

# SHAPE THE FUTURE/

LOMLOE  
✓ Ready

Nothing exists until you do it.



CAMBRIDGE  
UNIVERSITY PRESS

The future is yet to be built and it is a task for the younger generations. Our mission is to put ourselves at the forefront of educational innovation, helping students develop the abilities, skills and attitudes they need to feel confident and able to shape the future.

**Shape the Future** has been created with this in mind and is based on The Cambridge Life Competencies Framework. This Framework is closely related to the new Key Competencies in the LOMLOE law:



**C1**  
Competence in linguistic communication



**C5**  
Personal, social and learning to learn



**C2**  
Multilingual competence



**C6**  
Citizenship competence



**C3**  
Mathematics, science and technology (STEM) competence



**C7**  
Entrepreneurship competence



**C4**  
Digital competence



**C8**  
Competence in cultural awareness and expression



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English for Spanish Speakers

# SHAPE THE FUTURE/

STUDENT'S BOOK → 01

BACHILLERATO  
BATXILLERAT  
BATXILERGOA  
BACHARELATO

AUTHORS PHILIP WOOD  
VICKY ANDERSON



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# SHAPE THE FUTURE/

STUDENT'S BOOK → 02

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BACHARELATO

AUTHORS PHILIP WOOD  
WILL VARNEY



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**Shape the future** is a forward-thinking course which provides solid language and exam practice as well as a focus on life skills, developing collaborative and social skills and creativity, alongside language and study skills. Prepare your students to shape their own futures in real life!

## How do we achieve this?

### 01 Excellent vocabulary development

Lesson by lesson solid language practice is provided with particular attention paid to vocabulary acquisition as teachers have identified this as a weak point and essential for Bachillerato students.

### 02 Exam preparation

Exam success for the University Entrance Exam is guaranteed with comprehensive practice and exam strategies. At the same time help is also given to prepare for the Cambridge exams with extra exam pages including listening and speaking.

### 03 Critical thinking and life skills

Collaborative projects and life skills lessons focus on areas such as managing feelings, critical thinking and problem solving, based on the *Cambridge Framework for Life Competencies*.

Let's take  
a closer look.





# 01 – Unit openers

Every unit starts with an impactful opening page and a documentary video which generates curiosity and interest in the topic.



**Learning Outcomes** are presented so the students are aware of what they will be learning and can see meaningful objectives.





# 02 – Reading: food for thought

The reading texts have been carefully chosen to be surprising, challenging, controversial, real-world and most importantly, thought-provoking.



## RULE-BREAKERS IN HISTORY

UNIT 6 READING

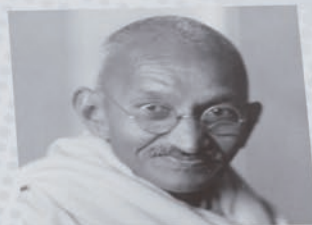
KEEP THIS GATE CLOSED & LOCKED



Most of us automatically think that it's wrong to break the law, but is this always the case? What happens when the law is unjust or makes you do something which goes against your conscience? This is a dilemma which has been going on for centuries. To take a relatively recent example, if you were a pacifist in Britain in the Second World War and refused to fight for religious or moral reasons, you could be arrested and imprisoned. Who was acting morally here – the government or the people who refused to take part in the conflict?

Frequently, people decide not to obey the law for political reasons, because they think the government is taking away their basic rights. For example, the Suffragette movement in Britain was set up at the end of the 19<sup>th</sup> century to campaign for women's right to vote. At first it was a peaceful and legal movement, but it gradually became violent because the government constantly put off making any changes to the law. To draw attention to their cause, the Suffragettes set fire to post boxes and several churches were even bombed, including Westminster Abbey.

The history of the Suffragettes raises an interesting question: Are we ever justified in using violence to fight back when laws are oppressive? One of the most iconic figures of the 20<sup>th</sup> century, Mahatma Gandhi, thought that the answer was no. Gandhi was the leader of the Indian independence movement. He was also one of the greatest advocates of non-violent civil disobedience that has ever lived. Gandhi was imprisoned many times for his opposition to British rule, but he never stopped believing that resistance must be peaceful because he did not want to see a world full of violence and hatred. As the famous saying goes, 'An eye for an eye leaves the whole world blind'.



In contrast to Gandhi, another iconic figure of the 20<sup>th</sup> century, Nelson Mandela, came to believe that violent resistance was sometimes justified. Mandela was the leader of the African National Congress (the ANC) in South Africa, which was opposed to the systematic oppression of black people in the country. In its origins, the ANC was inspired by Gandhi's ideals and campaigned in a non-violent way. However, after the Sharpeville massacre, when 69 black people were



killed by armed police in a peaceful protest in 1960, the organisation decided that violent opposition was the only way forward. As Mandela said at his trial, 'We felt that without violence there would be no way open to the African people to succeed in their struggle against white supremacy'.

It's important to consider two crucial points when talking about laws. First, the law is not a universal moral code. It's a living thing, and adapts to the times. Take divorce, for example, which was illegal in Spain until 1981. Secondly, laws reflect the culture of the countries where they are passed. For instance, in the United States the right to own a gun is guaranteed by the constitution, whereas in the European Union very strict laws regulate gun ownership. In addition, when a law is unjust, history shows that it won't be changed unless people stand up for what they believe in and protest.

### Culture spot

The film *Suffragette*, released in 2015 and directed by Sarah Gavron, tells the story of working class women in the British Suffragette movement.

Crime and Justice 77





**Critical thinking** is a key element. Specific tasks encourage students to think beyond the mere language presentation, which also gives the opportunity for further discussion.

# A FAMILY WITH FRONTIERS

UNIT 3 READING



## FUTURE FOOD

UNIT 3 READING

1 First, the good news. Healthcare in the developing world is getting much better, fewer children are dying young and people in general are living longer. Now, the bad news. As a result, the world's population is steadily increasing and scientists are predicting serious global food shortages within 40 years. So, the big question is: how are we going to find new and sustainable sources of food? If you want to find out about some possible options, continue reading!

2 Insects are one possibility! They contain lots of protein and, believe it or not, there are around 1,400 species that we can eat. Although in the West insects are not part of our staple diet, in some countries they eat up whole plates of the creatures! There's a problem, though, isn't there? To most of us, insects look revolting. One possible solution is burgers and sausages that are made from crushed insects. If you don't ask, you'll never know that they've got insects in them!



3 If insect burgers aren't your thing, there's another exciting development on the horizon: synthetic burgers. These are burgers made in the laboratory from animal cells. Although the first one was presented to the public in 2013, producing them is very expensive at the moment. So

35 don't expect to see them in your supermarket any time soon! Even so, experts think that in 10 or 15 years we'll have the technology to make them at a competitive price. So, in the future, perhaps we'll be able to become vegetarians without giving up the taste of meat.



4 We all know that the way food looks and smells can make it more or less appetising. But can sound affect the way we perceive food? Apparently, it can! A recent study by scientists at Oxford University found certain tones can make food taste different.

5 For example, low sounds played on brass instruments can make things taste more bitter. In contrast, food tastes sweeter when high-pitched tunes, played on a piano or bells, are played softly in the background. These results could have widespread applications. For example, if people listened to the appropriate type of music in restaurants, we would be able to reduce the amount of sugar in food without people noticing. The potential benefits could be huge for people who need to cut back on sugar for health reasons.

6 tastes sweeter when it's served on a white plate and not a black one. But they aren't just interested in ice cream. They've been working with hospitals and experimenting with different-coloured trays and plates to encourage patients to eat more. Lack of appetite can be a crucial problem for people undergoing chemotherapy: the treatment makes them feel sick and they often turn down all the food they're offered. The researchers have already made one important discovery in this area: red trays are a big no-no because people associate red with danger, and eat less as a result.

7 From artificial burgers to sweeteners in the form of music, the future of food is a fascinating one. However, speaking personally, I don't think scientists will ever come up with anything tastier than good old British fish and chips served in white paper. But perhaps I'm a traditionalist and need to keep up with the times! And if I hadn't grown up in the UK, I wouldn't have eaten it so often!



### Culture spot

Entomophagy is the consumption of insects as food. People in 36 African and 29 Asian countries eat insects. And 11 European countries are also insect-eaters!





# 03 — Reading: exam practice, language and culture

The reading activities are based on typical University Entrance Exam questions and develop skills for the test.

**Phrasal Verbs**  
Phrasal verbs are presented in context in the reading text, and practised with more activities in the first vocabulary lesson. →

**DigiQuest**  
DigiQuest boxes include a question related to the unit topic which students can then research on the Internet. →

READING

**tip** Remember to use the information in the title and visuals to predict what a text is about.

**1** Read the article headline and look at the photos. Then discuss possible answers to these questions.

- 1 What is a weather machine?
- 2 How might it be used?
- 3 How could it benefit Britain?
- 4 Who might be in favour or against the machine?

**2** Read the article quickly. Were your answers to Exercise 1 correct?

**3** Six sentences have been removed from the article. Choose from sentences a–g the one which fits each gap 1–6. There is one extra sentence.

- a Even so, European leaders have already expressed concern over the news.
- b The head of the farmers' trade union was interviewed on the BBC this morning.
- c But how do we know that they're telling the truth?
- d This new machine is made of titanium and steel.
- e WikiLeaks, the news organisation that publishes classified information from anonymous sources, has just revealed its most stunning story yet.
- f That's possibly because it's not true!
- g In fact, it seems that the US military has been involved in developing the machine.

**4** **8.01** Read the text again and listen. Answer the questions.

- 1 What are the limitations of the weather machine?
- 2 As a result of the machine, who will choose to spend their holidays in Britain in the summer?
- 3 Why are some people worried that the machine could be used in a negative way?
- 4 Who does *We* (line 19) refer to?
- 5 What is the British government's official position on the machine?
- 6 Does Philip de Vere think the machine exists? Explain your answer.
- 7 What happened on 1 April 1981?
- 8 What is the main purpose of this text?

