

SHAPE THE FUTURE/

LOMLOE
✓ Ready

Nada existe hasta que lo haces.



CAMBRIDGE
UNIVERSITY PRESS

El futuro está por construir y son las nuevas generaciones las que deben hacerlo. Nuestra misión es situarnos en la vanguardia de la innovación educativa, ayudando a los estudiantes a desarrollar las habilidades, competencias y actitudes que necesitan para sentirse capaces de dar forma al futuro.

Shape the Future se ha creado con esta idea en mente, y se basa en el *Cambridge Life Competencies Framework*. El marco está estrechamente relacionado con las nuevas Competencias Clave de la LOMLOE:



C1
Competencia en comunicación lingüística



C5
Competencia personal, social y de aprender a aprender



C2
Competencia plurilingüe



C6
Competencia ciudadana



C3
Competencia matemática y en ciencia y tecnología (STEM)



C7
Competencia emprendedora



C4
Competencia digital



C8
Competencia en conciencia y expresión culturales

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English for Spanish Speakers

SHAPE THE FUTURE/

STUDENT'S BOOK → 01

BACHILLERATO
BATXILLERAT
BATXILERGOA
BACHARELATO

AUTHORS PHILIP WOOD
VICKY ANDERSON



Experience
Better
Learning

CAMBRIDGE

English for Spanish Speakers

SHAPE THE FUTURE/

STUDENT'S BOOK → 02

BACHILLERATO
BATXILLERAT
BATXILERGOA
BACHARELATO

AUTHORS PHILIP WOOD
WILL VARNEY



Experience
Better
Learning

Shape the future es un curso innovador que ofrece unas sólidas prácticas lingüísticas y de examen, pero que se centra al mismo tiempo en las competencias para la vida, en el desarrollo de creatividad y habilidades colaborativas y sociales, junto con las competencias lingüísticas y de estudio. ¡Prepara a tus alumnos para dar forma a su futuro en la vida real!

¿Cómo lo conseguimos?

01 Excelente desarrollo de vocabulario

Lección tras lección, se practica la lengua de manera consistente, prestando especial atención a la adquisición de vocabulario, pues el profesorado ha detectado que este aspecto es un punto flaco pero esencial para los estudiantes de bachillerato.

02 Preparación del examen

La superación de las pruebas de acceso a la universidad está garantizada con prácticas y estrategias de examen completas. Paralelamente, también se ayuda a preparar los exámenes de Cambridge, incluyendo páginas adicionales dedicadas a la comprensión auditiva y la expresión oral.

03 Pensamiento crítico y competencias para la vida

Los proyectos colaborativos y las lecciones sobre competencias para la vida se centran en cuestiones como gestionar los sentimientos, el pensamiento crítico y la resolución de problemas, en base al *Cambridge Life Competencies Framework*.

¡Echa un vistazo!



01 – Presentación de las unidades

Cada unidad comienza con una página de presentación impactante y un vídeo documental que genera curiosidad e interés en el tema.



Learning Outcomes

Reading: understand and discuss an article about alternative stories

Language: reported speech; questions; learn words related to stories and literature, and time adverbs and expressions

Listening: listen to a discussion about a literary extract

Speaking: practise telling an anecdote

Writing: write a retelling of a narrative

Life Skill & Project: develop creative thinking and design a creative group presentation



Los **Learning Outcomes** se presentan para que los estudiantes sean conscientes de lo que van a aprender y puedan ver el sentido que tienen los objetivos.



02 – Reading: el motor del pensamiento

Los textos de lectura se han escogido cuidadosamente para sorprender, estimular, suscitar controversia, tratar temas del mundo real y lo más importante: provocar la reflexión.



RULE-BREAKERS IN HISTORY

UNIT 6 READING

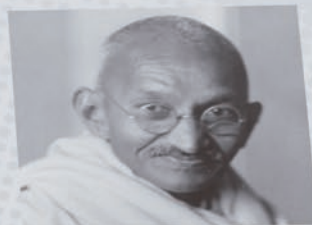
KEEP THIS GATE CLOSED & LOCKED



Most of us automatically think that it's wrong to break the law, but is this always the case? What happens when the law is unjust or makes you do something which goes against your conscience? This is a dilemma which has been **going on** for centuries. To take a relatively recent example, if you were a pacifist in Britain in the Second World War and refused to fight for religious or moral reasons, you could be arrested and imprisoned. Who was acting morally here – the government or the people who refused to take part in the conflict?

Frequently, people decide not to obey the law for political reasons, because they think the government is **taking away** their basic rights. For example, the Suffragette movement in Britain was **set up** at the end of the 19th century to campaign for women's right to vote. At first it was a peaceful and legal movement, but it gradually became violent because the government constantly **put off** making any changes to the law. To draw attention to their cause, the Suffragettes set fire to post boxes and several churches were even bombed, including Westminster Abbey.

The history of the Suffragettes raises an interesting question: Are we ever justified in using violence to **fight back** when laws are oppressive? One of the most iconic figures of the 20th century, Mahatma Gandhi, thought that the answer was no. Gandhi was the leader of the Indian independence movement. He was also one of the greatest advocates of non-violent civil disobedience that has ever lived. Gandhi was imprisoned many times for his opposition to British rule, but he never stopped believing that resistance must be peaceful because he did not want to see a world full of violence and hatred. As the famous saying goes, 'An eye for an eye leaves the whole world blind'.



In contrast to Gandhi, another iconic figure of the 20th century, Nelson Mandela, came to believe that violent resistance was sometimes justified. Mandela was the leader of the African National Congress (the ANC) in South Africa, which was opposed to the systematic oppression of black people in the country. In its origins, the ANC was inspired by Gandhi's ideals and campaigned in a non-violent way. However, after the Sharpeville massacre, when 69 black people were



killed by armed police in a peaceful protest in 1960, the organisation decided that violent opposition was the only way forward. As Mandela said at his trial, 'We felt that without violence there would be no way open to the African people to succeed in their struggle against white supremacy'.

It's important to consider two crucial points when talking about laws. First, the law is not a universal moral code. It's a living thing, and adapts to the times. Take divorce, for example, which was illegal in Spain until 1981. Secondly, laws reflect the culture of the countries where they are passed. For instance, in the United States the right to own a gun is guaranteed by the constitution, whereas in the European Union very strict laws regulate gun ownership. In addition, when a law is unjust, history shows that it won't be changed unless people **stand up for** what they believe in and protest.

Culture spot

The film *Suffragette*, released in 2015 and directed by Sarah Gavron, tells the story of working class women in the British Suffragette movement.

Crime and Justice 77



El pensamiento crítico es un elemento clave. Las tareas específicas animan a los estudiantes a pensar más allá de la mera presentación de lengua, lo cual también les brinda la oportunidad de debatir más en profundidad los temas.

A FAMILY WITH FRONTIERS

UNIT 3 READING



1 First, the good news. Healthcare in the developing world is getting much better, fewer children are dying young and people in general are living longer. Now, the bad news. As a result, the world's population is steadily increasing and scientists are predicting serious global food shortages within 40 years. So, the big question is: how are we going to find new and sustainable sources of food? If you want to find out about some possible options, continue reading!

2 Insects are one possibility! They contain lots of protein and, believe it or not, there are around 1,400 species that we can eat. Although in the West insects are not part of our staple diet, in some countries they eat up whole plates of the creatures! There's a problem, though, isn't there? To most of us, insects look revolting. One possible solution is burgers and sausages that are made from crushed insects. If you don't ask, you'll never know that they've got insects in them!



If insect burgers aren't your thing, there's another exciting development on the horizon: synthetic burgers. These are burgers made in the laboratory from animal cells. Although the first one was presented to the public in 2013, producing them is very expensive at the moment. So

3 don't expect to see them in your supermarket any time soon! Even so, experts think that in 10 or 15 years we'll have the technology to make them at a competitive price. So, in the future, perhaps we'll be able to become vegetarians without giving up the taste of meat.



4 We all know that the way food looks and smells can make it more or less appetising. But can sound affect the way we perceive food? Apparently, it can! A recent study by scientists at Oxford University found certain tones can make food taste different. For example, low sounds played on brass instruments can make things taste more bitter. In contrast, food tastes sweeter when high-pitched tunes, played on a piano or bells, are played softly in the background. These results could have widespread applications. For example, if people listened to the appropriate type of music in restaurants, we would be able to reduce the amount of sugar in food without people noticing. The potential benefits could be huge for people who need to cut back on sugar for health reasons.

5 Scientists at Oxford have also been working on how colour affects our appetite. Interestingly, they've found that people think ice cream

tastes sweeter when it's served on a white plate and not a black one. But they aren't just interested in ice cream. They've been working with hospitals and experimenting with different-coloured trays and plates to encourage patients to eat more. Lack of appetite can be a crucial problem for people undergoing chemotherapy: the treatment makes them feel sick and they often turn down all the food they're offered. The researchers have already made one important discovery in this area: red trays are a big no-no because people associate red with danger, and eat less as a result.

6 From artificial burgers to sweeteners in the form of music, the future of food is a fascinating one. However, speaking personally, I don't think scientists will ever come up with anything tastier than good old British fish and chips served in white paper. But perhaps I'm a traditionalist and need to keep up with the times! And if I hadn't grown up in the UK, I wouldn't have eaten it so often!



Culture spot

Entomophagy is the consumption of insects as food. People in 36 African and 29 Asian countries eat insects. And 11 European countries are also insect-eaters!



03 — Reading: prácticas de examen, lengua y cultura

Las actividades de lectura se basan en las tradicionales preguntas en las Pruebas de Acceso a la Universidad y desarrollan competencias de examen.

Phrasal Verbs
Los *phrasal verbs* se presentan en contexto en el texto de lectura, y se practican con más actividades durante la primera lección de vocabulario. →

DigiQuest
Los recuadros *DigiQuest* incluyen una pregunta relacionada con el tema de la unidad, para que los estudiantes busquen más información en internet. →

READING



Remember to use the information in the title and visuals to predict what a text is about.

1

Read the article headline and look at the photos. Then discuss possible answers to these questions.

