

MAKE YOUR POINT

TEACHER'S BOOK with Digital Pack

LEVEL

1



CAMBRIDGE

Tom Hadland

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Welcome to *Make Your Point!*

Make Your Point is an innovative upper-secondary course that provides motivating, dynamic and varied content, integrating exam preparation, skills and practice in a seamless way. It enables students to enjoy the creative experience of learning English, while thoroughly preparing them for exam success and beyond.

How it works

Assessment and learning work together in *Make Your Point* to help teachers and students get the most out of every moment of learning. It combines the use of teaching, learning and assessment methods to plan, measure, and improve learners' outcomes, empowering students and teachers to understand and unlock the learning process. To make navigation and teaching easier, the pages in the Student's Book are colour-coded by section, allowing users to quickly locate specific content and transition smoothly between topics.

Make Your Point offers a complete digital toolkit with everything in one place on **Cambridge One**. The online Teacher's Resources includes additional practice worksheets, and the **Test Generator** provides customisable progress tests. There is also an online **University Entrance Exam Test Generator** that offers targeted exam practice, helping students develop the language and skills needed to pass the University Entrance Exam.

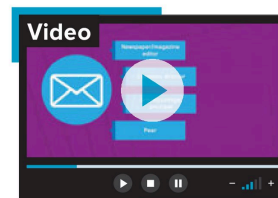
Comprehensive reading and writing support

The Reading lesson in the Student's Book helps students develop essential reading skills through an engaging and intellectually stimulating text. Each text has been carefully selected to challenge students' comprehension and **critical thinking abilities**, fostering analytical reading habits. Some of the accompanying questions **mirror the format and complexity of typical University Entrance Exams**, providing learners with practical experience in navigating texts with confidence. This approach not only enhances students' exam readiness but also encourages deeper engagement with authentic, thought-provoking content.

Make Your Point acknowledges that writing can be a challenging skill for students. To help them develop their writing skills and to allow teachers to fully support them, the course offers clear guidance, **model texts** and **extensive practice throughout**. Every unit includes dedicated writing spreads that focus on different genres, with clearly staged steps, helping students to analyse and plan their writing. Also included are **tips** on text construction, **useful language** and **creative thinking activities** to help students generate ideas.

Extra Writing Practice is available in Student's Book 1, while Student's Book 2 includes exam-focused Reading and Writing Practice, allowing students and teachers to select the genres and writing skills they want to refine. Writing support continues in the Workbook, featuring specific practice and a Writing Bank designed to help students revise and prepare for the exam.

In Level 2, **Writing Practice videos** offer additional opportunities for revision, reflection and exam practice.



Linguistic Mediation

Mediation helps people communicate when there is a language or cultural barrier. It goes beyond just translation, allowing speakers to clarify meaning, resolve misunderstandings, and adjust how they express ideas. The CEFR emphasizes its importance in both everyday life and education, where learners work together to share information and reach a common goal.

Make Your Point includes activities that foster **Mediation** skills, integrating multiple skills, such as listening, note-taking and writing, to support comprehension in a variety of contexts. In educational settings, this ability helps learners navigate complex communication scenarios, making it a crucial skill for real-world language use.

Sustainability

SUSTAINABLE DEVELOPMENT GOALS

The **Sustainability Framework for ELT**

(<https://view.ceros.com/cambridge/sustainability-elt>) draws from extensive research to outline the skills learners need to become informed, compassionate and innovative agents of positive environmental, social and economic transformation. It is grounded in the **UN 2030 Agenda for Sustainable Development** – 17 Goals designed to promote peace and prosperity for people worldwide by 2030.

MEDIATION

Recommending

Student A: Read the review again. Decide on the main points that the writer makes. Then explain to your partner why you would or wouldn't recommend the same film set tour.

Student B: Make a note of the points your partner mentions. Then give your opinion about whether you would enjoy the film set tour and why (not).

Citizenship Project



Learn how to calculate the carbon footprint and to be environmentally friendly.

DIGITAL COMPETENCE
Creating online questionnaires

Learner resources | Citizenship project



Make Your Point and the Key Competencies

Key Competencies are a combination of knowledge, skills and attitudes designed to help young people develop tools which they can use both academically and in a wider social context. They are an aid to lifelong learning and are an essential part of the compulsory learning curriculum.

The Spanish education system has gradually adapted and adjusted the original descriptors set out by The Council of Europe and has defined eight Key Competencies.

In the case of English language there is an explicit, direct connection with the competence of linguistic communication. However, *Make Your Point* has been designed to offer opportunities for the development of all eight competencies throughout the course. The treatment of competencies in *Make Your Point* is based on the Cambridge Life Competencies Framework, which clearly defines those found in the curriculum. Below is a brief description of the competencies.