**5** Find words and phrases in the text with the following meanings.

- 1 cultivate (paragraph 1)
- 2 machine (paragraph 3)
- 3 until now (paragraph 3)
- 4 possible (paragraph 4)
- 5 suppose that something is true (last paragraph)

**Phrasal verbs**

**6** Choose the correct meaning for the phrasal verbs highlighted in the text.

1 carry out	show / do
2 come up with	invent / destroy
3 get back to	announce again / answer
4 find out	discover / find something that is lost
5 look into	accept / investigate
6 turn out	create / have a particular result, especially an unexpected one

**7** Complete each sentence with the correct form of a phrasal verb from Exercise 6.

- 1 When will you ... if you have passed the exam?
- 2 Did the party ... to be good in the end?
- 3 I've ... a great way to learn irregular verbs! It's fantastic!
- 4 You've got a good study plan, but will you have the discipline to ... it ... ?
- 5 Can you ... me by tomorrow, please? I need an answer!
- 6 We need to ... why the wi-fi isn't working today.

**8** **Critical Thinking**  
Discuss the questions in pairs.

- 1 Did you believe the article until you got to the end?
- 2 Is there anything like April Fool's Day in your country?
- 3 Do you think it's acceptable for newspapers to intentionally publish false stories on 1 April? Why/Why not?

**DigiQuest**

Do an Internet search for the word *post-truth*. When was it International Word of the Year? Why do you think it was chosen that year?







# UK

## government's big secret

### A WEATHER MACHINE!

Laura Murray  
Science and Technology Correspondent  
12 September 2019 / 08:45 GMT

1... After carrying out top-secret experiments in an isolated complex on the Scottish island of Harris, scientists working for the British government have come up with a machine which controls the weather over a radius of 4,500 kilometres! Thanks to this revolutionary invention, the government will be able to make sure that weather conditions in the UK are ideal for growing plants and crops.

2... He said that this was great news for all farmers in the UK, and that he was looking forward to speaking to the Minister of Agriculture to get more details. But it's not just British agriculture that will benefit from this remarkable machine. Using this new technology, scientists will be able to guarantee a warm and dry July and August. This will mean that more tourists than ever will come to visit Britain, and perhaps fewer British people will want to go abroad in the summer. Furthermore, in theory the British government could make it rain in the summer in countries such as Spain or France.

According to the documents released by WikiLeaks, the project has been financed by the British and the US governments. 3... This increases the speculation that the device could be used for economic warfare, or something even more sinister. We have contacted the government and so far they haven't got back to us. However, this morning a government spokeswoman stated that there was no truth in the rumours and that the machine didn't exist. 4... The German prime minister said that it would be 'immoral' to ever use the machine, if in fact it exists.

But is such a device technically feasible? To find out, we contacted Philip de Vere, professor of particle physics at the SERN Laboratory in Luxembourg. He told us that scientists had been looking into the possibility of changing the weather for a long time. He explained that the key was to establish a connection between the theory of relativity and quantum mechanics. 'I don't know if it's been done,' he told us, 'but I certainly wouldn't say that a machine like this is scientifically impossible.'

Is this the most incredible news story you've ever read? 5... It's actually based on a fake news story published by a British newspaper in 1981 on 1 April – April Fool's Day. But the story raises some interesting questions – not about fictitious weather machines, but about whether we can believe everything we read in newspapers or on the Internet. These days, anyone can write a blog or post something on Twitter, Facebook or YouTube. 6... So, the next time you read an amazing human interest story on the Web or see a sensationalist headline, don't assume that it's true! It might turn out to be completely false!

**Culture Spot**  
Culture Spot boxes present an interesting cultural fact related to a reading, listening or speaking text.

### Culture spot

April Fool's Day is celebrated on 1 April in many countries. People play tricks on others and spread fake news. The jokes and their victims are called 'April fools'.



# 04 – Listening

**Real English**  
Colloquial expressions and idioms in the listening text are highlighted.

## Opinions about social media



1 How often do you use the Internet? What do you use it for?

**tip** When you take notes, just write down key words or ideas. Don't try to write complete sentences.

2 8.07 Copy the table. Listen to the first part of a radio phone-in about Internet use. Make notes. Then compare with a partner.

Main message of article	Conclusions of experiment	Professor's recommendations

3 8.08 Listen to the rest of the radio phone-in. Which people basically agree with the professor's opinion and which disagree?

4 8.09 Listen again and choose the best option.

- Charlotte ...
  - has hundreds of friends on Facebook.
  - had a strong online presence before.
  - is not very talkative in general.
- Aidan ...
  - is sure that the article was written by a journalist.
  - disagrees with everything in the article.
  - thinks social media is a good thing.
- Joe ...
  - used to play board games with his family.
  - doesn't see his son very much.
  - is going to limit the time his son spends on the Web.
- Viola ...
  - doesn't really have any friends at school.
  - doesn't think social media is very important.
  - thinks that everyone should use social media.

- 5 Think of two words to complete each statement for you. Then compare with a partner.
- If I didn't have a smartphone, my life would be ...
  - I feel ... when I hear the beep of a message on my phone.
  - I feel ... when I'm typing a response to a message.
  - I could use social media more effectively by ...

### Real English

6 Read the extracts from the radio phone-in. Match the underlined idioms with their meanings.

- He's got a point, but perhaps he's being a bit extreme.
- I think this guy is missing the point.
- I think the professor's nailed it, and I'll tell you why.
- This academic hasn't got a clue what he's talking about!

- describe exactly what caused a problem or situation
- make an important statement
- have no knowledge of or information about something
- not understand something correctly or what is important about it

### Critical Thinking

7 Discuss the statements in pairs.

- People on Facebook are trying to convince others that they're always having a great time.
- It takes discipline not to get addicted to social media.
- People have very different offline and online personalities.
- It's silly to spend a lot of time reading about celebrities.

The Information Age

### Critical Thinking

As with the reading texts, the students are encouraged to think beyond the mere language presentation. This gives the opportunity for further discussion.



# 05 – Speaking

The speaking section provides a step-by-step approach with a written model of the task, which is also recorded, and practice of the language which leads on to the final speaking task.

Talking about preferences

## Key language

The functional language the students will need to use are highlighted.

### PRIZES! YOU CHOOSE!

1. A free trip to anywhere in the world to go to the concert of your choice.
2. The musical instrument of your choice.
3. A year's free music tuition in the style of your choice.
4. A complete set of the very best audio equipment available.

- 1 Have you ever won a prize for anything? Tell a partner.
- 2 **9:09** Read and listen to someone talking about their preferred prize. Why doesn't she want prize 2?

I'm going to explain what I would do. I would choose prize number four. I'd love to have a really good stereo system. At the moment, I just listen to downloads through the speakers on my computer, which is OK, but the quality isn't very good. I'd like to be able to hear every sound as if I was actually there. I wouldn't mind a free trip to anywhere in the world – that would be a great experience, but I'd have nothing to show for it afterwards. I'd rather have something I can keep, you know. I wouldn't want to have the musical instrument, because I'm not patient enough to learn to play an instrument, but I wouldn't mind learning how to be a DJ. Perhaps prize three would include that possibility? I think it would be really cool, because I'd be invited to lots of parties! No, I'm just kidding. I know being a DJ would be really hard work and you can't enjoy the dancing. So, all in all, I think I'd take the audio equipment.

- 3 Find examples of how the speaker talks about preferences in the explanation.

## Key language

Talking about preferences

I'd like / love to  
I wouldn't like to  
I'd prefer (not) to  
I'd want / wouldn't want to  
I wouldn't mind (+ a noun or -ing)  
I'd rather (not) (+ main verb)

tip

Before preparing a speech, it is a good idea to anticipate what your audience might want to know. You can do this by imagining the questions they may have while listening, and thinking of answers to those questions.

- 4 Work with a partner. Think of four good prizes which could be offered to the winner of a musical talent contest. Both of you should write the list of prizes on a piece of paper.
- 5 Change partners. Exchange your list of prizes. Now prepare to give an explanation like the one in Exercise 2, saying which prize you would choose.
- 6 Change partners again and listen to each other's explanations. Then ask if they have any questions. Did your partner anticipate any questions you had before listening to you?



Would you like to be famous?

- 1 If you were famous, what would you like to be famous for?
- 2 Watch the video. The young people answer the question 'Would you like to be famous?'. Who says these things? Some of the ideas may be said by more than one person.
  - 1 If it was for helping humanity.
  - 2 Would like to be talented.
  - 3 Only for a short time.
  - 4 Thinks it often brings a lot of pressure.
  - 5 Would hate the paparazzi.
- 3 Watch the video again. What advantages of being famous are mentioned? Discuss with a partner which of the ideas you agree or disagree with.
  - ▶ See our online resources web page for more video activities.

Music 125



The vox pop videos include interviews with English-speaking students talking about the topic. Activities to exploit the videos are also included.



# 06 – Writing

The writing lesson provides a step-by-step approach with plenty of help, leading on to the final task. Students read a model, analyse the text structure and the language used, before completing the task.



## Introducing conclusions

- 7** Correct the mistakes in these conclusions. Use the Key language box to help you.
- All the things considered, it's a good idea to teach programming at school.
  - For a conclusion, the Internet has improved our quality of life.
  - In balance, I don't think that young children should have mobile phones.
  - On summary, many people lead better lives because of the Internet.
- 8** Which two conclusions in Exercise 7 are possible ones for the model text?
- 9** Choose the correct option.

