

CONTENTS		VOCABULARY	GRAMMAR	READING
INTRODUCTION Page 0		Jobs, Animals, Adjectives, Transport, Food and tableware	There is / are, There was / were, Articles and quantifiers, Present Simple, Present Continuous, Present Simple / Present Continuous, Use of adjectives	
<b>1</b> TASTES THROUGH TIME Page 14 <b>Learning Situation</b> How have people's tastes in things like music and food changed over time? <b>Activate!</b>				
<b>Step 1</b> Talk about your current and past tastes in music	Music	Review of past tenses, <i>used to</i> <b>Activate!</b>	Modern Music – Shorter, Simpler, Sadder? An online interview	
<b>Step 2</b> Make a decision about what to order at a restaurant	Food and nutrition	Present Perfect Simple Present Perfect Simple / Past Simple	A Taste of History A magazine article <b>Activate!</b>	
<b>Step 3</b> Write a restaurant review				
<b>Project</b> Create a brochure for a historical music and food festival				
<b>2</b> FUR, FEATHERS AND FICTION Page 28 <b>Learning Situation</b> How do stories about animals reflect our perception of animals and people? <b>Activate!</b>				
<b>Step 1</b> Speculate about a picture of an incident with an animal	Animals	Past Perfect Simple	Living Symbols A culture magazine article <b>Activate!</b>	
<b>Step 2</b> Talk about your favourite animal character	Storytelling	Past Perfect Simple / Past Simple	Escaping from The Monkeys! An excerpt	
<b>Step 3</b> Write a report of a book with an animal character				
<b>Project</b> Create a comic strip of a story with animals				
<b>3</b> WHO'S RESPONSIBLE? Page 42 <b>Learning Situation</b> What types of responsibilities do teenagers have in different countries? How can they become more responsible? <b>Activate!</b>				
<b>Step 1</b> Write about your responsibilities	Verbs	Modals: <i>have to, need to, must, mustn't, should</i>	What's On Your To-Do List? A magazine article <b>Activate!</b>	
<b>Step 2</b> Reach an agreement about how to spend money	Money <b>Activate!</b>	Modals: <i>can, could, be able to, may, might</i>	The Cost of Gaming An article	
<b>Step 3</b> Write an opinion essay				
<b>Project</b> Create a mind map showing a responsible plan for achieving a personal goal				
REVIEW 1 Page 56		VOCABULARY REVIEW	LANGUAGE REVIEW	

LISTENING	SPEAKING	WRITING	EXTRA	KEY COMPETENCES & SUSTAINABLE DEVELOPMENT GOALS								
	Formal and informal Introductions Classroom language	Text organisation Check your writing										
A conversation about music	Talking about music /ɪ/, /k/		Ecology. Sustainable Eating for a Better World	<table border="1"> <tr><td>1</td><td>2</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>8</td></tr> </table> 2	1	2	4	5	6	8		
1	2	4										
5	6	8										
A podcast about magical foods	Making a decision <b>Activate!</b>		A restaurant review Expressions to present opinions									
A travel vlog about Chinese years	Speculating about a picture		Film: Films About Animals	<table border="1"> <tr><td>1</td><td>2</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>8</td></tr> </table> 15	1	2	4	5	6	8		
1	2	4										
5	6	8										
An interview about the novel <i>Black Beauty</i> <b>Activate!</b>	Describing an animal character /s/, /b/ <b>Activate!</b>		A book report Time expressions									
A class discussion about taking responsibility	Talking about responsibilities	A paragraph about your responsibilities	Literature: Great Expectations	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td></tr> </table> 4	1	2	3	4	5	6	7	8
1	2	3	4									
5	6	7	8									
A conversation about a television show	Reaching an agreement /s/, /d/ <b>Activate!</b>		An opinion essay Connectors of addition									
COMPETENCES ASSESSMENT		PLAY A GAME										

# CONTENTS

VOCABULARY GRAMMAR READING

## 4 SOLVING MYSTERIES

Page 60

**Learning Situation** Why are people so interested in mysteries? How do people solve mysteries? **Activate!**

<b>Step 1</b> Write a report about a crime	Crime	Present Simple Passive / Past Simple Passive	<i>The Criminal Attraction</i> A psychology journal article
<b>Step 2</b> Talk about a mystery	Adjectives	Comparison of adverbs	<i>The Mystery of the Tomb</i> An adver: for a tour <b>Activate!</b>
<b>Step 3</b> Write a narrative about a mystery			

**Project** Make an audio guide for an exhibition about mysteries

LISTENING SPEAKING WRITING EXTRA

KEY COMPETENCES  
SUSTAINABLE DEVELOPMENT GOALS

A conversation about the Innocence Project	Talking about a crime /i/, /i:/, /a:/	A report about a crime	Science: Forensic Science <b>Activate!</b>
A podcast about deep-sea exploration	Talking about a mystery <b>Activate!</b>		
		A narrative Connectors of contrast	

1	2	3	4
5	6	7	8

16

## 5 SHARING

Page 74

**Learning Situation** What kinds of things do we share? What are the benefits and dangers of sharing? **Activate!**

<b>Step 1</b> Write a message asking to borrow an item	Urban life	Review of future tenses	<i>A Different Vision of Home</i> A visual report
<b>Step 2</b> Plan a sharing group	Verbs	Future Continuous	<i>Big Bird Day</i> Citizen Science An adver: and a webpage <b>Activate!</b>
<b>Step 3</b> Write an e-mail about a sharing event			

**Project** Make a plan for a sharing app

A conversation about a project	Talking about sharing initiatives <b>Activate!</b>	A message asking to borrow an item	Biology: Symbiotic Relationships
A talk about sharing online	Planning a sharing group /i:/, /i:/ <b>Activate!</b>		
		An e-mail about a future event Connectors to present examples	

1	2	3	4
5	6	7	8

11

## 6 EXPRESS YOURSELF

Page 88

**Learning Situation** What are different ways that people express and interpret feelings? Are there differences in different cultures? **Activate!**

<b>Step 1</b> Respond to messages	Emotions	First Conditional Second Conditional	<i>The Emoji Effect</i> A forum <b>Activate!</b>
<b>Step 2</b> Practise apologising	Parts of the body <b>Activate!</b>	Third Conditional	<i>AI Reads Feelings</i> An article
<b>Step 3</b> Write a post giving advice			

**Project** Create a mini-guide to emojis

A class presentation about tone	Talking about emotons	Responses to messages	Psychology: Expressing Emotions
An art lesson	Apologising Silent letters <b>Activate!</b>		
		A post giving advice Extreme adjectives and adverbs	

1	2	3	4
5	6	7	8

3

REVIEW 2 Page 102

VOCABULARY REVIEW

LANGUAGE REVIEW

COMPETENCES ASSESSMENT

PLAY A GAME

# CONTENTS

VOCABULARY GRAMMAR READING

## 7 THE POWER OF FILM

Page 106

**Learning Situation** How does film affect real life? How does real life affect film and film-making? **Activate!**

<b>Step 1</b> Write captions for a storyboard	Film	Defining relative clauses	<i>The False Magic of Feel-Good Films</i> A teen magazine article <b>Activate!</b>
<b>Step 2</b> Talk about film costumes	Fashion	Subject / Object questions	<i>Changing the Face of Film</i> An article
<b>Step 3</b> Write a film review			

**Project** Create the script and the video of a scene from a film

LISTENING SPEAKING WRITING EXTRA

KEY COMPETENCES  
SUSTAINABLE DEVELOPMENT GOALS

A radio programme about effects of film on real life	Talking about films Word stress	Captions for a storyboard	Art: Film Posters
A podcast about world building <b>Activate!</b>	Talking about film costumes <b>Activate!</b>		
		A film review Connectors of purpose	

1	2	3	4
5	6	7	8

10

## 8 PUSHING THE LIMIT

Page 120

**Learning Situation** Why do people like to challenge themselves? What are the benefits of challenges? **Activate!**

<b>Step 1</b> Write a paragraph about a challenge	Travel	Reported speech: statements	<i>How I changed the way I travel</i> A blog <b>Activate!</b>
<b>Step 2</b> Talk about a challenge	Sport	Reported speech: questions	<i>The 40% Rule: You're stronger than you think</i> An article in a newsletter
<b>Step 3</b> Write a magazine article about a challenging sports event			

**Project** Create a school display about people who have challenged themselves

An interview about travel challenges	Talking about a challenge /a:/, /e:/	A paragraph about a challenge	History: When Adventure Meets Tradition
A conversation about failing to achieve your goal <b>Activate!</b>	Interviewing about a challenge <b>Activate!</b>		
		A magazine article Connectors to present facts	

1	2	3	4
5	6	7	8

4

REVIEW 3 Page 134

VOCABULARY REVIEW

LANGUAGE REVIEW

COMPETENCES ASSESSMENT

PLAY A GAME

WORLD MAP Page 138

ACTIVE GRAMMAR LAB Page 140

IRREGULAR VERB LIST Page 158

PRONUNCIATION APPENDIX Page 160

PEER ASSESSMENT Page 162

PAIRWORK APPENDIX Page 166

\* Key Competences: 1. Linguistic 2. Plurilingual 3. STEM (Science, Technology, Engineering, Maths) 4. Digital 5. Personal, social, learning to learn 6. Citizenship 7. Entrepreneurial 8. Cultural awareness



# 6

## EXPRESS YOURSELF

### Learning Situation

What are different ways that people express and interpret feelings? Are there differences in different cultures?

PROJECT: Create a mini-guide to emojis

1. Look at the pictures below. What do you think the person is thinking in each cartoon? How might they be feeling?



2. Complete the speech bubbles with the sentences below.

- When I'm here, all my problems disappear.
- Why did I leave all my revision till the last minute?
- I didn't play well enough today.
- There's no love like this.
- Why did I decide to see this film?

### Activate! VIDEO

Watch the video and match each monkey expression to its correct meaning. Did you get them right?

# 6

## VOCABULARY 1 Emotions

Activate!

VOCABULARY PRESENTATION

1. Read the sentences below. Pay attention to the words in red. Which sentences are true for you?

### How Do You Feel?

- If something goes wrong, I'll probably feel **anxious**.
- If my friends invited me to hang out and then cancelled, I'd be **annoyed** and **disappointed**.
- If my friend was sad, I would try to be **sympathetic** and **sensitive** to them.
- If I hurt someone's feelings, I would probably feel **guilty**.
- My friends say that I'm **moody** and they never know how I will react to a situation.
- When I'm ill, I'm **miserable** and I don't want to talk to anyone.
- If I studied for an exam, and then the teacher cancelled it, I would be **relieved**.
- I think it's important that my friends are **understanding** when I need them.
- When my maths teacher explains something new, I'm often **confused**.
- I feel **embarrassed** when I do something **silly**.
- I'm **proud** of my friends when they succeed in something.
- I'm **stubborn** and don't usually change my opinions or decisions.
- I feel more **relaxed** and **cheerful** after I've had a good night's sleep.

5. Choose the correct words to complete the mini-dialogues.

- confused** • **embarrassed** • **silly** • **moody**  
A: My dad says ... things in front of my friends. He always tries to be funny.  
B: I think your dad is funny, but I guess he makes you feel ...
- relieved** • **anxious** • **sensitive** • **cheerful**  
A: I'm sorry I didn't call. Mum. I guess you were feeling ...  
B: 'Yes! But I'm ... that you got home safely!
- guilty** • **understanding** • **proud** • **annoyed**  
A: I'm afraid Mrs Carr will be ... because I haven't finished my project.  
B: Don't worry. Mrs Carr is usually ...
- cheerful** • **stubborn** • **miserable** • **disappointed**  
A: I had a fight with my brother and I'm feeling ...  
B: That's too bad. What can I do to make you feel more ... ?

EXTRA How many words to describe emotions in the mini-dialogues in Exercise 5 can you replace with other words that you know?

