

HIGH NOTE



end on a high note = finish successfully

ABOUT THE COURSE

High Note is an intensive five-level course for upper-secondary students that bridges the gap between school life and young adulthood. Designed to inspire modern teenagers to reach their **ambitious goals**, the course equips them with **language skills** alongside the **life and career competencies** that are indispensable **to succeed in exams, in the workplace and in their future lives**.

Key facts

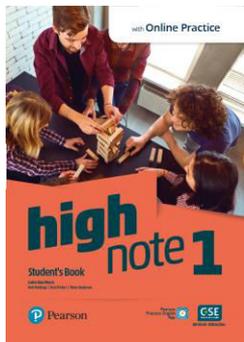
LEVELS: 5

LANGUAGE: British English

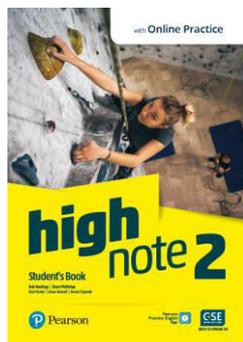
GSE RANGE: 30 – 85

CEFR RANGE: A2 – C1+

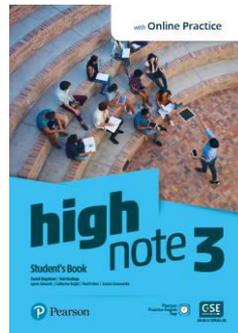
NUMBER OF HOURS:
100 – 168+ hours
(3 – 7 hours/week)



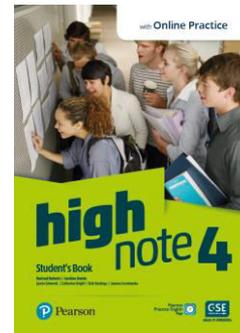
2020



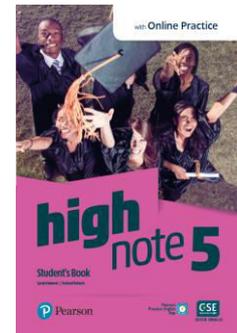
2020



2020



2020



2020 (Q4)



What's GREAT in
High Note?

FANTASTIC AUTHORS



Bob Hastings



Stuart McKinlay



Daniel Brayshaw



Rachael Roberts



Lynda Edwards

A LOT OF VOCABULARY - clearly highlighted and easy to find

8C VOCABULARY | Money

1 In groups, discuss the sayings. What do you think they mean? How true are they?

- Money doesn't grow on trees.
- A fool and his money are soon parted.

2 Read sentences 1-8 and try to work out the meaning of the highlighted phrases. Then choose the correct definition for each one. Write the answers in your notebook.

- My sister spends money like water.
 - spend money without thinking
 - be careful with money
- How can I finish developing my app? I've run out of money!
 - go to the bank quickly
 - have no money left
- Sometimes I wonder if you think we're made of money!
 - be very generous
 - be very rich
- I'm a bit short of money right now. Can I borrow twenty quid?
 - not have much money
 - have enough money

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 - be very rich
- I'm a bit short of money right now. Can I borrow twenty quid?
 - not have much money
 - have enough money
- Look at the car he's driving. He must be rolling in money!
 - be quite poor
 - be very rich
- My dad believes in getting his money's worth; he hates getting ripped off.
 - pay what you should and no more
 - avoid paying
- A tiny minority of people in the world have money to burn.
 - be very rich
 - dislike money
- Have you got any money on you?
 - wear expensive clothes
 - have cash with you

3 2.15 In pairs, think about the meaning of the highlighted words and phrases. In your notebook, match sentences 1-8 in Exercise 2 with sentences a-h below. Listen and check.

- But I wouldn't say he's **thrifty**. Just careful with money.
- No, he isn't. Actually, he's got huge **debts** and his company is **in the red**.
- Not much. Just some **loose change**.
- Sometimes I think she's **had more money than sense**.
- Sorry, I can't lend you a penny. I'm **broke**.
- I can think of two ways to **raise money**: one - take out a loan, two - try **crowdfunding**.
- While almost half the world's population **live in poverty**, it's not right.
- You know we can't **afford** a holiday in Florida so stop going on about it!

4 SPEAKING In your notebook, complete questions 1-9 using the vocabulary in Exercises 2 and 3. Write one word in each gap. In pairs, discuss the questions.

- Do you spend money like **water**, or are you careful **with money**?
- What do you usually do when you **run out of money**?
- Do you always check your **wallet** after buying something?
- What can you do if you want to buy something you can't **afford**?
- If you had **time to burn**, what would you buy first?
- Have you ever felt you didn't get your money's **worth**? Tell me about it.
- Do you think most teenagers believe their parents are **made of money**?
- Do you know of anyone who's **rolled in money** through crowdfunding? Who? What for?
- Think of a celebrity who is rolling **in money**. Do you think he/she has more money than **he/she**? Why?

5 REFLECT | Society People often say that money can't buy happiness. But it helps you look for it. Do you agree? Discuss in groups.



I can talk about money. 111

08



Check out these survey results I found online on teenagers' spending habits.

Teens spend a higher percentage of their money on food than on anything else - 21%. Clothing comes close behind food at 20% but if you add up the amount spent on accessories, personal care and cosmetics (10%) and on shoes (9%), then you can see how much value

8B LISTENING AND VOCABULARY

1 In pairs, answer the questions.

- Where do you go shopping?
- What do you buy there?
- Do you enjoy shopping?

2 Study the restaurant menu and match the descriptions with the items.

- I never spend more than 7€.
- I like it when I can get a good deal.
- I always like to try something new.
- I like to eat something that's healthy.

3 Listen to the audio and write the name of the item in each gap.

4 In your notebook, write a short review of the restaurant.

4 In your notebook, match the highlighted phrases 1-8 with definitions a-h. Which phrases are about 'good value for money' and which are about 'poor value for money'?

- I always look for things **1 on special offer**, you know, like **2 two for the price of one**.
- The coffee is **3 a rip-off** considering it's just hot water and a few coffee beans.
- The latest games are really expensive so I have to choose very carefully before I **4 spend a fortune on one**.
- The products are usually very expensive...my dad thinks it's all **5 a waste of money**.
- It takes time to **6 go bargain hunting**, but it pays off when you **7 get a good deal**.
- I **8 paid next to nothing** for a pair of designer jeans last weekend.
 - spend a lot of money
 - go shopping especially to find things that are good value for money
 - get a lot for your money
 - a bad use of money
 - buy one, get one free
 - cheaper than usual for a limited time
 - pay very little for something
 - much more expensive than it should be

A LOT OF VOCABULARY – most comprehensive word lists

REMEMBER MORE

- 1 Find jobs in the word list which finish with each ending. Write the answers in your notebook.

-ist	-er
_____	_____
-ian	-or
_____	_____

- 2 In your notebook, complete the phrases with one word in each gap. Then check with the word list.

- I can make your _____ come true!
- Working here has its ups and _____ but generally it is enjoyable.
- Don't worry about small details. Think of the big _____.
- I've talked to her many times over the phone but I've never met her _____ to _____.

- 3 In your notebook, complete the sentences with correct prepositions from the word list.

- The builders are going to carry _____ important repair work this weekend.
- If you want to join _____, please do.
- We came _____ these old clothes when we were tidying our spare room.
- Don't laugh _____ Tom's new haircut. I think he looks nice.

- 4 In your notebook, complete the phrasal verbs. Then check with the word list.

- Why didn't you _____ up at the meeting yesterday? Were you ill?
- Ancient people _____ up stories to explain earthquakes.
- I'm definitely going to _____ up with the news while I'm on holiday.

- 5 Do the task below in your notebook.

Imagine an ideal smartphone or tablet. Describe how it works and what you use it for. Write down all your ideas and prepare a short instruction using different words related to technology from the word list.

Business Administration (n) 'biznes admi'ni'stracja zarządzanie biznesem
clever (adj) 'klesw' sprytny, zdolny
degree (n) 'di:griz' stopień naukowy
drummer (n) 'drʌmər' perkusista
famous (adj) 'feɪməs' sławny, znany
get bad/good/top marks in sth 'get brəd/gu:dn/ tɒp mɑ:ks in sth' zdobywać dostawać zła/dobre/najlepsze stopnie z czegoś
get/have a degree in a subject 'get/həv ə di:griz in ə sʌbdʒekt' otrzymać/mieć stopień naukowy w dziedzinie
go to/attend/skip a class 'gəʊ tu:/'ændə/ski:p ə klɑ:s' chodzić / uczęszczać na zajęcia / opuścić zajęcia
good/bad at 'gʊd/bəd ət' dobry/słaby, lepszy / w czymś / z czegoś
Greek (n) 'grɪk' greka
guitarist (n) 'gɪtərɪst' gitarzysta
intelligent (adj) 'ɪntəlɪdʒənt' inteligentny
Latin (n) 'leɪtɪn' łacina
learn by heart 'lɜ:n baɪ hɑ:t' uczyć się na pamięć
major (adj) 'meɪdʒər' główny, ważny
Mathematics (n) 'mæθə'mæti:kz' matematyka
musician (n) 'mju:zɪən' muzyk
particularly (adv) 'pɜ:tɪkylərli' w szczególności
premiere (n) 'premiə' premiera
prepare/revise for exams 'preɪpə'reɪz/ri:vɪz fɔ: ɪg'zɑ:mz' przygotowywać się / powtarzać do egzaminów
professional (adj) 'prə'feʃənəl' zawodowy
promising (adj) 'prə'mɪsɪŋ' obiecujący
Psychology (n) 'saɪkə'lɒdʒi' psychologia
role model (n) 'rəʊl mɒdl' wzór do naśladowania
Science (n) 'saɪəns' przedmioty ścisłe, nauki przyrodnicze
scientific (adj) 'saɪənsɪfɪk' naukowy
singer (n) 'sɪŋər' piosenkarz/piosenkarka
smart (adj) 'smɑ:t' inteligentny, mądry, sprytny
sports star (n) 'spɔ:ts stɑ:z' gwiazda sportu
study a subject at college/university 'stʌdi ə sʌbdʒekt ət kɒlɪdʒ/ju:nɪvɜ:sɪ'ti' studiować kierunek w college'u / na uniwersytecie
take/pass/fail an exam/a test 'teɪk/pɑ:s/feɪl ən ɪg'zɑ:m/teɪst' podejść do egzaminu / zdać/nie zdać egzaminu/testu
tennis (n) 'tenɪs' tenis
top player (n) 'tɒp 'pleɪər' najlepszy gracz
unintelligent (adj) 'ʌnɪntəlɪdʒənt' nieinteligentny
university (n) 'ju:nɪvɜ:sɪ'ti' uniwersytet

