



Pearson

# high note

Skills for now and the future



**NEW course**  
for secondary schools

## Key information

### About the course

*High Note* is a **dynamic and intensive course for upper-secondary** students that bridges the gap between school life and young adulthood. Carefully designed to inspire modern teenagers and help them fulfil their **ambitious goals**, the course equips students with **language skills** alongside the **life and career competencies** that are indispensable to **succeed in exams, the future workplace** and in **21<sup>st</sup> century society**.



### Key facts

<b>LEVELS:</b> 5	<b>LANGUAGE:</b> British English	<b>GSE RANGE:</b> 30 – 85	<b>CEFR RANGE:</b> A2 – C1	<b>NUMBER OF HOURS:</b> 100 – 168+ hours (3 – 7 hours/week)
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### Ambitious goals

*High Note* aims to bridge the gap between school life and young adulthood. It has been designed to inspire and challenge modern teenagers, enabling them to fulfil their **ambitious goals**.

#### Developing students' life skills and employability prospects

With *High Note* students have a chance to advance their future academic and career prospects through:

- a *Life Skills development programme* built into the core of the course,
- frequent opportunities to practise communication, collaboration, creativity and critical thinking with thought-provoking texts, authentic *Documentary videos* and real-life projects.

#### Boosting students' confidence in English and beyond

*High Note* supports students learning to communicate fluently and accurately in English in a variety of situations, helping them become fully-rounded citizens of the global community. This is achieved by:

- providing plenty of opportunities to develop speaking skills and overall language fluency,
- increasing cultural awareness and deepening the understanding of important social issues.

#### Securing exam success

*High Note* supports students with regular exam preparation woven seamlessly into overall language development:

- extensive exam practice throughout the course,
- task-based exam tips pre-empting the most frequent mistakes,
- extra language and skills training with Online Practice and extra digital activities.

### Who is it for?

#### Students who

- are eager to communicate fluently and accurately in a wide variety of authentic situations,
- aim at scoring high in school leaving exams and at improving their academic and employability prospects,
- are interested in discovering how the English language works, enjoy talking about contemporary issues, and like culture and literature.

#### Teachers who

- prepare ambitious students for exams and future careers,
- are eager to teach students not only the language but also develop their life skills,
- can spend more time on developing speaking skills and lead discussions on literature, cultural or social issues.

## What is great about *High Note*?

### AUTHENTIC content

*High Note* provides **authentic, thought-provoking content** to **boost students' motivation**, expose them to **natural, real-life language**, **extend their vocabulary** and develop their **receptive fluency and critical thinking skills**.

- **Documentary videos** tell stories of real people and present real places and events.
- **Grammar videos**, filmed on the streets of London, present interviews with real people.
- **Reading and listening texts** come from authentic sources.

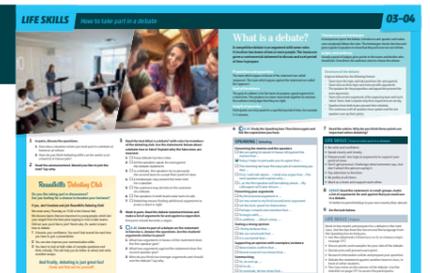


There are **10 video documentaries** at each level of *High Note*, one per unit. They are accompanied by dedicated *Watch and Reflect* worksheets at the back of the book.

### LIFE SKILLS development programme

A specially prepared *Life Skills development programme* develops the types of skills that are needed to succeed at school and improve students' employability prospects. They include:

- **academic and career-related skills** (e.g. giving successful presentations, debating, using online resources for school projects, planning a future career),
- **social skills** (e.g. working in a team, understanding how the media works),
- **personal development skills** (e.g. time management, improving memory).



The **Life Skills** lessons at the end of every second unit teach practical skills that are needed to achieve success in the 21<sup>st</sup> century world. Each lesson ends with a **project**, to put these new skills in action.

### 21<sup>st</sup> CENTURY education

*High Note* not only provides students with grammar, vocabulary and language skills, but also develops the key competencies they need to become a part of the global 21<sup>st</sup> century community.

#### LEARNING AND INNOVATION SKILLS

**Communication and collaboration, creativity, cultural awareness and critical thinking** are developed throughout the course in varied tasks, projects and multi-purpose activities.

#### DIGITAL LITERACY

The content, and the means of delivery of *High Note*, are rooted in today's digital environment and reflect the way today's teenagers already manage their lives.

#### LIFE AND CAREER SKILLS

Life skills lie at the heart of the course. They are practised through engaging content and in an active, discussion-driven way.

#### MEDIATION SKILLS

*High Note* contains numerous mediation activities and tasks which cater for mediating concepts and communication.



**Culture Spot lessons** provide a wider perspective of cultural aspects, whereas the **Literature Spot** lessons familiarise students with well-known literary works that have made an impact on popular culture.

## HIGH NOTE LEVEL 1

UNIT	GRAMMAR	VOCABULARY	SPEAKING	WRITING
<b>00 Welcome</b>	Subject pronouns, verb <i>to be</i> Plural nouns, articles <i>This/That/These/Those</i> Possessive adjectives, possessive 's, <i>have got</i> Imperatives, object pronouns	Countries and nationalities, Personal possessions, basic adjectives Family, jobs Classroom instructions Days of the week, months, seasons, ordinal numbers, times and dates	Greetings, giving and asking for personal information, asking for spelling Describing things Describing family Giving instructions Telling the time	
<b>01 The things we do</b>	Present simple Adverbs of frequency	Daily routines Free time activities Phrasal verbs Verbs and prepositions	Talking about likes and dislikes	A personal profile
<b>02 No place like home</b>	<i>There is/ There are</i> Some and any <i>Can/Can't</i>	Describing house and furniture Prepositions of place Family words	Asking for information about a home	A description of a place
<b>LIFE SKILLS</b> How to plan your time: avoiding time wasters				
<b>03 Food and drink</b>	Countable and uncountable nouns with <i>some/any/no</i> Quantifiers: <i>a lot of, too much/too many,</i> <i>a little/a few, not many/not much</i>	Food and drink Containers Prices Phrasal verbs	Ordering food	A café review
<b>04 School life</b>	Present Continuous Present Simple and Present Continuous	Places at school School subjects Objects in school bag Education collocations	Asking for and giving permission	An internet forum post
<b>LIFE SKILLS</b> How to handle stress in exams				
<b>05 Appearances</b>	Past Simple: <i>to be</i> and <i>can</i> Past Simple affirmative Past simple negative and questions	Appearance Clothes Personality adjectives	Shopping for clothes	An email
<b>06 The arts around us</b>	Comparative and superlative adjectives, <i>(not) as ... as</i> <i>Too, (not) enough</i>	The arts Jobs in arts Types of movies Personality adjectives Films	Making and responding to suggestions	A film review
<b>LIFE SKILLS</b> How to work in a team on school projects				
<b>07 Going to town</b>	<i>Going to</i> Present Continuous for future plans and arrangements	Places in a city Transport Activities in the city	Giving and asking for directions	A short message
<b>08 Smart future</b>	<i>Will</i> for predictions about the future Adverbs of manner	Gadgets Computer equipment Using computer Feelings Science	Giving and responding to opinions	A notice
<b>LIFE SKILLS</b> How to use the internet in a safe way				
<b>09 Fit and healthy</b>	<i>Must, mustn't, have to/don't have to</i> <i>Should/Shouldn't</i>	Sports Equipment Body and health	Talking about illness	A post on an online forum
<b>10 Our planet, our hands</b>	Present Perfect for experiences ( <i>ever/never</i> ) Present Perfect with <i>already, just</i> and <i>yet</i>	Geographical features Animals Animal parts of the body Weather	Giving and reacting to personal news	An article
<b>LIFE SKILLS</b> How to improve your memory				

Culture Spot • Literature Spot • Watch and Reflect (Documentary Video worksheets) • Use of English • Grammar Reference and Practice • Irregular Verbs • Communication

## HIGH NOTE LEVEL 2

UNIT	GRAMMAR	VOCABULARY	SPEAKING	WRITING
<b>01 Close to you</b>	Present Simple and Present Continuous Reflexive pronouns Indefinite pronouns	Family members, weddings Friendship Family, personality Language learning The roles of hosts and guests	Expressing interest <b>Pronunciation:</b> Intonation	An informal email of introduction
<b>02 Learn to play</b>	Past Simple <b>Pronunciation:</b> Past Simple regular verb endings <i>Used to</i>	Classroom collocations Education Sports and games, sports collocations Sports competitions, people in sport	Apologising	A biography
<b>LIFE SKILLS</b> How to give a presentation				
<b>03 Far from home</b>	Past Continuous and Past Simple Relative pronouns	Holiday activities, travel verbs Travelling Places for passengers At the airport Long-distance travel Positive travel adjectives	Asking for information <b>Pronunciation:</b> Weak vowels	A blog post
<b>04 A good buy</b>	Comparison of adjectives Quantifiers Articles with singular countable nouns	Adjectives to describe food Food and drink <b>Pronunciation:</b> The vowels /ɪ/, /e/ and /æ/ Shopping Fashion Customer service	Opinions	A formal letter of complaint
<b>LIFE SKILLS</b> How advertising works				
<b>05 Fit and well</b>	Modal verbs Past modal verbs	Furniture and decorations, places for things Household chores Fitness and training Healthy lifestyle Illness	Permission	A note/short message
<b>06 A new you</b>	Future arrangements and intentions Future predictions: <i>going to</i> and <i>will</i>	Appearance Phrasal verbs Stages of life Personality, feelings Feelings and emotions <b>Pronunciation:</b> Diphthongs	Expressing probability	An informal invitation
<b>LIFE SKILLS</b> How to plan your time				
<b>07 A job for life?</b>	Present Perfect (1) Present Perfect (2)	Work collocations Working conditions Workplaces <b>Pronunciation:</b> Word stress Career prospects Part-time jobs, job application, personal qualities	Describing photos	A formal email of application
<b>08 Switch on</b>	Verb patterns: the infinitive and the <i>-ing</i> form The first conditional	Science and scientists Computers <b>Pronunciation:</b> Vowels and diphthongs Social media Gaming Electrical devices	Explanations	An opinion essay
<b>LIFE SKILLS</b> How to choose a future career				
<b>09 Art lovers</b>	Past Perfect Reported speech	Adjectives to describe art The performing arts, creative jobs Types of TV show Music Literature	Informal invitations <b>Pronunciation:</b> Intonation in questions	A short review
<b>10 Crimewatch</b>	The passive The second conditional	Crime collocations Types of crime Law and justice Burglary	Asking for and giving advice <b>Pronunciation:</b> Silent letters	A story
<b>LIFE SKILLS</b> How to use online resources pp152–153				

pp154–157 Culture Spot pp158–161 Literature Spot pp162–171 Watch and Reflect (Documentary Video worksheets)

## HIGH NOTE LEVEL 3

UNIT	GRAMMAR	VOCABULARY	READING	LISTENING	SPEAKING	WRITING	REVISION
<b>01 Looking good</b>	pp4–5 Present Simple and Present Continuous, state and action verbs <b>Grammar Video</b> ▶ p10 Articles <b>Pronunciation:</b> /ðə/ and /ði:/	pp4–5 Verb phrases with <i>dress</i> p6 Appearance, clothes, footwear and accessories, fashion p7 Facial features pp8–9 Phrasal verbs pp14–15 <b>Word List</b>	pp8–9 <i>The power of appearance</i> <b>Documentary Video</b> ▶	p7 A podcast about jobs in entertainment <b>Active Listening:</b> Listening effectively	p11 Participating in conversations <b>Communication Video</b> ▶	pp12–13 An informal email	pp16–17 Revision 01 <b>Use of English &gt; p191</b>
<b>02 The digital mind</b>	pp18–19 Present Perfect Simple and Continuous <b>Grammar Video</b> ▶ p23 Verb patterns	pp18–19 Scientific research pp20–21 Technology p22 Science, phrases with <i>think</i> and <i>mind</i> p24 Uses of drones pp26–27 Health and computers pp28–29 <b>Word List</b>	pp20–21 <i>Science fiction or science fact?</i> <b>Active Reading:</b> Skimming and scanning <b>Documentary Video</b> ▶	p24 An interview about drones <b>Pronunciation:</b> /ə/, /i:/ and /ɜ:/	p25 Making choices <b>Communication Video</b> ▶	pp26–27 A blog post	pp30–31 Revision 02 <b>Use of English &gt; p191</b>
LIFE SKILLS How to give a presentation <b>Life Skills Video</b> ▶ pp32–33							
<b>03 Active and healthy</b>	pp34–35 Past Simple, Past Continuous and Past Perfect <b>Grammar Video</b> ▶ p38 <i>Used to</i> and <i>would</i>	pp34–35 Sports collocations p36 Sports, activities, fitness and exercise p37 Injuries, accidents and emergencies pp39–41 Diet and nutrition pp44–45 <b>Word List</b>	pp40–41 <i>Grow food, eat well, be healthy</i> <b>Documentary Video</b> ▶	p37 Conversations about accidents <b>Active Listening:</b> Identifying the speaker's purpose	p39 Being polite <b>Pronunciation:</b> Linking <b>Communication Video</b> ▶	pp42–43 A short story	pp46–47 Revision 03 <b>Use of English &gt; p192</b>
<b>04 Time to move</b>	pp48–49 Modal and related verbs <b>Grammar Video</b> ▶ p53 Relative clauses <b>Pronunciation:</b> Intonation in sentences with relative clauses	pp48–49 Air travel pp50–51 Holiday phrases p52 Travel essentials, travel phrases p54 Urban transport pp58–59 <b>Word List</b>	pp50–51 <i>How to survive a holiday with your parents</i> <b>Active Reading:</b> Identifying author's attitudes <b>Documentary Video</b> ▶	p54 A radio programme about urban transport and pollution	p55 Agreeing and disagreeing <b>Communication Video</b> ▶	pp56–57 A formal email of enquiry	pp60–61 Revision 04 <b>Use of English &gt; p192</b>
LIFE SKILLS How to take part in a debate pp62–63							
<b>05 The next step</b>	pp64–65 Talking about the future <b>Grammar Video</b> ▶ p66–67 Future Continuous and Future Perfect	p64 Personality adjectives p66 Phrasal verbs related to studying p69 Work and jobs pp70–71 Future jobs pp74–75 <b>Word List</b>	pp70–71 <i>The world of work in 2030</i> <b>Documentary Video</b> ▶	p69 An interview about the gig economy <b>Active Listening:</b> Taking notes	p68 Describing strengths and weaknesses <b>Communication Video</b> ▶	pp72–73 Personal statement as part of a university application	pp76–77 Revision 05 <b>Use of English &gt; p193</b>
<b>06 Do the right thing</b>	pp78–79 The first and the second conditionals <b>Grammar Video</b> ▶ p83 The zero conditional and alternatives to <i>if</i>	pp78–79 Truth and lies pp80–81 Communicating p82 Emotions p85 Relationships, conflicts and problems pp88–89 <b>Word List</b>	pp80–81 <i>If you keep it, we'll be rich</i> <b>Documentary Video</b> ▶	p82 A radio programme about winning a lottery <b>Pronunciation:</b> The schwa /ə/ sound	p84 Asking for, giving and reacting to advice <b>Communication Video</b> ▶	pp86–87 A for-and-against essay	pp90–91 Revision 06 <b>Use of English &gt; p193</b>
LIFE SKILLS How to set SMART goals pp92–93							
<b>07 In the spotlight</b>	pp94–95 Reported speech <b>Grammar Video</b> ▶ p100 Reported questions	pp94–95 TV news p96 Viewing habits <b>Pronunciation:</b> Syllable stress p97 Success and failure pp98–99 Describing art, films, books and plays pp104–105 <b>Word List</b>	pp98–99 <i>What is and isn't art?</i> <b>Documentary Video</b> ▶	p97 A radio programme about promoting your work on social media	p101 Describing a personal experience <b>Communication Video</b> ▶	pp102–103 A review of a play	pp106–107 Revision 07 <b>Use of English &gt; p194</b>
<b>08 Consumers' world</b>	pp108–109 The passive <b>Grammar Video</b> ▶ p115 <i>have/get something done</i>	pp108–109 Advertising p110 Spending habits p111 Money pp112–113 Payments, trading and banking pp118–119 <b>Word List</b>	pp112–113 <i>The way we pay</i> <b>Active Reading:</b> Understanding links in a text <b>Documentary Video</b> ▶	p110 A podcast about spending and saving money	p114 Complaints <b>Pronunciation:</b> Sounds: /eɪ/ and /aɪ/ <b>Communication Video</b> ▶	pp116–117 An opinion essay	pp120–121 Revision 08 <b>Use of English &gt; p194</b>
LIFE SKILLS How to be more creative pp122–123							
<b>09 The power of nature</b>	pp124–125 The third conditional <b>Grammar Video</b> ▶ p128 <i>I wish/If only</i> for regrets	pp124–125 Water and the ocean p126 Natural disasters and dealing with them p127 Environmental responsibility pp130–131 Urban and rural life pp132–133 Sustainable homes pp134–135 <b>Word List</b>	pp130–131 <i>How a music video changed my life</i> <b>Active Reading:</b> Summarising texts <b>Documentary Video</b> ▶	p126 An interview about surviving an earthquake	p129 Expressing and responding to regrets <b>Pronunciation:</b> unstressed <i>have/not have</i> <b>Communication Video</b> ▶	pp132–133 An article	pp136–137 Revision 09 <b>Use of English &gt; p195</b>
<b>10 Justice for all</b>	pp138–139 Modal verbs for speculating about the present <b>Grammar Video</b> ▶ p141 Modal verbs for speculating about the past	pp138–139 The courtroom p140 Law and punishment pp142–143 Phrasal verbs related to justice p145 Voting pp148–149 <b>Word List</b>	pp142–143 <i>Scottish mum hugs bike thief</i> <b>Documentary Video</b> ▶	p145 A radio discussion about voting <b>Active Listening:</b> Facts, opinions and speculation	p144 Comparing and contrasting photographs <b>Pronunciation:</b> /ð/ and /θ/ <b>Communication Video</b> ▶	pp146–147 A formal letter	pp150–151 Revision 10 <b>Use of English &gt; p195</b>
LIFE SKILLS How to identify fake news pp152–153							

