

MAKE YOUR POINT

YOUR FUTURE, YOUR CHOICE



**NEW
BACHILLERATO
COURSE**



CAMBRIDGE



MAKE YOUR POINT IS AN INNOVATIVE CAMBRIDGE COURSE THAT COMBINES THOUGHT-PROVOKING TOPICS AND CRUCIAL LIFE SKILLS WITH ESSENTIAL LANGUAGE AND EXAM PRACTICE. IT UNLOCKS STUDENTS' POTENTIAL AT UPPER-SECONDARY LEVEL, ENSURING EXAM SUCCESS AND BEYOND!



A seamless integration of learning and assessment blends language, skills, and exam practice, ensuring students' confidence in exam success.

1 EXAM PRACTICE: READING

THE WORLD IS FULL OF STUFF! | TIM SAMUELS

I've been looking around my bedroom and I've realised that I have too much 'stuff'. Take books for example. One corner of my room looks like a library. Well, maybe not a library exactly because libraries are tidy and organised, but my bedroom is a total disaster. I haven't read all of them, but I can't stop buying more! The problem is that when I buy one book online, I immediately get a message: 'Thanks for buying this book! Here are some more books by the same author.' Or I get an email that says: 'Today only! Buy one book, get another free!' Then of course, when I've got time to read a book, can I find it in my room? No. I know I'm not alone. In fact, a survey shows that we spend on average 153 days of our lives looking for things we can't find. I'm the same with clothes, too. I've got lots of blue jeans, all different brands and labels. My brother says they all look the same, but to me, they don't. It's true though that I only wear one or two pairs.



Did you know that 2.7 billion people buy things online every year? Apparently half of these people (including me) prefer to buy things using their mobiles than from a shop, and I'm not surprised. We hear all the time that online shopping is bad for our towns because nobody wants to go to shops any more, and I know that manufacturing things we don't really need is bad for the environment, but it's so easy to click a button on our phones! Usually, I'm really happy with the things I buy, but when something is broken (like my new sunglasses case) or the wrong size, it's sometimes difficult to get a refund. Online stores are quick to tell me to buy their goods, but when I need something from them, they don't care. When this happens, I feel really stressed! Apparently the average adult in the UK has £1,600 worth of things they don't use. I don't want to be like that, so that's it. No more online shopping for me!

3 Choose the best answer to complete these sentences.

- 1 Tim's bedroom is
 - A tidy and organised.
 - B full of books.
 - C a library.
- 2 Tim finds it hard to
 - A read all his emails.
 - B finish books that he starts.
 - C stop buying new books.
- 3 Tim's attitude to clothes is
 - A similar to his attitude to books.
 - B similar to his brother's.
 - C completely different.
- 4 He isn't surprised that a lot of people
 - A shop online.
 - B prefer online shopping.
 - C have mobile phones.
- 5 When Tim orders something online, he usually
 - A finds something broken inside.
 - B gets it the next day.
 - C is satisfied with it.
- 6 Tim says that online stores
 - A want people to spend money.
 - B never give refunds.
 - C care about their customers.

1 Are the following statements true (T) or false (F)? Justify your answers.

- 1 Tim's bedroom looks just like a library.
- 2 He hasn't read any of his books.
- 3 Tim thinks all his jeans look similar.
- 4 2.7 billion people prefer to buy things using their mobiles.
- 5 The service from online shops is often poor.
- 6 Tim doesn't want to own things that he doesn't use.

2 Answer the questions in your own words.

- 1 What happens when Tim buys a book?
- 2 What is the significance of '153 days'?
- 3 How does online shopping impact towns?
- 4 What is the relationship between online shopping and the environment?
- 5 What examples does Tim give of faulty online products?
- 6 What is worth £1,600?

112

EXAM PRACTICE: READING

2

NO cash here

Are you worried about living in a cashless society? Would you prefer to use cash and debit cards or an app on your phone? Some communities are looking back in time for their payment systems. They are using a system of exchange for things they need. Three people tell us about their experiences of this in modern-day Britain.



A I live in a village and we have an online group. Originally, it was just to share information. Then one day, Sally said she had some old clothes to give away. Lewis said that he would like them for his daughter and asked Sally what she wanted in return. Sally joked, 'someone to do my gardening'. Lewis agreed to pick up the clothes and to spend two hours gardening in exchange. So, that's how it all started!

B There's an online group here where people can exchange their time and knowledge. I'm a retired Maths teacher and lots of students in my town want a bit of extra help before their exams. I don't charge for my services because I enjoy helping young people. The students' parents offer me some of their time instead. I've had one parent redecorate my hallway and another fix my shower. I enjoy being involved, and it's been great to find out how gifted my neighbours are!

C I'd heard about groups in other places and decided to set up a similar group in my city. We had a few teething problems at the start. Once someone agreed to babysit for two hours in return for having a haircut. Unfortunately, the hairdresser was late home, so two hours turned into four. I decided to make things more organised. I set up a website and anyone who wants to take part must register. It's very simple. If Emma, for example, agrees to go shopping for Jim in exchange for two credits, I (or one of the volunteers) take two credits from Jim's account and put it in to Emma's. Emma then has two credits that she can 'spend' on a service from someone else. Everybody decides how much their skill is worth. A mechanic might repair someone's car lights for three credits, or a photographer might 'sell' an hour of their time for four credits.

1 Are the following statements true (T) or false (F)? Justify your answers.

- 1 Sally and Lewis's online group had a different aim at the start.
- 2 The retired Maths teacher finds the extra income useful.
- 3 The online group in paragraph C was the first such group to be set up.
- 4 The babysitter worked for twice as long as they had expected to.
- 5 The credits are physical tokens.
- 6 Each job is worth the same number of credits.