My friend Joe really enjoys using the Internet.  
<sup>1</sup> However, / In conclusion, it seems to me that he spends too much time online. <sup>2</sup> In spite of this, / In my view, he should try going offline for a week or two. <sup>3</sup> In summary, / Nevertheless, I don't think he would like this idea very much! <sup>4</sup> I feel that / On the other hand, he wouldn't know what to do with his time. <sup>5</sup> On the one hand, / All things considered, Joe is not an exception. The Internet has become a necessity for most of us.

	Key language
Expressing opinions	As I see it, I feel (that) It seems to me (that) In my view,
Expressing contrast	However, Nevertheless, On the one hand, On the other hand, Even so, In spite of this,
Introducing conclusions	In conclusion, In summary, On balance, All things considered,

## Write!

- 10** Write a for and against essay (100–120 words) on one of these subjects:
- 'Social media is a complete waste of time.'
  - 'Hackers are a force for good.'

### STEP 1: Getting and organising ideas

- Once you have chosen the subject of your essay, write down all the 'reasons for' and 'reasons against' the idea that you can think of. Use the diagram below to help you.



### STEP 2: Plan your essay

- Choose the two strongest 'reasons for' and 'reasons against'.
- For your conclusion, decide whether you agree or disagree with the idea in the title.

### STEP 3: Write!

- When you write your essay, use the for and against essay paragraph plan in the Tip. Try to include:
- expressions for introducing your opinions
  - expressions of contrast
  - an expression for introducing your conclusion

### STEP 4: Check!

- Reread your essay and answer these questions:
- Have you followed the paragraph plan?
  - Does your conclusion follow naturally from the rest of the essay?
  - Have you included examples of the different types of Key language?
  - Is your grammar, spelling and punctuation correct?

▶ Writing Guide > see page 141



### Writing tasks include:

- for and against essays
- formal and informal essays
- telling a story
- a description of a place
- blogs
- reviews
- a letter of application





# 07 – Writing: extra help

The extra reference pages give further help with writing, providing even more reinforcement for this important part of the University Entrance Exam.

**Remember**  
These boxes remind students of the different stages of the writing task and how to structure it.

WRITING GUIDE UNIT 5

## A letter of application

**TASK:** think of a job you would like to have and write a letter of application for it. (120–200 words)

Dear Sir / Madam,

I am writing to apply for the post of Content Developer, which you posted online this week. My attached CV shows that I'm currently studying at college, while also working part-time for a family-run clothes shop. Within this role, I am responsible for updating blog posts, creating web content, and monitoring our social media accounts. I have recently redesigned the shop's website so that there is an online shop for customers.

Alongside this work, I also enjoy graphic design producing other art. I have participated in a number of exhibitions, and feel that this creativity actively influences my online work. I can supply samples of some of the material I have created, if you are interested in evaluating it.

I am an extremely dedicated worker, very proactive, and feel that these qualities, along with my creativity, would greatly benefit your business. I am available to work full-time from August onwards. Please do not hesitate to contact me if you require further details of my current employment, references, or to arrange an interview. I look forward to hearing from you.

Yours faithfully,  
[Name]



## A critical review

**TASK:** write a critical review of a visual production (120–200 words)

**Amaluna**

**Introduction**  
Amaluna is the most brilliant production I have ever seen. Soleil's breathtaking performance in The Tempest. What a performance! It was that this performance of Shakespeare's play.

**Main body**  
Rather than interplay, the production used as the loose structure of the acrobatic show. The physical strength and dramatic elements of the production to normal theatre. The production has been replaced by a more elaborate acrobatic production to allow the performance and above the set design. The cast. All in all it was an enthralling, with some of the dancing some of the dancing duration. With some performance could be like it.

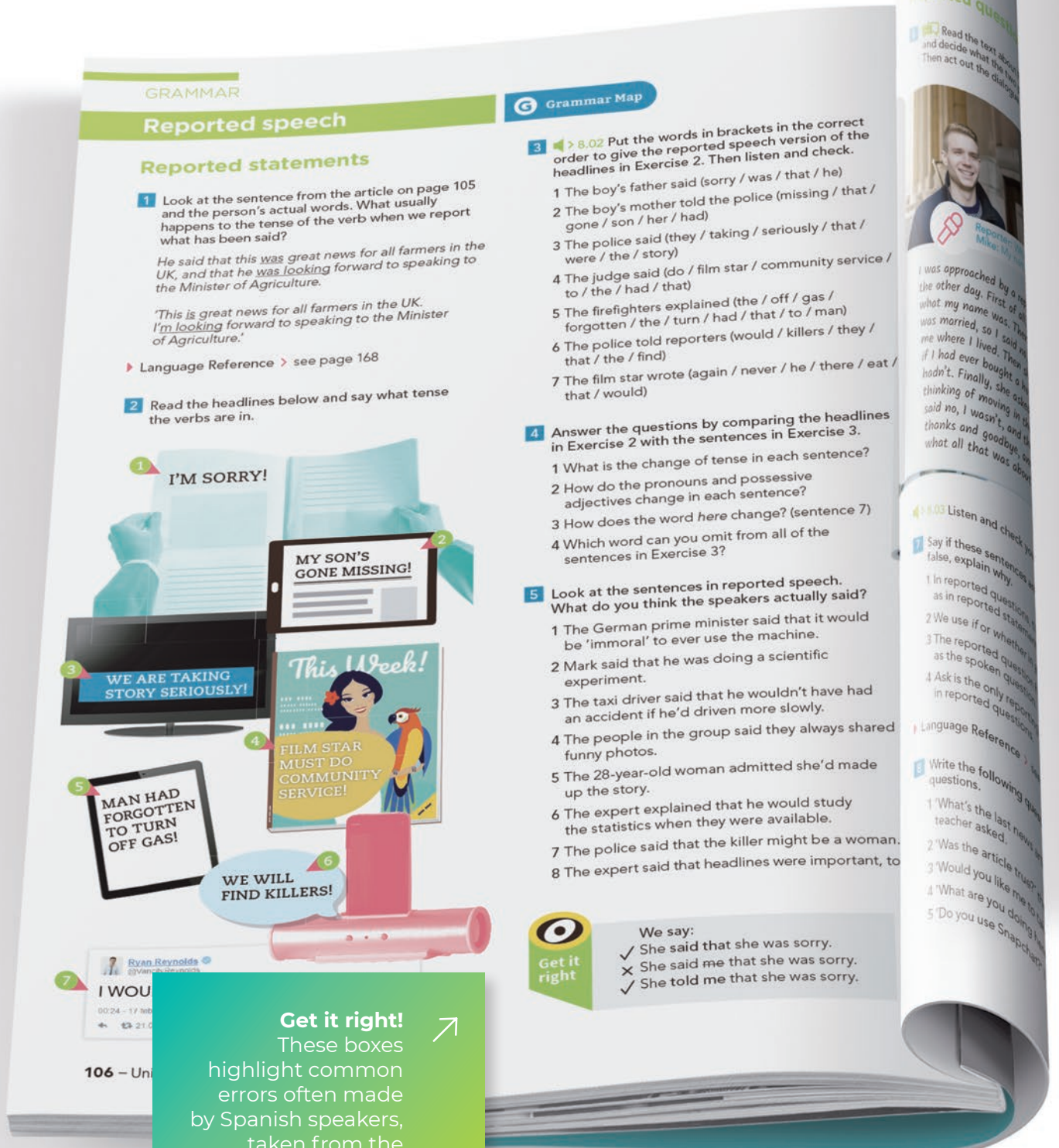
**Conclusion**  
I would certainly recommend it if you can. There are some like it.

- Remember**
- The paragraph plan for a letter of application:
- State your reason for writing, mentioning where you saw the advertisement.
  - Outline your relevant experiences and skills.
  - Write about any additional interests which relate to the role.
  - State your availability, and offer to provide any relevant materials to support your application.
  - Close and sign off.

	Key language
Purpose of letter	I am writing to apply for ...
Describing skills and experience	My attached CV shows that ... I am currently studying / working ... In addition to my experience with ... I have strong ... skills
Describing hobbies and interests	I also enjoy ... I am committed to ... I have participated in ... I am going to compete in ...
Offering	I would be willing to ... I can supply details of ...
Concluding	Please do not hesitate to contact me (if) ... I look forward to hearing from you.

**Key language**  
This provides the essential language needed for each task type.

The grammar sections develop areas of grammar already seen in the reading and listening texts through a guided discovery approach. Ample practice of the target language is supplied, along with opportunities for speaking.



## GRAMMAR

### Reported speech

#### Reported statements

- 1 Look at the sentence from the article on page 105 and the person's actual words. What usually happens to the tense of the verb when we report what has been said?

He said that this *was* great news for all farmers in the UK, and that he *was looking* forward to speaking to the Minister of Agriculture.

'This *is* great news for all farmers in the UK. I'm *looking* forward to speaking to the Minister of Agriculture.'

▶ Language Reference > see page 168

- 2 Read the headlines below and say what tense the verbs are in.

1 I'M SORRY!

2 MY SON'S GONE MISSING!

3 WE ARE TAKING STORY SERIOUSLY!

4 FILM STAR MUST DO COMMUNITY SERVICE!

5 MAN HAD FORGOTTEN TO TURN OFF GAS!

6 WE WILL FIND KILLERS!

7 I WOULD...

#### Grammar Map

- 3 ▶ 8.02 Put the words in brackets in the correct order to give the reported speech version of the headlines in Exercise 2. Then listen and check.

- The boy's father said (sorry / was / that / he)
- The boy's mother told the police (missing / that / gone / son / her / had)
- The police said (they / taking / seriously / that / were / the / story)
- The judge said (do / film star / community service / to / the / had / that)
- The firefighters explained (the / off / gas / forgotten / the / turn / had / that / to / man)
- The police told reporters (would / killers / they / that / the / find)
- The film star wrote (again / never / he / there / eat / that / would)

- 4 Answer the questions by comparing the headlines in Exercise 2 with the sentences in Exercise 3.