- 1 What is a weather machine?
- 2 How might it be used?
- 3 How could it benefit Britain?
- 4 Who might be in favour or against the machine?

2

Read the article quickly. Were your answers to Exercise 1 correct?

3

Six sentences have been removed from the article. Choose from sentences a–g the one which fits each gap 1–6. There is one extra sentence.

- a Even so, European leaders have already expressed concern over the news.
- b The head of the farmers' trade union was interviewed on the BBC this morning.
- c But how do we know that they're telling the truth?
- d This new machine is made of titanium and steel.
- e WikiLeaks, the news organisation that publishes classified information from anonymous sources, has just revealed its most stunning story yet.
- f That's possibly because it's not true!
- g In fact, it seems that the US military has been involved in developing the machine.

4

▶ 8.01 Read the text again and listen. Answer the questions.

- 1 What are the limitations of the weather machine?
- 2 As a result of the machine, who will choose to spend their holidays in Britain in the summer?
- 3 Why are some people worried that the machine could be used in a negative way?
- 4 Who does *We* (line 19) refer to?
- 5 What is the British government's official position on the machine?
- 6 Does Philip de Vere think the machine exists? Explain your answer.
- 7 What happened on 1 April 1981?
- 8 What is the main purpose of this text?

5 Find words and phrases in the text with the following meanings.

- 1 cultivate (paragraph 1)
- 2 machine (paragraph 3)
- 3 until now (paragraph 3)
- 4 possible (paragraph 4)
- 5 suppose that something is true (last paragraph)

Phrasal verbs

6

Choose the correct meaning for the phrasal verbs highlighted in the text.

- | | |
|----------------|---|
| 1 carry out | show / do |
| 2 come up with | invent / destroy |
| 3 get back to | announce again / answer |
| 4 find out | discover / find something that is lost |
| 5 look into | accept / investigate |
| 6 turn out | create / have a particular result, especially an unexpected one |

7

Complete each sentence with the correct form of a phrasal verb from Exercise 6.

- 1 When will you ... if you have passed the exam?
- 2 Did the party ... to be good in the end?
- 3 I've ... a great way to learn irregular verbs! It's fantastic!
- 4 You've got a good study plan, but will you have the discipline to ... it ... ?
- 5 Can you ... me by tomorrow, please? I need an answer!
- 6 We need to ... why the wi-fi isn't working today.

8

Critical Thinking

Discuss the questions in pairs.

- 1 Did you believe the article until you got to the end?
- 2 Is there anything like April Fool's Day in your country?
- 3 Do you think it's acceptable for newspapers to intentionally publish false stories on 1 April? Why/Why not?



DigiQuest

Do an Internet search for the word *post-truth*. When was it International Word of the Year? Why do you think it was chosen that year?





UK

government's big secret

A WEATHER MACHINE!

Laura Murray
Science and Technology Correspondent
12 September 2019 / 08:45 GMT

1... After carrying out top-secret experiments in an isolated complex on the Scottish island of Harris, scientists working for the British government have come up with a machine which controls the weather over a radius of 4,500 kilometres! Thanks to this revolutionary invention, the government will be able to make sure that weather conditions in the UK are ideal for growing plants and crops.

2... He said that this was great news for all farmers in the UK, and that he was looking forward to speaking to the Minister of Agriculture to get more details. But it's not just British agriculture that will benefit from this remarkable machine. Using this new technology, scientists will be able to guarantee a warm and dry July and August. This will mean that more tourists than ever will come to visit Britain, and perhaps fewer British people will want to go abroad in the summer. Furthermore, in theory the British government could make it rain in the summer in countries such as Spain or France.

According to the documents released by WikiLeaks, the project has been financed by the British and the US governments. 3... This increases the speculation that the device could be used for economic warfare, or something even more sinister. We have contacted the government and so far they haven't got back to us. However, this morning a government spokeswoman stated that there was no truth in the rumours and that the machine didn't exist. 4... The German prime minister said that it would be 'immoral' to ever use the machine, if in fact it exists.

But is such a device technically feasible? To find out, we contacted Philip de Vere, professor of particle physics at the SERN Laboratory in Luxembourg. He told us that scientists had been looking into the possibility of changing the weather for a long time. He explained that the key was to establish a connection between the theory of relativity and quantum mechanics. 'I don't know if it's been done,' he told us, 'but I certainly wouldn't say that a machine like this is scientifically impossible.'

Is this the most incredible news story you've ever read? 5... It's actually based on a fake news story published by a British newspaper in 1981 on 1 April – April Fool's Day. But the story raises some interesting questions – not about fictitious weather machines, but about whether we can believe everything we read in newspapers or on the Internet. These days, anyone can write a blog or post something on Twitter, Facebook or YouTube. 6... So, the next time you read an amazing human interest story on the Web or see a sensationalist headline, don't assume that it's true! It might turn out to be completely false!

Culture Spot

Estos recuadros presentan algún dato cultural interesante relacionado con un texto de lectura, comprensión auditiva o expresión oral.

Culture spot

April Fool's Day is celebrated on 1 April in many countries. People play tricks on others and spread fake news. The jokes and their victims are called 'April fools'.

The Information Age 105



04 — Listening

Real English
En el texto del *listening* se destacan las expresiones coloquiales y las frases hechas. ↓

Opinions about social media



1 How often do you use the Internet? What do you use it for?

tip When you take notes, just write down key words or ideas. Don't try to write complete sentences.

2 8.07 Copy the table. Listen to the first part of a radio phone-in about Internet use. Make notes. Then compare with a partner.

Main message of article	Conclusions of experiment	Professor's recommendations

3 8.08 Listen to the rest of the radio phone-in. Which people basically agree with the professor's opinion and which disagree?

4 8.09 Listen again and choose the best option.

- 1 Charlotte ...
 - a has hundreds of friends on Facebook.
 - b had a strong online presence before.
 - c is not very talkative in general.
- 2 Aidan ...
 - a is sure that the article was written by a journalist.
 - b disagrees with everything in the article.
 - c thinks social media is a good thing.
- 3 Joe ...
 - a used to play board games with his family.
 - b doesn't see his son very much.
 - c is going to limit the time his son spends on the Web.
- 4 Viola ...
 - a doesn't really have any friends at school.
 - b doesn't think social media is very important.
 - c thinks that everyone should use social media.

- 5 Think of two words to complete each statement for you. Then compare with a partner.
- 1 If I didn't have a smartphone, my life would be ...
 - 2 I feel ... when I hear the beep of a message on my phone.
 - 3 I feel ... when I'm typing a response to a message.
 - 4 I could use social media more effectively by ...

Real English

6 Read the extracts from the radio phone-in. Match the underlined idioms with their meanings.

- 1 He's got a point, but perhaps he's being a bit extreme.
 - 2 I think this guy is missing the point.
 - 3 I think the professor's nailed it, and I'll tell you why.
 - 4 This academic hasn't got a clue what he's talking about!
- a describe exactly what caused a problem or situation
b make an important statement
c have no knowledge of or information about something
d not understand something correctly or what is important about it

7 Critical Thinking

Discuss the statements in pairs.

- 1 People on Facebook are trying to convince others that they're always having a great time.
- 2 It takes discipline not to get addicted to social media.
- 3 People have very different offline and online personalities.
- 4 It's silly to spend a lot of time reading about celebrities.

Critical Thinking →
Al igual que con los textos de lectura, se anima a los estudiantes a pensar más allá de la mera presentación de lengua. Esto les brinda la oportunidad de debatir más a fondo el tema.



The Information Age 1



05 – Speaking

La sección de *Speaking* presenta un enfoque paso a paso con un modelo escrito de la tarea, que también está grabado, y prácticas de lengua que conducen a la tarea final de expresión oral.

Talking about preferences

PRIZES! YOU CHOOSE!

1. A free trip to anywhere in the world to go to the concert of your choice.
2. The musical instrument of your choice.
3. A year's free music tuition in the style of your choice.
4. A complete set of the very best audio equipment available.

- 1 Have you ever won a prize for anything? Tell a partner.
- 2 9:09 Read and listen to someone talking about their preferred prize. Why doesn't she want prize 2?

I'm going to explain what I would do. I would choose prize number four. I'd love to have a really good stereo system. At the moment, I just listen to downloads through the speakers on my computer, which is OK, but the quality isn't very good. I'd like to be able to hear every sound as if I was actually there. I wouldn't mind a free trip to anywhere in the world – that would be a great experience, but I'd have nothing to show for it afterwards. I'd rather have something I can keep, you know. I wouldn't want to have the musical instrument, because I'm not patient enough to learn to play an instrument, but I wouldn't mind learning how to be a DJ. Perhaps prize three would include that possibility? I think it would be really cool, because I'd be invited to lots of parties! No, I'm just kidding. I know being a DJ would be really hard work and you can't enjoy the dancing. So, all in all, I think I'd take the audio equipment.

- 3 Find examples of how the speaker talks about preferences in the explanation.

Key language

Se destacan los elementos funcionales de la lengua que tendrán que usar los estudiantes

Talking about preferences

I'd like / love to
I wouldn't like to
I'd prefer (not) to
I'd want / wouldn't want to
I wouldn't mind (+ a noun or -ing)
I'd rather (not) (+ main verb)

tip

Before preparing a speech, it is a good idea to anticipate what your audience might want to know. You can do this by imagining the questions they may have while listening, and thinking of answers to those questions.

- 4 Work with a partner. Think of four good prizes which could be offered to the winner of a musical talent contest. Both of you should write the list of prizes on a piece of paper.
- 5 Change partners. Exchange your list of prizes. Now prepare to give an explanation like the one in Exercise 2, saying which prize you would choose.
- 6 Change partners again and listen to each other's explanations. Then ask if they have any questions. Did your partner anticipate any questions you had before listening to you?



Would you like to be famous?

