

4

OUR STRENGTHS

Vocabulary in context

Personality adjectives

Idioms connected with personality

1 Complete sections O, C and E in the text with the words in the box. Check that you also understand the words in bold in those sections. Use a dictionary if necessary.

15 Personality adjectives 1

broad-minded • down-to-earth • impetuous • laid-back • outgoing • reserved • resourceful

The Big Five is a well-known system used by psychologists to describe personality. A popular acronym for the Big Five is **OCEAN**.

O penness to experience

People who have high scores in this factor are usually **curious** and (a) so they like new, interesting experiences. They are also **creative** and clever. People with low scores tend to be **practical** and (b), preferring to be **sensible** rather than **imaginative**.

C onscientiousness

People with a high score in this factor are usually very (c) and good at finding ways to deal with problems. They are also usually **reliable** and **hard-working**. People with low scores are often (d), doing things without thinking of the consequences, and also very **relaxed** and (e)

E xtroversion

Extroverted people tend to be (f) and **talkative**, generally enjoying interacting with others. Introverts tend to be **quiet** and (g), preferring reading a book alone to going out partying.

A greeableness

People with a high score in agreeableness are usually (h) and **diplomatic**. They are also **kind** and (i), thinking of others' feelings. They often tend to be **modest**, too. People with a low score are often (j), thinking more about themselves. They can also be (k) and difficult to rely on.

N euroticism

This is a question of not feeling (l), not believing that you can do things well. People with a high score may well be (m) and become **serious** or angry for no reason. They may also be (n), needing more confidence in themselves. On the other hand, a low score suggests that a person is **calm** and (o), able to come back strong after a problem.

2 Now do the same with sections A and N and the words in this box.

16 Personality adjectives 2

considerate • insecure • moody • resilient • self-confident • selfish • tactful • untrustworthy

3 **SPEAKING** Look at these words. Discuss what you think they mean. Find any related or opposite adjectives in the vocabulary boxes in 1 and 2 or the text.

17 Personality adjectives 3

big-headed • cheerful • easy-going • energetic • humble • introverted • loud • loyal • narrow-minded • sensitive • shy • sociable • tactless

4 Match the idiomatic expressions in the box to their explanations (1–8).

18 Idioms connected with personality

a big mouth • a bright spark • a great laugh • a live wire • a pain in the neck • a party animal • a social butterfly • a wallflower

- someone who enjoys going to lots of parties
- someone who is very annoying or irritating
- someone who is very funny
- someone at a social event who has no one to talk to or dance with because they are shy
- someone who says things they shouldn't
- someone who is clever or has a clever idea (but often used to mean just the opposite!)
- someone who has a lot of energy and is interesting to be with
- someone who is very sociable and goes to lots of different social events with lots of different people

Use it ... don't lose it!

5 **SPEAKING** What type of personality do you think the people in 1–4 below typically have? Use adjectives or idiomatic expressions from this page and give reasons for your answers.

- | | |
|-------------------|-----------------|
| 1 a film star | 3 the president |
| 2 a top scientist | 4 a novelist |

Reach higher → page 137

Reading

- SPEAKING** Do the informal personality test on page 149. Do you agree with what it says about you? Why/Why not?
- Read the text quickly. What are its main messages?



LUCY'S REFLECTIONS

HOME / ABOUT ME / BLOG / CONTACT

Random thoughts about my life

Let me tell you about something that happened to me recently: I went to a party. 'What's so special about that?', you're wondering. Well, I hardly ever go to parties because, get ready for this – I don't like them much. I guess I'm the typical wallflower. As teenagers, it seems we almost have to feel guilty about that because people assume we should all be party animals. Anyway, I've just discovered something that's made me realise that it's okay to prefer quiet chats to loud crowds. So, I thought I'd share some of the ideas I learned from a book I've just read.

It's called *Quiet Power*, by Susan Cain. She suggests that being introverted isn't necessarily the same as being shy. When you're shy, you're quiet because you're afraid of what other people will think of you. Being introverted, on the other hand, is more a question of preferring situations that are quieter and stimulating. I don't know about you, but I could relate to that immediately. Some of my friends like to fill their weekends with countless things to do and people to see. Me, I'm happy to spend the weekend painting, reading, and taking my dog for a walk.

Here's the important message, though. It's OK to prefer quiet situations. It's true that society seems to pay more attention to extroverts. We're often given the idea that we should all be trying to be the life and soul of the party. But as Susan Cain points out in her book, it's about time society paid more attention to what quiet people bring to the table, too. They have special skills and qualities that extroverts just don't have. For example, most of us would agree that introverts tend to be more reflective and think things through more slowly and deliberately, whereas extroverts are more impetuous. In fact, some of the most creative people in history, like Bill Gates for example, have been introverts.

Think about when you do collaborative assignments at school. The loudest students tend to dominate and make quicker decisions. But it's usually the quieter people who see the bigger picture and are more focused on the task itself. After all, the quieter you are, the better you are, the better you listen to everyone else. Now, don't get me wrong here. It's always better to have a mix of all different kinds of people working together. I just wonder whether the talents of the quieter members of the group are taken less seriously than they should be.

It's important to remember that, even if you are quiet, that doesn't mean that you can't do things like stand up and give a presentation that's just as good as anyone else's. You can rise to the occasion when you need to and push yourself to take centre-stage. Afterwards, it's perfectly okay to recognise that on the whole you feel happier and more comfortable behind the scenes rather than in the spotlight. As I get older, I feel more and more confident that it's fine not to be a social butterfly. And I feel inspired enough after reading the book to give a presentation on this topic at school next week. I know I'll be nervous, but I think it's time to shout out loud that 'quiet is all right'!

3 **SPEAKING** Read the text again and choose the best answers.

- Lucy is writing this blog post because ...
 - something unusual happened to her recently.
 - she's just done something that people consider out of the ordinary.
 - she wants other people to know about something she recently found out.
- Lucy suggests ...
 - society doesn't really like people who spend a long time thinking.
 - society has never fully recognised the talents of people like Bill Gates.
 - there is some social pressure on people to be more extroverted.
- Lucy's problem with group work at school is that she feels that ...
 - extroverts never listen to the ideas of quiet people.
 - introverts don't get enough recognition for their contributions.
 - the groups don't have a proper balance of personality types.