- What is the change of tense in each sentence?
- How do the pronouns and possessive adjectives change in each sentence?
- How does the word *here* change? (sentence 7)
- Which word can you omit from all of the sentences in Exercise 3?

- 5 Look at the sentences in reported speech. What do you think the speakers actually said?

- The German prime minister said that it would be 'immoral' to ever use the machine.
- Mark said that he was doing a scientific experiment.
- The taxi driver said that he wouldn't have had an accident if he'd driven more slowly.
- The people in the group said they always shared funny photos.
- The 28-year-old woman admitted she'd made up the story.
- The expert explained that he would study the statistics when they were available.
- The police said that the killer might be a woman.
- The expert said that headlines were important, to



We say:

- ✓ She said that she was sorry.
- ✗ She said me that she was sorry.
- ✓ She told me that she was sorry.

**Get it right!** These boxes highlight common errors often made by Spanish speakers, taken from the unique Cambridge Learner Corpus.





## Reported speech

### FORM

- Change personal pronouns and possessive adjectives
- Yes / No questions: use *if / whether* before reported clause and use statement form
- Questions with question words: use question word in reported question. Same word order.

### TENSE CHANGES

present simple → past simple  
 present continuous → past continuous  
 past simple & present perfect simple → past perfect simple  
 future simple (*will*) → conditional (*would*)  
 can → could  
 may → might  
 must / have to → had to

### Grammar Map

Level 2 provides a concise summary of all the grammar covered over both levels – a perfect cheat sheet for revision.

## Reporting verbs and structures

### LANGUAGE REFERENCE

## UNIT 8 Grammar

### Reported speech

#### REPORTED STATEMENTS

##### Tense changes

- When we change direct speech into reported speech, we normally have to change the verb tenses.

Direct speech	Reported speech
	She said that ...
<b>Present simple</b> She writes the story every day.	<b>Past simple</b> ... she wrote the story every day.
<b>Present continuous</b> She is writing the story.	<b>Past continuous</b> ... she was writing the story.
<b>Past simple and present perfect simple</b> She wrote the story. She's written the story.	<b>Past perfect simple</b> ... she had written the story.
<b>Future simple</b> She'll write the story.	<b>Would</b> ... she would write the story.

- Apart from changing the verb tenses, personal pronouns and possessive adjectives should be changed where necessary.  
*'I go skiing every winter,' Jake said. → Jake said that he went skiing every winter.*  
*'I'm really excited – my story is in the school website,' Ana said. → Ana said she was really excited because her story was in the school website.*

- We can omit the word *that* in reported speech.

##### Time changes

- When we are reporting speech, we often make other changes related to time.

Direct speech	Reported speech
this morning / afternoon / evening / week / month / year	that morning / afternoon / evening / week / month / year
today	that day
tonight	that night
next week / month / year	the following week / month / year
yesterday	the day before
last summer / week / month / year	the summer / week / month / year before

*I uploaded my post **this morning**,' Fran said. → Fran said that he had uploaded his post **that morning**.  
 'Did you go away **last summer**?' Claudia asked. → Claudia asked me if I had been away **the summer before**.*

##### Say and tell

- When we report what someone has said, we use *say* if there is no direct object and *tell* if there is an object.  
*She said that she wanted to study journalism.*  
*She told me that she wanted to study journalism.*

#### REPORTED QUESTIONS

##### Yes / No questions

- To report questions, we make the same tense changes as in reported statements. When we are reporting *Yes / No* questions (i.e. questions without question words), we use *if* or *whether* before the reported clause and we use statement form rather than question form.  
*'Did you read that story?' Martin asked. → Martin asked if / whether I had read the story.*  
*'Have you seen the papers today?' Kirsten asked. → Kirsten asked if / whether I had read the papers that day.*

##### Questions with question words

- When we report questions which have question words (*Who, What, How, etc.*), we use the question word in the reported question. The word order is the same as for reported statements.  
*'Where are you going on holiday?' Melinda asked. → Melinda asked where I was going on holiday.*  
*'How much did the printer cost?' Sam asked. → Sam asked how much the printer had cost.*

#### REPORTED REQUESTS, ORDERS, SUGGESTIONS AND OFFERS

##### Requests

- We use the structure *ask somebody to do something* to report requests.  
*'Please answer the phone,' my dad said. → My dad asked me to answer the phone.*
- If a request is in the negative, then we use the structure *ask somebody not to do something*.  
*'Don't tell my parents,' Emily said. → Emily asked me not to tell her parents.*

A detailed Language Reference section is provided at the end of the Student's Book.





# 09 – Vocabulary

Vocabulary acquisition has long been identified as essential at this level but often a problem area for students. There are two vocabulary lessons in every unit, the first dealing with the topic and the second with a more structural lexical aspect. The lessons include work on collocations, suffixes, prefixes, etc.

## VOCABULARY

### The media

1 ▶ 8.04 Match the words and phrases in the box with the photos. Then listen and check. Look for the meanings of the two extra words.

celebrity · journalist · paparazzi · press photographer · sensationalist headline · TV reporter · tweet

2 Complete the sentences with words from Exercise 1. Sometimes you will have to use the plural form.

- 1 We see ... so often on the news that their faces become very familiar.
- 2 Two of my friends work as press photographers but they aren't ... because they respect the private lives of individuals.
- 3 This newspaper is really bad. You can't read any serious ... in it.
- 4 Did you read the latest ... from Rafael Nadal about his match at Wimbledon?
- 5 My mum's not into current affairs but she likes to read ...
- 6 A TV reporter is a type of ...
- 7 Many people click on an article when it has a ...

3 Match the reporting verbs in the box with their meanings.

accuse · admit · claim · deny · explain · mention · report

- 1 agree something is true, especially unwillingly
  - 2 give information about an event or an action
  - 3 make something clear by providing reasons, causes or details
  - 4 say someone has done something wrong or illegal
  - 5 say something is true although other people might not believe it
  - 6 say something is not true
  - 7 speak about something quickly, without much detail
- 4 Complete the sentences with the past simple form of the verbs in Exercise 3.
- 1 The article ... that the woman was 28.
  - 2 The woman ... that a seagull had stolen her baby, but no one believed her.
  - 3 The woman ... the reasons for her actions.
  - 4 The woman ... that she had lied to the police.
  - 5 The press ... that the incident had happened in Brighton.
  - 6 The actress ... the director of inappropriate behaviour.
  - 7 The director ... that he had done anything wrong.

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**Pronunciation**  
Pronunciation is also covered in the vocabulary lessons.

▶ 8.05 Listen and check your answers.  
▶ Language Reference > see page 104

### Pronunciation: stress patterns 1

- 5 Most of the verbs in Exercise 4 have the stress pattern ●●. Which do not?
- 1 ●● (5 words) *accuse, ...*
  - 2 ●● (1 word)
  - 3 ●● (1 word)

▶ 8.06 Listen and check your answers.

- 6 Work with a partner. Choose three of these tasks and discuss your answers. Say three things ...
- 1 you shouldn't mention on your CV.
  - 2 politicians often deny.
  - 3 you can't explain.
  - 4 you are happy to admit.

### Phrasal verbs

- 7 Replace the underlined verbs with phrasal verbs from page 104.
- 1 In the end the weather was great.
  - 2 Have you discovered when the exam is?
  - 3 I've followed all your instructions.
  - 4 Has the company replied to you yet?
  - 5 The police are investigating why the number of violent crimes has gone up.
  - 6 I need to think of a better idea for my school project.

Extra work on phrasal verbs and false friends.





# 10 – Vocabulary extra

To provide even more help and practice with vocabulary acquisition, the reference materials at the end of the book include a *Vocabulary Extra*. They include a variety of techniques for learning vocabulary, such as mind maps.

## VOCABULARY EXTRA

### UNIT 6

#### Crime

1 Copy and complete the table. Use your dictionary if necessary.

Crime	Criminal
shoplifting	1 ...
forgery	2 ...
trafficking	3 ...
fraud	4 ...
mugging	5 ...
hacking	6 ...
terrorism	7 ...
drug dealing	8 ...

**Shoplifters  
will be  
prosecuted**



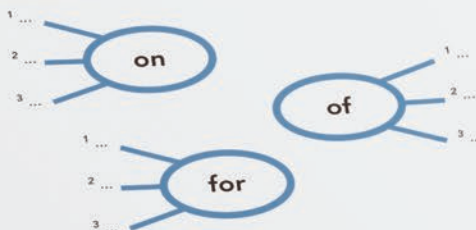
Complete the definitions with words from Exercise 1.

- 1 A ... is someone who obtains money from people by tricking them.
- 2 ... is the crime of attacking someone in the street and stealing their money or possessions.
- 3 A ... is someone who takes illegal goods such as weapons or drugs from one country to another.
- 4 A ... is someone who connects to other people's computers secretly and illegally.
- 5 ... is the crime of making copies of valuable documents or banknotes in order to sell them.
- 6 ... is the crime of stealing things from a shop.

#### Verb / adjective / noun + preposition

3 Copy and complete the mind maps with the words in the box that go with the prepositions.

apologise · attack (n) · blame (v) · capable  
concentrate · famous · guilty · rely · risk (n)



4 Complete the sentences with the correct form of words followed by prepositions from Exercise 3.

- 1 The police ... information from the public to help them catch criminals.
- 2 The city is ... its shops and nightlife but it also has high levels of street crime.
- 3 The thief was found ... stealing the jewellery and sentenced to six months in prison.
- 4 The president said that the incident was an ... the whole nation.
- 5 If you leave your car unlocked, you run the ... your car being stolen.
- 6 The young man ... his actions and said he would not be so careless in the future.
- 7 The gang were ... several other crimes that had been reported in the area.
- 8 At the moment the police are ... reducing gun crime.

