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Vicki Anderson
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# UNIT 1 INTO THE UNKNOWN

## VOCABULARY

### TRAVEL AND EXPLORATION

**1 Put the words in the correct categories.**

compass curiosity excursion expedition torch GPS itinerary safari sense of adventure sense of direction trek voyage

1 Three words for journey …
- to see animals: _____
- on foot: _____
- by sea: _____

2 A plan or schedule of a journey: _____

3 Two ways to explore …
- for a short time: _____
- for a longer time: _____

4 Two important qualities for an explorer:
- _____
- _____

5 Two ways to navigate …
- using satellites: _____
- using this with a map: _____

6 A person without this finds it easy to get lost: _____

7 Something to help you see in the dark: _____

**2 Choose the correct answers to complete the text.**

In the Age of Exploration, Spain and Portugal sponsored [1] *expeditions / safaris* to new lands. In 1492 Christopher Columbus, an Italian sailor with a great [2] *GPS / sense of adventure*, sailed west from Spain to find a new sea route to East Asia. He used a [3] *compass / torch* to navigate west across the Atlantic Ocean. After 33 days he reached the Bahamas, which he thought was Asia, or 'the Indies'.

Pedro Álvares Cabral, a Portuguese sailor, didn't have a good [4] *sense of direction / trek*. In 1500 he went on a(n) [5] *excursion / voyage* to India, but sailed too far southwest and became the first European to reach Brazil. He didn't have the [6] *curiosity / itinerary* to explore either: he only stayed a few days and then sailed back.

**3 STRETCH! Write the words for travel and exploration with the correct verbs. Use *a* or *an* where necessary. Then complete the sentences.**

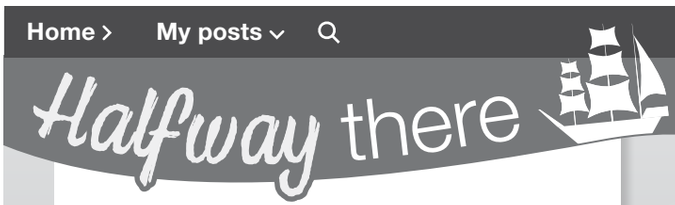



1 I went on a(n) _____ to some Greek ruins for my history class. We went by coach.
2 My brother doesn't possess a great _____. He never wants to travel anywhere new or exciting.
3 In the 21st century, people on expeditions to the Antarctic navigate using _____, so they never get lost.
4 My dad has always wanted to go on a _____ to Everest base camp in the Himalayas.
5 Last night we had no electricity in our street and I had to do my homework using a _____.
6 My great-grandparents went on a _____ to South Africa in a passenger ship. It took them seven weeks!

## READING

**1 Read the first paragraph of the blog post. Is the writer: a) on a sailing holiday b) studying on a ship c) almost at the end of his voyage?**

Home › My posts




**By Nico Rossi**

Hi there! Today it's my turn to write the blog on the ship's website. We've been on this amazing ship for four long months already, which means that we've reached the end of the first semester, and we're at the halfway stage of our study voyage. I'm really proud of the way I've adapted to living and studying at sea, and I've discovered a sense of adventure I never knew I had. In this blog post, I want to look back at this unbelievable experience.



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As you may remember, we set off from Amsterdam, in the Netherlands. The first couple of weeks were quite challenging. We had to absorb a lot of new information. There was a new daily routine on a boat to get used to, with people I'd never met before, as well as lots of nautical words to learn – some of them in Dutch! The crew are amazing, but right from the start we were learning how to sail the ship, how to navigate with GPS, and how to participate in night watch, when we take it in turns to look after the boat at night. I wasn't expecting that! We also had to do galley duty – helping with the cooking in the ship's kitchen. Of course, because there are lots of students, we didn't do all of those things all the time. Some students had more sailing experience, so they showed people like me, with none, what to do, which was great. I'm a lot more confident now than I ever thought I'd be.