2 Answer the questions in your own words.

- 1 Where are some communities finding the inspiration for the system of exchange?
- 2 How did Lewis benefit from his exchange with Sally?

3 Why did the retired Maths teacher get involved in the exchange system?

- 4 Why did the babysitting job become longer than originally planned?
- 5 In paragraph C, what do people have to do if they want to participate?
- 6 Which skill does the writer suggest is worth the highest number of credits?

3 Find a synonym in the text that means:

- 1 where payments are only made by card or app
- 2 in exchange, when you do something for someone or give them something
- 3 ask for or take money from someone in exchange for something
- 4 part of a house, just inside the front door
- 5 talented
- 6 small issues at the beginning of a new process or situation

113

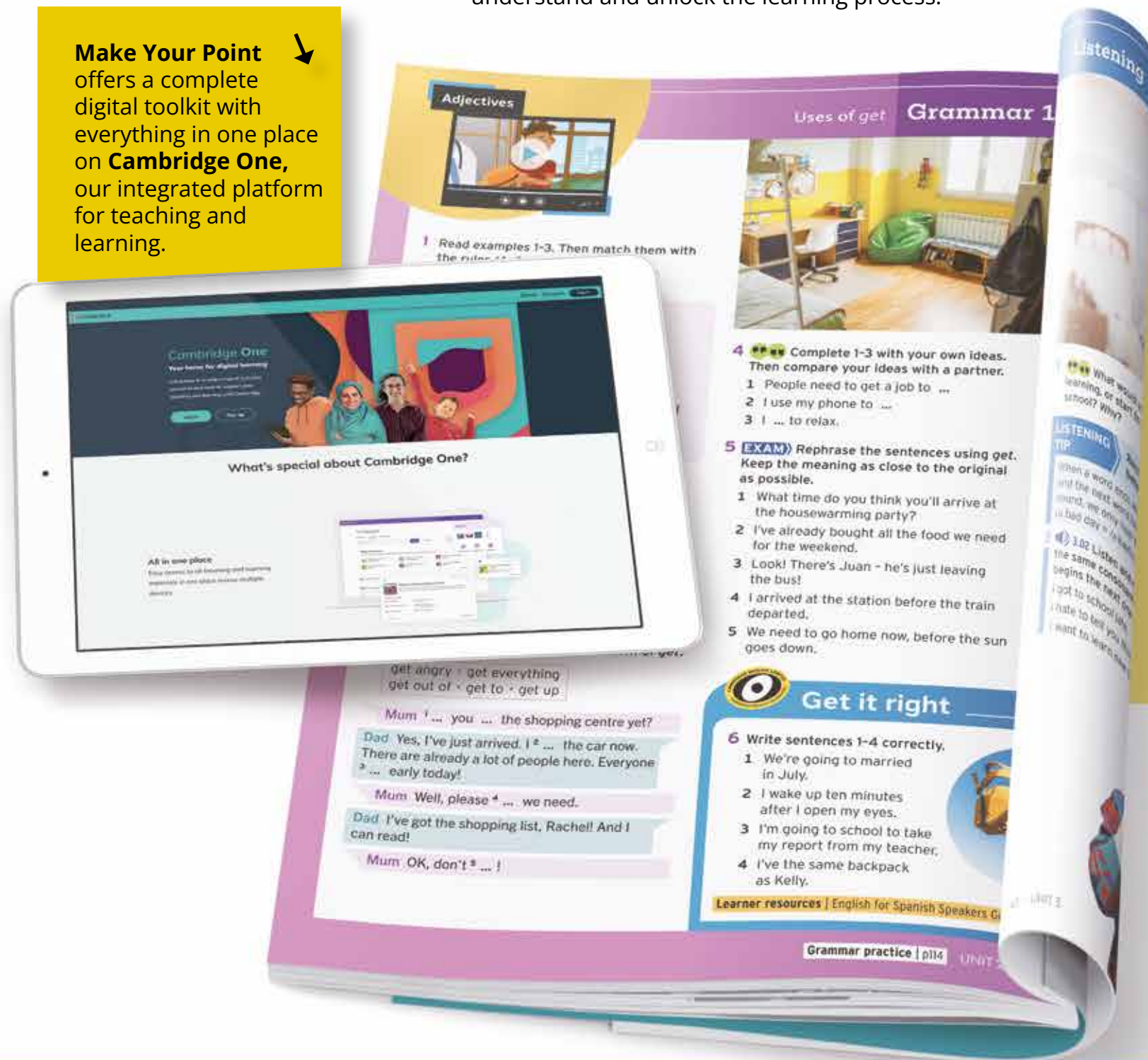
The emphasis on Global Citizenship, supported by Sustainability Agenda 2030 goals, helps students become more active learners and prepares them for their next academic career and life beyond.



INTEGRATED LEARNING AND ASSESSMENT

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.

Make Your Point offers a complete digital toolkit with everything in one place on **Cambridge One**, our integrated platform for teaching and learning.