pp154–157 Culture Spot pp158–161 Literature Spot pp162–171 Watch and Reflect (Documentary Video worksheets)

pp172–189 Grammar Reference and Practice p190 Irregular Verbs pp191–195 Use of English pp196–199 Communication

## HIGH NOTE LEVEL 4

UNIT	GRAMMAR	VOCABULARY	SPEAKING	WRITING
<b>01 Get the message</b>	Present and past tenses Question tags	Collocations with <i>contact, message</i> and <i>touch</i> Phrases for breaking the ice, communication idioms Phrasal verbs Emotion adjectives	Expressing emotions	An informal email
<b>02 Looking ahead</b>	Future forms for predictions, <i>be bound/certain/sure/(un)likely to</i> Future forms for plans, decisions and arrangements, <i>be to/be about to/be due to</i>	Cause and effect phrases Compound nouns for threats to the environment Extreme weather Describing wildlife and threats to wildlife Collocations with <i>problem</i> and <i>solution</i>	Problem solving	A formal email
<b>LIFE SKILLS</b> How to persuade through a presentation				
<b>03 Influences</b>	Present and past habits Defining and non-defining relative clauses, Participle clauses	Behaviour Life events Role models Poverty and community	Generalising	An opinion essay
<b>04 Inside Story</b>	Narrative tenses, Past Perfect Simple and Continuous Negative inversion	Conspiracy theories News reporting, collocations Noun suffixes Describing photos	Telling anecdotes	A story
<b>LIFE SKILLS</b> How to be good at debating				
<b>05 Making sense of the senses</b>	Verb patterns, <i>used to, be/get used to</i> Verbs with gerunds and infinitives: <i>forget, hear, need</i> , etc. <i>I'd rather/sooner ... / I'd rather you didn't ... / I'd prefer to ...</i>	The senses <i>Sound, smell and feel</i> Words with more than one meaning Taste	Expressing preferences	A review
<b>06 Where we live</b>	Modal and related verbs: <i>be allowed to/supposed to/forbidden to</i> , etc. Articles, <i>the</i> with geographical names Emphatic structures Quantifiers	Phrases for comparing and contrasting Mobile lifestyle Size and space Household problems and solutions, phrasal verbs	Giving instructions	A report
<b>LIFE SKILLS</b> How to make the most of volunteering				
<b>07 Is it fair?</b>	Reported speech Reporting verb patterns	Protests Social problems, word formation Easily confused words Prefixes Dependent prepositions	Expressing and challenging opinions	An article
<b>08 Digital perspectives</b>	The passive with passive infinitive and gerund Impersonal report structures	Internet of things Technology and gadgets Phrasal verbs Images and perceptions	Describing trends	A for-and-against essay
<b>LIFE SKILLS</b> How to manage your online presence				
<b>09 Highs and lows</b>	Zero, first, second and first conditionals and mixed conditionals <i>I wish/If only</i> , criticizing past actions: <i>needn't have, shouldn't have</i> , etc.	Words related to money Success and failure Chance, risk and opportunity, binomials Collocations	Discussing advantages and disadvantages	A competition entry
<b>10 Culture vulture</b>	Past modals with past participle, perfect continuous forms and passive forms Reduced adverbial clause	Describing objects Musical styles Prepositional phrases Performance, easily confused words	Negotiating informally	An article
<b>LIFE SKILLS</b> How to build resilience				

Culture Spot • Literature Spot • Watch and Reflect (Documentary Video worksheets) • Use of English • Grammar Reference and Practice • Irregular Verbs • Communication

## HIGH NOTE LEVEL 5

UNIT	GRAMMAR	VOCABULARY	SPEAKING	WRITING
<b>01 Identity</b>	Tense revision Perfect and continuous aspect Future in the past	Personality adjectives Personality types: idioms Nature and nurture Verbs of understanding and perception Compound adjectives	Paraphrasing in managing conversations	A story
<b>02 Going places</b>	Adding emphasis (cleft sentences, fronting, <i>do/did</i> for emphasis) Inversion	Traveling: idioms Verbs of movement Synonyms Nominalised phrasal verbs Adverb and adjective collocations	Comparing and contrasting Giving preferences	A formal letter
<b>LIFE SKILLS</b> How to keep learning throughout your life				
<b>03 Hard sell</b>	Passive structures <i>Have/Get something done</i>	Business and economics Compound nouns Verb synonyms Phrasal verbs	Negotiating	A for-and-against essay
<b>04 Tastes</b>	Real and unreal conditionals Inverted conditionals Shortened conditionals Alternatives to <i>if</i>	Words to describe food, drink, hunger, food preparation Idioms	Proposing and justifying options	A review
<b>LIFE SKILLS</b> How to avoid plagiarism				
<b>05 Do Your Best</b>	Modal and related verbs and phrases	Idioms and collocations related to study Phrasal verbs Prepositional phrases	Dealing with difficult questions	An opinion essay
<b>06 Express yourself</b>	Reporting structures Impersonal reporting structures	Body idioms Expression, gesture and posture Emotions Three-part phrasal verbs Sounds Collocations	Evaluating ideas	An article
<b>LIFE SKILLS</b> How to succeed at university				
<b>07 The creative urge</b>	Defining and non-defining relative clauses Nominal relative clauses	Adjectives to describe clothes Order of adjectives Compound colour adjectives Phrases to describe fashion Describing art or performance	Using vague language	A formal letter
<b>08 Illusion</b>	Uses of <i>will</i> (certainty, habitual action, annoyance) Speculation about the present and the past	Idioms and collocations to describe astonishment Word families Words to describe sleep	Speculating	A proposal
<b>LIFE SKILLS</b> How to develop research skills				
<b>09 Follow the crowd?</b>	Articles Ellipsis	Words to describe permission and prohibition Connotation Words to describe physical appearance Words to describe groups	Hyperbole and understatement	An essay
<b>10 Up the ladder</b>	Verb patterns	Verb and noun collocations and idioms related to employment Jobs and work: word formation Employment and career: phrasal verbs, colloquial phrases, collocations	Toning down controversial statements Adjective synonyms related to work	A report
<b>LIFE SKILLS</b> How to succeed at work				

Culture Spot • Literature Spot • Watch and Reflect (Documentary Video worksheets) • Use of English • Grammar Reference and Practice • Irregular Verbs • Communication

# 07 In the spotlight

**VOCABULARY** TV news, viewing habits, success and failure, describing art, films, books and plays  
**GRAMMAR** Reported speech, reported questions **Use of English** > page 194  
**SPEAKING** Describing a personal experience  
**WRITING** A review of a play  
**VIDEO** Grammar ▶ Documentary ▶ Communication ▶

## And finally ...



1

And finally, a popular new trend in the UK. Hair-facing is a way of brushing your hair so it covers your face completely. To find out more about it, we talked to some teenagers at their school in Brighton. They told us that hair-facing was becoming really popular there. They agreed the trend would last because it was fun. One girl explained she had only started hair-facing a few days before. She confessed she had always looked down on it until she had tried it. Another girl claimed she felt more relaxed with her hair over her eyes. A teacher said he didn't like the fashion. He complained that he couldn't see his pupils' faces so he didn't know if they were sleeping in class. He said he would ban it if he could. However, another teacher told him not to criticise it if he'd never tried it.



2

And finally, the second World Dog Surfing Championships are taking place in California. Earlier today, we spoke to one of the organisers. He said that about fifty dogs were competing in this year's championships. That doesn't sound like a lot but he asked us to remember that only five dogs had taken part the year before. He also pointed out that the event had attracted more spectators and media interest than ever. He explained there were different prizes depending on the weight of the dogs and the size of the waves. He admitted the dogs couldn't surf as well as humans but claimed that the dogs were learning fast and predicted that the performances would be better than the previous year's. He added that there were also prizes for the best dressed dogs.

## 7A GRAMMAR AND VOCABULARY

- 1 **Read the information below and work out the meaning of the highlighted words. What is an 'And finally...' report?**  
**TV news** programmes always begin with the **headlines** followed by the most important stories or **breaking news**. They often finish with a curious or amusing **news item** which the **newsreader** usually introduces with the words 'And finally...'. These **reports** tend to be **human interest stories** or to involve animals.
- 2 **In pairs, ask and answer the questions.**
  - 1 What TV or newspaper headlines do you remember from this week's news?
  - 2 Can you remember a time when a newsreader interrupted a programme to report some breaking news? What was it?
  - 3 Which curious or funny human interest stories can you remember from the news?
- 3 **Look at the photos and read both 'And finally, ...' news items. Which one do you think is true and which fake? Say why.**

The first grammar point is introduced at the beginning of each unit and is combined with vocabulary for more integrated learning in a **Grammar and Vocabulary lesson**. This lesson is additionally supported by **Grammar Videos**, which provide authentic, manageable chunks of the target grammar in a real-world context. The grammar is then recycled throughout the rest of the unit.

### Reported speech

- 4 **3.1 Listen to two interviews. Then read news item 1 again. How are quotations below reported in the text? How are the reported sentences different from the originals?**
  - 1 'Hair-facing is becoming really popular here.'
  - 2 'It'll last because it's fun.'
  - 3 'I only started hair-facing a few days ago.'
  - 4 'I had always looked down on it.'
  - 5 'I feel more relaxed with my hair over my eyes.'
  - 6 'I can't see my pupils' faces.'
  - 7 'I would ban it.'
  - 8 'Don't criticise it!'

*They told us that hair-facing was becoming really popular there.*
- 5 **Study the Grammar box and check your answers to Exercise 4. Then read news item 2 again and find more examples of reported speech.**

#### Reported speech

Direct speech	Reported speech
Present Simple	→ Past Simple
Present Continuous	→ Past Continuous
Past Simple	→ Past Perfect
Present Perfect	→ Past Perfect
will	→ would
can	→ could
must	→ had to
The Past Perfect, <i>would</i> , <i>could</i> , <i>should</i> and <i>might</i> don't change in reported speech.	
With <b>imperatives</b> we use ( <i>not</i> ) to before the verb.	
'Remember!'	→ She asked/told me to remember.
'Don't forget!'	→ She asked/told me not to forget.

These expressions usually change:

**Time:** *now* → *then/at that time*; *a few days ago* → *a few days before*; *yesterday* → *the day before/the previous day*; *last year* → *the year before/the previous year*; *tomorrow* → *the day after/ the next day*.

**Places and things:** *here* → *there*; *this* → *that*; *these* → *those*.

**People:** *I/you* → *he/she, me/you* → *him/her*; *my/your* → *his/her*; *we* → *they*; *our* → *their*

**Reporting verbs:** *add, admit, agree, ask, claim, complain, confess, explain, point out, predict, promise, reply, say, tell, warn.*

Grammar Reference and Practice > page 183

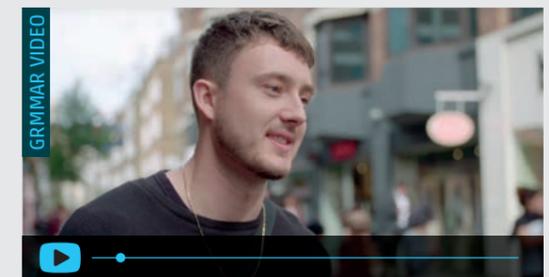
### 6 Choose the correct reporting verbs in sentences.

- 1 'After I had read the headlines last night my throat felt dry so I decided to take a drink,' Jack *told / said* us.
  - 2 'There's always a glass of water on the desk while I'm reading the news but I don't usually touch it,' he *asked / pointed out*.
  - 3 'I was in a hurry and spilt the water all down my shirt,' he *said / told*.
  - 4 'Don't laugh,' his producer *added / warned* him.
  - 5 'Once I started laughing, I couldn't stop,' Jack *explained / predicted*.
  - 6 'It's the first time anything like that has ever happened to me,' he *claimed / replied*.
  - 7 'It won't happen again in tomorrow's programme,' he *admitted / promised*.
  - 8 'I can't believe I'm the human interest story on my own TV channel,' Jack *agreed / confessed*.
- 7 **3.2 Rewrite the quotes in Exercise 6 in reported speech to complete the news story. Listen and check.**  
*Jack told us that after he had read the headlines the night before his throat had felt dry so he ...*

- 8 **In pairs, transform the sentences to reported speech using the words in brackets.**
  - 1 'I watched the news last night.' (Rose/tell/friends)  
*Rose told her friends that she'd watched the news the previous night.*
  - 2 I hadn't watched the TV news for ages. (She/claim)
  - 3 I don't think I'll watch it again in the near future. (She/add)
  - 4 I can get all the news I need on my phone. (She/explain)
  - 5 Check all the information you get online because a lot of it is false. (Mo/warn/the others)
  - 6 I don't believe everything I see on the news. (He/point out)
- 9 **REFLECT | Society** Which news sources (TV, radio, the Internet, newspapers, etc.) do you trust the most/least? Say why.
- 10 **SPEAKING** Work in pairs. Use reported speech to talk about a time when someone said something that made you feel annoyed, confused, embarrassed, happy or relieved.  
*I was annoyed about something and my sister told me to calm down. That made me laugh because she gets annoyed more than anyone I know.*

**22** Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

What's the one thing your parents always told you to do?