#### Learning strategy

One way of practising prepositions is to work with a partner and test each other. Take turns to cover the mind maps from Exercise 3. Your partner says a word and you say the preposition that goes with it. Your partner tells you if you are correct. Then swap roles.

Vocabulary Extra – 137

↑ Help is also given with learning strategies in highlighted boxes.


# Life skills and projects

## COLLABORATIVE LEARNING

LIFE SKILLS

# MANAGING YOUR EMOTIONS

**A. Warm-up** 1 Work with a partner. What situations are shown in the photos? How do you think the people feel?




LIFE SKILLS  
**KEY CONCEPT**

We all experience negative emotions sometimes, but it is possible to manage them and feel happier. We are not our emotions!


# PROJECT

**A LEAFLET: MANAGING YOUR EMOTIONS**

**> STEP 1**  
WORK IN GROUPS OF THREE OR FOUR AND PLAN YOUR PROJECT



**1.1** Write down a list of different people in your life.




**1.2** Write down a list of problems you can have with them and the emotions which these problems produce. These can be imaginary or real problems. The more problems you can think of the better!


*older sister → gets annoyed with me easily → I feel hurt*

**> STEP 2** CHOOSE AND DISCUSS WAYS TO MANAGE EMOTIONS AND PLAN YOUR LEAFLET

**2.1** Choose 3 or 4 problems from Step 1 which you think are the most interesting.




**2.2** Brainstorm ideas for managing your emotions in those situations.



**2.3** Discuss the design and structure of your leaflet. Who is it for? (adults, teenagers, etc.) How can you make it useful for them?

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These sections treat areas of learning beyond language and aim to help students develop competence in life skills, which they will need for further study and the workplace. They focus on areas such as managing feelings, critical thinking and problem solving, based on the *Cambridge Framework for Life Competencies*.

## B. Now you try!

## UNIT 3 LIFE SKILLS

1 How do you manage your emotions? Do the questionnaire and compare and discuss your answers with a partner.

# GETTING EMOTIONAL



**1** You really want to be in the basketball team, but you are not selected. What do you do?

- a Complain to your teacher.
- b Feel angry at all of the people who were selected.
- c Feel disappointed for a couple of days and then forget about it.

**3** You feel very anxious about your exam results, which are out tomorrow. What do you do?

- a Get involved in another activity such as sport to take your mind off it.
- b Get angry and be rude to everyone.
- c Keep thinking about what will happen if your results are bad.

**2** Your best friend is spending all his/her time with their new boy/girlfriend and you feel ignored. What do you do?

- a Spend more time with other people. It's natural that you will see your friend less for a while.
- b Tell your friend that you're not happy because they're not spending enough time with you.
- c Not speak to your friend and say bad things about them behind their back.



**4** Your brother/sister has taken your tablet again without asking you! You're furious! What do you do?

- a Send some messages to all your friends telling them about what's happened.
- b Wait a few minutes, calm down, and then speak to them about it.
- c Run to their bedroom and shout at them.

2 Go to page 171 to calculate your score and read your personality profile!

3 3.13 Listen to some tips for managing emotions. With a partner, decide if each one is a very good idea, OK, or not very useful for you.

## > STEP 3

### ASSIGN TASKS



**3.1** Decide who will work on the different parts of the leaflet:

- the **sections of text** (introduction, the problems/feelings and their solutions, the conclusion)
- the **illustrations / visuals**
- the **design** of the leaflet / putting everything **together**

**3.2**



**Carry out your task.** Give your **contributions** to the person responsible for the design of the leaflet.

## > STEP 4 REVIEW AND PRESENT YOUR LEAFLET



**4.1**

As a group, **look at the finished leaflet** and **discuss** any possible **changes** to it.

**4.2**

**Present your finished leaflet** to the rest of the class. You might want to **make several copies** so that everyone can see it easily.



**Give feedback on each group's leaflet.** Which ideas do you like best?

# Life skills and projects

## COLLABORATIVE LEARNING

### LIFE SKILLS

# DEVELOPING CREATIVE THINKING

## A. Warm-up 1 Look at the photos and answer the questions.

- 1 What examples of creative thinking can you see?
- 2 Are the examples simple or complex ideas?



### LIFE SKILLS KEY CONCEPT

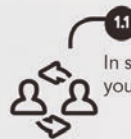
Many people think being creative and innovative is the result of a person's genes or natural ability. However, we can improve our creativity by using a variety of different approaches.

# PROJECT

## A CREATIVE GROUP PRESENTATION

### >STEP 1

WORK IN GROUPS OF THREE. SHARE IDEAS AND DO RESEARCH



1.1 In small groups, tell each other about your **favourite plays or films**.

1.2 Choose a famous or well-known **scene** from one of the plays or films.



1.3 Find the **script** online for your chosen scene.



### >STEP 2 APPLY CREATIVE TECHNIQUES



2.1 Read the **scene** until you all know it well – now you're going to rewrite it!



2.2 Write a series of **What if questions** about how the scene could be different (setting, characters, outcome ...).



2.3 Place some **limits** on your writing (time, number of words, available props, etc.).





# Project

The discovery-style activities in the life skills section give students the skills and practice of the concept needed to then expand further on their exploration of the topic in a collaborative project.

## B. Now you try!

1 Read about three techniques which can be used to improve your creativity and then answer the questions in pairs.

- 1 Have you ever done anything similar to the techniques mentioned?
- 2 Which technique would you most like to use and which do you think would be most effective?

2 Consider the following scenarios in small groups. Remember to apply the techniques below.

- 1 Create a new mode of transport which can be used to travel both in and between cities of the future.
- 2 Design a new school building where both fun and flexible learning will be possible.

### Developing creative thinking

**Create your own restrictions.** Don't be afraid to place limits on yourself. For example, if you're an artist, try only using a small selection of colours in a painting. Your creative side will respond to the lack of resources.



**Think about things from different perspectives.** You can imagine something with some elements removed or new elements added. By asking *what if* questions you can consider different scenarios.

**Think about other people.** People who think about how others will use their work come up with more creative ideas. It's important to ask yourself questions like: *Will someone else enjoy this? How will they use it?*



## > STEP 3

### CHARACTERS AND ROLES



3.1 **Rewrite the scene** using creative techniques from Step 2.



**Decide on roles** and characters for different group members.



3.3 **Rehearse** the scene several times to help remember your lines!

3.2



4.1

**Prepare a space** to act out your scene to the class.

## > STEP 4 ACTION!

4.2 Ask your **classmates** to take notes to **write a review** of your scene presentation.



**Present your scene to the class!**

The students are guided through the project step-by-step to reduce preparation time in class and provide an essential framework to foster collaborative learning.



# Collaborative learning

## STEPS FOR TEAMWORK

### > STEP 1 FORM GROUPS

1.1 Make a team with people you haven't worked with before.



1.2

Find a good workspace.



### > STEP 2 DEFINE THE OBJECTIVE

2.1

Make sure everyone understands the task.



2.2



Brainstorm ideas – be creative!

## TIPS AND USEFUL PHRASES



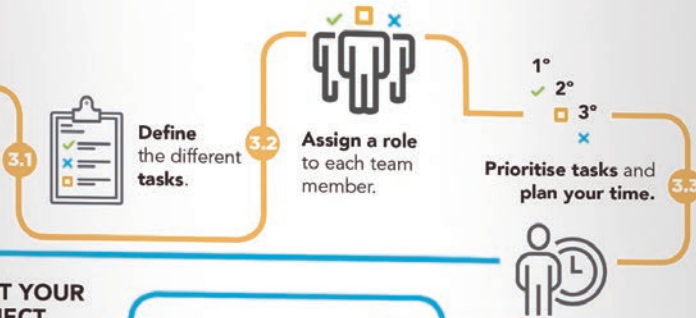
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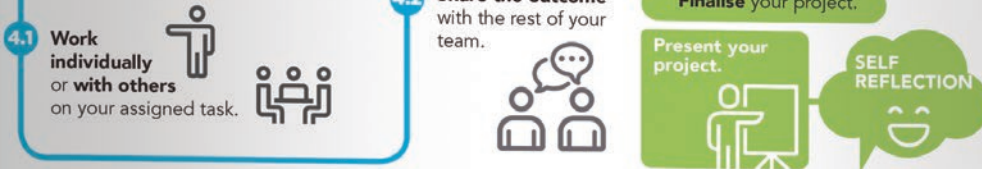


The reference materials at the end of the book include guidance for putting collaborative learning into practice. They also include a section of tips and useful phrases for the classroom to aid communication and avoid the use of L1.

### > STEP 3 PLAN YOUR PROJECT



### > STEP 4 START YOUR PROJECT



#### LISTEN TO EVERYONE'S POINT OF VIEW.

What do you think?  
Do you agree ... ?  
Any other ideas?  
Does everyone agree?

#### KNOW YOUR TIME LIMIT. SET DEADLINES!

We need to be finished by ...

Let's meet next week at ...

How long do you think it will take to ... ?

Shall we move onto (the next task)?

#### BE CONFIDENT AND SHARE YOUR IDEAS.

I think it would be a good idea to ...  
Why don't we ... ?  
I had an idea about how to ...

#### REMEMBER TO AGREE (AND DISAGREE) POLITELY!

That's a great idea!  
OK, let's do that.

I'm not sure about that.  
Don't you think we could ... ?  
That's a good point, but ...

#### REFLECT ON HOW WELL YOU'VE WORKED TOGETHER.

#### HOW DID WE DO?

I think we did great.

We did OK.

We could do better.

Next time, we could improve ...