- 1 If you were famous, what would you like to be famous for?
- 2 Watch the video. The young people answer the question 'Would you like to be famous?'. Who says these things? Some of the ideas may be said by more than one person.
 - 1 If it was for helping humanity.
 - 2 Would like to be talented.
 - 3 Only for a short time.
 - 4 Thinks it often brings a lot of pressure.
 - 5 Would hate the paparazzi.
- 3 Watch the video again. What advantages of being famous are mentioned? Discuss with a partner which of the ideas you agree or disagree with.
 - ▶ See our online resources web page for more video activities.

Music 125



En los vídeos de entrevistas aparecen estudiantes de lengua materna inglesa hablando sobre el tema. También se proponen actividades para sacar partido al vídeo.



06 – Writing

La lección de *Writing* ofrece un enfoque paso a paso que ayuda al estudiante, conduciéndolo a la tarea final. Los estudiantes leen un modelo, analizan la estructura del texto y la lengua empleada antes de completar su tarea.



Introducing conclusions

- 7** Correct the mistakes in these conclusions. Use the Key language box to help you.
- All the things considered, it's a good idea to teach programming at school.
 - For a conclusion, the Internet has improved our quality of life.
 - In balance, I don't think that young children should have mobile phones.
 - On summary, many people lead better lives because of the Internet.
- 8** Which two conclusions in Exercise 7 are possible ones for the model text?
- 9** Choose the correct option.

My friend Joe really enjoys using the Internet.
¹ However, / In conclusion, it seems to me that he spends too much time online. ² In spite of this, / In my view, he should try going offline for a week or two. ³ In summary, / Nevertheless, I don't think he would like this idea very much! ⁴ I feel that / On the other hand, he wouldn't know what to do with his time. ⁵ On the one hand, / All things considered, Joe is not an exception. The Internet has become a necessity for most of us.

	Key language
Expressing opinions	As I see it, I feel (that) It seems to me (that) In my view,
Expressing contrast	However, Nevertheless, On the one hand, On the other hand, Even so, In spite of this,
Introducing conclusions	In conclusion, In summary, On balance, All things considered,

UNIT 1 WRITING

Write!

- 10** Write a for and against essay (100–120 words) on one of these subjects:
- 'Social media is a complete waste of time.'
 - 'Hackers are a force for good.'

STEP 1: Getting and organising ideas

- Once you have chosen the subject of your essay, write down all the 'reasons for' and 'reasons against' the idea that you can think of. Use the diagram below to help you.



STEP 2: Plan your essay

- Choose the two strongest 'reasons for' and 'reasons against'.
- For your conclusion, decide whether you agree or disagree with the idea in the title.

STEP 3: Write!

When you write your essay, use the for and against essay paragraph plan in the Tip. Try to include:

- expressions for introducing your opinions
- expressions of contrast
- an expression for introducing your conclusion

STEP 4: Check!

Reread your essay and answer these questions:

- Have you followed the paragraph plan?
- Does your conclusion follow naturally from the rest of the essay?
- Have you included examples of the different types of Key language?
- Is your grammar, spelling and punctuation correct?

▶ Writing Guide > see page 141

Computers and Technology

Las tareas de Writing incluyen:

- argumentos a favor y en contra
- redacción de textos formales e informales
- contar una historia
- descripción de un lugar
- blogs
- reseñas
- carta de presentación



07 – Writing: ayuda extra

Las páginas de referencias adicionales ofrecen más ayuda para redactar, reforzando aún más esta importante parte de la Prueba de Acceso a la Universidad.

Remember
Estos recuadros contienen recordatorios a los estudiantes sobre las distintas etapas de la tarea de redactar y cómo estructurarla.

WRITING GUIDE UNIT 5

A letter of application

TASK: think of a job you would like to have and write a letter of application for it. (120–200 words)

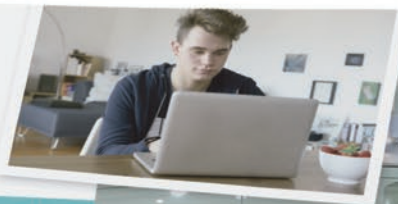
Dear Sir / Madam,

I am writing to apply for the post of Content Developer, which you posted online this week. My attached CV shows that I'm currently studying at college, while also working part-time for a family-run clothes shop. Within this role, I am responsible for updating blog posts, creating web content, and monitoring our social media accounts. I have recently redesigned the shop's website so that there is an online shop for customers.

Alongside this work, I also enjoy graphic design producing other art. I have participated in a number of exhibitions, and feel that this creativity actively influences my online work. I can supply samples of some of the material I have created, if you are interested in evaluating it.

I am an extremely dedicated worker, very proactive, and feel that these qualities, along with my creativity, would greatly benefit your business. I am available to work full-time from August onwards. Please do not hesitate to contact me if you require further details of my current employment, references, or to arrange an interview. I look forward to hearing from you.

Yours faithfully,
[Name]



A critical review

TASK: write a critical review of a visual production (120–200 words)

Amaluna

Introduction
Amaluna is the most brilliant production I have ever seen. Soleil's breathtaking performance in The Tempest. What a performance! I was so impressed that this performance of Shakespeare's play is a masterpiece.

Main body
Rather than interpose the acrobatic show, the physical strength and dramatic elements of the production are used as the focus. The acrobatic elements are to normal theatre. The production has been replaced by a more elaborate acrobatic performance to allow the performance and above the set design to be seen. The cast. All in all it was an enthralling, with some of the best acting I have ever seen. If I have the opportunity, I would like to see some of the dancers perform. With such a performance could be a masterpiece.

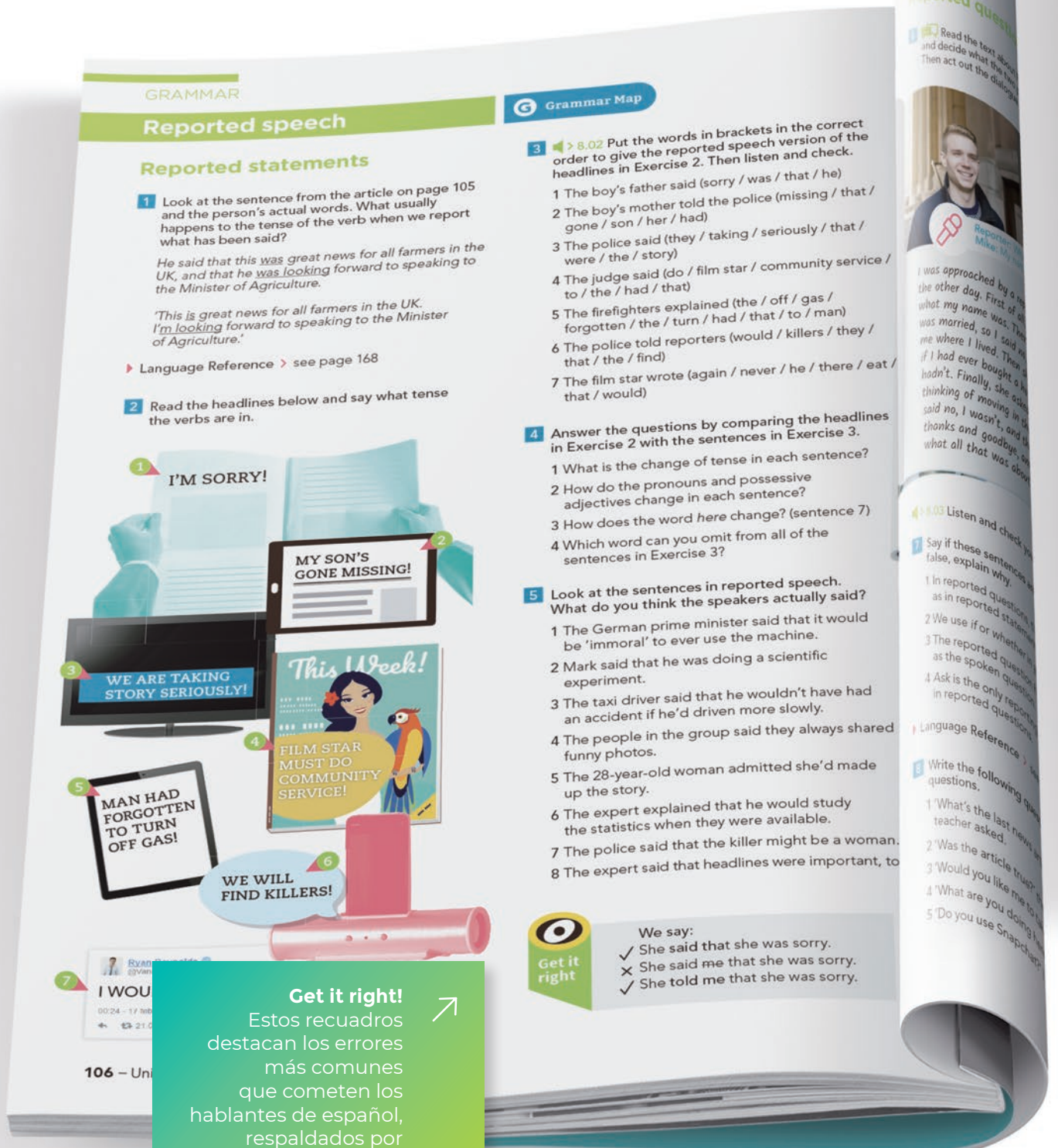
Conclusion
I would certainly recommend it if you can. There are no other options.

- Remember**
- The paragraph plan for a letter of application:
- State your reason for writing, mentioning where you saw the advertisement.
 - Outline your relevant experiences and skills.
 - Write about any additional interests which relate to the role.
 - State your availability, and offer to provide any relevant materials to support your application.
 - Close and sign off.

	Key language
Purpose of letter	I am writing to apply for ...
Describing skills and experience	My attached CV shows that ... I am currently studying / working ... In addition to my experience with ... I have strong ... skills
Describing hobbies and interests	I also enjoy ... I am committed to ... I have participated in ... I am going to compete in ...
Offering	I would be willing to ... I can supply details of ...
Concluding	Please do not hesitate to contact me (if) ... I look forward to hearing from you.

Key language
Este recuadro resume el lenguaje esencial necesario para cada tipo de tarea.