I can use reporting verbs to report stories.

Vocabulary is a vital element of each unit. It is integrated into all lessons and systematically developed. Here, a separate **Vocabulary lesson** presents the main lexical set of the unit.

The **Listening lessons** offer varied text types and tasks, with numerous opportunities for students to practise listening skills with new vocabulary. **New vocabulary is clearly highlighted**, making it easy to find.

## 7B VOCABULARY | Viewing habits

- 1 Work in pairs. What types of shows do you like watching? Which are your favourite shows and why? How many episodes do you usually watch in one sitting?
- 2 Look at the statistics on viewing habits in the UK at the bottom of the page and match the highlighted phrases to the definitions. Which statistic do you find most surprising?
  - 1 A multi-part television show. *series*
  - 2 One part of a multi-part television show.
  - 3 Watching television for a long time in one sitting.
  - 4 Total amount of time spent watching television.
  - 5 Bits of information about what happens in a film or television show you haven't watched yet.
  - 6 TV shows and films that you can watch whenever you want.
  - 7 An internet-based television service you pay for each month.
  - 8 People who watch television.

- 3 In pairs, ask and answer questions based on the information from the survey. Add more details about services, shows, times, etc.
  - A Do you use subscription streaming services?
  - B No, I tried one for a month, but I hardly watched it.

- 4 Use a dictionary to check the meaning of the words from the box. Then use them to complete the sentences. Which of them are true for you? Compare with a partner.

credits dialogue seasons subtitles  
title sequence trailers

- 1 When I'm binge-watching a TV show on a subscription streaming service, I always skip the title sequence at the beginning of the episode and go straight to the action.
- 2 When I go to the cinema, I like to stay and watch the \_\_\_\_\_ at the end so I'm often the last to leave.
- 3 I'm not into TV shows or films that are full of \_\_\_\_\_. I prefer action to discussion.
- 4 I find that watching English language shows with the English \_\_\_\_\_ helps me learn new words and phrases.
- 5 For me, most shows get boring after three or four \_\_\_\_\_.
- 6 I think most \_\_\_\_\_ show too much of the story and that spoils the film or series for me.

### Viewing Habits in the UK

- 76 percent of 16-24-year-olds reported using **subscription streaming services**.
- 79 percent of adults admitted **binge-watching** multiple **episodes** in one sitting.
- 55 percent of 18-24-year-old **viewers** said binge-watching was one of their main hobbies.
- 35 percent said that binge-watching a **series** made it better.
- 74 percent said they sometimes watched more **on-demand content** than they intended to and 32 percent said that this cost them sleep and left them feeling tired.
- 25 percent of binge viewers said they were afraid that **spoilers** would reveal the endings of their favourite shows.
- 47 percent of 16-24-year-olds said they were trying to cut down their **screen time** in some way.
- 3 percent of adults admitted they had pretended to be sick so they could stay at home and binge-watch.

- 5 Form adjectives with the words from boxes A and B. Then match them to the descriptions of shows below.

A little feature eagerly thought award well  
B -reviewed -known -length -winning -provoking -awaited

- 1 This show got really good reviews. *well-reviewed*
- 2 This show won lots of awards.
- 3 People have been waiting for this show to start and are excited about it.
- 4 This show really makes you think.
- 5 Not many people have watched or heard about this show.
- 6 Some of the episodes in this show are as long as a film.

- 6 Work in pairs. Use the adjectives in Exercise 5 to talk about your favourite TV shows.

... is one of my favourite shows. It was really well-reviewed. In fact it's award-winning, thought-provoking and some of the episodes are feature-length. The best thing about it is ...

- 7 **3.3 PRONUNCIATION** Match the words in the box to the correct syllable stress patterns. Then practise saying them.

binge-watching dialogue discussion  
statistics subscription subtitles

••• surprising	••• episode

- 8 **REFLECT | Culture** According to studies, sixty-eight percent of adults in the UK say that watching TV shows and films brings the family together. Do you agree? Do you think people feel the same way in your country? Say why.

## 7C LISTENING AND VOCABULARY

- 1 Which artists/performers do you follow on social media? Whose posts are the most interesting and why?
- 2 **3.4** Study the ideas for promoting one's work on social media. Then listen to four interviews and match speakers 1-4 with ideas a-d.

How to promote your work on social media

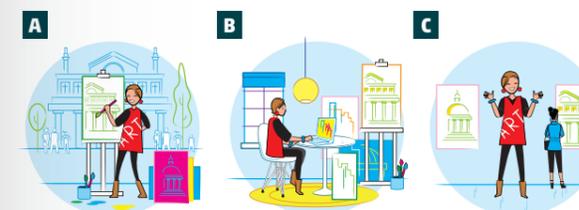
- a pay for pop-up ads on the Internet
- b start a dedicated social media page for your work
- c upload some videos to your own YouTube channel
- d self-publish your writing online

Speakers

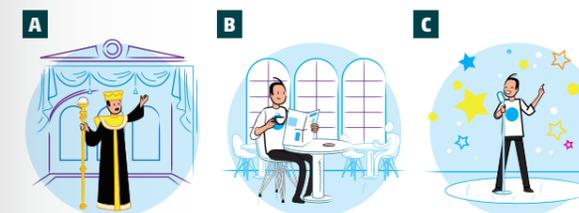
- 1  Keira, an artist
- 2  Andy, an actor and comedian
- 3  Selena, an author
- 4  Tracy, a singer and musician

- 3 **3.4** Listen again and choose the correct answer for each question.

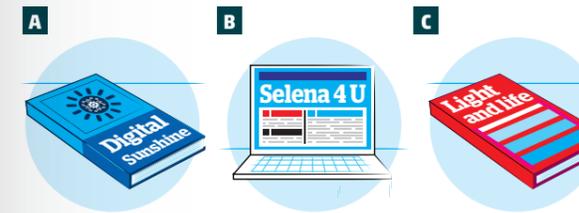
- 1 Where is Keira now?



- 2 What was Andy doing when he made a key decision in his life?



- 3 Which of Selena's projects was the most successful?



- 4 When did Tracy's group make their first music video?



- 4 Decide if the highlighted phrases refer to success or failure. Then match them with the definitions below.

- 1 It's not easy to become popular so how did you **make a name for yourself**?
- 2 A few months ago I **got my first break** when the people at this gallery contacted me.
- 3 Although the play **was a huge flop**, I got good reviews. It started off OK but in the end, it **came to nothing**. I didn't get many views at first but then it really **took off**.
- 4 That was **a bit of a setback** but I didn't give up. A major publisher took it on and I **haven't looked back** since. I'm the author of a **best-seller**.
- 5 It only sold about a hundred copies. What **a disaster!** So after that we **went back to square one**. The video **went viral** in January 2017 and now we're big stars! Every show's **a sell-out**.

- a A big failure. *a huge flop*
- b Start to do well.
- c Become famous.
- d Have no success.
- e A slight disappointment.
- f Keep on progressing.
- g A big literary success.
- h Receive an opportunity.
- i Return to the beginning.
- j Quickly become successful online.
- k An event where all the tickets are sold.
- l A catastrophe.

- 5 **3.5** Choose the correct words or phrases to complete what film director, Tony, said in an interview. Listen and check.

I made my first film three years ago but I was too young and the film was a complete <sup>1</sup>disaster / sell out. ... I <sup>2</sup>got my first break / took off with a music video. Fortunately, it <sup>3</sup>was a setback / went viral. It was a huge success. ... Yes, the video really helped me <sup>4</sup>came to nothing / make a name for myself. After that I haven't <sup>5</sup>looked back / gone back to square one. ... I'm working on an adaptation of Selena Starr's new <sup>6</sup>best-seller / flop. It's the best novel I've ever read.

- 6 Use the reporting verbs in the order below to report what Tony said in Exercise 5.

point-out admit tell explain agree add say claim

In the interview, Tony pointed out he had made his first film ...

- 7 **SPEAKING** What are the pros and cons of being an artist or performer? Discuss in pairs.

## 7D READING AND VOCABULARY

**1** Work in groups. How many art disciplines can you name in sixty seconds? Can you name a famous artist from each discipline?

*painting, sculpture ...*

**2** Look at the two works of art pictured in the article. Which do you think is a real piece of art and which isn't? Read the article quickly to find out.

**3** Read the article again and choose the correct answers.

**1** The two incidents described in the first two paragraphs illustrate that

- a all modern art is worthless.
- b only an artist can create a work of art.
- c it is often difficult to decide what art is.
- d social media can help us understand art.

**2** In the third paragraph, the author suggests that

- a it is easier to recognise classic examples of fine art than of modern art.
- b all art demonstrates the artistic skills of the artist.
- c modern art is generally worth more money than classical art.
- d if experts say something is art, it must be art.

**3** Belgian researchers showed that

- a only an expert can answer the question 'What is art?'
- b both experts and non-experts struggle to recognise true art.
- c passport photographs are art.
- d non-experts were worse at identifying real works of art.

**4** The concluding paragraph suggests that the answer to 'What is art?'

- a may be different for each of us.
- b has finally been answered in this article.
- c depends on the individual artist.
- d is impossible to answer.

**5** The author writes 'you are probably not going to like this' in the final paragraph because she

- a doesn't think the reader will like her works of art.
- b doesn't provide the reader with the solution to the challenge she set.
- c asked the reader to think like an expert.
- d played a trick on the reader.

**4** Work in pairs. Which of the modern pieces mentioned in the article do you think are or are not art? Do you agree with the author of the article when she says her creations are not art?

*I think the piece 'Where shall we go dancing tonight?' is art because it makes a comment on an important issue.*

The **Reading lessons** feature a variety of information-rich and thought-provoking texts. They contain a range of exercises that practise reading for the main idea, followed by focusing on specific information, vocabulary practice and discussion.

**5** In pairs, work out the meaning of the highlighted adjectives in the text. Which of them are always positive? Which can be positive, neutral or negative depending on the context?

*realistic – positive, neutral or negative, depending on the context*

**6**  **3.7** Listen to two visitors to an art gallery and answer the questions.

- 1** Which adjectives from Exercise 5 can you hear?
- 2** Which exhibit from the article are they talking about?

**7** Replace the underlined sections in the sentences with the phrases from the box.

*Call that art?* I could do better myself. I don't get it. It gets you thinking. It leaves me cold. It speaks to me

- 1** What 's this then? Ha! I don't think it's art. There's nothing to it. *Call that art?*
- 2** I don't understand what the artist is trying to say. It's just a pair of glasses on the floor!
- 3** Well, it has a special meaning for me. It's about the experience of viewing art.
- 4** Well, I don't feel anything. I have no interest in it.
- 5** The artist is saying... 'make up your own mind about art'. There is a lot to consider.
- 6** It doesn't demonstrate any skill. Are you sure it's really part of the exhibition?

**8** Use adjectives from Exercise 5 and expressions from Exercise 7 to describe the artworks on page 198.

**9** **SPEAKING** Work in groups. Do you agree or disagree with these statements about art? Explain your answers.

- Whether you like it or not, if it gets you talking, it's art.
- If experts and critics agree that something is great art, then it must be.
- There is a lot of skill, but little art in painting a picture or making a sculpture that looks 100% real.
- Art is whatever the artist says it is.

 **23 WATCH AND REFLECT** Go to page 168. Watch the documentary *Living art* and do the exercises.



The **Active Reading boxes** cover all crucial skills strategies, which students can actively practise through a series of exercises. This lesson is additionally supported by **Documentary Videos**, which provide highly engaging clips that can be used as an extension to the themes raised in the reading texts.

07

# What is and isn't art?

by Sandi Jones



 **3.6**

Modern art is rubbish; at least that's what cleaners at a gallery in Bolzano, Italy were probably thinking when they threw away an installation called 'Where shall we go dancing tonight?' To be fair, the installation was a room designed to look like there had been a party there the night before. It was filled with empty bottles and party decorations, and was meant to be a comment on corruption in Italy in the 1980s. Unfortunately, it was so **realistic** that the cleaners missed the message and threw the whole thing away. Interestingly, rather than asking the artist to go back to square one, the gallery owners went through the bins and rebuilt the piece more or less as it was originally.

On the other side of the world, at the Museum of Modern Art in San Francisco, two teenage visitors were impressed by many of the **sophisticated** and occasionally **shocking** works of art on display there. However, they found some of the pieces to be more **puzzling** than inventive, and others to be the sort of thing they could probably do themselves. And that's what they did. When nobody was looking, one of them placed their glasses on the floor below an official-looking piece of paper. Within minutes, people began to stop in front of the **'unique'** exhibit to discuss and photograph it. At the same time, the two teenagers photographed the people and posted the images on Twitter, where they quickly went viral.

These parallel stories raise a familiar question; 'what is and isn't art?' Most would agree that Michelangelo's **spectacular** ceiling of the Sistine chapel, the **expressive** face of Da Vinci's Mona Lisa and the **atmospheric** paintings of Claude Monet are great examples of classical art. Such works demonstrate great skill, express the artists' emotions, and often make political, social or historical points. When it comes to more modern and **abstract** art, however, opinions are divided. Does, for example,

Andy Warhol's unchanging 8-hour single shot film of the Empire State Building really demonstrate artistic skill? What is there to say about Damien Hirst's series of over a thousand paintings of dots of different colours and sizes? Are these artists revealing their inner-thoughts and connecting with others, or are they making huge amounts of money from exploiting the audience? If their work gets you talking, does that make it art? If the artist, the critics and the experts say a work of art is **meaningful**, should we simply agree?

Sometimes even specialists struggle to decide whether something is art or not. Belgian researchers showed experts and non-experts a series of photographic portraits, some of which were valuable works of art and others simple passport photographs. The results revealed that the experts were no better at identifying the recognised works of art than the non-experts. In fact, the researchers reported that the experts were more likely to mistake the valuable works of art for the simple photographs. And, what about you? Can you tell what is art and what isn't? Have a go: which of the two pieces in the photographs at the bottom of the page do you think is a real work of art?

This article has asked far more questions than it has answered, so drawing conclusions is difficult. Presumably you weren't expecting a definitive answer to 'What is and isn't art?' in a short article like this, anyway. Perhaps it's safe to say that it is for the individual to decide. Some modern art is **breathtaking**, skilful and **profound**, and some classical art lacks exactly those qualities. Finally, what about the challenge from the previous paragraph? Which of the works of art is 'real'? Well, you are probably not going to like this, but the answer is neither of them! I'm not an artist and I did them both on my laptop in less than two minutes. Art?



The second **Grammar lesson** comes later in the unit and introduces another grammar point. A **Guided discovery approach** to grammar makes new language more memorable and enhances motivation.



## 7E GRAMMAR

### 1 In pairs, discuss the questions.

- Would you like to appear on a TV talent show? Which one? Say why.
- Read the definition below. Have you ever auditioned for anything? How did you feel? Were you successful?

**audition** (v) – give a short performance to show you are suitable for a part in a play or a place in a competition

### 2 3.8 Listen to a phone call. What kind of talent show has Bella just auditioned for?

### Reported questions

#### 3 Study the examples and choose the correct options. Check your answers in the Grammar box and Watch out!

Direct questions	Reported questions
Did you audition last year?	They asked if I'd auditioned the year before.
Where are you from?	They wanted to know where I was from.