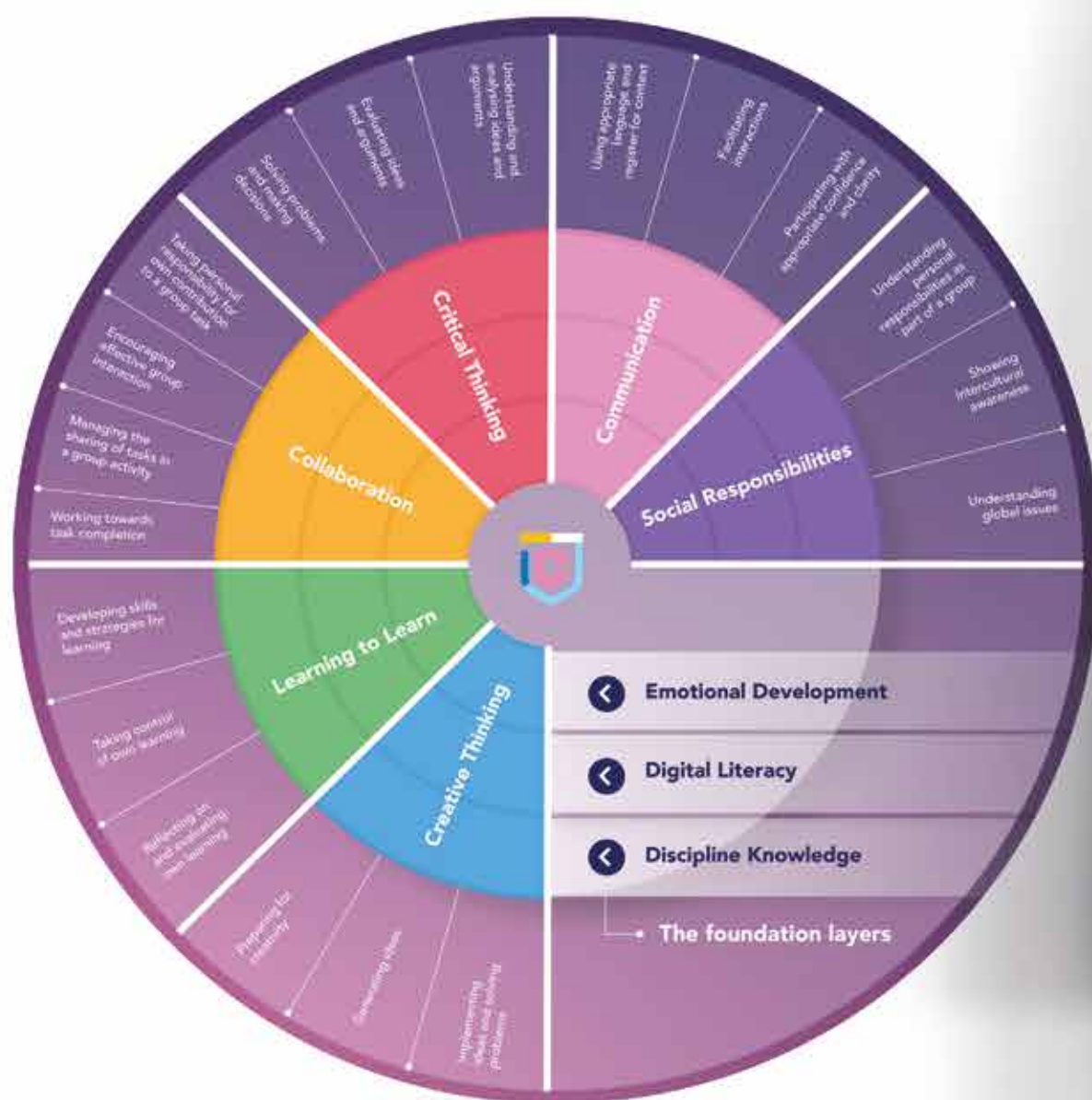
MAKE YOUR POINT AND THE KEY COMPETENCIES

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.

-  **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

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.

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.



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

LOMLOE

All our materials are perfectly adapted to the LOMLOE Law

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.

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.

- Read the article again and decide if 1-4 are true (T), false (F) or the article doesn't say (DS).
- Viruses are the most common danger to our health.
- We sometimes expel viruses from our bodies.
- You don't always feel hot when you have a high temperature.
- If your ear hurts, you probably have a virus.

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? Think about the treatments that you would recommend. Use the ideas in the text and your own ideas.

WHAT HAPPENS WHEN WE GET A COLD?

As you know, it is easy to catch a cold from someone who already has one. If that person coughs, sneezes or even just speaks to you, 'the virus' will fly through the air you breathe. You can become infected in other ways, too – for example, if you touch a surface where the virus has landed and then touch your face, it is possible it will enter your body.

WHAT HAPPENS WHEN WE DEVELOP A FEVER?

If your temperature is higher than 'normal', you've got a fever. It sounds strange, but you will probably feel cold at first. Then you will feel very hot. Doctors think you should stay in bed and feel better. FEVERS are a sign that your body is fighting off an infection. If you have a fever, you should rest and drink plenty of fluids. If you have a fever and feel better, you can go back to school or work. If you have a fever and feel worse, you should see a doctor.

PREPARE AND WRITE

TASK

'It is better for students to live at home when they study at university, so they can save money for the future.' What do you think?

CREATIVE THINKING

Elaborating on and combining ideas
Before you start writing, discuss the topic of the task with a classmate. Listen to their point of view. Make notes on some of their opinions and decide which ones you agree or disagree with. You can use some of these ideas in your essay.

- Look at the phrases in the Useful language box. Add one more phrase you know to each group.

Useful language

to add another idea or reason	Furthermore, ... In contrast, ...
to explain a cause or effect	As a result, ... Therefore, ...
to give a fact or example	It is a fact that ... It is well-known that ...
to introduce the final paragraph	In conclusion, ... To sum up, ...

- 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 subject and say what you think in general.
- Paragraph 2: Present the first point to support your opinion.
- Paragraph 3: Present the second point to support your opinion.
- Paragraph 4: End with a short conclusion and give your opinion.

WRITING TIP

Avoiding repetition

To avoid repetition, use different words and phrases to give your opinions and supporting reasons.

- Find the different ways the writer has described 'student housing' in their opinion essay.

- Write your opinion essay.

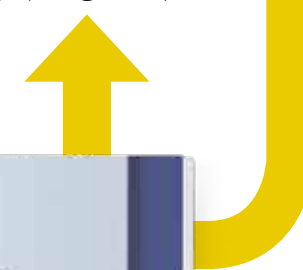
- Use the Writing Plan, the Useful language box and the Writing Tip to help you.
- Write about 150 words.