Key Competencies

-  **C1 Competence in linguistic communication**
-  **C2 Multilingual competence**
-  **C3 Mathematics, science and technology (STEM) competence**
-  **C4 Digital competence**
-  **C5 Personal, social and learning to learn competence**
-  **C6 Citizenship competence**
-  **C7 Entrepreneurship competence**
-  **C8 Competence in cultural awareness and expression**



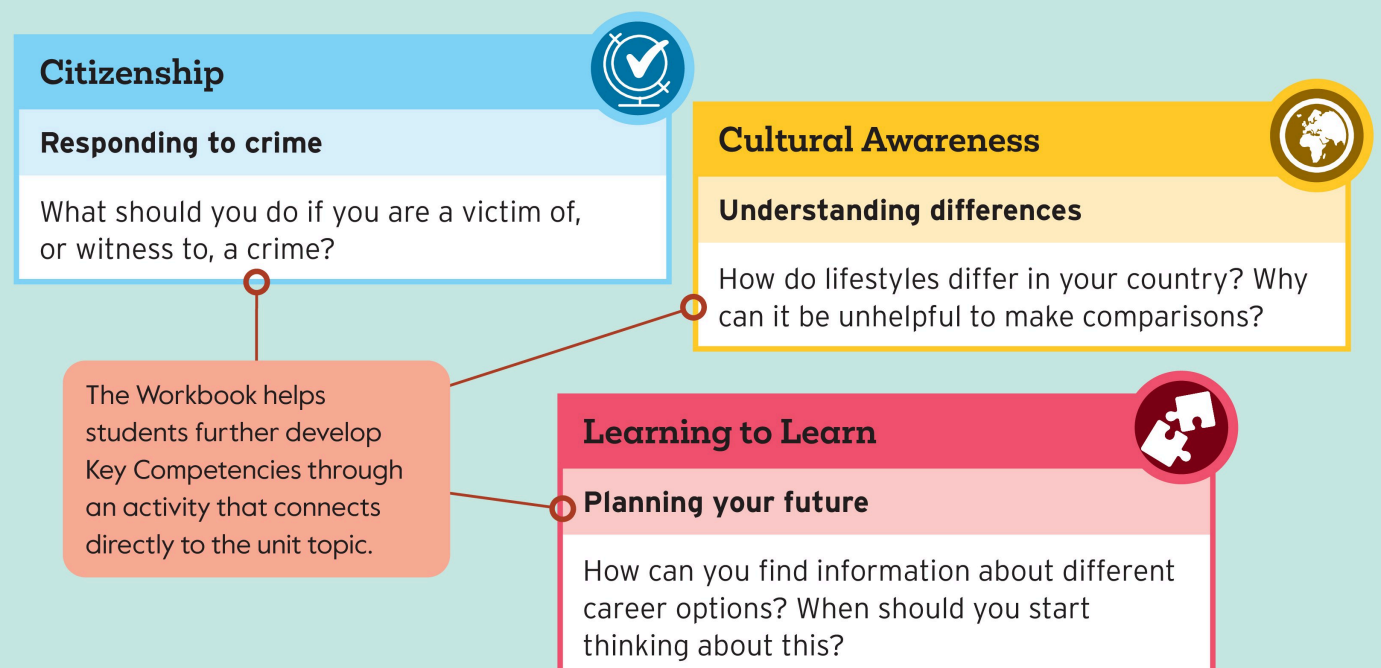
Citizenship Project

Find out about young activists fighting for education.

DIGITAL COMPETENCE
Making a digital mind map

Learner resources | Citizenship project

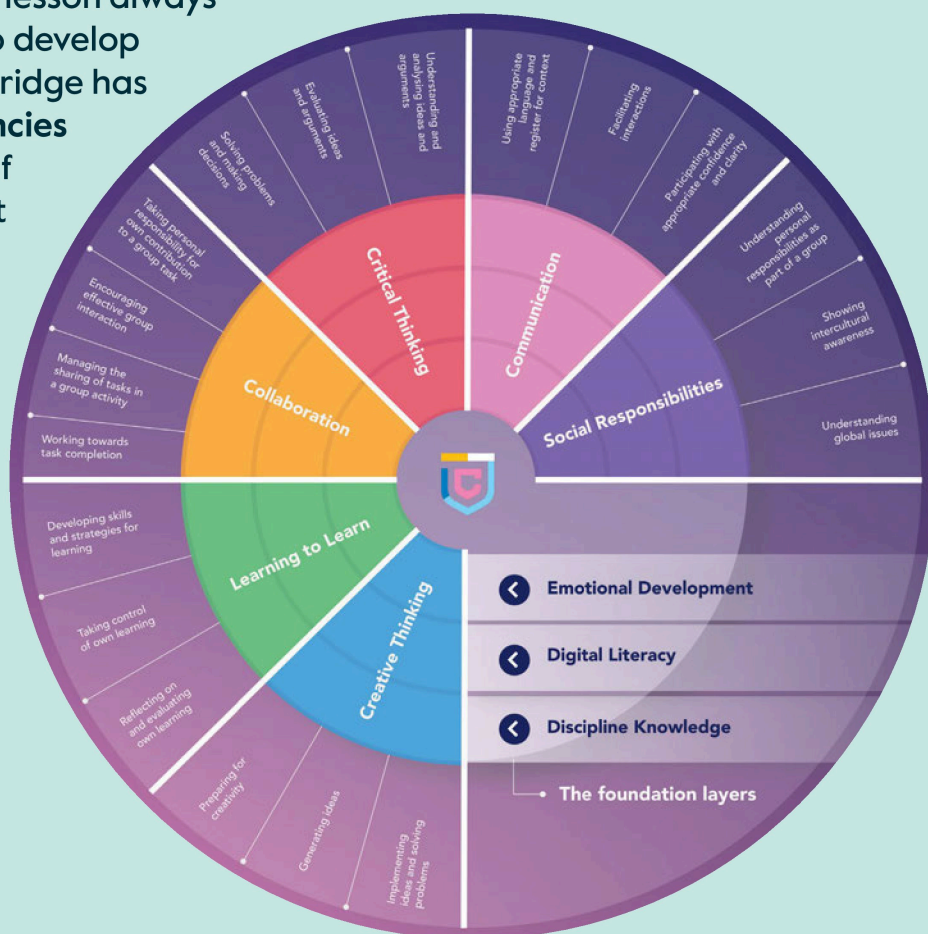
The Citizenship Projects feature a sequence of activities that focus on developing digital competence, equipping students with the technological know-how and responsible digital practices needed to thrive in an increasingly interconnected world.