4 Lucy's last message is that ...

- quiet people have a preference for quiet situations but that doesn't mean they are limited to those situations.
- as they get older, quiet people start to feel more confident about public speaking.
- now that she's more mature, she enjoys telling people all about the hidden skills of quiet people.

4 What do the underlined words in the text mean? Guess and then check in your dictionary.

5 Critical thinkers

In your opinion, is the blog post true and/or fair?

What makes you say that?

Reach higher → page 137

Comparatives and superlatives

- Look at the sentences and answer the questions.
 - They make **quicker** decisions.
 - They tend to see the **bigger** picture.
 - You feel **happier** being behind the scenes.
 - They feel **more comfortable** out of the spotlight.
 - It's **better** to have a mix of people.
 - The **loudest** students tend to dominate.
 - Some of the **most creative** people in history have been introverts.
 - They often work **more slowly** and **deliberately**.
 - They tend to work **faster**.
- Sentences 1 to 4 all contain comparative adjectives. What rule explains the form of each comparative adjective?
 - Sentence 5 contains an irregular comparative adjective. What are the two other common irregular comparative adjectives?
 - Sentences 6 and 7 contain superlative adjectives. What are the rules for making superlative adjectives?
 - Sentence 8 contains regular comparative adverbs. How do we make regular comparative adverbs? How do you think we make regular superlative adverbs?
 - Sentence 9 contains an irregular comparative adverb. What are the irregular comparative and superlative adverbs for these words? *hard, early, late, long, soon, good/well, bad/badly, far*
 - In sentence 4, *a lot* is used with a comparative adjective to talk about a big difference. Do these words talk about big or small differences? *a bit, far, a little, a lot, much, significantly, slightly, way* (informal)

Check it page 54

2 Find and correct the mistakes.

- I'm going to try more hard to listen to others in group discussions.
- Einstein was one of the more famous introverts in the world of science.
- Mexico is slightly biggest than Indonesia.
- She's the friendlier person of this class.
- I think Jack is more laid-back that Sam.
- She's the most moody person I know.
- Try to do the exercise quicklier.
- You need to get here much more soon.
- She did far more well than me in the test.
- Poland is more further from England than Germany.

Flipped classroom video
Watch the Grammar Presentation video



- Complete the text with the correct comparative or superlative adjective or adverb form of the word given. Sometimes more than one answer is possible.

HAPPINESS IS A PENCIL!

It's one of (a) (unusual) psychology experiments ever done. In the 1980s, Fritz Strack and his colleagues asked two groups of people to look at a cartoon and say how funny they found it and how happy it made them feel. They wanted to know if one group would find it (b) (funny) than the other. While looking at the cartoon, one group had to hold a pencil between their teeth, without it touching their lips. The other group held a pencil with their lips but not their teeth. The first group felt much (c) (good) than the second. They laughed (d) (quick) and (e) (long). Why? It wasn't because they looked (f) (close) at the cartoon than the second group. It was because holding the pencil between their teeth forced their mouth into a smile. It seems that people smile more when they are happy, but they also feel (g) (happy) when they smile! So if you want to be one of (h) (cheerful) people in your social group, all you need to do is try (i) (hard) to behave like you're happy. We could go (j) (far) than that. Think of some of (k) (happy) people you know. They probably walk (l) (dynamic) than most other people, speak slightly (m) (fast), wear (n) (colourful) clothes, and have a (o) (firm) handshake. Copying their behaviour could make you feel (p) (positive) about life. Try it! After all, what could be (q) (easy) than just putting a pencil between your teeth to feel happy?



- SPEAKING** Decide who in your class ...

1 shouts the loudest.	6 is the brightest spark.
2 speaks the quietest.	7 arrives the earliest.
3 draws the best.	8 writes the neatest.
4 is the best laugh.	9 is the biggest live wire.
5 talks the fastest.	10 laughs the most often.
- SPEAKING** Say one of the names you chose in 4. Can your classmates guess the description?

Other ways of making comparisons

- Look at the sentences and answer the questions a–c.
 - Some people don't take introverts **as** seriously as extroverts.
 - Introverts are **not as/so** talkative **as** extroverts.
 - They are taken **less** seriously **than** they should be.
 - As people get **older and older**, they feel **more and more confident**.
 - The longer** you think about a task, **the smarter** your decisions are.
 - The quieter** you are, **the better** you listen.
 - When do we use *as ... as*?
 - When do we use *not as ... as, not so ... as* or *less ... than*?
 - How do you translate 4–6 into your language?

Check it page 54

- Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

- When you run far, you become healthier. (the)
The you become.
- Public speaking becomes easier depending on your age. (older)
The public speaking becomes.
- Our goal seems increasingly far away from us. (and)
Our goal seems from us.
- My exam results were good, but Mark's were better. (so)
I didn't do Mark in my exams.
- Ben thinks books are better than parties. (not)
For Ben, parties books.

- Complete the expressions with the words in the box.

better • done • merrier • never • safe • worse

- Better late than
- Easier said than
- The sooner, the
- Better to be than sorry.
- The more, the
- This is going from bad to

Use it ... don't lose it!

- SPEAKING** Prepare three mini-dialogues. Each one must include an expression in 8.

Reach higher page 137

Developing vocabulary

Noun suffixes

- Make nouns for people with these words and a suffix. You may need to change the spelling.

invent • lead • psychology • assist • history

inventor

- Make abstract nouns from these words and a suffix. You may need to change the spelling.

sensitive • shy • free • prefer • appear • involve • connect • relate (three possibilities)

sensitivity

- Read the text below. Use the words given to form a word that fits in the gap.

Exam tip

In this type of exercise, you sometimes need to add a prefix or a suffix, or both. Sometimes, the word also needs to be plural. Look at the context carefully to decide.

DO NOTHING!