2C GRAMMAR 5.10
at the last minute 'ət ðə læst 'mɪnɪt' w ostatniej chwili
band (n) 'bænd' zespół
behave badly 'bi:heɪv 'bædli' źle się zachowywać
cycle (v) 'saɪkl' jeździć na rowerze

electrical (adj) 'ɪlekt'rɪkəl' elektryczny
engineering (n) 'endʒɪ'nɪərɪŋ' inżynieria
go to class on time 'gəʊ tu: klɑ:s ɒn 'taɪm' chodzić / przychodzić punktualnie na zajęcia
high school (n) 'haɪ sku:l' szkoła średnia
paint (v) 'peɪnt' malować
penalty case (n) 'penəl'ti keɪs' piótno
primary school (n) 'praɪməri sku:l' szkoła podstawowa
rap (n) 'ræp' rap
scared of 'skæəd əv' przestraszony
school choir (n) 'sku:l 'kɔɪər' chór szkolny
school report (n) 'sku:l rɪ'pɔ:t' semestralna lub roczna ocena pracy ucznia
sing (v) 'sɪŋ' śpiewać

2D READING AND VOCABULARY 5.11

American football (n) 'ə'merɪkən fu:t'bɒl' futbol amerykański
ancient (adj) 'eɪnʃənt' stary, starożytny
athletics (n) 'æθlɪ'tɪks' lekkoatletyka
badminton (n) 'bædmɪntən' badminton
boat (n) 'bɔ:t' pokład
boat (n) 'bɔ:t' łódź
cheerleading (n) 'tʃɪə'li:dnɪŋ' cheerleading
chess (n) 'tʃes' szachy
complete in 'kəm'pli:t ɪn' współzawodniczyć w
competition (n) 'kɒmpɪ'tɪʃən' konkurencja, zawody
contest (n) 'kɒntest' konkurs, rozgrywka
cricket (n) 'krɪkɪt' krykiet
cycling (n) 'saɪklɪŋ' kolarstwo, jazda na rowerze
dodge (v) 'dɒdʒ' zreniewać
foggy (adj) 'fɒɡi' mglisty
game (n) 'ɡeɪm' gra
get the blues 'get ðə bluz' wpadł w przygnębienie, nie dostał specjalnej nagrody w zawodach sportowych między uniwersytetami w Oksfordzie i Cambridge
ice hockey (n) 'aɪs 'hɒki' hokej na lodzie
international (adj) 'ɪntə'næʃənəl' międzynarodowy
inter-university (adj) 'ɪntə'ju:nɪvɜ:sɪ'ti' międzyuczelniany
lose (v) 'li:z' przegrać
match (n) 'mætʃ' mecz
medal (n) 'medl' medal
national (adj) 'næʃənəl' narodowy
official (adj) 'ɔ:fɪʃəl' oficjalny
organise (v) 'ɔ:ɡənɪzəz' organizować
participate in 'pɑ:tɪ'pɪ'eɪt ɪn' brać udział w
play for a team 'pleɪ fɔ: ə 'ti:m' grać w drużynie
player (n) 'pleɪər' gracz
prestigious (adj) 'prestɪ:dʒɪəs' prestiżowy
principal (adj) 'prɪnsɪpəl' główny

prize (n) 'praɪz' nagroda
race (n) 'reɪs' wyścig
regional (adj) 'rɪ'dʒɪənəl' regionalny
ribbon (n) 'rɪ'bən' wstęga, wstążka
rivalry (n) 'rɪ'vələri' rywalizacja, współzawodnictwo
rowing (n) 'rəʊɪŋ' wioślarstwo
rugby (n) 'rʌɡbi' rugby
serious (adj) 'sɪəriəs' poważny
sink (v) 'sɪŋk' tonąć (o rzeczach)
sportsperson (n) 'spɔ:ts'pɜ:sn' sportowiec
strange (adj) 'streɪndʒ' dziwny
successful (adj) 'sʌksəs'fʌl' odroczony sukcesy
take part in 'teɪk pɑ:t ɪn' brać udział w
team (n) 'ti:m' zespół, drużyna
traditionally (adv) 'trə'dɪʃənəl' tradycyjnie
versus (prep) 'vɜ:səs' kontra, przeciw
victory (n) 'vɪktəri' zwycięstwo
volleyball (n) 'vɒləbɔ:l' siatkówka
win (v) 'wɪn' wygrać
windsurfing (n) 'wɪnd'sɜ:fɪŋ' windsurfing

2E LISTENING AND VOCABULARY 5.12

baseball (n) 'beɪsbɔ:l' baseball
basketball player (n) 'bæskɪtbɔ:l 'pleɪər' koszykarz
break the world record 'breɪk ðə wɜ:ld 'rekɔ:d' pobić rekord świata
captain (n) 'kæptɪn' kapitan
champion (n) 'tʃæmpɪən' mistrz
cheat (n, v) 'tʃi:t' oszust; oszustwo; oszukiwać
cyclist (n) 'saɪklɪst' kolarz, rowerzysta
dishonest (adj) 'dɪʃə'nɪst' nieuczynny
drug test (n) 'drʌɡ teɪst' test na obecność narkotyków
final score (n) 'faɪnəl 'skɔ:z' ostateczny wynik
first half (n) 'fɜ:st 'ha:ft' pierwsza połowa
follow the rules 'fɒləʊ ðə ru:lz' postępować zgodnie z zezaciami
footballer (n) 'fu:t'bɔ:lɪər' piłkarz
goal (n) 'ɡəʊl' gol, bramka
gold medal (n) 'ɡəʊld 'medl' złoty medal
honour code (n) 'ɒnər 'kɔ:d' kodeks honorowy
look good in front of sb 'lʊk 'ɡu:d ɪn frʌnt əv sʌmbɒdi' dobrze przed kimś wyglądać
national football team (n) 'næʃənəl fu:t'bɔ:l 'ti:m' narodowa drużyna piłkarska
Olympic athlete (n) 'ɒlɪmpɪk 'æθlɪt' lekkoatleta / sportowiec olimpijski
radio programme (n) 'reɪdɪəʊ 'prɒɡræməz' program radiowy
red card (n) 'red 'kɑ:rd' czerwona kartka
referee (n) 'refəri:' sędzia sportowy, arbiter
score (v) 'skɔ:z' zdobyć (gola, punkty)
sports fan (n) 'spɔ:ts fæn' kibic
support (v) 'sɜ:pərt' popierać, wspierać

swimmer (n) 'swɪməz' pływak
take a train 'teɪk ə 'treɪn' jechać pociągiem
technology (n) 'tek'nɒlədʒi' technologia, technika
train (v) 'treɪn' trenować
World Cup/League (n) 'wɜ:ld kʌp/li:ɡ' mistrzostwo świata / Liga Światowa
world record (n) 'wɜ:ld 'rekɔ:d' rekord świata

2F SPEAKING 5.13

accident (n) 'æksɪdənt' wypadek
apology (v) 'ə'pɒlədʒi' przeproszać
apologise (n) 'ə'pɒlədʒaɪz' przeprosiny
arrive late for class 'arɪv leɪt fɔ: klɑ:s' spóźnić się na zajęcia
cheat in an exam 'tʃi:t ɪn ən ɪg'zɑ:m' ściągać na egzaminie
copy (v) 'kɒpi' przepisywać, powielać, ściągać
condom (n) 'kɒndəm' kondom
essay (n) 'eseɪ' wypracowanie
fault (n) 'fɔ:lt' wina
win (v) 'wɪn' wygrać
headmaster (n) 'hed'mɑ:stər' dyrektor/dyrektorka szkoły
misbehave in class 'mɪsbɪ'heɪv ɪn klɑ:s' źle się zachowywać na lekcji
realise (v) 'rɪəlaɪz' zdawać sobie sprawę
school uniform (n) 'sku:l 'ju:nɪfɔ:m' mundur szkolny

2G WRITING 5.14

achievement (n) 'ə'tʃɪv'mənt' osiągnięcie
autobiography (n) 'ɔ:tə'baɪɒ'grəfi' autobiografia
brain damage (n) 'breɪn 'dæmɪdʒ' uszkodzenie mózgu
brave (adj) 'breɪv' odważny, dzielny
coach (n) 'kəʊtʃ' trener/trenerka
dedicated (adj) 'dedɪ'keɪtəd' oddany jakiejś sprawie
district (n) 'dɪstrɪkt' okręg, dzielnica
inspire (v) 'ɪn'spaɪəz' inspirować
inspiring (adj) 'ɪn'spaɪərɪŋ' inspirowany
journalism (n) 'dʒɜ:nəlɪzəm' dziennikarstwo
make a deal 'meɪk ə 'di:l' zawrzeć umowę
motivate (v) 'məʊ'tɪveɪt' motywować
P.E. (n) 'pi: ti: wɪ' WF
paralympic athlete (n) 'pærə'lɪmpɪk 'æθlɪt' lekkoatleta/sportowiec paraolimpijski
public speaker (n) 'pʌblɪk 'spi:kər' mówca publiczny
racer (n) 'ræsər' biegacz/biegaczka, osoba biorąca udział w wyścigu
rookie (n) 'ru:ki' debiutant
suffer (v) 'sʌfər' cierpieć
talent (n) 'tælənt' talent
trial (n) 'traɪəl' próba
wheelchair (n) 'wi:l'tʃeə' wózek inwalidzi



A LOT OF VOCABULARY – even more in the workbook

WORKBOOK

- Vocabulary Extensions in Reading and Listening lessons introduce more words and phrases, focusing on such areas as phrasal verbs, collocations and word building.
- There is also an extra Unit Vocabulary Practice section, which gathers the lexis from the entire unit.