Los apartados de gramática desarrollan a través de un enfoque de descubrimiento guiado temas gramaticales que ya se han visto en los textos de *reading* y *writing*. Se proponen muchas prácticas de las construcciones en cuestión, junto con oportunidades de *speaking*.



GRAMMAR

Reported speech

Reported statements

- 1 Look at the sentence from the article on page 105 and the person's actual words. What usually happens to the tense of the verb when we report what has been said?

He said that this *was* great news for all farmers in the UK, and that he *was looking* forward to speaking to the Minister of Agriculture.

'This *is* great news for all farmers in the UK. I'm *looking* forward to speaking to the Minister of Agriculture.'

▶ Language Reference > see page 168

- 2 Read the headlines below and say what tense the verbs are in.

1 I'M SORRY!

2 MY SON'S GONE MISSING!

3 WE ARE TAKING STORY SERIOUSLY!

4 FILM STAR MUST DO COMMUNITY SERVICE!

5 MAN HAD FORGOTTEN TO TURN OFF GAS!

6 WE WILL FIND KILLERS!

7 I WOULD...

Get it right! ↗
Estos recuadros destacan los errores más comunes que cometen los hablantes de español, respaldados por nuestro exclusivo Cambridge Learner Corpus.

G Grammar Map

- 3 ▶ 8.02 Put the words in brackets in the correct order to give the reported speech version of the headlines in Exercise 2. Then listen and check.

- The boy's father said (sorry / was / that / he)
- The boy's mother told the police (missing / that / gone / son / her / had)
- The police said (they / taking / seriously / that / were / the / story)
- The judge said (do / film star / community service / to / the / had / that)
- The firefighters explained (the / off / gas / forgotten / the / turn / had / that / to / man)
- The police told reporters (would / killers / they / that / the / find)
- The film star wrote (again / never / he / there / eat / that / would)

- 4 Answer the questions by comparing the headlines in Exercise 2 with the sentences in Exercise 3.

- What is the change of tense in each sentence?
- How do the pronouns and possessive adjectives change in each sentence?
- How does the word *here* change? (sentence 7)
- Which word can you omit from all of the sentences in Exercise 3?

- 5 Look at the sentences in reported speech. What do you think the speakers actually said?

- The German prime minister said that it would be 'immoral' to ever use the machine.
- Mark said that he was doing a scientific experiment.
- The taxi driver said that he wouldn't have had an accident if he'd driven more slowly.
- The people in the group said they always shared funny photos.
- The 28-year-old woman admitted she'd made up the story.
- The expert explained that he would study the statistics when they were available.
- The police said that the killer might be a woman.
- The expert said that headlines were important, to



We say:

- ✓ She said that she was sorry.
- ✗ She said me that she was sorry.
- ✓ She told me that she was sorry.

Reported questions

- 1 Read the text about... and decide what the reporter said. Then act out the dialogue.



I was approached by a reporter the other day. First of all, he asked what my name was. Then he asked me where I lived. Then he asked if I had ever bought a house. I hadn't. Finally, he asked me what I was thinking of moving in to. I said no, I wasn't, and he said thanks and goodbye. I was a bit confused about what all that was about.

8.03 Listen and check

- 1 Say if these sentences are true or false. If false, explain why.

- In reported questions, the tense is as in reported statements.
- We use *if* or *whether* in reported questions.
- The reported question is as the spoken question.
- Ask is the only reported question in reported questions.

Language Reference

- 2 Write the following questions.

- 'What's the last news item the teacher asked.'
- 'Was the article true?'
- 'Would you like me to...?'
- 'What are you doing...?'
- 'Do you use Snapchat?'

Reported speech

FORM

- Change personal pronouns and possessive adjectives
- Yes / No questions: use *if / whether* before reported clause and use statement form
- Questions with question words: use question word in reported question. Same word order.

TENSE CHANGES

present simple → past simple
 present continuous → past continuous
 past simple & present perfect simple → past perfect simple
 future simple (will) → conditional (would)
 can → could
 may → might
 must / have to → had to

Grammar Map

El nivel 2 ofrece un breve resumen de toda la gramática que se ha tratado en los dos niveles; ¡una chuleta perfecta para repasar!

Reporting verbs and structures

LANGUAGE REFERENCE

UNIT 8 Grammar

Reported speech

REPORTED STATEMENTS

Tense changes

- When we change direct speech into reported speech, we normally have to change the verb tenses.

Direct speech	Reported speech
	She said that ...
Present simple She writes the story every day.	Past simple ... she wrote the story every day.
Present continuous She is writing the story.	Past continuous ... she was writing the story.
Past simple and present perfect simple She wrote the story. She's written the story.	Past perfect simple ... she had written the story.
Future simple She'll write the story.	Would ... she would write the story.

- Apart from changing the verb tenses, personal pronouns and possessive adjectives should be changed where necessary.

'I go skiing every winter,' Jake said. → Jake said that he went skiing every winter.

'I'm really excited – my story is in the school website,' Ana said. → Ana said she was really excited because her story was in the school website.

- We can omit the word *that* in reported speech.

Time changes

- When we are reporting speech, we often make other changes related to time.

Direct speech	Reported speech
this morning / afternoon / evening / week / month / year	that morning / afternoon / evening / week / month / year
today	that day
tonight	that night
next week / month / year	the following week / month / year
yesterday	the day before
last summer / week / month / year	the summer / week / month / year before

'I uploaded my post this morning,' Fran said. → Fran said that he had uploaded his post that morning.
'Did you go away last summer?' Claudia asked. → Claudia asked me if I had been away the summer before.

Say and tell

- When we report what someone has said, we use *say* if there is no direct object and *tell* if there is an object.
She said that she wanted to study journalism.
She told me that she wanted to study journalism.

REPORTED QUESTIONS

Yes / No questions

- To report questions, we make the same tense changes as in reported statements. When we are reporting Yes / No questions (i.e. questions without question words), we use *if* or *whether* before the reported clause and we use statement form rather than question form.
'Did you read that story?' Martin asked. → Martin asked if / whether I had read the story.
'Have you seen the papers today?' Kirsten asked. → Kirsten asked if / whether I had read the papers that day.

Questions with question words

- When we report questions which have question words (*Who, What, How, etc.*), we use the question word in the reported question. The word order is the same as for reported statements.
'Where are you going on holiday?' Melinda asked. → Melinda asked where I was going on holiday.
'How much did the printer cost?' Sam asked. → Sam asked how much the printer had cost.

REPORTED REQUESTS, ORDERS, SUGGESTIONS AND OFFERS

Requests

- We use the structure *ask somebody to do something* to report requests.
'Please answer the phone,' my dad said. → My dad asked me to answer the phone.
- If a request is in the negative, then we use the structure *ask somebody not to do something*.
'Don't tell my parents,' Emily said. → Emily asked me not to tell her parents.

Al final del Student's Book se ofrece una sección detallada de Language Reference.



Orders

- We use the structure *ask somebody to do something* to report orders.
'Turn down the TV,' Laura said. → Laura asked me to turn down the TV.
- If the command is negative, we use *ask somebody not to do something*.
'Don't forget to buy some milk,' Mum told me not to forget to buy some milk.

Suggestions

- We use the verb *suggest* to report suggestions.
She suggested that we should go to the cinema. → She suggested that we should go to the cinema.

Offers

- We use the verb *offer* to report offers.
They offered to drive me home. → They offered to drive me home.



In negative, careful not to place.

- ✓ The student book
- ✗ The teacher book

Vocabulary

The media

REPORTING VERBS

- **Apologise**
 With the verb *apologise*, we use *apologise + for + verb + ing*.
'I'm sorry I took your book,' Jade apologised for taking my book.
 In the negative, the structure is *apologise + verb + -ing*.
'I'm sorry I didn't remember to bring my book,' Jade apologised for not bringing my book.

Advise, order, remind

- With *advise, order, remind*, we use *advise / order / remind + verb + ing*.

09 – Vocabulary

Hace tiempo que se identificó que la adquisición de vocabulario, siendo esencial en este nivel, suele ser un área problemática para los estudiantes. En cada unidad hay dos lecciones de vocabulario, la primera en relación con el tema y la segunda con aspectos léxicos más estructurales. Las lecciones incluyen trabajo en locuciones, sufijos, prefijos, etc.

VOCABULARY

The media

1 ▶ 8.04 Match the words and phrases in the box with the photos. Then listen and check. Look for the meanings of the two extra words.

celebrity · journalist · paparazzi · press photographer · sensationalist headline · TV reporter · tweet

2 Complete the sentences with words from Exercise 1. Sometimes you will have to use the plural form.

- 1 We see ... so often on the news that their faces become very familiar.
- 2 Two of my friends work as press photographers but they aren't ... because they respect the private lives of individuals.
- 3 This newspaper is really bad. You can't read any serious ... in it.
- 4 Did you read the latest ... from Rafael Nadal about his match at Wimbledon?
- 5 My mum's not into current affairs but she likes to read ...
- 6 A TV reporter is a type of ...
- 7 Many people click on an article when it has a ...

3 Match the reporting verbs in the box with their meanings.

accuse · admit · claim · deny · explain · mention · report

- 1 agree something is true, especially unwillingly
- 2 give information about an event or an action
- 3 make something clear by providing reasons, causes or details
- 4 say someone has done something wrong or illegal
- 5 say something is true although other people might not believe it
- 6 say something is not true
- 7 speak about something quickly, without much detail

4 Complete the sentences with the past simple form of the verbs in Exercise 3.

- 1 The article ... that the woman was 28.
- 2 The woman ... that a seagull had stolen her baby, but no one believed her.
- 3 The woman ... the reasons for her actions.
- 4 The woman ... that she had lied to the police.
- 5 The press ... that the incident had happened in Brighton.
- 6 The actress ... the director of inappropriate behaviour.
- 7 The director ... that he had done anything wrong.

▶ 8.05 Listen and check your answers. ▶ Language Reference ▶ see ...

Pronunciation: stress patterns 1

5 Most of the verbs in Exercise 4 have the stress pattern ••. Which do not?

- 1 •• (5 words) *accuse, ...*
- 2 •• (1 word)
- 3 •• (1 word)

▶ 8.06 Listen and check your answers.

