Grammar practice

Vocabulary

Word formation: verb suffixes

1 **COMMUNICATE** **Read the description. Why do you think the video game is called *Among Us*?**



Among Us is an online game of fake identities and deception. It takes place in space and players are either crewmates or impostors. Players speculate about who the impostors might be while completing tasks to fix the spaceship. Impostors must activate their creativity to trick everyone and stay on board. Players have to collaborate, but also categorise behaviour as suspicious or innocent, and verify each other's stories. Impostors must falsify their innocence to maximise their chances of winning. Everyone has to improvise strategies to survive. To win, crewmates have to identify all the impostors before they damage or take control of the ship.

2 **Look at the highlighted words in Exercise 1. What type of words are they? Which three different suffixes do they contain?**

3 12 **Change each word below into a verb using the suffix *-ify*, *-ate* or *-ise*. Make any necessary spelling changes. Then listen and check.**

association – associate

association ■ class ■ clear ■ complication
critical ■ elimination ■ investigator
justice ■ minimum ■ modern ■ personal
simply ■ specific ■ stimulation ■ visual

4 **Complete the questions with verbs from Exercises 2 and 3. There may be more than one possibility.**

1 What types of activities ..... your creativity the most?
2 When you try to ..... your future, what do you see?
3 How can you ..... stress and ..... success in your tests and exams?
4 Do you prefer to ..... in a team or work on your own? Why?
5 Can you ..... one skill you've improved a lot this year? How did you improve it?

5 **COMMUNICATE** **Ask and answer the questions in Exercise 4.**

Vocabulary game

Workbook page 15

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Reading and vocabulary

An online article

1 COMMUNICATE **What's your favourite film and why do you like it? Think about the plot, characters, visual and sound effects, etc.**

2 **Read the article on page 25. Which option best summarises the main idea?**

a Technology is changing how sound effects are made.
b Being a Foley artist is an unappreciated craft.
c Sound technicians have a varied working day.

EXAM HACK In multiple-choice tasks, the correct answer doesn't usually contain the same word(s) as the text. You need to look for synonyms or phrases with the same meaning. For example, 'job' could be 'trade', 'craft' or 'profession', and 'pioneer' could be 'the first person'.

3 13 EXAM **Read and listen to the article again and choose the correct answers.**

1 What does the writer imply about sound effects in the first paragraph?
A Sound effects are less important to a film than clever visual effects.
B Film sound effects are not immediately noticeable to an audience.
C Sounds need to be exaggerated to make audiences aware of them.

2 According to the writer, Foley artists
A work alongside actors while they are filming.
B are losing work due to advanced technology.
C make creative sounds in inexpensive ways.

3 Before Jack Foley's innovative methods
A audiences watched films in silence.
B there was a special room dedicated to recordings.
C people made sounds out of sight of the audience.

4 In paragraph 4, the writer wants to
A inform us of the clever ways sound effects can be produced.
B point out the simplicity of the origin of sound effects.
C explain how Foley artists learn their trade.

ACTIVE THINKING

4 **What other creative jobs are involved in making a film? Which do you think is the most difficult?**

5 MEDIATION **Your friend is interested in a career in film production. Write a text message in your language to your friend explaining how Foley artists work and giving some examples.**

Prepositional phrases

1 **Complete the sentences with the phrases below.**

in a bid to ■ in addition to ■ in response to ■ in the process of ■ on account of on behalf of

1 Museums sometimes use holograms ..... create memorable exhibits for visitors.
2 The film won multiple awards ..... its remarkable soundtrack and special effects.
3 ..... demand from the public, the gallery is going to hold another exhibition of 3-D artwork.
4 ..... scamming people online, the criminal stole expensive items from shops.
5 The team's captain accepted the winner's trophy ..... the players.
6 ..... running from the danger, the stuntwoman fell and broke an ankle.

2 COMMUNICATE **Answer the questions.**

1 What could you do in a bid to be more helpful at home?
2 What message would you like to give adults on behalf of all teenagers?
3 Do you speak any other languages in addition to English?
4 What's something you're in the process of learning?

Adverb-adjective collocations

3 **Choose the correct option.**

1 Which film is ***widely/virtually*** known to have made a lot of money this year?
2 Who do you know who is ***fully/fiercely*** competitive?
3 Which place where you live is ***highly/wildly*** recommended to visit? Why?
4 When did you last see a comedy that was only ***mildly/greatly*** amusing?
5 Which artist from your country is ***hotly/greatly*** admired?
6 Do you think it's ***fully/virtually*** impossible to live without your phone for a week? Why/Why not?
7 What is a ***mildly/hotly*** debated topic at the moment?

4 COMMUNICATE **Answer the questions in Exercise 3.**

Vocabulary practice

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The art of SOUND ILLUSION



When it comes to those who create sound effects in films, it's a job that often slips under the radar. We watch a new blockbuster, thriller or romcom and notice the spectacular visual effects – the big explosions, flying dragons and computer-generated crowds of thousands. But how many of us think about the minor sounds, the ones we take for granted, such as the character's footsteps or the squeak of a doorknob turning? These subtle sounds add layers to the atmosphere of a scene and greatly enhance the overall film experience. This is the work of a very special, but little-known technician: the Foley artist.