I'm sharing this adventure with 59 other high-school students from all over the world. We're a really international bunch. On board we generally speak English, but most people speak two or even three languages! We have free time to relax every day, with activities in the evening to have fun and socialise. I've been helping to organise disco nights (I love dancing!), and there are karaoke and film nights, too. Definitely one of the best things about this experience is making friends. On a ship you really get to know people, especially if you're on galley duty or night watch together.

Our studies are often linked to the history, culture and geography of the places we visit on the voyage. This semester we've visited Lisbon, València, Agadir, Dakar, Recife and Paramaribo. We've stopped in each place for a few days to go on excursions to cultural or historical sites and talk to local people. It's a great way to learn. I've also been studying oceanography, which I now plan to continue at university. The classes are small, and we're encouraged to develop the curiosity to discover things independently, as well as participate in group work. I'm so lucky to have this opportunity!

Just as I was settling down to my life on board, there was a bad storm in the Atlantic Ocean, and lots of us got seasick. Thankfully it was the only time it happened to me, and it didn't last long. The ship is big and weighs about 600 tons, but some of the waves were huge, so it was quite scary. Of course, the crew are used to storms and stayed relaxed. They told us that the ship had been built to cope with bad weather, so there was nothing to worry about. Since then, the sea has been mostly calm. Although we've had a couple more storms, they weren't as violent as the first one.

Now we've arrived in Barbados for a short break before we start our second semester. The itinerary looks exciting. I never want this adventure to end!

**EXAM TASK** READING AND USE OF ENGLISH PART 5

**2 For questions 1–6, read the text and choose the answer (A, B, C or D) which you think fits best according to the text.**

1 In the first paragraph Nico explains …
- A that he's never written a blog before.
- B how quickly the first part of the voyage has gone.
- C why he feels a sense of achievement.
- D how incredible the experience has been.

2 What does Nico say about the first two weeks?
- A He learned all his sailing knowledge from the crew.
- B He was surprised how quickly he had to do things.
- C He found it hard to learn to sail in Dutch.
- D He found working with other students stressful sometimes.

3 What does Nico tell us about the other students?
- A They are not all fluent English speakers.
- B A few speak more than one language.
- C They like doing the same social activities.
- D Working together has helped to develop friendships.

4 How has studying on the ship helped Nico?
- A He has realised that working alone is the best way to learn.
- B He has been able to decide what he wants to study later on.
- C He has developed his skills by doing projects with local residents.
- D He has learned the reasons for visiting places on the voyage.

5 What does Nico say about bad weather at sea?
- A It didn't cause him big problems with seasickness.
- B He wasn't concerned about it thanks to the size of the ship.
- C There were quite a few severe storms during the voyage.
- D The crew members were unable to keep everyone calm in the first storm.

6 In the blog Nico says …
- A he has learned a lot about himself on the voyage.
- B he feels overwhelmed by the amount of work on the ship.
- C he still needs to decide what to do when he leaves school.
- D he thinks the voyage has helped him feel more confident about travelling.