### PLURILINGUAL

A 'false friend' is a word that looks similar to a word in another language, but with a different meaning. For example, *embarrassed* is a false friend in most languages in Spain. Can you find other false friends in red in Exercise 1?

2. Which emotions above are positive? Which are negative? Can any be both positive and negative? Copy and complete the chart.

positive both negative

3. Do you know any other adjectives to describe feelings? Add them to the diagram in Exercise 2.

4. Which adjectives in red from Exercise 1 describe how people feel in the following situations? There may be more than one correct answer.

- I didn't know which way to go.
- I sang beautifully in front of everyone at school.
- One moment my brother is laughing, and the next he's shouting at me.
- If my dad makes a decision, nothing will change his mind.
- We were really excited about the trip, but it was cancelled.
- I told everyone Carley's secret. I wasn't a good friend.

6. INTERACTION Tell your partner about a situation when you felt the following emotions. **proud** • **relieved** • **cheerful** • **miserable** • **disappointed**

I felt proud when I scored a goal and our team won an important match.

WELL-BEING What do you do when you feel miserable? Do you talk to someone? Share your answers with a friend.

## READING A forum

1. BEFORE YOU READ Discuss the following questions with your partner.

- What emojis do you regularly use? What emoji do you use most often?
- What do these emojis mean to you?



2. Read the forum. Which participants in the forum do you agree with? Which do you disagree with? Why?

3. Answer the questions. Who ... ?

- says we use emojis in a similar way to conversations in the physical world
- gives an example of when they used an emoji incorrectly
- doesn't think many of us will try to learn how to use an emoji correctly
- mentions an emoji they use when they feel nervous
- thinks people shouldn't use emojis to try and show they are being understanding

4. Answer the questions.

- What do most people agree about emojis?
- If Jenny wants to say "thank you", which emoji will she probably use?
- What kinds of emojis do people sometimes use to hide how they really feel?
- According to Ben, why might the emojis he and his friends use become outdated?

5. THINK ABOUT IT Do you think everyone in the forum feels confident using emojis? What clues tell you this?

### WORDS FROM THE TEXT

6. Find words and phrases in the text to match the meanings below.

- an important part of something (lines 1-8)
- express a thought, feeling or idea (lines 1-8)
- breaking into pieces (lines 17-19)
- very funny (lines 28-31)
- not modern (lines 28-31)

7. Copy and complete the sentences with the words you found in Exercise 6.

- Adding three exclamation marks to your message can ... a feeling of urgency.
- The play was ... We couldn't stop laughing.
- Nobody says that word any more. It's really ...
- Jack is upset about his exam results. He's ...
- The best ... of my new phone is definitely the camera.



### LINGUISTIC

Look at the words *few* and *a few* in bold in the text. We use *a few* to mean some, but we use *few* to mean not a lot. Complete the sentences with a *few* or *few*.

- ... students understood the question, so the teacher explained it again.
- I've got ... oranges. Let's make juice!

### Activate! VIDEO

- Watch the video. What changes were made to emojis in 2015?
- Who chooses new emojis?

EXTRA Prepare a short survey and ask five friends which emojis they use the most.

## The Emoji Effect

Since the first emoji appeared in the late 1990s, these mini-images have become a feature of our interactions. The word **emoji** comes from Japanese for *picture* (e) and *letter* (moji). Today, around 91% of people agree that emojis not only make it easier to express ourselves, but they also make online conversations more fun! However, only some emojis have actually got clear meanings. So do emojis effectively convey how we feel? Share your opinions on the emoji forum.

- Jenny: There are a **few** really powerful emojis, such as the 'praying hands' emoji 🙏. It's the perfect way to show both gratitude and respect, though some people think it means 'please'. In my opinion, however, using emojis isn't complicated. I often use this emoji 😓 to show I feel stressed, nervous or even embarrassed. That's because I make a similar expression!
- Pete: If you received a negative emoji, like an annoyed or miserable face, you'd know the sender was honest about their feelings. But we use emojis like smiley faces or hearts to give the impression that we're happy, even when we're not.
- Ben: That's true, but it's no different from face-to-face interaction. If someone asks us how we are, we'll probably reply "I'm fine, thank you", even when our world is falling apart!
- Josie: I think emojis make interactions superficial. For example, people use emojis to show they are sympathetic. But if I cared about someone, I would invest time in writing them a message or phoning them.
- Jenny: **Few** people search on the Internet to find out the original meaning of an emoji. Most people just follow social media. When I see a new emoji, I sometimes give it my own meaning.
- Kate: So true! And sometimes that meaning is wrong. Last year, my sister failed her driving test. I used the 'relieved face' emoji instead of a 'sad face' emoji 😞.
- Ben: Plus, emojis are changing all the time. My mum uses the 'face with tears of joy' emoji 😂 when something's hilarious. But to me, it just isn't cool anymore. My friends use the 'skull' emoji 💀 or the 'loudly crying face' emoji 😭. In a few years, our emojis might become outdated, too - who knows?

FUN FACT In 2015, the Oxford Dictionaries' Word of the Year was not actually a word, it was the 'face with tears of joy' emoji 😂.

LANGUAGE 1 **Activate!** GRAMMAR PRESENTATION

**First Conditional**

We use the **First Conditional** to talk about an activity or event that **will** or **won't** happen if a condition takes place. **If you tell** them the truth, **you'll feel** relieved. **I will** understand if you **don't come** to my party. **We won't share** those pictures **unless you give** us permission.

When the condition (*if*, *unless*) comes first in the sentence, we put a comma after the condition.

**Second Conditional**

We use the **Second Conditional** to talk about a hypothetical situation and to give advice. **If students followed** the instructions, they **wouldn't be** so confused. **I wouldn't watch** that sad film **if I were** you.

When the verb after *if* is *be*, we commonly use *were* for all subjects. However, *was* is also acceptable for first and third person singular subjects in modern usage. **If Kate were** here, she **would laugh** at the situation.

**Now You!**

If I have time, ... If I win the lottery, ...

GRAMMAR APPENDIX, WORKBOOK, page 113  
IRREGULAR VERB LIST, pages 108-109

**PLURILINGUAL**

How do you say the words *if* and *unless* in your language?

1. Copy and complete the sentences with the verbs in brackets. Use the **First Conditional**. Then choose a logical answer.

- If they ... (do) some yoga, they ... (te) more relaxed / frustrated before the test.  
*If they do some yoga, they will be more relaxed before the test.*
- You ... (feel) relieved / guilty unless you ... (tell) your parents the truth.
- We ... (be) stressed / cheerful if we ... (not get) to school on time.
- If my mum ... (kiss) me in front of my friends, it ... (make) me feel embarrassed / anxious.
- I ... (send) my friend an understanding / angry emoji if she ... (not return) my earrings.
- My parents ... (be) annoyed / proud if I ... (win) the maths competition.



92 Do all activities in your notebook.

2. Write sentences with the words below. Use the **First Conditional**. Then match the sentences to the emojis.

- if / you / use / that emoji / Simon / think / you / be / confused
- if / we / not go / to the water park / the boys / be / disappointed
- Brenda / cry / if / you / tell / her / about the accident
- if / Jake / send / Tina / that picture / it / make / her / laugh
- Dad / get / angry / unless / Liam / clean / his room



3. Match A to B. Then copy and complete the sentences with the verbs in brackets. Use the **Second Conditional**.

- A**
- If Millie ... (care) about our friendship,
  - Those students ... (work) more effectively
  - If Jack ... (speak) to a therapist about his feelings,
  - If you ... (not waste) your pocket money on sweets,
  - Kate ... (feel) more confident

- B**
- if her parents gave her more responsibility.
  - if they cooperated.
  - she would apologise.
  - he wouldn't be so anxious.
  - you would have enough money to buy a video game.

4. Copy and complete the sentences with the verbs in brackets. Use the **Second Conditional**. Then match the sentences with the responses to create mini-dialogues.

- If you ... (practise) more, you ... (improve).
- You ... (not be) so moody if you ... (get) more sleep.
- If you ... (exercise) in the mornings, your body ... (create) more serotonin – the happy hormone.
- If you ... (own) a dog, it ... (help) you relax.
- You ... (not get) so stressed if you ... (manage) your time better.

**Responses**

- I love animals, but my parents won't let me have a pet.
- Maybe I can join a running club.
- I know. I have to learn to do things on time.
- But playing the same piece of music again and again is so boring!
- You're right. I guess I shouldn't play video games late at night.

**EXTRA** Choose two statements in Exercise 4. Write different responses.

5. Complete the text with the verbs in brackets. Use the **First or Second Conditional**.

**It's Good to Cry**

If you started crying in school, you probably ... (not do) it in the classroom. You would probably go and sit in the toilets, or in a corner somewhere. If someone ... (see) you cry, you'd feel embarrassed. But this shouldn't be the case. Crying is natural, and it's also healthy. Science says that if a person ... (not cry), it will probably make them more anxious and annoyed. According to researchers, crying can release stress hormones and activate feel-good chemicals. If your body ... (release) stress hormones, your stress levels will be lower. In fact, in Japan, crying has actually become a therapeutic activity. If you ... (travel) to this country, you'd have the chance to take part in a 'nui-katsu' – a crying group activity. So next time you're feeling sad, anxious or relieved, just cry. It doesn't matter where you are. If you don't stop yourself from crying, it ... (make) you stronger and happier.



**Sustainable Goals**

3 Why is it important to talk about your feelings with others?

**ACTIVE GRAMMAR LAB** page 192  
**BASICS**, Exercises 1-2  
**MORE PRACTICE**, Exercises 3-5  
**EXTENSION**, Exercise 6

**LISTENING** A class presentation

6. **BEFORE YOU LISTEN** Read the following quote. Do you agree with it? Why or why not?  
"The secret of friendship is expressing kindness with your eyes and through the tone of your voice, not only with words."

**LEARNING TO LEARN**

Before listening to the recording, read the comprehension questions. These can help you predict the topic and content of the text.

- Listen to the first part of Ann's class presentation about tone. Are the sentences true or false? Correct the false sentences.
  - Tone is what we say when we speak.
  - How we use tone can change how someone feels.
  - In the first imaginary situation, your friend spoke to you impatiently.
  - In the second imaginary situation your friend was annoyed with you.

8. Copy the sentences. Then listen to the second part of the presentation and complete the sentences.

- We are not as sensitive to ... tones as we are to ... tones.
- If you feel ... , there's a chance you will speak angrily to someone.
- People will often not focus on what you are saying if you ...
- Taking a few deep breaths is a way to ... before speaking.

**SPEAKING** Talking about emotions

9. **INTERACTION** Ask and answer the following questions with a partner.

- In what situation will you probably feel ... ?
  - proud
  - anxious
  - miserable
  - disappointed
  - amused
  - stressed
- What would you do if you felt ... ?

I will feel proud if I get a good mark on a physics exam.

I know what you mean. Physics is so difficult!

**Empathising**  
I feel the same way. I know what you mean. I can relate to that. I get you. Tell me about it!

**BE ACTIVE**

**Learning Situation Step 1**

**Respond to messages**  
You received the following text messages from a friend. Choose two messages and write responses to your friend with advice.

- I forgot my best friend's birthday. I feel awful.
- My phone was stolen at the beach yesterday! It had all my photos on it.
- My sister deleted our project from the computer. It's so frustrating!
- I have to speak in English in front of the class tomorrow, and I'm really nervous.

You will feel better if you ...  
If I were you, I would ...

**PEER ASSESSMENT**, page 184 **WORKBOOK**, page 58

93

VOCABULARY 2 **Activate!** VOCABULARY PRESENTATION

1. People often communicate using parts of their body. Choose the correct part of the body in blue to complete the quiz about body language.