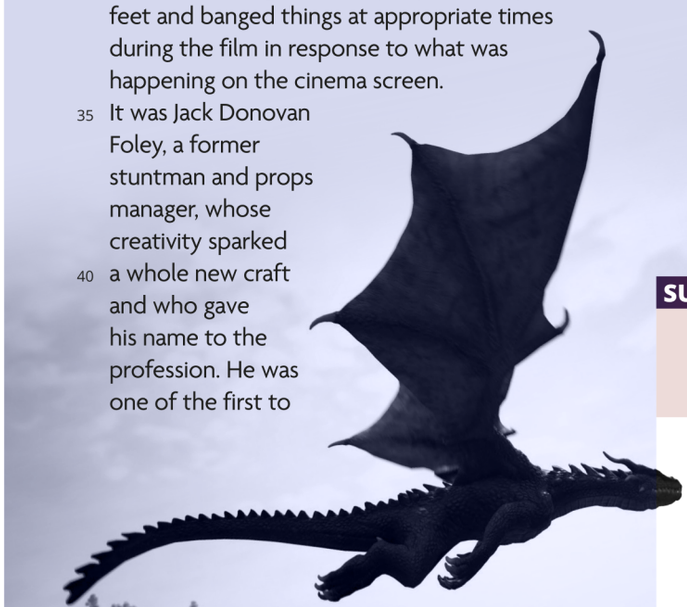
You may be surprised to know that the more familiar sounds, like footsteps, are usually added *after* the actual filming. This is because a lot of these sounds are virtually impossible – either too quiet or subtle – to be recorded while filming. Many of the standard effects (rain, explosions, even gunfire) come from sound effect libraries of recordings. However, the more subtle sounds are created physically by a team of people, amazingly using just a range of simple, everyday objects. They work in a studio with a microphone and produce the sounds while watching the film because the effects need to be in sync with the action on the screen. In a field that has become increasingly high tech, the work of Foley artists has remained surprisingly low tech, and also fiercely competitive – on account of the number of people applying for very few jobs.

The history of sound effects began during the silent film era in the late 1800s. In addition to a piano accompaniment in cinemas, there were also technicians hidden from the view of cinemagoers, who jumped, stamped their feet and banged things at appropriate times during the film in response to what was happening on the cinema screen.

It was Jack Donovan Foley, a former stuntman and props manager, whose creativity sparked a whole new craft and who gave his name to the profession. He was one of the first to record audio of physically produced sounds, like footsteps or hand claps, *after* the filming – all recorded while watching the film on-screen. Foley's work evolved over the decades and, in the 1970s, with more advanced recording equipment, sound effects became ever more complex and imaginative. Walk into what is widely known as a 'Foley room' today and you'll find the most intriguing array of equipment: fence posts, metal boxes, wheels, suitcases, keys, old TVs! Why? And how on earth might bags of rice, cabbages and packs of raw meat feature in an audio recording? You'd be amazed!

Creating the sound of footsteps and other body movements is one of the major functions of a Foley artist. Each character has their own way of walking so the artist has to simulate the type of shoe (boot, sandal, heels or other), the type of surface (stone, wood or carpet) and the style of walking (soft, quick, heavy or threatening)! One trick that isn't widely known is how the sound of a cat or dog's footsteps on a wooden floor are often made. In a bid to be as realistic as possible, Foley artists attach paper clips to the fingers of a glove and tap! In the famous science-fiction film, *E.T.*, the alien's liquid-sounding body movements were created using raw meat sliding about in its package and jelly in a wet T-shirt. When the alien fell over, the sound was produced using popcorn and cereal. Another great effect appears in the film *Spider-Man* when the hero shoots out his famous web. The effect mixes together 40 different sounds, including a plucked fishing line, squeezed shaving cream and the release of compressed air. But perhaps the most curious example of all is a very subtle sound created for the film *Titanic*. The character Rose, who is lying freezing cold on a wooden raft floating on the sea, sees rescue approaching and slowly lifts her head. To produce the sound of her frozen hair separating from the wood, they peeled a frozen cabbage!

So, next time you're watching a film, listen out for those familiar sounds – walking, typing, stirring food in a pan or eating it. Foley artists have created these 'sound illusions' by playing around creatively with everyday objects. Their imagination and ingenuity add subtlety, emotion and realism to our experience when we watch a film.



SUSTAINABLE FUTURE

One of the United Nations' goals is to promote inclusive and sustainable economic growth and decent work for everyone.