6B READING AND VOCABULARY

- 1 Read the first two paragraphs of the diary and choose the best answer.
- What is 'social anxiety'?
- Being afraid that you can't make new friendships.
 - Feeling nervous when you have to interact with other people.
 - Not having a good relationship with family members.
- 2 Read the whole text and match events 1–5 with dates a–e.
- | | |
|---|-----------------------|
| 1 <input type="checkbox"/> She showed a presentation to her family. | a Monday, 4th June |
| 2 <input type="checkbox"/> She gave her second presentation. | b Sunday, 3rd June |
| 3 <input type="checkbox"/> She talked to the life coach about social anxiety. | c Tuesday, 6th May |
| 4 <input type="checkbox"/> She talked to the life coach about her faults. | d Tuesday, 29th April |
| 5 <input type="checkbox"/> She gave her first | e Monday, 21st April |

ACTIVE VOCABULARY | Prefix over-

The prefix *over-*, when added to an adjective, means 'too much' or 'more than is necessary', e.g. if you are *overconfident*, you are too confident. You might make a mistake because you are not careful.

5 Complete the sentences with the adjectives from the box.

overconfident overcooked overdressed overpaid
overweight overworked

- Keith wants to lose a few kilos because he's a bit **overweight**.
- The meal wasn't very good – the fish was too salty and the vegetables were **overcooked**.
- In my opinion, some actors are **overpaid**; \$20 million for one film is ridiculous.
- Tom was **overconfident** and lost the match – he was so

_____ at the moment because I'm doing my
_____ my colleague's work.
_____? You
_____ to wear a suit and tie for a children's
party!

ITE Write a short paragraph about a social
anxiety you felt anxious.

Vocabulary extension

- 4 Find words and phrases 1–5 in the text and decide which meanings are correct: a or b.

- my mind went (completely) blank
 - I had strange thoughts.
 - I couldn't think of anything.
- panicked
 - couldn't think clearly
 - made a silly mistake
- embarrassment
 - a feeling of being nervous
 - a feeling of being angry
- in tears
 - confused
 - crying
- blush
 - when cheeks go red
 - when hands shake

HOW I BECAME A BETTER SPEAKER

06

Monday, 21st April

I gave a presentation to the class today. It was awful. I **1** _____. At one point, my mind went completely blank and I stared at my notes and couldn't say a word! Then I accidentally switched off the laptop halfway through the presentation – I just panicked and couldn't manage to switch it back on. I felt myself going bright red with embarrassment. My friends were very sympathetic and my teacher gave me a B, but I still felt dreadful. I was in tears when I got home. I told Mum and Dad all about it during dinner and Mum suggested I go to see her 'life coach' next week. What's a life coach?!

Tuesday, 29th April

I had my first session with the life coach today. She asked me what I wanted to talk about so I told her all about my presentation and what had gone wrong. **2** _____. A good life coach knows exactly what questions to ask so that you can work out the answers to your problems yourself. She asked me how I had felt, and if I often feel like that. Then she explained that I have a condition called 'social anxiety'. She said that a lot of people feel the same way as I do – nervous and upset if they have to meet new people or speak in public. I felt a lot better about myself after that – now I know I'm not the only one!

Tuesday, 6th May

I had another great session with the life coach today and, with her help, found out more about myself. I give up too easily and I think too much about other people's

opinions. I spend a lot of time worrying about how my family and friends see me. **3** _____. Now I know that identifying my anxieties is the best way to deal with them.

Sunday, 3rd June

I'm giving another presentation tomorrow for History. **4** _____. This time I followed the advice of my life coach who told me that being well-prepared would help me to feel more confident. I got on with the project immediately and finished it three days ago. Now I feel ready and I'm about to present it to my first audience – my parents and grandparents!

Well, that went quite well and they gave me good advice about how to stand, where to look and what to say at different times. I still look at my notes too much and, even with my family, I blush when I make a mistake, but I'm much better prepared than last time. I think I'll try again in my bedroom now and watch myself in the mirror while I talk.

Monday, 4th June

The presentation is over. What a difference! I was confident, but not overconfident. I looked directly at the other students while I was speaking and didn't need my notes at all. **5** _____. At the end, everyone started clapping. I couldn't believe it! The teacher gave me an A and suggested that I give a presentation at the next school open day when new students and their parents come to see what the school is like. Six months ago, that was my biggest nightmare, but now I'm quite excited about the idea!



INSPIRING, THOUGHT-PROVOKING TEXTS (authentic sources, longer texts)

IF YOU KEEP IT, WE'LL BE RICH

06

2.27

'If you keep it, we'll be rich,' whispered Freya. Trent **glanced** at the bag. There was enough money in it for them to pay off all their debts, to get a decent place to live and to mend his broken bicycle.

'I don't know, Freya,' he **sighed**. 'With my luck, it'll just cause problems if I keep it.'

Freya **raised an eyebrow**.

That was true, he thought. He'd found the bag at a bus stop. Nobody had seen him pick it up, he was sure of that.

And there were no security cameras there.

'We really need the money, Trent,' insisted Freya, **staring** at the bag.

Trent **frowned**. 'But if I kept it, I'd feel bad ... dishonest. What if the money belongs to someone that needs it more than we do?'

Freya **rolled her eyes**. 'Nobody can need the money more than we do!' she **groaned**. 'We're out of work and we live in a lousy trailer, for goodness' sake!' She **shivered**. It was cold.

Trent wasn't convinced. 'We should give it back to the rightful owner,' he **murmured**.

'But we don't know whose money it is,' argued Freya. 'If we knew who it belonged to, we could give it back to them but we don't know! Anyway, which honest person would carry \$5,000 in cash in a sports bag?' So he should keep it, right?'

Trent **gazed** into her eyes. Then he made up his mind. He took her hand in his and **shook his head**.

The next day, Trent took the money to the police. Then he returned to his usual life, washing car windscreens during the day and sleeping in the trailer at night.

Three days later, Trent and Freya woke up to find a TV crew at the door. Standing behind them was a young woman.

'Trent Jamieson?' asked the reporter, who Trent vaguely

recognised from the days when he owned a TV.

'Yes,' he replied. There was a red light flashing on the camera. 'This is Lola Garcia.' The reporter pulled the young woman forward. 'It was her money you found.'

Lola explained the money had come from selling her car.

'I had to sell it to pay my fees,' she said. 'They were going to throw me out of college. I can't thank you enough.'

Trent **shrugged his shoulders**. 'It was the right thing to do,' he said.

Neither Trent nor Freya saw the TV report. So there was no way they could know what Lola was doing.

Two weeks later the TV crew returned to the campsite with Lola. This time she had a large envelope in her hands and a huge smile on her face.

'I wanted to reward you for your honesty so I set up a crowdfunding site,' she said.

Lola **hugged** Trent, Freya **grinned** and the reporter **winked** at the cameraman.

There was more good news to come. A businessman who'd seen the story on TV was so impressed with Trent's honesty that he offered him a job as a security guard. Trent and Freya moved into an apartment and the day before he started work, Trent got his bike fixed.

'What shall we do with the rest of the money?' asked Freya when Trent came home, tired but happy, from his first day at work.

Trent thought for a second. 'We should give it to someone who really needs it,' he said. 'I mean, it's not really ours, is it?'

GLOSSARY

lousy - awful
trailer - mobile home

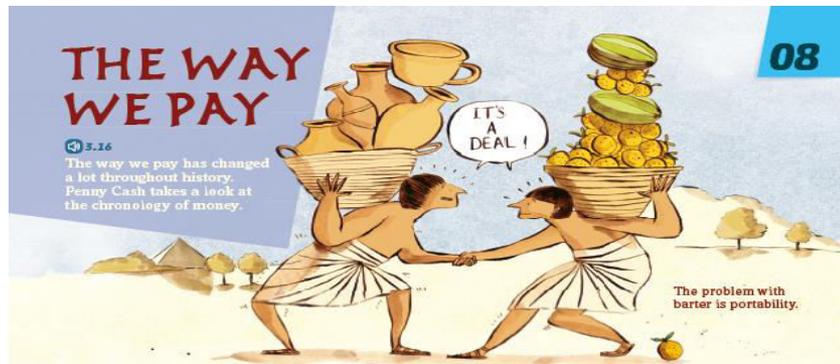


All reading texts recorded!

THE WAY WE PAY

3.16

The way we pay has changed a lot throughout history. Penny Cash takes a look at the chronology of money.