MAKE YOUR
POINT



Let's take
a closer look
at a unit.

UNIT OPENER



7 IN THE MEDIA

OBJECTIVES

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



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 ...



VLOG



GRAMMAR



REAL ENGLISH



DOCUMENTARY

Each unit opens with a captivating image that sparks curiosity and invites students to explore the topic through discussion.

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 26.

The second and third pages of every unit present an engaging **reading** text accompanied by comprehension questions that reflect the format of the University Entrance Exams.

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've probably seen headings like this: TEN THINGS YOU SHOULD NEVER EAT! or YOU'LL NEVER GUESS HOW THIS STORY ENDS! ¹ ... 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 headings and images that will catch people's attention. For example, you might see LOCAL SCHOOLGIRL WINS MILLIONS. ² ... 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 all 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. ³ ... 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 these days clickbait is much less successful than it used to be. It doesn't trick people so often. ⁴ ... 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 7.01 Read the article again. Match A-E with the gaps in the article (1-4). There is one extra sentence. Then listen and check.
 - A Of course, you want to know more - perhaps it's someone 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 **EXAM** 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 experiences.

These lessons also offer helpful tips and strategies to boost students' reading skills, empowering them to tackle academic texts with confidence.

Each double-page concludes with discussion prompts related to the text, aimed at enhancing students' critical thinking abilities.

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** in each unit is presented with examples in a Grammar Box that come from the first video in the unit. Consequently, the students will have already heard the new grammar in context.

Vocabulary 1 Advertising

1 Complete 1-5 with words in the box.

ads • advertise • adverts • claim • claims
clickbait • commercials • fall for • make up
promote • publicity • trick

- ... is a clever ... that tempts you to click on a link. Lots of people ... it!
- When you write fiction, you ... the story.
- You can ... a product with ... online or with ... on TV or the radio.
- When people make ... , they say something that they haven't proved.
- 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 ¹ ... WOW! soap? The company ² ... that if you use it, you will look ten years younger. Who's going to ³ ... 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 aim was to ⁴ ... people in order to ⁵ ... the idea that smoking was healthy. Then the campaign against smoking gained more ⁶ ... , and it became illegal to make false ⁷ ... like that.

Vocabulary Extension

noun/adjective + -ise = verb

We can add -ise 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 -ise. How does *publicity* change when we add -ise? 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** Amelia 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.

Petra: 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:

¹pronouns / ²possessive adjectives / ³nouns / ⁴verb forms

Grammar reference | p132-133

2 Complete the reported sentences with the correct pronouns and possessive adjectives.

- 'I like your plan for a demonstration.'
Jane tells Martin that ... likes ... plan for a demonstration.
- 'Your design for a poster is better than mine, Leo.'
Annie tells Leo that ... design for a poster is better than
- '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 1-2.

- Anna & John:** We don't believe this project will be good for our town.
Anna and John say ...
- John:** I believe we'll win the fight and people will thank us.
John believes ...

Reported opinions Grammar 1

- 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 EXAM Rephrase the sentences using the words given. Keep the meaning as close to the original as possible.

- Fred:** 'I'd rather not visit the museum today, Anna.'
Fred tells ...
- Carrie:** 'I don't think the restaurant is suitable for me and my family.'
Carrie says ...
- James & Mathilde:** 'We'd like to buy a new playhouse for our children.'
James and Mathilde say ...
- Darius:** 'I'm going to pass this exam and nothing can stop me.'
Darius says ...
- Maria:** 'I believe you're telling the truth, Liam.'
Maria tells ...
- John:** 'A new motorway won't have any benefits for my town.'
John argues ...



Get it right

6 Write sentences 1-4 correctly.

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

Learner resources | English for Spanish Speakers Guide

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.

Get it right boxes throughout the units highlight common grammar mistakes made by Spanish-speaking learners.

LISTENING AND SPEAKING

This **Listening page** is designed to help students develop the skills and strategies that are applicable to any exam or real-life listening context.

The **Speaking page** explores a range of language functions. Students are presented with a model text and are guided to pick out phrases characteristic of the target function highlighted in the Useful Language box.

The section opens with a short discussion to contextualise the topic and elicit relevant vocabulary before moving on to comprehension tasks.

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

Listening tips deal with a different aspect of the listening process, drawing students' attention to ways in which they can use both linguistic and extralinguistic cues to facilitate their understanding.

Listening A monologue

- 1 Do you think fake news is always a bad thing? Why (not)?

LISTENING TIP

Opinions

You can often identify a person's opinion from the words that precede them: *I (don't) think/feel/believe* or *In my opinion*.

- 2 7.02 Listen to extracts 1-6. Use the Listening Tip and note in which extracts the speaker is giving an opinion.
- 3 7.03 Listen to a speaker answering questions about fake news. Match A-I with 1-8. 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 ...

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

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

- different types of fake news creators
- the history of fake news
- 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.



88 | UNIT 7

Comparing pictures Speaking

- 1 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 7.04 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 windmill in the background and it looks too perfect. This photo looks like it is 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 It said that AI is so good these days 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 they use?

Useful language

Describing

This is a photo of/This photo shows ...
In the photo, I can see ...
There is/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 is/are ...
Both photos show ...

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



Photo A



Photo B

Easily confused English verbs



- 5 Correct the easily confused verb in each sentence.

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

This lesson also includes a **Real English** video that connects to the unit's theme and reinforces the speaking focus.

UNIT 7 | 89

The **second vocabulary lesson** builds on the words highlighted in the reading text, offering a set that includes varied parts of speech and phrasal verbs.