6 Work with a partner. Choose three of these tasks and discuss your answers. Say three things ...

- 1 you shouldn't mention on your CV.
- 2 politicians often deny.
- 3 you can't explain.
- 4 you are happy to admit.

Phrasal verbs

7 Replace the underlined verbs with phrasal verbs from page 104.

- 1 In the end the weather was great.
- 2 Have you discovered when the exam is?
- 3 I've followed all your instructions.
- 4 Has the company replied to you yet?
- 5 The police are investigating why the number of violent crimes has gone up.
- 6 I need to think of a better idea for my school project.

▶ 8.08 Listen to the audio and match the opinion with the person. ▶ Language Reference ▶ see ...

Opinions about ...

▶ 8.09 Listen again and discuss your answers.

- 1 Charlotte ...
a has hundreds of ...
b had a strong opinion ...
c is not very talkative ...
- 2 Aidan ...
a is sure that the ...
b disagrees with ...
c thinks social media ...
- 3 Joe ...
a used to play board ...
b doesn't see his ...
c is going to limit the ...
Web.
- 4 Viola ...
a doesn't really ...
b doesn't think ...
c thinks that every ...

▶ 8.10 Listen to the audio and match the opinion with the person. ▶ Language Reference ▶ see ...

▶ 8.11 Listen to the audio and match the opinion with the person. ▶ Language Reference ▶ see ...



10 – Vocabulary extra

Para ofrecer más ayuda y prácticas para la adquisición de vocabulario, al final del libro se pueden encontrar materiales adicionales con una sección de *Vocabulary Extra*. Incluyen diversas técnicas para aprender vocabulario, como los mapas conceptuales.

VOCABULARY EXTRA

UNIT 6

Crime

1 Copy and complete the table. Use your dictionary if necessary.

Crime	Criminal
shoplifting	1 ...
forgery	2 ...
trafficking	3 ...
fraud	4 ...
mugging	5 ...
hacking	6 ...
terrorism	7 ...
drug dealing	8 ...

**Shoplifters
will be
prosecuted**



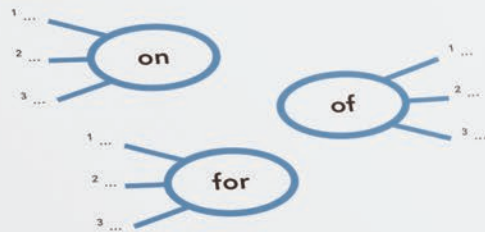
Complete the definitions with words from Exercise 1.

- 1 A ... is someone who obtains money from people by tricking them.
- 2 ... is the crime of attacking someone in the street and stealing their money or possessions.
- 3 A ... is someone who takes illegal goods such as weapons or drugs from one country to another.
- 4 A ... is someone who connects to other people's computers secretly and illegally.
- 5 ... is the crime of making copies of valuable documents or banknotes in order to sell them.
- 6 ... is the crime of stealing things from a shop.

Verb / adjective / noun + preposition

3 Copy and complete the mind maps with the words in the box that go with the prepositions.

apologise · attack (n) · blame (v) · capable
concentrate · famous · guilty · rely · risk (n)



4 Complete the sentences with the correct form of words followed by prepositions from Exercise 3.

- 1 The police ... information from the public to help them catch criminals.
- 2 The city is ... its shops and nightlife but it also has high levels of street crime.
- 3 The thief was found ... stealing the jewellery and sentenced to six months in prison.
- 4 The president said that the incident was an ... the whole nation.
- 5 If you leave your car unlocked, you run the ... your car being stolen.
- 6 The young man ... his actions and said he would not be so careless in the future.
- 7 The gang were ... several other crimes that had been reported in the area.
- 8 At the moment the police are ... reducing gun crime.

Learning strategy

One way of practising prepositions is to work with a partner and test each other. Take turns to cover the mind maps from Exercise 3. Your partner says a word and you say the preposition that goes with it. Your partner tells you if you are correct. Then swap roles.

Vocabulary Extra – 137



Los recuadros destacados de estrategias de aprendizaje también ayudan.

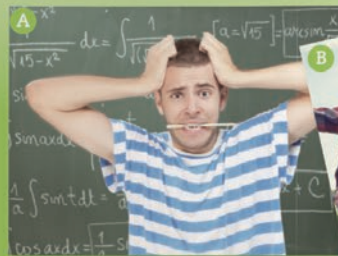
Life skills and projects

APRENDIZAJE COLABORATIVO

LIFE SKILLS

MANAGING YOUR EMOTIONS

A. Warm-up 1 Work with a partner. What situations are shown in the photos? How do you think the people feel?



LIFE SKILLS
KEY CONCEPT

We all experience negative emotions sometimes, but it is possible to manage them and feel happier. We are not our emotions!

PROJECT

A LEAFLET: MANAGING YOUR EMOTIONS

> **STEP 1**

WORK IN GROUPS OF THREE OR FOUR AND PLAN YOUR PROJECT



1.1 Write down a list of different people in your life.

1.2 Write down a list of problems you can have with them and the emotions which these problems produce. These can be imaginary or real problems. The more problems you can think of the better!

older sister → gets annoyed with me easily → I feel hurt

> **STEP 2** CHOOSE AND DISCUSS WAYS TO MANAGE EMOTIONS AND PLAN YOUR LEAFLET



2.1 Choose 3 or 4 problems from Step 1 which you think are the most interesting.

2.2 Brainstorm ideas for managing your emotions in those situations.



2.3 Discuss the design and structure of your leaflet. Who is it for? (adults, teenagers, etc.) How can you make it useful for them?

44 - Unit 3



Estas secciones tratan áreas de aprendizaje que van más allá de la lengua. Su objetivo es ayudar a los estudiantes a desarrollar competencias para la vida, que necesitarán para continuar sus estudios y en el lugar de trabajo. Se centran en cuestiones como gestionar tus sentimientos, el pensamiento crítico y la resolución de problemas, en base al *Cambridge Life Competencies Framework*.

B. Now you try!

1 How do you manage your emotions? Do the questionnaire and compare and discuss your answers with a partner.

GETTING EMOTIONAL



1 You really want to be in the basketball team, but you are not selected. What do you do?
 a Complain to your teacher.
 b Feel angry at all of the people who were selected.
 c Feel disappointed for a couple of days and then forget about it.



3 You feel very anxious about your exam results, which are out tomorrow. What do you do?
 a Get involved in another activity such as sport to take your mind off it.
 b Get angry and be rude to everyone.
 c Keep thinking about what will happen if your results are bad.



2 Your best friend is spending all his/her time with their new boy/girlfriend and you feel ignored. What do you do?
 a Spend more time with other people. It's natural that you will see your friend less for a while.
 b Tell your friend that you're not happy because they're not spending enough time with you.
 c Not speak to your friend and say bad things about them behind their back.

4 Your brother/sister has taken your tablet again without asking you! You're furious! What do you do?
 a Send some messages to all your friends telling them about what's happened.
 b Wait a few minutes, calm down, and then speak to them about it.
 c Run to their bedroom and shout at them.

- 2 Go to page 171 to calculate your score and read your personality profile!
- 3 > 3.13 Listen to some tips for managing emotions. With a partner, decide if each one is a very good idea, OK, or not very useful for you.

> STEP 3

ASSIGN TASKS



3.1 Decide who will work on the different parts of the leaflet:
 · the **sections of text** (introduction, the problems/feelings and their solutions, the conclusion)
 · the **illustrations / visuals**
 · the **design** of the leaflet / putting everything **together**



3.2 Carry out your task. Give your **contributions** to the person responsible for the design of the leaflet.

**> STEP 4
REVIEW AND PRESENT
YOUR LEAFLET**



4.1 As a group, look at the finished leaflet and discuss any possible changes to it.

4.2 Present your finished leaflet to the rest of the class. You might want to **make several copies** so that everyone can see it easily.



Give feedback on each group's leaflet. Which ideas do you like best?

Life skills and projects

APRENDIZAJE COLABORATIVO

LIFE SKILLS

DEVELOPING CREATIVE THINKING

A. Warm-up 1 Look at the photos and answer the questions.

- 1 What examples of creative thinking can you see?
- 2 Are the examples simple or complex ideas?



LIFE SKILLS KEY CONCEPT

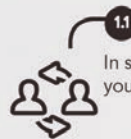
Many people think being creative and innovative is the result of a person's genes or natural ability. However, we can improve our creativity by using a variety of different approaches.

PROJECT

A CREATIVE GROUP PRESENTATION

> STEP 1

WORK IN GROUPS OF THREE. SHARE IDEAS AND DO RESEARCH



1.1

In small groups, tell each other about your **favourite plays or films**.

1.2

Choose a famous or well-known **scene** from one of the plays or films.



1.3

Find the **script** online for your chosen scene.



> STEP 2 APPLY CREATIVE TECHNIQUES



2.1

Read the **scene** until you all know it well – now you're going to rewrite it!

2.2

Write a series of **What if questions** about how the scene could be different (setting, characters, outcome ...).



2.3

Place some **limits** on your writing (time, number of words, available props, etc.).



Proyecto

Las actividades de descubrimiento, en la sección de *Life Skills*, ofrecen a los estudiantes competencias y prácticas sobre el concepto necesarias para ampliar su investigación del tema en un proyecto colaborativo.

B. Now you try!

1 Read about three techniques which can be used to improve your creativity and then answer the questions in pairs.

- 1 Have you ever done anything similar to the techniques mentioned?
- 2 Which technique would you most like to use and which do you think would be most effective?

2 Consider the following scenarios in small groups. Remember to apply the techniques below.

- 1 Create a new mode of transport which can be used to travel both in and between cities of the future.
- 2 Design a new school building where both fun and flexible learning will be possible.

Developing creative thinking

Create your own restrictions. Don't be afraid to place limits on yourself. For example, if you're an artist, try only using a small selection of colours in a painting. Your creative side will respond to the lack of resources.



Think about things from different perspectives. You can imagine something with some elements removed or new elements added. By asking *what if* questions you can consider different scenarios.