Life Competencies

Life Competencies are the skills students need in order to play an active role in society and to reach their full potential. They are not strictly language skills, but a student-centred language lesson always integrates opportunities to develop these competencies. Cambridge has created the **Life Competencies Framework** to map some of the important life skills that students can develop as they learn a language.

Make Your Point uses this framework to define and build life skills in every unit. All the competencies in the framework are developed in this course, with a more specific focus on tasks that build **Critical Thinking** and **Creative Thinking** skills.



Students develop **Critical Thinking** skills through reading tasks that explore different perspectives, helping them learn to evaluate arguments, express ideas clearly and consider diverse viewpoints. As the demand for critical thinking increases in academic and professional settings, integrating it into the curriculum equips students with essential skills for both present and future success.



CRITICAL THINKING

Evaluating options and recommendations to come to a decision

Read the text again. Think about a time when you had a cold, a fever or earache. What treatments, medicines or remedies did you try? Which ones worked or didn't work? Think about the treatments that you would recommend. Use the ideas in the text and your own ideas.

Creative Thinking can play a vital role in helping students generate ideas for their writing tasks, especially when they find it challenging to get started. By encouraging originality, flexibility and open-ended responses, creative thinking allows learners to explore ideas freely and make unexpected connections.



CREATIVE THINKING

Imagining alternatives and possibilities

Imagine how you would feel about visiting an exhibition or museum, or taking part in a tour. Then ask yourself these questions:

- What can you see and hear in this place?
- What kinds of things are happening around you?



You can visit cambridge.org/clcf to explore the Life Competencies Framework and download detailed booklets for each competency.

Course components

For the student

Student's Book

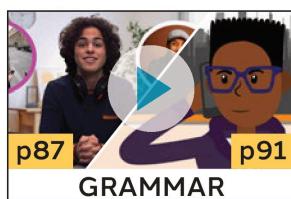
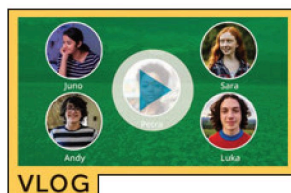
The Student's Book consists of the following sections:

- A Starter unit that reviews key grammar and vocabulary and helps determine students' current level of English.
- Eight units, each centred on a different topic, including: **two Grammar** sections, **two Vocabulary** sections, one **Reading** spread, a **Listening** page, a functional **Speaking** page, and a **Writing** spread.
- End of unit **Culture** lessons in odd-numbered units with a strong focus on cultural aspects from across the globe, as well as **Language Review** pages in even-numbered units.
- The section at the back of the book includes a **Language Reference** with grammar maps, rules, and examples and vocabulary lists, as well as additional **Grammar and Vocabulary practice**, **Extra Writing Practice** and lists of **False Friends** and **Irregular Verbs**.

As well as **audio**, each unit includes **videos** that complement the lessons:

Each unit opens with a **vlog-style video** that introduces the topic and themes. It presents a range of ideas and perspectives, capturing their interest and sparking curiosity.

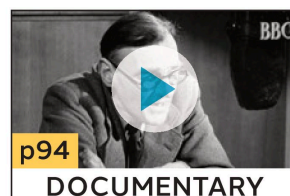
A **Grammar vlog/animation** video at the top of the page is provided for both grammar points. These can be used in class but are also ideal for the flipped classroom.



Real-world English

videos that explore language outside the classroom.

Documentary videos are dynamic and informative short videos, featuring archival footage, photos and contemporary clips. They support follow-up cultural comparisons. These videos are in the Culture lessons in odd-numbered units.



Workbook

Each *Make Your Point* Workbook unit reflects the task types in the Grammar, Vocabulary, Reading and Writing sections of the Student's Book, providing students with plenty of practice to reinforce their learning of new language in each unit.

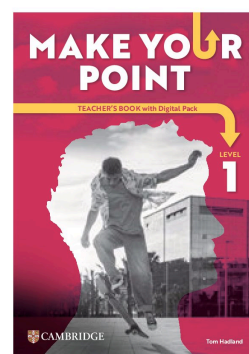
All exercises in the Workbook have a star rating system to grade the exercises for difficulty, with one star for the most basic, up to three stars for the most challenging.

For the teacher

Teacher's Book

The Teacher's Book notes are interleaved with the corresponding Student's Book pages, reproduced in full colour, that include:

- an overview of Resources at the start of each unit
- step-by-step teaching notes with integrated answer keys
- vocabulary pre-teaching cues
- cross references to extra practice and additional materials
- video integration notes, including cultural notes
- feature boxes for Critical/Creative thinking, Tips/Strategies, and Vocabulary sections
- task-specific notes for activities on Mediation, False Friends, Challenge tasks and Exam-style activities.



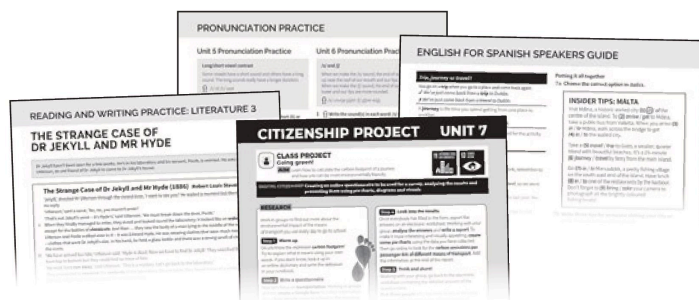
Digital

With *Make Your Point*, everything you need is at your fingertips, including Presentation Plus, the powerful front-of-class presentation tool with complete course content, the entire classroom audio and video, Teacher's Resource Bank and Test Generators.