Answers, page 161

**Quiz**  
**Can You Read the Signs?**

1. Holding up your thumb / eyebrow can signal 'everything is alright'.

2. Biting your knees / lips or your nails / toes might show you're feeling anxious.

3. When your chin / brain goes up and your ankles / shoulders go back, you are showing confidence.

4. In some cultures, touching someone's elbow / neck is a way of saying "I support you."

5. Placing your hand on your muscle / cheek might show you are thinking.

6. When one of your hands holds your other hip / wrist behind your back in a conversation, you might be trying to control your anger.

7. Turning your back / finger to someone while they are talking is usually considered rude.

8. Putting your hands on your heart / bone shows you are sincere.

2. Are the sentences true or false? Correct the false sentences without changing the words in bold.

- Your **ankle** connects your neck to your leg.
- Your **eyebrows** are below your eyes.
- Your **hips** are at the top of your legs.
- You have got **nails** on your wrists and shoulders.
- Your **elbows** help you move your knees.
- The muscles in your **cheeks** help you make different expressions.

3. Complete the text with the words below. There are more words than you need.  
finger • backs • cheek • muscles • hips • lips • bones heart • neck

**Body Language Around the World**

In some countries in Europe, friends greet each other by kissing on the ... . But in some Asian countries, touching someone to say hello isn't acceptable.

In Japan, it's not respectful to look an older person directly in the eyes. Instead, look just below their chin, at their ... . Also, standing with your hands on your ... might show confidence in the USA, but in some Asian cultures it may show aggression.

To point at something, most cultures use their ... . Some cultures, such as the Yoruba people in Western Africa, use their ... to point, not just for kissing.

In many cultures, people put their hand on their ... to show they are being honest. This can also be a sign to show respect. People used to believe that this part of the body was its emotional centre.

**Activate!** VIDEO

- Watch the video. Which greeting is similar to the one in your country?
- Which greeting is the most special, in your opinion?

4. How many other parts of the body do you know? Which are parts of the head?

5. Listen and repeat. Pay attention to the silent letters in bold.
- knee
  - thumb
  - wrist

6. **INTERACTION** Discuss with a partner. How do you express the following in your language without using words? Is there more than one way?

- Greet a friend.
- Say, "Be quiet".
- Say, "Come here".
- Say, "I don't know".

PRONUNCIATION APPENDIX, page 161  
**WORKBOOK**, page 60

94 Do all activities in your notebook.

**READING** An article

7. **BEFORE YOU READ** Do you think machines will ever understand emotions like humans do?

8. Read the article about new technology. The sentences below were removed from the article. Choose the correct sentence (A-E) that fits each gap.

- A. For some, that's a scary thought.  
B. All this data will give companies a huge advantage.  
C. Wait – a computer reading my emotions? That's impossible, right?  
D. A human brain intuitively looks at the context of a situation.  
E. Then, it analyses the data.

**AI Reads Feelings**

Yesterday, I played a new video game. For a **while**, it was fun, but soon, I began to get bored. Luckily, the computer noticed this and added some more action to the storyline of the game. If it hadn't correctly detected how I felt, I would have chosen a different game. This technology, AI emotion recognition, will be part of our everyday lives very soon. This is how it works. First, the technology collects information from cameras and microphones **while** we're using our electronic devices. It focuses on facial expressions, such as tiny muscle movements in our lips, eyebrows and cheeks. After many stages, six basic emotions are matched to each expression. These are: feeling afraid, disgusted, surprised, sad, happy and angry. Game and app developers will use emotional data to improve user experience. Designers can modify video games, well-being apps and even suggest TV shows according to the users' emotional states. Plus, their computers will be able to bring users the perfect video game, programme or chatbot response to match their mood. Does it sound too perfect?

**While** AI emotion recognition is improving, if you used it today, it wouldn't interpret your emotions as effectively as a human brain. Imagine this situation. You had a French speaking exam. You prepared well, but you were anxious and made a few mistakes. The human examiner understood this and ignored the mistakes. By doing this, a person understands how someone feels. But if your examiner had been a machine, would it have taken this into account? There's also the issue of privacy. Do you want a computer reading your emotions as you play a video game, watch television or chat on the phone? These are questions we have to think about, because AI emotion recognition will soon be a reality.



**LINGUISTIC**

The word **while** has got different meanings. Look at the word **while** in bold in the text. Complete the sentences with the definitions below.  
**although** • **during the time that** • **a period of time**

- The word **while** in line 1 means ...
- The word **while** in line 9 means ...
- The word **while** in line 23 means ...

- In the article, the computer made the game more exciting because the player ...
- AI emotion recognition uses our electronic equipment in order to ...
- Knowing ... can help businesses improve their products.
- A human examiner may be more effective than a machine because ...
- The writer thinks we should think about the problem of ... before using technology like AI emotion recognition.

**CRITICAL THINKING**

What other problems do you think AI emotion recognition technology could create? How might it improve our lives?

10. **WORDS FROM THE TEXT** Find words and phrases in the text to match the definitions.
- identification of something you have seen before (lines 6-15)
  - parts in an activity (lines 6-15)
  - the way you feel at a particular time (lines 16-22)
  - considered (lines 23-33)
  - a topic or problem for discussion (lines 34-42)

95

**Third Conditional**

We use the Third Conditional to talk about unreal situations in the past that can never happen.

If you **had listened** to me, you **wouldn't have gone** the wrong way.

Suzie **would have learned** about emotional intelligence if she **had come** to the lesson.

If I **hadn't missed** the bus, I **would have arrived** on time.

**Now You!**  
If I hadn't ..., I would have ...

GRAMMAR APPENDIX, WORKBOOK, pages 113-114  
IRREGULAR VERB LIST, pages 158-159

- Copy and complete the sentences with the verbs in brackets. Use the Third Conditional. The parts of the body are in the wrong sentences. Write the sentences with the correct parts of the body.
  - If my sister ... (do) these exercises, your **toe** ... (become) stronger.
  - Dave ... (not injure) his **nails** if he ... (not lift) those heavy weights.
  - If Karly ... (wear) gloves, her **muscles** ... (not get) cold.
  - Sophie ... (not hurt) her **wrist** if she ... (not kick) the ball so hard.
  - You ... (not break) your **hands** if you ... (cut) them before working in the garden.
- If you **had done** these exercises, your **muscles** would have become stronger.

- Copy and complete the sentences with the correct verbs in brackets. Use the Third Conditional. Then match the sentences to the situations below.
  - If my sister ... her ankle, she ... in hospital. (not break, not stay)
  - Korey ... disappointed if he ... the prize. (be, not win)
  - If Lucy ... , she ... better. (sing, relax)
  - John ... appropriately if he ... the book about Chinese culture. (read, behave)
  - If we ... the truth from Mary, we ... Evan's story. (believe, not learn)
    - someone was lying
    - someone took part in a competition
    - someone performed in a concert
    - someone visited a different country
    - someone had an accident

- Write a sentence about each picture with the words below. Use the correct form of the Third Conditional.



leave / earlier / catch / the bus



not lift / the box  
not hurt / his back



not cry / not break / her phone



there / not be / a thunderstorm / not hide / under the bed

- Complete the e-mail with the verbs in brackets. Use the Third Conditional.

Hi Sarah,  
We had a great time on the Chinese exchange trip. If you<sup>1</sup> ... (join) us, you<sup>2</sup> ... (love) it! There were lots of funny moments. On the first day, we met our Chinese exchange friends. Pierre naturally went to kiss his exchange friend, Lang, on the cheek. Maybe if he<sup>3</sup> ... (pay attention) in Mrs Yeung's lecture about body language, he<sup>4</sup> ... (know) that cheek kissing isn't appropriate in Chinese culture! If you<sup>5</sup> ... (see) the expression on Lang's face, you<sup>6</sup> ... (not stop) laughing. He was horrified! Pierre, of course, was very embarrassed. However, everyone understood that cheek kissing is a cultural difference, and Lang was laughing, too.  
I'm sorry you didn't get lots of photos from me during the trip. If I<sup>7</sup> ... (have) more time, I<sup>8</sup> ... (send) you more. I'll put some on Instagram this evening.  
Joanie

- MEDIATION** Your friend is going on an exchange trip to China. Send them a text message explaining the **issue** of greeting people in Chinese culture.

**ACTIVE GRAMMAR LAB** page 120  
**BASICS** Exercises 7-8  
**MORE PRACTICE** Exercises 9-10  
**EXTENSION** Exercise 11

- BEFORE YOU LISTEN** Give an example of a time you understood how someone was feeling by looking at their body language.
- Students in an art lesson have drawn faces with different emotions. Listen to the teacher talking about three pictures. Match what the teacher says to Karla, Ben and Laura to the pictures below. There is one extra picture.



- Listen again. Tick (✓) three things that the art teacher says about the pictures.
  - The eyes in Karla's picture are very narrow.
  - Karla has drawn the mouth too narrow.
  - The emotion in Ben's picture is too strong.
  - Ben drew the eyebrows well.
  - The mouth in Laura's drawing is not wide enough.
  - Laura didn't include some details near the eyes.

**Activate!**  
VIDEO

- How can we apologise when we hurt a friend's feelings? Watch the video and complete the sentences.
  - A:** You look ... Ben **What's the matter?** It's mine.  
**A:** Oh, I'm really sorry.  
**B:** I wouldn't have been so ... if I hadn't worked so hard on it.  
**A:** I didn't mean to hurt your feelings. I won't do it again.  
**B:** OK. Apology accepted.
  - C:** I can't believe you did that, Oily.  
**D:** Did what?  
**C:** You told Jenny how ... Now I'm so embarrassed.  
**D:** Oh, I'm sorry Shaun, my mistake. She ... , so I told her. **I was wrong.**  
**C:** Yes, you were ... Just **don't embarrass me like that ever again!**
- Watch the video again and check your answers to Exercise 9.

- Which expressions in bold in Exercise 9 do you use to apologise? Which do you use to accept an apology?

**REACTIVE**

Learning Situation Step 2

Practise apologising

**INTERACTION** Work in pairs. Role-play dialogues for the situations below.

- Student A: Choose one of the situations and apologise.  
Student B: Accept the apology.  
Situation 1: You looked at your friend's private WhatsApp messages.  
Situation 2: You promised to help your friend with homework, but forgot.  
Situation 3: You borrowed your friend's jacket and it got dirty.  
Situation 4: You didn't invite one of your friends when you and your friends went to the cinema.  
**You look annoyed. What's the matter?**

B Now reverse roles.

PEER ASSESSMENT, page 168 WORKBOOK, pages 60-61

WRITING **A post giving advice**

In a post giving advice, we present the issue, give possible solutions or tips and say why and how the tips will help the reader.

ANALYSE A MODEL

- Read the post giving advice about how to have a healthy argument and answer the questions below. Which paragraph gives the answer to each question?

**Argue Positively!**

Have you ever had a terrible argument with a friend? You and your friend probably felt absolutely miserable. But if you hadn't spoken angrily, you wouldn't have felt so bad. If you argue in a sensible way, you'll actually make your friendship stronger! Here are some tips to help you argue in a healthy way.

First, always respect your friend. If you use unkind words, you probably won't solve the problem, and your friend will feel really hurt. Second, pay attention to your friend's body language, so you can stop an argument before a small problem becomes a big one. Finally, instead of dramatically blaming someone, explain how you feel. Then, suggest a solution. For example, "I would feel better if you replied to my messages."

Arguing can be helpful, so you don't ignore problems. If you argue in a positive way, your friendships will be calmer and healthier.



- What issue is presented?
- What is the first tip given?
- What is the third tip given?
- How will a person benefit from the writer's advice?

**EXTRA** Can you think of another tip to add to the post?

FOCUS ON LANGUAGE

EXTREME ADJECTIVES AND ADVERBS

We often use extreme adjectives and adverbs to make our writing more interesting.

If you leave your exam revision until the last minute, you'll probably be extremely stressed. It's absolutely impossible to learn everything in one day.

What extreme adjectives and adverbs are used in the model?