Think about other people. People who think about how others will use their work come up with more creative ideas. It's important to ask yourself questions like: *Will someone else enjoy this? How will they use it?*



> STEP 3

CHARACTERS AND ROLES

3.1 Rewrite the scene using creative techniques from Step 2.



3.2 Decide on roles and characters for different group members.



3.3 Rehearse the scene several times to help remember your lines!

3.2



4.1

4.1 Prepare a space to act out your scene to the class.

> STEP 4 ACTION!

4.2 Ask your classmates to take notes to write a review of your scene presentation.



Present your scene to the class!

Se guía a los estudiantes paso a paso en la realización del proyecto para reducir el tiempo de preparación en la clase y ofrecer un marco esencial para impulsar el aprendizaje colaborativo.



Aprendizaje colaborativo

STEPS FOR TEAMWORK

> STEP 1 FORM GROUPS

1.1 Make a team with people you haven't worked with before.



1.2

Find a good workspace.



> STEP 2 DEFINE THE OBJECTIVE

2.1

Make sure everyone understands the task.



2.2



Brainstorm ideas - be creative!

TIPS AND USEFUL PHRASES

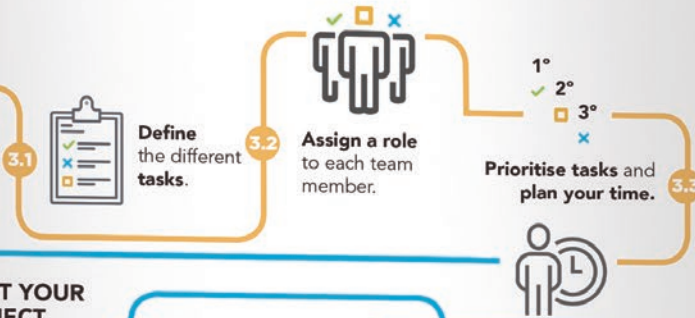


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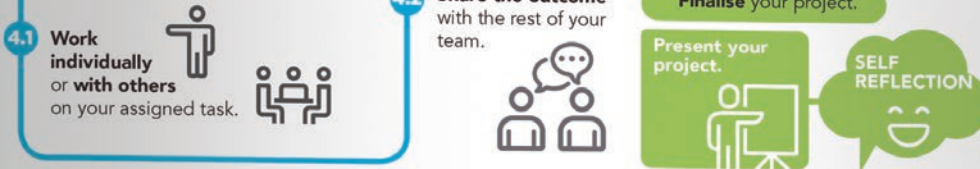


Los materiales de referencia al final del manual incluyen guías para poner en práctica el aprendizaje colaborativo. También incluyen una sección de consejos y expresiones útiles para fomentar la comunicación en la clase evitando el uso de la lengua materna.

> STEP 3 PLAN YOUR PROJECT



> STEP 4 START YOUR PROJECT



LISTEN TO EVERYONE'S POINT OF VIEW.

What do you think?

Do you agree ... ?

Any other ideas?

Does everyone agree?

KNOW YOUR TIME LIMIT. SET DEADLINES!

We need to be finished by ...

Let's meet next week at ...

How long do you think it will take to ... ?

Shall we move onto (the next task)?

BE CONFIDENT AND SHARE YOUR IDEAS.

I think it would be a good idea to ...

Why don't we ... ?

I had an idea about how to ...

REMEMBER TO AGREE (AND DISAGREE) POLITELY!

That's a great idea!

OK, let's do that.

I'm not sure about that.

Don't you think we could ... ?

That's a good point, but ...

REFLECT ON HOW WELL YOU'VE WORKED TOGETHER.

HOW DID WE DO?

I think we did great.

We did OK.

We could do better.

Next time, we could improve ...

Cambridge Life Competencies Framework



Además del aprendizaje del idioma, **Shape the Future** ayuda a los estudiantes a desarrollar competencias para la vida.

Shape the Future trata las competencias en base al *Cambridge Life Competencies Framework*.

Un marco que define claramente las que se encuentran en el nuevo currículo de la LOMLOE.

Cada unidad se basa en un elemento del **Cambridge Life Competencies Framework**, para garantizar que se cubre todo un abanico de competencias.



Cambridge Life Competencias y LOMLOE

Pensamiento creativo

Participar en actividades

Crear nuevo contenido, a partir de ideas propias o de otros recursos

Utilizar los nuevos contenidos creados para solucionar problemas y tomar decisiones

C7 Competencia emprendedora

Pensamiento crítico

Comprender y analizar los vínculos entre las ideas

Analizar ideas, argumentos y opciones

Sintetizar ideas e información

C7 Competencia emprendedora

Aprendiendo a aprender

Habilidades prácticas para participar en el aprendizaje

Tomar el control del propio aprendizaje

Reflexionar sobre el propio aprendizaje y evaluar los éxitos obtenidos

C5 Competencia personal, social y de aprender a aprender

Comunicación

Utilizar un lenguaje/ registro apropiado para el contexto

Ser capaz de gestionar conversaciones

Participar con la confianza y claridad apropiada

C1 Competencia en comunicación lingüística

Colaboración

Asumir la responsabilidad de las contribuciones realizadas en una tarea en grupo

Escuchar con respeto y responder de forma constructiva a las contribuciones de los demás

Gestionar el reparto de tareas en un proyecto

Trabajar para encontrar soluciones relacionadas con una tarea

C5 Competencia personal, social y de aprender a aprender
C6 Competencia ciudadana
C7 Competencia emprendedora

Responsabilidad social

Comprender las responsabilidades personales que se tienen como parte de un grupo y como parte de la sociedad, incluido el concepto de ciudadanía

Asumir roles activos incluido el liderazgo

Ser capaz de comprender y describir la cultura propia y la de los demás

Comprender y debatir sobre temas globales como el medio ambiente, la política, la economía o la sociedad

C5 Competencia personal, social y de aprender a aprender
C6 Competencia ciudadana
C7 Competencia emprendedora

CAPAS BÁSICAS

Desarrollo emocional

C5 Competencia personal, social y de aprender a aprender

Alfabetización digital

C4 Competencia digital

Conocimiento curricular

C3 Competencia matemática y en ciencia y tecnología (STEM)

Listening and Speaking

En la sección de referencias también se incluyen prácticas adicionales de examen de *listening y speaking*.



UNIT 1 EXAM PRACTICE

Talk about you

- 1 Describe a memorable holiday you have had.
- 1 Where and when did you go?
 - 2 Who did you go with?
 - 3 How did you get there?
 - 4 Why was it so special?

Talk about the photos

- 2 Describe the photos. What are the advantages and disadvantages of each type of holiday? What kind of people choose these holidays?



Voluntary Work



Beach resort

Work with a partner

- 3 Imagine you are planning a one-week staycation in your own country. You have a total budget of €850. Agree a plan for your trip. Include the things in the box. Agree how much money you are going to spend on each thing.

accommodation · activities · destination(s)
sites / cultural experiences · transport

Discussion

- 4 Answer these questions with your partner.
- 1 Do you have to travel far to get to your work?
 - 2 What are the benefits of working in your area?
 - 3 What are the advantages of tourism for local people?

Speaking Exam Extra

- 5 Imagine that your town or city wants to encourage tourists to be responsible when they visit. Here are some ideas they are thinking about, and a question for you to discuss.
- a Talk about which ideas would be useful to consider, and why.
 - b Decide which idea is the most important to implement.

putting up security cameras

limiting the number of tourists that can visit each week

Which of these ideas would be useful in encouraging tourists to be responsible when they visit? Why?

providing signs and information in different languages

reducing the amount of holiday accommodation

asking businesses to close earlier at night

Further discussion

- 6 Ask and answer the following questions:
- 1 Some people say that we travel too much these days, and shouldn't go on so many holidays. What do you think?
 - 2 Do you think that there should be limits on the number of holiday homes or hotels in a place? Why / Why not?
 - 3 What do you think is the best form of transport to use when going on holiday? Why?

Exam Practice Speaking – 147

En la sección de referencias del nivel 2 se incluyen prácticas adicionales de examen en el formato de las Pruebas de Acceso a la Universidad.

Consejos para el examen

Referencias adicionales

La sección de referencias incluye 100 consejos para el examen. Se trata de consejos prácticos para todas las áreas del examen final, empezando por tareas para que los estudiantes identifiquen sus puntos flacos y pasando después a consejos más específicos para cada parte del examen, con ejercicios para mejorar los resultados.

EXAM TIPS

Over the next few pages, there are 100 useful exam tips. First, there are tips for **finding your weak points** and concentrating on these areas. Then, tips for **building up to the exam** – here you'll find useful advice on what to do **before your exams**, you should always make a study plan, for example. After that, there are specific tips for the **day before the exam** – don't forget to get a good night's sleep! And then, tips for the big day – **the day of the exam itself**. The last few tips give you **general ideas** of what to do in the exam, then specific tips on reading, writing, listening and speaking. It is a good idea to go through the tips on your own and choose a certain number to look at each week. Make sure you plan your time properly so that you can cover all of the tips before the day of your exam. **GOOD LUCK!**

Finding your weak points

- 1 Discover what you find more difficult and then dedicate more time to it.
- 2 Keep a learning diary about what you learn in class and what you find easy or difficult. Make sure you concentrate on the areas you find most difficult.
- 3 Make a list of the most common mistakes you make and start avoiding them!
- 4 Do things again and again until you get them right.

TASK 1

Finding your weak points

What do you have most difficulty with? Reading, writing, listening or speaking? Ask your teacher for extra worksheets to practise what you find most difficult or look for extra practice on the Internet.

TASK 2

Finding your weak points

Do you make any of these mistakes?

Choose the correct sentence in the pairs.

- 1 a I think banks should be open in the afternoons.
b I think banks should be opened in the afternoons.
- 2 a She'll be waiting you there at three o'clock.
b She'll be waiting for you there at three o'clock.
- 3 a What are the disadvantages of living abroad?
b What are the disadvantages of living abroad?
- 4 a John said me he was having a party on Saturday.
b John told me he was having a party on Saturday.
- 5 a I asked me what I was doing there!
b I asked myself what I was doing there!
- 6 a He hasn't been to London for six years.
b He haven't been to London for six years.
- 7 a There aren't enough tips on this page!
b There aren't enough tips on this page!

