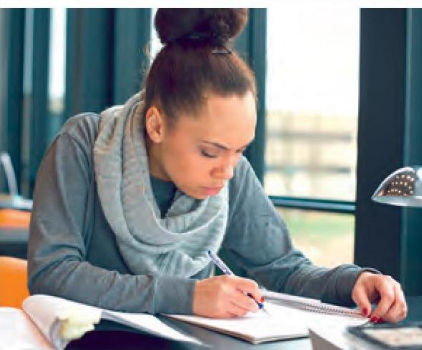




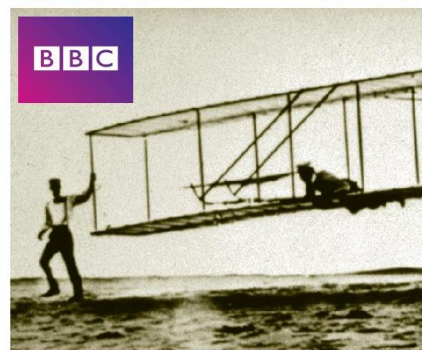
**HIDDEN TALENT** p38



**SCHOOLS OF THOUGHT** p40



**WHAT SHOULD I DO?** p42



**INVENTIONS** p44

**SPEAKING**

- 4.1 Talk about hidden talents
- 4.2 Talk about what you did at school
- 4.3 Give advice and make suggestions for language learners
- 4.4 Talk about inventions

**LISTENING**

- 4.1 Listen to someone describing how he used his hidden talent
- 4.4 Watch an extract from a BBC documentary about developments that have changed the world

**READING**


- 4.2 Read an article about different schools

**WRITING**

- 4.1 Check your work and correct mistakes
- 4.4 Write a forum post about inventions



**INTERVIEWS**

 Are you learning anything at the moment?



## VOCABULARY

### MAKE AND DO

**1 A** Work in pairs. Which of the phrases in bold below can you see in the pictures?

Make ...

**a speech** in front of more than fifty people

**a meal** for more than eight people

**a phone call** in a foreign language

**a decision** that changed your life for the better

Do ...

**a project with a big team**

**business in another language**

**well/badly in an exam**

**your homework on the way to school**

**B** Which of the activities in Exercise 1A have you done: a) in the last 24 hours? b) in the last week? c) in the last month? Which have you never done? Compare your answers with other students.



## GRAMMAR

### PRESENT PERFECT + EVER/NEVER

**2 A** 4.1 Listen and read the conversation below. Which tenses do the speakers use?

**A:** Have you ever made a speech in public?

**B:** No, never. Have you?

**A:** Yes, I have. I made a speech at work.

**B:** Really? When did you do that?

**A:** At a conference last year. I was really nervous.

**B:** I'm not surprised. OK, have you ever made friends with someone from another country?

**A:** No, I haven't, but my brother has. He met a woman from Chile in 2014. In fact, they got married a week ago!

**B** Answer the questions about the conversation.

**1** Underline two questions about general experiences (where the exact time is not important). How are they formed?  
 \_\_\_\_\_ you (ever) + past participle ... ?

**2** Find two sentences which say when the actions happened in the past. Which verb tense is used?

**3** Circle the three short answers to *Have you ... ?* questions.

**C WEAK FORMS: have** Listen again. Notice how *have* is pronounced in the questions. How is it different in the short answers?

page 134 **LANGUAGEBANK**

**3 A** Underline the correct alternative.

- 1 She *has been/was* on TV yesterday.
- 2 *Have you ever written/Did you ever write* a speech?
- 3 I've *never eaten/never ate* snails.
- 4 Last night I *have finished/finished* the book.
- 5 *Have you ever been/Did you ever go* to the USA?
- 6 He *has finished/finished* the project this morning.


**B** Complete the sentences.

- 1 I've ...
- 2 Yesterday I ...
- 3 I've never ...
- 4 I've always ...
- 5 When I was a child, I ...