Vocabulary 2 The news

Do you believe everything you see or hear, or can you detect fake news? These days, with constant, **live 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** false stories, or 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 teenagers are actually fairly good at identifying it! The **broadcast** showed British teenagers in a lesson where they had to evaluate news items, including posts on social media, **headlines** and short videos. Most students were quite cautious. 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.

At the end of the programme, a **reporter** interviewed their teacher. She told him she was feeling quite proud of her students!

What is the best way to detect fake news, then? First, always read, watch or listen carefully. Use your instinct. Does it actually sound true? Then, ask yourself where the story has come from. If it's a website, check its address. Is it genuine? Check other websites. Are they reporting the same thing? If they are not, why not? You should also always check the age of the story. Is it about current events, or is it old news? If it's an article, check the date. If it's a video, when did they **record** it? Next, you can use an online 'fact checker' to confirm a story. Finally, and most importantly, do not share a news story unless you are sure it is true.



1 **1 1 1** 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.

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

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

Phrasal Verbs *find out/grow up/rely on*

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 **rely on** 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 from a technology survey. Then complete the rule.

Reported questions

*It asks them **how they use** the internet, and **what devices they use**.*

*It asks **if people spend** much time online.*

*It asks **whether the effect of social media** is positive or negative.*

We can report a question using **ask** or **want to know**.

When we report **Wh-** questions, we use a question word.

When we report **Yes/No** questions, we use ¹ ... or ² ...

Grammar reference | p132-133

2 Report the questions in the survey.

- 1 How often do you play video games?
- 2 Which social media platforms do you use?
- 3 How do your friends usually contact you?
- 4 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 1 1** Look back at the examples in Exercise 1. What were the actual questions in the survey? Take turns to ask and answer these direct questions.

AIM HIGHER

When we **report commands and requests**, we can use verbs such as **apologise, advise, invite, suggest, threaten** and **warn**.

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

advised • invited • warned

- 1 'Would you like to come with me to the multimedia exhibition?' asked Charlie.
- 2 'Don't watch it because it's too scary!', said Eva.
- 3 'You shouldn't believe everything you read in the papers,' said Callum.

Reported questions Grammar 2

4 Read the examples below. Then choose the correct option to complete the rule.

Reported statements

direct speech	reported speech
'We'll check the sources.'	They said they would check the sources.
'I'm feeling quite proud of my students!'	She told him she was feeling quite proud of her students!
'They know a lot about fake news.'	She said they knew a lot about fake news.
'They grew up/have grown up with social media.'	(She said) they had grown up with social media.
'He can teach us a few things!'	We said he could teach us a few things!

When we report what somebody **said in the past / believes now**, the tense usually changes. We move the verb 'one step back' into the past.

Grammar reference | p132-133

5 Complete the reported speech.

- 1 'I don't believe the story,' Joe said ...
- 2 'They made it up,' Sam said ...
- 3 'We're checking the sources,' They said ...

6 **1 1 1** Complete the sentences and tell your partner. Report what your partner said. This morning, I ... Last night, I ... I can't ... I've never ...

The lesson culminates in a paired speaking activity, allowing learners to actively apply the new vocabulary in a meaningful exchange.

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

WRITING

The lesson then guides them through scaffolded tasks that develop ideas, organise content, and lead to a final writing output.

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 outline of what you plan to do in the following paragraphs.

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

Present your opposing or different arguments. These are the reasons, and examples, that reject the idea you gave in the introduction.

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

- 1 'When I was young,' said my dad, 'we listened to vinyl records – no one had a smartphone to play music on.' Dad would be pleased to know that some young people nowadays are turning to 'old-style' analogue tools such as film cameras, paper notebooks and wristwatches instead of digital ones. In this essay, I want to look at both sides of the argument about which is best and why.
- 2 On the one hand, using analogue technology means you have to slow down and focus on what you are doing. Taking a photo with a film camera is more satisfying than simply pressing a button on a smartphone. In the same way, writing a journal, some people claim, is a more 'human' experience than relying on technology to spell check what you write.
- 3 On the other hand, digital technology is convenient. You can store songs, photos and notes on cloud platforms and find them instantly. Digital cameras let you take photos without worrying about film, and digital notebooks make it easy to organise information. Using digital tools also saves paper and is more environmentally friendly.
- 4 To sum up, both digital and analogue technologies have their strengths. While digital is more practical, in my opinion analogue offers a more meaningful experience. In the end, it's really about what you value more: speed and efficiency or the physical nature of the experience.



- 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 ...
1 *should* / *shouldn't* use semi-formal language and tone.
2 *need to* / *don't need to* present a balanced argument with reasons.
3 *have to* / *don't have to* include examples to support your arguments.
4 *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?



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 ...
I'd like to discuss the pros and cons of ...

Expressing an argument

On the one hand, ...
Some people argue/claim/say 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/claim/say 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 |
| 2 On the ... hand | 4 To ... up |

- 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 (1-3) to their function (A-C).

- 1 In addition/Also/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.

Exam practice: Writing | p145 | UNIT 7 | 93

Students first analyse a model text annotated for key language, structure, and writing purpose.

CULTURE AND THE CITIZENSHIP PROJECTS

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.

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.

Focus on Culture

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



DOCUMENTARY

Watch the video. What is unusual about the way the BBC receives money? Watch the video again. Complete the sentences and dates. How often do you listen to the BBC World Service in your language? How many people work for the BBC? When did the BBC start broadcasting TV programmes in your country? When were the Olympic Games first on TV?

Citizenship Project

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

DIGITAL COMPETENCE
Creating online questionnaires

Learner resources | Citizenship project

- 7.05 Read and listen to the article. Is it subjective or objective?
- Read the article again. Decide if 1-5 are true (T), false (F) or the article doesn't say (DS).
 - Mark Zuckerberg is from New York.
 - Mark Zuckerberg's first website was thefacebook.com.
 - Only students at Harvard used thefacebook.com.
 - In 2020, Facebook had more than 2 billion users.
 - Opinions on Facebook have influenced elections.