- Copy and complete the sentences with the phrases below.
 

really disgusting • completely impossible  
really challenging • absolutely amazing

- If you start exercising three times a week, you'll feel ...
- You might think some healthy foods look ... , but it's important to try them.
- It will be ... , but I'm sure you can do it.
- Nothing is ... If you believe in yourself, you'll succeed.

WORKBOOK, page 63

**BE ACTIVE**

Learning Situation Step 3

Write a post giving advice about how to be a good listener

PLAN

- Copy and complete the chart below with your ideas about how to be a good listener, or use the Writing Plan on page 129 of your Workbook.

Paragraph 1	presentation of the issue
Paragraph 2	tips
Paragraph 3	why and how the tips will help

- Copy and complete the sentences below using information from the chart.

- Have you ever ... ?
- If you ... , you'll actually ...
- Here are some tips to help you ...
- First, ...
- Second, ...
- Finally, ...

WRITE

Write your post giving advice. Use the information in the chart, your sentences and the model text to help you.

ASSESS YOURSELF

Use the checklist in your Workbook to assess your writing.

WRITING GUIDE, WORKBOOK, page 120 PEER ASSESSMENT, page 164

Pairwork PROJECT

Create a mini-guide to emojis

MODEL

Read the mini-guide to emojis. Would you use any of the emojis in other situations? Give examples.

My Emoji Guide

Emoji 1: 😊

This emoji is often used when we feel relieved after getting out of a difficult situation.

For example, you would use this emoji if you kicked a football at your neighbour's window by mistake. The neighbour came out and shouted at you, but didn't tell your parents.

Example text message:

If our neighbour had told my parents, I would have got in trouble. 😊

Emoji 2: ❤️

You can use this emoji when you don't want to or can't do something with someone, but you don't want to make them feel bad. Saying "No" can offend someone, but if you add this emoji heart, they hopefully won't feel too disappointed. It's a way of saying, "I'm not going to explain why, but it's nothing personal". For example, someone invited you to go out with them, but you can't.

Example text messages:

Would you like to come to the cinema with me tomorrow?

Sorry, I can't. Maybe some other time. ❤️

Emoji 3: 🤪

You can use this emoji when you or someone else has done something silly. For example, someone danced on the table at a party

Example text message:

Dancing on the table? Really? 🤪

My own emoji: 🤖

If I created an emoji, I would design an anxious emoji face with lots of papers and books around it. If I sent it to someone, it would show that I had lots of homework to do. It could also show that I was studying for a test.

For example, your friends ask you to go out with them at the weekend, but you have to finish a history project by Monday morning.

Example text messages:

Are you coming out with us tomorrow?

I can't. 🤖

**BE ACTIVE**  
IT'S PROJECT TIME!

Turn to **PAGE 145 IN YOUR WORKBOOK** and follow the steps:  
PLAN → RESEARCH → CREATE → PRESENT

# EXTRA PSYCHOLOGY

It is important to understand your emotions and talk about them. Psychologists and school counsellors help people analyse and understand their emotions. Look at the Emotions Thermometer. Then listen to the conversation and complete the chart.

## EMOTIONS THERMOMETER

Emotion	How do you act and feel?	What can you do about it?
Anxious	Avoid things you enjoy, think negatively, have trouble ...	Try to get enough sleep (7-8 hours a night), exercise ...
Nervous	... mouth, hard to concentrate, tense ...	Drink water, get some ...
Calm	... and positive, can concentrate easily	Work on your goals, ... a friend or a family member.

- Read the slides from a presentation about managing negative emotions. Answer the questions.
  - What do some people do with their notes after writing down their emotions?
  - What is venting? Why do people need to be careful when they vent?
  - How can Zor dancing help participants feel better?

### 1. Introduction

Feeling angry, frustrated or worried? Different cultures have got unique ways of managing negative emotions, like anxiety or anger.



### 2. Western Countries: Venting!

Sometimes, the best way to feel better is to talk about it, or vent!

- Share your feelings freely with a friend.
- Feel that you are heard and supported.
- Be careful! Talking too much about a negative experience might make you feel worse.

A good venting session should end with a plan to solve the problem.



### 3. Japan: Hakidashisara – Writing Away Anger

Try this simple ritual:

- Write your worries, frustrations or anger on paper.
- Tear up the paper and throw it in the rubbish bin.
- Feel lighter, calmer and happier.

Hakidashisara helps you let go of negative emotions and improve your mood.



### 4. North Africa and the Middle East: Zar Dance

How about dancing? Zar musicians give a musical performance with special rhythms, while participants dance to let go of deep emotions.

- Dance freely to rhythmic drums.
- Enter a trance-like state and eliminate negative energy.
- Express deep emotions and build connections with other participants.

A Zar ceremony can continue for seven nights, so get ready to dance!



- MEDIATION Your friend is doing a project on cultural traditions from around the world. Help them prepare for their project by describing two traditions from the presentation.

100 Do all activities in your notebook.

# ACTIVE Round up!

## ASSESS YOURSELF!

### Emotions

anxious	guilty	sensitive
cheerful	miserable	silly
confused	moody	stubborn
disappointed	proud	sympathetic
embarrassed	relaxed	understanding
	relieved	

### Parts of the body

ankle	eyebrow	nail
back	finger	neck
bone	heart	shoulder
brain	hip	thumb
cheek	knee	toe
chin	lip	wrist
elbow	muscle	

### LEARNING TO LEARN

Improve your spelling with practice by writing the words several times and saying them aloud.

- Choose ten words from the lists. Look at each word, say it aloud, write it three times, cover it and write it again.
- Write a paragraph reflecting on a situation where you felt guilty, disappointed or embarrassed. Describe what you would have done differently. Use conditionals.

## Activate!

- WORDLIST PLUS
- VOCABULARY AND GRAMMAR REVIEW
- PROGRESS AND COMPETENCES CHECK, WORKBOOK, PAGES 64-67



## BE ACTIVE WELL-BEING

### MAKE A BODY LANGUAGE GUIDE VIDEO

Choose gestures that you think are unique to your country. Explain how to do the gestures and what they mean. Which gesture was the most fun or surprising to explain?



### CREATE A PICTORIAL OF EMOTIONS

Help an English-language learner learn words describing emotions. For each emotion, draw a corresponding face. Which emotion matches how you feel the most right now?



## BE ACTIVE

### Learning Situation

In this unit, you learned how we express our feelings and how we can interpret other people's feelings.

Based on the information in this unit, what methods do people use to communicate and understand feelings? How can understanding people's feelings help us?

101

# ACTIVE GRAMMAR LAB: UNIT 6

## First Conditional (probable situation)

If you **speak** to Charlie, your feelings **will change**.  
If you **send** Jenny another message if she **doesn't reply**?  
Unless you **think** about your attitude, I **won't help** you.

**Second Conditional (hypothetical situation / giving advice)**  
If you **spoke** to your sister kindly, your relationship **would improve**.  
What **would you do** if you **were** me?

GRAMMAR APPENDIX, WORKBOOK, page 113  
IRREGULAR VERB LIST, pages 158-159

## BASICS

- Choose the correct answer.
  - If you **watch / will watch** this film, it **will make / makes** you feel good.
  - If you **forget / will forget** Tim's birthday, he **doesn't get / won't get** upset.
  - Unless you **phone / will phone** your parents, they **feel / will feel** worried.
  - Johnny **studies / will study** psychology if the university **will accept / accepts** him.
  - Harry **doesn't come / won't come** to your party unless you **apologise / will apologise**.

## 2. Copy and complete the sentences with the verbs in brackets. Use the Second Conditional.

- If you ... (not work) so hard, you would have more time to relax.
- You ... (learn) more about yourself if you spoke about your feelings.
- If he ... (not be) so shy, he would express his feelings more openly.
- Elinor ... (feel) calmer if she talked to someone about her problems.
- If Daisy was more understanding, she ... (not speak) that way to me.

## MORE PRACTICE

- Copy and complete the sentences with the verbs in brackets. Use the conditional indicated.
 

**First Conditional**

  - If Joe ... (need) my help, I ... (support) him.
  - Karin ... (be) annoyed if you ... (not wash) the dishes.
  - Unless you ... (contact) us every day, we ... (get) anxious.

**Second Conditional**

  - If you ... (spend) less time on social media, you ... (feel) more cheerful.
  - She ... (improve) if she ... (practise) more.
  - If I ... (be) you, I ... (not eat) so much junk food.

- Copy and complete the sentences with the verbs below. Use the First or Second Conditional.
 

not help • talk • think • not be • join • buy

  - If Mrs Hanson **doesn't** like my idea, I ... of something else.
  - I **won't** finish the job on time if you ... me.
  - You **wouldn't** feel so miserable if you ... to someone about your problems.
  - Unless you ... a ticket today, there **won't** be any places left.
  - I ... you if I didn't have basketball practice.
  - If you ... so stubborn, you **would** benefit from other people's opinions.
- Complete the mini-lecture with the verbs in brackets. Use the First or Second Conditional.

## MANAGE YOUR EMOTIONS

If someone <sup>1</sup> ... (try) to push in front of you in a bus queue, you'd probably be angry. What would you do? If that happened to an assertive person, they probably <sup>2</sup> ... (not let) the 'pusher' in. But I'm not so confident. Maybe you're like me. If you <sup>3</sup> ... (not feel) brave that day, you probably **wouldn't** say anything. Then, you would probably spend the morning feeling annoyed. But if we <sup>4</sup> ... (read) a little about modern psychology, we'll learn that there's another way to manage our emotions - change them. It's a strategy called 'positive reappraisal'. According to the 'positive reappraisal' method, if you try to understand that person's actions, you <sup>5</sup> ... (not feel) so annoyed. For example, perhaps that person was late for an urgent medical appointment, or they needed to see a family member in hospital. If you were in their shoes, you <sup>6</sup> ... (want) to get on the bus quickly, too - right? So, the next time you get angry with someone, try using 'positive reappraisal'. If you <sup>7</sup> ... (succeed) in changing your emotions, you will change your whole day.



## EXTENSION

- Copy and complete the sentences in a logical way. Use the First or Second Conditional.
  - If you help me with my homework, I ...
  - If I were more confident, I ...
  - Unless you tell me your problem, ...
  - If Sally weren't so moody, ...
  - Carla would be happier if ...
  - Dad will get stressed if ...

## Third Conditional (unreal situation)

If you **had gone** on the trip, you **would have enjoyed** it.  
I **wouldn't have trusted** him if I **hadn't known** he was honest.

GRAMMAR APPENDIX, WORKBOOK, pages 113-114  
IRREGULAR VERB LIST, pages 158-159

## BASICS

- Choose the correct answer.
  - If I **had failed / would have failed** the exam, I **would have been** disappointed.
  - If he **had injured** his ankle seriously, he **would have missed / had missed** the game.
  - You **would have connected** with the audience if you **had smiled / would smile**.
  - Simon's facial recognition app **had succeeded / would have succeeded** if he **had invested** more time in it.
  - I **wouldn't** have said anything if she **wouldn't look / hadn't looked** at me strangely.

## 8. Copy and complete the sentences with the verbs in brackets. Use the Third Conditional.

- If I had listened to Keith, you ... (understand) how he felt.
- Dad **wouldn't** have been so tired if he ... (take) a break.
- If I had hurt you, I ... (apologise) to you.
- If he hadn't spoken so quietly in the lecture, people ... (listen) to him.
- If you ... (see) her face, you would have noticed she was angry.

## MORE PRACTICE

- Match A to B to make sentences. Then copy and complete the sentences with the verbs in brackets. Use the Third Conditional.
 

**A**

  - If you ... (stand) up straight,
  - The cat ... (not hide) behind the sofa
  - I ... (come out) of my room
  - If I ... (be) more careful,
  - The teacher ... (not get) annoyed
  - If you ... (not send) me a message,

**B**

  - If Steve ... (not put) his feet on the desk.
  - if you ... (not scare) it.
  - I ... (worry) about you.
  - if you ... (not embarrass) me.
  - e. you ... (look) more confident.
  - f. I ... (not hurt) my knee.