8 DECENT WORK AND ECONOMIC GROWTH

CITIZENSHIP **Some jobs, such as Foley artists, may be under threat in the future from technology and AI. What could governments do to try and protect jobs which might be replaced with AI or other technology?**

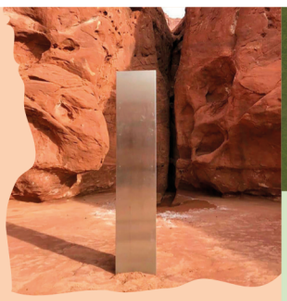
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Grammar

Grammar video Modal verbs of ability

1 **COMMUNICATE** Read the two texts. Which mystery do you find most intriguing?

MYSTERY MONOLITHS



You **may well have heard** about the mysterious monoliths that appear in unusual places. In the past few years, these tall, rectangular, reflective structures have turned up in countries, including the US, Spain and Wales. Their origin remains a mystery. Some people think a group of artists **might have been creating** them or that they **may simply be** a prank. Many of the monoliths appear in remote places, such as deserts or mountains, but how **were** people **able** to get them there? They **can't have accessed** those places by car. **Could they have used** a helicopter?

Secrets of the STONES



No one knows exactly what this 5,000-year-old circle of huge stones in the UK was used for. But perhaps an even bigger mystery is how **they managed to** move the massive, heavy stones, some of which weigh around 25 tons! Using new techniques, archaeologists **are able to** confirm that one of the stones travelled 750 kilometres from the north-east of Scotland! It **must have been** incredibly difficult to move as people then obviously **couldn't use** the types of transport we have now. Perhaps in time scientists **will be able to explain** the mystery, but it's an example of how people **could solve** complex problems thousands of years ago.

Modal verbs of speculation and deduction: present and past

2 Read the example sentences in the grammar box. Then complete 1–4 below with *may*, *must*, *can't*, *could*, *couldn't* or *might*. Use one verb twice.

- Artists **might have been creating** them.
- **Could** they **have used** a helicopter?
- You **may well have heard** about the monoliths.
- They **could be copying** the original structures.
- The monoliths **may** simply **be** a prank.
- They **can't/couldn't have accessed** it by car.
- It **must have been** incredibly difficult to move.

We use modal verbs to speculate about people and situations in the present and past. We use **(1)** ..... for certainty, **(2)** ...../...../..... to express possibility and **(3)** ...../..... for impossibility. We can use *well* with *could*, *may* and *might* to add emphasis. We use **(4)** ..... or *might* for questions in the present and past but not *may* or *must*.

Grammar coach page 32

3 Choose the correct option.

1 They ***could***/***must*** have been put on boats – but it's highly unlikely.
2 We ***must***/***may*** find new monoliths in the future, but they ***might***/***can't*** well have decided to stop.
3 People ***must be wondering***/***must have wondered*** where the next monolith will appear.
4 The stones ***may***/***can't*** have been standing for that length of time! I don't believe it!
5 ***May***/***Could*** they have moved them using horses?

4 Complete the text with the correct forms of modals of speculation and the verbs given. There may be more than one possible answer.

Favourite card tricks

I **(1)** *might be telling* **(tell)** you something you already know, but my mum once taught me a simple, but clever card trick. It **(2)** ..... **(be)** when I was ten because I got a pack of cards for that birthday. You **(3)** ..... **(know)** the one – everyone does. You pick a card, put it back in the pack, and your card 'magically' appears facing up. Mum did the trick and I puzzled over how she **(4)** ..... **(do)** it for ages. **(5)** '..... **(she cheat)**?' I wondered. She **(6)** ..... **(see)** the card when I put it back in the pack because she had turned her back. **(7)** ..... **(she use)** a mirror? Then she explained: the cards in the pack that you return your downward-facing card to are all facing up – except the top one. The top card is then secretly turned back facing up, so yours is the only one facing the other way!



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Modal verbs of ability: present, past and future

5 Read the example sentences in the grammar box. Then complete rules 1–5 with the verbs in bold.

- The mystery is how they **managed to** move them.
- An example of how people **could** solve problems.
- Scientists **will be able to** explain the mystery.
- Using special techniques, archaeologists **are able to** confirm that the stone travelled 750 km.
- **Being able to** move large objects was just one of the problems they faced.

1 We use ..... in the present when we can or can't do something special or difficult.
2 We use ..... to talk about general ability in the past.
3 To talk about ability on one specific occasion in the past, we use *was/were able to*, ... + infinitive or *succeeded in* + gerund.
4 To talk about future ability, we use .....
5 When we need an infinitive or gerund to talk about ability, we use *to be able to* or .....

Grammar coach page 32

6 EXAM **Complete the second sentence so that it means the same as the first. Use up to five words including the word given.**

1 Advancing technology will help us understand ancient mysteries. **be**
With advancing technology, we ..... understand ancient mysteries.
2 The puzzle was difficult and it took a couple of hours to solve it. **managed**
We ..... after a couple of hours.
3 I looked everywhere but the book had disappeared. **find**
I looked everywhere but I ..... the book.
4 It's not possible for me to read the original version of this novel as I don't speak Spanish. **able**
I really want ..... the original version of this novel, but I don't speak Spanish.
5 The monolith wasn't visible from the car park. **see**
You ..... from the car park.