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# GRAMMAR

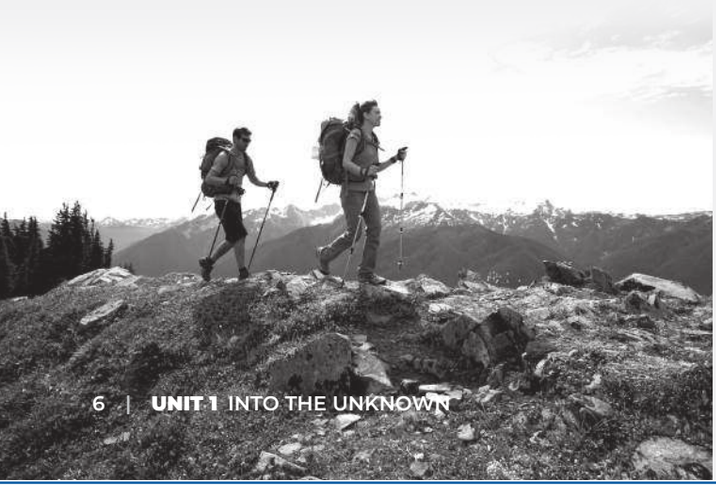
## PRESENT PERFECT SIMPLE AND CONTINUOUS

**1 Choose the correct answers.**

1 Jon's *tried / been trying* to book the flights several times, but the website keeps crashing.
2 What have you *done / been doing*? You're covered in mud!
3 She's *decided / been deciding* where to go for her gap year – Suriname!
4 We've *trekked / been trekking* for hours but I still can't see the village. I think we're lost.
5 Oh no! I've *lost / been losing* my passport. I need it tomorrow. Have you *seen / been seeing* it?
6 My cousin has *sailed / been sailing* across the Atlantic Ocean single-handed. He arrives in Saint Lucia in a couple of days.
7 I've *prepared / been preparing* for the expedition all day so I'm very tired.
8 Archaeologists have *found / been finding* an ancient city hidden deep in the rainforest of Ecuador.

**2 Complete the text with the correct form of the verbs in brackets.**

This is the best camping trip I [1] _____ (ever go) on, although we have to carry all our equipment, and I [2] _____ (realise) I brought too much! We [3] _____ (walk) through the national park for five days now, and we have another ten days left. It's beautiful! The team leader [4] _____ (use) a map and compass to navigate. She's very good at it and we [5] _____ (not get) lost yet! I [6] _____ (learn) how to make a campfire – it was a lot easier than I thought! Yesterday was a long, hard walk, so today we [7] _____ (relax) by a lake, and my friend Jaqui [8] _____ (catch) a fish for supper tonight.



**3 Complete the sentences with the correct form of the verbs in the box. The same verb may be used more than once.**

| decorate | discover | explore |
|---|---|---|
| get | paint | run | visit | windsurf |

1 Scientists _____ new chemical elements since 800 BCE. So far they _____ between 92 and 98 naturally occurring elements – they don't all agree if they are all natural!
2 I'm having a great time in Marrakech! For the last couple of days I _____ the walled medieval city and the souks. There's so much to see and buy. My sense of direction isn't very good, and I _____ completely lost twice so far.
3 We _____ our new house. We _____ the living room and the kitchen, but we've still got the bedrooms to do.
4 Steve Evans _____ marathons since he was 18. He has completed over 1,000 of them, many in under 3 hours. But the world record holder is Christian Hottas, who _____ 3,162 marathons all over the world!
5 My gap year across Asia has been amazing. I _____ Vietnam and Laos, and now I'm in Thailand. The water sports here are amazing. I _____ all day and I think I'm finally getting better at it!

## *HAVE SOMETHING DONE / GET SOMEONE TO DO SOMETHING*

**4 Put the words in the correct order to make sentences.**

1 painted / skateboard / had / her / She /.
_____
2 his parents / the trip / to / He / pay for / got / .
_____
3 the GPS / you / your car / on / Have / had / fixed / ?
_____
4 take / I / a friend / got / the photos / to / .
_____
5 to / couldn't / anyone / help / get / her / She / .
_____
6 stolen / outside the gym / his bike / He / from / had / .
_____



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**5** **Complete the sentences using *have something done* or *get someone to do something* and the words in brackets.**

1 Kai _____ in the shopping centre. (his phone / fix)
2 I always _____ my hair. She's good! (Jenni / cut)
3 Amalia decided to _____ for the party. (her nails / do)
4 The runners _____ them in the race. (their friends / sponsor)
5 We _____ our cat when we're away. (our neighbours / feed)

**6** Creative Thinking **Write five sentences using the ideas from the box with *have something done* or *get someone to do something*. Then write one more using your own idea.**

fix / my bike  help me / do my homework
listen to / my presentation  paint / my room
teach me / a skateboard trick  watch / my bag

_____
_____
_____
_____
_____
_____

## EXAM TASK READING AND USE OF ENGLISH PART 2

**7** **Read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).**

### Cycling across Canada to support CANCER RESEARCH

Brianna Haines [0] *has* attempted to cycle across Canada not once but [1] _____. In 2022 she decided to cycle from Vancouver to Halifax to raise money [2] _____ a cancer research charity. She was close to reaching her destination when she [3] _____ her ride cut short by a traffic accident. She broke her arm, so she was [4] _____ to finish the ride. Even so, she raised over $20,000. This year Brianna is trying [5] _____, and this time she wants to get her name in the record books. On this attempt she has got two friends [6] _____ accompany her in a camper van for extra road safety, and so far she is making good progress. In [7] _____ to break the world record, she needs to get to Halifax in 15 days. Brianna has [8] _____ cycling for ten days already, and is confident she will achieve it.