**C** Work in pairs and compare your answers.

**4 A** Write the past participles in the table below. Check your answers on page 127.

catch	<i>caught</i>	give	_____
keep	_____	swim	_____
make	_____	sleep	_____
drive	_____	lose	_____
do	_____	win	_____
fly	_____	buy	<i>bought</i>
come	_____	pay	_____
cross	_____	grow	_____

**B**  **4.2** Match the verbs which have rhyming past participles. Then listen and check.

*caught /kɔ:t/- bought /bɔ:t/*

**C** Work in pairs. Use the verbs above to make six *Have you ever ...?* questions. Use the ideas in the box to help you.


fish anything expensive a bus a prize all day a plane  
plants in a river

**D** Work in pairs and take turns. Ask and answer the questions.

**A:** *Have you ever caught a fish?*

**B:** *Yes, I have. I caught three last weekend!*

## LISTENING

**5 A**  **4.3** Look at the pictures and listen to an interview with Mario, the boy in the story. As you listen, answer questions 1–3.

- 1 What was Mario's hidden talent?
- 2 When did he start to use his talent?
- 3 How did he use his talent to change his job?



**B** Listen again and complete the extracts.

- 1 I've always \_\_\_\_\_ cooking.
- 2 Then in my twenties I started to \_\_\_\_\_ meals for my friends.
- 3 I had the idea to \_\_\_\_\_ my food at work.
- 4 I wanted to \_\_\_\_\_ something more interesting.
- 5 \_\_\_\_\_ you ever thought, 'Oh, I prefer my old office job?'
- 6 It's the best decision I've ever \_\_\_\_\_.

## SPEAKING

**6 A** Think about your hidden talent or something you love doing. Write notes about the following questions.

- 1 What is the talent?
- 2 Have you ever done it in public?
- 3 Do you practise? When/Where?
- 4 Is it/Will it be useful in your job/future job?

**B** Work in groups and take turns. Describe your hidden talent.

*I am good with numbers. I can do difficult sums in my head without using a calculator.*

## WRITING

### CORRECTING MISTAKES

**7 A** Read the paragraph below. Find nine mistakes and correct them. Use these symbols:

gr = grammar p = punctuation  
sp = spelling

### My Hidden Talent

My talent is that I can sing really well. I've always like music I sing all kinds of songs, including rock, pop and classical music I first discovered this ability when I was young. I often listened to music and sang at the same time. I've doing it many times at parties, in front of my freinds, and in karaoke bars. There is no magic secret I just listen carefully and am practising on my own.



### speakout TIP

Don't make the same mistake twice! Look through your corrected written work. Do you repeat your mistakes? Write down the correct form in a different colour.

**B** Write a paragraph about your hidden talent or about someone you think is very talented (a sports person, actor, singer, writer, etc.).

**C** Work in groups. Read the paragraphs and correct any mistakes.

## VOCABULARY

### EDUCATION

- 1** Work in pairs. Discuss the subjects in the box. Which subjects did you like at school? Were there any subjects you didn't like? Why/Why not?

maths science history literature art  
languages IT (information technology)

▷ page 154 **PHOTOBANK**

- 2 A** Complete the phrases with the verbs in the box.

make wear do/take give play study

- 1** \_\_\_\_\_ art/music  
a foreign language  
online
- 2** \_\_\_\_\_ sport  
games  
a musical instrument
- 3** \_\_\_\_\_ mistakes  
friends
- 4** \_\_\_\_\_ a test  
exams
- 5** \_\_\_\_\_ a performance
- 6** \_\_\_\_\_ a school uniform

**B** Which of the things above did you do at school? Did you enjoy them? Write (+), (-) or (?) (no experience), next to each one.

**C** Work in pairs and compare your answers. Who enjoyed their school experience more?

## READING

- 3 A** Work in pairs. Discuss. Who was your favourite/least favourite teacher at school? Why? Were your teachers traditional in their approach to teaching? Do you think this was good or bad?

**B** Read the text. Match paragraphs 1–3 with topics a)–c) below.

- a) making mistakes is OK  
b) a school where students make the decisions  
c) children watch videos outside class

**C** Read the text again. Discuss. Which of the ideas in the text do you think is the best? Which is the worst? Would these methods work in your country?

