

# MAKE YOUR POINT

STUDENT'S BOOK with Interactive eBook

LEVEL

2



CAMBRIDGE

Liz Kilbey  
Melanie Starren

# MAKE YOUR POINT

STUDENT'S BOOK with Interactive eBook

LEVEL

2



CAMBRIDGE

Liz Kilbey  
Melanie Starren

# CONTENTS

LET'S START A p5

LET'S START B p7

LET'S START C p9

**Reading:** Mandy V's big blog

**Reading:** Will university be the best choice for you?

**Reading:** Ethical Fashion: What is it, and why does it matter?

**Vocabulary:** Music genres

**Vocabulary:** Jobs

**Vocabulary:** Shops

	Reading	Vocabulary 1	Grammar 1	Listening
<b>UNIT 1</b> <b>WHO WE ARE</b> p11 ▶ <b>Where I'm from</b>	We are all migrants <b>Tip:</b> Using text features to understand topics Identifying and understanding problems	Our origins <b>Vocabulary Extension:</b> The suffix <i>-dom</i> = state <b>False Friends:</b> <i>record/remember</i>	Narrative tenses ▶ <b>Past tenses</b>	A presentation <b>Tip:</b> Understanding a speaker from their purpose <b>Mediation:</b> Express a personal interest in or reaction to a text
<b>UNIT 2</b> <b>IN GOOD COMPANY</b> p23 ▶ <b>Meeting new people</b>	Cheryl's view <b>Tip:</b> Understanding similes and metaphors Evaluating specific information or points in an argument	Be myself <b>Vocabulary Extension:</b> <i>Self</i> + noun/adjective <b>False Friends:</b> <i>compromise/commitment</i>	Ability ▶ <b>Ability</b>	A conversation <b>Tip:</b> Recognising contrast from word stress <b>Mediation:</b> Express a personal interest or reaction
<b>UNIT 3</b> <b>MAKING ENDS MEET</b> p35 ▶ <b>How I save money</b>	How much do people earn around the world? <b>Tip:</b> Understanding when to ignore unknown words Recognising patterns and relationships	The economy <b>Vocabulary Extension:</b> Noun + <i>-y</i> = adjective <b>False Friends:</b> <i>support/assist</i>	Zero and First conditional ▶ <b>Zero conditional</b>	A podcast <b>Tip:</b> Recognising sound omissions
<b>UNIT 4</b> <b>THE ARTS</b> p47 ▶ <b>Their review was wrong!</b>	So, you want to make movies? <b>Tip:</b> Skimming a text to identify the topic and text type Drawing appropriate conclusions	Cinema <b>Vocabulary Extension:</b> <i>sub</i> + noun, verb, adjective = 'under / less' <b>False Friends:</b> <i>argument/plot</i>	Reported statements ▶ <b>Determiners</b>	An interview <b>Tip:</b> Recognising assimilation <b>Mediation:</b> Persuading
<b>UNIT 5</b> <b>ON OUR PLATE</b> p59 ▶ <b>A paradise for foodies</b>	Cooked or raw? That is the question <b>Tip:</b> Using linkers to understand details Justifying decisions and solutions	Cooking <b>Vocabulary Extension:</b> Verb + <i>ing</i> + noun <b>False Friends:</b> <i>salad/savoury</i>	Relative clauses ▶ <b>Relative clauses</b>	A radio interview <b>Tip:</b> Recognising new information
<b>UNIT 6</b> <b>THE THINGS WE USE</b> p71 ▶ <b>My life in three objects</b>	We're running out <b>Tip:</b> Scanning a text for specific information Evaluating the effectiveness of implemented solutions	Raw materials <b>Vocabulary Extension:</b> Verb + <i>-able / -ible</i> = adjective <b>False Friends:</b> <i>factory/fabric</i>	Negative questions ▶ <b>Modal verbs of deduction (past)</b>	An interview <b>Tip:</b> Recognising formal language <b>Mediation:</b> Using connectors