## 10. Complete the dialogue with the verbs in brackets. Use the Third Conditional.

- Leo:** Carrie! We've finally finished the auditions for Juliet in *Romeo and Juliet*.
- Carrie:** Yes. Now it's time to decide who gets the role. We <sup>1</sup> ... (do) this yesterday if Sophie Carter <sup>2</sup> ... (not forget) to come. She's lucky we gave her another chance.
- Leo:** What did you think of her?
- Carrie:** I <sup>3</sup> ... (like) her performance if she <sup>4</sup> ... (not move) her hands so strangely.
- Leo:** Yes, I agree. What about Simmy Jones?
- Carrie:** She moved very elegantly, just like Juliet. If she <sup>5</sup> ... (not stand) at the end with her arms crossed, I <sup>6</sup> ... (ask) her for a second audition. She **wasn't** very friendly.
- Leo:** I am sure that if she <sup>7</sup> ... (not be) nervous, she <sup>8</sup> ... (behave) differently. What about Esty Smith?
- Carrie:** Her performance was good. However, if she <sup>9</sup> ... (think) about the character's movements a little more, it <sup>10</sup> ... (be) better. But she might be right for the part.

## EXTENSION

- Read the first sentence. Then rewrite the second sentence using the Third Conditional. Do not change the meaning of the first sentence.
  - June didn't want to answer the question, so she didn't put up her hand.  
If June ...
  - Kim didn't like the men, so she left the restaurant.  
If Kim ...
  - I didn't come because they hadn't invited me.  
I ...
  - Ollie felt sick because he had eaten too much chocolate.  
Ollie ...
  - Shaun fell from the tree and broke a bone in his wrist.  
If Shaun ...



152 Do all activities in your notebook.

153

**UNIT 6**

**Learning Situation Step 1** page 93 😊😊😊

Read your partner's responses. Then complete the assessment below.

My partner's responses ...

1. relate to the messages and give appropriate advice
2. include appropriate vocabulary and correct grammar
3. are clear and easy to follow

**Learning Situation Step 2** page 97 😊😊😊

After role-playing the dialogues, complete the assessment below.

My partner ...

1. cooperated with me to role-play the dialogues
2. used appropriate vocabulary and correct grammar
3. spoke clearly

**Learning Situation Step 3** page 98 😊😊😊

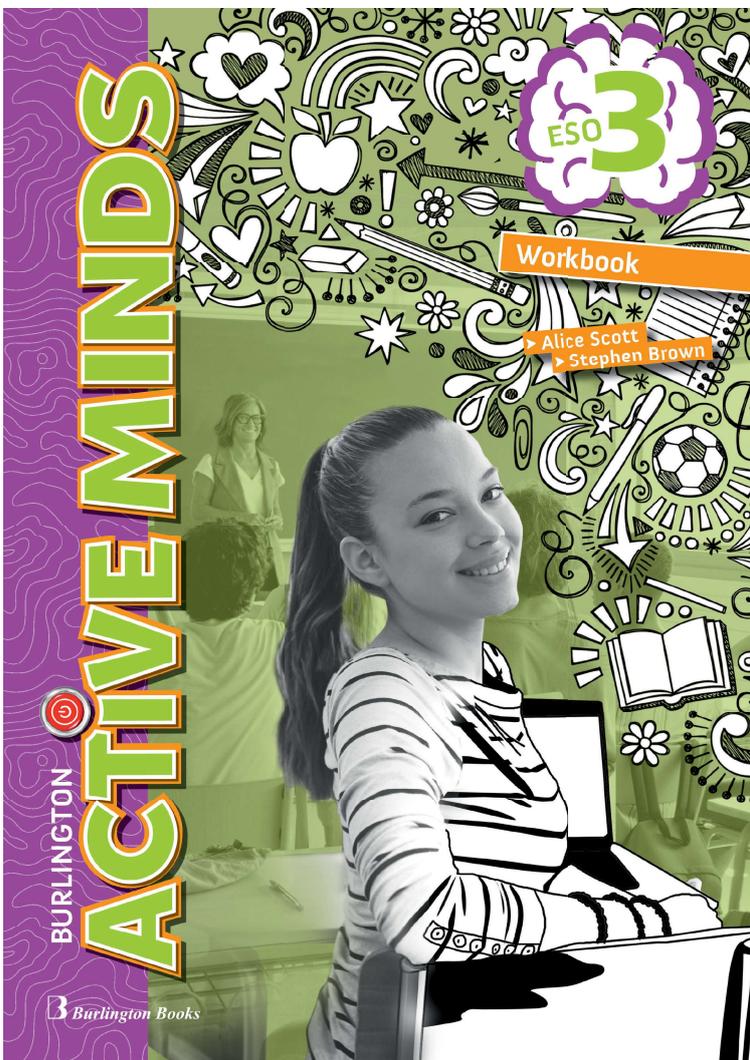
Read your partner's post. Then complete the assessment below.

My partner's post ...

1. includes the issue, solutions or tips and says how the tips will help
2. includes appropriate vocabulary and correct grammar
3. is clear and easy to follow

**▶ CONTENTS**

INTRODUCTION	4
<b>1</b> TASTES THROUGH TIME	8
<b>2</b> FUR, FEATHERS AND FICTION	18
<b>3</b> WHO'S RESPONSIBLE?	28
<b>4</b> SOLVING MYSTERIES	38
<b>5</b> SHARING	48
<b>6</b> EXPRESS YOURSELF	58
<b>7</b> THE POWER OF FILM	68
<b>8</b> PUSHING THE LIMIT	78
VOCABULARY REFERENCE	Glossary 90 Speaking Glossary 97
LANGUAGE RESOURCE	Grammar Appendix 102 Irregular Verb List 117
WRITING RESOURCE	Writing Guide 120 Writing Plans 124
LEARNING COMPETENCES	134
PROJECT APPENDIX	Project Planners 140 Presentation Tips 148



BURLINGTON

**ACTIVE MINDS**

**ESO 3**

**Workbook**

▶ Alice Scott  
▶ Stephen Brown

# 6 EXPRESS YOURSELF

## VOCABULARY 1 Emotions

1. Write the words below under the correct pictures.  
**anxious** • **confused** • **amused** • **miserable**  
**embarrassed** • **cheerful**



2. The words in bold are in the wrong sentences. Write them next to the correct sentence.

- Erica was lying in the sun looking very **understanding** and happy.
- Our flight **wasn't** cancelled, so I was **disappointed**.
- George's boss is very **silly**. George feels comfortable talking about his problems with him.
- Shelley **wasn't** able to go to the Taylor Swift concert because it was **too expensive**. She was **relieved**.
- I told Ruth a lie. I felt very **relaxed** afterwards.
- Joel was upset when Henry made a **guilty** comment about his hat.

3. Choose the correct answer.

### THE EMOTIONS OF SPIDER-MAN

In the film *Spider-Man: No Way Home*, Peter Parker, the secret identity of Spider-Man, shows many different emotions. He can be **guilty** / **relieved** / **stubborn** – he doesn't ask for help and tries to solve problems by himself. He is **silly** / **understanding** / **moody** – he can be calm and even funny, but sometimes he gets upset or angry. But at the same time, he can be **sympathetic** / **confused** / **relaxed** – he always wants to help his friends, even when it is dangerous for him. In addition, Peter is **disappointed** / **sensitive** / **embarrassed** – he is affected strongly when bad things happen to his family and friends.

Peter feels **anxious** / **cheerful** / **proud** of being a hero, but he doesn't think he is better than others. These emotions show that even superheroes are human and aren't perfect.



4. Complete the sentences so that they are true for you. Use words from Exercises 1, 2 and 3.

- I feel ...
- \_\_\_\_\_ when I go on holiday.
  - \_\_\_\_\_ when I lose a game.
  - \_\_\_\_\_ when my friends share their problems with me.
  - \_\_\_\_\_ when I get a good mark in an exam.
  - \_\_\_\_\_ when my parents don't understand me.
  - \_\_\_\_\_ when I'm ill.

## LANGUAGE 1 First and Second Conditionals

- Complete the sentences with the verbs in brackets. Use the First Conditional.
  - We \_\_\_\_\_ (be) relieved if Maureen recovers from her illness.
  - If Jonathan \_\_\_\_\_ (not pass) the exam, he'll be disappointed.
  - They \_\_\_\_\_ (not enjoy) the trip unless their friends join them.
  - Your parents will be very proud of you if you \_\_\_\_\_ (win) the competition.
  - If Polly loses her job, she \_\_\_\_\_ (feel) miserable.
  - Corey won't speak to you if you \_\_\_\_\_ (be) annoyed. He'll wait for you to calm down.
- Choose the correct answers to make sentences with the Second Conditional.
  - If they **know** / **would know** the answer, they **told** / **would tell** us.
  - Tori **talked** / **would talk** to her boss more if she **were** / **would be** more understanding.
  - Jessica **wasn't** / **wouldn't be** so stressed if she **relaxed** / **would relax** more often.
  - Ross **would feel** / **felt** relieved if someone finally **bought** / **would buy** his car.
  - Sam **would get** / **wouldn't get** confused if you **gave** / **would give** him the correct information.
  - Henry **became** / **would become** embarrassed if people **discovered** / **would discover** his secret.
- Complete the dialogue with the verbs in brackets. Use the First or Second Conditional.

**Carl:** Hi, Ray. How's the rock climbing summer camp going?  
**Ray:** It's great. You should try it. I'm sure you would enjoy rock climbing if you <sup>1</sup> \_\_\_\_\_ (start) doing it. It's a great way to have fun and it's also good for physical health. If you trained regularly, you <sup>2</sup> \_\_\_\_\_ (become) physically stronger.  
**Carl:** I'm scared that I would hurt myself if <sup>3</sup> \_\_\_\_\_ (fall).  
**Ray:** It's true that you have to be careful, but if you use a harness, you <sup>4</sup> \_\_\_\_\_ (not fall). In the camp, we always use one. There are other safety precautions, too. If you go to classes or come to a camp like this one, the teachers <sup>5</sup> \_\_\_\_\_ (explain) everything to you.  
**Carl:** OK. I'll think about it. If I <sup>6</sup> \_\_\_\_\_ (be) brave enough, I'll join a course for beginners. I thanks for all the information.  
**Ray:** No problem! If you have any more questions, I <sup>7</sup> \_\_\_\_\_ (be) happy to answer them.  
**Carl:** OK. I'll let you know if I <sup>8</sup> \_\_\_\_\_ (think) of anything. Talk soon!

## SPEAKING Talking about emotions

9. Match A to B to form min-dialogues. There is one extra sentence in B.

- A**
- Someone found my wallet and returned it to me.
  - I'm really stressed about the maths exam.
  - Why was Jenny confused?
  - I get annoyed when my friends don't answer my messages.
  - Why did you feel embarrassed?
- B**
- I feel the same way. It's a difficult subject.
  - I know what you mean. You feel they're ignoring you.
  - That's great! You probably felt relieved.
  - Because I said something silly.
  - That's wonderful! I guess you felt proud of yourself.
  - Because she didn't understand why her friends were acting strangely.



## VOCABULARY 2 Parts of the body

1. Match the words to the clues below.  
**bones** • **fingers** • **hips** • **muscles** • **nails**

- You use these when you play the piano.
- These get bigger and stronger when you do a lot of exercise.
- Sometimes people paint these.
- These support your body and help it move.
- People usually move these when dancing.

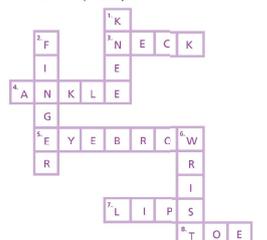
2. Choose the correct answer.