The problem with barter is portability.

08

1 Barter: a long time ago

In the beginning, there was no money. No coins, notes or credit cards. Barter: swapping one thing for another. 'I'll give you a rabbit for that bowl,' said the hunter to the potter. 'Make it two and it's a deal,' replied the potter.

2 Currency: 3,000 BCE

The problem with barter is portability. It might be all right carrying a rabbit or two around when you go shopping but what if you have a deer to trade? It could break your back. The solution was invented 5,000 years ago in Mesopotamia. A grain called the shekel was used as money. Later, the Chinese started keeping shells in their purses. Animals, feathers, seeds, salt and cocoa beans have all been used as money.

3 Coins: 1,000 BCE

Things like shells and feathers, however, are fragile, they can break. Consequently, from about 3,000 BCE, the Chinese started making shells from metal. Eventually, these metal shells were replaced by metal coins. But there was a problem: cheap metal coins were no good for buying expensive items. The solution was to make coins from precious metals such as gold and silver. The Greeks and Turks started doing this about 2,700 years ago.

4 Notes: 806 CE

The first notes weren't made of paper but of animal skin. The first proper paper banknotes were probably printed in China in 806 CE. At first, people were suspicious of paper money and wouldn't accept it but gradually, of course, they got used to it.

5 Cheques: 1717

A cheque is basically an 'I Owe You', a piece of paper promising to pay in the future. Such forms of payment have been around for thousands of years. The first bank to issue a modern printed cheque with a serial number that you could check was the Bank of England in 1717. However, although cheques were commonly used until the 1990s, they're seldom used today.

6 Cards: 1950s & 1960s

The first credit cards were introduced in the US in the 1950s. They allowed us to go shopping without cash and to get money from ATMs (first introduced in 1967). Ever since then, we've been suffering trying to remember our PIN numbers. Incidentally, don't get excited if you see 'Free Cash Withdrawals' on a UK cashpoint. It means you won't be charged to withdraw your money, not that they're giving away cash. The

1980s saw the introduction of debit cards where payments come directly from the user's bank account. The first contactless cards were produced in 2007. They save time and have one huge advantage: you don't need to remember your PIN for small transactions.

7 E-commerce: 1990s

Online commerce has taken off in the last few decades thanks to the Internet. The first online sale dates from 1994 when someone bought a CD by British singer Sting. The first mobile phone payment was made in 1997 when a fizzy drink was purchased from a vending machine in Finland. Especially for young people and in developing countries. With a prepaid card, you don't even need a bank account.

8 The future

What does the future hold? That's the financial future they're planning to have in Sweden. However, strangely, in one way, electronic communications have sent us back to the past. It's becoming common to swap goods and services on the Internet without exchanging money. Barter has made a comeback!

INSPIRING, THOUGHT PROVOKING TEXTS

9F READING AND VOCABULARY

- 1 Look at the photos, read the Fact Box and answer the questions.
- 1 Where is Easdale?
 - 2 Why did so many people leave the island?

1 Look at the photos, read the Fact Box and answer the questions.

- 1 Where is Easdale?
- 2 Why did so many people leave the island?
- 3 How big is the population now?

FACT BOX Easdale Island

Easdale is the smallest inhabited island in the Inner Hebrides, off the west coast of Scotland. In the 19th century over 500 people worked in the island's slate* quarries**. However, in 1850 a great storm flooded most of the quarries. The slate industry began to die. By the 1960s, the population of the island had dropped to only four people. Since then, the island has come back to life. There are now over seventy inhabited houses.

* a dark rock used to make roof tiles

** a large hole in the ground where stone is extracted

- a compare the more positive and negative aspects of...
 - b People who live on the coast feel better.
 - c It's impossible to find a job on Easdale.
 - d Carrie doesn't earn a lot of money.
- 5 Carrie's main purpose in writing the text was to
- a explain why she went to live in a new place.
 - b compare life in urban and rural communities.
 - c persuade people to be kinder to their neighbours.
 - d describe her work and life in her new home.

- 4 What do you think of Carrie's decision? Discuss in pairs.

130 | I can summarise a text and talk about places to live.

How a music video changed my life



only the size of thirty foot, population could fit inside bus.

- Over dinner in the pub I got chatting to some locals.
- 90 They told me that the next day was Atlantic Adventure Day, which takes place every August. It was fantastic. I went on a boat trip, swam with dolphins, ate wonderful food and I think I met everyone on the island. It was the perfect start to my holiday.
- 91 On my last day on Easdale, I walked up a hill along a winding path overlooking the deep blue ocean. I sat on a rock and watched the waves. It was lovely, peaceful. I thought about my life in London and made a decision. A month later I left London and moved to Easdale. I've been here ever since.
- 92 It hasn't always been easy. I'm an urban girl living in a rural world. I used to live on the top floor of a tower block. Now I live in a picturesque cottage on the shore of the North Atlantic. I sometimes dream of London, especially the nightlife. But nothing can compare to the peace and quiet of this beautiful, tiny, isolated island and its tight-knit community. Studies show that living by the sea makes you happier and healthier. It's certainly true for me.
- 93 It isn't easy to earn a living here. Many islanders have jobs on the mainland; some work on the ferry, in the pub or in the folk museum; others have their own businesses. I make jewellery and sell it online. I don't consider myself rich but I get by. I love my new life and all the friends I've made. I wish I'd left London sooner. And just to think, I would never have come here if I hadn't watched that music video.

- 5 3.34 Study Active Reading. Then listen to a poor summary of the text and say which of the six points the speaker does not respect.

ACTIVE READING | Summarising texts

When you summarise a text, you should ...

- 1 mention all the key points (underline them and/or make notes),
- 2 check you get the key points right,
- 3 ignore unimportant information/minor details,
- 4 avoid unnecessary repetition,
- 5 rephrase the text (don't repeat it word for word),
- 6 use linkers to connect your ideas.

- 6 3.35 Follow the tips in Active Reading to summarise the text to a partner. Then listen to a good summary and compare it to yours.

- 2 A small charming house in the country.
- 3 Clubs and pubs full of energy and life.
- 4 Fashionable shops.
- 5 Lots of movement and activity.
- 6 Amazing landscape.
- 7 A walking track which has a lot of bends in it.

9 SPEAKING Discuss the questions in groups.

- 1 What are the pros and cons of living on a small, remote island compared to a large city?
- 2 What would you include in a video to attract people to come and live in your community?

10 REFLECT | Society Scientific studies show that living by the sea makes you happier and healthier. Why do you think that could be?



Watch the video.



LOTS OF SPEAKING → above average communication

6E SPEAKING

1 What's the best and worst way to tell a friend that you have to cancel an arrangement to meet?

Watch and listen to Part 1 and answer the questions.

- 1 Why does Sally ask for Claire's advice?
- 2 What advice does Claire give to Sally in the end?
- 3 What would you do if you were Sally?
- 4 How do you think Jane will feel when Sally calls her to explain?

3  **2.33** Listen to Part 2. How are Jane's and Sally's situations similar?



SPEAKING | Asking for, giving and reacting to advice

Asking for advice

I ¹ wonder if you could give me some advice.

What do you think I should/ought to do?

Do you think I need to/should ...?

I've got a bit of a ² ? and I don't know what to do.

I've no idea how/what to ...

I'd really appreciate your advice.

I'm at (a bit of) a loss.

Giving advice

You could/should(n't)/ ought (not) to...

I (don't) think you should ...

You'd ³ ? (just) tell her the truth.*

You'd better not do this ...

5 Choose the correct answers to complete the dialogues. Write the answers in your notebook.

- 1** **A** I really can't go to Pam's party ... I'm thinking of making an excuse and telling her I'm not feeling well. Do you think that's a good idea?
B **a** No, I don't think you should do that.
b That's really helpful, thanks.
- 2** **A** What do you think I should do: text my friend to cancel our plans, or give her a call?
B **a** I never thought of that, good idea.
b If I were you, I'd call her.
- 3** **A** I'm afraid my friend won't understand. I've no idea what to tell him.
B You'd better talk to your mom, she'll know what to do.
A **a** I'd really appreciate your advice.
b I don't know if she can help me but I'll give it a try.
- 4** **A** I'm at a loss. How can I tell Susan that she can't visit me this Saturday? I have a cold!



GRAMMAR - interactive

- ✓ guided discovery approach
- ✓ grammar videos – vox pop videos

03

Far from h

VOCABULARY Holiday activities, travelling

GRAMMAR Past Continuous and Past Simple

SPEAKING Asking for information

WRITING A blog post

Magical Moments

PHOTO COMPETITION

Send in a photo of your most magical holiday moment. Where was it? What were you doing? Write a text of no more than eighty words to tell us about it. You can win fantastic prizes.



Wild horses Steve Curry, New York
Last summer we were staying in a hotel in Scotland. One evening, we went for a drive. At about 7 p.m. we were going along a very quiet road. I wasn't looking at the countryside. I was playing a video game. Suddenly, my dad stopped the car. Right in front of us were lots of wild horses. They were running straight at our car. As they were going past, I took this photo. It was amazing!



Swimming in the rain Kerry Kane, London
We were sunbathing on a beach in Cornwall. I was eating an ice cream when suddenly it started to rain. My parents ran to a café but my sister Lara said, 'Let's go for a swim! We're wet anyway.' While we were swimming, I took this photo. The rain stopped and the sun came out. We felt great. The only problem was that our towels were really wet!