## ARE TRADITIONAL WAYS OF LEARNING

# *the best?*

Read about some alternative schools of thought ...

### 1 THE ALTERNATIVE SCHOOL

The Alternative School, in Lancashire, UK, offers a different type of schooling for young people who are having problems in mainstream education. The school offers an innovative and interesting educational programme, which is designed specifically for the individual. Students can decide when they come to school, and which subjects they want to study. They don't have to come to school every day. They can choose to start with just a few hours a week. The school uses an 'open door' policy where students are allowed to leave lessons if they are bored or unhappy.

### 2 THE FLIPPED CLASSROOM

Many classrooms around the world are adopting a flipped classroom approach. This learning model switches classroom learning and homework. In a traditional classroom, the teacher explains the lesson to the students in the classroom, and the students study homework outside class, where they have to work on their own, and can't ask anyone for help. So, in a flipped classroom, children can watch a video of their teacher giving a lecture on the subject at home. They don't have to do any written work. When they come back to the classroom, they have to do the more traditional exercises, but they can ask the teacher or their classmates for help if they don't understand.

### 3 STARTING YOUNG

A child learning music with the Suzuki method has to start as young as possible. Even two-year-old children can learn to play difficult pieces of classical music, often on the violin. They do this by watching and listening. They learn by copying, just like they learn their mother tongue. The child has to join in, but doesn't have to get it right. 'They soon learn that they mustn't stop every time they make a mistake. They just carry on,' said one Suzuki trainer. The children have to practise for hours every day and they give performances once a week, so they learn quickly. 'The parents must be involved too,' said the trainer, 'or it just doesn't work.'

## GRAMMAR

### CAN, HAVE TO, MUST

4 Read sentences 1–6 and put the verbs in bold in the correct place in the table.

- Students **can** decide when they come to school.
- (The students) **can't** ask anyone for help.
- They **have to** do the more traditional exercises.
- At *The Alternative School*, you **don't have to** come to school every day.
- They **mustn't** stop every time they make a mistake.
- The parents **must** be involved, too.

possible/allowed	not possible/not allowed
<i>can</i>	
necessary	not necessary

▷ page 134 **LANGUAGEBANK**

5 **A** Complete the text with *have to/don't have to, must/mustn't, can/can't*. There may be more than one possible answer.

## Do I have to? go to school today?

They <sup>1</sup> \_\_\_\_\_ (not necessary) wear a uniform, and they <sup>2</sup> \_\_\_\_\_ (not necessary) wait for the school bus. These are two of the advantages of being home-schooled. But there are more. 'You <sup>3</sup> \_\_\_\_\_ (possible) choose which subjects you want to study,' says Jasmin, aged fourteen. 'You <sup>4</sup> \_\_\_\_\_ (necessary) work hard, but you <sup>5</sup> \_\_\_\_\_ (possible) choose to work when you feel like it.' Jasmin is one of 55,000 children in the UK who doesn't go to school. She stays at home for her education, and she's much happier. 'School is all about rules: you <sup>6</sup> \_\_\_\_\_ (necessary) be at school at 8.30a.m., you <sup>7</sup> \_\_\_\_\_ (not allowed) wear trainers, you <sup>8</sup> \_\_\_\_\_ (not allowed) use your mobile phone in class, etc. I prefer being at home.' Jasmin's mother, Terry, educates her four children at home. 'Some people think that children who study at home <sup>9</sup> \_\_\_\_\_ (not allowed) go to the exams and get the same qualifications, but they <sup>10</sup> \_\_\_\_\_ (allowed), and they do!'

**B** ▶ 4.4 **WEAK FORMS: have to** Listen and check.

**C** Listen and notice the pronunciation of *have to* /hæftə/.

**D** Listen again and repeat.

6 Work in pairs. Discuss two or three similarities and differences between home-schooling and going to a normal school. Do you think home-schooling is a good idea? Why/Why not?