# VOCABULARY

## WORLD ISSUES

**1** **Complete the vocabulary.**

1 a __ s __ r __ (carbon dioxide)
2 m __ s __ i __ n (to Mars)
3 (extreme) p __ v __ r __ y
4 d __ v __ l __ p __ n __ (countries)
5 i __ e __ t __ f __ (new species)
6 (space) e __ p __ o __ a __ i __ n
7 c __ r __ e __ t (situation)
8 o __ i __ i __ (of the universe)
9 (scientific) d __ s __ o __ e __ y
10 e __ t __ n __ t __ o __ (of animals)

**2** **Complete the news items with vocabulary from Exercise 1.**

A UN forum is taking place this month in Ghana. Representatives from many [1] _____ countries have been discussing the [2] _____ economic situation, and recent efforts to reduce [3] _____, particularly in rural areas, have been successful.

An international conference has been looking at several new ways to [4] _____ carbon dioxide from the atmosphere, in the same way that plants do. Leading climate scientists have been trying to [5] _____ cheaper and more efficient methods. This approach is urgent to prevent the [6] _____ of thousands of plants and animals in the next few years.

The European Space Agency has launched a spacecraft on a new voyage of [7] _____ today. Its [8] _____ is to continue the [9] _____ of our solar system, and send back information to help scientists understand the [10] _____ of this part of the universe.



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# WRITING

## A FOR-AND-AGAINST ESSAY

**1** **Read the task. Then read the essay below. Does the writer agree or disagree with the statement?**

> Your teacher has asked you to write a for-and-against essay about the following topic.
>
> **All teenagers should do a survival course organised by their school.**

In my country, few teenagers have the opportunity to go on a survival course in the wild. Should we get schools to organise these courses?

Excursions in the wild involve learning how to find food and water, avoid dangers and develop a sense of direction without GPS. Survival courses teach these skills, as well as how to deal with problems. Above all, these courses help young people to discover new abilities. If teenagers, who are maybe used to having things done for them, go into the wild without adults, they have the chance to take responsibility for themselves and develop a sense of adventure.

However, getting schools in big cities to organise courses could be difficult. What's more, many teenagers might be scared. Another drawback is that perhaps it's more important to teach students skills they can use in everyday life, such as how to cook or manage their money, than how to survive in the wild.

Personally, I think a short course would be of benefit, not for the skills themselves, but to challenge teenagers in a different environment, and in the process increase their confidence and independence.

**2** **Read the essay again and answer the questions.**

1 Has the writer included both for and against points about the statement?
2 Where does the writer explain their opinion?

**3** LANGUAGE FOCUS **Read the essay again and underline all the phrases which use the infinitive with *to*, like the example in the first line.**

**4** **Write sentences by putting the words in order and adding *to*.**

1 know / a / I don't / use / how / compass

2 chance / abroad / He had / travel / the

3 is / important / new skills / learn / It

4 better job / She / a / me / get / helped

5 impossible / survival course / for them / It / do / is / a

**5** **Read the task in Exercise 7 and plan your essay. Write your ideas in the table.**

| | |
|---|---|
| Paragraph 1 Introduction | |
| Paragraph 2 Arguments for | |
| Paragraph 3 Arguments against | |
| Conclusion What you think and why | |

**6** Critical Thinking **In your essay, choose the most important reasons for and against the statement. Check that your conclusion reflects these.**

**7** **Your teacher has asked you to write a for-and-against essay about the following topic.**

> **All students should be taught to drive as part of the school curriculum.**
>
> Write 140–190 words.