Past Continuous and Past Simple

4 In your notebook, match sentences 1-2 with the uses of the Past Continuous a-b.

- At about 7 p.m. we were going along a quiet road.
- I was staying with my uncle on his farm in Canada.

a to give the background to a story
b to say that someone was in the middle of an action at a specific time

5 Read the sentence from one of the stories and answer the questions in your notebook.

While we were swimming, I took this photo.

- Did these actions happen
 - one after another?
 - at the same time?
- Which action was shorter and which tense do we use to talk about it?

6 Read the Grammar box and find more examples of the Past Continuous and Past Simple in the stories.

Past Continuous and Past Simple

We use the Past Continuous:

- to give the background to a story
- to talk about an unfinished action at a time in the past
- to show that a long activity was interrupted by a short one (in the Past Simple)

	I • He • She • It	We • You • They
+	I was swimming.	They were running.
-	She wasn't dancing.	We weren't walking.
?	Was he sunbathing? Yes, he was./ No, he wasn't.	Were they singing? Yes, they were./ No, they weren't.
Wh-?	Whose car was he driving?	What were you doing yesterday at 10 p.m.?

Linkers: when, while, as

Grammar Reference and Practice > page 165

03

Read the photos and stories again and correct the sentences in your notebook.

erry was eating lunch when it started to rain.
a, she wasn't eating lunch. She was eating an ice cream.

rra was looking at the camera when Kerry took the photo.
rra was driving the car when the horses appeared.

teve's mum was driving the car when the dam was staying in a hotel in Canada.
the sun was coming up when Adam saw the rainbows.

It do you think your partner was doing at these times? Ask and check if your guesses were correct.

7 o'clock last night six o'clock this morning
Saturday at 8 p.m. last Sunday at 11 a.m.

Were you sleeping at ten o'clock last night?
a, I wasn't. I was studying Maths.

L.28 In your notebook, complete the text with the Simple or Past Continuous. Listen and check.

Were travelling (travel) to France on a car ferry.
I (feel) a bit sick, so I (go) outside to some air. While I (look) down at the sea, I (see) a dolphin. It (swim) next to the ship. As I (watch), it (jump) high out of the sea. I (get) a wonderful photo.

In your notebook, complete the sentences with the correct forms of the travel verbs from the box. Then in pairs, say if the sentences are true for you.

drive ride sail wait

was running to **catch** a bus to school when he realised it was a holiday.
he first time I **met** the car, my dad was sitting beside me with his eyes closed.
met my boyfriend/girlfriend while I **was** at a bus stop.
I **lost** my bike when I saw our teacher.
while we **were** on a ferry, there was a storm.

VOX POP

Class about a magical moment that happened on holiday. Then vote for the best story.



A magical moment happened to me while I was on holiday. I visited ...

Interactives and Continuous to talk about past experiences. | 35

GRAMMAR – thoroughly practised

- ✓ 20 grammar lessons (2 lessons / unit)
- ✓ Additional grammar explanations and practice at the back

04

THE INCREDIBLE

2013



2016



4A GRAMMAR AND PRACTICE

- 1 SPEAKING** In pairs, ask and answer the questions.
 - Do you like chocolate? What chocolate bar?
 - How much money do you spend on snacks in a typical week?
 - Do you ever give chocolate as gifts?
- 2 Look at the cartoons.** In pairs, describe the situation in the second cartoon.
- 3 Read the article and say what is happening.**

48

Grammar Reference and Practice

8F Have/ get something done

Konstrukcja **have + dopełnienie + trzecia forma czasownika (Past Participle)** używamy, gdy mówimy o czynnościach, które zostały dla kogoś wykonane przez inną osobę (najczęściej specjalistę lub fachowca).
I have my hair cut every month. Strzyżę się raz w miesiącu.
They're having the house designed by an architect. Ich dom projektuje architekt.
You should have that car serviced. Powinieneś zjechać przegięd samochodem.

Zamiast czasownika **have** możemy w wypowiedziach nieformalnych również użyć czasownika **get**.
I got my bike repaired. Mój rower został naprawiony. (w sklepie rowerowym)
When are we getting our meal served? Kiedy podadzą nasze dania? (w restauracji)

1 In your notebook, complete the second sentence so that it means the same as the first. Use have/get something done.

- 1 My family dentist took my front tooth out yesterday. I _____ by my family dentist.
- 2 Someone has redecorated our flat. We _____.
- 3 My friend is going to dye his hair. I _____.
- 4 My parents should ask someone to manage their company account on social media. My parents _____.
- 5 I have never asked anybody to deliver my shopping. I _____.
- 6 My granny asks someone to clean her house every week. My granny _____.
- 7 Have you asked a beautician to pierce your ears? Have you _____ by a beautician?

2 In your notebook, complete the sentences with have/get something done.

- 1 When was the last time you _____ (your room / paint)?
- 2 What is this plumber doing in your kitchen? Oh, I _____ (a new dishwasher / install).
- 3 _____ (you / garden / tidy)? It looks so lovely and clean now.
- 4 I must go to the cleaners. I need to _____ (my suit / clean) by Tuesday.
- 5 I'd like to _____ (the car / wash) by midday.
- 6 Are you really going to _____ (your boyfriend's name / tattoo) on your neck?

8G The third conditional

Żąda warunkowych trzeciego stopnia używamy, gdy mówimy o sytuacjach, które mogły mieć miejsce w przeszłości, ale nigdy się nie zdarzyły, lub jeżeli się zastanawiamy nad inną wersją przeszłych wydarzeń. Używamy go także, aby wyrazić:
 • winę: *If you had worked harder, you would have passed the exam.* Jeśli pracowałbyś więcej, zdałbyś egzamin.
 • żal: *If we'd arrived earlier, we would have parked near the entrance.* Jeśli przyjechalibyśmy wcześniej, udałoby się nam zaparkować blisko wejścia.
 • ulgę: *If we hadn't left early, we would have been late for the film.* Jeśli nie wyszlibyśmy wcześniej, spóźnilibyśmy się na film.

Warunek	Rezultat
If + Past Perfect,	would (could/might) have + Past Participle
If I had gone to a better university,	I would have had better career opportunities.
If she hadn't studied biology,	she wouldn't have become a doctor.
Pytania ogólne	Krótkie odpowiedzi
If he had asked you to marry him, would you have said yes?	Yes, I would have. / No, I wouldn't have.

Pytania szczegółowe
 What would you have done if you had been me?

Aby wyrazić pragnienie, w zdaniu nadzędym możemy użyć *could have* lub *might have* zamiast *would have*.
 If you had called me, I might/could have been able to help. Gdybyś do mnie zadzwoniła, byłbym mógł pomóc.

1 In your notebook, complete the dialogue using the third conditional.

- A** We're so lucky! Now that we've got our backpack with money and documents in it we can start enjoying our holidays in the Alps!
- B** Absolutely! Can you imagine what **1** _____ (happen) if we **2** _____ (reach) the chalet five minutes later?
- A** Don't tell me! We **3** _____ (miss) the chalet owner! When we got there, he was about to drive down to the local police with our stuff.
- B** I know. And if you **4** _____ (not learn) German at school, we **5** _____ (not be) able to explain to him what had happened and we **6** _____ (not get) our things back.
- A** True. I still can't believe nobody took the backpack. You had left it on the bench in front of the chalet.
- B** I'm sorry, but if you **7** _____ (not beg) me to take a photo of you and the mountains, I **8** _____ (not put) it on that bench. I had to open it to get my mobile out.
- A** I **9** _____ (can/hold) it for you if you **10** _____ (ask) me!
- B** Let's stop blaming each other. If we **11** _____ (not find) the backpack, our holidays **12** _____ (finish) that afternoon.

2 In your notebook, write a third conditional sentence for each situation.

- 1 The hotel was destroyed by an avalanche. A lot of people were injured.
 If the hotel _____ by an avalanche, nobody _____ injured.
- 2 The plane couldn't take off due to bad weather.
 If _____ good, the plane _____ off.
- 3 The man didn't drown because the lifeguard swam very fast.
 The man _____ if the lifeguard _____ very fast.
- 4 The family left the forest after the warnings so they didn't get hurt in the forest fire.
 The family could _____ in the forest fire, if they _____ the forest on time.
- 5 You caught me when I fell on the slope so I didn't break my leg.
 If you _____ when I fell on the slope, I might _____ my leg.
- 6 The city was flooded after the heavy rainfall.
 The city _____ if the rain _____ so heavy.

3 In your notebook, complete the questions with the third conditional forms. Then answer the questions.

- 1 If you _____ (lose/not/your wallet), you _____ (have/much more fun) on your last vacation.
- 2 What _____ (can/happen) to life on Earth if dinosaurs _____ (not die) out?
- 3 What _____ (happen) if Columbus _____ (not discover) America?
- 4 If you _____ (meet) your favourite actor on your way to school today, what _____ (you say) to him/her?

9D I wish/If only for regrets

Konstrukcja **I wish/If only** używamy, aby wyrazić żal, że coś ma lub miało miejsce w chwili obecnej albo że nie ma lub nie miało miejsca w przeszłości.

- Konstrukcja **I wish/If only + Past Simple** używamy w odniesieniu do teraźniejszości: *I wish people cared more about the environment.* Gdyby tylko ludzie troszczyli się bardziej o środowisko!
If only we were still on holiday. Chciałabym, żebyśmy ciągle byli na wakacjach.
- Konstrukcja **I wish/If only + Past Perfect** używamy w odniesieniu do przeszłości: *I wish I had studied harder.* Żałuję, że nie uczyłem się więcej.
If only I had gone to bed earlier. Żałuję, że nie poszedłem do łóżka wcześniej.
- Konstrukcja **I wish/If only + would + czasownik** używamy w odniesieniu do teraźniejszości i przyszłości, aby wyrazić życzenie, by trudna lub uciążliwa sytuacja się zmieniła. Zazwyczaj używamy tej konstrukcji w odniesieniu do innych ludzi lub rzeczy i sytuacji, nad którymi nie mamy kontroli: *I wish you wouldn't bite your nails.* Chciałabym, żebyś przestał obgryzać paznokcie.
If only it would stop raining. Gdyby tylko przestało padać!