7 **COMMUNICATE** **Use modal verbs of speculation and ability to discuss the mysteries below.**

1 There have been photographs of what seems to be a large monster in lake Loch Ness in Scotland.
2 In Death Valley National Park, 320-kg stones seem to move on their own leaving tracks in the sand.

Grammar game

Listening

Monologues

1 **COMMUNICATE** **What do you think 'impostor syndrome' is? Do you know anyone who has experienced it?**

2 14 **Listen to five speakers talking about impostor syndrome. Which is the worst example of impostor syndrome, in your opinion?**

EXAM HACK Read the options carefully before you listen so you know what you need to listen for. If you're unsure about an answer, wait until you've listened again before you decide.

3 14 **Listen again. What does each speaker say about their experience of impostor syndrome? Choose the correct option A–H. There are three extra options you don't need.**

A I often felt I was more lucky than talented.
B Being compared to others can make impostor syndrome worse.
C Most people suffer from impostor syndrome at some point.
D Another person's encouragement gave me confidence.
E I experienced impostor syndrome due to unrealistic expectations.
F A family member taught me how to deal with impostor syndrome.
G Other people's examples helped me believe I could be successful.
H Feelings of uncertainty are understandable in unfamiliar situations.

Speaker 1 ☐ Speaker 3 ☐ Speaker 5 ☐
Speaker 2 ☐ Speaker 4 ☐

PRONUNCIATION

Some short and long vowel sounds can sound quite similar, for example, /ɒ/ (*got*) and /əʊ/ (*goat*), and /ɪ/ (*live*) and /iː/ (*leave*).

4 15 **Copy and complete the table according to the underlined sound. Then listen, check and repeat.**

belief ■ female ■ honest ■ impostor
internship ■ leader ■ project ■ pretty
role ■ suppose ■ syndrome ■ tricky

(1) /ɒ/	(2) /əʊ/	(3) /ɪ/	(4) /iː/

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Speaking

Comparing and contrasting photos

1 **COMMUNICATE** Do you like taking or looking at photos of your friends? What's the funniest photo you've ever taken or seen?

2 16 Listen to a student doing the task below and answer the questions.

> Compare the photographs. Then say why the people might be enjoying these activities.

1 What similarities are there between the two photos?
2 What differences are there?
3 How does the student answer the second part of the task?

3 16 Listen again. Which of the phrases in the Speaking bank does the student use?

SPEAKING BANK

Talking about photos

Speculating

- Judging by what's in the background/foreground, ...
- (It) look(s) like/as if (they're + verb + *-ing*) ...
- (They) seem/appear to be + verb + *-ing*
- They may/might/must/could be + verb + *-ing*
- They may/might/must/could/have been + verb + *-ing*
- It's possible/likely that (the people) ...

Comparing and contrasting

- One thing that makes these photos similar/different is ...
- Both photos show (young people) + verb + *-ing*
- The first photo shows ... , while/whereas the other photo ...
- What the photos have in common is ...
- One big/slight/significant difference between the photos is ...
- Another thing which is different is ...

4 **Choose the correct option. Sometimes both options are correct.**

1 In this photo they're in the countryside, ***whereas***/***while*** in this one they're in the city.
2 One ***significant***/***slight*** difference between the photos is the colour of the sky, otherwise they're very similar.
3 They ***must***/***could*** be feeling tired or disappointed – it's difficult to tell from their faces.
4 In both photos the people appear ***to be asking***/***to ask*** for directions.
5 It looks ***like***/***as if*** they've just been swimming because they're both wet.

5 EXAM **TASK** Student A, do the task below using photos 1 and 2. Student B, listen to your partner. Which phrases from the Speaking bank do they use?

> Compare the photographs. Then say why the people might find these jobs difficult.

1



2



6 EXAM **TASK** Student B, do the task below using photos 3 and 4. Student A, listen to your partner. Which phrases from the Speaking bank do they use?

> Compare the photographs. Then say why the people might have chosen to do these activities.

3



4



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Life coach

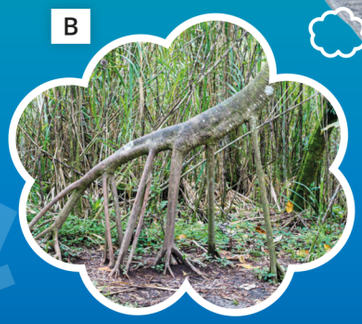
Spotting DEEPFAKES

A





B



C



1 **COMMUNICATE** Look at the images above A–C and match each one to the headlines (1–3). Do you think these stories are real or fake? How do you think you could check?

1

The Walking Tree!

A tropical American Palm tree walks up to 20 metres a year!

2

New smartphones can send smells!

UK tech company the first to develop technology to send smells by phone! Experts say prices will rocket.

3

MIND-BLOWING DISCOVERY!

Infrared photos sent back from space probe show possible lines of tunnels on Mars, and indications of life there.