Language Review Units 1-2 p34

Exam Success p107

Language Review Units 3-4 p58

Extra Practice: Reading p112

**Grammar:** Present simple and Adverbs of frequency; Present continuous

**Grammar:** *Will*; First conditional

**Grammar:** Subject and object questions; Direct and indirect questions

Speaking	Vocabulary 2	Grammar 2	Writing	Focus on Culture
<p>Telling an anecdote</p> <p>▶ <b>False friends in Spanish and English</b></p>	<p>Equality</p> <p><b>Phrasal Verbs:</b> <i>stand up for/lock up</i></p>	<p>Past perfect continuous</p> <p>▶ <b>Used to</b> Past routines</p>	<p>An article</p> <p>▶ Finding connections</p> <p><b>Tip:</b> Ending an article</p>	<p>▶ <b>Captain Cook: God to invader</b></p> <p><b>Citizenship Project:</b> Learn about cultural heritage and how to promote it.</p>
<p>Having a discussion</p> <p>▶ <b>Common expressions for decision making</b></p>	<p>In relationships</p> <p><b>Phrasal Verbs:</b> <i>break up/get over</i></p>	<p>Deduction and speculation</p> <p>▶ <b>Modals of obligation, prohibition, necessity, permission and advice</b></p> <p>Advice, obligation and prohibition</p>	<p>An opinion essay</p> <p>▶ Generating multiple ideas</p> <p><b>Tip:</b> Acknowledging counter arguments</p>	
<p>Regretting and wishing</p> <p>▶ <b>Expressing regret in English</b></p>	<p>Expenses</p> <p><b>Phrasal Verbs:</b> <i>get by/cut back on</i></p>	<p>Wishes and regrets</p> <p>▶ <b>Conditionals</b> Second and Third conditional</p>	<p>A for-and-against essay</p> <p>▶ Generating multiple ideas</p> <p><b>Tip:</b> Using similar phrases <b>Mediation:</b> Relaying specific information</p>	<p>▶ <b>They used to be poor!</b></p> <p><b>Citizenship Project:</b> Create a slogan to promote <i>Giving Tuesday</i>.</p>
<p>Inviting and responding to invitations</p> <p>▶ <b>Accept and reject invitations</b></p>	<p>Music</p> <p><b>Phrasal Verbs:</b> <i>sell out/check out</i></p>	<p>Reported questions</p> <p>▶ <b>Reported questions</b> Reported commands and requests Reporting verbs</p>	<p>A critical review</p> <p>▶ Exploring issues and concepts</p> <p><b>Tip:</b> Using descriptive adjectives and adverbs</p>	
<p>Making suggestions</p> <p>▶ <b>Talking about dietary requirements</b></p>	<p>The hungry world</p> <p><b>Phrasal Verbs:</b> <i>go off/throw away</i></p>	<p>Verb patterns</p> <p>▶ <b>Sense verbs</b> <i>Be allowed/asked/expected/supposed to</i></p>	<p>A descriptive essay</p> <p>▶ Experimenting with and refining ideas</p> <p><b>Tip:</b> Using descriptive language <b>Mediation:</b> Using genre-specific expressions: emailing</p>	<p>▶ <b>The most popular cuisines</b></p> <p><b>Citizenship Project:</b> Learn healthy and environmentally friendly diets.</p>
<p>Complaining</p> <p>▶ <b>How to talk about sustainability</b></p>	<p>Manufacturing</p> <p><b>Phrasal Verbs:</b> <i>build up/break down</i></p>	<p>Past modals</p> <p>▶ <b>The Passive</b> Passives</p>	<p>A summary of an article</p> <p>▶ Elaborating on and combining ideas</p> <p><b>Tip:</b> Identifying general and specific information</p>	

Language Review Units 5-6 p82

Extra Practice: Writing p118

Language Reference p83

Phrasal Verbs p124

# LET'S START **A**

## Mandy V's **BIG BLOG**



### Thursday: a muddy field in Wiltshire, England

Hi from WOMAD! We come here every year. We usually come for a day but this year we're camping – so we've got more time. It's very easy to miss events because there's so much going on, so this time I'm making a list.

There are so many cool acts, it's often difficult to decide. WOMAD is a really global festival because there are performers from all over the world, playing all kinds of music, from classical to rock, and from folk to electronic. I definitely want to see Mokoomba. They're a band from Zimbabwe and they play a mix of traditional African music, pop, funk and reggae. It's great dance music! We like SEED Ensemble, too (they're a British jazz band).