## SPEAKING

7 Work in pairs. Read the statements. Are the rules the same or different in your country? Do you think this is a good or a bad idea? Discuss.



- In the UK, children have to learn a foreign language at school.
- In the UK, you can take exams in art, cooking and sport at school.
- Children in Thailand have to sing the national anthem in the morning.
- In Singapore, children must learn most subjects (maths and science) in English.
- In France, children don't have to wear uniforms to school.
- In Japan, children mustn't be late for school, or they can't get in.
- In Spain, children don't have to eat at school. They can go home for lunch.
- In the UK, children can eat a vegetarian meal at lunch.
- Children in Poland must repeat the year if they fail their exams.



## SPEAKING

**1 A** Read the quotes about learning. Do you agree with any of them? Why/Why not?

“ We learn by doing.

*A little knowledge is a dangerous thing.*

*Anyone who stops learning is old, whether at twenty or eighty.*

The best way to learn is to teach. ”

**B** Compare your ideas with other students.



## VOCABULARY

### LANGUAGE LEARNING

**2 A** Read sentences 1–7. Then match the words in bold with definitions a)–g).

- 1 I **re-read** articles we use in class.
- 2 I **look up** new words in a dictionary.
- 3 I watch films with **subtitles**.
- 4 I **go online** to read the news in English.
- 5 I **chat** to other learners.
- 6 I **note down** new phrases in my notebook.
- 7 I listen to English songs and I try to **memorise** them.

- a) find information in a book/on a computer
- b) read again
- c) talk (possibly on the internet)
- d) study until you remember
- e) words on a film which translate what a character says
- f) write
- g) use the internet

**B** Work in pairs. Discuss the questions.

- 1 Which of the activities above do you do? How often?
- 2 Which do you think are the most important/useful for learning English?
- 3 Do you have any other ideas on how to improve your English?

## FUNCTION

### GIVING ADVICE

**3 A** Read the website message below and think of three things Zeynep can do to improve her English.

Hello, everyone. In two months I'll start work at an international company. The only problem is I need to improve my English quickly. I did well in my recent English exam, but I need to do business in English, and I know it'll be more difficult. Do you have any good ideas?

Zeynep

**B** Work in pairs and compare your answers.

**4** Read the replies and discuss. Which ideas have you tried? Which do you think are the most useful ideas?



Hi Zeynep. I think you should use message boards to make new friends. Then you can chat with them online in English and it doesn't matter if you make mistakes.

Ahmed L



Zeynep, go online and find a business website you like. When you don't understand some words, you should look them up and write them in a notebook.

Ruby 335



You shouldn't worry. They gave you the job, so you're good enough. Relax and just watch some movies in English.

Marie 98



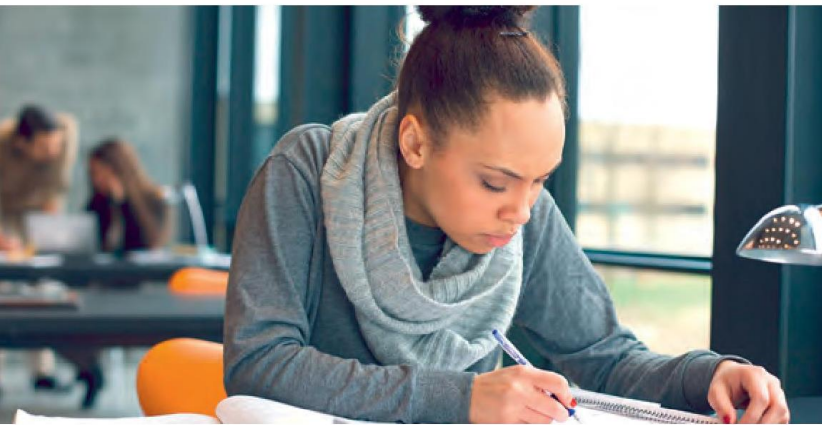
Why don't you use graded readers? They're enjoyable and they'll help you learn new words.

Ana Kosicka



Zeynep, I think it's a good idea to use language learning apps, as these help you measure your progress.