It may sound strange, but many people today think that (a) (bored) is good for you and helps to build your personality. They say that today's world is full of too many (b) (distract) like smartphones and the Internet. They are worried about the (c) (appear) of periods of quiet, peace and (d) (relax) in our daily lives. Some (e) (research) claim that nowadays we cannot maintain (f) (concentrate) for as long as before. A famous (g) (write) called Lauren Child, author of the *Ruby Redfort* series, believes that doing nothing, being quiet and (h) (active) can lead to greater (i) (creative), because it's only when you're bored that you have time to think and form ideas. Great (j) (science) and (k) (music) need time and (l) (free) to be able to come up with new works. However, there are other people who argue that having nothing to do just leads to (m) (lazy) and maybe even (n) (depress). What do you think?

Use it ... don't lose it!

- SPEAKING** Discuss the ideas in the text in 3 and answer the final question. Try to use as many of the words you formed in the text as possible in your discussion.

Reach higher page 137



GREAT LEARNERS GREAT THINKERS

PERSONALITY AND STEREOTYPES

Lesson Aim: To think about regional and national personalities and stereotypes

Video: British personality types

SEL Social and Emotional Learning: Keeping an open mind

- 1** **SPEAKING** What stereotypical ideas do you have about the personality of people from Scotland, Wales or England? Think in terms of the five categories (Openness to experience, Conscientiousness, Extroversion, Agreeableness, Neuroticism) in the text on page 44. Explain your ideas to the class.
- 2** **VIDEO** Watch the video. What are the general ideas about people from Scotland, Wales and England (specifically, Cambridge)? Are they similar to your ideas?
- 3** **VIDEO** Watch the video again and choose the correct alternative. In one case, both alternatives are correct.
 - 1 The idea that people from different parts of Britain have specific personalities is a relatively recent/old concept.
 - 2 Almost 400,000 people answered the questions in person/on the Internet.
 - 3 The BBC/University of Cambridge organised the research to discover if there is any real basis for these stereotypes.
 - 4 The expert believes the results from this research/other factors should help you to decide where to live.
 - 5 The expert thinks the results prove/disprove regional stereotypes.
 - 6 The Scottish woman interviewed agrees/disagrees that Scottish people are often sociable.
 - 7 The Welsh woman suggests that Welsh people immediately trust/don't immediately trust strangers.
 - 8 The video says the results of the survey prove regional differences/might help you to choose which area you should live in.
- 4** Read the text. What does it say about national stereotypes?

NATIONAL STEREOTYPES

Whether it's the caricature of the introverted English, the loud Americans or the industrious Japanese, national stereotypes are extremely common. However, is it true to say that people from different countries are actually different? Well, when the same psychology tests have been done with massive numbers of people from different countries, the average results do, in fact, vary from one country to the next. So, it's fair to say that, in terms of personality, the average Norwegian, for example, is *not* the same as the average Spaniard. Interestingly, however, these average differences in personality between nations are not the same as the stereotypes we hold. Although we tend to agree with each other about what the typical personality type is in a given country, including our own, the research suggests that our ideas are often quite inaccurate.



GREAT THINKERS

Colour-Symbol-Image

5 Follow these instructions.

- 1 Think about the ideas in the text you have just read. Now think of a **colour** that you think represents the main idea(s) in the text. Make some notes explaining or justifying your choice.
- 2 Now choose or create a **symbol** that represents the main idea(s). Again, make notes to explain your choice.
- 3 Choose or create an **image** that represents the main idea(s). Add some notes again.
- 4 In small groups, share and explain your answers in 1, 2, and 3. How similar or different are they?

6 **SPEAKING** Work in a small group and answer these questions.

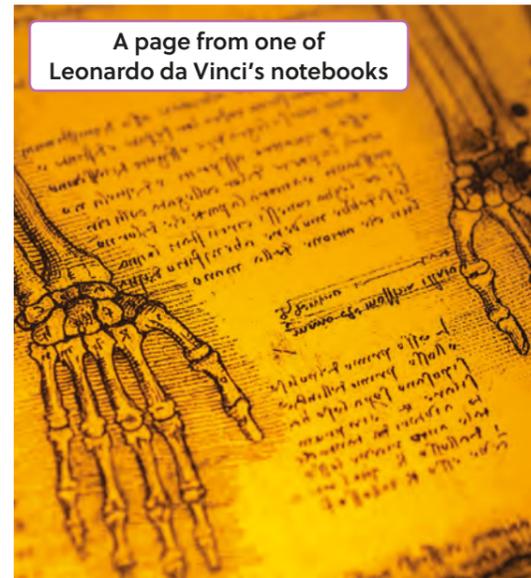
- 1 What national stereotypes do other people have about people from your country?
- 2 What do you think the personal characteristics of the average person from your country are? Do they coincide with the stereotypes you talked about in 1?
- 3 What do you think about national stereotypes in general? Are they helpful, harmful, understandable ...?

GREAT LEARNERS **SEL**

Great learners are open-minded and positive towards others.

Why is it important to be aware of and question stereotypes?

Learner profile page 142



A page from one of Leonardo da Vinci's notebooks

1 **SPEAKING** Describe what you can see in the picture and discuss what you already know about Leonardo da Vinci.

2 **20** Listen to a podcast about Leonardo. Are these statements True (T) or False (F)?

- 1 They talk about the *Mona Lisa* in detail. T / F
- 2 They describe an important map that Leonardo drew. T / F
- 3 They explain how Leonardo wrote in his notebooks. T / F
- 4 They mention where you can see Leonardo's notebooks today. T / F
- 5 They talk about some of the journeys Leonardo made in his lifetime. T / F
- 6 They mention the length of Leonardo's notebooks. T / F

3 **20** Listen again and answer the questions.

- 1 What were Leonardo's 'To Do' lists?
- 2 Name one of the things on his 'To Do' lists.
- 3 What was special about the way Leonardo wrote in his notebooks?
- 4 Why did Leonardo write and draw so much on every page of his notebooks?
- 5 How is Leonardo's work helping Stanford University to create a mechanical bird?
- 6 What was Leonardo's attitude to art, science and engineering?

