

# MAKE YOUR POINT

TEACHER'S BOOK with Digital Pack

LEVEL

2

 CAMBRIDGE

Tom Hadland

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# CONTENTS

<b>WELCOME TO MAKE YOUR POINT!</b>	page 4
<b>LET'S START A</b>	page 17
<b>LET'S START B</b>	page 19
<b>LET'S START C</b>	page 21
<b>UNIT 1: WHO WE ARE</b>	page 23
<b>UNIT 2: IN GOOD COMPANY</b>	page 35
<b>UNIT 3: MAKING ENDS MEET</b>	page 47
<b>UNIT 4: THE ARTS</b>	page 59
<b>UNIT 5: ON OUR PLATE</b>	page 71
<b>UNIT 6: THE THINGS WE USE</b>	page 83
<b>STUDENT'S BOOK ANSWER KEY</b> (GRAMMAR MAPS; GRAMMAR AND VOCABULARY PRACTICE; EXTRA WRITING PRACTICE)	page 95
<b>STUDENT'S BOOK AUDIO SCRIPT</b>	page 98
<b>WORKBOOK ANSWER KEY</b>	page 102

# 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.

### MEDIATION

#### Relaying specific information

**Student A:** Read paragraph 2 again and summarise the arguments for equal pay. Then tell your partner.

**Student B:** Make a note of the arguments your partner mentions. Ask for clarification if needed.

## 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.



### Citizenship Project

Create a slogan to promote *Giving Tuesday*.

**DIGITAL COMPETENCE**  
Summarising information in an infographic

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**

3 GOOD HEALTH AND WELL-BEING



## Citizenship Project

Learn healthy and environmentally friendly diets.

**DIGITAL COMPETENCE**  
Creating an infographic

**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.

### Citizenship Competence



#### Addressing inequality

Why do you think there is a gap between the pay for men and women in Spain? What can be done to reduce this?

The Workbook helps students further develop Key Competencies through an activity that connects directly to the unit topic.

### Cultural Awareness



#### Respecting differences

Although 99.5% of human DNA is identical, each person is unique. Why is it important to respect and celebrate differences?