Jung-sun Huang



## LEARN TO

### RESPOND TO ADVICE

**7 A** Read the extracts below. How did the listener respond? Listen again and write the response.

- 1 They can take notes first.
- 2 Let them practise in groups before they speak in front of everyone. This'll give them confidence.
- 3 And using subtitles? Some teachers say we shouldn't use them. Ever!
- 4 They can see which words are swallowed.

**B** Read the responses. Mark them (✓) I agree, (X) I disagree or (?) I agree but not completely.

- 1 That's a good idea.
- 2 I suppose so.
- 3 You're right.
- 4 I'm not sure that's a good idea.

▷ page 134 **LANGUAGEBANK**

**8 A** Look at pictures A–D below. What do you think the problems are?

**5 A** Look at the replies in Exercise 4 again. Complete phrases 1–6 below.

- 1 I \_\_\_\_\_ you should ...
- 2 Find/Write \_\_\_\_\_
- 3 You should \_\_\_\_\_
- 4 You shouldn't \_\_\_\_\_
- 5 Why \_\_\_\_\_ you \_\_\_\_\_ ...?
- 6 I (don't) think it's a good \_\_\_\_\_ to ...

**B** Discuss. Which phrases have the same meaning?

**C** ▶ 4.5 **SILENT LETTERS** How is *should* pronounced? Which letter is silent? Listen and repeat.

**6 A** ▶ 4.6 Listen to two teachers discussing language learning. What problems do they mention?

**B** Work in pairs. Complete the notes in the table.

problem	advice
Students too shy to speak. Worry about 1 _____.	Give students time to 2 _____. Let them practise in 3 _____.
Students have problems 4 _____.	Watch film clips on YouTube. Watch the mouth, 5 _____, body language. Use 6 _____ the second time.

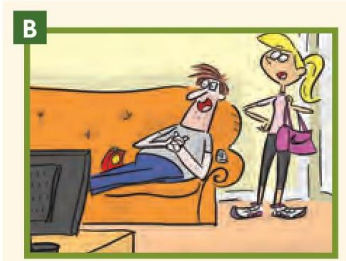
**C** Listen again to check.

**D** Work in pairs. Discuss the questions.

- 1 Do you have the problems mentioned in the recording?
- 2 What do you think of the advice?
- 3 Can you add any other advice?



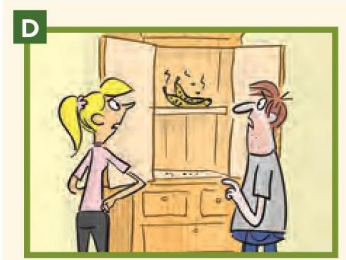
- 1**  
A: I think \_\_\_\_\_ in the food industry. (you / work)  
B: That's \_\_\_\_\_ idea. (good)



- 2**  
A: You \_\_\_\_\_ so much time watching TV. (not / spend)  
B: \_\_\_\_\_ right.



- 3**  
A: \_\_\_\_\_ we find you a personal trainer? (why)  
B: I \_\_\_\_\_ a good idea. (not sure)



- 4**  
A: I think \_\_\_\_\_ idea to start going shopping together. (good)  
B: I \_\_\_\_\_. (suppose)

**B** Complete the conversations in pictures A–D using the words in brackets.

**9** Work with two other students. Take turns to ask for and respond to advice. Student A: turn to page 160. Student B: turn to page 162. Student C: turn to page 164. Read your situation and explain it to the others.  
*I've got this problem ...*

## DVD PREVIEW

## 1 Work in groups. Discuss the questions.

- 1 Do you ever travel by aeroplane? How frequently?
- 2 Have you ever flown long distances? If so, did you enjoy the experience?
- 3 What do you know about the invention of the aeroplane? (Who? Where? When?)

## 2 Read the programme information. Why does Dallas Campbell go to the USA?

 **Supersized Earth: The Way We Move**

BBC

*Supersized Earth* looks at amazing developments that have changed the modern world. This programme shows the start of aeroplane travel. Dallas Campbell goes to the USA, where the Wright brothers first flew a glider, an early type of aeroplane without an engine, in 1902. Campbell tries out a replica (a perfect copy) of the glider to see if he can fly it.