4 **Critical thinkers**

In your opinion, which of the many things that Leonardo da Vinci did in his lifetime is the most interesting or impressive?

What makes you say that?

Articles

1 Read these sentences. Then complete rules a–f with *a/an, the* or *no article*. Match each rule to a sentence (1–6).

- 1 He was probably **the** greatest genius of all.
 - 2 [-]Scientists, [-]doctors and [-]engineers are still examining his notes today.
 - 3 He designed **a** statue of **a** horse.
 - 4 They built **the** statue 500 years later.
 - 5 He was passionate about **the** world.
 - 6 He didn't separate [-]art and [-]science.
- a We use to talk about a singular countable person or thing for the first time, or to say that the person or thing is one of a number of people or things.
- b We use to talk about a specific person or thing or a person or thing mentioned before.
- c We use to make general statements about uncountable nouns.
- d We use to make general statements about plural countable nouns.
- e We use to talk about someone or something that is unique.
- f We use with superlative adjectives and adverbs, and *first* and *last*.

Check it page 54

2 Complete the text with *a, an, the* or *[-]*.

Culture exchange

An English genius

Sir Isaac Newton was (a) famous English mathematician, astronomer and physicist. He is considered to be one of (b) most important scientists of all time. He provided (c) new mathematical description of (d) universe in his book, the *Principia*. Many people consider his work to be the beginning of (e) physics as a modern subject of study. Newton said that he came up with (f) theory of gravity after watching (g) apple fall from (h) tree. But (i) people now think this is just (j) myth. It seems Newton was (k) introvert. He was (l) Member of Parliament for two years but was so quiet that he only spoke once, to ask somebody to close (m) window in the building. But it's clear that even today, (n) scientists owe a lot to Sir Isaac Newton. Einstein kept (o) picture of him on his study wall. Today there is (p) statue of Newton at (q) National Library in London.

Collaborative project 2 page 57

Ability in the past, present and future

3 Look at these sentences and complete rules a–g with the words or expressions in bold.

- 1 By **being able to** make connections, it's easier to innovate.
 - 2 They think that one day they **will be able to** make a mechanical bird.
 - 3 Leonardo **couldn't** build the statue himself.
 - 4 He **could** write with both hands.
 - 5 They **were able to** build/**managed to** build/**succeeded in** building the statue 500 years later.
 - 6 We **can** learn a lot from Leonardo.
 - 7 You need a mirror **to be able to** read the writing.
 - 8 In the exhibition we visited yesterday, we **could** see some pages from Leonardo's notebooks.
- a We generally use to talk about ability in the present.
- b We usually use to talk about ability in the future.
- c When we need an infinitive or gerund to talk about ability, we use or
- d To talk about general ability in the past, we use
- e To talk about the ability to do something on one specific occasion in the past, we use or
- f We can use the negative form to talk about both general ability or one specific occasion in the past.
- g In the past, we can use with verbs of the senses (*see, hear, feel, smell, taste*) to talk about general ability or one specific occasion.

Check it page 54

4 Choose the best alternative.

- 1 Last week I could/was able to finish the book I'd been reading for months.
- 2 Yesterday my parents succeeded/managed to buy tickets for the concert.
- 3 One day I'd like to be able to/can visit Egypt.
- 4 The exam was difficult but he could/was able to get a good mark.
- 5 My dad could/couldn't finish the marathon yesterday because he had a cramp.
- 6 I'm sure that one day I can/will be able to speak Russian.
- 7 Last week I managed to/could give a good presentation even though I felt quite nervous.
- 8 When I was about four or five, I could swim/succeeded in swimming quite well.
- 9 I wasn't wearing glasses, so I didn't manage to read/couldn't read the book.

5 Complete the text with an appropriate word from sentences 1–8 in 4 to talk about ability.

FROM CIRCUS STRONGMAN TO ANCIENT EGYPTIAN ARCHAEOLOGIST

Amongst the personal strengths of Giovanni Battista Belzoni (1778–1823) was precisely that: his physical strength. At a height of over two metres, the Italian was so strong that he (a) carry a human pyramid of twelve adults, which he often did! He was known as The Great Belzoni when he joined a circus in Britain. Over ten years later, he was (b) to find a very different job. He travelled to Egypt and became an archaeologist and explorer. He managed (c) transport a massive statue called *The Younger Memnon* over three kilometres to the River Nile, get it on to a boat, and send it off to London. It weighed over 7,000 kilos! You (d) still see the statue at the British Museum today. Belzoni also succeeded (e) uncovering the temple at Abu Simbel after spending months clearing away a mountain of sand that covered it. He found amazing hieroglyphics on the walls there but (f) understand them since it was only later that a Frenchman called Jean-François Champollion (g) able to crack the code of Egyptian writing. Belzoni was also the first person in modern times to (h) able to get inside the Pyramid of Khafre in 1818. If you go inside the tomb there today, you (i) be able to read Belzoni's graffiti in Italian celebrating his discovery.



6 Complete the sentences to make them true for you.

- 1 I think that one day I'll be able to
- 2 One day I managed to even though it was difficult.
- 3 Last week I succeeded in
- 4 I couldn't because it was too difficult.
- 5 I could on my own when I was at primary school.
- 6 I'd love to be able to one day.

7 **SPEAKING** Compare your sentences in 6. Are any of your answers similar?