Presentation Plus

Student's Book and Workbook with interactive exercises. Embedded links to classroom audio and video, accessible online and offline.

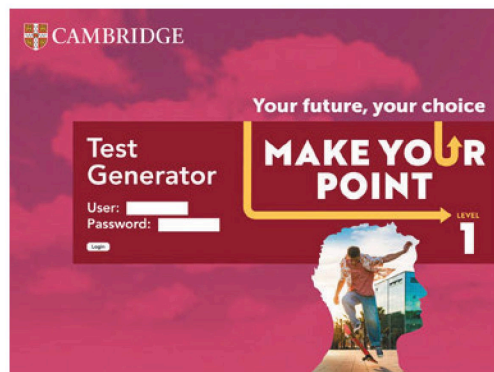
Teacher's Resource Bank



The digital Teacher's Resource Bank includes downloadable, photocopiable material to dip into depending on the needs of each class. These resources feature extra worksheets, including Citizenship Projects, as well as audios, videos and transcripts.

As for the videos, the Teacher Resource Bank includes Vlogs, Documentaries, Real English, Grammar and Grammar animation.

Test Generator



The Test Generator allows teachers to download or produce customised mock exams for their students.

Accessibility

Make Your Point is designed to make learning as accessible as possible. The books are designed with a clean layout that is easy to navigate, **featuring high-contrast colours** and **accessible fonts** that increase text readability.

All videos come with **subtitles**, ensuring that learners who have a hearing impairment can still access the content. Additionally, **video playback speed** can be adjusted, allowing learners to slow down or speed up the video based on their preferences and needs. To further support diverse learning styles, both audio and video scripts are supplied in **standard and accessible formats**, ensuring that everyone can fully participate in the learning process.

University Entrance Exam Test Generator



The University Entrance Exam Test Generator provides all the PAU exam practice that students will need for their region. The tests are provided in a ready-to-use format as well as editable documents for you to customise.

Linguaskill

Linguaskill is an online, on-demand exam of general and academic English that tests all four language skills (speaking, writing, reading and listening) in separate modules. Using AI and adaptive technology, it provides fast, accurate testing from B1 to C2 on the CEFR scale.

Results offer detailed insights for tracking student progress and awarding a Cambridge certificate as proof of English proficiency. Linguaskill is the perfect complement to *Make Your Point*, and the **Linguaskill digital practice test** included in the course, accessible on Cambridge One, will help learners build confidence and familiarise themselves with the exam.

Student's Book: Unit walkthrough

Each unit opens with a captivating image that sparks curiosity and invites students to explore the topic through discussion. This visual launchpad sets the tone for meaningful engagement with the unit's central theme.

7 IN THE MEDIA



- 1 How often do you read posts with people's opinions on social media? How do those opinions influence you?

VLOG What do you think?

- 2 Watch the video. How many people does Liam interview? How many of them like the motorway idea?
- 3 Watch the video again and complete the notes.
 route of motorway: ¹ ...
 population of village: ² ...
Juno: motorway good for ³ ...
Sara: town should be ⁴ ... and picturesque
Andy: motorway will destroy the ⁵ ...
Petra: we need more ⁶ ... or walking trails
Luka: motorway offers more ⁷ ... than ⁸ ...

OBJECTIVES

- > **Vocabulary:** Advertising; The news
- > **Grammar:** Reported opinions; Reported questions; Reported statements
- > **Listening:** A monologue
- > **Speaking:** Comparing pictures
- > **Writing:** A for-and-against essay



VLOG



p87 GRAMMAR p91



p89 REAL ENGLISH



p94 DOCUMENTARY

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For effective learning, students benefit from diverse forms of input, and video offers a memorable and engaging way to absorb new material. A detailed overview of the video offer in *Make Your Point* can be found on page 8.

Unit openers are followed by an engaging reading text and comprehension questions that reflect the format of the **University Entrance Exams**. There are tips and strategies as well to boost students' reading skills, empowering them to tackle academic texts confidently. Each spread concludes with text-related discussion prompts, aimed at enhancing students' critical thinking.

Reading

Reading this MIGHT change your life

1 Really? Is that true?
Well, that heading only claims it 'might' change your life, so it isn't actually a lie. If this was a website, that heading would be called 'clickbait'. It looks intriguing, and tempts you to click on a link, but if you fall for it, the result is usually quite disappointing. It's important to watch out for clickbait!

2 So, clickbait is fake news, right?
Well, the writers don't usually make up their stories, but they choose their words carefully and make dramatic claims to trick the readers. You're probably seen headlines like this: **TEN THINGS YOU SHOULD NEVER EAT**, or **YOU'LL NEVER GUESS HOW THIS STORY ENDS!** ... Then you probably have to keep clicking on and on, until you wish you had never started!

3 Is clickbait a new idea?
No, it's an old technique adapted to modern technology. Newspapers have always used headlines and images that will catch people's attention. For example, you might see **DOGS, SCHOLARSHIPS, WIND MILLS, etc.** ... So, you read the article, in the same way, some news websites use clickbait to attract interest in genuine news articles. But it wasn't called clickbait, of course, before the internet.