1 In your notebook, complete the sentences using the correct tense.

- 1 Your friend had asked you to look after her flowers while she was away. You didn't so they died.
 If only I _____.
- 2 You don't like to do the washing up but you have to do it every day.
 I wish I _____.
- 3 Your best friend never remembers your birthday! It upsets you a lot.
 I wish she _____.
- 4 Your flatmate is always bringing plastic bags from the supermarket when he goes shopping! You think this is very irresponsible.
 If only he _____.
- 5 You can't cook like a chef and you would like to.
 If only I _____.
- 6 You spent a fortune on a new mobile phone and you are not satisfied with it.
 I wish I _____.

2 In your notebook, complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.

- 1 It would be nice if my dog was able to fetch toys. **COULD**
 I _____ fetch toys.
- 2 What a pity we forgot the insect repellent. **HADN'T**
 If _____ the insect repellent.
- 3 I regret not learning to swim when I was a child. **HAD**
 I _____ to swim when I was a child.
- 4 It's a shame you don't sort the rubbish! **WOULD**
 I _____ the rubbish.
- 5 I would love to have more time for my friends. **HAD**
 I _____ for my friends.
- 6 Don't play your music so loud! **WISH**
 I _____ music so loud.
- 7 I regret saying that you are lazy. **SAID**
 I wish I _____ you are lazy.

3 In your notebook, complete the questions with the correct form of the verbs in brackets. Then answer the questions in pairs.

- 1 Which famous person do you wish you _____ (can meet) one day?
- 2 What special abilities do you wish you _____ (have)?
- 3 What do you wish people _____ (not do) to the environment?
- 4 What do you wish you _____ (not do) last week?
- 5 What do you wish your parents _____ (not ask) you to do every single day?

USE OF ENGLISH

04 Revision

VOCABULARY AND GRAMMAR

- 1 Choose the correct words to complete the sentences. Write the answers in your notebook.

- If you want a good price, you should *leave / book / switch* a flight in advance.
- Please *close / put / fasten* your seatbelt. The plane is going to take off.
- You should *throw / fold / hide* away your tray table before take-off and landing.
- You should answer questions the staff ask when you go *by / through / between* security at the

- 4 In your notebook, rewrite the sentences with the correct form of the verbs from the box. Sometimes more than one answer is possible.

can/can't could/couldn't must/mustn't may/may not (not) have to ought (not) to (not) be able to should (not)

- I feel it's important to get up early tomorrow.
I must get up early tomorrow.
- Please ask the people in the room next door to stop shouting.
- It's necessary to wear a swimming hat in the pool.
- I wasn't able to speak English well when I started this job

USE OF ENGLISH

- 6 Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold. Write the answers in your notebook.

1 Jane doesn't concentrate so she makes a lot of mistakes. **CONCENTRATED**
? make fewer mistakes.

2 We really had a great time on our first date. **HIT**
We ? on our first date.

3 I'm not brave enough to tell them I lied. **BRAVER**
? I would tell them I lied.

4 I think you should tell her how you feel. **YOU**
If ? tell her how you feel.

5 She looked very surprised when she heard the news. **EYEBROW**
She ? in surprise when she heard the news.

6 You should be honest but white lies are sometimes kind. **ALTHOUGH**
? white lies are sometimes kind.

7 You should start revising because tests begin next week. **HAD**
You ? because tests begin next week.

8 If you do that again, we'll have an argument! **OUT**
If you do that again, ?

9 The price of the tickets is going up, so we must buy them soon. **UNLESS**
? soon, they will be more expensive.

- 7 Choose the correct words a-d to complete the text. Write the answers in your notebook.

I've just got back from a trip to Spain. It was the best holiday I have ever had, although it didn't get off to a good start! I was going to go with my best friend from university. However, poor Jack ¹ not come because he'd got the flu. So, I set ² for the airport alone! I checked in and went to the gate to board the plane for Barcelona, ³ was two hours late!

Once I was on the plane, things didn't get any better. I had booked an aisle seat, so I could have more space for my long legs. Unfortunately, someone had made a mistake, so I had to sit in a window seat. Finally, when we were almost at our ⁴, the captain announced, 'We are sorry but we won't ⁵ to land due to a bad storm. We must land at another airport.'

Despite this terrible start, I had a fantastic holiday. During the flight I had made friends with two Spanish students sitting next to me, ⁶ invited me to stay and showed me round Barcelona!

- | | | | |
|-----------|-----------|-------------|---------------|
| 1 a must | b may | c could | d can |
| 2 a on | b up | c out | d in |
| 3 a which | b that | c who | d what |
| 4 a aim | b target | c objective | d destination |
| 5 a have | b be able | c need | d be possible |
| 6 a who | b which | c that | d whose |

Use of English > page 185

LISTENING

- 8 You will hear five short recordings. Choose the correct answers a, b or c. Write the answers in your notebook.

- Where is the speaker?
 - at a travel agent's
 - on a coach
 - in a hotel
- What are the presenters surprised about?
 - Bad weather on the M25.
 - A car crash on the M26.
 - The reason for traffic congestion on the M26.
- What is the speaker announcing?
 - a change of gate
 - a delay
 - a flight that is ready for boarding
- Why is the boy calling?
 - To ask the girl to lend him something.
 - To ask for advice about travelling on a long flight.
 - To tell the girl he's going away.
- What is the woman's attitude to flying?
 - She finds it exciting.
 - She thinks it's a practical way of travelling.
 - She says it pollutes the environment.

SPEAKING

- 9 Look at posters A-C. You have to choose the winning poster in a competition about reducing pollution in your city.

- Choose the poster that you think is best and explain why you think so.
- Explain why you reject the other posters.



Now discuss these questions with a partner.

- Whose responsibility is it to reduce pollution? Why do you think so?
- What are the advantages and disadvantages of pedestrianized town and city centres?

WRITING

- 10 You have seen an advertisement for a cycle tour of a city you are visiting. Write an email to ask for more information.

- Say where you saw the advertisement and why you are interested in it.
 - Explain what information you would like to get.
 - Briefly describe a cycle tour you went on last summer.
 - Learn more about lunch options.
- Write 80-130 words.

CULTURE AND LITERATURE SPOTS

CULTURE SPOT 1 Tea drinking in the UK



The most popular drink in Britain

4.16

- Ask anyone around the world what they think is typically British and they would probably mention tea. And it's true. In Britain a cup of tea is far more popular than a cup of coffee and 80 percent of Britons drink it every day. In fact, an amazing 165 million cups of tea are drunk daily – which adds up to an incredible 60.2 billion cups a year! The traditional 'cuppa' is normally drunk with milk in a china cup, but today a mug is more popular and it's a custom to 'dunk' a biscuit in your tea. Tea has also made its way into the English language – with phrases like 'a storm in a teacup' and 'not for all the tea in China!'
- So, why did tea become so popular in Britain? Firstly, European explorers brought tea from China to Europe. In 1662, Catherine of Braganza, King Charles II's wife, made the drink fashionable and instantly popular in England. Less alcohol was sold, and the government was angry because they lost money from taxes. As a result, they started to tax tea heavily, and, at one point, the tax was 119 percent. It was so expensive that smuggling tea became common and often other things were added to tea – like used tea leaves or even dung!
- The big, heavy ships that brought tea from China to England in the 1800s took nearly a year! In the 1850s the British started to use 'clippers'. These were much faster ships, very tall with lots of sails and the first one made the journey in 97 days. In 1869, the Suez Canal in Egypt opened and the distance to bring the tea got shorter. The clippers stopped because they couldn't sail through it and different types of ships were used instead.
- The British tradition of 'afternoon tea' started with the Duchess of Bedford in 1841. She got hungry in the middle of the afternoon and asked for some bread and butter and a cup of tea. It soon became the fashion to enjoy tea with small sandwiches or cakes between 4 and 5 o'clock. Today it is very popular in tea shops where tea and

scones, with jam and cream, is known as a cream tea. You can also pay a lot of money in top hotels where tea might be served with cucumber sandwiches and delicate fancy cakes on the traditional three-tier stands.

- Traditional tea drinkers in Britain make tea from leaves in a teapot. A teapot is often covered with a tea cosy to keep it warm. When the tea is ready, it is poured through a strainer into a cup. However, today 96 percent of cups of tea are made with tea bags. It's easy and quick, and believe it or not the invention of the tea bag was an accident! Thomas Sullivan, a tea seller in the USA, used to send samples of his tea to customers in small silk bags. Some customers thought the idea was to put the bag in hot water and the tea bag was born!
- Tea drinking in the UK is not standing still – new traditions with new types of tea are becoming very popular. Back in the 1980s a new tea drink was developed in Taiwan and has now spread all over the world. Bubble tea uses cooked tapioca balls (often called 'pearls') and refreshing fruit teas which are shaken up to create a creamy topping. It can be drunk ice cold or piping hot. The sweet, chewy balls are sucked up through a big straw. Nitro tea is when the bubble tea is kept cold with nitroglycerin, which makes the tea also a little fizzy. Then there's Chai tea which was originally an Indian drink. This is a sweet and spicy drink made from tea with both warm water and milk. It is supposed to be very healthy! And the future of tea drinking in Britain? Who knows – but it will certainly never disappear from our tables!