- In Indian culture, married women wear rings on their **hearts** / **nails** / **toes**.
- Blood gives our **brains** / **lips** / **necks** their red colour.
- On average, we have 250 hairs in each **eyebrow** / **cheek** / **muscle**.
- The human **hip** / **heart** / **bone** beats over 100,000 times every day.
- Nowadays, young people sometimes feel pain in their **ankles** / **cheeks** / **thumbs** from using mobile devices.
- The human **brain** / **finger** / **back** controls every process of our body.

3. Complete the words in the sentences.

- Injuries to the s \_\_\_\_\_ can happen if you carry heavy bags.
- If you injure your w \_\_\_\_\_, it can hurt to use your hand.
- Pain in the a \_\_\_\_\_ can make it hard to walk properly.
- If you hurt your k \_\_\_\_\_, it might be difficult to move your leg.
- When you have problems with your e \_\_\_\_\_, it can hurt when you move your arm.
- If you hurt your b \_\_\_\_\_, it can be hard to sit straight.
- If you break the bone in your c \_\_\_\_\_, you will probably have difficulty speaking and eating.
- If you hurt your n \_\_\_\_\_, you may have difficulty moving your head.

4. Write clues for the puzzle below.



Across →

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Down ↓

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## LANGUAGE 2 Third Conditional

5. Complete the mini-dialogues with the verbs in brackets. Use the Third Conditional.

- A:** Why didn't you call me from the station?  
**B:** I \_\_\_\_\_ (call) you if my phone battery hadn't died.
- A:** Ruby is disappointed. She has failed the German exam again.  
**B:** Well, she didn't study very much. She would have passed if she \_\_\_\_\_ (study) more.
- A:** Did you do anything fun yesterday?  
**B:** No. Unfortunately, it was raining. We \_\_\_\_\_ (go) to the beach if the weather had been better.
- A:** Sorry. We were late because there was a lot of traffic in the city centre.  
**B:** If you \_\_\_\_\_ (take) the motorway, you would have arrived sooner.
- A:** I loved Cannes, but our hotel was expensive.  
**B:** Yes, it was. If I \_\_\_\_\_ (do) more research, I would have found a cheaper one.
- A:** Sarah hurt her neck several times at the gym last year.  
**B:** Maybe if she had had a personal trainer, she \_\_\_\_\_ (not injure) her neck.

6. Look at the pictures. Write sentences with the words below and the Third Conditional.



7. Complete the text with the verbs in brackets. Use the Third Conditional.

**Dear Agatha,**

I'm feeling really stressed because last week my friends asked me to miss school and hang out with them. If I <sup>1</sup> \_\_\_\_\_ (say) 'no', they <sup>2</sup> \_\_\_\_\_ (laugh) at me, so I agreed. I don't want to get in trouble with the teacher or my parents. What should I do if a situation like this happens again?

**Jamie**

**Dear Jamie,**

Thanks for your message. Sometimes, people feel they have to do something just because their friends want them to, even if they don't really want to. If your friends <sup>3</sup> \_\_\_\_\_ (be) more understanding, they <sup>4</sup> \_\_\_\_\_ (support) you instead of making you feel guilty. It would be good to tell your friends how you feel. It's also a good idea to talk to an adult in these situations. If you <sup>5</sup> \_\_\_\_\_ (speak) to an adult earlier, they <sup>6</sup> \_\_\_\_\_ (help) you feel less anxious.

**Agatha**

8. Write a sentence for each situation. Use the Third Conditional.

- John didn't join any clubs. He didn't make new friends.
- I didn't finish my project on time. The teacher was angry with me.
- Liz didn't practise enough. Her results weren't good enough.
- Rita and Daniel didn't realise we were worried. They didn't call us.
- I didn't improve my French. I didn't spend enough time in France.

## SPEAKING Apologising

9. Complete the conversations with the phrases below.

- was wrong** • **I can't believe** • **ever again** • **mistake** • **really sorry** • **hurt your feelings** • **what's the matter**
- A:** Why didn't you come to my party, Maya?  
**B:** You never invited me!  
 I \_\_\_\_\_ you did that.
  - A:** What? I thought I had asked you to the group message.  
**B:** Well, I never got an invitation. I felt really left out.  
**A:** I'm sorry, Maya. My \_\_\_\_\_ I didn't mean to.  
**B:** It's OK. Apology accepted.
  - A:** You look upset, Tracy.  
 \_\_\_\_\_?  
**B:** You promised to meet me after school, but you never came.  
**A:** Oh no, I forgot! I went home early because I wasn't feeling well. I'm \_\_\_\_\_.
  - B:** I waited for half an hour.  
**A:** I'm sorry. I \_\_\_\_\_.
  - B:** I understand. Just don't leave me waiting like that \_\_\_\_\_!



## READING

1. Read the information from a website. Then tick (✓) the sentences T (true), F (false) or DS (doesn't say).

### MUSIC THERAPY

#### What is music therapy?

Music therapy is a way to help people feel better through music. A therapist uses music to support emotional, physical and mental well-being. People of all ages can benefit. When you feel anxious, stressed or confused, music therapy can help you express and understand your feelings. It uses different types of music and activities like singing, playing instruments or listening to songs to help you feel relaxed or more cheerful. Music therapists often work in hospitals or with private clients. They help people manage different problems, including depression and anxiety.

#### How is music therapy different from other types of therapy?

In traditional talking therapies, people explain their feelings with words. Music therapy, however, lets you use sounds to express yourself. You don't have to know how to play an instrument or sing – music therapy can involve listening to

songs, or even writing them. The focus is on using music as a way to connect with your emotions and express them. For example, when you're feeling disappointed or moody, you might listen to a song that reflects your feelings. You could also practise breathing exercises while listening to help you relax. Your therapist might also ask you to dance or encourage you to improvise.

#### Is music therapy for me?

If you understand your emotions better, would you feel more relaxed or more in control of your life? This is what music therapy can offer you. If you sometimes feel frustrated or guilty, or if you have difficulty talking about your emotions, music therapy will help you feel better. It can even help reduce physical tension caused by stress, such as muscle pain in your neck, back or shoulders.

	T	F	DS
1. Music therapy can be useful for young and old people.			
2. If you don't know how to talk about your feelings, music therapy won't be beneficial for you.			
3. If you know how to play a musical instrument, you will get better results from music therapy.			
4. Music therapy can help with physical pain.			

#### 2. Complete the sentences below.

- Music therapy allows people to express their \_\_\_\_\_.
- You can find music therapists in \_\_\_\_\_ or privately.
- You don't need to \_\_\_\_\_ or play a musical instrument to participate in music therapy.
- In music therapy, people can do \_\_\_\_\_ while listening to music.
- Music therapy can help people to feel more \_\_\_\_\_ of their lives.

## LISTENING



#### 3. Listen to an advertisement. Then choose the correct answer.

- Using *Catch It* ...
  - is cheap
  - is expensive
  - doesn't cost anything
- When using *Catch It*, the first step is to ... you've had recently.
  - identify an emotion
  - reflect on a thought
  - create questions about your feelings
- According to the advertisement, the way we ... affects the way we feel.
  - make choices
  - think
  - control our life
- Many clinical psychologists use ...
  - Catch It*
  - Cognitive Behavioural Therapy
  - only popular types of therapy
- Catch It* is ... doing therapy with a psychologist.
  - as effective as
  - less effective than
  - more effective than

#### 4. Listen again and complete the sentences.

- According to the advertisement, it's normal to feel \_\_\_\_\_ or sad.
- In *Catch It*, it only takes a few minutes to \_\_\_\_\_ about your emotions.
- Catch It* can help people to feel more \_\_\_\_\_ of their feelings.
- The app is \_\_\_\_\_ techniques from a popular type of therapy.
- You can get *Catch It* on \_\_\_\_\_ or Google Play Store.



## WRITING

#### 5. Write the words in the correct order to form sentences.

- practise meditation / you / completely / will feel / you / relaxed / if
- if / join us / absolutely / will have / amazing time / you / an / you
- good / will think / Rachel / tries Venezuelan food / if / she / it's / really
- will get / Albert / extremely / if / he / wins the competition / emotional
- she / absolutely / will feel / if / her job / Jane / awful / loses

#### 6. Complete the sentences with the word pairs below.

absolutely impossible • extremely stressed • really calm • completely satisfied  
really difficult

- If you feel \_\_\_\_\_, you can relax by going to the gym.
- My mother is \_\_\_\_\_ with her new job.
- Foreign languages can be \_\_\_\_\_ to learn, but not impossible.
- If you don't study, it will be \_\_\_\_\_ to pass the exam.
- You'll feel \_\_\_\_\_ after the massage.

#### 7. Complete the text with the word pairs below.

absolutely fantastic • completely comfortable • extremely important • really hard



Have you ever felt nervous about meeting new people? It can be <sup>1</sup> \_\_\_\_\_ sometimes, but here are some tips to help you.

First of all, smile and say "hello". A friendly face is <sup>2</sup> \_\_\_\_\_. Second, ask questions like "What do you like to do?" or "Do you play any sport?". People really enjoy talking about their interests. You don't need to be super confident – just be yourself and stay open. It can also be good to join an after-school activity, like a drama group or a sports team. These are great ways to meet people. Making friends is fun, and it can feel <sup>3</sup> \_\_\_\_\_ when you find someone who likes the same things as you!

Remember, making friends takes time, so don't lose hope if it doesn't happen right away. Stay positive and keep trying. With the right people, you'll feel <sup>4</sup> \_\_\_\_\_ just being yourself.

## PROGRESS CHECK

### VOCABULARY



1. Match the words in A to the definitions in B. There are two extra words in A.

- |             |   |
|-------------|---|
| <b>A</b>    | <b>B</b>  |
| 1. guilty   | a. not worried any more                               |
| 2. nails    | b. obstinate, won't change your opinion               |
| 3. relieved | c. feeling unhappy because of something you have done |
| 4. chin     | d. This is located inside your head.                  |
| 5. back     | e. part of the leg above the foot                     |
| 6. stubborn | f. These are on your fingers                          |
| 7. brain    | g. This is below your mouth.                          |
| 8. toes     | h. happy and optimistic                               |
| 9. cheerful |   |
| 10. ankle   |   |

#### 2. Complete the sentences with the two correct words or phrases in brackets.

- Tom has got a broken \_\_\_\_\_ in his \_\_\_\_\_ as a result of the car accident. (bone / heart / muscle / shoulder)
- Colin is \_\_\_\_\_, so he gets sad, upset or \_\_\_\_\_ easily. (silly / sympathetic / sensitive / annoyed)
- The \_\_\_\_\_ is in the middle of the arm, and the \_\_\_\_\_ is in the middle of the leg. (cheek / knee / wrist / elbow)
- Lola was \_\_\_\_\_ when she didn't get the job, but her friend was kind and \_\_\_\_\_. (understanding / relaxed / disappointed / moody)
- The woman was wearing a colourful scarf around her \_\_\_\_\_ and an unusual ring on her middle \_\_\_\_\_. (lip / neck / hip / finger)
- Gary felt \_\_\_\_\_ before the test and, during the test, he was \_\_\_\_\_ because he didn't understand the questions. (confused / embarrassed / proud / anxious)

#### 3. Replace the words in bold with the words below.

miserable • sympathetic • silly • relaxed • proud

- Jake made **small, careless** mistakes in the test because he didn't read the questions carefully.
- Jennifer felt **calm** after her holiday.
- Oscar was **kind and caring** when Mona was sad and he tried to make her feel better.
- Rita felt **satisfied** when she was chosen for the team.
- Andrew felt **sad** because he was ill and missed the school trip.