4 Who profits from clickbait?
Clickbait is usually about adverts. Websites, for example, blogs or news sites, advertise all kinds of different products. Every time someone clicks on a web page, the owner of the website earns a little money. ... Of course, people often don't actually read the ads, and the companies know this. However, it's all good publicity for the brand. Even if you haven't read the ad, you've seen it. In fact, you've probably seen it many times, just like those endlessly repeated commercials on TV. This helps to promote the brand: the next time you're in a shop and you see that product, you'll probably choose it because you're familiar with the name. It's a trick, but it works.

5 Does clickbait always work?
It often works, although not always. In fact, surveys show that those ads that clickbait is much less successful than it used to be. It doesn't trick people as often. ... So, you still need to be careful. Next time a heading tempts you, think carefully. Do you really want to waste another 30 minutes of your life?

1 How often do you look at things online without intending to? What kind of things catch your eye?

2 Read the article. What do you think bait means?

READING TIP Distinguishing main ideas from details
The main ideas relate directly to the general topic of the text. They are usually at the beginning of the paragraphs, but they are sometimes at the end. The details relate to the main ideas. They are usually in the middle of the paragraphs.

3 Use the Reading Tip to find where the main idea is in paragraphs 1-5. For each paragraph, write B (beginning) or E (end).

4 **1-5** Read the article again. Match A-E with the gaps in the article (1-5). There is one extra sentence. Then listen and check.
A Of course, you want to know more - perhaps it's something you know.
B However, there's still a lot of it about.
C That's why they want you to click so many times.
D On the other hand, you might find something really interesting.
E Before you know it, you've clicked on the link.

5 EXERCISE Find a synonym in the text that means:
1 interesting 3 without stopping
2 authentic 4 to deceive

CRITICAL THINKING
Drawing appropriate conclusions
Why do websites use clickbait? Find information in the text to support your answers.
Can we trust everything we read online? Use information from the text and your own experience.

The first Vocabulary page develops lexis related to the unit theme and special attention is given to **False Friends**, with additional guidance on **Vocabulary Extension** through word-formation strategies.

The first Grammar point is presented in a Grammar Box with examples coming from the first video in the unit. Therefore, students will have already heard the new grammar in context. Students analyse the examples to deduce the grammar rules, thereby taking an active role in the learning process. A detailed **Language Reference** section is provided at the back of the book.

Vocabulary 1 Advertising

1 Complete 1-5 with words in the box.
ads • advertise • adverts • claim • claims • clickbait • commercials • fall for • make up • promote • publicly • trick

1 ... is a clever ... that tempts you to click on a link. Lots of people ... it.

2 When you write fiction, you ... the story.

3 You can ... a product with ... online or with ... on TV or the radio.

4 When people make ... they say something that they haven't proved.

5 If your product is on a popular website, it's good ...

2 Complete 1-7 with words in the box.
Have you seen those commercials that ... WORLDS? The company ... that if you use it, you will look ten years younger. Who's going to ... that? In any case, why try to hide your age?
In the past, cigarette ads used to show doctors (actors) in white coats smoking. The ads said '... people in order to ...' the idea that smoking was healthy. Then the campaign against smoking gained more ... and it became illegal to make false ... like that.

Vocabulary Extension
Inter-derivatives = new words
We can add -up to a noun or adjective to create a verb. Find an example in the box in Exercise 1. Sometimes we also have to change the word when we add -up. How does publicity change when we add -up? Check your answer in a dictionary.

3 Think of some ads that you see regularly. Discuss the questions.
• What do they advertise?
• Where do you see the ads (TV, websites, social media)?
• What do the ads claim?
• Do you think people fall for them?
• Why not?
• Do you think it's OK to promote these products? Why not?

FALSE FRIENDS
To advertise means to make a product known to people using the internet, magazines or television so that they want to buy it.
One of the best ways to advertise your business is to create your own website.
To warn means to make someone aware of a possible danger so they can avoid it.
I warned Annie not to be tricked by clickbait and online scams.
Complete the sentence with the words above in the correct form.
Experts are ... young people that some influencers ... products on social media without giving details of any possible dangers or risks.

Reported speech

1 Read the examples and identify the correct options.
Reported opinions
Andy: My main worry is that the motorway will ruin the landscape.
He says **that** his main worry is that the motorway will ruin the landscape.
Peter: I really don't want this to happen!
She says **that** she really doesn't want it to happen.
When we report someone's opinion or belief, we often have to change:
Pronouns / Possessive adjectives / Tenses / Verb forms
Grammar reference 10.10

2 Complete the reported sentences with the correct pronouns and possessive adjectives.
1 'I like your plan for a demonstration.'
John tells Maria that ... plan for a demonstration.
2 'Your design for a poster is better than mine, Leo.'
Annie tells Leo that ... design for a poster is better than ...
3 'We want to protect ourselves and our community.'
Sam and Lisa say ... want to protect ... and ... community.

3 Report what Anna and John say in 1-5.
1 Anna & John: He don't believe this project will be good for our town.
Anna and John say ...
2 John: I believe we'll win the fight and people will thank us.
John believes ...

Reported opinions Grammar 1

4 Discuss the question below. Then report what your partner says. Tell the class or another partner.
Do you think protesting can make a difference?

5 EXERCISE Rephrase the sentences using the words given. Keep the meaning as close to the original as possible.
1 Fred: I'd rather not visit the museum today, Ann.
Fred tells ...
2 Carrie: I don't think the restaurant is suitable for me and my family.
Carrie says ...
3 James & Matthew: We'd like to buy a new playhouse for our children.
James and Matthew say ...
4 Daniel: I'm going to pass this exam and nothing can stop me!
Daniel says ...
5 Marie: I believe you're telling the truth, Liam.
Marie tells ...
6 John: A new motorway won't have any benefits for my town.
John argues ...