### Literacy Competence



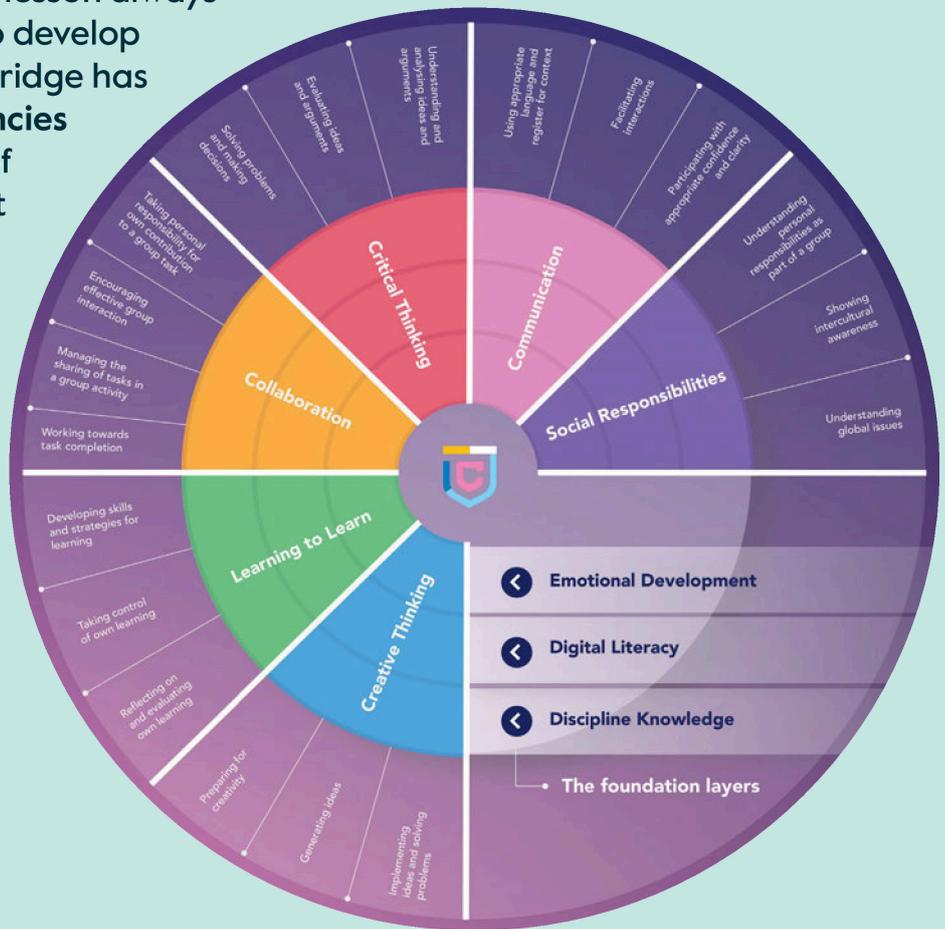
#### Forming your own opinions

How do you choose music, films, games and books? Are reviews always helpful? Why (not)?

# 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 Identifying and understanding problems

Think about how migration was – and continues to be – linked to climate. In what ways does a changing climate impact people's ability to form safe and prosperous communities? How were the challenges faced by the earliest people due to a changing climate different from those faced by people today?

**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 Experimenting with and refining ideas

Make notes about what you remember about your experience. Then use your notes to describe the experience to your partner. Your partner should listen and make notes on what is most interesting. Then swap. Feed back and use the information to plan the task.



You can visit [cambridge.org/clcf](https://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.
- Six 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**, **Exam Success** tips, **Exam Practice: Reading**, **Exam Practice: Writing** and a section listing common **Phrasal Verbs** with example sentences to support revision and reinforcement.

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** 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.

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



**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.

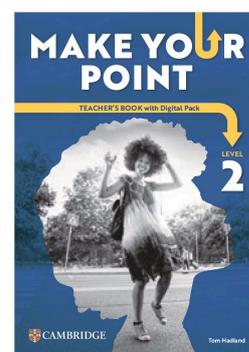


## For the teacher

### 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.



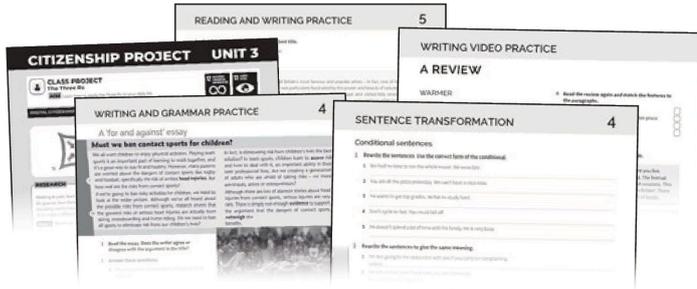
# Digital

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 Writing.