## SELF-EVALUATION

**Check your writing:**

**Content:** Have you included arguments for and arguments against? ☹ 😟 😐 ☺

**Communication:** Have you explained your ideas clearly, in a way the reader can understand? ☹ 😟 😐 ☺

**Organisation:** Have you used paragraphs correctly? ☹ 😟 😐 ☺

**Language:** Have you used the infinitive with *to* correctly? ☹ 😟 😐 ☺



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# LISTENING

**1** **Read the exam tip below. Then look at the first situation in Exercise 2 and answer the questions.**

1 What is the context sentence?
2 What is the question?
3 How many options do you need to read before you listen?

**EXAM TIP**

In this part of the exam you should focus on one situation at a time. Each situation is introduced with a context sentence (also written on the question paper). After that, you will have enough time to read the question and the possible answers carefully.

**EXAM TASK** LISTENING PART 1

**2** 1.1 **You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).**

1 You hear a boy talking about his gap-year plans.
What does he say about them?
A He'll probably go travelling with friends.
B He received a helpful suggestion from a stranger.
C He wants to work for the whole year.

2 You hear two young people talking about a local community project.
What is the project trying to do?
A involve schoolchildren in identifying animals
B encourage people to visit a local wildlife centre
C research the wildlife that people can see in the area

3 You hear a girl giving a presentation in class.
What does she explain in the introduction?
A which bee species are in danger
B the consequences of the current system of food production
C how farmers can change how they grow their crops to help bees

4 You hear a book reviewed on the radio.
What does the man say about the book?
A It helps you appreciate how tough exploration can be.
B It includes maps showing how the ice is reacting to climate change.
C It explains why the explorers hope to repeat the trek.

5 You hear a boy explaining a holiday experience.
How did he feel about it?
A amazed that he saw wild animals so close up
B shocked that the incident happened so fast
C grateful to someone else on the safari

6 You hear two friends discussing a documentary.
What did they both find surprising?
A that coyotes come out at night
B that there are so many coyotes in modern city centres
C that coyotes are good at crossing busy streets

7 You hear a girl talking about getting a tent repaired.
Why is she annoyed?
A She can't find anyone to repair it.
B She would have to spend too much to repair it.
C She can't find the equipment to repair it.

8 You hear a zoologist talking about a wildlife project in Scotland.
What does she say about it?
A It started when red squirrels became extinct in parts of Scotland.
B It is working to fight disease in grey squirrels.
C It controls the grey squirrel population with the help of the public.



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# SOME PARTS OF THE PLANET ARE STILL UNEXPLORED. HOWEVER, WE ALWAYS IMPACT THE PLACES WE EXPLORE.

## 1 THINK

I'm exploring with: _____

2 WHY EXPLORE?




1 STILL UNEXPLORED / WHY?




3 IMPACT OF EXPLORATION

4 REASONS AGAINST EXPLORATION

### Tips for Think

*At this stage, note down all the ideas you have, without any selection, as you don't know what may be useful later on.*

## 2 PREPARE

| | | | |
|---|---|---|---|
| Our three unexplored regions are | 1 | They are being explored by | a |
| | 2 | | b |
| | 3 | | c |

| Need to consider | Make your notes HERE |
|---|---|
| reasons FOR exploring | |
| reasons AGAINST exploring | |

### Tips for Prepare

*In the selection process, be prepared to choose other people's ideas as well as your own so that they fit with the group's ideas for what to present to the class.*



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## 3 DEVELOP

*Make notes as everyone reports back.*

| | | |
|---|---|---|
| Region 1 | PROS | CONS |
| | PROBLEMS | SOLUTIONS |
| Region 2 | PROS | CONS |
| | PROBLEMS | SOLUTIONS |
| Region 3 | PROS | CONS |
| | PROBLEMS | SOLUTIONS |

### Tips for Develop

Put asterisks (*) next to the points you want to present.

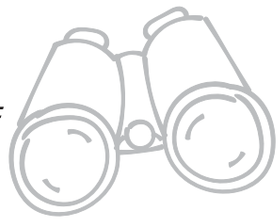


### CONCLUSION

Don't forget to discuss your opinion on exploration in general.