2 **VIDEO** Watch a student discussing deepfakes and how to spot them. Put these things in the order you hear them.

A lips
B shadows
C surprising statements
D teeth and fingers
E reputable URLs

Life coach vlog
Dodge those deepfakes!

3 **VIDEO** Watch the video again. Explain why A–E in Exercise 2 are mentioned in the video.

LIFE HACK **See, think, wonder**

When you come across surprising or suspicious images or videos, follow this procedure. First describe what you can objectively see. Then decide what you think the image or video really shows. Finally, what do you wonder when you see the image or video? What more would you like to know? Where could you find that information?

4 **LIFE COACH TASK** Over the next week, look out for any photos, videos or news stories that you think might not be genuine. Use the advice on this page to check them. Think about the consequences that any fake stories may lead to.

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Writing

An opinion essay

1 **COMMUNICATE** Read the exam task. What's your opinion?

> In your English class you have been talking about the truth and accuracy. Your English teacher has asked you to write an essay for homework.
>
> **It's never acceptable to stretch the truth or give a false impression. Do you agree?**
>
> **Notes**
> Write about:
> 1 friendships
> 2 social media
> 3 ..... (your own idea)

2 Read the essay a student has written for the task in Exercise 1. What is the writer's opinion? Do they mention any of your ideas?

Some people claim that stretching the truth can be justifiable in some situations. While I appreciate that point of view, I believe that stretching the truth or giving a false impression is never acceptable.

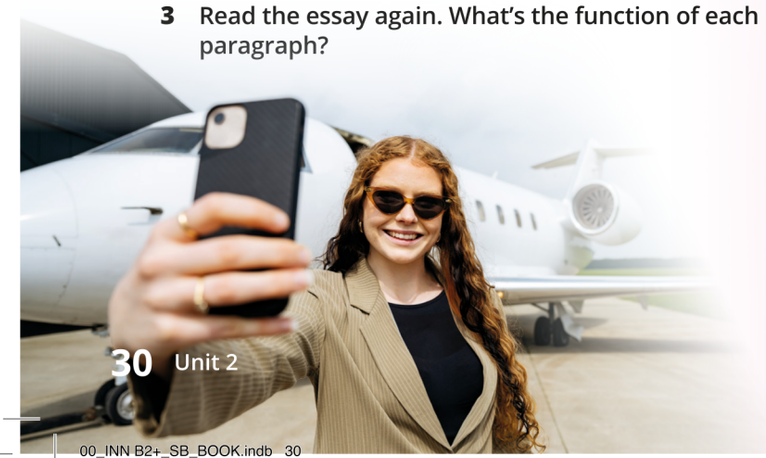
With regard to friendships, it may be tempting to think that an occasional exaggeration or not entirely telling the truth won't do any harm, like when paying a compliment about a friend's hairstyle even though you don't mean it. However, I believe that telling even a white lie damages trust amongst friends.

As for social media, some people believe that creating a false impression of themselves online is acceptable as it's not the 'real world'. They want to come across as more attractive, successful or happier than they might actually be. Although this seems like a minor pretence, it may be bad for your mental well-being.

Furthermore, when it comes to advertising, making exaggerated or false claims about your products is also a way of stretching the truth and may only work in the short term. Dissatisfied customers will not buy your goods again and will not give them favourable reviews.

To summarise, in my opinion it's never a good idea to stretch the truth or give a false impression of yourself.

3 Read the essay again. What's the function of each paragraph?



4 Read the Writing bank. Match headings A–D to the groups of phrases.

A Expressing addition
B Expressing contrast
C Referring to (counter) arguments and opinions
D Introducing a new topic

WRITING BANK

Useful language for an opinion essay

(1) .....
- As for ...
- With regard to/Regarding ...
- Taking ... into account/consideration ...
- When it comes to ...

(2) .....
- While I appreciate that (point of view), I (also) believe that ...
- It may be tempting to think that ...
- It's easy to assume that ... , but the facts suggest ...
- Some people claim/believe that ...

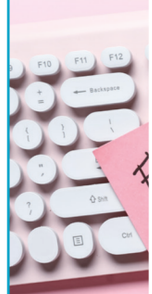
(3) .....
- Admittedly, ...
- In spite of ...
- Despite + noun/verb + *-ing*/the fact that ...
- Even though ...
- Although ...
- However, ...

(4) .....
- In addition to + noun/verb + *-ing*,
- Moreover, ...
- Furthermore, ...
- Aside from ... , (they) also ...

5 Complete each gap with one word from the Writing bank. Sometimes more than one answer is possible.

NO to practical jokes!

(1) ..... it comes to practical jokes, I believe people should think carefully before they play pranks on others. **(2)** ..... I appreciate jokes between friends are often good-natured and can help lighten the mood, some so-called practical jokes go too far and are not funny. **(3)** ..... from causing people stress and anxiety, they can also provoke social embarrassment. In **(4)** ..... to this, some practical jokes can be dangerous or have unexpected consequences, even **(5)** ..... the intentions of the practical joker may be harmless. **(6)** ..... these risks, some people **(7)** ..... that practical jokes are a welcome distraction in our everyday lives, but I have to disagree.