What else? I'm looking forward to visiting the Living Library this year. The 'books' are actually people and they tell true stories about their lives. What a cool idea!

Food and music go together at WOMAD. Cooks from all over the world give demonstrations – in fact right now someone's singing and cooking Mexican food at the same time. It smells so good. I need to try it out! So, bye for now!

### Festival **FACTS**

- \* The letters WOMAD stand for World of Music, Arts and Dance.
- \* 30,000–40,000 people visit British WOMAD every year.
- \* About 900 performers come from about 50 different countries.

The main festival is in the UK, but there are WOMAD festivals in other countries too, for example, Spain, Chile, Italy, Australia and New Zealand.

- 1 0.01 Read and listen to the blog. Then answer the questions.
  - 1 What is WOMAD?
  - 2 Mandy V writes about different kinds of events at WOMAD. What are they?
  - 3 How do we know that the festival is global?

## VOCABULARY

### Music genres

- 2 0.02 Listen to six pieces of music and number the genres 1-6 in the order you hear them.

pop	folk
classical	jazz
electronic	blues

Which ones do you like?

## GRAMMAR

### Present simple and Adverbs of frequency

They **tell** true stories about their lives.

We use the Present simple to talk about habits and routines.

Note the word order with adverbs of frequency:

We usually **come** for a day.

I don't often **get up** early on Saturdays.

Do you always **have** toast for breakfast?

But note ...

It's often difficult to decide.

I **am** sometimes bored.

You **aren't** usually fed up.

**Is** he always late?

### 3 Rewrite 1-5 adding the adverbs.

- 1 Do you play tennis? (often)
- 2 It doesn't snow. (usually)
- 3 I'm wrong. (never)
- 4 We go out on Monday nights. (sometimes)
- 5 Does Joe wear the same T-shirt? (always)

### 4 Complete the text with the Present simple form of the verbs.

What kind of TV show <sup>1</sup> ... (you/like)? I really <sup>2</sup> ... (enjoy) talent shows. They <sup>3</sup> ... (always/be) entertaining! My sister and I <sup>4</sup> ... (often/watch) them together. She <sup>5</sup> ... (try) to guess the winners and she <sup>6</sup> ... (often/guess) correctly. I <sup>7</sup> ... (usually/be) wrong! The judges <sup>8</sup> ... (always/not be) very kind and the contestants <sup>9</sup> ... (sometimes/get) a bit upset. It <sup>10</sup> ... (never/be) easy to stand up in front of the TV cameras, however, some of them <sup>11</sup> ... (become) big stars.

## Present continuous

Right now, someone **is singing** and **cooking** Mexican food.

This year we're **camping**.

I'm **looking** forward to visiting the Living Library this year.

We use the Present continuous for actions in progress at the moment of speaking or around now.

We don't usually use the Present continuous with state verbs (e.g. *want, know, understand, smell, taste*).

### 5 Write mini-dialogues with the Present continuous form of the verbs.

- 1 A What / you / do / at the moment?  
B I / listen / to music and I / download / some songs.
- 2 A Why / you / laugh?  
B I / watch / a video. A dog / ride / a bike!
- 3 A Why / Tom / stand / there?  
B I think he / wait / for his girlfriend.
- 4 A you and Lisa / have / an argument?  
B No, we / not argue. / We / joke.

### 6 Complete the text with the Present continuous form of the verbs in the box.

enjoy • get • get up • lie  
not do • stay • try • wear

My friend Andy <sup>1</sup> ... with his cousins in New Zealand for a month. It isn't always easy to chat with him because of the time difference. For example, while I <sup>2</sup> ... ready for bed at the end of the day, he <sup>3</sup> ... in the morning! That's not the only thing that's different. It's summer there, so they <sup>4</sup> ... lovely warm weather. We <sup>5</sup> ... that here! It's winter, and right now I <sup>6</sup> ... to keep warm. I imagine Andy <sup>7</sup> ... shorts and he <sup>8</sup> ... on the beach. It isn't fair!