Make notes here:

## 4 PRESENT



### Tips for Present

Don't forget to present both sides of each argument! Summarise your opinion of exploration at the end.

Draw a face to show how you feel.

*Order of speakers:*

_____

_____

*Material needed:*

_____

_____

*Our conclusions are:*

_____

_____

### SELF-EVALUATION

**I can ...**

- identify reasons for and against an action. ○
- identify problems and think of solutions. ○
- actively participate in group discussion and decision-making. ○
- help to produce a summary of my group's conclusions. ○
- present my ideas clearly. ○



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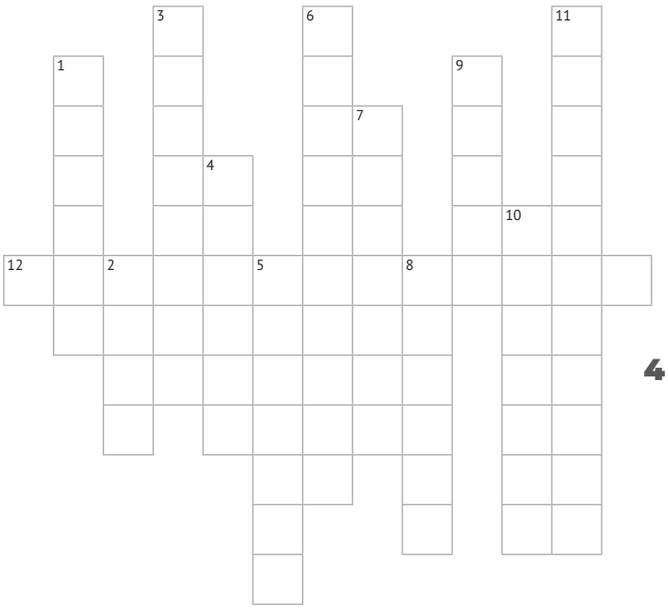
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# UNIT 2 GUESS WHAT HAPPENED!

## VOCABULARY

### FACT AND FICTION

**1** **Complete the crossword using the clues. Add the first and the last letter to 12 across to make the word.**



**Down ↓**

1 talk about other people's personal lives (6)
2 recognise something, like a person lying (4)
3 not believe someone is honest (8)
4 communicate feelings or information (6)
5 make someone believe something untrue (7)
6 make something seem better or worse than it is (10)
7 communicate your feelings or emotions (7)
8 tell lots of people some information (6)
9 talk too proudly about things in your life (5)
10 believe something that isn't true (4, 3)
11 recognise the difference between things (11)

**2** **Choose the correct answers.**

Maria is a good judge of character, although she doesn't [1] *boast / convey* about it. She can [2] *misunderstand / spot* a liar easily and always knows when to [3] *distrust / exaggerate* someone. When people are trying to sell her things, she never [4] *falls for / expresses* what they say, because she can easily [5] *distinguish / spread* between true and false information. No one has ever managed to [6] *deceive / gossip* her. I wish I was like that!

**3** **Complete the sentences with words from Exercise 1.**

1 Every time you talk about catching the fish, it gets bigger! You shouldn't _____ so much.
2 Because I find it hard to _____ myself and how I feel, I often use emojis, not words.
3 It's amazing how quickly fake news can _____ all over the internet!
4 I hate the way people _____ about each other in the class.
5 Because I'm not very good at explaining, sometimes people _____ what I'm trying to say.
6 He couldn't decide on the best way to _____ the news to his family.