## 3 A Read the sentences. What do you think the words and phrases in bold mean?

- 1 The brothers' first journey **triggered a whole century of innovation**.
- 2 The **invention** the Wright brothers are known for is the aeroplane.
- 3 They began to **conquer** the skies.
- 4 The brothers **achieved** this in a simple way.
- 5 The first plane **launched a revolution** in the way we travel.

## B Match the words/phrases in bold in Exercise 3A with meanings a)–e) below.

- a) were successful at something
- b) caused one hundred years of new ideas
- c) started something that changed society
- d) a new creation
- e) become the master of (something)

## DVD VIEW

## 4 A Watch the DVD and answer the questions.

- 1 What does Dallas Campbell tell us about the Wright brothers' first flight?
- 2 Does Dallas Campbell fly the glider successfully?

## B Which words complete the notes? Choose the correct alternative. Watch the DVD again to check.

- 1 On 17 December 1903/1913 the Wright brothers made a journey.
- 2 They travelled 120 miles/120 feet.
- 3 A year before flying a plane, the brothers built a glider/a plane engine.
- 4 Dallas Campbell says the plane 'helped transform our travel/planet.'

## 5 Work in pairs. Discuss. What new information did you learn from the programme?



## speakout inventions


- 6 A** Look at the list of inventors and their inventions. What do you know about these people? What other famous inventors do you know?

Johannes Gutenberg (1395–1468): the printing press

Alexander Graham Bell (1847–1922): the telephone

Thomas Edison (1847–1931): the light bulb

Tim Berners-Lee (b. 1955): the internet

- B**  **4.7** Listen to two people talking about important inventions. Which do they mention?

- 1 Which idea do they think is very good?
- 2 Which idea do they disagree about?
- 3 What is the third idea they talk about?

- C** Listen again and tick the key phrases you hear.

### KEYPHRASES

I think the most important ...

For me, ...

That's true, but ...

In my opinion, ...

Another invention that I see as really important is ...

Definitely.

That's right.

I agree.

- 7 A** Work in pairs. Which three inventions do you think are the most important? Use the ideas in Exercise 6A or choose your own ideas.

- B** Tell the rest of the class about your choices. Do you all agree?

## writeback a forum post

- 8 A** Read about an online survey and then read a post by a commenter. What is the survey about and what does the person think of it?

### World Changers

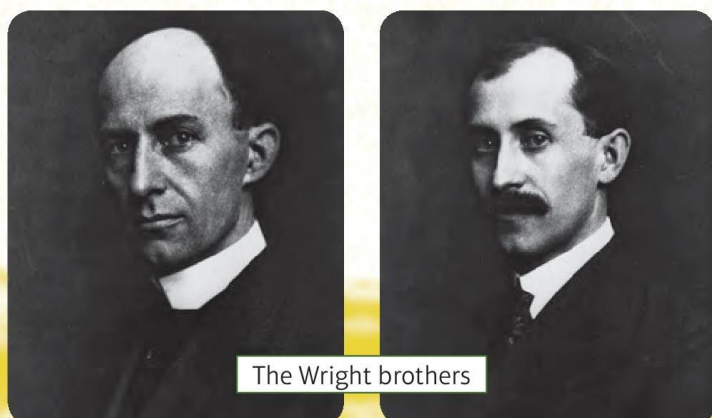
We asked 15,000 people from 15 countries to name the most important inventions in history. Here are the top ten:

- |               |                |
|---------------|----------------|
| 1 wheel       | 6 electricity  |
| 2 telephone   | 7 refrigerator |
| 3 antibiotics | 8 internet     |
| 4 language    | 9 engine       |
| 5 aeroplane   | 10 iPhone      |

I think the list includes some very important inventions, but in my opinion there are also some strange choices. Some of them, e.g. language and electricity, aren't inventions at all. These are discoveries of natural things and shouldn't be on this list. I'm also surprised that the toilet and the printing press aren't in the top ten. For me, these are essential. Without the toilet, there would be a lot more disease, and without the printing press, modern communications would be very different: we would have fewer books, magazines and newspapers. Also, I'm amazed that the iPhone is at number ten! How many people in the world actually have an iPhone? It seems strange to include it in a list of basic needs like the wheel and antibiotics.