Get it right
6 Write sentences 1-4 correctly.
1 Caroline says she want to find a new home for her cat.
2 Our teacher says that we can't go out during the break when it's raining.
3 My best friend says me that she is going to have a party next week.
4 A security guard often says customers not to take their bags into the changing rooms.

Learn more Look up Spanish learners' guide

Grammar practice 10.14 UNIT 1 | 87

Get it right boxes highlight common grammar mistakes made by Spanish-speaking learners and include a cross reference to the English for Spanish Speakers Guide, available in the Resource Bank.

Student's Book: Unit walkthrough

Listening lessons help students develop skills and strategies applicable to any exam or real-life listening context. The section opens with a short discussion to contextualise the topic and elicit relevant vocabulary before moving on to comprehension tasks. Listening tips draw students' attention to ways in which they can use both linguistic and extralinguistic cues to facilitate their understanding of what they hear.

An activity to develop **Mediation** skills will appear once in each unit in either the Listening or Writing lesson.

Listening A monologue

1 **1-4** Do you think fake news is always a bad thing? Why/why not?

Listening Tip
You can often identify a person's opinion from the words that precede them: I don't think / I feel / believe or in my opinion.

2 **1-4** Listen to extracts 1-4. Use the Listening Tip and note in which extracts the speaker is giving an opinion.

3 **1-4** Listen to a speaker answering questions about fake news. Match A-I with 1-4. There is one question you do not need.

A What's your opinion of social media?
B Is fake news always dangerous?
C What advice do you have for us?
D Does most fake news come from social media?
E How old is fake news?
F Do you often share news stories?
G What kind of people write fake news?
H How worried are you about fake news?
I Why do people fall for fake news?

MEDIATION

Relaying specific information

In pairs, imagine that you are a member of your school council. Part of your role is to prepare a presentation on fake news for students.

Student A: Listen to the speaker again and make notes about ...

- advice for dealing with fake news,
- the dangers of fake news
- why people believe fake news

Student B: Listen to the speaker again and make notes about ...

- different types of fake news creators
- whether fake news is always dangerous.

Share your information in pairs. Then choose three or four main points that you should include in your presentation.

Comparing pictures Speaking

1 **1-4** Look at these photos of the Greek island of Santorini. Which photo do you think is a better image? Why?

Photo A **Photo B**

2 **1-4** Read and listen to two students discussing photos for a class project on AI-generated images. What two things does Alex compare Photo B to?

Alex: Both photos show the island of Santorini. This photo was taken during the day, but that photo was taken at sunset. I think this one could be doctored.

Sara: What do you mean by 'doctored'?

Alex: Well, 'doctored' means that something has been changed to make it look better.

Sara: Ah, right. Yes, I agree. There's a watermark in the background and it looks too perfect. This photo looks like it's much more natural.

Alex: It might be fake – it looks like it's from an advert or possibly a publicity photo to promote a travel company.

Sara: Actually, I read an article the other day that claimed that some travel companies are using doctored photos to attract customers.

Alex: Really? What did it say?

Sara: I read that it is a good thing that people can be tricked into thinking fake photos are real.

Alex: Well, I think this photo might be made by AI. I think that a lot of people would fall for it and think it was genuine.

3 Read the conversation between Sara and Alex again. Which phrases from the Useful language box do you use?

Useful language

Describing
This is a photo of / This photo shows ...
In the photo, I can see ...
There's / There are ... in the background/foreground.
This photo was taken ...

Hypothesising
Perhaps it's a photo of ...
It might be ...
I think it could be ...
This photo looks like it is ...

Comparing
This photo was taken ... but that one was taken ...
These photos are similar/different because ...
In ... photos, there's / there are ...
Both photos show ...

4 **1-4** Describe, hypothesise and compare the following photos with a partner.

Easily confused Verbs

5 **1-4** Correct the easily confused verb in each sentence.

- I can't listen you!
- I'll show you how to make this dish, so be me carefully.
- Can you borrow me your bicycle this afternoon?

In the Speaking lessons, students are presented with a model text, both in written and audio form, and are guided to pick out phrases characteristic of the target function in the **Useful language** box. To consolidate learning, the final task asks students to complete a speaking activity that mirrors the model. This lesson also includes a Real English video that connects to the unit's theme and reinforces the speaking focus.

The second Vocabulary lesson builds on the words highlighted in the text, which offers varied parts of speech and phrasal verbs. The lesson culminates in a paired speaking activity, allowing learners to apply the new vocabulary in a meaningful exchange.

Vocabulary 2 The news

Do you believe everything you see or hear, or can you detect fake news? (These days, with constant news updates coming from different sources, that's a highly important skill.)

Although fake news is a new expression, it is not a new phenomenon. However, the internet has made the problem worse than it used to be. When newspapers publish fake news on TV and radio news programmes, **broadcast** things that are not true, legal action may follow. There are regulations, and most **journalists** are careful to follow them when they **report** the news. With social media, the situation is different. There are very few regulations, and it's extremely hard to enforce them. So, how good are you at identifying fake news? According to a recent TV news **report**, many newspapers are actually **falling** good at identifying it. The **broadcast** showed British teenagers in a lesson where they had to evaluate news items, including points on social media, **headlines** and short videos. Most students were quite **careful**. They said they would check the sources before they believed the stories. They correctly identified almost all the fake stories, and they did not fall for fake photos, either.