GLOSSARY

ding – solid waste from animals, especially cows
dunk – to put something into a liquid quickly and then take it out (e.g. a biscuit in your tea)
piping hot – very hot
topping – something you put on top of food to make it look nicer or taste better

What do you know about tea in Britain?

- How many Britons drink tea every day?
 A 41% B 80% C 93%
- How many cups of tea are drunk every day in Britain?
 A 60 million B 165 million C 210 million
- When did tea first become popular in Britain?
 A 16th century B 17th century C 18th century
- How long did it take for the first ships to bring tea to Britain?

- Tell your partner about these situations.
 1 A recent disagreement that was 'a storm in a tea cup'.
 2 Something that you wouldn't do 'for all the tea in China'.
 3 Something you refused to do recently because it wasn't your 'cup of tea'.
 4 A time recently when you really 'fancied a cuppa'.
- 4.17 Listen to a radio programme with a tea expert. Tick the things we should do. Which is the strangest. In your opinion?

- Match the words below with the photos A-I on page 154. Write the answers in your notebook.

china cup scones straws tea bags tapioca balls
 tea cosy teapot tea strainer three-tier stand

- Work in pairs. Answer the questions in the quiz above. Then scan the text to check your answers.

- Read the text again and match the headings to the text. There is one extra heading. Write the answers in your notebook.

- | | |
|--------------------------------------|-------------------------------|
| A How tea got to Britain | E The story of tea in Britain |
| B The changing face and taste of tea | F An accidental invention |
| C The important job of tea tasting | G A very British habit |
| D Not only a drink | |

- In your notebook, complete the conversations with the correct common phrases a-e related to tea.

A ¹ *How do you take your tea?*

B With milk and five sugars, please.

A Do you fancy going to the opera with me tonight?

B Thanks for inviting me but ² ?

A Are you and Dave still not talking after your argument?

B Oh, we're fine now. ³ ?

A Wow! That looks exciting. Would you like to have a go?

B No way! ⁴ ?

A ⁵ ?

B Cool. I'd love one.

a It was just **a storm in a teacup**.

b I wouldn't try that **for all the tea in China!**

c I'm afraid it's not **my cup of tea!**

d Fancy a cuppa?

e How do you **take your tea?**

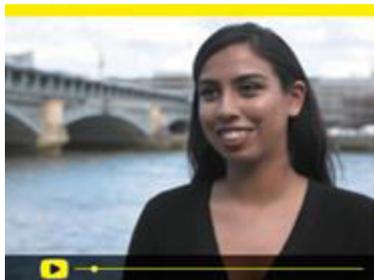
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What's **UNIQUE** in
High Note?

AUTHENTIC VIDEO CONTENT



GRAMMAR VIDEOS

- 10 videos/level
- First grammar lesson in each unit
- Comprehension exercise in SB + extra activities in TB
- Structure model for students to follow



DOCUMENTARY VIDEOS

- 10 videos/level
- Reading lessons but also flipped classroom scenario
- *Watch and Reflect* video worksheets SB



COMMUNICATION VIDEOS

- 10 videos/Levels 1-3
- Integrated into speaking lessons (also work as audio)
- Snappy, humorous situations presenting functional language



LIFE SKILLS VIDEO: Presentation skills

- One video in Levels 2-4
- Visual support for the presentation skills Life Skills lessons

9A ACTIVE GRAMMAR PLUS (Student's Book, p. 125)

1 **C29** Watch the speakers answering the question below. What do they say?

If you had known years ago everything you know today, what would you have done differently?

2 **C29** Complete the sentences with the expressions from the box. Then watch again and check your answers.

alive boarding school certain subjects the volume with hindsight

1 I would probably have focused more at school

4 I would have spent more time with my grandma when she was _____.

5 I would not have gone to _____.

3 Complete the second sentence so that it has a similar meaning to the first sentence. Use no more than four words in each gap, including the word given. Are these sentences true for you?

1 With hindsight, I can say that I don't regret anything I've done in my life. **WOULD**

With hindsight, I can say that I _____
something differently in my life.

9F WATCH AND REFLECT (Student's Book, p. 130)

1 **SPEAKING** You are going to watch a video about people who have moved away from cities to a quiet island. Before you watch, look at the photo and discuss these questions in pairs.

- 1 Why do you think the people decided to move there?
- 2 What do you think they can do in their free time?

2 **C31** Watch the video and answer the questions.

- 1 Where is Anglesey?
- 2 What aspects of Welsh culture can you enjoy in the community?
- 3 According to Therese, what adds something special to a location?
- 4 Where is Sian from?
- 5 How long did she work in advertising for?
- 6 What did Sian use to wear?

3 **C31** Complete the sentences with the words from the box. Then watch the video again and check.

detached pace quality pressure reconnect vibrant

- 1 People in big cities often lead high **pressure** lifestyles.
- 2 It is important for people in urban areas to _____ with nature.
- 3 We live in a _____ community with lots of cultural activities going on.
- 4 A small flat in a city can cost as much as a _____ house in the countryside.
- 5 The _____ of life here is much slower than in London and the _____ of life is much better.



4 **SPEAKING** In pairs or small groups, discuss the questions.

- 1 People often move to cities when they are young and then somewhere quieter when they are older. What do young people like about cities and what do older people dislike about them?
- 2 In which town, village or area would you like to live in your country? Give reasons for your answer.
- 3 Read the question narrator asks at the end and give your opinions: 'What does good quality of life mean to you?' Use the headings below and your own ideas.
 - free time
 - friends
 - money
 - excitement
 - house
 - work

5 **WRITING TASK** Imagine you live on Anglesey. The local council wants to attract visitors so they ask you to write an article describing life on the island and the fun thing _____ here.

GLOS

deadlines – times set at which work has to be completed

hectic – very busy and full of activity

profound – having a strong influence or effect

remote – far away from towns or places where people live

LIFE SKILLS development programme

On top of developing language skills and helping students pass exams, *High Note* teaches **practical, everyday life skills students will find useful both now and in the future** (at school, at university and in the future workplace)

ACADEMIC AND CAREER-RELATED SKILLS

- Giving successful presentations
- Debating
- Planning a future career
- Using online resources (copyrights)
- Developing research skills

SOCIAL SKILLS

- Working in a team
- Understanding how advertising works
- Identifying fake news
- Managing online presence

PERSONAL DEVELOPMENT SKILLS

- Time management
- Setting SMART goals
- Improving memory
- Handling stress in exams
- Improving creativity
- Building resilience

LIFE SKILLS development programme

LIFE SKILLS

How to plan your time

05-06

HOW DO YOU MANAGE YOUR TIME?

MARIA

I used to be rather disorganised.

- 5 Read the forum entries on page 92. In your notebook match headings A-E with entries 1-3. There are two extra headings.
- A Don't plan your free time
 - B Use a diary to plan
 - C Switch off social media
 - D Never plan too much
 - E Concentrate on the important things first
- 7 Read the to-do lists A and B prepared by two classmates and answer the questions.
- 1 Which list do you think is better? Say why.
 - 2 Would you change anything to improve the lists? Use the advice from Exercises 5 and 6 to help you.
- 8 Listen to the expert's opinion on the to-do lists from Exercise 7. Which is better according to her opinion? Why? Did you give similar answers?

LIFE SKILLS

How to give a presentation

01-02

The FOUR Rs to a perfect presentation

At some point in life, everyone has to stand up and speak in front of a group of people. For most of us this can be extremely stressful, but there's some good news. Although not everyone can be a great public speaker like Barack Obama or Oprah Winfrey, giving a presentation is definitely a skill you can learn. Here are four steps to a successful presentation.

1 PLAN

When you first start to plan a presentation, ask yourself these questions:

- Who is your audience? At school, you're talking to your teacher and classmates, but an official exam is a more serious and formal situation.
- Why are you giving the presentation? What is the message of your speech? Decide if you want to make the listeners laugh, inform them about something, or maybe persuade them to agree with your ideas.
- How much time have you got? This will help you decide how much information to share with your audience.

2 PREPARE

At this stage you should:

- Research your topic. Make sure you understand your subject well. Decide what you want to say and try to make it interesting for your audience.
- Organise your ideas into a clear introduction, main body and conclusion. You can start with a joke, some surprising facts, a personal anecdote or a question to get the listeners' attention.

3 PRACTISE

Practising helps you feel more confident when you speak in public. It's a good idea to:

- Practise in front of a mirror and watch your body language. Remember that you can use your body and facial expressions to help the audience understand your message. It is also a good idea to move during the presentation to keep the audience's attention.
- Time your speech. Read through your presentation and see if you can keep to the time limit. You can also record yourself speaking to observe how you use your voice.
- Practise in front of an audience, for example family and friends. This will help you deal with stress and prepare to answer any questions.

4 PRESENT

The big day is now here. For your actual presentation:

- Wear clothes which are comfortable but appropriate for the occasion. Think about whether your audience will wear formal or informal clothes and wear something similar.

- 1 In pairs, answer the questions.
- 1 Describe the last time you gave a presentation. What was it about? How did you feel?
- 6 Listen again and look at the photos. For each presentation (P1 and P2), rate aspects A-E below from 1-5 (1 = poor, 5 = excellent). Write the answers in your notebook.

1 In pairs, answer the questions.

- 1 Describe the last time you gave a presentation. What was it about? How did you feel?
- 2 In which situations in your life could public speaking skills be useful? Say why.

2 In pairs, discuss the opinions about giving presentations. Choose and write down in your notebook the options which you think are correct. Say why.