The build up to the exam

- 5 Don't only study grammar and vocabulary, practise reading and writing too.
- 6 Study little bits at a time and often – don't cram it all in!
- 7 Use memorisation techniques to help you. Also use pictures, lists and games to remember vocabulary.
- 8 Use the Internet for extra practice.
- 9 Watch films and series in English, listen to the radio in English, and surround yourself with English!
- 10 Test yourself or get a friend to test you.
- 11 Get organised: make a schedule that includes all your subjects and stick to it.
- 12 Take two days off a week, don't revise every day.
- 13 Use your writing tasks to learn from the mistakes you made.
- 14 Study at school, not just at home or in the library – and take the opportunity to ask teachers for advice.
- 15 Make sure you do exercise – swimming and walking are particularly good for you when under exam pressure.
- 16 Avoid distractions like the TV, radio, music, mobiles, tablets ...
- 17 Use apps, if you have them and they're useful – but only use the app, don't get carried away with other things on your phone or tablet.

TASK 3

The build up to the exam

Download the app *English Monstruo* for a fun way of eradicating those typical common errors.

↓
El **Test Generator**,
común para los
niveles 1 y 2, también
incluye Pruebas
de Acceso a la
Universidad.



Vídeos

Cada unidad contiene dos vídeos: un documental y un vídeo de entrevistas con adolescentes de lengua materna inglesa en la lección de *Speaking*.

Nivel 7
Unidad 3:
Familias del s. XXI



↑ Los documentales son una forma dinámica de presentar el tema de la unidad.



tip Before preparing a speech, it is a good idea to anticipate what your audience might want to know. You can do this by imagining the questions they may have while listening, and thinking of answers to those questions.

- 4 Work with a partner. Think of four good prizes which could be offered to the winner of a musical talent contest. Both of you should write the list of prizes on a piece of paper.
- 5 Change partners. Exchange your list of prizes. Now prepare to give an explanation like the one in Exercise 2, saying which prize you would choose.
- 6 Change partners again and listen to each other's explanations. Then ask if they have any questions. Did your partner anticipate any questions you had before listening to you?



Would you like to be famous?

En los vídeos de entrevistas aparecen estudiantes hablando sobre el tema de la lección de *Speaking*. Las actividades de clase para sacar partido a los vídeos están incluidas en el Student's Book, y hay fichas adicionales en el Teacher's Resource Bank.

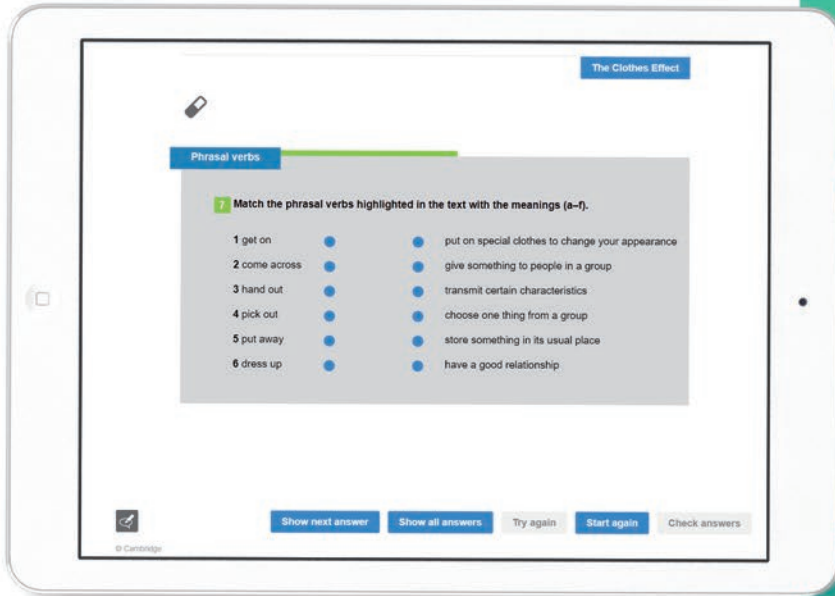
↓ Las fichas sobre los vídeos están disponibles en el Teacher's Resource Bank.

- 1 If you were famous, what would you be famous for?
 - 2 Watch the video. The young woman asks the question 'Would you like to be famous?' Some of the ideas she mentions are more than one person.
 - 1 If it was for helping humanity
 - 2 Would like to be talented.
 - 3 Only for a short time.
 - 4 Thinks it often brings a lot of attention
 - 5 Would hate the paparazzi.
 - 3 Watch the video again. Write down the ideas of being famous are mentioned in the video. Which of the ideas you agree with?
- ▶ See our online resources web page for more video activities.



Digital

Para profesores



↓ Todos los componentes digitales para el profesorado están disponibles en: www.thecambridgeteacher.es



Digital Future

Un paquete digital presenta el Student's Book y el Workbook para trabajar en clase, con materiales integrados en audio y vídeo, actividades interactivas, respuestas y el Teacher's Book.

Teacher's Resource Bank

Fichas con recursos adicionales y prácticas de examen que necesita el profesorado, así como guías de respuesta y audios.

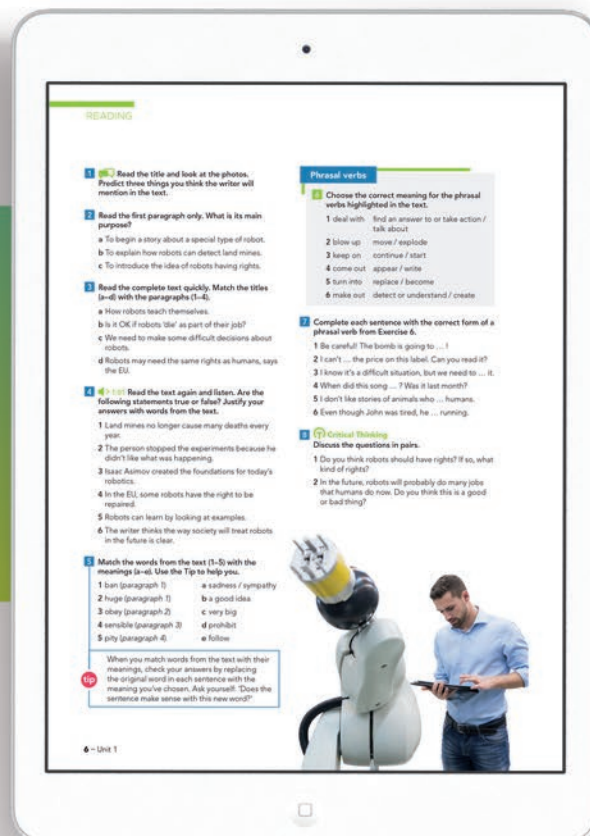
Test Generator

El Test Generator, común para los niveles 1 y 2, permite al profesorado generar tests personalizados, y también incluye Pruebas de acceso a la Universidad.

Para estudiantes

Student's Books y Workbooks completamente interactivos están disponibles tanto con conexión como sin conexión.

Son multiplataforma y funcionan en cualquier dispositivo, permitiendo trabajar desde ordenadores, tablets y pizarras interactivas.



Option A

3D printing

1 Instead of going to a shoe shop and trying on pairs of shoes until you finally find the right size, imagine that you could design a pair of shoes especially for your feet and manufacture them at home. Does that sound improbable? Not anymore. The technology of 3D printing is revolutionising the manufacturing process and making it easier than ever for individuals to design and produce custom-made personalised products.

2 The process starts with a digital 3D design file for a physical object. This design file is sliced into thin layers which are then sent to the 3D printer. Smaller 3D printers work by melting a plastic material and laying it down layer by layer to build up the object. Larger industrial machines use a laser to melt layers of metal powder at high temperatures. Depending on the size of the object, the printing process can take up to several hours to complete.

3 3D printing can be used to make anything from jewellery to engine parts. Doctors and dentists use it to create hearing aids and dental aids, false teeth and braces. Architects use it to create scaled-down models of buildings. It's also a fantastic tool for inventors. Are you thinking of inventing a new toy or kitchen tool? Creating it on your 3D printer enables you to try it out in multiple versions before putting it on the market.

4 Not only can 3D printers create complex and intricate designs that are impossible in traditional manufacturing, they also cut costs because no extra tools are needed and no raw material is wasted. Instead of manufacturing thousands of identical products and delivering them to shops and homes, companies and designers will send you a digital 3D design which you can print out at home. On the negative side, there are limitations to the types of materials that can be used and the products tend to be less durable than those produced by traditional methods.

5 Notwithstanding these drawbacks, this rapidly evolving technology has the potential to create a new type of product and puts manufacturing in the hands of consumers.

1 Read the text and choose the best answer.

- The article is mainly about ...
 - a the advantages of 3D printing.
 - b how 3D printing works.
 - c why 3D printing is popular.
- 3D printing is ... than traditional manufacturing.
 - a faster
 - b cheaper
 - c more accurate

2 Read the text again. Answer the questions in your own words.

- How is 3D printing revolutionising the manufacturing process?
- What do you need to start the 3D printing process?
- How do smaller machines differ from large 3D printing machines?
- Which professions currently use 3D printing?
- What are two disadvantages of 3D printing?

3 Complete the second sentence so it has the same meaning as the first sentence. Use the words in brackets.

- 3D printing is revolutionising the manufacturing process. (appear)
3D printing _____.
- Are you thinking of inventing a new toy or kitchen tool? (want)
Do _____.

4 Write a question for the underlined words.

- The printing process can take up to several hours to complete.
- 3D printing can be used to make anything from jewellery to engine parts.