1 **1-4** How do you usually hear about local and world news?

2 Read the article. Choose the best title.

A Do you believe it or not?
B The problem with social media
C What is fake news?

3 Complete the sentences with **words** in the article.

- TV and radio stations ... programmes.
- We should always check the ... of a news ...
- A ... is a TV or radio programme.
- You can ... a TV programme and watch it later. If the events are happening while you watch, the programme is ...
- ... are summaries of the top of news stories.
- ... and ... are people who ... the news, ... and magazines often ... their articles.

4 **1-4** How often do you read news stories on social media? How often do you share news stories?

Phrasal Verbs Find out/grow up/ set up

Look at the use of the phrasal verbs in these sentences.

Many people watch news channels to **find out** the latest updates on global events. As we grow up, we start to develop a more critical perspective on the content we see in the media.

People **set up** reputable news outlets to provide accurate and unbiased reporting.

Now complete this sentence.

When we ... and become more aware of the media, we often ... that you can't always ... the same source for accurate information.

Reported questions

1 Read the examples of reported questions and what devices they use. Then complete the rule.

Reported questions

If I ask them **how they use** the internet, and **what devices they use**, it's like I ask **if people spend** much time online. If I ask **whether the effect of social media** is positive or negative, we can report a question using **ask** or **want to know**.

When we report **Yes/No** questions, we use " ... " or " ... ".

Grammar references 120-121

2 Report the questions in the survey.

- How often do you play video games?
- Which social media platforms do you use?
- How do your friends usually contact you?
- Do you have your own computer?

1 The first question asks ...
2 Then they want to know ...
3 The next question asks ...
4 Then it asks ...

3 **1-4** Look back at the examples in the survey. What were the actual questions in the survey? Turn back to the questions and answer these direct questions.

AIM HIGHER

When we report commands and requests, we can use verbs such as **advise**, **instruct**, **suggest**, **recommend** and **warn**.

Change these sentences from direct to reported speech using a verb in the box.

Grammar practice 124 UNIT 7 | 91

The **Aim Higher** box appears in the second Grammar lesson and is designed to encourage students to advance their grammatical range and confidence.

Student's Book: Unit walkthrough

The Writing lesson provides structured support for one of the most challenging areas in language development, written composition, specifically aligned with the demands of the University Entrance Exam. Students first analyse a model text annotated for key language, structure and writing purpose. The lesson then guides them through scaffolded tasks that develop ideas, organise content and lead to a final writing output. Key features such as the **Writing tip**, **Useful language** activity and **Creative Thinking** task (linked to the Cambridge Life Competencies Framework) help reinforce strategy use and promote confident, independent writing.

Writing A for-and-against essay

1 Think of some examples of digital and analogue technology. Make a list in pairs and then share your ideas in groups. Which of the examples do you own or use regularly?

2 Read this article about digital and analogue technology. Decide which arguments you agree with and which arguments you disagree with.

State the topic you are going to write about and give a brief summary of what you plan to do in the following writing task.

Present your argument. These are the reasons and examples that support the idea you gave in the introduction.

Sum up the different arguments and then give your personal opinion on the topic.

3 Copy the table below into your notebook and complete with the different digital and analogue technologies the writer mentions. Which of these things were on the list you wrote in Exercise 1?

Analogue technology	Digital technology

ANALYSE

4 Read the article again. Then choose the correct answer to complete the sentences.

In a for-and-against essay, you ...

- should / shouldn't use semi-formal language and tone.
- need to / don't need to present a balanced argument with reasons.
- have to / don't have to include examples to support your arguments.
- must / mustn't include your personal opinion on the topic.

92 UNIT 7

PREPARE AND WRITE

TASK

Smartphones are a useful, digital learning tool and should be allowed in schools. What do you think?

1 I'd like to discuss the pros and ... 3 ... contrast the pros and ... 4 To ... up

2 On the ... hand

CREATIVE THINKING

Considering multiple perspectives

When you consider multiple perspectives, you look at the topic from different angles. This can help you get more ideas on the arguments 'for' and 'against'. Consider the opinions of teachers, parents and students in your essay.

Useful language

Introducing the topic

In this essay, I want to look at ...

I want to examine the advantages and disadvantages of ...

I'd like to present both sides of the argument about ...

Expressing an argument

On the one hand, ...

Some people argue/say/think that ... in the same way ...

It is often said that ...

As I see it ...

Presenting a contrasting or different argument

On the other hand, ...

... while others argue/say/think that ...

However, ...

In contrast, ...

Concluding your essay

To sum up, ...

To conclude, ...

In the end, ...

Both arguments have their strengths ...

On balance, I think that ...

5 Look at the phrases in the Useful language box. Then cover the box and complete 1-4.

1 I'd like to discuss the pros and ... 3 ... contrast the pros and ... 4 To ... up

2 On the ... hand

6 Read the task. Make a paragraph plan and write down notes with ideas for each paragraph. Use the Writing Plan to help you.

WRITING PLAN

Paragraph 1: Introduce the topic and say what you plan to write about.

Paragraph 2: Present the argument with examples.

Paragraph 3: Present a contrasting or different argument with examples.

Paragraph 4: Summarise the argument and give your personal opinion.

WRITING TIP

Using connecting words and phrases

Remember to use different connecting words and phrases to connect your ideas in a for-and-against essay.