- When we report questions, we usually use *tell / ask / want to know* as the reporting verb.
- When we report *yes/no questions / wh- questions*, we use *if* or *whether*.
- When we report questions, the subject comes *before / after* the verb. We use *do / don't* use auxiliary verbs (*do, does, did*).
- When we write reported questions, we use *do / don't* use a question mark.

### Reported questions

Direct questions	Reported questions
<b>• Yes/No questions</b> Do you need anything? → They kept asking me <i>if/whether I needed</i> anything. Have we met before? → She wanted to know <i>if/whether we had met</i> before.	
<b>• Wh- questions</b> Why is it called the green room? → I asked them <i>why it was called</i> the green room. Where have you been? → They wanted to know <i>where I had been</i> .	

Grammar Reference and Practice > page 183

### WATCH OUT!

When we report questions, we do not use question word order. In reported questions, the subject comes before the verb.

I asked them **why it was called** the green room.  
 NOT I asked them *why was it called* the green room.

### 4 Report the questions Michael asked Bella during their phone call.

- Are you OK?  
*Michael wanted to know if Bella was OK.*
- How did it go?
- What happened?
- Were you nervous?
- Did you wait a long time?

### 5 3.9 Listen to the second part of the conversation between Michael and Bella. What went wrong during the audition? Did Bella get through to the next round of the competition?

### 6 Change the reported questions that Bella was asked during the audition into direct questions.

- A girl came and asked if I was ready.  
*Are you ready?*
- One of them wanted to know how long I had been dancing for.
- Another one asked me what type of dance I was going to do.
- He also asked me what music I had chosen.
- One of the judges asked if I had hurt myself.
- She asked me if I wanted to start again.

### 7 SPEAKING Follow the instructions below.

- Write three *yes/no* questions and three *wh-* questions to ask a classmate about their hobby, talent or skill.  
*What are you really good at?*
- Swap questions with another student. Work with a different partner and interview each other by reporting the questions you received. Make a note of your partner's answers.  
*Mark wanted to know what you are really good at.*
- Talk to the person who wrote the questions and report the answers using reported speech.  
*Maria told me she was really good at playing the drums.*

100  I can use reported questions to talk about what someone else said.

## 7F SPEAKING

### 1 Work in groups. Think of different kinds of performances and talk about what can go wrong during a play, concert or fashion show. Use the prompts below to help you.

a costume tears can't stop laughing  
 feel ill while on stage forget their lines  
 trip and fall over there are sound or light problems

### 2 24 3.10 Watch or listen to three actors discussing times when things went wrong. What happened? Which of their experiences would you find the most embarrassing?

### SPEAKING | Describing a personal experience

#### Say when and where it took place

Have I ever told you about the time ...?  
 You won't believe what happened ... last night!  
 It happened a few weeks ago/last year.  
 It was maybe a year ago.  
 I was appearing in a talent show/play ...

#### Connect the different parts of your story

At first, ..., but then...  
 The next thing I know, ...  
 Suddenly, ...  
 As soon as .../Immediately after .../We'd just ...  
 On the first day/The following night/In the end  
 Although/Because/Despite/So

#### Say how you felt

I couldn't believe it.  
 I felt like crying.  
 I (just) felt (really/so) silly/embarrassed!  
 I was so nervous/embarrassed.  
 It was really/so embarrassing!  
 We were so relieved.

#### Use direct speech and reported speech

He said, 'Yes. This role requires you to shave your head.'  
 He said that the role required me to shave my head.

### 3 3.11 Study the Speaking box and complete the extracts from the dialogue with one word in each gap. Listen and check.

- You guys won't *believe* what \_\_\_\_\_ last night.
- It was really \_\_\_\_\_.
- \_\_\_\_\_ night was our first performance.
- \_\_\_\_\_, I couldn't hear anything.
- The \_\_\_\_\_ thing I know, I woke up backstage.
- I felt like \_\_\_\_\_, to be honest.
- I was \_\_\_\_\_ in a talent show.
- \_\_\_\_\_ first, I was really excited. \_\_\_\_\_ then, when I got to the first day of rehearsals, the director turned to me and said, 'Okay, ready to shave your head?'

### 4 3.12 Use the Speaking box to help you choose the correct words to complete the story. Then listen and check.

Have I ever told you about the time when I made a TV advert? It happened a few years <sup>1</sup>ago / before. I was working with a well-known entertainer. <sup>2</sup>Although / Because she's a celebrity, she was really nice. We'd <sup>3</sup>just / soon started and things were going well. But then she had to say the line 'It's really rather refreshing, Roger'. <sup>4</sup>Although / Despite trying her best, she just couldn't get it right. <sup>5</sup>Immediately / Suddenly, she started laughing. Of course that made me laugh, too. At first, the director was calm, <sup>6</sup>but / so then he got really angry. He told us we <sup>7</sup>had / have to stop laughing. Then he said 'time is money,' but that just made us laugh more. Finally, we calmed down and started to record the advert. Unfortunately, as soon as I walked in front of the camera, I tripped and fell. I couldn't <sup>8</sup>believe / understand it. I felt so <sup>9</sup>embarrassed / relieved. But in the <sup>10</sup>end / finish, it all worked out.

### 5 Describe a personal experience where something went wrong or you were embarrassed by something.

- Think of an embarrassing or funny event when things went wrong for you or make up a story. Make notes about what happened and how you felt.
- Use the Speaking box to help you tell your story.
- Tell your stories in small groups. Guess which stories are true and which are invented. Whose story is the funniest?



The **Speaking lessons** prepare students for everyday interactions such as asking for information, apologising, expressing opinions or asking for and giving advice. They are supported by snappy **Communication Videos**, which present the functional language in a real-life context, making it meaningful and memorable. There is also additional vocabulary input in the lesson.

101  I can describe a personal experience.

7G WRITING AND VOCABULARY | A review of a play



# MACDEATH

- 1 If anyone's ever told you that Shakespeare was boring, then you must see *Macdeath*, this year's winner in the short play competition. It's an utterly breathtaking version of Shakespeare's tragedy, *Macbeth*, starring Joel, Mary and Tommy from Year 11.
- 2 The play features all the major scenes, including the witches, the death of Banquo, Lady Macbeth's sleepwalking and the death of Macbeth. All in just ten minutes with only three actors and a few basic props!
- 3 The set is simple but atmospheric, the lighting is dramatic, the dialogues are sharp and quite witty, and the actors are so talented! Joel is totally convincing in the role of Macbeth. Mary plays a seriously terrifying witch and a stunning Lady Macbeth. And I was amazed to see Tommy play so many parts so well. He's particularly impressive as Banquo's ghost.
- 4 It has been quite a good competition this year but *Macdeath* is the best play I've seen. It's spectacular and unique. Several spectators said they were surprised that such young students could create such a thoroughly entertaining show. I can't recommend it highly enough. It's on again next Friday. Get your tickets now. It's sure to be a sell-out!

## FOURTH ANNUAL SHORT PLAY COMPETITION

- Each play should have no more than six actors and should take no more than ten minutes.
- The three winning groups will perform their plays in the Assembly Hall every Friday in April.
- The group behind the winning play will receive an all expenses paid trip to London's West End to see a play and will also represent the school in the South of England short play competition in May.

1 Look at the photo and use the words in the box to say what you need to do or have before you put on a play.

audition cast costume lighting  
lines make-up part/role prop  
rehearse/rehearsal set stage wig

You need to have an audition to choose the cast, to find the right actor for each part.

- 2 In pairs, ask and answer the questions.
  - 1 Have you ever taken part in a play? If so, what was it like? What part did you play? If not, would you like to? Say why.
  - 2 When was the last time you saw a play? What did you think of it?
  - 3 How is a play different from and similar to a film? Which one do you prefer and why?
- 3 Read the poster. In pairs, discuss how easy or difficult it would be to take part in this competition. Give reasons.
 

*I don't think it would be too hard to write a play but it might be hard to convince my friends to take part in performing it.*
- 4 Read the review. What does the reviewer think of the play? Find some adjectives that describe the viewer's impressions of the play.

The **Writing lessons** are carefully staged: they begin with an engaging input text relevant to students' lives, which is followed by a series of preparation exercises that lead to students completing the final writing task. **Reflect** exercises develop critical thinking, asking students to think more deeply about various social, cultural and value-related issues and to consider various viewpoints.

- 5 Read the review again and match points a-d below with paragraphs 1-4.
  - Give your opinion on the acting, dialogue, directing, lighting, etc. You may also mention other aspects such as the price and the location.
  - Summarise your opinions and make a recommendation.
  - Give key information: the name of the play and the author, the actors' names, where and when it took place, etc.
  - Describe the performance. Mention the plot, the characters and the setting but don't give any spoilers.
- 6 Study the Writing box and find more examples of these categories in the review of *Macdeath*.
  - Adverbs + adjectives: *utterly breathtaking, ...*
  - Other adjectives: *boring, ...*

- 8 Read the review of *Ro & Jules* and complete it with phrases a-j.
 

a confusing version	g sound natural
b extremely hard	h very silly and rather boring
c forgetting his lines	i were you
d quite a disappointing	j you'd better avoid
e seems longer	
f so quiet	

### WRITING | A review of a play

- Begin with an interesting opening sentence:  
*If anyone's ever told you that theatre was boring, then you must see ...*  
*Well, that's ten minutes of my life that I'll never get back.*
- Use a variety of adjectives, e.g. *breathtaking, hilarious, forgettable, dull* but avoid vague adjectives like *good, bad, nice*.
- Modify some of the adjectives (but not all) with adverbs, e.g. *utterly, completely, really, rather, slightly, very*.
- Summarise your opinion:  
*It stands head and shoulders above the other plays.*  
*Unfortunately, this play is a complete flop. It left me cold.*  
*I have mixed feelings about this play.*
- Make recommendations:  
*I can't recommend it highly enough. Get your tickets now.*  
*If I were you, I'd stay at home and watch something on TV.*

- 7 Find examples of *quite, so* and *such* in the review. Then study **Watch out!** and rewrite the sentences.
  - 1 The concert was so loud. → *It was such a loud* concert.
  - 2 The show was quite long. → It was \_\_\_\_\_ show.
  - 3 The actors are so funny. → They are \_\_\_\_\_ actors.
  - 4 The seat I had was quite good. → I had \_\_\_\_\_ seat.
  - 5 The play was so amusing. → It was \_\_\_\_\_ play.

### WATCH OUT!

Adverbs like *really, quite* and *so* come before adjectives:  
*She is really/quite/so good.*  
We use *such* (not *so*) before an adjective + noun phrase:  
*They are such good actors.* NOT *They are so good actors.*  
Be careful with the position of the indefinite article (*a/an*) in sentences with *such* and *quite*.  
*He is a really good actor.*  
*He is quite a good actor.* NOT *He is a quite good actor.*  
*He is such a good actor.* NOT *He is a such good actor.*

## Ro & Jules

If you like Shakespeare, <sup>1</sup>*you'd better avoid* *Ro & Jules*, one of the short plays in this year's competition. It's a <sup>2</sup>\_\_\_\_\_ of Romeo and Juliet, with Melanie, Nick and Jeremy from Year 10.

The play lasts just over ten minutes but it <sup>3</sup>\_\_\_\_\_. The problem is the group has tried to include too many scenes. As a result, it's sometimes <sup>4</sup>\_\_\_\_\_ to understand everything.

The set looks professional and the lighting is cool but unfortunately, the dialogues don't <sup>5</sup>\_\_\_\_\_. The actors all try hard but Melanie is unconvincing in the role of Juliet. She manages to be both <sup>6</sup>\_\_\_\_\_ at the same time. Nick is quite good as Romeo but his voice is <sup>7</sup>\_\_\_\_\_ it's hard to hear what he's saying. Jeremy plays many parts, all with great energy. It's just a pity he has a special talent for <sup>8</sup>\_\_\_\_\_.

It's been <sup>9</sup>\_\_\_\_\_ competition this year so *Ro & Jules* isn't the worst play I've seen. However, a few spectators said they found it uninspiring. It's on again next Friday. If I <sup>10</sup>\_\_\_\_\_, I'd read the play first so you know what's going on.

- 9 Rewrite the review of *Macdeath* to make it more negative or rewrite the review of *Ro & Jules* to make it more positive. Then compare your version with a partner.
- 10 **REFLECT | Culture** Live theatre and other performances have survived despite the invention of cinema, radio, TV and the Internet. Why do you think that is?
- 11 **WRITING TASK** Write a review of a play, live show or other performance you have seen. Use the Writing box, **Watch out!** and the vocabulary in this lesson and in lessons 7C and 7D to help you.

# Word List

## REMEMBER MORE

1 Add more words and phrases from the word list to the vocabulary map.

subtitles

FILMS AND SERIES

PEOPLE

binge viewer

2 Match the two parts of the adjectives. Then check with the word list.

- 1  award-     a demand
- 2  little-     b awaited
- 3  on-         c provoking
- 4  eagerly-    d winning
- 5  thought-   e known

3 Complete the sentences with the correct verbs. Then check with the word list.

- 1 A role in a popular show helped Aaron to \_\_\_\_\_ a name for himself and become popular.
- 2 The vlogger's efforts to \_\_\_\_\_ media interest \_\_\_\_\_ to nothing.
- 3 I decided to start a new life and not \_\_\_\_\_ back or focus on missed opportunities.
- 4 I'm sure she's going to \_\_\_\_\_ a great performance in the show.

## ACTIVE VOCABULARY | Drawing idioms

A good way to remember an idiom is to draw a sketch which shows its different parts. The picture will help you recall the idiom and create a mental picture of it in your mind. For example, you could draw the idiom *go back to square one* to look like the picture below. Try to draw another idiom from the word list.