#### 4. Intro 1 2 3 4 5 6 7 8 Complete the sentences with the words and phrases below.

- moody • protein • suburbs • lyrics • encouraged setting • apologised • fingerprints • feathers pocket money
- Jenna knows the \_\_\_\_\_ of almost all of Beyoncé's songs.
  - Chicken and beans are a good source of \_\_\_\_\_.
  - Have you seen the bird's beautiful yellow \_\_\_\_\_?
  - Even \_\_\_\_\_ for arriving late to the meeting.
  - Lois is saving her \_\_\_\_\_ so that she can buy a new video game.
  - Simon doesn't live in the city centre. He lives in the \_\_\_\_\_.
  - Helen's teacher \_\_\_\_\_ her to take part in the school play.
  - The police found \_\_\_\_\_ on the murder weapon.
  - Lauren can be a bit sometimes, especially when she's tired.
  - The \_\_\_\_\_ of the novel is a small village by the sea.

#### 5. Dictation Listen and write the paragraph.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## LANGUAGE



#### 6. Complete the sentences with the words below.

- Use the First Conditional.
- if / Jessica / do / well / she / feel / proud
  - Mark / not play / football / for a long time / if / he / hurt / his / ankle
  - the teacher / be / more understanding / if / you / speak / kindly
  - unless / Maura / feel / guilty / she / not apologise
  - if / my back / hurt / I / not go / on the hike

#### 7. Complete the sentences with the verbs below.

- Use the Second Conditional.
- not owe • feel • cut • cooperate • ask
- If he weren't so stubborn, Lucas \_\_\_\_\_ for help.
  - If I were you, I \_\_\_\_\_ your nails before doing this job.
  - Georgia \_\_\_\_\_ relieved if she found a new job.
  - If they \_\_\_\_\_, they would finish the work more quickly.
  - Hayley would feel more relaxed if she \_\_\_\_\_ so much money.

#### 8. Complete the dialogue with the verbs in brackets.

- Use the First or Second Conditional.
- Lily:** I'm so anxious about the competition tomorrow because my knee hurts.
- Tom:** If you <sup>1</sup> \_\_\_\_\_ (rest) today, you will feel better tomorrow. Don't push yourself too hard.
- Lily:** But I'll be really disappointed if I <sup>2</sup> \_\_\_\_\_ (rot) do well. I need to practise today.
- Tom:** If you weren't so stubborn, you <sup>3</sup> \_\_\_\_\_ (listen) to your body.
- Lily:** Maybe you're right.
- Tom:** You <sup>4</sup> \_\_\_\_\_ (do) well if you take it easy today.
- Lily:** You might be right. But would you still support me if I <sup>5</sup> \_\_\_\_\_ (decide) not to take part in the competition?
- Tom:** Of course I would.
- Lily:** Thanks, Tom. That really means a lot.

#### 9. Complete the sentences with the verbs in brackets.

- Use the Third Conditional.
- Irene \_\_\_\_\_ (do) better if she \_\_\_\_\_ (not feel) so anxious.
  - If Luke \_\_\_\_\_ (be) kinder, he \_\_\_\_\_ (not make) Tina feel guilty.
  - If I \_\_\_\_\_ (not hurt) my ankle, I \_\_\_\_\_ (walk) to the park.
  - I \_\_\_\_\_ (not criticise) him if I \_\_\_\_\_ (know) he was so sensitive.
  - If Marvin \_\_\_\_\_ (practise) more, he \_\_\_\_\_ (pass) his driving test.

#### 10. Intro 1 2 3 4 5 6 7 8 Choose the correct answers.

**Conquering Stage Fright**

It's very common to feel nervous or worried before a performance or a presentation. This feeling <sup>1</sup> **calls / is called / called** stage fright. When you get stage fright, your heart beats fast. You <sup>2</sup> **are able to / may / must** feel anxious or embarrassed. Your cheeks <sup>3</sup> **are able to / should / might** turn red. Your shoulders, neck or back can feel tense. Some people even get cold hands! Many presenters <sup>4</sup> **have learned / are going to learn / used to learn** how to manage stage fright by practising their presentation often. Many students <sup>5</sup> **had believed / has believed / were believing** they couldn't speak in front of others, but later they were surprised by their progress. If you <sup>6</sup> **would prepare / had prepared / prepare** yourself well before a presentation, you <sup>7</sup> **felt / will feel / would feel** more confident. With practice, you <sup>8</sup> **will be improving / are improving / will improve** your skills slowly. Everyone <sup>9</sup> **made / is making / makes** mistakes sometimes, especially when learning something new, and that's OK!

#### 11. TRANSLATION Write the sentences in English.

- Si él se hubiera sentido culpable, habría dicho la verdad.
- Si yo hubiera estado confusa, le habría pedido ayuda al profesor.
- Estaría avergonzado si cometiera un error tonto.
- No conduciré el coche si me duele el cuello.
- Te habrías sentido aliviado si Mary te hubiera llamado.

COMPETENCES CHECK

WRITTEN COMPREHENSION

1. Read the article. Then tick (✓) the sentences T (true) or F (false). Correct the false sentences.

Social Media and Body Image



Social media plays an important role in the lives of teenagers. Many use it to share pictures, watch videos and connect with friends. However, it can have negative effects, especially on body image. People are often sensitive about their appearance and compare themselves with people on social media. According to research from the Digital Wellness Lab, 46% of American teenagers feel unhappy about their body because of social media.

Social media platforms include features like filters and editing tools to help make people's photos look 'perfect'. These features often present a false idea of beauty. If young people didn't compare themselves to these 'perfect' others so much, they would feel more confident and less anxious about how they look.

Body image problems didn't start with social media. Before platforms like Instagram and TikTok, magazines, TV shows and films often showed only certain body types. In 2003, researchers found that health and fitness magazines caused body image problems for boys and girls. Today, these images are more accessible because of social media.

However, not all content on social media is harmful. The Body Positive Movement is a good example of helpful online influence. This movement promotes the acceptance of all body types. According to a recent experiment, body positive content makes people feel more satisfied with their bodies. But there's still work to do. A report found that on TikTok, only 32% of body positive posts showed larger bodies.

So, what's the solution to the problem of social media and body image? While there are no easy answers, some people say that education about how to use social media is beneficial. Research has also shown that not using social media for a few days helps people think less about their body image. This suggests that if teenagers took a break from social media, they would feel more cheerful about how they look.

- |  |   |   |
|--|---|---|
|  | T | F |
| 1. Most American teenagers dislike their bodies because of social media.                 |   |   |
| 2. Before social media existed, people didn't have body image problems.                  |   |   |
| 3. Research from 2003 examined the effect of edited and filtered photos on social media. |   |   |
| 4. The Body Positive Movement has helped people feel better about their bodies.          |   |   |
| 5. Teaching people how to use social media can help resolve body image problems.         |   |   |

2. Answer the questions.

- Why does the article mention filters and editing tools?
- Why do some young people feel anxious about the way they look?
- What does the Body Positive Movement do?
- Why does the writer say, "there's still work to do"?
- What can people do in order not to think so much about their body image?

WRITTEN PRODUCTION

3. Imagine your friend is worried about his / her body image. Write them a text message. Include the following:
- express that you understand their situation
  - explain that many teenagers feel the same way
  - give them some advice so that they feel better



ORAL COMPREHENSION



4. Listen to a podcast about making decisions. Complete the sentences.
- Most of our decisions are influenced by our \_\_\_\_\_.
  - When we feel \_\_\_\_\_, we avoid dangerous situations.
  - In the morning, our serotonin hormone levels are high, so we feel more \_\_\_\_\_.
  - The morning is the \_\_\_\_\_ time to make decisions.
  - By the end of the day, we're usually more moody and \_\_\_\_\_.
  - In the evening, our attitude to decision-making is more \_\_\_\_\_ than earlier in the day.
  - We can influence someone to be open to our suggestions by making them \_\_\_\_\_.

ORAL PRODUCTION

5. Complete the conversations. Choose a, b or c.
- You look upset, Rohan.
    - I understand.
    - What's the matter?
    - I'm really sorry.
  - I didn't know my comment upset you. ...
    - I'm really sorry.
    - Apology accepted.
    - Don't do it ever again.
  - I'm sorry. ...
    - my mistake
    - what's the matter
    - apology accepted
  - I'm so sorry. ... hurt your feelings.
    - Maybe next time I can
    - I didn't mean to
    - I'll
  - I was wrong. ...
    - I can't believe you did that.
    - You look miserable.
    - I won't do it again.

ASSESS YOURSELF!

I can ...

Vocabulary

name five emotions  
name five parts of the body

Language

use the First and Second Conditionals correctly  
use the Third Conditional correctly

Competences

An article  
understand main points  
understand essential information

A text message  
empathise  
give suggestions

A podcast  
understand main points  
understand relevant details

Conversations  
react to comments and situations



GLOSSARY

UNIT 6

- ankle /'æŋkl/ tobillo
- annoyed /ə'noɪd/ enfadado/a, molesto/a
- anxiety /æŋ'zaiəti/ ansiedad; preocupación
- anxious /æŋ'kʃəs/ nervioso/a; preocupado/a
- back /bæk/ espalda
- bone /bəʊn/ hueso
- brain /breɪn/ cerebro
- cheek /tʃi:k/ mejilla, carrillo, cachete
- cheerful /tʃi:əfəl/ alegre, jovial
- chin /tʃɪn/ barbilla
- confused /kən'fju:zd/ confuso/a, confundido/a
- convey /kən'veɪ/ expresar, transmitir
- disappointed /dɪ'sə:pɔɪntɪd/ decepcionado/a
- elbow /'elbəʊ/ codo
- embarrassed /ɪm'bærəst/ avergonzado/a
- emotional state /ɪ'məʊʃənl steɪt/ estado emocional / de ánimo
- eyebrow /'aɪbrəʊ/ ceja
- fail /feɪl/ suspender
- fall apart /fɔ:l ə'pɑ:t/ desmoronarse
- feature /'fi:tʃə/ rasgo
- finger /'fɪŋgə/ dedo (de la mano)
- get in trouble /get ɪn 'trʌbl/ meterse en problemas
- guilty /'ɡɪlti/ culpable
- heart /hɑ:t/ corazón
- hilarious /hɪ'leəriəs/ divertidísimo/a
- hip /hɪp/ cadera
- issue /'ɪʃu: / problema; tema, asunto
- joy /dʒɔɪ/ alegría
- knee /ni:/ rodilla
- let go of /let 'ɡəʊ əv/ soltar, liberar
- light /laɪt/ ligero/a
- lip /lɪp/ labio
- miserable /'mɪzrəbl/ triste; con el ánimo por los suelos
- mood /mu:ð/ estado de ánimo, humor
- moody /'mu:di/ temperamental, de humor / carácter variable
- muscle /'mʌsl/ músculo
- nail /neɪl/ uña
- neck /neɪk/ cuello
- old-fashioned /'əʊld'fæʃnd/ anticuado/a, pasado/a de moda
- outdated /aʊt'detɪd/ anticuado/a, desfasado/a
- proud /praʊd/ orgulloso/a
- recognition /re'kɒɡnɪʃn/ reconocimiento
- relaxed /rɪ'leɪkst/ relajado/a, tranquilo/a
- relieved /rɪ'li:vɪd/ aliviado/a, tranquilo/a
- sensitive /'sensətɪv/ sensible

- shoulder /'ʃəʊldə/ hombro
- silly /'sɪli/ absurdo/a, tonto/a
- stage /steɪdʒ/ etapa, fase
- stubborn /'stʌbən/ testarudo/a, terco/a
- sympathetic /sɪmpə'tetɪk/ comprensivo/a
- take into account /teɪk ɪntə ə'kaʊnt/ tener presente / en cuenta
- tear /tɪə/ lágrima
- thumb /θʌm/ (dedo) pulgar
- toe /təʊ/ dedo (del pie)
- understanding /'ʌndə'stændɪŋ/ comprensivo/a
- vent /vent/ desahogarse
- Western /'westən/ occidental
- worry /'wɒri/ preocupación
- wrist /rɪst/ muñeca

SPEAKING GLOSSARY

Apologising

- You look ... / ju: lʊk/ Pareces ...
- What's the matter? /wɒts ðə 'mætə/ ¿Qué te pasa?, ¿Cuál es el problema?
- I'm really sorry. /aɪm 'ri:əli sɒri/ Lo siento mucho.
- I didn't mean to hurt your feelings. /aɪ 'dɪdn't mi:n tə 'hɜ:t ju: 'fi:lɪŋz/ No pretendía herir tus sentimientos.
- I won't do it again. /aɪ 'wɒnt du: ɪt əɡeɪn/ No lo volveré a hacer.
- Apology accepted. /ə'pɒlədʒi ək'septɪd/ Disculpa aceptada.
- I can't believe you did that. /aɪ kæn't bi'lɪv ju: dɪd ðæt/ No puedo creer que hicieras eso.
- My mistake. /maɪ mɪ'steɪk/ La culpa es mía, Es mi culpa.
- I was wrong. /aɪ wəz 'rɒŋ/ Me equivoqué.
- Don't ... me like that ever again! /dʌnt ... mi: laɪk ðæt 'evə əɡeɪn/ ¡Nunca me vuelvas a... así!