Reach higher page 137

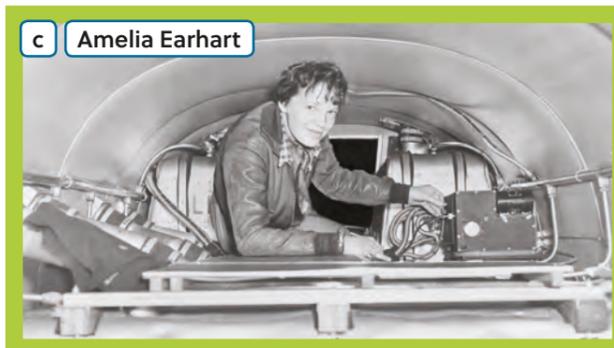
Presentations 1



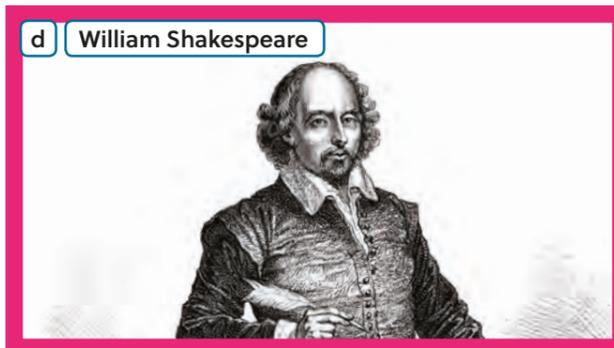
a Rosa Parks



b Alexander Fleming



c Amelia Earhart



d William Shakespeare

1 **SPEAKING** Talk about the people in the images. What did they do to become famous?

2 **SPEAKING** Look at this presentation topic. Who in history would you choose to talk about and why?

Give a presentation about somebody who you think was an inspirational and influential figure in history. Explain in what way(s) the person was inspirational or influential.

3 **21** Listen to a student giving a presentation on this topic and answer the questions.

- Who did they choose and why?
- What do you think of their choice?

4 **21** Listen again. Which expressions in the Speaking bank do you hear?

Speaking bank
Useful expressions to structure a presentation

Beginning your presentation

- I'd like to begin by saying ...
- To start with ...
- The first thing I'd like to say is ...
- I'm going to talk about ...

Structuring arguments and events

- First of all,
- Firstly,
- Secondly,
- Another thing is that,
- Furthermore,
- What's more,
- It's important to remember that ...
- It's also true that ...

Concluding your presentation

- In conclusion,
- Finally,
- To sum up,
- Last but not least,
- The point I'm trying to make is ...
- In short,

5a Look back at your answer in 2. Make notes about the person you chose. Do some research about them if necessary.

5b Organise your notes from 5a in a logical order, with an introduction and a conclusion.

Practice makes perfect

6a **SPEAKING** Read the advice in the Exam tip box and then take it in turns to give your presentation using your notes from 5b. Remember to use expressions from the Speaking bank.

6b **SPEAKING** When you finish, discuss how well you did your presentations.

Exam tip

When you give a presentation, remember that you can look at your notes, but don't just read them aloud. Don't forget to look at your audience to see if they understand you and are interested.

An article 1

1 **SPEAKING** Read this announcement and discuss possible people that you could write about and why you think they would be a great choice.

Articles wanted!
The best guest!

If you could invite a famous person to your school for the day, who would you choose?

Write an article explaining who the famous person is, why you think they would be a great guest and what you would like the person to do at your school.

Send us your articles today!

2 Read a student's answer to this writing task. Would you like this person to visit your school? Why/Why not?

A Have you ever heard of the football manager Jürgen Klopp? Whether you like football or not, I think this live wire is the best person to invite to our school. Let me explain why.

B Klopp is a very cheerful, friendly, outgoing person and is famous for being a great laugh. He's very knowledgeable about football but what I like most about him is that he's absolutely brilliant at motivating and inspiring people and building their self-confidence. Just imagine how somebody like that could inspire all of us to do well at school and in life afterwards!

C At school, I'd like him first to give a talk to all of us to explain the secrets of his success. Then I think it would be great for students to be able to ask him questions about some of his most interesting experiences. In the afternoon, he could watch our sports classes and maybe give us advice about how to do better. After all, he has won the FIFA® Football Manager of the Year award.

D Personally speaking, I think Jürgen Klopp is one of the most inspiring people I know. The world of sport can be very competitive and aggressive but Jürgen Klopp is a great example of fair play and respect. What's more, he also gives away 1% of his salary to help people who are less well-off than him. Can you think of a better role model for students like us today?

3 Match the paragraphs A–D to these topics.

- A conclusion with one or two further reasons to justify your choice
- A brief introduction to the person chosen
- Reasons why you chose this person
- What you would like the person to do at your school

4 Look at the Writing bank. Which of the techniques does the student in 2 use? Give examples.

Writing bank
Useful ways to involve the reader in articles

- Use *you, your, we, our*.
- Use direct questions like: *Have you ever ...?, Are you like me?, Can you think of ...?*
- Use expressions that make a connection with the reader: *Imagine ..., Just think ...*
- Use colourful, descriptive language: *He/She is very/ really/extremely/quite/rather + 'normal' adjectives (inspiring, talkative ...), He/She is completely/ totally/absolutely/really + 'extreme' adjectives (fantastic, amazing ...)*
- Use expressions to make your opinion clear: *What I like (most) about him/her is ..., In my experience ..., Personally speaking ..., To be honest ..., Let me explain why ...*

Practice makes perfect

5a Choose a famous person and write your article for the task in 1. Follow the paragraph plan in 3 and use expressions from the Writing bank.

5b When you finish your article, use the Writing checklist on page 141 to check it.

5c Read other people's articles. Vote for the best guest!



Grammar reference

Making comparisons

- Less is the opposite of more.
Animals are less intelligent than humans.
(= *Humans are more intelligent than animals.*)
- We use *as ... as* to say two things are the same.
Dogs are as clever as cats.
- We use *not as ... as* or *not so ... as* to say that the second person or thing is more ... than the first one.
Animals aren't as intelligent as humans.
(= *Humans are more intelligent than animals.*)
- We use *The + comparative, the + comparative* to talk about two things that happen together.
The faster I run, the more tired I feel.
The harder you study, the better your results.
- We use *comparative and comparative* to talk about situations that are increasing.
Things are getting better and better.

Articles

a/an

- We use *a/an* with singular countable nouns. We use it when we mention something for the first time, or to say that the person or thing is one of a number of things or people.
I've got a computer. It's a laptop.
- We use *a/an* to say what somebody's profession is.
He's a scientist.

the

- We use *the* with countable (singular and plural) and uncountable nouns. We use it to refer to something or somebody previously mentioned.
I've got a computer. The computer's really fast.
- We also use *the* to talk about specific things or people.
The computer I bought was quite cheap.
 - We use *the* to talk about something unique, something that there is only one of.
the Sun, the government (in a particular country), the floor
 - We use *the* with superlative adjectives and adverbs, and with *first* and *last*.
He was the first person to arrive.