- 1 Giving an exam presentation is *different from / similar to* a classroom presentation.
- 2 It is a *good / bad* idea for a speaker to start a presentation by saying something funny.
- 3 The way a presenter uses their body during a talk *can / cannot* change the message.
- 4 It is *OK / not OK* for a presenter to speak longer than scheduled.
- 5 The best way to prepare for a presentation is to practise it *alone / with someone else*.
- 6 It is *OK / not OK* for presenters to read from a page so they don't forget what to say.



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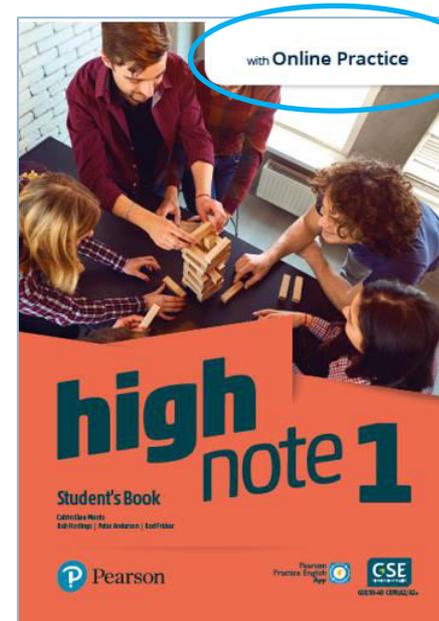
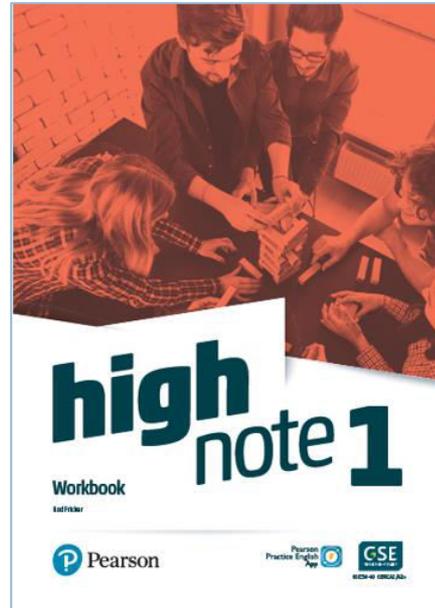
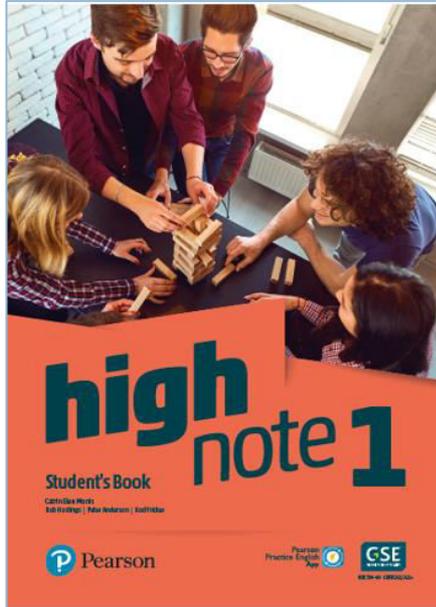
FLEXIBLE UNIT STRUCTURE

- ✓ 10 units
- ✓ Each unit = 10 pages
- ✓ Revision after each unit (2 pages)

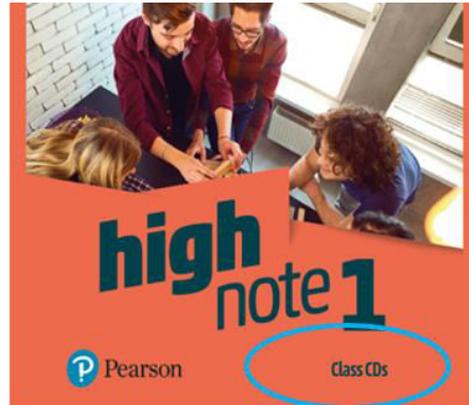
Spread 1	GRAMMAR AND VOCABULARY
Spreads 2-4	READING AND VOCABULARY LISTENING AND VOCABULARY SPEAKING GRAMMAR
Spread 5	WRITING

} Flexible order depending on the best unit flow

Student's learning journey with High Note



Teacher's journey with High Note



3E LISTENING AND VOCABULARY

1 SPEAKING In pairs, answer the questions.

- How do you feel when you travel (e.g. relaxed, bored, nervous)?
- Do you prefer to travel by coach, plane or train? Say why.
- The last time you travelled, did you arrive at the airport or station early, on time or late? Talk about the trip.

2 In pairs, match the airport vocabulary from the box with the definitions.

arrivals boarding pass book a flight budget airline cancelled check-in (desk) delayed departure lounge gate hand-luggage security trolley

- A bag or case that you take onto the plane with you. *hand luggage*
- A company that sells cheap flights. *budget airline*
- A thing that you put your bags on. *trolley*
- A thing that you need to get on the plane. *boarding pass*
- A place with lots of shops and restaurants. *departure lounge*
- The place where they check you and your luggage. *security*
- The place where you first show your ticket. *check-in (desk)*
- The place where you go after you land. *arrivals*
- The place where you wait to board the plane. *gate*
- To buy a plane ticket. *book a flight*
- Bad news: your flight is late. *delayed*
- Worse news: your flight is not taking off. *cancelled*

3 1.35 Complete the text with the correct forms of the words and phrases from Exercise 2. Listen and check.

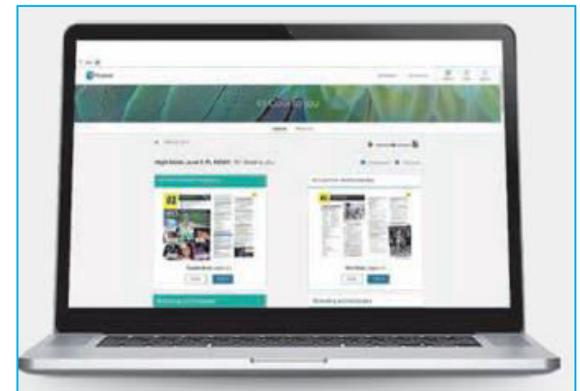


5 1.36 Listen to the conversation again and choose the correct answers.

- Why did Tom almost miss the flight?
 - He didn't know his seat number.
 - He had a problem at security.
 - He spent too long in the café.
- Why did he miss his flight to New York?
 - Because of the weather.
 - He got to the airport late.
 - He didn't have his passport with him.
- Kate's dad was flying to
 - Istanbul.
 - Edinburgh.
 - Frankfurt.
- Her dad missed his flight because he

Exercise 3
2 Budget

Pearson English Portal



PEARSON ENGLISH PORTAL

Presentation Tool Resources

Units



01 Looking good



WITH LIFE SKILLS 01-02

02 The digital mind



03 Active and healthy



WITH LIFE SKILLS 03-04

04 Time to move



05 The next step



WITH LIFE SKILLS 05-06

06 Do the right thing



07 In the spotlight



WITH LIFE SKILLS 07-08

08 Consumers' world



09 The power of nature



WITH LIFE SKILLS 09-10

10 Justice for all



Culture Spot



Literature Spot



Pearson

4A Grammar and Vocabulary



Student's Book - pages 48-49

PLAN

TEACH

4A Grammar and Vocabulary



Workbook - pages 38-39

PLAN

TEACH

4B Reading and Vocabulary



Student's Book - pages 50-51

PLAN

TEACH

4B Reading and Vocabulary



Workbook - pages 40-41

PLAN

TEACH

PEARSON ENGLISH PORTAL

Presentation Tool Resources

Units



01 Looking good



WITH LIFE SKILLS 01-02

02 The digital mind



03 Active and healthy



WITH LIFE SKILLS 03-04

04 Time to move



05 The next step



WITH LIFE SKILLS 05-06

06 Do the right thing



07 In the spotlight



WITH LIFE SKILLS 07-08

08 Consumers' world



09 The power of nature



WITH LIFE SKILLS 09-10

10 Justice for all



Culture Spot



Literature Spot



Pearson



Assessment Package



Photocopiable Resources



Audio



Video



Mediation Pack



Answer Keys



Word Lists and Irregular Verbs



Video Tutorials



Offline Presentation Tool



Copyright Information



Course Documents



Dictations



Pearson

 Unit 4 

- | | |
|--|--|
|  Resource 14 - Compare this! (4A, Grammar: comparison of adjectives) | View  |
|  Resource 15 - Food quiz (4B, Vocabulary: food and drink) | View  |
|  Resource 16 - How healthy is my diet? (4C, Grammar: quantifiers) | View  |
|  Resource 17 - Is online shopping better than in-store shopping? (4D, Reading: understanding the main idea) | View  |
|  Resource 18 - Fashion Feature (4E, Audio script: extra activities) | View  |

 Unit 5 

- | | |
|--|--|
|  Resource 19 - Our new room (5A, Grammar: modal verbs) | View  |
|  Resource 20 - Are you sweeping the floor? (5B, Vocabulary: household chores) | View  |
|  Resource 21 - It was worse for me! (5C, Grammar: past modal verbs) | View  |
|  Resource 22 - Fit @ Home (5E, Audio script: extra activities) | View  |

ExamView (R) Test Generator



Tests



Placement Test

Unit Tests

Vocabulary Quizzes

Grammar Quizzes

Cumulative Tests

Matura Speaking Tests

Test Audio and Scripts



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More information about High Note:

www.venturesbooks.cz/stredni-skoly/high-note

<https://www.pearson.com/english/catalogue/secondary/high-note.html>



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