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EXAM HACK It's important to plan your opinion essay and decide what to write in each paragraph. Make sure that you write about the two points provided, as well as a third idea of your own.

6 **COMMUNICATE** Read the task and make notes of ideas for each paragraph of your essay.

Some people think that films about real people and events should be 100% accurate and not make up any details. Do you agree?

Notes

Write about:

1 films based on true stories
2 why people watch films
3 ..... (your own idea)

7 EXAM **TASK** Write your essay for the task in Exercise 6. Use your notes and words and phrases from the Writing bank.

Would you like some help? >>> *Yes? Go to:*

Writing coach, Workbook page 20

Text Analysis → Plan → Draft → Write

8 When you finish your essay, use these tips to check it.

1 I have covered the three points from the task. ☐
2 I have included an introduction stating my opinion, and a conclusion. ☐
3 I have used expressions from the Writing bank to clearly present my ideas. ☐



Learning situation coach

Design thinking competence

Empathy

In Design thinking project 1 you will practise empathy. Read the description. Then read the statements and choose the options for you.

Empathy is our ability to 'read' someone else's emotions and try to understand them. This ability sometimes comes naturally, but we can also improve on our empathy skills over time.

😊 = I do this! ⬆ = I need to improve.

1 I offer my support to a friend when they seem upset.
2 I try to understand how a person feels before I react.
3 In a group, I notice when someone feels left out and try to include them.
4 I take responsibility when I realise I've hurt someone's feelings.
5 I try to understand someone else's point of view, even if I don't agree with it.

Now, discuss your answers with a partner. Which of the skills would you like to get better at? What could you do to improve them?

Time to reflect

1 **Look at the unit question from page 20 again. Has your answer changed? Why?**

Why should we question what we see?

2 **COMMUNICATE** **In groups, reflect on the whole unit. Answer the questions.**

1 Did you enjoy learning about illusions? Why/Why not?
2 What can you remember best from the unit? Why?
3 What was your favourite lesson in the unit? Why?

Want more practice? Kahoot! App

Workbook Review Reflect Build, page 23

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Grammar coach

Modal verbs of obligation, prohibition, permission, advice and criticism: present and past

We use:

- *must, have to* or *need to* to talk about things which are obligatory or necessary in the present. In the past, we use *had to* or *needed to*. We can also use *be supposed to* in the present or past.

  *We **needed to stay** quiet as they recorded the video.*

- *don't have to, don't need to* or *needn't* to talk about things which are not obligatory or not necessary in the present. In the past we use *didn't have to, didn't need to* or *needn't have* + past participle. We use *needn't have* when something happened, but it wasn't necessary. When we use *didn't need to,* maybe it happened or maybe it didn't.

  *Imran **didn't need to wake up** early because he was on holiday.*

- *mustn't, can't, not supposed to* or *am not/isn't/aren't allowed to* to talk about prohibition in the present. In the past, we use *couldn't, wasn't supposed to* or *wasn't/weren't allowed to.*

  *You **aren't allowed to take** bicycles on the train.*

- *can, may* or *am/is/are allowed to* to talk about permission in the present. In polite questions, we use *May ...?* or *Could ...?*. In the past, we use *could* or *was/were allowed to.*

  ***May** I **borrow** this chair, please?*

- *should*(*n't*)*, ought*(*n't*) *to,* or *had* (*'d*) *better* (*not*) to give and ask for advice and recommendations. *Ought to* and *had better* are slightly less common in the negative and question form.

  *You **ought to get** plenty of sleep the night before an exam.*

- *should*(*n't*)*/ought*(*n't*) *to* + *have* + past participle to express criticism of a past action.

  *You **shouldn't have played** that prank on Nia – she's really mad!*

Modal verbs of speculation and deduction: present and past

To speculate and make deductions about people and situations, we use *must, can't, could, may* and *might.* We use *must* for certainty, *can't/couldn't* to express impossibility and *could/may* (*not)/might* (*not)* for possibility.

- In the present, we use modal + infinitive without *to*.

  *Joshua **must know** Jessie because they are in the same class.*

- In the past, we use modal + *have* + past participle.

  *She **couldn't have stolen** the necklace. She was in Paris at the time.*

- In the present, we can use modal + *be* + verb + *-ing* for longer actions which are happening around the time of speaking.

  *Speak quietly! Someone **might be listening**.*

- For repeated actions or something happening over a period of time in the past, we use modal + *have been* + verb + *-ing*.

  *This cave smells awful! An animal **must have been living** in it.*

- We can use *well* with *could, may* and *might to* add emphasis and say that there is a stronger possibility.

  *You **could well be** right!*

- We can make questions in the present and past using *could* or *might* but not *may* or *must.*

  ***Could** he **have overslept**?* NOT ~~*May he have overslept?*~~

Modal verbs of ability: present, past and future

- We use *can* or *can't* for general and specific ability in the present.