### 7 Complete the blog with the Present simple or Present continuous form of the verbs.

## I love Edinburgh!

Edinburgh is the capital of Scotland. I <sup>1</sup> ... (not live) there, but I <sup>2</sup> ... (think) it's really cool, and I <sup>3</sup> ... (go) there every year. Why <sup>4</sup> ... (I/love) it so much? Because of the amazing Edinburgh Festival. Every August the population <sup>5</sup> ... (grow) enormously as thousands of visitors <sup>6</sup> ... (arrive) to watch all kinds of performers – from classical musicians to rappers, from ballet dancers to street entertainers.

In the top photo, lots of people <sup>7</sup> ... (watch) a fire eater. He <sup>8</sup> ... (do) a weird dance. He's very brave!

In the other photo, there are two musicians. They <sup>9</sup> ... (perform) in the street. They <sup>10</sup> ... (look) fantastic!

The audience are lucky because it <sup>11</sup> ... (not rain). It's often wet in Scotland!



# LET'S START

# B

## Will **UNIVERSITY** be the best choice for you?

To enter some professions, you must have a university degree – but there are many other ways to qualify for employment. Here are some young people who have chosen different routes.



My parents expected me to go for a career in medicine. It's a family tradition. Mum's a dentist, Dad's a surgeon and my sister will become a qualified vet if she passes her final exams this year. So, I'm the odd one out, because I want to be an actor. I know I won't find it easy to get work when I finish my course at drama school, but I'm very determined! ● **ROSA**



I left school when I was 17 to join the Army Air Corp. I'm now in my second year of basic training as a soldier, but my real dream is to become an army pilot. If I do well and get a promotion, I'll definitely apply for this. I hope one day I'll be able to fly a military helicopter – but if I don't succeed, I'll still have a great job in the army. ● **LUKE**



I love working with my hands and now I'm doing a four-year apprenticeship in carpentry. It's ideal for me, because I'm learning from a skilled carpenter in the workplace as well as going to college once a week. Another great advantage is that I'm earning money at the same time! Unless something goes wrong, I'll be fully qualified in two years' time. ● **MAYA**

**1** Have you thought about what to do when you leave school? What are your options?

**2** **0.03** Read and listen to the web page. Decide if 1-7 are true (T), false (F) or the web page doesn't say (DS).

- 1 Getting a university degree is the best way to get a job.
- 2 Rosa's parents are disappointed about her choice of career.
- 3 Her sister hasn't started work in her profession yet.
- 4 Luke didn't enjoy studying at school.
- 5 He has already started learning how to fly a helicopter.
- 6 In an apprenticeship, you learn while you're working in a job.
- 7 Maya is working full-time.

## VOCABULARY

### Jobs

**3** Find seven jobs in the web page and match them with definitions 1-7.

- 1 someone who defends their country
- 2 someone who looks after people's teeth
- 3 someone who flies planes and other aircraft
- 4 a doctor who performs operations
- 5 someone who makes things from wood
- 6 someone who performs in a film or play
- 7 a doctor for animals

**4** Write your own definitions for jobs 1-3.

- 1 builder
- 2 architect
- 3 lecturer

## GRAMMAR

### Will

I hope that one day I'll **be** able to fly a military helicopter.

I know I **won't find** it easy to get work.

**Will** university **be** the best choice for you?

We use *will* and *won't* for predictions about the future. We often use *will/won't* with *I (don't) think/believe, I suppose, I know, I'm sure.*

### 5 Write predictions for 1-7 with *will* or *won't* and the words in the box.

be a doctor one day • be ready to eat soon  
call you later • maybe/go to Spain  
not go to school today • not like this film  
probably/go to the cinema

- 1 She's studying medicine at university.
- 2 He doesn't feel well this morning.
- 3 They're thinking about a holiday.
- 4 I know you hate science fiction.
- 5 We've decided to go out tonight.
- 6 The chicken is nearly cooked.
- 7 I'm too busy to talk now.

### 6 Complete 1-5 with *will* and the words.

- 1 What books ... (I/need) for next term?
- 2 When ... (we/know) our results?
- 3 ... (there/be) food at the party?
- 4 ... (anybody/meet) me at the station?
- 5 How ... (the story/end)?

### First conditional

**If I do** well and **get** a promotion, **I'll** definitely **apply** for this.

**If I don't succeed**, **I'll** still **have** a great job.  
My sister **will become** a qualified vet **if** she **passes** her final exams.