5 Find words or phrases in the text that mean:

- change completely (v, paragraph 1)
- divide into thin pieces (v, paragraph 2)
- small (adj, paragraph 3)
- reduced (v, paragraph 4)
- restrictions (n, paragraph 4)
- long-lasting (adj, paragraph 4)

6 Write a for and against essay (150–200 words) in your notebook with the title: '3D printing should be available in all schools.'

amused	amused
annoyed	annoyed
astonished	astonishing
bored	boring
confused	confusing
disgusted	disgusting
embarrassed	embarrassing
entertained	entertaining
excited	exciting
frightened	frightening
interested	interesting
pleased	pleasing
shocked	shocking
surprised	surprising
worried	worrying

2 Answer the questions.

- Find three adjectives that describe the feeling you have when something unexpected happens: _____, _____, _____.
- Find synonyms for: pull _____, click _____, happy _____, scared _____, preoccupied _____.

Los ejercicios de ampliación de vocabulario ayudan a retener el vocabulario de la unidad y ofrecen la oportunidad de ampliarlo.

Los materiales de referencia incluyen prácticas de Pruebas de acceso a la Universidad. También se ofrecen prácticas para exámenes de listening y speaking.

5 Choose the correct synonym or words and phrases from the text.

- ... science fiction of the past is rapidly turning reality.
 - a changing
 - b becoming
 - c returning
- ... especially if they want to keep on living in their own homes.
 - a continue
 - b allow
 - c maintain
- ... they need the support of caregivers, ...
 - a help
 - b protection
 - c security
- ... robots can never provide the kind of companionship ...
 - a partnership
 - b relationship
 - c friend
- ... routine tasks such as reminding patients to take their medication ...
 - a boring
 - b ordinary
 - c important
- ... without human supervision.
 - a cooperation
 - b organisation
 - c control

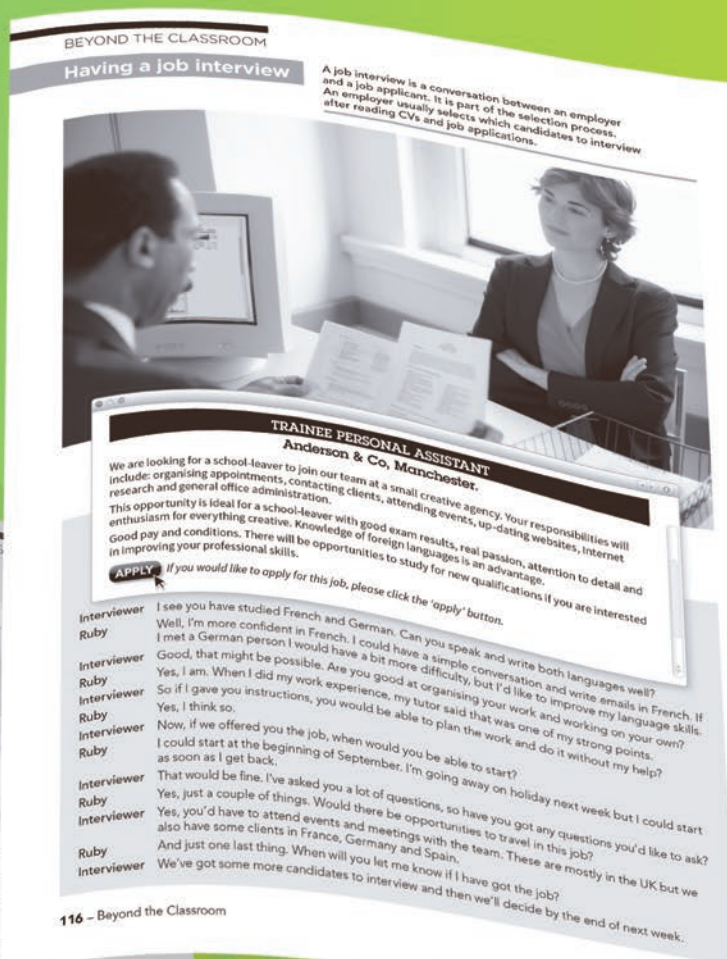
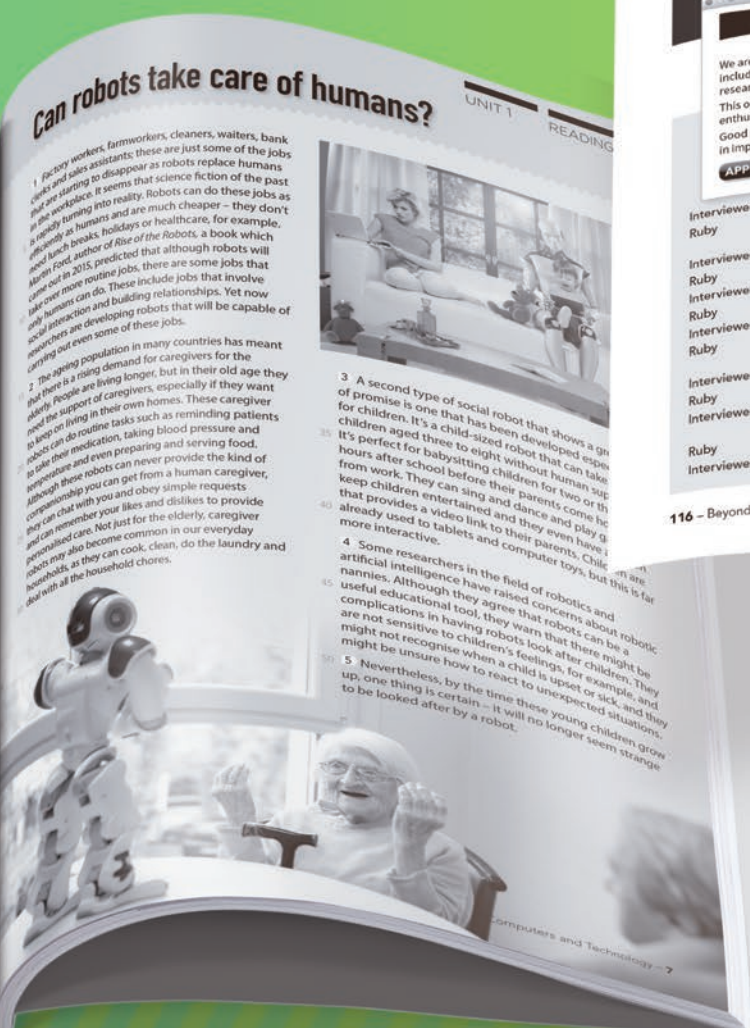
Workbook



El Workbook sigue la misma estructura de unidades que el Student's Book, para facilitar el acceso a los contenidos.

En las secciones adicionales se ofrecen prácticas para todos los elementos de lengua y competencias de la unidad:

- Prácticas de examen
- Prácticas de *listening* y *speaking*
- Ejercicios de ampliación de vocabulario
- *Phrasal Verbs*
- Lista de vocabulario
- Transcripciones de los audios



↑ En el nivel 2, la sección **Beyond the Classroom** ofrece a los estudiantes prácticas en competencias laborales que necesitarán en el futuro.

Componentes

Para Estudiantes

01



Student's Book

El Student's Book contiene nueve unidades en el nivel 1 y seis en el nivel 2, con amplias secciones de referencias que incluyen:

- Referencias lingüísticas y esquemas gramaticales
- Vocabulario adicional
- Guía de *writing*
- Trabajo entre compañeros (*speaking*)
- Orientaciones de aprendizaje colaborativo
- Consejos para el examen (nivel 2)
- Prácticas de examen: *reading* (nivel 2)
- Prácticas de examen: *listening* y *speaking* (nivel 2)

02



Workbook

El Workbook sigue la misma estructura de unidades que el Student's Book, para facilitar el acceso a los contenidos. En las secciones adicionales se ofrecen prácticas para todos los elementos de lengua y competencias de la unidad:

- Prácticas de examen
 - Prácticas de *listening* y *speaking*
 - Orientaciones sobre competencias laborales
 - Beyond the Classroom
 - Ejercicios de ampliación del vocabulario
 - *Phrasal Verbs*
 - Lista de vocabulario
 - Transcripciones de los audios
- Ⓣ Los archivos de audio del Workbook se pueden descargar en:
www.cambridge.es/shapethefuture

03



Componentes digitales

Student's Books y Workbooks completamente interactivos están disponibles tanto con conexión como sin conexión.

Son multiplataforma y funcionan en cualquier dispositivo, permitiendo trabajar desde ordenadores, tablets y pizarras interactivas.



01

Teacher's Book

El Teacher's Book ofrece todas las orientaciones de enseñanza para cada unidad, intercalándolas con las páginas del Student's Book. También incluye:

- Objetivos de la unidad y la lección
- Actividades opcionales para atender a la diversidad de capacidades
- Información contextual sobre las lecturas y los audios
- Presentación del curso y sus características principales
- Esquema actualizado de las competencias clave de la LOMLOE
- Descripción de los componentes
- Guía detallada para las páginas de Competencias para la vida y Proyectos
- Transcripciones de los audios
- Respuestas de los ejercicios del Workbook



03

Test Generator

El Test Generator, común para ambos niveles, permite al profesorado elaborar tests personalizados e incluye:

- Test de evaluación de nivel
- Tests para cada unidad (dos niveles de dificultad)
- Examen fin de evaluación y fin de curso (dos niveles de dificultad)
- Pruebas de Acceso a la Universidad
- Tests de comprensión auditiva y expresión oral
- Audios

Componentes digitales



Todos los componentes digitales están disponibles en:
www.thecambridgeteacher.es



02

Digital Future

Esta herramienta de presentación en clase incluye:

- Student's Book y Workbook digitales con actividades interactivas
- Audios y vídeos integrados, incluyendo su transcripción
- Teacher's Book en PDF



04

Teacher's Resource Bank

El Teacher's Resource Bank ofrece todas las fichas con recursos adicionales y prácticas de examen que necesita el profesorado, así como respuestas y audios.

- Fichas de prácticas gramaticales (dos niveles de dificultad)
- Fichas de prácticas de vocabulario (dos niveles de dificultad)
- Fichas de lecturas literarias
- Fichas de prácticas de *listening*
- Fichas de prácticas de *speaking*
- Fichas de prácticas de *writing*
- Fichas de los vídeos
- Fichas de traducción
- Audios para clase

Nada existe hasta que lo haces.



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