## 7A GRAMMAR AND VOCABULARY

### 5.43

- attract media interest /ə'trækt ˌmi:diə 'intrəst/
- breaking news (n) /breɪkɪŋ 'nju:z/
- brush your hair /brʌʃ jə 'heə/
- calm down (phr v) /kɑ:m 'daʊn/
- confess (v) /kən'fes/
- criticise (v) /krɪtɪsaɪz/
- feel dry /fi:l 'draɪ/
- get annoyed /get ə'nɔɪd/
- headline (n) /'hedlaɪn/
- human interest story (n) /hju:mən 'ɪntrəst ˌstɔ:ri/
- look down on sth (phr v) /lʊk 'daʊn ɒn ˌsʌmθɪŋ/
- news item (n) /nju:z ˌaɪtəm/
- news source (n) /nju:z ˌsɔ:s/
- newsreader (n) /nju:zˌri:də/
- organiser (n) /ɔ:ɡənaɪzə/
- point out (phr v) /pɔɪnt 'aʊt/
- report (n, v) /rɪ'pɔ:t/
- spectator (n) /spek'teɪtə/
- surf (v) /sɜ:f/
- surfing (n) /sɜ:fɪŋ/
- throat (n) /θrəʊt/
- trend (n) /trend/
- TV news programme (n) /ti: vi: 'nju:z ˌprəʊgræm/

## 7B VOCABULARY 5.44

- award-winning (adj) /ə'wɔ:ɪd ˌwɪnɪŋ/
- binge viewer (n) /bɪndʒ 'vju:ə/
- binge-watch (v) /bɪndʒ ˌwɒtʃ/
- credits (n) /'kredɪts/
- cut down (phr v) /kʌt 'daʊn/
- dialogue (n) /ˌdaɪələʊɡ/
- eagerly-awaited (adj) /ɪ:ɡəli ə'veɪtɪd/
- episode (n) /'epɪsəʊd/
- feature-length (adj) /fi:tʃə 'leŋθ/
- in one sitting /ɪn ˌwʌn 'sɪtɪŋ/
- little-known (adj) /lɪtl 'nəʊn/
- on-demand content (n) /ɒn dɪ'mɑ:nd ˌkɒntent/
- reveal the ending /rɪˌvi:l ði 'endɪŋ/
- screen time (n) /'skri:n taɪm/
- season (n) /'si:zən/
- series (n) /'siəri:z/
- skip (v) /skɪp/
- spoiler (n) /'spɔɪlə/
- statistics (n) /stə'tɪstɪks/
- subscription streaming service (n) /səbˌskɪrɪʃən ˌstri:mɪŋ ˌsɜ:vəs/

- subtitles (n) /'sʌbˌtaɪtlz/
- thought-provoking (adj) /θɔ:t ˌprəʊvəʊkɪŋ/
- title sequence (n) /taɪtl 'sɪkwəns/
- trailer (n) /'treɪlə/
- viewing habits (n) /'vi:ʒɪŋ ˌhæbɪts/
- well-reviewed (adj) /wel rɪ'vju:d/

## 7C LISTENING AND VOCABULARY

### 5.45

- adaptation (n) /ˌædæp'teɪʃən/
- best-seller (n) /'best'selə/
- catastrophe (n) /kə'tæstrəfi/
- come to nothing /kʌm tə 'nʌθɪŋ/
- dedicated (adj) /'dedəkeɪtəd/
- disaster (n) /dɪ'zɑ:stə/
- get many views /get ˌmeni 'vju:z/
- get your first break /get jə ˌfɜ:st 'breɪk/
- go back to square one /gəʊ ˌbæk tə ˌskweə 'wʌn/
- go viral /gəʊ ˌvaɪərəl/
- huge flop /hju:dʒ ˌflɒp/
- keep on doing sth /ki:p ɒn 'du:ɪŋ ˌsʌmθɪŋ/
- key (adj) /ki:/
- make a name for yourself /meɪk ə 'neɪm fə ˌjɔ:ˌself/
- not look back /nɒt ˌlʊk ˌbæk/
- pop-up ad (n) /'pɒp ʌp ˌæd/
- promote (v) /prə'məʊt/
- publisher (n) /'pʌblɪʃə/
- self-publish (v) /self ˌpʌblɪʃ/
- sell-out (n) /'seləʊt/
- setback (n) /setbæk/
- take off (phr v) /teɪk 'ɒf/
- take on (phr v) /teɪk 'ɒn/
- YouTube channel (n) /'ju:tju:b ˌtʃænl/

## 7D READING AND VOCABULARY

### 5.46

- abstract art (n) /æbstrækt 'ɑ:t/
- artistic skill /ɑ:tɪstɪk 'skɪl/
- atmospheric (adj) /ætˌmɒs'fɛrɪk/
- breathhtaking (adj) /'breθˌteɪkɪŋ/
- ceiling (n) /'si:lɪŋ/
- chapel (n) /'tʃæpəl/
- classical art (n) /ˌklæsɪkəl 'ɑ:t/
- connect with sb/sth (v) /kə'nekt wɪð ˌsʌmbədi/ ˌsʌmθɪŋ/
- corruption (n) /kə'rʌpʃən/
- critic (n) /'krɪtɪk/
- definitive answer /dɪfɪnətɪv 'ɑ:nsə/

A comprehensive and clearly organised **Word List** includes all the explicitly taught vocabulary from the unit. All entries are recorded, which facilitates pronunciation practice. The **Remember More** section provides further vocabulary practice and activates the words from the list, which aids more efficient learning.

**Active Vocabulary** boxes provide tips for students on how to improve their ability to remember and learn new words, encouraging their independent learning skills.

- demonstrate a skill /ˌdemənstreɪt ə 'skɪl/
- discipline of art /dɪsɪplən əv 'ɑ:t/
- divided (adj) /dɪ'vaɪdɪd/
- dot (n) /dɒt/
- draw conclusions /drɔ: kən'klu:ʒənz/
- exhibit (n) /ɪg'zɪbɪt/
- exploit (v) /ɪk'splɔɪt/
- express emotions /ɪksˌspres ɪ'məʊʃənz/
- expressive (adj) /ɪk'spresɪv/
- familiar (adj) /fə'mɪliə/
- get sb talking /get ˌsʌmbədi ˌtɔ:ktɪŋ/
- have a go /hæv ə 'gəʊ/
- incident (n) /'ɪnsədənt/
- individual (n) /ˌɪndə'vɪdʒuəl/
- inner thoughts /ɪnə 'θɔ:ts/
- installation (n) /ˌɪnstə'leɪʃən/
- inventive (adj) /ɪn'ventɪv/
- lack (v) /læk/
- leave sb cold /li:v ˌsʌmbədi ˌkəʊld/
- make a comment on sth /meɪk ə ˌkɒment ɒn ˌsʌmθɪŋ/
- make a political/social/historical point /meɪk ə ˌpəˌlɪtɪkəl/ˌsəʊʃəl/ˌhɪˌstɒrɪkəl/ˌpɔɪnt/
- meaningful (adj) /'mi:nɪŋfəl/
- mistake sth for sth (phr v) /mɪ'steɪk ˌsʌmθɪŋ fə ˌsʌmθɪŋ/
- modern art (n) /mɒdɪn 'ɑ:t/
- more or less /mɔ: ə 'les/
- non-experts (n) /nɒn ˌeksˌpɜ:ts/
- on display /ɒn dɪ'spleɪ/
- originally (adv) /ə'rɪdʒɪnəli/
- parallel (adj) /'pærəlel/
- photograph (v) /'fəʊtəgrɑ:f/
- piece (n) /pi:s/
- place (v) /pleɪs/
- play a trick on sb /pleɪ ə ˌtrɪk ɒn ˌsʌmbədi/
- presumably (adv) /prɪ'zju:məbli/
- profound (adj) /prə'faʊnd/
- puzzling (adj) /'pʌzɪlɪŋ/
- quality (n) /'kwɒləti/
- raise a question /reɪz ə ˌkwɛstʃən/
- realistic (adj) /rɪə'lɪstɪk/
- rebuild (v) /rɪ:'bɪld/
- recognised work of art /rekəɡnaɪzd ˌwɜ:k əv 'ɑ:t/
- set a challenge /set ə ˌtʃæləndʒ/
- shocking (adj) /'ʃɒkɪŋ/
- shot (n) /ʃɒt/
- skilful (adj) /'skɪlfəl/

- sophisticated (adj) /sə'fɪstəkertəd/
- spectacular (adj) /spek'tækjələ/
- struggle to do sth /strʌgləl tə ˌdu: ˌsʌmθɪŋ/
- throw away (phr v) /θrəʊ ə'veɪ/
- to be fair /tə bi ˌfeə/
- unchanging (adj) /ʌn'tʃeɪndʒɪŋ/
- unique (adj) /ju:'ni:k/
- worthless (adj) /wɜ:θləs/

## 7E GRAMMAR 5.47

- appear on a show /əˌpiə ɒn ə ˌʃəʊ/
- audition for sth (v) /ɔ:ˌdɪʃən fə ˌsʌmθɪŋ/
- give a performance /gɪv ə ˌpɜ:fɔ:məns/
- part (n) /pɑ:t/
- play the drums /pleɪ ðə ˌdrʌmz/
- talent show (n) /ˌtælənt ʃəʊ/

## 7F SPEAKING 5.48

- backstage (adv) /ˌbæksteɪdʒ/
- fall over (phr v) /fɔ:l əʊvə/
- feel ill /fi:l ɪl/
- feel like (crying) /fi:l laɪk ('kraɪɪŋ)/
- forget your lines /fəˌget jə ˌlaɪnz/
- refreshing (adj) /rɪ'freɪʃɪŋ/
- rehearsal (n) /rɪ'hɜ:səl/
- relieved (adj) /rɪ'li:vɪd/
- require sb to do sth /rɪˌkwaɪə ˌsʌmbədi tə ˌdu: ˌsʌmθɪŋ/
- silly (adj) /'sɪli/
- tear (v) /teə/
- trip (v) /trɪp/
- try your best /traɪ jə ˌbest/
- turn to sb (phr v) /ˌtɜ:n tə ˌsʌmbədi/
- work out (phr v) /wɜ:k ˌaʊt/

## 7G WRITING AND VOCABULARY

### 5.49

- acting (n) /'æktɪŋ/
- amusing (adj) /ə'mju:zɪŋ/
- audition (n) /ɔ:ˌdɪʃən/
- cast (n) /kɑ:st/
- completely (adv) /kəm'pli:tli/
- confusing (adj) /kən'fju:zɪŋ/
- convince (v) /kən'vɪns/
- convincing (adj) /kən'vɪnsɪŋ/
- costume (n) /ˌkɒstjʊm/
- dialogue (n) /ˌdaɪələʊɡ/
- directing (n) /daɪə'rekɪŋ/
- disappointing (adj) /dɪsə'pɔɪntɪŋ/

- dramatic (adj) /drə'mætɪk/
- entertaining (adj) /entə'teɪnɪŋ/
- extremely (adv) /ɪk'stri:mli/
- feature (v) /'fi:tʃə/
- forgettable (adj) /fə'getəbəl/
- ghost (n) /ɡəʊst/
- hilarious (adj) /hɪ'lɛəriəs/
- impressive (adj) /ɪm'presɪv/
- include (v) /ɪn'klu:d/
- lighting (n) /'laɪtɪŋ/
- lines (n) /laɪnz/
- make-up (n) /ˌmeɪkʌp/
- mixed feelings (n) /mɪksɪd ˌfi:əlɪŋz/
- part/role (n) /pɑ:t/ˌrəʊl/
- particularly (adv) /pə'tɪkjələli/
- perform a play /ˌpɜ:fɔ:m ə ˌpleɪ/
- plot (n) /plɒt/
- prop (n) /prɒp/
- rather (predeterminer) /ˌrɑ:ðə/
- rehearse (v) /rɪ'hɜ:s/
- represent (v) /reprɪ'zent/
- scene (n) /si:n/
- seem (longer) (v) /si:m ('lɒŋgə)/
- set (n) /set/
- setting (n) /'setɪŋ/
- sharp (adj) /ʃɑ:p/
- sleepwalking (n) /sli:pˌwɔ:kɪŋ/
- slightly (adv) /ˌslaɪtli/
- sound (natural) (v) /saʊnd ('nætʃərəl)/
- stage (n) /steɪdʒ/
- stand head and shoulders above sb/sth /stænd ˌhed ənd ˌʃəʊldəz ə'bʌv ˌsʌmbədi/ˌsʌmθɪŋ/
- starring /ˌstɑ:ɪŋ/
- take part in a play /teɪk ˌpɑ:t ɪn ə ˌpleɪ/
- terrifying (adj) /ˌterəfaɪɪŋ/
- thoroughly (adv) /θʌrəʊli/
- totally (adv) /ˌtəʊtli/
- tragedy (n) /ˌtrædʒədi/
- unconvincing (adj) /ʌnkən'vɪnsɪŋ/
- uninspiring (adj) /ʌnɪn'spaɪrɪŋ/
- utterly (adv) /ˌʌtəli/
- version (n) /ˌvɜ:ʃən/
- wig (n) /wɪɡ/
- witch (n) /wɪtʃ/
- witty (adj) /'wɪti/

## 07 Revision

## VOCABULARY AND GRAMMAR

## 1 Complete the conversation with the words from the box.

break breaking headlines looked back newsreader on-demand programme spoilers

- A** Can we watch the eight o'clock news?  
**B** OK, but just the <sup>1</sup> headlines, if that's OK. A good film is about to start on Channel 2.  
**A** I'd like to hear the <sup>2</sup> \_\_\_\_\_ news about the new political scandal.  
**B** I'm sorry, you know I don't want to miss the film. I didn't see it at the cinema. Peter Smith got his first big <sup>3</sup> \_\_\_\_\_ with this film. He hasn't <sup>4</sup> \_\_\_\_\_ since.  
**A** Well, I saw it at the cinema. I can show you a site that tells you all about what happens.  
**B** I hate <sup>5</sup> \_\_\_\_\_! I don't want to know what happens. I want to find out for myself!  
**A** Well, I'm sure you'll be able to see it at the weekend. There's so much <sup>6</sup> \_\_\_\_\_ content these days you can see almost anything whenever you want.  
**B** Ok, I give in. Let's watch the news <sup>7</sup> \_\_\_\_\_. And, anyway, I like the <sup>8</sup> \_\_\_\_\_. She's got a lovely voice.

## 2 Choose the correct words to complete the sentences.

- 1** Even though I've been acting for ages, I always get nervous before an *episode / audition*.  
**2** The director believes the actors should only have a few meaningful *props / sets*.  
**3** The first night was disappointing as the leading actor kept forgetting his *plot / lines*!  
**4** They were pleased they had booked the tickets in advance as the play was a *flop / sell-out*.  
**5** The painting was so *abstract / realistic* that no one could understand what it was about.  
**6** Despite the initial setbacks, the show really *came to nothing / took off*.  
**7** Despite being a *little-known / award-winning* actor, he managed to get the part.

## 3 Use the prompts to report what the people said.

- 1** 'I don't like watching the news because it's depressing.' (She explained ...)  
*She explained she didn't like watching the news because it was depressing.*  
**2** 'Don't forget to come to our play this evening!' (He told me ...) \_\_\_\_\_  
**3** 'We saw you on the news programme last night!' (They said ...) \_\_\_\_\_  
**4** 'I can't go to the theatre with you next week.' (She confessed ...) \_\_\_\_\_  
**5** 'If you watch too much TV, Tom, you will have eye problems.' (The optician warned ...) \_\_\_\_\_  
**6** 'We think the news report was very thought-provoking.' (They agreed ...) \_\_\_\_\_  
**7** 'You must work very hard if you want to make a name for yourself, Jane.' (We pointed out...) \_\_\_\_\_

## 4 Report the questions using the object pronouns in brackets.

- 1** Why did you decide to become an actor? (me)  
 She *asked me why I had decided to become an actor*.  
**2** Have you ever binge-watched your favourite series? (them)  
 He \_\_\_\_\_.  
**3** What do you think will happen in the next episode? (her)  
 I \_\_\_\_\_.  
**4** Do you think this is a fake news item? (him)  
 We \_\_\_\_\_.  
**5** Where are you going now? (me)  
 They \_\_\_\_\_.  
**6** Did you like the new art installation? (them)  
 She \_\_\_\_\_.

## USE OF ENGLISH

## 5 Complete the text with the correct words formed from the verbs in bold.

## TV today

People watch TV for all sorts of reasons. Some people watch it for <sup>1</sup> information (**INFORM**), whereas others do it for <sup>2</sup> \_\_\_\_\_ (**ENTERTAIN**). In addition, it also provides company for those with no family or job.  
 These days, though, deciding which programme to watch is a major challenge as there is such a big <sup>3</sup> \_\_\_\_\_ (**CHOOSE**)! The news headlines always attract a large number of <sup>4</sup> \_\_\_\_\_ (**VIEW**), as do sports programmes and films. On the other hand, many people are addicted to drama series, even if the acting is sometimes <sup>5</sup> \_\_\_\_\_ (**CONVINCE**) and the plot puzzling. Some drama series shown on TV in the UK have been running for decades! However, perhaps two of the most <sup>6</sup> \_\_\_\_\_ (**EAGER**)-awaited types of programmes are reality shows and talent contests. The quality of some of these <sup>7</sup> \_\_\_\_\_ (**PRODUCE**) is undoubtedly excellent.  
 Whether people watch TV in real time at home, use <sup>8</sup> \_\_\_\_\_ (**SUBSCRIBE**) streaming services or access it via a mobile device, the only conclusion we can draw is that it's as popular as ever!