# The Cambridge Framework for Life Competencies



In addition to language learning, **Shape the Future** develops the life competencies of learners.

The treatment of competencies in **Shape the Future** is based on the *Cambridge Life Competencies*

*Framework* which clearly defines those found in the new LOMLOE curriculum.

Each unit is based on a component within the **Cambridge Life Competencies Framework** to ensure a wide range of skills are covered.





# Cambridge Life Competencies and LOMLOE

## Creative Thinking

Participating in creative activities

Creating new content from own ideas or other resources

Using newly created content to solve problems and make decisions

C7 Entrepreneurship competence

## Critical Thinking

Understanding and analysing links between ideas

Evaluating ideas, arguments and options

Synthesising ideas and information

C7 Entrepreneurship competence

## Learning to Learn

Practical skills for participating in learning

Taking control of own learning

Reflecting on and evaluating own learning success

C5 Personal, social and learning to learn

## Communication

Using appropriate language and register for context

Managing conversations

Participating with appropriate confidence and clarity

C1 Competence in linguistic communication

## Collaboration

Taking personal responsibility for own contributions to a group task

Listening respectfully and responding constructively to others' contributions

Managing the sharing of tasks in a project

Working towards a resolution related to a task

C5 Personal, social and learning to learn  
C6 Citizenship competence  
C7 Entrepreneurship competence

## Social Responsibilities

Understanding personal responsibilities as part of a group and in society – including citizenship

Taking active roles including leadership

Understanding and describing own and others' cultures

Understanding and discussing global issues – environmental, political, financial and social

C5 Personal, social and learning to learn  
C6 Citizenship competence  
C7 Entrepreneurship competence

## FOUNDATIONAL LAYERS

Emotional Development

C5 Personal, social and learning to learn

Digital Literacy

C4 Digital competence

Discipline Knowledge

C3 Mathematics, science and technology (STEM)

# Exam practice

## Reading

The reading lessons include a page of exercises which closely follow the format of University Entrance Exams. Question types from papers in all the Autonomous Communities are included.

### FUTURE FOOD

#### READING

1 Read the title of the text and the first paragraph. How will food change in the future? Compare and discuss with a partner.

2 Read the text quickly and find the words 1–5. Match them with their definitions (a–e). Compare with a partner.

- |                            |  |
|----------------------------|--|
| 1 developing (paragraph 1) | a to believe that something will happen    |
| 2 crushed (paragraph 2)    | b to stimulate and make likely to happen   |
| 3 expect (paragraph 3)     | c pressed hard to break into little pieces |
| 4 widespread (paragraph 4) | d occurring in many places                 |
| 5 encourage (paragraph 5)  | e becoming stronger and more advanced      |

3 1.19 Read the text again and listen. Put the information (a–f) in the order it appears in the text (1–6).

- ... a When will we be able to buy a synthetic burger?
- ... b a typical dish in the UK
- ... c applying food science to healthcare
- ... d dangerously low levels of food
- ... e how noises can affect the way we eat
- ... f a suggestion for how to eat insects

#### Exam focus: finding synonyms

**tip** A synonym has the same or similar meaning to another word or phrase. Thinking about synonyms can help you understand a text better.

4 Follow stages 1–3 for finding a synonym for the word *global* (paragraph 1) in the text.

1 **Think:** What does the word *global* mean? What part of speech is it?

2 **Find:** Read the part of the text where the word appears carefully. Can you think of another adjective with a similar meaning?

3 **Check:** Replace *global* with the possible synonym *international*. Check that the sentence still makes sense with the new word.

5 Find synonyms for the following words in the text. Follow stages 1–3 in Exercise 4.

- 1 horrible / disgusting (paragraph 2)
- 2 artificial (paragraph 3)
- 3 realising (paragraph 4)
- 4 investigators (paragraph 5)
- 5 invent (paragraph 6)

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6 Are the following statements true or false? Justify your answer with words from the text.

- 1 Insects are a popular source of protein in the West.
- 2 The production of synthetic burgers is not yet commercially viable.
- 3 Ice cream served on a black plate doesn't taste as sweet as ice cream on a white plate.
- 4 The writer feels that traditional meals will become increasingly unpopular in the future.

#### Phrasal verbs

7 Match the phrasal verbs highlighted in the text with the meanings (a–h). There are two extra meanings.

- a spend time doing something to produce results
- b do more quietly
- c stop doing a regular activity or habit
- d consume something with a good appetite
- e reduce consumption or use of something
- f make something shorter
- g reject an offer
- h to be able to understand something that is happening or changing very fast

8 Complete the sentences with a phrasal verb from Exercise 7.

- 1 My grandmother always used to tell me that you should never ... an offer of help.
- 2 I ... a massive plate of pasta the night before a race.
- 3 To sleep better you should ... drinks with caffeine in them.
- 4 It's important to ... the latest nutrition and diet advice.
- 5 I've lost count of how many times he's decided to ... meat and then started eating it again!
- 6 Emily has a quiet voice and needs to ... her presentation skills because I can't hear a word she's saying!

#### 9 Critical Thinking

Discuss the questions in pairs.

- 1 How do you think the type of food we eat will change over the next 20 years?
- 2 Which would you prefer to eat: insects or synthetic meat? Why?

#### DigiQuest

Search for the terms *lab-grown / cultured meat*. Are people buying and eating these products now?

Level 2 → includes an exam focus feature which highlights the exam question types, with activities to better understand them and learning tips.



# Listening and Speaking

Extra exam practice in listening and speaking is also included in the reference section.



UNIT 1 EXAM PRACTICE

## Talk about you

- 1 Describe a memorable holiday you have had.
  - 1 Where and when did you go?
  - 2 Who did you go with?
  - 3 How did you get there?
  - 4 Why was it so special?

## Talk about the photos

- 2 Describe the photos. What are the advantages and disadvantages of each type of holiday? What kind of people choose these holidays?



Voluntary Work



Beach resort

## Work with a partner

- 3 Imagine you are planning a one-week staycation in your own country. You have a total budget of €850. Agree a plan for your trip. Include the things in the box. Agree how much money you are going to spend on each thing.

accommodation · activities · destination(s)  
sites / cultural experiences · transport

## Discussion

- 4 Answer these questions with your partner.
  - 1 Do you have to travel far to get to your university?
  - 2 What are the benefits of living in your city?
  - 3 What are the advantages of living in your city? What are the disadvantages?
  - 4 What are the advantages of tourism for local people?

## Speaking Exam Extra

- 5 Imagine that your town or city wants to encourage tourists to be responsible when they visit. Here are some ideas they are thinking about, and a question for you to discuss.
  - a Talk about which ideas would be useful to consider, and why.
  - b Decide which idea is the most important to implement.



## Further discussion

- 6 Ask and answer the following questions:
  - 1 Some people say that we travel too much these days, and shouldn't go on so many holidays. What do you think?
  - 2 Do you think that there should be limits on the number of holiday homes or hotels in a place? Why / Why not?
  - 3 What do you think is the best form of transport to use when going on holiday? Why?

Exam Practice Speaking – 147

Extra exam practice in the format of the University Entrance exams is included in the reference section in Level 2.

# Exam tips

## Extra reference pages

100 Exam Tips are also included in the reference section. These provide handy tips for all areas of the exam experience, starting with a task for students to identify their weak points and then moving on to more specific tips for each part of the exam with tasks to improve performance.

### EXAM TIPS

Over the next few pages, there are 100 useful exam tips. First, there are tips for finding your weak points and concentrating on these areas. Then, tips for building up to the exam – here you'll find useful advice on what to do before your exams, you should always make a study plan, for example. After that, there are specific tips for the day before the exam – don't forget to get a good night's sleep! And then, tips for the big day – the day of the exam itself. The last few tips give you general ideas of what to do in the exam, then specific tips on reading, writing, listening and speaking. It is a good idea to go through the tips on your own and choose a certain number to look at each week. Make sure you plan your time properly so that you can cover all of the tips before the day of your exam. **GOOD LUCK!**

#### Finding your weak points

- 1 Discover what you find more difficult and then dedicate more time to it.
- 2 Keep a learning diary about what you learn in class and what you find easy or difficult. Make sure you concentrate on the areas you find most difficult.
- 3 Make a list of the most common mistakes you make and start avoiding them!
- 4 Do things again and again until you get them right.

#### TASK 1

##### Finding your weak points

What do you have most difficulty with? Reading, writing, listening or speaking? Ask your teacher for extra worksheets to practise what you find most difficult or look for extra practice on the Internet.

#### TASK 2

##### Finding your weak points

Do you make any of these mistakes?

Choose the correct sentence in the pairs.

- 1 a I think banks should be open in the afternoons.  
b I think banks should be opened in the afternoons.
- 2 a She'll be waiting you there at three o'clock.  
b She'll be waiting for you there at three o'clock.
- 3 a What are the disadvantages of living abroad?  
b What are the desadvantages of living abroad?
- 4 a John said me he was having a party on Saturday.  
b John told me he was having a party on Saturday.
- 5 a I asked me what I was doing there!  
b I asked myself what I was doing there!
- 6 a He hasn't been to London for six years.  
b He haven't been to London for six years.
- 7 a There aren't enough tips on this page!  
b There aren't enough tips on this page!

#### The build up to the exam

- 5 Don't only study grammar and vocabulary, practise reading and writing too.
- 6 Study little bits at a time and often – don't cram it all in!
- 7 Use memorisation techniques to help you. Also use pictures, lists and games to remember vocabulary.
- 8 Use the Internet for extra practice.
- 9 Watch films and series in English, listen to the radio in English, and surround yourself with English!
- 10 Test yourself or get a friend to test you.
- 11 Get organised: make a schedule that includes all your subjects and stick to it.
- 12 Take two days off a week, don't revise every day.
- 13 Use your writing tasks to learn from the mistakes you made.
- 14 Study at school, not just at home or in the library – and take the opportunity to ask teachers for advice.
- 15 Make sure you do exercise – swimming and walking are particularly good for you when under exam pressure.
- 16 Avoid distractions like the TV, radio, music, mobiles, tablets ...
- 17 Use apps, if you have them and they're useful – but only use the app, don't get carried away with other things on your phone or tablet.