Empathising

- I feel the same way. /aɪ fi:l ðə seɪm 'weɪ/ Yo me siento igual.
- I know what you mean. /aɪ 'nəʊ wɒt ju: mi:n/ Sé lo que quieres decir.
- I can relate to that. /aɪ kæn rɪ'leɪt tə ðæt/ Me identifico / puedo identificar con eso.
- I get you. /aɪ 'ɡet ju:/ Te entiendo.
- Tell me about it! /tel mi: əbaʊt ɪt/ ¡Y que lo digas, ¡Dímelo a mí!

# GRAMMAR APPENDIX

## UNIT 6

### El primer condicional

Se usa para decir qué ocurrirá si se cumple la condición señalada.

Las oraciones condicionales están compuestas de una oración subordinada, que expresa la condición, y una oración principal, que expresa el resultado.

**Condición:** *if* + Present Simple

**Resultado:** *will* + forma base del verbo

Si la condición va primero, se pone una coma entre la oración subordinada y la principal.

**Afirmativa:**  
*If he finds a job in London, he will move there.*  
 (Si él encuentra trabajo en Londres, se mudará allí.)  
*He will move to London if he finds a job there.*  
 (Él se mudará a Londres si encuentra trabajo allí.)

**Negativa:** se puede negar el verbo de la condición, el del resultado o ambos.  
*If you don't come, I will be sad.*  
 (Si no vienes, estaré triste.)

*If you come, I won't be sad.*  
 (Si vienes, no estaré triste.)

*If you don't come, I won't be sad.*  
 (Si no vienes, no estaré triste.)

**Interrogativa:** *Will* + sujeto + resto de predicado de la oración principal + oración subordinada.  
*Will you go to bed early if you are tired?*  
 (¿Te irás temprano a la cama si estás cansado?)

**Respuestas breves:** se pone el pronombre personal sujeto + *will* o *won't*.  
*Will she send the letter if she writes it? Yes, she will. / No, she won't.*  
 (¿Ella enviará la carta si la escribe? Sí. / No.)

Para decir qué ocurrirá si no se cumple la condición, la subordinada es introducida por la conjunción **unless**, que equivale a **if not** (a no ser que, a menos que, si no). Esta conjunción se usa con bastante asiduidad en el primer condicional, pero es menos frecuente en el segundo y nunca se emplea en el tercero.  
*Unless the rain stops, we will stay at home.*  
 (A no ser que pare / Si no para la lluvia, nos quedaremos en casa.)

### El segundo condicional

Se usa para decir qué ocurriría si se cumpliera la condición señalada. Se trata de situaciones hipotéticas referidas al presente o al futuro. También sirve para dar consejos.

**Condición:** *if* + Past Simple

**Resultado:** *would* ('d) + forma base del verbo

**Afirmativa:**  
*If I went to Greece, I would visit Athens.*  
 (Si fuera a Grecia, visitaría Atenas.)

En lugar de **would**, podemos usar el verbo modal **could** en el resultado, pero este indica que la probabilidad de que se cumpla la hipótesis es aún menor. La estructura **could** + verbo en la forma base equivale al verbo "poder" en condicional + infinitivo, o a las expresiones "tal vez" o "quizás" + condicional.  
*If you had millions, you could buy a new house.*  
 (Si tuvieras millones, podrías comprar / tal vez comprarías una casa nueva.)

Si el verbo de la condición es **to be**, se suele utilizar **were** en todas las personas del singular y del plural, aunque el uso de **was** para la primera y la tercera persona del singular está cada vez más extendido en contextos informales.  
*If he were / was a teacher, he would work in a school.*  
 (Si fuera profesor, trabajaría en un colegio.)

Para dar consejos se emplea la fórmula **if I were**.  
*If I were you, I'd go to the new market.*  
 (Si yo fuera tú, iría al mercado nuevo.)

**Negativa:** se puede negar el verbo de la condición, el del resultado o ambos.  
*If I didn't have a car, I would go by bus.*  
 (Si yo no tuviera coche, iría en autobús.)

*If I had a car, I wouldn't go by bus.*  
 (Si yo tuviera coche, no iría en autobús.)

*If I didn't have a car, I wouldn't go by bus.*  
 (Si yo no tuviera coche, no iría en autobús.)

**Interrogativa:** **Would** + sujeto + resto del predicado de la oración principal + oración subordinada.  
*Would you call me if you had a problem?*  
 (¿Me llamarías si tuvieras un problema?)

**Respuestas breves:** se pone el pronombre personal sujeto + **would** o **wouldn't**.  
*Would she learn Chinese if she had time? Yes, she would. / No, she wouldn't.*  
 (¿Ella aprendería chino si tuviera tiempo? Sí. / No.)

### El tercer condicional

Se usa para decir qué habría ocurrido si se hubiera cumplido la condición señalada. Se trata de condiciones totalmente imposibles, pues se refieren al pasado y ya no pueden cumplirse.

**Condición:** *if* + Past Perfect Simple

**Resultado:** *would have* + participio

**Afirmativa:**  
*If I had finished the project, I would have gone on holiday.*  
 (Si hubiera terminado el proyecto, me habría ido de vacaciones.)

**Negativa:** se puede negar el verbo de la condición, el del resultado o ambos.  
*If I hadn't arrived late, I would have seen the film.*  
 (Si yo no hubiera llegado tarde, habría visto la película.)

*If I had arrived late, I wouldn't have seen the film.*

(Si yo hubiera llegado tarde, no habría visto la película.)  
*If I hadn't arrived late, I wouldn't have missed the film.*  
 (Si yo no hubiera llegado tarde, no me habría perdido la película.)

**Interrogativa:** **Would** + sujeto + **have** + participio + resto del predicado de la oración principal + oración subordinada.  
*Would you have remembered his name if I hadn't told you?*  
 (¿Habías recordado su nombre si yo no te lo hubiera dicho?)

**Respuestas breves:** se pone el pronombre personal sujeto + **would have** o **wouldn't have**.  
*Would he have arrived on time if someone had driven him? Yes, he would have. / No, he wouldn't have.*  
 (¿Él habría llegado a tiempo si alguien lo hubiera llevado en coche? Sí. / No.)

## UNIT 6

### WRITING PLAN

Write a post giving advice  
 Learning Situation Step 3 from Student's Book, page 98

1. Complete the chart below with your ideas about how to be a good listener.

Paragraph 1: presentation of the issue:
Paragraph 2: tips:
Paragraph 3: why and how the tips will help:

2. Write a post giving advice about how to be a good listener. Use the information in the chart above and the Useful Language below to help you. Then use the checklist to check your writing.

#### Useful Language

- Have you ever ... ?
- If you ..., you'll actually ...
- Here are some tips to help you ...
- First, ...
- Second, ...
- Finally, ...

#### Checklist

I used ... correctly.

- capital letters
- punctuation
- word order
- text organisation
- expressions to present opinions
- time expressions
- connectors
- extreme adjectives and adverbs

## 6

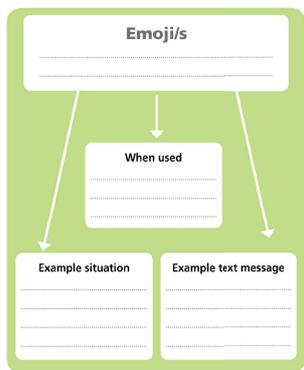
### PROJECT PLANNER: Create a mini-guide to emojis

#### PLAN

- COLLABORATION**
1. In pairs, decide what emojis you want to include.
  2. Decide which emojis each of you will be responsible for.

#### RESEARCH

1. Use the Internet to find explanations for each emoji.
2. Complete the plan for your emoji/s.



#### CREATE

Write the content for your emoji/s. Make sure you use appropriate grammar and vocabulary.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### COLLABORATION

2. Look at your partner's content. Discuss and edit it.
3. Plan a design for your emoji guide.
4. Use the information to create a mini-guide to emojis.

#### PRESENT

**TIP** Don't worry about making mistakes during your presentation. Everyone makes mistakes. Just do your best.

1. Complete the cue card about your mini-guide to emojis.

The first / second / third emoji we chose is \_\_\_\_\_

It is used when \_\_\_\_\_

An example of a situation for using it is \_\_\_\_\_

An example text message with the emoji is \_\_\_\_\_

2. Use your cue card to present your project to the class.

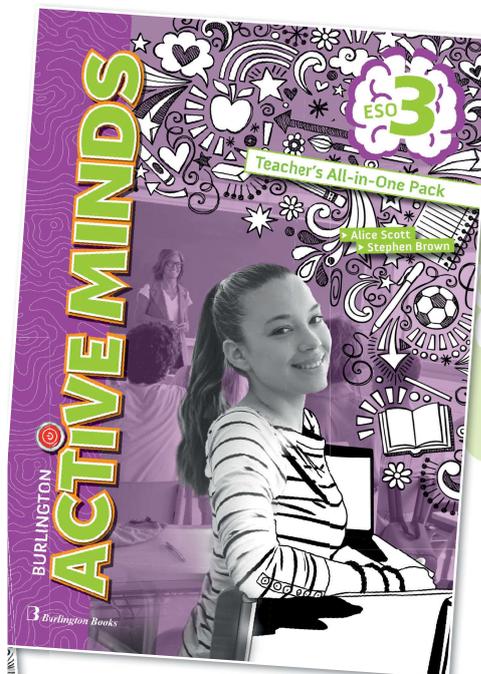
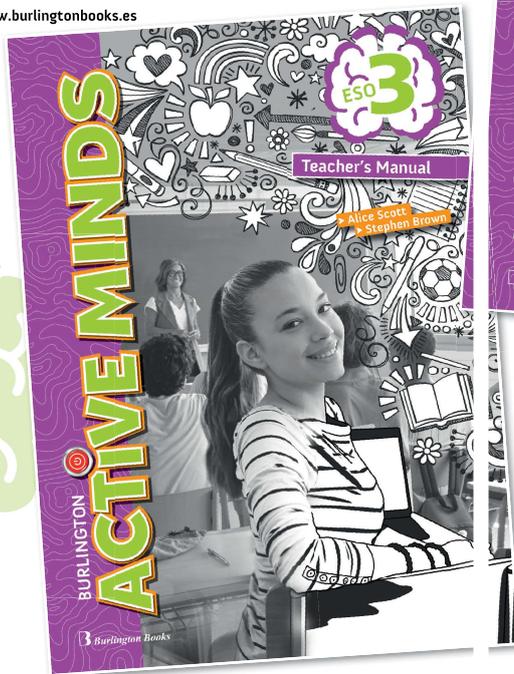
#### Reflect

- We collaborated well.
- Our mini-guide to emojis was interesting and attractive.
- The presentation of our project was clear and easy to follow.

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