**4** **STRETCH! Match the verbs 1–8 to the phrases a–h.**

| | | | |
|---|---|---|---|
| 1 | convey | a | between truth and lies |
| 2 | spot | b | yourself clearly |
| 3 | distinguish | c | people about what happened |
| 4 | gossip | d | about your exam results |
| 5 | express | e | when someone's lying |
| 6 | distrust | f | information about it |
| 7 | deceive | g | about celebrities' lives |
| 8 | boast | h | what someone tells you |

## READING

**1** **Have you ever read a graphic novel? What kinds of graphic novels do you think are popular with people your age?**



**2** **Read the book reviews on page 13 quickly. What kind of novel is each review about?**



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# Graphic novels for TEENAGERS

**A** **Hannah: *The Infinity Particle* by Wendy Xu**

I was browsing the graphic novels at my local bookshop when I found this sci-fi story set on Mars. I loved both the artwork, which reminded me of Japanese anime comics, and the theme. At the start of the story the main character, Clem Chang, moves to Mars, and gets a job working for scientist Dr Marcella Lin, a pioneer of artificial intelligence (AI). Dr Lin's assistant, Kye, is a humanoid, an AI robot with a human appearance. Clem works with Kye in the laboratory. As she gets to know him, she realises he is more than a robot, conveying human feelings like love and expressing the desire to become independent. This novel explores the line between AIs and humans, a topic increasingly relevant in the real world. Can AIs experience feelings? Should Clem help Kye? Read the book and find out!

**B** **Eva: *Bandette Vol 1: Presto!* by Paul Tobin and Colleen Coover**

This is a fantastic collection of stories set in Paris about Bandette, a teenage art thief with a difference: she steals paintings from people who obtained them in suspicious circumstances. Wearing a mask and a cape, Bandette looks like a superhero, even though she has no superpowers. Sometimes she helps the police, but other times she doesn't! To deceive people and carry out her amazing robberies, she relies on other young people on the streets for help, as well as social media and modern technology. These stories contain many colourful characters who distrust her and each other, including a criminal mastermind known only as Monsieur. The artwork is colourful, too, and the dialogue is witty, with lots of humour.

**C** **Jonas: *The Thrilling Adventures of Lovelace and Babbage* by Sydney Padua**

I'm not usually a fan of fiction, but I thoroughly enjoyed this. As its subtitle – *The (Mostly) True Story of the First Computer* – suggests, it's a biography with a twist. Being a geek, I'd heard of Ada Lovelace and Charles Babbage, who were involved in the early development of computers in the 19th century. Lovelace was a skilful mathematician, and Babbage (the 'father' of computers) was an engineer and mathematician. In 1842, Lovelace wrote a paper on Babbage's Analytical Engine (a mechanical calculating machine) in which she described the first general theory of computing. Sadly, she died young, and Babbage never built his machine, but the book is thrilling because the author invents an alternative-reality ending. In her graphic novel, they build the machine together, and use it, among other things, to fight crime, and even correct spelling mistakes, just like computers do nowadays. The illustrations are all black and white, which adds to the atmosphere. The book even makes 19th-century mathematics fun!

**D** **Ricky: *Dragon Hoops* by Gene Luen Yang**

This compelling real-life story follows a high-school basketball team from Oakland, California, and their journey through the Californian State Championships during the 2014–15 season. Although the school team had reached the finals many times in the past, they had never won. What makes the story unusual is that Gene Luen Yang, the author, was actually teaching at the school then, and he put himself in the book. In *Dragon Hoops*, the players express their hopes and dreams, and we learn about the history of basketball. This mirrors what Yang found out for himself at the time. As the season progressed, he went from being totally uninterested in sport to enthusiastically supporting the team. That enthusiasm is also conveyed by the way he draws the key basketball games, which add to the drama.

**EXAM TIP**

Underline the important words in each question so you know what information to search for in your detailed reading.

**EXAM TASK** READING AND USE OF ENGLISH PART 7

**3** **For questions 1–10, choose from the four books (A–D). The books may be chosen more than once.**

Which book

1 changes events that happened in real life? 1 ☐
2 has a main character who needs the support of others? 2 ☐
3 explains a school subject from the past? 3 ☐
4 includes a human character not usually found in a story? 4 ☐
5 deals with a technological issue from contemporary life? 5 ☐
6 has artwork similar to one specific genre of comic? 6 ☐
7 concerns the origins of a machine we use a lot in modern life? 7 ☐
8 features a main character who faces a moral dilemma? 8 ☐
9 includes conversations likely to make you laugh? 9 ☐
10 shows how events can influence a person? 10 ☐



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