#### TASK 3

##### The build up to the exam

Download the app *English Monstruo* for a fun way of eradicating those typical common errors.



The **Test Generator**, common to levels 1 and 2, also includes University Entrance Exams.



# Video

There are two videos in every unit: a documentary video and a vox pop video of English-speaking teenagers in the Speaking lesson.

Level 7  
Unit 3:  
21st Century families



↑ The documentary videos are a dynamic way to present the unit topic.

**VIDEO**

**UNIT 9 SPEAKING**

## Talent Contest!

Talking about preferences

I'd like / love to  
I wouldn't like to  
I'd prefer (not) to  
I'd want / wouldn't want to  
I wouldn't mind (+ a noun or -ing)  
I'd rather (not) (+ main verb)

**tip** Before preparing a speech, it is a good idea to anticipate what your audience might want to know. You can do this by imagining the questions they may have while listening, and thinking of answers to those questions.

**4** Work with a partner. Think of four good prizes which could be offered to the winner of a musical talent contest. Both of you should write the list of prizes on a piece of paper.

**5** Change partners. Exchange your list of prizes. Now prepare to give an explanation like the one in Exercise 2, saying which prize you would choose.

**6** Change partners again and listen to each other's explanations. Then ask if they have any questions. Did your partner anticipate any questions you had before listening to you?

**Would you like to be famous?**

**1** If you were famous, what would you be famous for?

**2** Watch the video. The young question 'Would you like to be these things? Some of the ideas more than one person.

- 1 If it was for helping humanity
- 2 Would like to be talented.
- 3 Only for a short time.
- 4 Thinks it often brings a lot of
- 5 Would hate the paparazzi.

**3** Watch the video again. Which of the ideas you agree with being famous are mentioned?

▶ See our online resources web page for more video activities.

The vox pop videos include interviews with students talking about the topic in the Speaking lesson. Class activities to exploit them are included in the Student's Book with extra worksheets in the Teacher's Resource Bank.

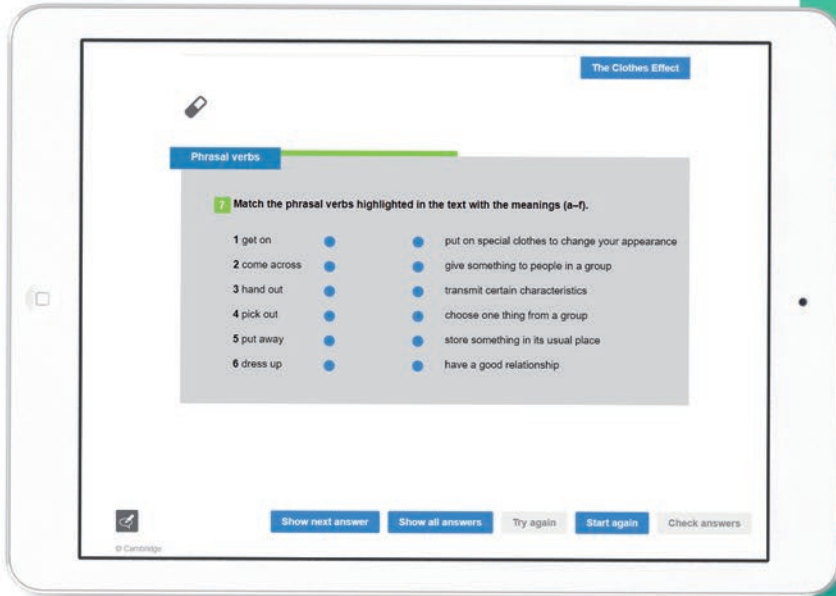
↓ Video worksheets are available in the Teacher's Resource Bank.





# Digital

## For teachers



### Digital Future

A digital package to present the Student's Book and Workbook in class, with integrated video and audio material, interactive activities, answer keys and Teacher's Book.

### Teacher's Resource Bank

The Teacher's Resource Bank provides all the extra resource worksheets and exam practice teachers need, with answer keys and audio tracks.

### Test Generator

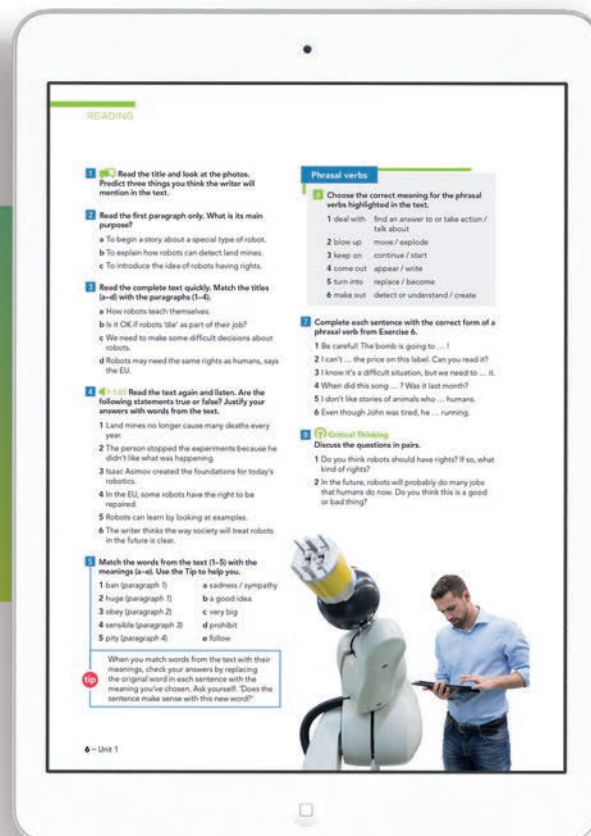
The Test Generator allows teachers to produce customised tests and also includes University Entrance Exams.

All the teacher's digital components are available on: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)



## For students

Fully-interactive Digital Student's Books and Workbooks are available both online and offline. These are both multiplatform and multi-device, working on computers, tablets and interactive whiteboards.



Option A

3D printing

1 Instead of going to a shoe shop and trying on pairs of shoes until you finally find the right size, imagine that you could design a pair of shoes especially for your feet and manufacture them at home. Does that sound improbable? Not anymore. The technology of 3D printing is revolutionising the manufacturing process and making it easier than ever for individuals to design and produce custom-made personalised products.

2 The process starts with a digital 3D design file for a physical object. This design file is sliced into thin layers which are then sent to the 3D printer. Smaller 3D printers work by melting a plastic material and laying it down layer by layer to build up the object. Larger industrial machines use a laser to melt layers of metal powder at high temperatures. Depending on the size of the object, the printing process can take up to several hours to complete.

3 3D printing can be used to make anything from jewellery to engine parts. Doctors and dentists use it to create hearing aids and dental aids, false teeth and braces. Architects use it to create scaled-down models of buildings. It's also a fantastic tool for inventors. Are you thinking of inventing a new toy or kitchen tool? Creating it on your 3D printer enables you to try it out in multiple versions before putting it on the market.

4 Not only can 3D printers create complex and intricate designs that are impossible in traditional manufacturing, they also cut costs because no extra tools are needed and no raw material is wasted. Instead of manufacturing thousands of identical products and delivering them to shops and homes, companies and designers will send you a digital 3D design which you can print out at home. On the negative side, there are limitations to the types of materials that can be used and the products tend to be less durable than those produced by traditional methods.

5 Notwithstanding these drawbacks, this rapidly evolving technology has the potential to create a new type of product and puts manufacturing in the hands of consumers.

1 Read the text and choose the best answer.

- The article is mainly about ...
  - a the advantages of 3D printing.
  - b how 3D printing works.
  - c why 3D printing is popular.
- 3D printing is ... than traditional manufacturing.
  - a faster
  - b cheaper
  - c more accurate

2 Read the text again. Answer the questions in your own words.

- How is 3D printing revolutionising the manufacturing process?
- What do you need to start the 3D printing process?
- How do smaller machines differ from large 3D printing machines?
- Which professions currently use 3D printing?
- What are two disadvantages of 3D printing?

3 Complete the second sentence so it has the same meaning as the first sentence. Use the words in brackets.

- 3D printing is revolutionising the manufacturing process. (appear)  
3D printing \_\_\_\_\_.
- Are you thinking of inventing a new toy or kitchen tool? (want)  
Do \_\_\_\_\_.

4 Write a question for the underlined words.

- The printing process can take up to several hours to complete.
- 3D printing can be used to make anything from jewellery to engine parts.

5 Find words or phrases in the text that mean:

- change completely (v, paragraph 1)
- divide into thin pieces (v, paragraph 2)
- small (adj, paragraph 3)
- reduced (v, paragraph 4)
- restrictions (n, paragraph 4)
- long-lasting (adj, paragraph 4)

6 Write a for and against essay (150–200 words) in your notebook with the title: '3D printing should be available in all schools.'

amused	amused
annoyed	annoyed
astonished	astonishing
bored	boring
confused	confusing
disgusted	disgusting
embarrassed	embarrassing
entertained	entertaining
excited	exciting
frightened	frightening
interested	interesting
pleased	pleasing
shocked	shocking
surprised	surprising
worried	worrying

2 Answer the questions.

- Find three adjectives that describe the feeling you have when something unexpected happens: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- Find synonyms for: pull \_\_\_\_\_, click \_\_\_\_\_, happy \_\_\_\_\_, scared \_\_\_\_\_, preoccupied \_\_\_\_\_.