No article

We do not use an article with plural countable nouns or uncountable nouns when we are talking about people or things in general.
Scientists say that animals have complex brains.

Ability in the past, present and future

- We generally use *can* and *can't (cannot)* to talk about ability in the present. We use *be able to* in its present form to suggest we can do something special, that is not easy.
I can swim quite well.
I'm able to swim for an hour without stopping.
- We generally use *will/won't be able to* to talk about ability in the future.
With more training, I'll be able to run a marathon.
- We can also use *can* to talk about future plans and arrangements.
I can finish the project tomorrow if I plan my time carefully.
- When we need an infinitive or gerund to talk about ability, we use *to be able to* or *being able to*. We cannot use *can*.
I'd love to be able to draw well.
I love being able to walk to the gym.
- To talk about general ability in the past, we use *could*.
I could speak English when I was just five years old.
- To talk about the ability to do something on one specific occasion in the past, we use *was/were able to, managed to + infinitive* or *succeeded in + gerund*. We can use their negative forms to talk about inability.
Last week he was able to break/managed to break/succeeded in breaking the world record.
- We can use the negative form *couldn't* to talk about both general ability or one specific occasion.
I couldn't speak English when I was just five years old.
Last week he couldn't break the world record.
- In the past, we use *could* with verbs of the senses (e.g. *see, hear, feel, smell, taste*) to talk about general ability or one specific occasion.
It was very dark but I could see something moving.

Grammar test

Making comparisons

1 Choose the correct alternative.

- She doesn't work as hard/hardly as me.
- My classmates are a lot less hard-working than/as me.
- The sunnier it is, it gets hotter/the hotter it gets.
- She speaks faster/more fast than anybody else I know.
- The Theory of Relativity is not so difficult as/that people imagine.
- They're the most/more confident people that I know.
- The sooner she finishes her work, the earlier/earliest she can get home.
- When you write your composition, do it more careful/carefully than the last one you did.

/ 8 points

Articles

2 There are no articles in these sentences. Add five articles in the correct places.

- I met friend yesterday in city centre.
- Most important thing in life is having friends.
- Experts say government is having problems.
- I like listening to actors and things they say about life in Hollywood.

/ 5 points

Ability in the past, present and future

3 Find and correct the mistakes in the sentences.

- Yesterday the firefighters managed rescuing five people from a burning house.
- They succeeded to climb the mountain.
- I can to speak English.
- I've got tickets so I'll able to see the match next week.
- I had to go through the window because I could open the door.
- I'd really like to be able play a musical instrument.
- Yesterday I could buy tickets for the concert!

/ 7 points

Vocabulary test

Personality adjectives

1 Look at the adjectives and write the opposites.

- | | | | |
|----------------|-------|------------------|-------|
| 1 humble | | 5 self-confident | |
| 2 introverted | | 6 talkative | |
| 3 reliable | | 7 diplomatic | |
| 4 broad-minded | | | |

/ 7 points

Idioms connected with personality

2 Complete these sentences with an appropriate word.

- He's so irritating. He's a real in the neck.
- She's a great She tells some really funny stories!
- He's a real party He always goes to every party there is.
- Don't be such a big, telling everybody our secrets!
- Who's the bright who answered all the exercises before the teacher asked us to?

/ 5 points

Noun suffixes

3 Put the words in the correct noun form.

- One day she'd like to become a professional (music).
- What an (improve)! Your work is much better now.
- Giving a presentation is often a question of (confident).
- They're spending more and more money on health and (educate).
- There was no light, just (dark) everywhere.
- Who was the (create) of Facebook®?
- The lights aren't working. We need to call an (electric).
- Her (lazy) is having a negative effect on her marks.

/ 8 points

Total: / 40 points

Vocabulary

1 Personality adjectives

big-headed • broad-minded • calm • cheerful • clever • considerate • creative • curious • diplomatic • down-to-earth • easy-going • energetic • hard-working • humble • imaginative • impetuous • insecure • introverted • kind • laid-back • loud • loyal • modest • moody • narrow-minded • outgoing • practical • quiet • relaxed • reliable • reserved • resilient • resourceful • self-confident • selfish • sensible • sensitive • serious • shy • sociable • tactful • tactless • talkative • untrustworthy

2 Idioms connected with personality

a big mouth • a bright spark • a great laugh • a live wire • a pain in the neck • a party animal • a social butterfly • a wallflower

3 Noun suffixes

People: assistant • historian • inventor • leader • musician • psychologist • researcher • scientist • writer
Abstract/concrete: activity • appearance • boredom • concentration • connection • creativity • depression • distraction • freedom • involvement • laziness • preference • relation • relationship • relaxation • sensitivity • shyness



On-the-Go Practice

Reading

Reading exam tip

In activities where you have to transform a sentence, remember ...

You must use the key word in your answer. You will probably have to change other words and re-order the sentence.

- 1 **SPEAKING** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Discuss the questions.

It's been over a year since I last flew to Italy. (flown)

I over a year.

- 1 Which words are the same in the second sentence?
- 2 Which part of the first sentence comes first in the second sentence?
- 2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between two and five words.

- 1 The weather this winter has been much colder than last year.

COLD

Last winter the weather was this year.

- 2 The beach was so lovely that we went every day.

SUCH

It was that we went every day.

- 3 I am not as good at science as you.

BETTER

You me.

- 4 Do you think you should study another language?

LEARN

Have you ever considered another language?

- 5 Do what she says. You must obey her.

OBEY

Do what she says. Don't her.

- 3 **SPEAKING** Which sentences in 2 did you find the hardest? Why?

Speaking

Speaking exam tip

In speaking exams where you have to speak about some photographs, remember ...

You need to compare your photographs rather than just describe them. Make sure you listen to and read the instructions so you understand exactly what you need to talk about.