Nick G

- B** Write a post saying what you think of the top ten inventions. Explain your reasons. You can also add other suggestions for inventions you think should be included.



The Wright brothers

## V MAKE AND DO

**1 A** Complete the questions with *makes* or *does*.

*Who in your family ...*



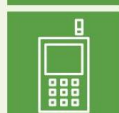
1 makes decisions about where you go on holiday?



2 \_\_\_\_\_ most of the meals?



3 \_\_\_\_\_ a lot of homework?



4 \_\_\_\_\_ the most phone calls?



5 \_\_\_\_\_ projects at work?



6 \_\_\_\_\_ speeches?

**B** Work in pairs and take turns. Ask and answer the questions.

## G PAST SIMPLE OR PRESENT PERFECT + EVER/NEVER

**2 A** Complete the sentences with the correct form of the verb in brackets.

Questions

1 \_\_\_\_\_ in the sea? (you / ever swim)

2 \_\_\_\_\_ on holiday last year? (you / go)

Negatives

3 \_\_\_\_\_ Africa. (I / never visit)

4 \_\_\_\_\_ last night. (I / not go out)

Affirmatives

5 \_\_\_\_\_ in more than one country. (I / live)

6 \_\_\_\_\_ in a restaurant last weekend. (I / eat)

**B** Work in pairs and take turns. Guess your partner's answers to questions 1–2.

**C** Are sentences 3–6 true for your partner? Ask and answer questions to find out.

## V EDUCATION

**3 A** Match 1–7 with a)–g) to make questions.

- 1 Do you play
  - 2 When you take
  - 3 How do you feel when you make
  - 4 At school, did you
  - 5 Have you ever given a
  - 6 Do you ever study
  - 7 Did you study
- a) online?
  - b) performance of anything?
  - c) exams, do you get nervous?
  - d) study art?
  - e) any sport particularly well?
  - f) a foreign language at school?
  - g) mistakes?

**B** Work in pairs and take turns. Ask and answer the questions.

## G CAN, HAVE TO, MUST

**4 A** Underline the correct alternative to complete the sentences.

- 1 In Australia, you must/can/don't have to drive on the left.
- 2 In the UK, you have to/can/can't smoke in pubs and restaurants.
- 3 You can't/have to/must talk on your mobile phone during an examination.
- 4 Children are lucky. They don't have to/must/can worry about paying bills!
- 5 In the UK, you have to/can't/mustn't be 17 years old before you can ride a motorcycle.

**B** Write down one thing:

- you can/can't do in your country
- you have to do next week
- you mustn't do during an exam
- you don't have to do at the weekend
- you must do when learning a language
- you mustn't do while driving
- you have to do every day
- you don't have to do when you are a child

**C** Work in pairs and compare your ideas.

## V LANGUAGE LEARNING

**5 A** Complete the questions.

- 1 Do you r\_\_\_\_\_ - r\_\_\_\_\_ articles to help you understand them?
- 2 When's the last time you went o\_\_\_\_\_ to study English?
- 3 Do you like watching films with sub\_\_\_\_\_? Why/Why not?
- 4 Have you ever used a ch\_\_\_\_\_ room in English?
- 5 Which words from this unit are you going to mem\_\_\_\_\_?

**B** Work in pairs and take turns. Ask and answer the questions.

## F GIVING ADVICE

**6 A** Complete the tables below with phrases for giving/responding to advice.

giving advice

responding to advice

**B** Work in pairs. Complete the conversation in different ways.

**A:** Why don't we \_\_\_\_\_?

**B:** That's a \_\_\_\_\_.

**A:** I think/don't think \_\_\_\_\_.

**B:** OK. Let's \_\_\_\_\_.

**C** Practise and act out your conversation.