  *My little brother **can dance** really well!*

- We also use *be able to* in the present when something is surprising, special or difficult, or in formal situations.

  *Sorry, I'**m not able to lift** anything. I've hurt my back.*

- We use *could* to talk about general ability in the past.

  *My grandad **could speak** five languages at the age of 20.*

- We use *was/were able to, managed to* + infinitive and *succeeded in* + gerund to talk about ability on one specific occasion in the past, not *could*.

  *Daniel **managed to sell** his bike in just one hour!*
  NOT ~~*Daniel could sell his bike in just one hour.*~~

- We can use *could* for specific ability in the past with sense and thinking verbs (e.g. *see*, *hear*, *understand*, etc.).

  *In the clear weather, we **could see** for several kilometres.*

- We use *couldn't* to talk about general inability and specific inability in the past.

  *My dad **couldn't swim** when he was young.*

  *George **couldn't open** the door despite pushing hard.*

- We use *will/won't be able to* to talk about general and specific ability in the future.

  *They **won't be able to get** to the train station on time.*

- *Can* does not have an infinitive or gerund form. We use *to be able to* or *being able to* to talk about ability.

  ***Being able to** sing is one of life's great pleasures.*

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1 **Choose the correct option.**

1 I ***didn't have to/wasn't allowed to*** enter the theatre because I didn't have a ticket.
2 If you want my opinion, you ***ought to/must*** apologise for being late.
3 Rosie ***had to dress/needn't have dressed*** smartly – everyone else was wearing casual clothes.
4 Guests ***could/may*** use the kitchen, but they must clean up afterwards.
5 Billy ***mustn't have taken/shouldn't have taken*** my glasses. Now I can't see anything!
6 They ***had better/were supposed to*** take off their shoes, but they didn't.

2 **Rewrite the sentences using the modal verbs given.**

1 It's not possible that mice were making that noise. **(can't)**
.....
2 I'm certain that the brothers left home to investigate the strange lights. **(must)**
.....
3 Is it possible that someone is moving the stones around at night? **(could)**
.....
4 It's very likely that the detective found out the truth before she disappeared. **(may well)**
.....

3 **Complete the sentences with modal verbs of ability. Sometimes more than one answer is possible.**

1 She's very proud of ..... drive and never stops talking about it.
2 Despite asking for directions twice, Catherine ..... find the café.
3 After an hour, Geoff finally ..... climbing to the top of the tree.
4 By this time next year, I ..... run a marathon. Just you watch!
5 Would you like ..... fly? I would.

Vocabulary coach

Phrasal verbs connected with jokes 17

fall for /ˈfɔːl fə(r)/ ■ get away with /ɡet əˈweɪ wɪð/
make something up /meɪk ˈsʌm.θɪŋ ˈʌp/
own up /əʊn ˈʌp/ ■ see through /siː ˈθruː/
take someone in /teɪk ˈsʌm.wʌn ˈɪn/
think through /θɪŋk ˈθruː/ ■ watch out /wɒtʃ ˈaʊt/

Idioms connected with the truth and lies 18

go behind someone's back /ɡəʊ bɪˈhaɪnd ˈsʌm.wʌnz ˈbæk/
lie through your teeth /ˌlaɪ θruː jɔː(r) ˈtiːθ/
stretch the truth /ˌstretʃ ðə ˈtruːθ/
take someone for a ride /ˌteɪk ˈsʌm.wʌn fər ə ˈraɪd/
tell a white lie /ˌtel ə waɪt ˈlaɪ/

Verb-noun collocations (1) 19

believe your eyes /bɪˌliːv jɔːr ˈaɪz/
expose lies /ɪkˌspəʊz ˈlaɪz/
spread a rumour /ˌspred ə ˈruːmə(r)/
tell the difference /ˌtel ðə ˈdɪfrəns/
trust your instincts /ˌtrʌst jɔː(r) ˈɪnstɪŋkts/
twist someone's words /ˌtwɪst ˈsʌm.wʌnz ˈwɜːdz/

Verb suffixes 20

activate /ˈæktɪveɪt/ ■ associate /əˈsəʊsieɪt/ ■ categorise /ˈkætəgəraɪz/
clarify /ˈklærəfaɪ/ ■ classify /ˈklæsɪfaɪ/ ■ collaborate /kəˈlæbəreɪt/
complicate /ˈkɒmplɪkeɪt/ ■ criticise /ˈkrɪtɪsaɪz/
eliminate/ɪˈlɪmɪneɪt/ ■ falsify /ˈfɔːlsɪfaɪ/ ■ identify /aɪˈdentɪfaɪ/
improvise /ˈɪmprəvaɪz/ ■ investigate /ɪnˈvestɪgeɪt/ ■ justify /ˈdʒʌstɪfaɪ/
maximise /ˈmæksɪmaɪz/ ■ minimise /ˈmɪnɪmaɪz/
modernise /ˈmɒdənaɪz/ ■ personalise /ˈpɜːsənəlaɪz/
simplify /ˈsɪmplɪfaɪ/ ■ specify /ˈspesɪfaɪ/ ■ speculate /ˈspekjuleɪt/
stimulate /ˈstɪmjuleɪt/ ■ verify /ˈverɪfaɪ/ ■ visualise /ˈvɪʒuəlaɪz/