## 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.

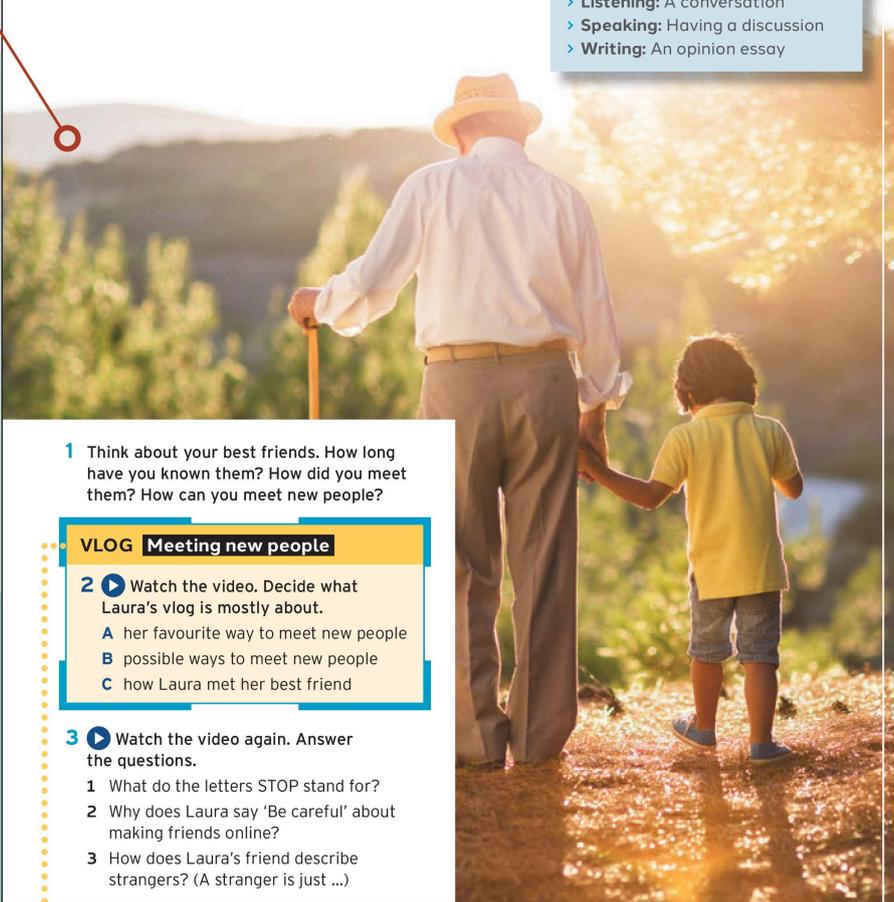
# Student's Book: Unit walkthrough

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.

## 2 IN GOOD COMPANY

### OBJECTIVES

- > **Vocabulary:** Be myself; In relationships
- > **Grammar:** Ability; Deduction and speculation; Advice, obligation and prohibition
- > **Listening:** A conversation
- > **Speaking:** Having a discussion
- > **Writing:** An opinion essay



**1** Think about your best friends. How long have you known them? How did you meet them? How can you meet new people?

**VLOG Meeting new people**

**2** Watch the video. Decide what Laura's vlog is mostly about.

- A her favourite way to meet new people
- B possible ways to meet new people
- C how Laura met her best friend

**3** Watch the video again. Answer the questions.

- 1 What do the letters STOP stand for?
- 2 Why does Laura say 'Be careful' about making friends online?
- 3 How does Laura's friend describe strangers? (A stranger is just ...)



VLOG



GRAMMAR



REAL ENGLISH



WRITING

23

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

#### How much do people earn around the world?

The 38 nations that belong to the OECD (Organisation for Economic Co-operation and Development) are nearly high-income, developed countries. In 2024, OECD research established that the average annual salary was \$49,145 for these countries. However, ... It also contains inequalities within countries, where a small number of people may get a large share of the wealth, while the majority earn less than the average or live in poverty and struggle to make a living.

**So, try this quiz. Read descriptions A-E of five OECD countries. Can you identify the five countries from the list below?**

**Brazil • Chile • France • Iceland**  
**Mexico • Netherlands • Norway**  
**Portugal • Spain • Sweden**

**A** In this country, the average wage in 2024 was \$52,488. It has 200,000 inhabitants and ... Fishing and tourism are the main industries. On average, people work 4.5 hours a week, and there is no great difference between rich and poor: most people have a comfortable lifestyle. In ... the country ranked in the fourth-highest country in the 2024 World Happiness Report.

**THIS COUNTRY IS ...**

**B** With an area of about 2 million km<sup>2</sup>, this is the 10th most populated country in the world ... The average wage in 2024 was \$16,230 and the poorest 20% of the population have only 2% of the country's total income. Unemployment is relatively low, but in 2024, over 40% of people were classified as poor, with 8% living in extreme poverty. For these people it is impossible to make payments for health services or to save up for a house or flat.

**THIS COUNTRY IS ...**

**C** This wealthy country, with a population of nearly 5.5 million, has a standard of living that is one of the highest in the world. The average wage in 2024 was \$52,700. Around 83% of people live in urban areas, and most live in the south of the country, where ... The economy depends heavily on exporting oil and gas, but nearly all of this country's wealth comes from renewable sources.

**THIS COUNTRY IS ...**

**D** This is now the most advanced nation in its continent and its economy has been growing rapidly. It trades more in exports and services, but also in wood, food, seafood and wine. The average wage in 2024 was \$26,720. However, every demonstration has reflected the struggle of many of its citizens to get a fair share of the country's wealth and ... The unemployment rate remains quite high, especially for women, and inequality in earnings between women and men is also high.