**Unless** something **goes** wrong, **I'll be** fully qualified in two years' time.

We use the First conditional for possible future events.

### 7 0.04 Complete the forum posts with the correct form of the verbs. Then listen and check.



#### BECKY



I want to be an architect. But I<sup>1</sup> ... (not have) enough money to go to university unless I<sup>2</sup> ... (get) a part-time job. But if I<sup>3</sup> ... (do) that, there<sup>4</sup> ... (not be) enough time to study. Help!

#### DAVID



I'd really love to be a vet and I've applied for a veterinary science course, but I'm anxious about it. I know the course is difficult – what<sup>5</sup> ... (I/do) if I<sup>6</sup> ... (fail)? Maybe I<sup>7</sup> ... (have) a better chance if I<sup>8</sup> ... (choose) an easier course.

#### ADAM



I've got a university place for next year, but I'm worried about my mum. She's disabled and I usually help my dad look after her. If I<sup>9</sup> ... (leave) home, he<sup>10</sup> ... (probably/need) to give up his job. It's a horrible problem.

### 8 Match replies 1-6 with Becky (B), David (D) or Adam (A). Do you agree with the advice?

- 1 Go for the thing you really want. You'll never succeed unless you try!
- 2 If you borrow the money, you won't need to get a job.
- 3 If you discuss the problem together, I'm sure you'll find a solution.
- 4 If you find it too hard, you'll be able to take a different direction later.
- 5 I think that your parents will be happy if you're happy.
- 6 If you qualify in your profession, you won't have any more money problems.

## SUSIE JACKSON REPORTS

NEWS ARTICLES CONTACT US



## ETHICAL FASHION:

### What is it, and why does it matter?

We all love a bargain, especially when we're clothes shopping – but why are some clothes so much cheaper than others? I asked ethical fashion designer Tania Roberts.

**Can you tell me where these cheap clothes come from?**

**Who makes them?**

A lot of the clothes in high-street shops come from factories in poor countries like Bangladesh or India. The workers get very low wages there.

**But at least they've got jobs.**

**That's good, isn't it?**

It's good that they're able to work, but the conditions are often terrible.

**What do you mean?**

They work very long hours and often the buildings aren't safe. Worst of all, quite young children often work in those factories. They should be at school but their parents don't earn enough.

**That's terrible! Is there anything we can do?**

Look for clothes that have a Fair-Trade label. You might pay more, but you'll know that the workers had fair pay and good working conditions.

**But I've never seen clothes with a Fair-Trade label! Do you know how I can find them?**

It isn't very easy at the moment, it's true. But more and more independent shops are taking an interest, as well as some high-end designer shops and department stores. You can also research it online. Try googling 'ethical fashion' and you'll be surprised. If you care enough, you can find out.



**1** Describe the photos and look at the title of the article. What do you think it is about?

**2** **0.05** Read and listen to the article. Are 1-4 true (T) or false (F)? Correct the false statements.

- 1 The article is mainly about factories in poor countries.
- 2 Tania Roberts says that factory workers often don't get enough money.
- 3 If you see a Fair-Trade label, you'll know the clothes are expensive.
- 4 You can find Fair-Trade clothes in most shops.

## VOCABULARY

### Shops

**3** Match descriptions 1-5 with shops A-E. Can you think of local examples?

- 1 a shop with locations around the country or the world
- 2 a very large shop with many different kinds of products
- 3 a small shop with basic, necessary products
- 4 a big shop with a large food section and other necessary products
- 5 a speciality shop with high-quality food

- A chain store
- B corner shop
- C delicatessen
- D department store
- E supermarket

## GRAMMAR

### Subject and object questions

Subject questions:

- **'Who** likes fashion?' *'I like fashion.'*
- **'What** caused the accident?' *'The rain caused the accident.'*

Object questions:

- **'Which** coat do you like?' *'I like the blue coat.'*
- **'Who** did they ask?' *'They asked the teacher.'*

We use subject questions when the answer is the subject of the question, but object questions are more common.

#### 4 Complete the questions with the correct form of the verbs. Which are subject questions?

- A Where <sup>1</sup> ... (you/go) at the weekend?  
B I went to a rock concert in London.  
A Wow! Who <sup>2</sup> ... (pay) for the ticket?  
B My parents. It was my birthday present.