- Which social media sites do you use?

Regardless of this 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 it continued to grow. In 2020, it had 2.7 billion users and was worth \$743.9 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; it allows companies to direct their ads very accurately to individual people. Some people think it's wrong because it invades our private lives, while others believe it is a good way to give people information that's 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 boards, in order to control fake news. Many people believe that fake news stories on Facebook even affect election results. Others say that everyone has the right to free speech.



8

Focus on Culture

- What do you know about the diseases in the box? How does medicine protect us from them?

flu • measles • polio

Polio: the killer



DOCUMENTARY

- Watch the video. In which decade did vaccination of American children against polio begin?
- 5.05 Read and listen to the article. Choose the best title.
 - The cleverest animal ever
 - A horror story that came true
 - The sheep that changed the world

In 1997, a very unusual celebrity called Dolly became headline news across the world. Soon after she was born, she became a media sensation. Why? Because she was Dolly the Sheep – the successful result of a scientific experiment. For the first time, scientists had managed to clone a mammal from an adult cell. They had taken a cell from a female sheep and placed it into another female sheep. 148 days later, Dolly was born at the Roslin Institute, which is part of the University of Edinburgh in Scotland.

The world reacted with amazement. Some experts were excited, others were afraid, but everyone agreed that it was extraordinary. *The Washington Post*, which is an important American newspaper, said it was 'the biggest story of the year, the decade, even the century'. Scientists had tried many times to do something like this – in fact Dolly was the 277th attempt! Many people had thought it was impossible, so the story caught the public's imagination. The American composer Steve Reich even put Dolly in an opera! A lot of people were excited about what this experiment might mean for medical science in the future. Perhaps cloning might help to eliminate inherited disabilities. Other people were worried. Were scientists going to start cloning humans? Would they bring back dinosaurs, like in the film *Jurassic Park*? Was it a wonderful step

forward for humanity, or a terrifying move towards a world of Frankenstein's monsters?

Since then, the drama has subsided. It soon became clear that cloning humans was not going to happen. Why?

First, because the methods they used to clone Dolly would not work with humans. With more research, cloning a person might be possible, but most scientists agree that it would be unethical. Also, it might have tragic consequences. For example, it would be terrible if a cloned child was born with deformities. However, scientists have learned a lot from Dolly. Her cloning has led to important breakthroughs in medical research and means exciting new medical techniques and therapies.

Meanwhile, what happened to Dolly? She lived a life that was normal for a sheep, although she had six lambs. However, if you had seen her on display at the Roslin Institute in Edinburgh,



Additionally, it includes a feature that links to a Citizenship Project highlighting Sustainable Development Goals (SDG) themes.

Citizenship Project

Find out about organisations fighting for animal rights.

DIGITAL COMPETENCE
Creating digital flashcards

Learner resources | Citizenship project

- Read the article again. Complete the sentences with one or two words, or a number.
 - Dolly grew from a cell from a ...
 - Scientists had tried to achieve this result ... times before Dolly was born.
 - Some people were optimistic about new possibilities in ...
 - Other people thought ... might come back.
 - The Dolly experiment has helped ...
 - Dolly died when she was ...

6

The Story Of FACEBOOK

In 2003, a 20-year-old American student had an idea for a new website. He designed a site 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 Facemash. This new idea changed the world.

Although the authorities soon stopped Facemash, Zuckerberg and a group of friends launched another site, called thefacebook.com. The aim was simply to connect 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 wasn't all smooth, however. Three of Zuckerberg's fellow students claimed that he had taken ideas from them without rewarding them. This controversy continued until 2008. Finally, Zuckerberg, who was by then a billionaire, agreed to pay his former friends a lot of money. The 2010 film, *The Social Network*, is based on these events.

94 | UNIT 7

What do you dream of?

VLOG | Watch the video

2 Watch the video and choose the option (A, B or C) that you are most interested in.

A becoming a famous person

B acting in a film

C studying in a foreign country

3 Watch the video and answer the questions 1-3.

1 What does Anna want to do?

2 How does Anna feel about her personality?

3 Why does Anna want to be famous?

4 What does Anna think about her future?

5 What does Anna think about her friends?

6 What does Anna think about her life?

7 What does Anna think about her future?

8 What does Anna think about her friends?

9 What does Anna think about her life?

10 What does Anna think about her future?

11 What does Anna think about her friends?

12 What does Anna think about her life?

13 What does Anna think about her future?

14 What does Anna think about her friends?

15 What does Anna think about her life?



SUSTAINABILITY



The Sustainability Framework for 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.



→ For more information, visit: cambridge.org/sustainability-elt

VIDEOS AND ACCESSIBILITY

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.

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.

↓ 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.

→ Writing-focused videos that offer helpful tips and strategies for improving their skills in specific genres required for the exam.

↖ Dynamic and informative short videos, featuring archival footage, photos, and contemporary clips. They support follow-up cultural comparisons.



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.

DIGITAL TOOLS

Presentation Plus

Digital front-of-class preparation, with Interactive Student's Book and Workbook, embedded audio, video and activities, a PDF of the Teacher's Book and additional activities and games.

Test Generator

An evaluation tool that allows teachers to create ready-made and fully customisable tests at different levels of difficulty.

Teacher's Resource Bank

A complete package with all the classroom resources teachers need:

- Sentence Transformation.
- Reading and Writing Practice.
- Writing and Grammar Practice.
- Pronunciation Practice.
- Writing Video Practice.
- Reading and Writing Practice Literature.
- Projects and Teaching Notes (which include the Citizenship Project and Citizenship Project Teaching Notes).
- Integrated Learning and Assessment.
- Programaciones.