Use of English &gt; page 194

## READING

## 6 You are going to read a magazine article about popular British sitcoms. For questions 1–6 choose from paragraphs A–D. You may choose the paragraphs more than once.

## STRATEGY | Matching

Scan the texts quickly to find the information. Remember that the information will be rephrased, so don't look for the exact words.

## Which sitcom

- 1**  was written by a married couple?  
**2**  stars an actor who was already known worldwide from another television show?  
**3**  is set in several different periods?  
**4**  features an actor who went on to have great global success?  
**5**  introduces famous sayings and anecdotes and is set during a war?  
**6**  presents the financial misfortunes of the characters?

## Best British Sitcoms

In a recent opinion poll, the British public voted for their favourite British sitcom. Here is the final top four!

**A** *Only Fools and Horses* tells the story of the ups and downs of an ambitious market trader, Derek 'Del Boy' Trotter, his brother Rodney and their grandfather, later replaced by Uncle Albert. Del and Rodney are continually trying to get rich through doing all sorts of strange business but most of their attempts fail. Much of the show's humour comes from Del's lack of good manners and Rodney's stupidity, and, of course, from Uncle Albert, whose war anecdotes have already entered the English language.

**B** *Blackadder* is set in more than one historical era and follows the misfortunes of Edmund Blackadder, played by Rowan Atkinson. In each series he is a member of a British family at different important events in British history from the Middle Ages to World War I. Apart from Atkinson, the show also stars Hugh Laurie, who later became hugely popular worldwide thanks to his role as Doctor House. In addition to its biting humour, *Blackadder* is also a hit due to its large, often reappearing cast.

**C** *Dad's Army*, set during World War II, focuses on the adventures of a group of British soldiers who are totally unprepared for a real war. There is Private Frazer, a Scotsman who is always complaining about everything; Lance Corporal Jones, who is far too old for the army; and Private Pike, a mummy's boy who, in contrast, is not old enough to be a soldier. The show is famous for the brilliant acting and the memorable catch-phrases.

**D** *Fawlty Towers* presents the hilarious adventures of Basil, an exceptionally rude hotel owner; Sybil, his domineering wife; a British waitress, Polly; and a Spanish waiter, Manuel. The latter is in a constant struggle to master the English language, with varying degrees of success! It achieved remarkable global acclaim thanks to the fantastic script-writing of John Cleese, an ex-member of the world-famous comedy series *Monty Python's Flying Circus*, and his then wife Connie Booth, as well as brilliant acting from the cast including Cleese himself in the leading role.

## SPEAKING

## 7 Work in pairs. Take turns to describe the photos.

## STRATEGY | Long turn

Look at the picture carefully and think what it shows and what the people are doing. If you are not sure about what is happening, use phrases like *Maybe he/she/it ...*, *The photo probably shows ...*, *Perhaps they are ...*

- Talk about the people.
- Talk about the place.
- Talk about other things in the photos.

## Student A



## Student B



## WRITING

## 8 You have recently seen this advertisement on a website for students of English.

## Write a review of your favourite TV series!

Write about the plot and characters. Tell us what you think of them, why you liked the series and if you would recommend it to viewers of all ages.

## The best reviews will be published on our website.

Write your review.

## Grammar Reference and Practice

### 3A Past Simple, Past Continuous and Past Perfect

Past Simple			
Affirmative		Negative	
I/You/He/She/It/We/They	<b>jumped and fell.</b>	I/You/He/She/It/We/They	<b>did not (didn't) jump and fall.</b>
Yes/No questions			
Did she <b>jump</b> and <b>fall</b> ?			
Wh- questions		Subject questions	
Why did you <b>jump</b> and <b>fall</b> ?		Who <b>jumped</b> and <b>fell</b> ?	

We use the Past Simple:

- to describe finished actions: *I **broke** my leg yesterday evening.*
- to tell the main events in a story in order: *I **ran** to the school gym, **opened** the door, and **saw** him!*

**Common time expressions used with the Past Simple:** *yesterday, yesterday morning/afternoon/evening, last night/year/week/Saturday, when I was five/ten, ten years ago, in September, in 2011:*

*Where were you **yesterday**? She went to the swimming pool **a week ago**.*

Past Continuous			
Affirmative		Negative	
I/He/She/It	<b>was</b>	I/He/She/It	<b>was not (wasn't)</b>
You/We/They	<b>were</b>	You/We/They	<b>were not (weren't)</b>
performing.		performing.	
Yes/No questions			
Was he <b>performing</b> ?			
Wh- questions		Subject questions	
Where <b>were</b> they <b>performing</b> ?		Who <b>was</b> <b>performing</b> ?	

We use the Past Continuous:

- for longer activities interrupted by shorter ones in the past: *I **was jogging** in the park when I saw an accident.*
- for temporary situations in the past: *We **were meeting** at the gym twice a week.*
- to describe things which were in progress at or around a fixed time in the past: *At 9 a.m. I **was relaxing** in the steam room.*
- to set the scene in a story or give background information: *I **was cycling** to school one morning when ...*

Past Perfect				
Affirmative			Negative	
I/You/He/She/It/We/They	<b>had</b>	<b>won</b> a medal.	I/You/He/She/It/We/They	<b>had not (hadn't)</b> won a medal.
Yes/No questions			Short answers	
<b>Had</b>	I/you/he/she/it/we/they	<b>won</b> a medal?	Yes, I/you/he/she/it/we/they <b>had</b> . No, I/you/he/she/it/we/they <b>had not (hadn't)</b> .	
Wh- questions				
<b>Why</b>	<b>had</b>	I/you/he/she/it/we/they	<b>won</b> a medal?	
Subject questions				
<b>Who</b>	<b>had</b>	<b>won</b> a medal?		

We use the Past Perfect:

- to talk about an action in the past that was completed before another action or a time in the past: *When I arrived at the skate park, my friends **had already left**.*
- to talk about what happened before another event in the past. It is used with the Past Simple or Continuous: *The road was dangerous because it **had snowed** during the night. (It snowed. Then, as a result the road became dangerous.)*  
*We were driving slowly because we **had seen** an accident. (We saw an accident and drove more carefully afterwards.)*

**Common time expressions used with the Past Perfect:** *after, already, as soon as, before, by, by the time, just, once, until.*

### 3D Used to and would

Used to and would	
Affirmative	<i>I <b>used to</b> go to the gym every Monday. I <b>would</b> go to the gym every Monday.</i>
Negative	<i>I <b>didn't use to</b> go skiing every year. He <b>wouldn't</b> go skiing every year.</i>
Yes/No questions	<i>Did he <b>use to</b> be in a football team?</i>
Wh- questions	<i>What <b>did</b> he <b>use to</b> like?</i>
Subject questions	<i>Who <b>used to</b> eat unhealthy food?</i>

- We use *used to* and *would* for habitual/repeated actions in the past: *As a teenager, I **used to/would** go to the swimming pool every Sunday.*
- We use *used to* (not *would*) for past states (with state verbs – go to 1A, page 172): *I **didn't use to** love yoga. (But I do now.) She **used to think** positive thoughts. (But she doesn't any more.)*
- We don't use *would* when asking about past actions: *Did you **use to** do any sports when you were younger?*
- We use the Past Simple (not *used to* or *would*), if something happened only once in the past: *I **went** skiing last winter.*  
but: *I **used to/would** go skiing every year when I was younger.*

## Use of English

### Unit 3

1 Complete the sentences with the correct forms of the words in brackets. Add extra words where necessary.

- When I joined the 'Young chef competition', I **had already finished** (already/finish) a cookery course.
- My older sister \_\_\_\_\_ (use/order/meal) at a fast food restaurant every Saturday but now she eats only homemade food.
- I sprained my wrist while I \_\_\_\_\_ (work/gym) on Saturday.
- The boy burnt his hand while he \_\_\_\_\_ (try/set fire) an old garden shed.
- When you were a kid, \_\_\_\_\_ (you/use/play) any team sports?
- Our team played very well but they still \_\_\_\_\_ (not/qualify/final) of the school basketball championships.
- The students stopped talking as \_\_\_\_\_ (soon/teacher/enter) the classroom.
- I lost ten kilos when I \_\_\_\_\_ (give/junk food) and fizzy drinks.

2 Choose the correct words a–c to complete the text.

#### My first personal training session

I was nervous before my first personal training session as I didn't know what to expect. I tried to keep fit but I didn't have any training routine. I <sup>1</sup> \_\_\_\_\_ go to the gym to do some exercise twice a week, but didn't feel much fitter. <sup>2</sup> \_\_\_\_\_ I arrived at the club, I was greeted by David, my new fitness coach. He explained to me how the <sup>3</sup> \_\_\_\_\_ works and how to warm up. David was really motivating and encouraging. He showed me the best techniques to lift weights and do push-ups. David also showed me how to use the Bosu ball. I <sup>4</sup> \_\_\_\_\_ the ball before I joined the club and I wasn't sure what to do with it. But it was great fun! The day after the session I had a sore feeling in my body. I was afraid I had <sup>5</sup> \_\_\_\_\_ a muscle but my coach explained to me that it often happens after a workout. He also told me that if I want to build muscles, I should have meals which are high <sup>6</sup> \_\_\_\_\_ protein. Working with a personal trainer was a really rewarding experience – it really helped me to <sup>7</sup> \_\_\_\_\_ into shape fast.

- |                  |               |              |
|------------------|---------------|--------------|
| 1 a would        | b could       | c should     |
| 2 a Soon         | b Until       | c The moment |
| 3 a track        | b machine     | c equipment  |
| 4 a wasn't using | b hadn't used | c used to    |
| 5 a sprained     | b pulled      | c dislocated |
| 6 a with         | b on          | c in         |
| 7 a get          | b be          | c keep       |

### Unit 4

1 Complete the second sentence so that it means the same as the first one. Use between two and five words in each gap.

- Laptops have to be switched off during take-off. Passengers must **switch off their laptops** during take-off.
- My uncle learned to fly a plane when he was 25. My uncle \_\_\_\_\_ to fly a plane since he was 25.
- You shouldn't walk to the station. Going by bus is a better option. You ought \_\_\_\_\_ a bus to the station.
- You mustn't carry any sharp objects in your hand luggage. You are not \_\_\_\_\_ carry any sharp objects in your hand luggage.
- I had enough food on the plane as free snacks were served. I \_\_\_\_\_ buy food on the plane.
- Peter lent me his car. I'm driving it. I'm driving the car \_\_\_\_\_ from Peter.
- This is the girl who lent me the bike helmet. I'm wearing it now. This is the girl \_\_\_\_\_ I'm wearing now.

2 Complete the text with one word in each gap.

#### WHAT TO DO IF YOU LOSE YOUR PASSPORT

A passport is one of the most valuable things we pack when we go <sup>1</sup> **on** holiday abroad. If it gets lost or stolen, you won't be <sup>2</sup> \_\_\_\_\_ to hire a car or, at worst, return home.

So if you want to avoid having trouble, you ought to take some steps before you set <sup>3</sup> \_\_\_\_\_ on your trip. It is a good idea to scan and print your passport and other forms of identification and leave copies with a family member or a close friend. <sup>4</sup> \_\_\_\_\_ could save you time and money if the worst happens. You <sup>5</sup> \_\_\_\_\_ not, under no circumstances, carry the copies of the documents with you. Otherwise the person <sup>6</sup> \_\_\_\_\_ steals them will have more than he or she has ever dreamt of having. It's also a good idea to travel with an extra passport photo in case you <sup>7</sup> \_\_\_\_\_ to apply for an emergency travel document.

If your passport does go missing, <sup>8</sup> \_\_\_\_\_ first thing to do is to get it cancelled, even if you hope that it will be found. Cancelling the passport as <sup>9</sup> \_\_\_\_\_ as possible is the best way to guarantee that no one else will use it illegally.

High Note offers a **unique video package** extending the core content of the lessons

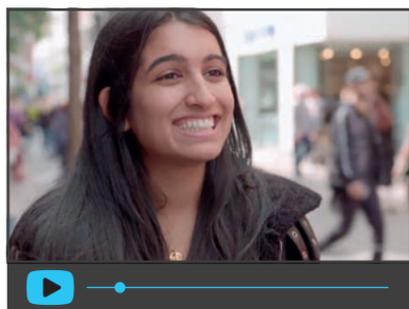


### AUTHENTIC DOCUMENTARY videos

Authentic, thought-provoking documentary videos produced in cooperation with ITN Productions. These:

- **provide video extension** to the topics and themes raised in the reading texts,
- **enable students to get more insight into a given issue**, think about it critically and discuss it at length,
- **boost students' motivation**, exposing them to natural, real-life language, and extending their vocabulary.

There are **ten documentary videos** in each level of the course, one per unit. They are accompanied by *Watch and Reflect* worksheets available in the Student's Book (see opposite).

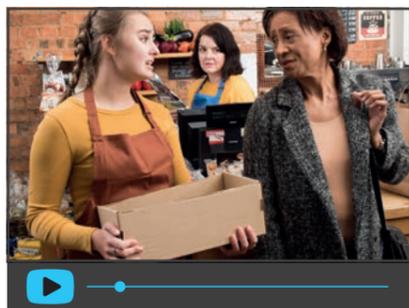


### AUTHENTIC GRAMMAR videos

Short, authentic clips of real people filmed on the streets of London answering questions about their lives and opinions. They:

- **provide short, manageable chunks of the target grammar structures**,
- **serve as a structure model** for students to follow and adapt for their own speech,
- **improve students' productive accuracy**,
- **provide authentic, real language** uttered by English speakers using different accents.

There are **ten grammar vox pop videos** following the first grammar lesson in each unit. They are accompanied by extra video activities available in the Teacher's Book.



### COMMUNICATION videos

Situational videos presenting key functional language of the speaking lessons. They:

- **present the target language** of the lesson in an engaging and meaningful way,
- **support language acquisition** by providing visual clues and context (location, action, body language, facial expression),
- **improve students' receptive skills** and their overall fluency in speaking.

There are **ten communication videos** integrated into every speaking lesson with activities to follow.



### LIFE SKILLS video

Extra video which complements the *Life Skills development programme* to provide practical techniques of giving successful presentations.

There is **one life skills video** available in Levels 2 – 4 of the course.

**Watch and Reflect** worksheets at the back of the Student's Book accompany *Documentary Videos*.

## 07 WATCH AND REFLECT

Living art



### 1 SPEAKING In pairs, look at the photo and answer the questions.

- 1 Do you like the picture in the photo? Give reasons for your answer.
- 2 Can you guess how this piece of art was made? Do you think it is an oil painting, a drawing, a computerised image or something else?

### 2 23 Watch the video and choose the correct answers.

- 1 Lisa tries to make *the real world look like a painting / her paintings look like the real world*.
- 2 Lisa / Another artist paints the backgrounds.
- 3 Lisa takes photos of her paintings because *they're only temporary / she's also a photographer*.
- 4 The model, Christopher *studies / feels he's a part of* the history of art.
- 5 Lisa is famous *only in America / in many countries*.
- 6 The art expert thinks that Lisa is *doing something new / copying someone else's style*.