↑ A Vocabulary Builder helps record unit vocabulary and gives the opportunity of extension.

↙ The reference materials include University Entrance Exams practice. Speaking and listening exam practice is also provided.

opposites of the adjectives: entertained  
→ disgusting  
... that means somewhere where you  
... files and documents:  
... casual verb that means to continue:

Electronic waste

... hazardous chemical · landfill site  
... poisonous fumes · raw material  
... toxic waste · waste collection  
... duct · water pollution · water source

... words from the Extension box.

... the sentences with the correct form of  
... from the Extension box.

... teenagers want the latest  
... pollutes the ... in villages in  
... g countries.  
... s a ... in a lot of mobile phones.  
... in the ... from e-waste is.  
... in developing countries are full of old  
... s and mobile phones.  
... d countries need to do more to organise  
... for electronic devices.

5 Complete the sentences with the words from the box.

material · pollution · sources · toxic · waste · yard

- Most water \_\_\_\_\_ begins on the land and not in the water itself.
- A mobile phone can become a dangerous \_\_\_\_\_ product when you throw it away.
- Metal is the most common raw \_\_\_\_\_ in electronic devices.
- Recycle cars and appliances at a scrap \_\_\_\_\_.
- Don't put \_\_\_\_\_ waste like paint, oil or chemicals in your household rubbish.
- Water \_\_\_\_\_ need to be protected if we are always to have drinking water.

5 Choose the correct synonym or words and phrases from the text.

- ... science fiction of the past is rapidly turning  
a changing reality. b becoming c returning  
a especially if they want to keep on living in their  
own homes. b allow c maintain
- ... they need the support of caregivers, ...  
a continue b protection c security
- ... robots can never provide the kind of  
a help b relationship c friend
- ... routine tasks such as reminding patients to take  
their medication ...  
a boring b ordinary c important
- ... without human supervision.  
a cooperation b organisation c control

6 Find words or phrases in the text that mean:

- was published (v, paragraph 1)
- everyday (adj, paragraph 1)
- manage (v, paragraph 2)
- look after (v, paragraph 3)
- man-made, not natural (adj, paragraph 4)
- childcare providers (n, paragraph 4)

7 Answer the questions in your own words.

- What are the advantages of social robots compared with humans?
- Why are caregivers for the elderly in high demand?
- Why could babysitter robots be a problem?
- What prediction is made in the text about the future?

8 Critical Thinking Answer the questions.

- Do you think that elderly people would like to be taken care of by a robot?
- Do you think it is safe for robots to take care of children without human supervision?
- What other types of jobs are being taken over by robots? What effect is this having on society?

9 What other developments are there in the use of social robots? Go online and find more information. Choose one interesting development and tell your class about it.



# Workbook



The Workbook closely follows the same unit structure as the Student's Book to help with easy navigation.

Practice of all the unit language and skills is provided with extra sections:

- Exam Practice
- Listening and Speaking Practice
- Vocabulary Builder
- Phrasal Verbs
- Vocabulary Wordlist
- Audioscripts

**BEYOND THE CLASSROOM**  
**Having a job interview**

A job interview is a conversation between an employer and a job applicant. It is part of the selection process. An employer usually selects which candidates to interview after reading CVs and job applications.



**TRAINEE PERSONAL ASSISTANT**  
**Anderson & Co, Manchester.**

We are looking for a school-leaver to join our team at a small creative agency. Your responsibilities will include: organising appointments, contacting clients, attending events, up-dating websites, internet research and general office administration. This opportunity is ideal for a school-leaver with good exam results, real passion, attention to detail and enthusiasm for everything creative. Knowledge of foreign languages is an advantage. Good pay and conditions. There will be opportunities to study for new qualifications if you are interested in improving your professional skills.

**APPLY** If you would like to apply for this job, please click the 'apply' button.

**Interviewer** I see you have studied French and German. Can you speak and write both languages well?  
**Ruby** Well, I'm more confident in French. I could have a bit more difficulty, but I'd like to improve my language skills.  
**Interviewer** Good, that might be possible. Are you good at organising your work and working on your own?  
**Ruby** Yes, I am. When I did my work experience, my tutor said that was one of my strong points.  
**Interviewer** So if I gave you instructions, you would be able to plan the work and do it without my help?  
**Ruby** Yes, I think so.  
**Interviewer** Now, if we offered you the job, when would you be able to start?  
**Ruby** I could start at the beginning of September. I'm going away on holiday next week but I could start as soon as I get back.  
**Interviewer** That would be fine. I've asked you a lot of questions, so have you got any questions you'd like to ask?  
**Ruby** Yes, you'd have to attend events and meetings with the team. These are mostly in the UK but we also have some clients in France, Germany and Spain.  
**Interviewer** And just one last thing. When will you let me know if I have got the job?  
**Ruby** We've got some more candidates to interview and then we'll decide by the end of next week.

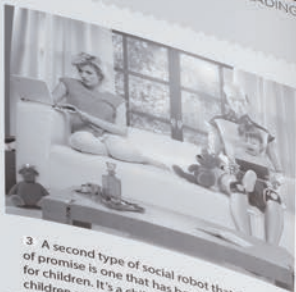
↑ The **Beyond the Classroom** section, in Level 2, gives the students training on work skills that they will need in the future

## Can robots take care of humans?

UNIT 1  
READING

1 Factory workers, farmworkers, cleaners, waiters, bank clerks and sales assistants: these are just some of the jobs that are starting to disappear as robots replace humans in the workplace. It seems that science fiction of the past is now reality. Robots can do these jobs as cheaply as humans and are much cheaper – they don't need holidays or healthcare, for example. In 2015, the author of *Rise of the Robots*, a book which predicts that although robots will take over some routine jobs, there are some jobs that only humans can do. These include jobs that involve social interaction and building relationships. Yet now researchers are developing robots that will be capable of carrying out even some of these jobs.

2 The ageing population in many countries has meant that there is a rising demand for caregivers for the elderly. People are living longer, but in their old age they need the support of caregivers, especially if they want to live on living in their own homes. These caregivers can do routine tasks such as reminding patients to take their medication, taking blood pressure and preparing and serving food. Although these robots can never provide the kind of companionship you can get from a human caregiver, they can remember your likes and dislikes to provide personalised care. Not just for the elderly, caregiver robots may also become common in our everyday households, as they can cook, clean, do the laundry and deal with all the household chores.



3 A second type of social robot that has shown a great promise is one that has been developed especially for children. It's a child-sized robot that can take care of children aged three to eight without human supervision. It's perfect for babysitting children for two or three hours after school before their parents come home from work. They can sing and dance and play games that provides a video link to their parents. Children are already used to tablets and computer toys, but this is far more interactive.

4 Some researchers in the field of robotics and artificial intelligence have raised concerns about robotic nannies. Although they agree that robots can be a useful educational tool, they warn that there might be complications in having robots look after children. They are not sensitive to children's feelings, for example, and they might not recognise when a child is upset or sick, and they might be unsure how to react to unexpected situations.

5 Nevertheless, by the time these young children grow up, one thing is certain – it will no longer seem strange to be looked after by a robot.

# Components

## For Students

01



### Student's Book

The Student's Book provides 9 units in Level 1 and 6 in Level 2 with ample reference sections which include:

- Language reference and Grammar Maps
- Vocabulary extra
- Writing guide
- Pairwork (speaking)
- Collaborative learning guidelines
- Exam tips (Level 2)
- Exam practice: Reading (Level 2)
- Exam practice: Listening and Speaking (Level 2)

02



### Workbook

The Workbook closely follows the same unit structure as the Student's Book to help with easy navigation. Practice of all the unit language and skills is provided with extra sections:

- Exam Practice
- Listening and Speaking Practice
- Beyond the Classroom guides for work skills
- Vocabulary Builder
- Phrasal Verbs
- Vocabulary Wordlist
- Audioscripts
- Ⓣ Downloadable Workbook audio files available at:  
[www.cambridge.es/shapethefuture](http://www.cambridge.es/shapethefuture)

03



### Digital components

Fully-interactive Digital Student's Books and Workbooks are available both online and offline. These are both multiplatform and multi-device, working on computers, tablets and interactive whiteboards.



## For Teachers



01

### Teacher's Book

The Teacher's Book provides all the teaching notes for each unit and is interleaved with the Student's Book pages. It also includes:

- Unit and lesson objectives
- Optional activities to cater for mixed-ability
- Background information on reading and listening texts
- An introduction to the course with key features
- Updated LOMLOE Key Competencies mapping
- A description of the components
- A detailed guide for the Life Skills and Project pages
- Audioscripts
- Workbook answer key



03

### Test Generator

The Test Generator, common to levels 1 and 2, allows teachers to produce customised tests and includes:

- A diagnostic test
- Unit tests at two levels
- Term tests and an end-of-year test at two levels
- University Entrance Exams
- Listening and speaking tests
- Audio tracks

## Digital components



All digital components are available on:  
[www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)



DIGITAL COMPONENT



02

### Digital Future

This classroom presentation tool includes:

- Digital Student's Book and Workbook with interactive activities
- Integrated videos and audios, including audioscripts
- Teacher's Book PDF

DIGITAL COMPONENT



04

### Teacher's Resource Bank

The Teacher's Resource Bank provides all the extra resource worksheets and exam practice teachers need with answer keys and audio tracks:

- Grammar practice worksheets at two levels
- Vocabulary practice worksheets at two levels
- Literature reading worksheets
- Listening practice worksheets
- Speaking practice worksheets
- Writing practice worksheets
- Video worksheets
- Translation worksheets
- Class audio

Nothing exists until you do it.



[www.cambridge.es/shapethefuture](http://www.cambridge.es/shapethefuture)



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