- 4 **SPEAKING** You are each going to compare a set of two photos and talk about them for about one minute. At the end of your partner's turn, comment on their photos.

Student A, look at photos a and b showing people on holiday. Compare the photos and say what you think the benefits are of each holiday.

Student B, say which holiday you think is the most enjoyable.



Student B, your task is on page 150.
Student A, say which person you would like to know.

- 5 **SPEAKING** Discuss the situations in your photos. Talk to each other about things your partner could have compared but didn't.



A genius from your country

1 **SPEAKING** Starting point

What do you remember from the Culture exchange text on page 50 about the English genius Sir Isaac Newton? What type of person was he? Why was/is he so famous?

2 **SPEAKING** Project task

You want to help more people from other countries to know about a genius from your country, somebody who was particularly skilful in any area of science or the arts. You are going to search the Internet for interesting information and facts about the person. Prepare one of these:

- A poster C video message
B presentation D information leaflet

Research areas

- the life of the person
- their personality and personal strengths
- their works, masterpieces, discoveries, inventions, theories, publications, etc.
- any prizes or awards that they won
- any films, series, books or works inspired by, or dedicated to, them
- their importance and relevance today

3 Think about ...

Digital skills

Always copy and keep a record of links to the sources of information that you want to use in your project so that you can find that information again quickly and easily when you need it.

Academic skills

Don't just copy and paste information and say it's yours. That is called plagiarism. Read the information and then write a simple summary of what you remember and think is important, *in your own words*. Remember to say where you found the information.

Collaboration

When you work on a collaborative task like this, the main objective should be to produce an excellent piece of work. That's why it's important, as a team, to give and accept constructive criticism.

Useful language

I think we should ..., I think it would be better to ..., Maybe we ought to ... instead of ..., Yes, that's a good idea, Okay, let's try ..., Let's see if it's better to ...

Intercultural awareness

Look at sources in English to find out how famous the genius you have chosen is outside your country. Is the fame and reputation of the person similar to their reputation inside your country, or are there any differences? What could explain any differences?

4 **SPEAKING** Project time

Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for these categories.

Content Design
Presentation Language

UNIT 1

Vocabulary in context (page 6)

Write one subject that you can study at school or university for each letter of the alphabet. Leave any difficult letters.

A – architecture, B – business studies, C – chemistry

Reading (page 7)

Write one or two sentences to explain why each of these things, numbers or places is mentioned in the forum on page 7.

- | | |
|-------------|----------------------|
| 1 hockey | 4 the UN |
| 2 RoboCup | 5 the Canary Islands |
| 3 chocolate | 6 £30,000 |

Grammar in context 1 (page 9)

Write a true sentence about yourself using the word given and the present perfect simple or present perfect continuous.

- | | | |
|-----------|---------|-------|
| 1 never | 3 since | 5 yet |
| 2 already | 4 just | 6 for |

Developing vocabulary (page 9)

Write an unusual short story containing as many examples of words or expressions that we use with *do* and *make*. How many can you include?

'Yesterday I did a difficult maths exam. I tried to do my best but ...'

Grammar in context 2 (page 12)

Complete this exam advice with the gerund or infinitive form of the verbs given.

- Make sure you have enough time (finish) the exam.
- (start) the exam before you have read all the questions is a bad idea.
- We suggest (take) more than one pen or pencil to the exam.
- Don't write too fast or carelessly to avoid (create) a bad impression.
- Think about (leave) yourself time (check) your work before you hand it in.
- Check you know how many questions you need (complete) because sometimes they aren't all obligatory.

UNIT 2

Vocabulary in context (page 18)

Which words from page 18 could you use to talk about these jobs? Write lists.

- | | |
|------------------------------------|--------------------|
| 1 server in a fast food restaurant | 3 company director |
| 2 worker in a car factory | 4 firefighter |

Reading (page 19)

According to the information from the texts on page 19, do these statements talk about Lidia Huayllas (LH), Laila Shabir (LS), both (B) or neither (N)?

- They are working to inspire more girls or women to follow their example. LH/LS/B/N
- They are married. LH/LS/B/N
- They always had a clear idea what job they would finally do. LH/LS/B/N
- They are thinking of retiring. LH/LS/B/N
- We know they had some training specifically for the job they do today. LH/LS/B/N
- They always work alone. LH/LS/B/N

Grammar in context 1 (page 21)

Choose the best alternative. If you think both alternatives are correct, choose both.

- When I was small, I used to/would have a skateboard.
- My brother lived/used to live in France for a month.
- When I was ten, I used to/would play computer games for hours.
- Once, my friend met/would meet a famous actor.
- At primary school, I used to/would go home for lunch.
- In the past, everything used to/would be cheaper.

Developing vocabulary (page 21)

Complete the phrasal verbs with the correct form of the appropriate verb.

- Don't stop trying! at it!
- I'm ambitious. I want to ahead and be the boss one day.
- Don't forget to in this section of the questionnaire with your address.
- They offered me a promotion but I it down.
- You need a lot of money to up a new business.
- We need to work faster if we want to up with our competitors.

Grammar in context 2 (page 24)

Write sentences in the past perfect simple or continuous using the ideas in bold to explain the situations.

- Why was the little girl upset? **somebody steal sweets**
- Why were her hands dirty? **work all morning in the garden**
- Why did she feel really sleepy? **study for hours**
- Why didn't he want to read the book? **read it twice before**
- Why were their arms tired? **do exercise all afternoon**

UNIT 3

Vocabulary in context (page 32)

Write a definition or an example sentence to show the meaning of these words.

- | | | |
|--------|------------|-----------|
| 1 crew | 3 delay | 5 voyage |
| 2 tyre | 4 off-peak | 6 commute |

Vocabulary in context (page 32)

Read the dictionary and answer the questions on page 32.

excursion (n) a short journey that you take for pleasure, or a short visit to an interesting place, for example one arranged by a tourist organisation: *an excursion to Edinburgh Castle*

journey (n) an occasion when you travel from one place to another, especially when there is a long distance between the places: *We had a long journey ahead of us.*

travel (n) the activity of travelling: *Foreign travel never really appealed to him until he retired. Our agency deals mostly with business travel.*

trip (n) an occasion when you go somewhere and come back again: *a fishing/camping/sightseeing trip*

voyage (n) a long journey, especially by boat or into space: *the long voyage home*

Reading (page 33)

Answer the questions for the text on page 33.