### 3 Would you like to be in a painting like this? Say why.

### 4 23 Complete the phrases with the words in the box. Then watch the video again to check.

exhibits bold boundaries canvas dimensional headlines shadow standards toe

- 1 She's **making headlines** with her artwork.
- 2 She paints her models **from head to toe**.
- 3 She uses **bold brush strokes** to **capture depth and boundaries** just as she sees it in real life.
- 4 Lisa paints on people in a way that makes them look like **two-dimensional** paintings.
- 5 For Lisa, **the world is a canvas**.
- 6 Lisa sometimes paints people **for live art exhibits**.
- 7 Michael Schwartz is an art expert and gallery owner who thinks Lisa's **work is pushing boundaries**.
- 8 When a woman **challenges the standards** and creates something so unusual, that's really important.

### 5 SPEAKING In pairs or small groups, discuss the questions.

- 1 Do you think an artist needs to have talent or is a good imagination enough?  
*If there is no talent, then anyone can create the same thing so it isn't unique anymore.*  
*Some art works such as Tracey Emin's unmade bed is as interesting and important as an oil painting or sculpture.*
- 2 How important is it for schools to teach students about art and its history? Give reasons for your answers.
- 3 Read the question the narrator asks at the end and give your opinions: 'Will her paintings be remembered if they only last a day before they are gone for good?'  
*Yes, we can still have photos of them.*  
*No, photos won't show how amazing the paintings really look.*

### 6 WRITING TASK Imagine you have been to a live art exhibition of Lisa's paintings. Write a review of the exhibition.

### GLOSSARY

**acrylic (paint)** – made from chemicals, not natural materials

**atmospheric** – giving a particular feeling e.g. pleasing or mysterious

**critical acclaim** – positive opinions from critics and experts

**neat (American English slang)** – good

**pushing boundaries** – challenging what is acceptable or normal

# LIFE SKILLS

## How to take part in a debate

03-04



The **Life Skills lessons** at the end of every second unit teach practical skills that are indispensable to achieve success in the modern 21<sup>st</sup> century world. Engaging content and an integrated skills approach help practise new competencies in an active, discussion-driven way.

### What is a debate?

A competitive debate is an argument with some rules. It involves two teams of two or more people. The teams are given a controversial statement to discuss and a set period of time to prepare.

#### Proposition and opposition

The team which argues in favour of the statement are called 'proposers'. The team which argues against the statement are called the 'opposers'.

#### Goal of the debate

The goal of a debate is for the teams to prepare a good argument in a short time. The speakers in a team must work together to convince the audience and judges that they are right.

#### Length of speeches

Participants can only speak for a specified period of time, for example 3-5 minutes.

#### Chairperson and timekeeper

A chairperson opens the debate, introduces each speaker and makes sure everybody follows the rules. The timekeeper checks the time and gives signals to speakers to show that they will soon run out of time.

#### Judges and audience

Usually a panel of judges gives points to the teams and decides who should win. Sometimes the audience votes to choose the winner.

#### Structure of the debate

A typical debate has the following format:

- Teams hear the topic and take positions (for and against).
- Teams discuss their topic and come up with arguments.
- The speakers for the proposition and opposition present the main arguments.
- Teams discuss the arguments of the opposing team and try to 'rebut' them, that is explain why their arguments are wrong.
- Speakers from both teams present their rebuttals.
- This continues until all speakers have spoken and the last speakers sum up their points.

### 1 In pairs, discuss the questions.

- 1 Describe a situation when you took part in a debate at home or at school.
- 2 How do you think debating skills can be useful a) at school b) in future jobs?

### 2 Read the announcement. Would you like to join the club? Say why.

#### Roundhills Debating Club

Do you like taking part in discussions?  
Are you looking for a chance to broaden your horizons?

If yes, don't hesitate and join Roundhills Debating Club!

We meet every Thursday at 15.30 in the School Hall. We discuss topics that are important to young people, which last year ranged from the best pizza topping to how to take exams. Still not sure you'd like to join? Here's why it's useful to learn how to debate.

- 1 It boosts your confidence. You won't feel scared the next time you have to give a presentation.
- 2 You can also improve your communication skills.
- 3 You learn to look at both sides of complex questions and think critically. This will help you do better at school and write excellent essays.

And finally, debating is just great fun!  
Come and find out for yourself!

### 3 Read the text *What is a debate?* with rules for members of the debating club. Are the statements below about a debate true or false? Explain why the false ones are incorrect.

- 1  Every debate has two sides.
- 2  All the speakers speak for and against the debate statement.
- 3  In a debate, the speakers try to persuade the second team to accept their point of view.
- 4  A timekeeper may extend the time limit for a speaker.
- 5  The audience may decide on the outcome of a debate.
- 6  The speakers in both teams take turns to talk.
- 7  Rebutting means finding additional arguments to prove a team is right.

### 4 Work in pairs. Read the debate statement below and make a list of arguments for and against a vegan diet. Everyone should become a vegan.

### 5 2.15 Listen to part of a debate on the statement in Exercise 4. Answer the questions. Are the students' arguments similar to yours?

- 1 What two arguments in favour of the statement does the first speaker give?
- 2 What two arguments against the statement does the second speaker give?
- 3 Who do you think has stronger arguments and should win the debate? Say why.

### 6 2.15 Study the Speaking box. Then listen again and tick the expressions you hear.

#### SPEAKING | Debating

##### Presenting the motion and the speakers

- We are going to speak in favour of/against the motion that ...
- Today I hope to persuade you to agree that ...
- This morning we have the easy task of convincing you that ...
- First, I will talk about ... I shall also argue that ... The next speakers will explain why ...
- I, as the first speaker will be talking about ... My colleagues will later discuss ...

##### Presenting your arguments

- My first/second argument is ...
- Let me come to my first/second/next argument.
- Let the facts speak for themselves.
- Perhaps I should also mention that ...
- To begin with, ...
- In addition, ... What's more, ...

##### Stating a strong opinion

- I firmly believe that ...
- We are convinced that ...
- It is our belief that ...

##### Supporting an opinion with examples/evidence

- New studies confirm that ...
- Recent research has shown that ...

##### Summarising

- So, to sum up, ...
- All in all, ...
- To conclude, let me stress that ...

### 7 Read the advice. Why do you think these points are important when debating?

#### LIFE SKILLS | How to take part in a debate

- Be calm and confident.
- Speak clearly and slowly.
- Prepare well. Use logical arguments to support your point of view.
- Don't get personal. Challenge what someone says, but don't attack the person saying it.
- Pay attention to the time.
- Be polite at all times.
- Work as a team and support each other.

### 8 **DEBATE** Read the statement. In small groups, make a list of arguments for and against that you could use in a debate.

It's better to spend holidays in your own country than abroad.

### 9 Do the task below.

#### LIFE SKILLS | Project

Work in two teams and prepare for a debate in the next class. Use the tips from the lesson and the language from the Speaking box to help you.

- Use the statements in Exercise 4 or 8, or choose a topic on page 197.
- Discuss points and examples for your side of the debate.
- Decide who will present each point.
- Research information online and prepare your speeches.
- Debate the statement against another team in class, in front of other students.
- The class votes on the winner of the debate. Use the checklist on page 197 to assess the participants.

Two **Culture Spot lessons** at the back of the Student's Book provide a wider perspective of cultural aspects linked to the unit topics. They enable learners to compare cultural aspects of the English-speaking world with their own and gain fluency in discussing culture-related issues.

## CULTURE SPOT 1 Universities in Britain

**1** Oxford University is a historic university, the oldest in the English-speaking world. Students live in colleges – each college has its own dining room, library and student societies.

**2** Manchester University, a typical city university, not far from Manchester city centre.

**4.13** In 1960, there were about twenty-five universities in Britain and only about five percent of eighteen-year-olds went to university. Today the situation is very different – there are more than a hundred universities and more than thirty percent of eighteen-year-olds get a place at university.

Young people usually start choosing their university and the subject they want to study at the start of their last year of secondary school. Most universities organise 'open days' for pupils, where they can speak to students and staff and decide if the university is their right place for them. Many twenty students also decide to study in Britain – about twenty percent of students in the UK are from abroad. Some universities ask candidates to do an interview or an exam. A-level exam results are important too because you can lose your place at university if your results are bad.

Students can choose from hundreds of university courses. In 2024, the most popular courses were Medicine, Law, Psychology, Art/Design and Computer Science. There are also many different types of university. Perhaps the most famous are the 'historic' ones, which began in the Middle Ages, such as Oxford, Cambridge and Edinburgh. 'City universities' are usually in the centre of large towns and cities – sometimes they have a better reputation than others. Choosing the university that is right for you is very important. For this reason, most students in Britain choose to study far from their hometown (only twenty-two percent of students live with their parents).

Students in the first year of university typically live in university accommodation called 'halls of residence'. Students have to share a kitchen and bathroom with three to five other students, but every student has a 'study bedroom' where he/she can study or sleep. In the second and third years, it's possible to rent a flat or house with friends. For some people, this is one of the best things about being a student!

Studying at university is often very different to learning at school. Teachers use the most common type of teaching – sometimes there are more than a hundred students in the room at one time. But students also spend a lot of time doing 'private study' – reading and making notes in the library or at home. Most students go to university for three or four years to get a **Bachelor's degree**. About ten percent of students **drop out** (they leave university without finishing their course).

Studying in Britain is very expensive these days. Students

- 1** In pairs, look at the Fact Box and answer the questions.
- How old are children in England when they start primary school? How old are they when they start secondary school?
  - What are A-levels?
  - In which ways is the school system the same/different in your country?

### FACT BOX Schooling in England and Wales\*

- In Britain, education is now compulsory for all children and young people between the ages of five and eighteen.
- Children go to primary school for six years. Then they start secondary school.
- Most children start at the same secondary school for seven years, but some young people prefer to study at a college for their last two years.
- In year 13, pupils who want to go to university take exams called A-levels, usually in three or four subjects. \*Scotland and Northern Ireland have different school systems.

**2** Read the text quickly and decide what these numbers refer to.

- 25 It's the number of universities in 1960.
- 30%
- 20%
- 22%
- 10%

**3** Read the text again and decide if statements 1–6 are True or False.

- Most eighteen-year-olds in Britain go to university.
- Young people usually choose their university before they finish school.
- Which courses are fashionable/popular in your country at the moment?
- Are studies expensive in your country? Do many

- 5** In pairs, answer the questions.
- Are you planning to study at university? What subject would you like to study?
  - What do you think the advantages and disadvantages of studying at a city university are compared to a campus university in the countryside? Use photos 2 and 3 to help you.

**6** **4.14** Listen to Sam and Siobhán talking about their lives at university and complete the table. Did they mention any of your ideas from question 2 in Exercise 5?

	Sam	Siobhán
Name of university	York	Newcastle
Type of university	campus	city
Course	?	Computer Science
Advantages	<ul style="list-style-type: none"> <li>quiet, peaceful</li> <li>feel safe</li> <li>?</li> <li>?</li> </ul>	<ul style="list-style-type: none"> <li>exciting</li> <li>good for shopping/eating out</li> <li>lots going on, e.g. ...</li> <li>...</li> <li>...</li> </ul>
Disadvantages	<ul style="list-style-type: none"> <li>?</li> <li>?</li> <li>?</li> </ul>	<ul style="list-style-type: none"> <li>living far away from the university</li> <li>?</li> <li>?</li> </ul>

**7** REFLECT | Culture in groups, answer the questions.

- Do many people in your country continue in education after secondary school?
- What's the oldest/most famous university in your country? Which universities do you think have the best reputation?
- Which courses are fashionable/popular in your country at the moment?
- Are studies expensive in your country? Do many

## LITERATURE SPOT 1 Forrest Gump

**1** Look at the photos and read the first paragraph of the text on page 159. What do you think the extract is about?

**2** **4.17** Listen to two students talking about the extract and answer the questions.

- Why did the boy have difficulty understanding the text?
- What did the girl think the extract was about?
- What did the boy think the extract was about?

**3** Read the rest of the text and decide if statements 1–6 are True or False.

- Forrest didn't like the food in the cafeteria.
- The bullying began when Forrest said something to the bully.
- Forrest ran away when the bully poured milk on him.
- Forrest cried when he was hit even though the punch wasn't very painful.
- The bullies started chasing Forrest because Coach Fellers was watching them.
- People's attitudes to Forrest changed when they found out that he was good at football.

**4** Replace the underlined words and phrases in the sentences below with more informal, high-level words and phrases from the text.

- I suppose my biggest talent is painting and drawing.
- When people offer me a choice of what to do or eat, I often have trouble choosing.
- When I looked down from the top of the mountain, I was really frightened, but the instructor told me not to worry.
- When I saw my friend, she was with a group of people I didn't recognise.
- We were looking at the food but no-one took any until our teacher said, 'You may start!'
- Find colloquial expressions 1–4 in the extract and

### WATCH OUT!

The informal words and phrases from Exercise 5 are sometimes used in spoken and informal written English. 'Ain't' is a short form of 'is not/are not', and 'gonna' is 'going to'. Even though they're in fact ungrammatical, they're common in some dialects and song lyrics. In spoken conversations, English speakers sometimes tend to omit or change some sounds e.g. change the -ing ending with -n. When we want to show these changes in written English, we use an apostrophe to mark that those letters are missing.

**7** SPEAKING Think of novels in your language that you have studied. In pairs, discuss these questions.

- Do you ever find the grammar or vocabulary in novels difficult to understand? Why? Give examples.
- Which novels that you have studied at school have you enjoyed? Why did you enjoy them?
- Which books do you think students in your country should study? Say why.
- Who is your favourite character from a novel that you have studied? What did you like about the person?

**8** REFLECT | Society In pairs, discuss the questions.

- Why do you think some students bully others?
- How can schools reduce the amount of bullying?

**9** WRITING TASK Imagine you have recently come to the same school as Forrest Gump. Write a letter to an English-speaking friend about your experiences at the school and about Forrest.

- Give your opinions about the school, students, etc.
- Mention Forrest and why he is an interesting character.
- Give a short summary of what has recently happened to Forrest.

**FROM PAGE TO LIFE**

## CULTURE SPOT 1 Tea drinking in the UK



### What do you know about tea in Britain?

- How many Britons drink tea every day?
  - 41%
  - 80%
  - 93%
- How many cups of tea are drunk every day in Britain?
  - 60 million
  - 165 million
  - 210 million
- When did tea first become popular in Britain?
  - 16th century
  - 17th century
  - 18th century
- How long did it take for the first ships to bring tea to Britain?
  - 5 months
  - 1 year
  - 2 years
- Where was the tea bag invented?
  - USA
  - China
  - UK
- Which of these is not a kind of tea?
  - chai tea
  - bubble tea
  - tapiocha

**5** Tell your partner about these situations.

- A recent disagreement that was 'a storm in a tea cup'.
- Something that you wouldn't do 'for all the tea in China'.
- Something you refused to do recently because it wasn't your 'cup of tea'.
- A time recently when you really 'fancied a cuppa'.

**6** **4.17** Listen to a radio programme with a tea expert. Tick the things he should do. Which is the strangest, in your opinion?

- You should take the tea bag out after one minute.
- Tea is ready to drink when it reaches sixty degrees.
- You should always pour milk first.
- Stir your tea across the cup.
- It's good manners to hold your cup with an extended little finger.