Presenting all your digital tools together in one place!

Make Your Point delivers engaging learning experiences through a rich range of teaching materials, all available on **Cambridge One**.

Student's eBook and eWorkbook

Interactive eBooks include integrated activities and the possibility to set homework, track students' progress and grade online.

Linguaskill 
from Cambridge

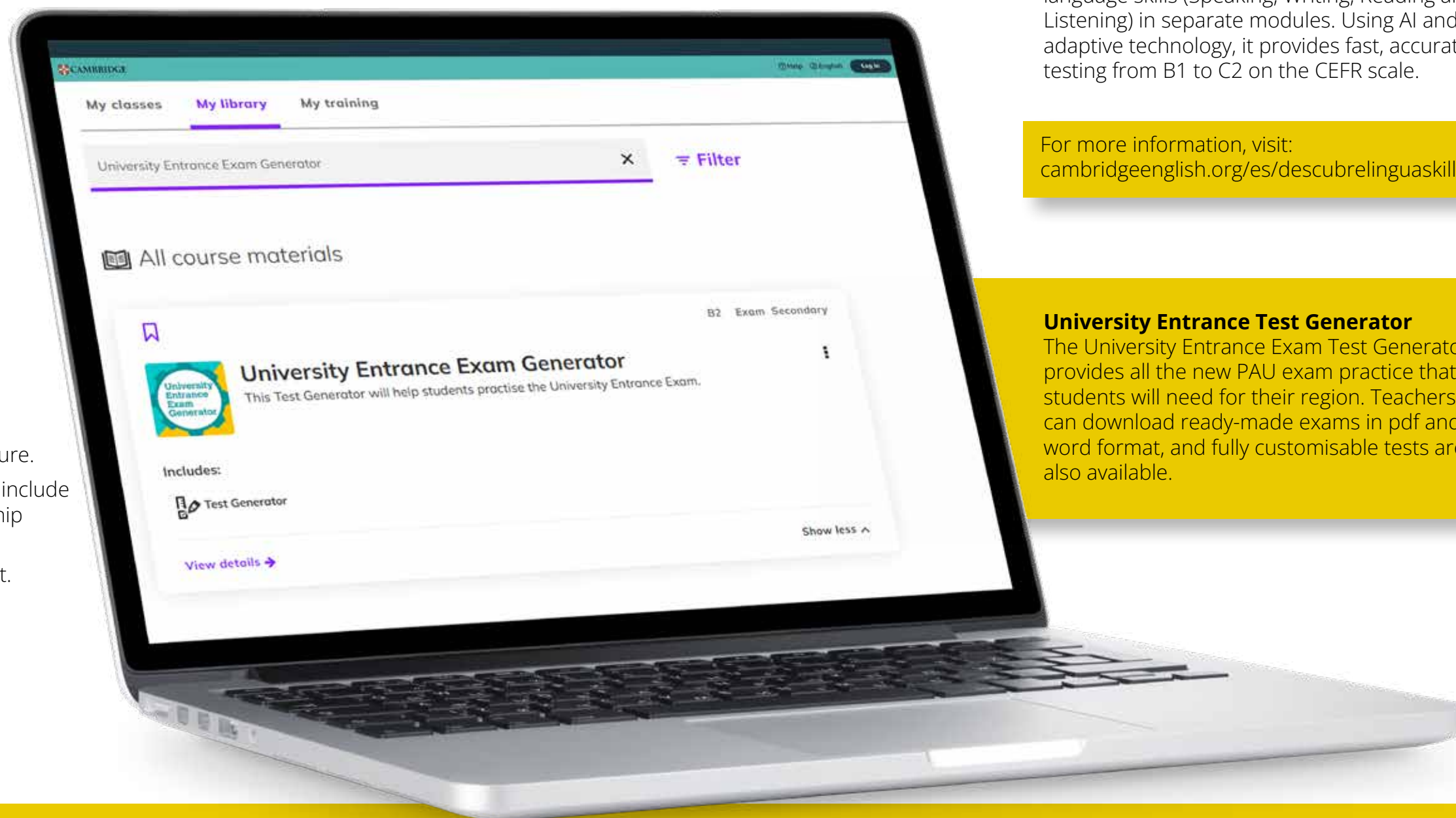
Linguaskill Digital Practice Test: an online test environment to help learners build confidence with Linguaskill.

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.

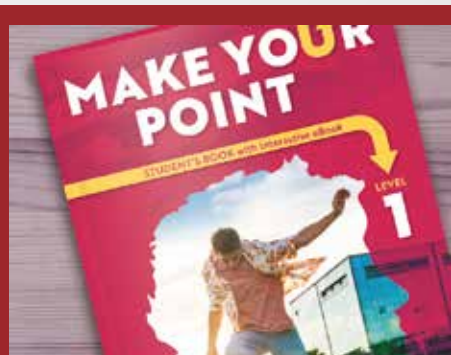
For more information, visit:
cambridgeenglish.org/es/descubrelinguaskill/

University Entrance Test Generator

The University Entrance Exam Test Generator provides all the new PAU exam practice that students will need for their region. Teachers can download ready-made exams in pdf and word format, and fully customisable tests are also available.