7 Match the connecting words and phrases (1-10) to their function (A-C).

1 In addition/As well as/Furthermore

2 However/While/In contrast

3 In conclusion/To sum up/To conclude

A to present contrasting or different arguments

B to give extra information or details

C to give an overall view of the arguments

8 Write your for-and-against essay.

• Use the Writing Plan, the Useful language box and the Writing Tip to help you.

• Write about 150 words.

EXERCISES UNIT 7 93

Every odd-numbered unit ends with a Focus on Culture lesson that combines a documentary video and a reading text to explore different dimensions of a shared cultural topic. Additionally, it includes a feature that links to a **Citizenship Project** highlighting Sustainable Development Goals (SDG) themes.

Focus on Culture

1 How often do you listen to the radio or watch TV? What do you usually listen to and watch?

Documentary

2 Watch the video. What is unusual about the way the BBC receives money?

3 Watch the video again. Complete the numbers and dates.

- People listen to the BBC World Service in ... languages.
- More than ... people work for the BBC.
- The BBC started broadcasting TV programmes in ...
- The Olympic Games were first on TV in ...

The Story Of FACEBOOK

In 2003, a 20-year-old American student had an idea for a new website. He designed it where he and his friends could look at photos of other students and decide how attractive they were. The student was Mark Zuckerberg. The university was Harvard and the website was called Facebook. The site was simple: it connected Harvard students so that they could communicate easily and share information. The new website was an instant success, and soon it was open to students at other universities across the USA. Progress went all smooth, however. Three of Zuckerberg's fellow students claimed that he had taken ideas from them without crediting them. The controversy continued until 2008. Finally, Zuckerberg, who was by then a millionaire, agreed to pay his former friends a lot of money. The 2010 film, The Social Network, is based on these events.

Citizenship Project

Learn how to calculate the carbon footprint and to be environmentally friendly.

DIGITAL CONFERENCE

Creating online questionnaires

4 755 Read and listen to the article. Is it subjective or objective?

5 Read the article again. Decide if 1-5 are true (T), false (F) or the article doesn't say (DS).

- 1 Mark Zuckerberg is from New York.
- 2 Mark Zuckerberg's first website was thefacebook.com.
- 3 Only students at Harvard used thefacebook.com.
- 4 In 2003, Facebook had more than 2 billion users.
- 5 Opinions on Facebook have influenced elections.

6 Which social media sites do you use?

Regardless of the problem, more and more people were joining the network and by the end of 2006, anyone over 13 anywhere in the world could be a member. By then, it had a new name: Facebook - and continued to grow. In 2010, it had 2.7 billion users and was worth \$160 billion - that means it was richer than many entire countries.

Facebook's revenue comes from advertising. It stores a lot of information about its users so allows companies to direct their ads very accurately to individual people. Some people think it's wrong because it makes our private lives, while others believe it is a good way to give people information that is useful for them.

That's not the only reason why people disagree about Facebook. Some people think the company should do more to check what people say on its message board, in order to control false news. Many people believe that false news stories on Facebook even affect election results. Others say that everyone has the right to free speech.

94 UNIT 7

Language Review Units 5-6

GRAMMAR

1 Complete the conversation with past modals.

A: I don't feel very well. Is Mum here?

B: She was here. She ... (go) out for a minute. What's the matter?

A: I feel terrible. I ... feel something but I'm sure of it.

B: Well, we ate the same thing so it ... (be) the pasta we had.

A: I had ice cream after that. It ... (be) that. I'm not sure. I ... (be) in the freezer but I had forgotten to put it away, so it had melted.

B: Oh no. Yes, you ... (not eat) it. It can be dangerous if it's not kept frozen.

A: I knew I ... (do that). Oh, when's Mum?

B: I'll call her. She ... (go) to the shops. I'll check. Hang on.

2 Rewrite the sentences using wish and if only.

1 I hate working - I preferred being a student.

2 We would love to go to his party!

3 I'd like my girlfriend to call me more.

4 He thinks it would be great to go on holiday.

5 Maria wants to be two years older.

6 They wanted a puppy but they weren't allowed.

VOCABULARY

3 Complete the article with the correct form of the words and phrases in the box. There are two extra words.

ache - better - blow your nose - breathe - cold - cough - disease - sneeze - feel sick - feel worse - fever - flu - recover - sneeze - sore throat

We've ... from time to time, especially in the winter, so here are a few simple tips to help you get ... quickly.

1. Often caught a ... you don't feel well but you will probably start a ... and ... which might spread to others. So remember to ... regularly and cover your mouth. Try not to ... over anybody else. Sometimes you may get a ... and not be able to speak much, so stay in bed and drink hot drinks. If you start to ... then stay home and you are better.

On the other hand, if you get ... you can feel really ... You will usually get a ... and feel very hot. Also you may get a ... and pains in different parts of your body. Stay in bed until you ... fully and stay away from others.

4 Write the life events in the box in the correct place. There are some extra events.

birth - change jobs - childhood - death - get a job - get divorced - get married - lose a job - military service - move - raise children - retire

1 Good luck to the happy couple!

2 Congratulations! Boy or girl?

3 Just about when do you start?

4 I hope you'll be very happy in your new home.

5 Oh, I'm sorry. Were you married long?

6 Congratulations! Time for your holidays now?

7 I'm very sorry for your loss.

8 Don't worry. The year will pass quickly.

9 Never mind. I'm sure you'll find something suitable soon.

10 They grow up so quickly, don't they?

95 UNIT 6

Even-numbered units end with a lesson that offers an opportunity for revising, practising and consolidating the grammar and vocabulary presented in the previous two units.