- A Which cake <sup>3</sup> ... (look) the nicest?  
B What <sup>4</sup> ... (you/think)?  
A The chocolate one!

- A What <sup>5</sup> ... (cause) the problem at last night's party?  
B An argument between Tim and Julia.  
A Who <sup>6</sup> ... (invite) Tim to the party?  
B No one invited him. That's why he was so angry.

#### 5 Write questions for 1-5. Start with *What*, *Who* or *Which*.

- 1 A ...  
B I'm reading an article about surfing.  
2 A ...  
B I chose the blue dress.  
3 A ...  
B My uncle taught my sister to drive.  
4 A ...  
B Jack bought some flowers for his mum.  
5 A ...  
B I was chatting to Bernie.

### Direct and indirect questions

- *Where do these clothes come from?*  
**Can you tell me** where these clothes come from?
- *How can I find them?*  
**Do you know** how I can find them?
- *What do you mean?*  
**Could you explain** what you mean?
- *Do they live here?*  
**Do you know whether** they live here?
- *Will you be able to come?*  
**Could you let me know if** you'll be able to come?
- *Has the match started yet?*  
**Can you tell me if** the match has started yet?

We use indirect questions to be polite. Indirect questions are affirmative and use *if* or *whether* if the answer is *yes/no*.

#### 6 Change the indirect questions to direct questions.

- 1 Could you tell me how old you are?  
*How old are you?*  
2 Can you tell me where the post office is?  
3 Do you know how long the journey takes?  
4 Could you explain what you were doing?  
5 Could you let me know if Eva called you?  
6 Do you know whether that girl dancing is Leo's sister?  
7 Would you mind telling me what you thought of the film?

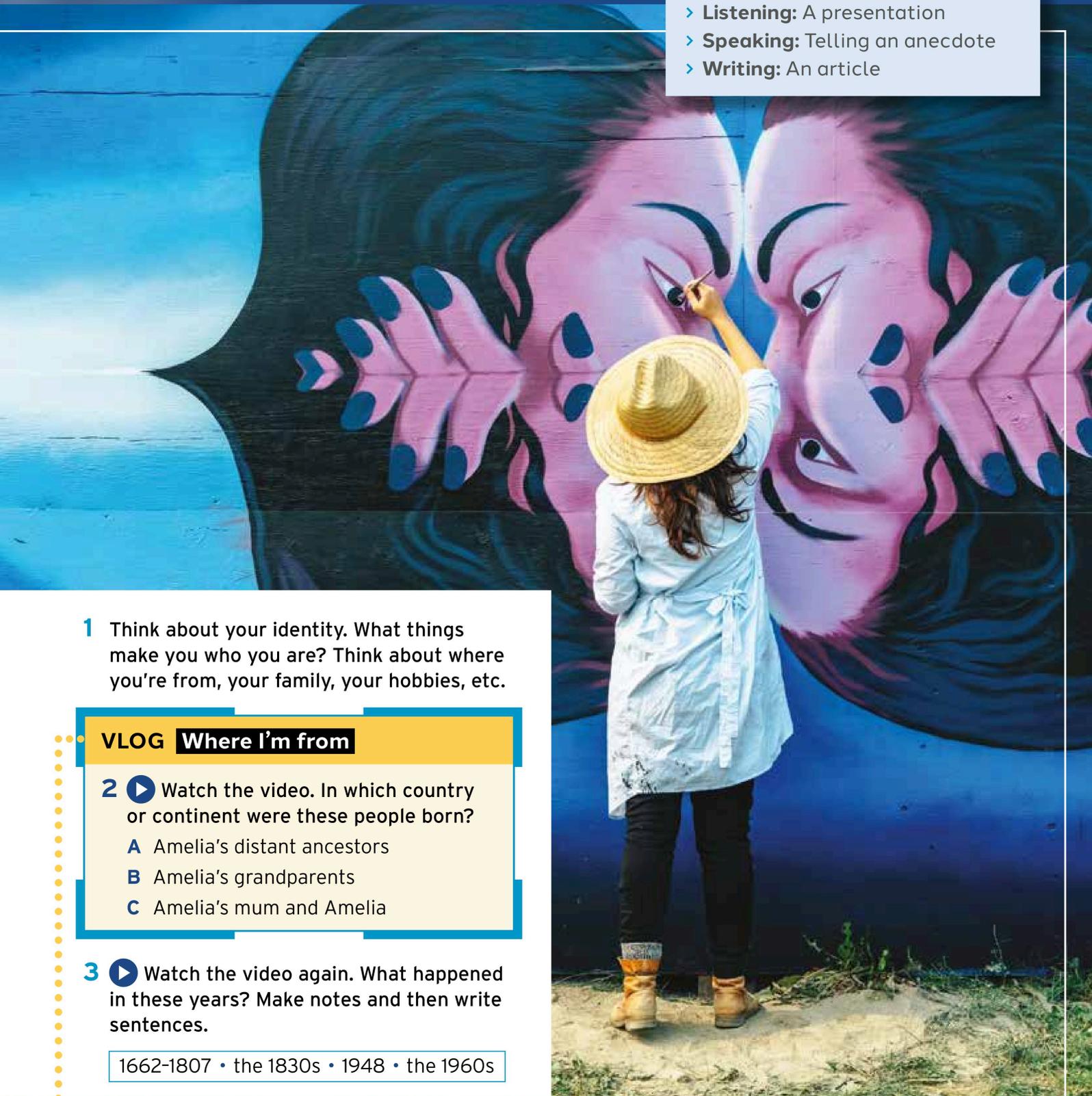
#### 7 Write indirect questions with the words.