- Why are countries so interested in stopping the sale of petrol or diesel cars?
- Why won't electric cars solve all the problems of pollution?
- What type of autonomous cars exist at the moment?
- What reasons explain why in the future sharing cars might be more popular than buying them?
- Why does the writer say that maybe in the future there won't be any cars?

Grammar in context 1 (page 34)

Complete the sentences with *will*, *going to*, or the present continuous.

- I decided years ago that I (drive) an electric car when I am older.
- Scientists believe that cars (become) better drivers than people.
- When you (be) old enough, you'll be able to ride a motorbike.
- It's clear that car computer systems (need) good Internet connections.
- Next year the city (open) a new public transport system.

Developing vocabulary (page 35)

Which prefix can we use to add each meaning below to another word? Write at least one example word for each prefix.

- | | | |
|----------|--------------------|------------|
| 1 after | 3 incorrect, wrong | 5 too much |
| 2 before | 4 below | 6 again |

Grammar in context 2 (page 39)

Write six predictions about life in the year 2099: two with the future continuous, two with the future perfect simple and two with the future perfect continuous.

UNIT 4

Vocabulary in context (page 44)

Write one adjective from page 44 which is either similar to or the opposite of the adjectives (1–6) below and write S (similar) or O (opposite) after your adjective. Then tick the adjectives you could use to describe yourself.

- | | | | |
|-----------------|-----|---------------|-----|
| 1 humble | S/O | 4 introverted | S/O |
| 2 broad-minded | S/O | 5 diplomatic | S/O |
| 3 untrustworthy | S/O | 6 relaxed | S/O |

Reading (page 45)

Answer the questions for the text on page 45.

- How does Lucy describe her attitude to parties?
- How is the difference between shyness and introversion explained?
- Why do some people believe that society should pay more attention to introverts?
- What talents does Lucy think quiet people bring to collaborative assignments at school?

Grammar in context 1 (page 47)

Write six sentences comparing two famous people. Three sentences must contain comparative adverbs, one must contain a comparative adjective, one *less* and another *not as*.

Developing vocabulary (page 47)

Make nouns from these words using suffixes. You may need to change the spelling. Sometimes you can make more than one noun from each word.

act • appear • confident • create • different • educate • electric • employ • happy • improve • invent • investigate • mad • music • relevant • science

Grammar in context 2 (page 51)

Write one sentence about yourself ...

- to talk about a present ability.
- to talk about a possible future ability.
- using an infinitive to talk about an ability.
- to talk about a general ability in the past.
- to talk about the ability to do something on one specific occasion in the past.



Unit 1

Great learners are **good decision-makers**.

“It is essential to learn to make good decisions in life, not just at school or in your studies. The decisions you make have all sorts of consequences that can affect your future and your happiness. Consider all the facts, but also your feelings too. And if you make a wrong decision, stay positive and learn from it. It will almost certainly help you make better decisions in the future.”

How good are you at making decisions? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 2

Great learners are **reflective**.

“It is important to be able to give honest consideration to your own strengths and weaknesses. Knowing the things that you are good at can help give you confidence. Being aware of your weaknesses can help you to improve and develop in those areas.”

Are you good at being reflective? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 6

Great learners **look after their physical health**.

“Healthy eating and physical exercise are not just good for your body but for your mind, too. A balanced diet can actually help your brain to function better, and it can also improve your mood. Physical exercise can improve concentration, too. So, always remember the old expression, ‘a healthy mind in a healthy body’.”

How good are you at looking after your own health? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 7

Great learners **think creatively**.

“Creativity is obviously important in the arts, but thinking creatively is incredibly important in all areas of study and life, not just the arts. Coming up with new, original ideas can be just as important as knowledge since thinking creatively can help you to find solutions to all sorts of problems that face us in life.”

Are you a creative thinker? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 3

Great learners are **good at problem-solving**.

“In many situations in life, there is not just one easy solution. You have to analyse the situation from different angles and use creativity, common sense and imagination to find intelligent solutions for the problem in question. It’s also important to listen to other people and their opinions and ideas.”

How good are you at problem-solving? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 4

Great learners are **open-minded and positive towards others**.

“Stereotypes can sometimes help us to generalise, but they can also simplify our thoughts and reactions in unhelpful and inflexible ways. Great learners remain open-minded towards other individuals because each individual is different. They also remain positive towards other, different individuals and communities.”

Are you open-minded and positive towards others? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 8

Great learners **justify their opinions**.

“It’s easy to give an opinion or to say you agree or disagree with something. But to show that you have understood a complex question, or to convince somebody that your opinion has a solid and valid foundation, it’s important to give logical, objective reasons and arguments to justify your opinion.”

Are you good at justifying your opinions? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 9

Great learners can make **reasoned use of new technologies**.

“New technologies are a powerful tool that can help more effective learning. The important thing is to think critically about which technologies are useful and when. Some technology can speed up your work, and some may be a distraction. Think objectively to weigh up your decisions.”

Is your use of new technologies reasonable? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 5

Great learners **take responsibility for their own actions**.

“When we are very young, our parents are legally responsible for us, and our family and teachers often help us to do most things. But as we grow up, we have to take on more and more responsibility for our own actions, including our studies, our health and our finances. To make good decisions, we need to talk to others, listen to experts and then make sensible decisions for ourselves, not make excuses or pass on the responsibility for our own actions onto others.”

Do you take responsibility for your own actions? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 10

Great learners are **informed and knowledgeable**.

“Whatever you enjoy studying now, want to study in the future, or would like to do professionally, it is all, to some degree, related to and influenced by current affairs, things happening nationally and internationally. By exploring questions and events happening locally and globally, you will gain knowledge and develop understanding in a wide variety of areas.”

Do you keep yourself informed and knowledgeable? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---