Prepositional phrases 21

in a bid to /ɪn ə ˈbɪd tuː/ ■ in addition to /ɪn əˈdɪʃn tuː/
in response to /ɪn rɪˈspɒns tuː/ ■ in the process of /ɪn ðə ˈprəʊses ɒv/
on account of /ɒn əˈkaʊnt ɒv/ ■ on behalf of /ɒn bɪˈhɑːf ɒv/

Adverb-adjective collocations 22

fiercely competitive /ˈfɪəsli kəmˌpetətɪv/
greatly admired /ˈgreɪtli ədˌmaɪəd/
highly recommended /ˈhaɪli rekəˌmendɪd/
hotly debated /ˈhɒtli dɪˌbeɪtɪd/
mildly amusing /ˈmaɪldli əˌmjuːzɪŋ/
virtually impossible /ˈvɜːtʃuəli ɪmˌpɒsəbl/
widely known /ˈwaɪdli ˌnəʊn/

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Exam coach Unit 2

First Reading and Use of English Part 2

EXAM HACK In activities in which you have to write words in gaps, remember to read the text first to understand the context and purpose. Before you complete each gap, make sure you read the whole sentence before and after the gap to check your answer makes sense.

For questions 1–8, read the text below and think of the word which best fits each gap. Use only ONE word in each gap. There is an example at the beginning (0).

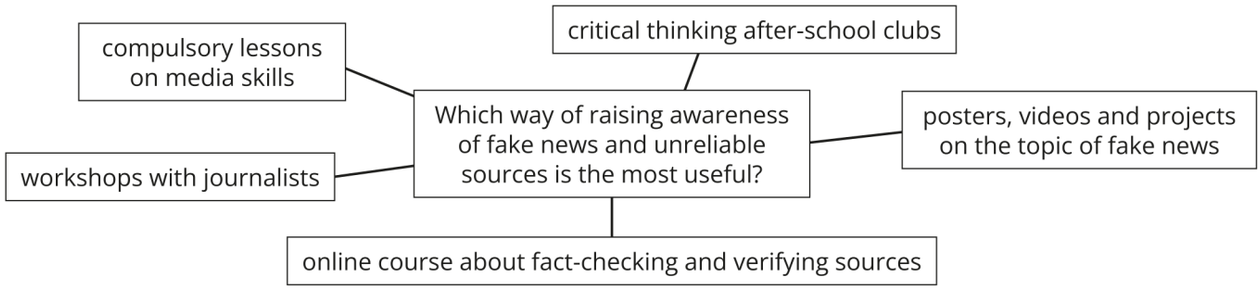
What do ghostwriters do?

They don't write horror stories and they certainly aren't ghosts! Ghostwriters are professional writers who usually write non-fiction **(0)** *on* behalf of someone else. They are essential to people **(1)** ..... as athletes, celebrities or politicians, who wish to tell their story but feel they haven't got the skills or time to do it well. Spanish tennis player Rafa Nadal and American politician Michelle Obama are amongst these famous people.
A ghostwriter and the person who hires them collaborate **(2)** ..... each other. While the former writes the text, the latter **(3)** ..... them with all the necessary information. This was the case in *Nineteen Steps*, a novel whose official author is the British actor Millie Bobby Brown, but which was ghostwritten by Kathleen McGurl.
You will hardly ever see a ghostwriter's name on the cover of the book they've written. If the person named as the author is willing **(4)** ..... acknowledge their work, they **(5)** ..... usually allow for their name to appear at the end of the book as a 'researcher'. However, not **(6)** ..... feels comfortable admitting that they paid for help, **(7)** ..... it's common for ghostwriters' names not to appear in published work at all.
So, next time you read someone's autobiography, look at the back of the book – can you find the name of a 'researcher' **(8)** .....?

First Speaking Part 3

Work in pairs. Read the statement and task. Follow the instructions.

Some people believe that schools should include lessons on media skills to raise students' awareness of fake news, while others disagree. Here are some things they think about and a question for you to discuss.
Talk to each other about the different ways to raise students' awareness of fake news websites and unreliable sources.



Now, you have a minute to decide which way of raising awareness of fake news and unreliable sources is the most useful.

First Writing Part 2

You see the announcement below on an English-language website. Write your answer in 140–190 words in an appropriate style.

Stories wanted!

We are looking for stories for our new fiction section.
Your story must begin with this sentence:
Marco couldn't believe his eyes when he saw an unusual work of art in the Illusions Museum.

Your story must include:
- *a problem someone had to solve*
- *a surprise*

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