**THIS COUNTRY IS ...**

**E** This country depends largely on trade with other European countries and ... The average wage was \$28,410 in 2024. As poverty remains a problem here, with the poorest 20% of households earning only 7.8% of the total national income. However, crime rates are some of the lowest in Europe and in 2024 this country came fourth in a survey of the world's most peaceful countries.

**THIS COUNTRY IS ...**

**1** In your opinion, how much do you need to earn to be rich?

**2** Read the quiz. How does it primarily compare countries?

**A** by population  
**B** by size  
**C** by workers' pay

**3** **3.10** Read the quiz again. Decide which countries are described from those in the list. Then listen and check your answers.

**4** **3.10** Complete gaps 1-6 in the text with the missing parts A-E. There is one extra part. Then listen and check your answers.

**A** its main exports are machine products and textiles  
**B** access to good health and education services  
**C** that there are considerable differences between them  
**D** some of the world's richest people live here  
**E** over 60% of them live in the capital city  
**F** the climate is milder than the north  
**G** its capital is one of the world's three largest cities

**READING** Understanding when to ignore unknown words

If you don't know a word, simply reading the sentence that contains it can help you understand the general idea of the sentence. Continue to the next sentence. If you understand the general idea again, ignore the word for now and look at the next one.

**5** Look again at the first paragraph. Which words are new to you? Did you need to understand the meaning of every word?

**6 EXERCISE** In your own words, and based on the ideas in the text, answer these questions.

**1** Which two OECD countries have high incomes in relation to other countries?

**2** In which country is there a big difference between men and women's salaries?

**3** Which country's economy relies on European trade?

**4** In which country is there very little inequality?

**CRITICAL THINKING**

**Recognising patterns and relationships**

Read the quiz again. What does it suggest about the relationship between money and happiness? Find information in the text to support your answer.

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 Be myself

**1** Match the definitions with six of the verbs in the box.

**Vocabulary Extension**

Self + noun/adjective

We use the prefix *self-* before a noun or an adjective to describe something personal or without other people. For example, *self-conscious* and *self-esteem*. Think of more examples and check your ideas in a dictionary.

**4** **4.10** Imagine that a friend is worried about making friends when starting university. What advice can you give?

**FALSE FRIENDS**

A *compromise* is an agreement where both sides give up a part of what they want. *Make a compromise* with my parents - I can go out on Friday night, but I have to study on Saturday.

A *commitment* is something that you have agreed to do that requires time and effort. *Owning a pet is a big commitment.*

**Complete the sentences with the words above in the correct form.**

**1** My friends and I can't agree what movie to watch. We need to find a ...  
**2** I have a lot of ... every week but I don't have much free time.

### Ability Grammar 1

**3** **3.10** Take turns to complete 1-4 with your own ideas.

**1** I was proud/pleased when I managed to ...  
**2** In a few years' time, we'll be able to ...  
**3** Before computers, people couldn't ...  
**4** After a lot of practice, I'm finally able to ...

**EXERCISE** Rephrase the sentences using the word given. Keep the meaning as close to the original as possible.

**1** Fortunately, I managed to fix my phone. (REPAIR)  
 Fortunately, I ... my phone.

**2** Henry can speak three languages. (TO)  
 Henry ... three languages.

**3** I managed to finish the puzzle. (ABLE)  
 I ... the puzzle.

**4** Do you know how to swim when you were very young? (COULD)  
 ... when you were very young?

**5** I'm afraid I can't come to your party tomorrow. (BE)  
 I'm afraid I ... to your party tomorrow.

**6** We couldn't follow the instructions. (MANAGE)  
 We ... the instructions.

**Get it right**

**5** Write sentences 1-4 correctly.

**1** The exam was quite difficult, but I had been able to answer all the questions.  
 I ... the exam.

**2** I'm sure I can speak English better when I'm older.  
 I ... when I'm older.

**3** My parents disagreed on where to go on holiday, but in the end they could find a compromise.  
 They ... to find a compromise.

**4** The brakes on my bike weren't working, so I could slow down.  
 I ... to slow down.

**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.