**7** Complete the sentences with the correct verbs from the box.

- boil steep strain squeeze spill sip gulp stir

- You should **steep** the tea, otherwise you get leaves in the bottom of the cup!
- It's a good idea to **strain** the tea bag against the side of the cup with a spoon.
- Never **spill** your tea because it's bad manners to make noise when you drink.
- If your tea is too hot, **stir** it slowly.
- You should **sip** your tea in a clockwise direction, otherwise it's bad luck.
- If you fill your mug right to the top, you might **overflow** the tea.
- The water must **boil** before you pour it into the tea.

**1** Match the words below with the photos A–I on page 154.

- china cup
- scones
- straws
- tea bags
- tapiocha balls
- tea cosy
- teapot
- tea strainer
- three-tier stand

**2** In pairs, answer the questions in the questionnaire above. Then scan the text to check your answers.

**3** Read the text again and match the headings to the text. There is one extra heading.

- A How tea got to Britain
- E The story of tea in Britain
- B The changing face and taste of tea
- F An accidental invention
- C The important job of tea tasting
- G A very British habit
- D Not only a drink

**4** Complete the conversations with the correct common phrases a–e related to tea.

- a I'm not a tea drinker.
- b I love tea.
- c I don't like tea.
- d I'm not a tea drinker.
- e I love tea.

**1** Work in pairs and answer the questions.

- How many Shakespeare's plays can you name?
- Look at photos 1–3 below. Match the plays A–C to the photos. What do you know about the stories?
  - A Hamlet
  - B Macbeth
  - C A Midsummer Night's Dream

**2** In pairs, discuss different ways Shakespeare's work has influenced culture. Think about: film, literature, music, psychology, theatre.

**3** Read the article on page 154. Which of your ideas from Exercise 2 are mentioned?

**4** Read the article again and answer the questions.

- Why does the writer mention Taylor Swift?
- What is the writer's opinion about the authorship of Shakespeare's plays and sonnets?
- Why, according to the writer, are Shakespeare's plays still valid today?
- How can studying Shakespeare help students today?
- How did Shakespeare change the theatre in his lifetime?
- Why are Shakespeare's history plays important for us?

**5** Complete sentences 1–6 with nouns formed from the words in the box.

- Students need to show \_\_\_\_\_ with Shakespeare's Hamlet to answer the questions.
- The \_\_\_\_\_ of the poem is not in doubt.
- You can't tell \_\_\_\_\_ about our conversation – it would be a \_\_\_\_\_ of trust.
- A key characteristic of many dictators is \_\_\_\_\_.
- People often make \_\_\_\_\_ about things without knowing all the facts.
- The judge found him guilty of \_\_\_\_\_ and fined him heavily.

**6** **4.17** Listen to a conversation about new words that Shakespeare is believed to have created and complete the sentences.

- Shakespeare appears to have invented between \_\_\_\_\_ words.
- His plays were recorded because of the invention of the \_\_\_\_\_.
- Today, people use about \_\_\_\_\_ of these words.
- The technique of creating new words as Shakespeare did is known as \_\_\_\_\_ word he created is \_\_\_\_\_.
- Today, we use his word 'rant' to describe when we \_\_\_\_\_.

**7** Look at some expressions made popular by Shakespeare. What do you think they mean?

- A heart of gold**
- To be like a giraffe**
- To come full circle**
- To be on a wild goose chase**
- To do something by the skin of your teeth**

**8** **4.18** Listen to the rest of the conversation and check your answers.

**9** In pairs, tell your partner about ...

- a time when you were in a bit of a pickle.
- something that has come full circle.
- a time when you were on a wild goose chase.
- something you recently managed to do by the skin of your teeth.

**10** REFLECT | Culture Look at the quotes from Shakespeare's plays and answer the questions.

- What do the quotes mean? Give an explanation in English.
  - Do you have any similar sayings in your language?
  - Can you think of a playwright or novelist who has had a similar influence on your language and culture? Talk about him/her.
- "All's well that ends well."
- "All that glitters is not gold."
- "Brevity is the soul of wit."
- "The robb'd that smiles, steals something from the thief."

### GLOSSARY

- boo** – to shout 'boo' to show that you do not like a person, performance, idea, etc.
- enrich** – make richer
- feuding** – engaged in a long quarrel, dispute
- portray** – show, describe
- pose a question** – ask a question
- prompt to do sth.** – to make someone decide to do something
- protagonist** – main character
- sonnet** – type of poem with fourteen lines

## CULTURE SPOT 1 The influence of Shakespeare

### Not of an age, but for all time. – Ben Jonson

Shakespeare died over 400 years ago, but today his plays and sonnets are still studied by over half the pupils in the world and the writer's influence is literally everywhere. Let's have a quick look at modern pop culture.

A great number of musicians featured the themes and quotes from Shakespeare's plays in a 'long range' of works from the Beatles and One Direction to Metallica and the Lumineers. Taylor Swift was also inspired by the playwright and recorded an award-winning song 'Romance and Juliet'. The smash musical *The Lion King* is a retelling of the plot of *Hamlet*, and a thriller novel *Macbeth* by the major Scandinavian writer, Jo Nesbø, brings to life the famous protagonist again as an inspector dealing with gangs, and aiming for the top police job of commissioner. There is also a group called The Hip-hop Shakespeare Company, which combines rap and Shakespeare to bring the plays and sonnets to young audiences.

Hamlet's 'to be or not to be' is as valid today as it has ever been.

Although controversy still remains about the authenticity of many Shakespearean works, it is relatively safe to assume that he wrote the majority of the thirty-seven plays and a hundred and fifty-four sonnets attributed to him. All of these works have led to a variety of interpretations and adaptations which have impacted our lives in various ways. There is a magic about Shakespeare's stories and characters that reach out across the centuries. And that's because he dealt with the issues that matter to all humans. His plays feature universal themes and emotions, and the questions he poses engage people from century to century all over the world. Every one of us can understand (if not identify with) such emotions as falling in and out of love, jealousy, betrayal, ambition, ruthlessness, deception, misguided beliefs, etc. Shakespeare's plays mirror our society today and the messages are still relevant. That is why they can be performed in a multitude of different ways and places – Macbeth can be the Scottish king, or he can be a police inspector, Romeo and Juliet can be children of feuding families, or members of different gangs in the streets of New York.

And the questions Shakespeare asks in his plays are just that – questions. He leaves it to us, his audiences to discuss and find our own responses. This is another way Shakespeare has influenced education today. Looking at Shakespeare's plays and analysing the motivation of the protagonists can help students develop critical thinking skills. By questioning our assumptions and beliefs we become better thinkers. The tragedy *Romeo and Juliet* raises questions, such as whether family feuds are stronger than romantic love. In *Timon of Athens* we learn about racism and intolerance. The issues of social division, crime, war, death, mental health, religion and many more are all touched on by Shakespeare and provoke debate today as much as they did in his era. One of the most famous quotations is Hamlet's 'to be or not to be', and it is as valid today as it has ever been.

Shakespeare also had other significant impacts on our culture. It was his work that helped redefine modern theatre. He interacted with people from all backgrounds and classes and his staging of plays brought theatre to the general public, rather than only to those of the upper classes. Back in the day, his audiences were loud and interactive, shouting comments, cheering, booing. His plots also helped modern cinematic techniques develop; familiarity with the storylines of Shakespeare's plays allows early cinema pioneers to experiment with silent movies. King John in 1899 and early special effects with the flying and disappearing fairies in *A Midsummer Night's Dream*. In addition to this, Shakespeare shaped what we know about history and historical figures; his plays supplement historical records about the kings and queens he portrayed. As well as this, questions he raised about people's thought processes and behaviour, prompted early investigations into psychoanalysis. Sigmund Freud admitted to being influenced by Shakespeare's portrayal of Hamlet's obsessions.

Last but not least, of course, one of Shakespeare's major influences was on the English language itself. He added a huge amount of vocabulary to enrich the English language so every day English speakers unthinkingly use Shakespeare's words or phrases. Check out our website to discover how you might be quoting Shakespeare when you speak!

154

## LITERATURE SPOT 1 The Time Machine

**1** You are going to read a fragment of a novel about time travel. In pairs, talk about books, comics, films or TV programmes on this topic that you have read or seen.

**2** Read the text quickly and say why the Time Traveller invited his friends to his home.

**3** Read the text again. Match sentences A–G with gaps 1–5 in the text. There are two extra sentences.

- A He passed his hand through the space in which the machine had been.
- B At that moment, the idea suddenly seemed possible.
- C And if it travelled into the future, it would still be here.
- D Why did you do that?
- E Are you serious about this?
- F He placed it on a low table in front of the fire.
- G Except for the lamp, the table was empty.

**4** Order sentences a–h to make a summary of the text. Then read the text again to check your answers.

- a When the model disappeared, the witnesses were amazed.
- b He confessed that he wasn't entirely sure if the model time machine had gone to the future or the past.
- c To show his friends that he wasn't trying to cheat them, he got one of them, the Psychologist, to press the lever.
- d The Time Traveller explained that once he pressed a lever, the machine would travel into the future and disappear.
- e Before the experiment began, all of the witnesses could examine the device carefully to make sure there were no tricks.
- f Then the Time Traveller revealed that in his laboratory there was a full-size version of the machine, in which he intended to travel through time.
- g When his friends wondered why the model was not visible, the Psychologist explained that it was because it was travelling so fast it couldn't be seen.
- h A man who was several friends with a small mirror.

### LITERATURE SPOT 1 A Maiden's Grave

**6** In pairs, check you understand the text on page 159. Then discuss in pairs.

- Read the fact box about Jeffrey Deaver, a popular modern American writer. Have you read any of his books? If so, what do you like about them?
- Look at the photos on the page. What do you think the people who are according to their own hearts. Here's a harspichord carved of delicate rosewood, inlaid with ivory and ebony. Here's a piano whose tone sounds like resonating crystal. A set of golden violins, a crisp, pre-Martin guitar.

**3** **4.20** Listen to a conversation between two students and check your ideas from Exercise 2.

- 1 Dave usually reads well-written books.
- 2 The book he is reading now was written in the previous century.
- 3 Still valid today?
- 4 The writer develops plots around problems that have relevance today.
- 5 The book is about a criminal who has a disability.
- 6 Dave likes the style of the writer uses.
- 7 Melanie, the teacher, sometimes imagines that she is not dead.
- 8 Melanie makes friends with the negotiator.

**5** In pairs, discuss what you think might be in Melanie's imaginary music room. Read Extract 1 and Melanie's imaginary music room.

- Why did Melanie start imagining the secret music room?
- Why is there no natural light in the music room?
- What do you think Melanie's attitude to signing is?
- What was Melanie's talent before she became deaf?
- How did Melanie realise that she was going deaf?

**7** Find these words in the text and try to guess their meanings. Then complete the sentences below with the words.

- bashfully
- dimly
- haunting
- grasp
- prodigy
- salvation
- 1 Living in the countryside for six months was very isolating and installing Wi-Fi was very \_\_\_\_\_.
- 2 The lecturer sometimes uses such complex sentences that I can't \_\_\_\_\_ what he means.
- 3 When I complimented Helen on her marks in the exams, she smiled \_\_\_\_\_ and said she'd been lucky.
- 4 Mozart is said to have been a child \_\_\_\_\_ writing music from a very early age.
- 5 The director chose some \_\_\_\_\_ music for that scene and it helped create the right atmosphere.
- 6 Don't call me a \_\_\_\_\_! You didn't know the answer either!

**7** Choose the correct adverbs and adjectives.

- You're absolutely / slightly right. I couldn't agree more.
- Only a tiny / tiny percentage of the world's population can understand quantum mechanics.
- The drawings of the model were very cheerfully / delicately done.
- I am attentively / genuinely convinced that time travel is possible.
- It was a subtle / visible plan but it worked.

**8** SPEAKING In groups, discuss the questions.

- If you could travel in time, would you go to the future or the past? Say why.
- If you went to the future, how many years would you visit first? Say why.
- If you went to the past, which historical period and place would you visit first? Say why.
- Do you believe that time machines will exist one day? How do you think your country/the world will change in the next 100 years?

**9** WRITING TASK Imagine that you are the Time Traveller in *The Time Machine* and live in the year 1895. You travel in time to the present day. Write a diary entry about your impressions of how life now is different to life in 1895. Include the following:

- your first impressions when you left the time machine
- the things that you find the most surprising
- what you can and dislike about the world in the present day

### FROM PAGE TO LIFE

There are three film versions of *The Time Machine*: from 1960, 1978 and 2002. The director of the

## LITERATURE SPOT 1 The Time Machine



**4.20** The thing the Time Traveller held in his hand was a shiny metal framework, only slightly larger than a small clock, and very delicately made.

The only other object on the table was a small lamp. Its bright light fell upon the mechanism. There were also perhaps a dozen candles about the room. I sat in an armchair between the

Time Traveller and the fireplace, sat behind him, looking over his shoulder. The Medical Man watched from the right, the Psychologist from the left. We were all watching attentively. Any kind of trick, however subtle, seemed impossible under these conditions.

The Time Traveller looked at us. 'This little model,' he said, 'is a prototype for a machine to travel through time.' The Medical Man got up and peered at it. 'It's beautifully made,' he said. 'Of course,' said the Psychologist. 'It's simple. We cannot see this machine, any more than we can see a bullet flying through the air. It is travelling through time a hundred times faster than we are. It gets through a minute while

'I just' run a lot faster as I could travel the gym, across the practice football field and suddenly I see Coach Fellers watchin' me. The guys who was chasin' me stop and go away, an' Coach Fellers, looks at me with a peculiar look on his face. That afternoon at the football practice, he puts everybody in two teams an' tells the quarterback to give me the ball. When I get the ball, I'm s'posed to run, and run, all the way to the goal line. When they all start chasin' me, I run fast as I can. We'd run a lot of races before, to see how fast we could run, but I get a lot faster when I'm bein' chased. I guess day a event happen that changed everything. In the cafeteria, I started to notice that other guy was there a lot too, an' he starts makin' wisecracks 'bout me. Sayin' 'things like 'How's Dumbo?'. And this continued for a week or two, an' I was sayin' 'nothing', but finally I says – I can't believe I said it even now – but I says, 'ain't no Dumbo', an' the guy 's'posed to look at me an' starts laughin'. An' he takes a carton of milk an' pours it in my lap an' I jump up an' run out 'cause I was scared.

A day or so later, that guy come up to me in the hall an' says he's gonna 'get' me. Later that afternoon, when I was leaving to go to the gym, there he is, with a bunch of his friends. I tried to go the other way.

### A MAIDEN'S GRAVE

**Extract 1**

Melanie did the only thing she could – what she'd done earlier: closing her eyes, lowering her head, wend away. The place she'd escaped to earlier today. Her secret place, her music room.

It was a room of dark wood, tapestries, pillows, smoky air. Not a window in the place. The Outside cannot get in here. She needs someone with her. Someone to talk with. Someone with whom she can share human words. Who should she invite?

Today, when she opens the door, she sees a middle-aged man with graying hair, wearing an ill-fitting navy blue jacket and black-framed glasses. The man from the field outside.

'Hello,' she says in a voice like a glass bell. 'And to you too.' She pictures him taking her hand and kissing





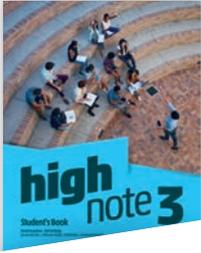
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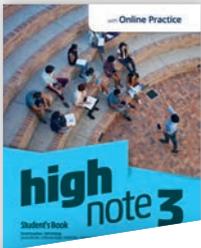
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