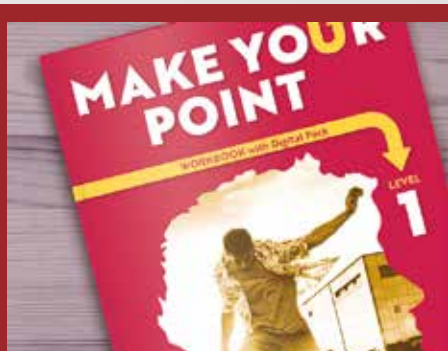
STUDENT



STUDENT'S BOOK with Interactive eBook

The Student's Book consists of the following sections:

- **Starter Unit:** reviews key grammar and vocabulary to help determine students' current level of English.
- **8 Topic-Based Units:** each includes Grammar, Vocabulary, Reading, Listening, Speaking, and Writing sections.
- **Culture & Review Lessons:** Culture pages in odd-numbered units and Language Review in even-numbered ones.
- **Language Reference:** grammar tables, rules, and vocabulary lists, as well as additional **Grammar and Vocabulary practice, Extra Writing Practice,** and lists of **False Friends** and **Irregular Verbs.**
- Each unit includes **audios** and **videos** that complement the lessons.



WORKBOOK with Digital Pack

The Workbook reflects the task types in the Grammar, Vocabulary, Reading, and Writing sections of the Student's Book.

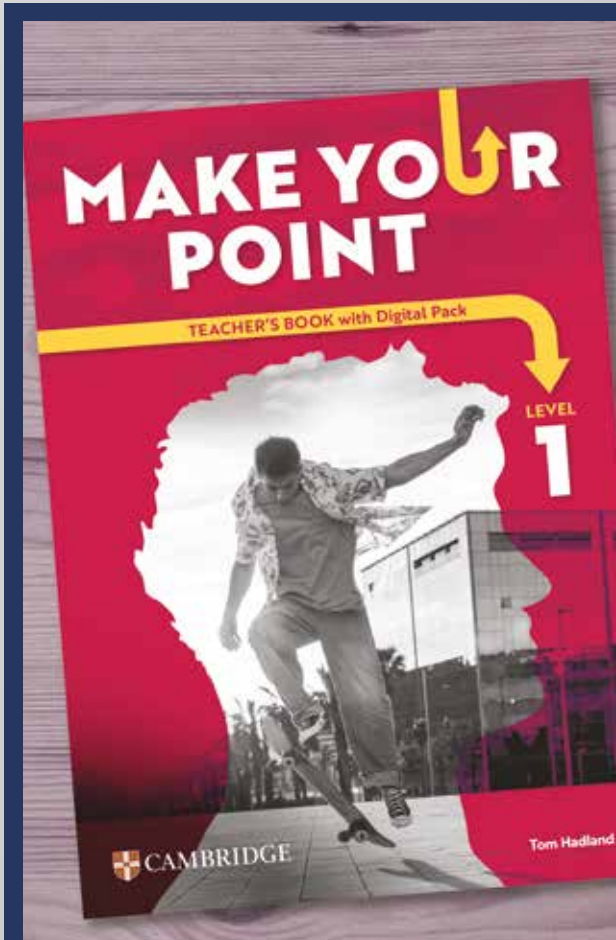
- Provides students with plenty of practice to reinforce their learning of new language in each unit.
- All exercises include a star rating system to grade difficulty:
 - ★ One star for the most basic
 - ★ Up to three stars for the most challenging



DIGITAL STUDENT'S BOOK and WORKBOOK

For teachers interested in a fully digital classroom with the possibility to set homework, track students' progress and grade online. These books are hosted on **BlinkLearning**, can be used online and offline and are both multiplatform and multi-device.

TEACHER



TEACHER'S BOOK with Digital Pack

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.

Cambridge One

Digital Support

With *Make Your Point*, everything you need is on **Cambridge One**.

Student's Interactive eBook

The Student's Book gives access to:

- **Interactive eBook:** an interactive version of the printed book with audio, video and online activities, with the possibility to set homework, track students' progress and grade online.
- **Learner Resources:** Culture Projects worksheets for easy access.

Student's Digital Pack

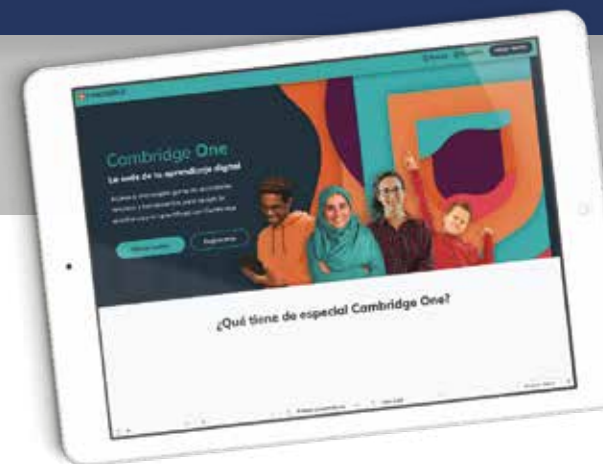
The Workbook includes a code with access to:

- **Interactive eBook:** an interactive version of the printed book with audio and online activities, with the possibility to set homework, track students' progress and grade online.
- **Linguaskill digital practice test:** the ideal preparation tool for *Linguaskill*.
- Additional **Learner Resources.**

Teacher's Digital Pack

A code in the Teacher's Book gives access to everything that learners can see plus:

- **Presentation Plus** is our classroom presentation tool with Interactive Student's Book and Workbook, embedded audio, video and activities. It also includes the Teacher's Book for easy access. This new version also allows teachers to create assignments directly from the screen.
- **Test Generator** allows teachers to download or produce customised mock exams for their students.



University Entrance Exam Generator:

an easy-to-use tool allows teachers to prepare updated mock university entrance exams for all the autonomous regions.

→ **Teacher Resources:** includes downloadable, photocopiable material to dip into depending on the needs of each class. These resources feature extra worksheets, as well as audios, videos and transcripts.

Cambridge recommends the responsible use of technology.

MAKE YOUR POINT



YOUR FUTURE, YOUR CHOICE

We believe that English can unlock a lifetime of experiences and, together with teachers and our partners, we help people to learn and confidently prove their skills to the world.

cambridge.es/makeyourpoint

Where
your world
grows