- 1 How much does it cost? (know)  
2 Is the supermarket open? (Could/tell)  
3 When did the concert start? (know)  
4 Was Pete at school today? (Can/tell)  
5 What's this? (Could/explain)  
6 What do they want to eat? (know)  
7 Is Sally OK? (Can/let/know)  
8 Which course did you choose? (Could/tell)

# 1 WHO WE ARE

## OBJECTIVES

- › **Vocabulary:** Our origins; Equality
- › **Grammar:** Narrative tenses; Past perfect continuous; Past routines
- › **Listening:** A presentation
- › **Speaking:** Telling an anecdote
- › **Writing:** An article



- 1 Think about your identity. What things make you who you are? Think about where you're from, your family, your hobbies, etc.

### VLOG **Where I'm from**

- 2 Watch the video. In which country or continent were these people born?  
A Amelia's distant ancestors  
B Amelia's grandparents  
C Amelia's mum and Amelia
- 3 Watch the video again. What happened in these years? Make notes and then write sentences.

1662-1807 • the 1830s • 1948 • the 1960s



VLOG



p15

p19

GRAMMAR



p17

REAL ENGLISH



p22

DOCUMENTARY

# WE ARE ALL MIGRANTS



## IN THE BEGINNING

Where did the first humans come from? <sup>1</sup> ... Our human family tree is complex, with many branches, and nobody knows the whole story. However, a combination of archaeology and DNA analysis provides very strong evidence that the earliest humans, our ancestors, originated in Africa more than 300,000 years ago.

**1** Look at the title of the article and the photos. What do you think the article is about?

**2** Read the article. In which order do experts believe humans first lived in these continents?

- |               |               |
|---------------|---------------|
| Asia          | Africa        |
| Europe        | Australia     |
| North America | South America |

### READING TIP

#### Using text features to understand topics

Texts are usually organised into paragraphs, each with one main topic. The main topic is usually given in titles, headings and bold text. Bullet points, boxes and indented text can contain sub-topics which help to increase your understanding of the main topic.

**3** Read the article again. What are the main topics? Which paragraph contains sub-topics?

**4** 1.01 Match 1-6 in the article with sentences A-G. There is one extra sentence. Then listen and check your answers.

- A** As populations grew, groups dispersed so that they had enough resources to feed their families and to avoid conflict.
- B** Over many thousands of years, the climate fluctuated enormously.
- C** It is no longer possible to believe that we belong to totally separate races with different origins.
- D** There is not enough evidence to support this theory, although some experts believe it is possible.
- E** There are different theories about the routes migrants took as they gradually spread out across the world.
- F** In contrast, during periods of global warming, ice melted and the African deserts gave way to green, fertile land.
- G** Experts have been asking this for many years.