

5 Express yourself

Vocabulary

V Insight Phrasal verbs with on

1 Rewrite the sentences by replacing the words in italics with the phrasal verbs below.

- add on ■ brush up on ■ cheer on ■ keep on
■ move on ■ slip on ■ switch on ■ take on

- 1 As the driver *started* the engine, the car jumped forward.

- 2 The bill doesn't include service. When we pay, we can *include* service.

- 3 Why don't we *wear* our coats now and leave the party?

- 4 Let's *improve* our Portuguese before we visit Lisbon.

- 5 If you *continue* speaking to me like that, I'm leaving!

- 6 My smartphone is two years old. Technology has *developed* since I bought it.

- 7 I have a season ticket and go to every football game. I think it's important to be there to *encourage* my team.

- 8 Sorry but we have agreed not to *do* any more work.

V Insight Verb prefixes: en- and em-

2 Complete the post with the correct form of the words below. The verb prefix has already been added.

- able ■ bed ■ courage ■ large ■ power ■ sure
■ title ■ trust

Languages

Did you know there are nearly 7,000 languages being used around the world today? However, it seems that more than 40% of those are in danger and are likely to become extinct within the next 100 years. This matters because different languages ¹en_____ us to see the world through different eyes. When a language is lost, so is a culture. The Enduring Voices project was set up to ²en_____ people to take more of an interest in dying languages. The project soon grew and was ³en_____ to include Talking Dictionaries, which has written entries accompanied by audio and video recordings. It hopes to ⁴en_____ that, at the very least, these languages are not lost forever. However, it is also important to ⁵em_____ people to take responsibility for keeping their language alive. It's imperative that children are ⁶en_____ to learn these languages at school. When these ideas are fully ⁷em_____ in national policies then the future will certainly look brighter. Previous generations have ⁸en_____ us with this rich cultural heritage. We must look after it.

Vocabulary extra Acronyms

3 Replace the phrases in italics with the acronyms below. There are two acronyms that you do not need.

- asap ■ bfn ■ btw ■ fyi ■ imho ■ lmk ■ lol ■ tia

- 1 *I think* videos of skateboarding dogs are silly.

- 2 I'm going home now. *See you later.* _____
- 3 Can you find out what the homework is for me? *Cheers for that.* _____
- 4 That meme you shared was great. *Really funny!*

- 5 Can we talk *immediately?* _____
- 6 *You might like to know that* Adil isn't coming to the party.

4 Complete the text with the correct form of the words below. There is one word that you do not need.

- brush up on ■ embolden ■ enable ■ encode
■ encourage ■ entitle ■ keep on ■ switch on

#YOLO Juliet



If you want to ¹_____ your Shakespeare, you may be interested to hear that some of his best known works have been ²_____ and converted into a series of emojis. The series of books, ³_____ *OMG Shakespeare*, is an attempt to ⁴_____ younger generations to read more classical literature. Publishers want to ⁵_____ converting other works this way and one publisher has felt ⁶_____ enough to create an edition of Jane Austen's *Pride and Prejudice* completely in texts and emojis. When your teacher tells you to ⁷_____ your laptop and research a scene from a Shakespeare play, will there be emojis on the page or just words?

5 TASK Read the opinions below. Which ones do you agree with? Why? Write or speak about your reasons.

I think we need one global language and it should be English.

Language is part of culture and identity. We must protect our heritage.

Classical literature in emojis is a brilliant idea. Things have moved on since the 16th century.

Modals of advice, obligation and prohibition

1 Choose the correct answers.

Just do it! 39 likes



It isn't easy learning a new language and you ¹_____ assume it's like learning your own. When you make a mistake, it can feel embarrassing. Don't worry! Researchers have found that when we make mistakes, we're more likely to learn from them. So, if you want to improve, then you ²_____ follow these simple steps!

- You ³_____ get everything right every time you speak. You ⁴_____ focus on how the language works.
- You ⁵_____ be afraid of making mistakes.
- The main aim of a language ⁶_____ be communication. Make an effort to speak, spot your mistakes and learn from them.
- You ⁷_____ also work on pronunciation regularly to build your confidence.

What do you think? Maybe you ⁸_____ get out there and try making a few more mistakes!

- | | | |
|---------------------|-----------------|--------------|
| 1 a mustn't | b must | c ought to |
| 2 a needn't | b don't need to | c had better |
| 3 a must | b don't need to | c should |
| 4 a need to | b mustn't | c needn't |
| 5 a must | b ought to | c shouldn't |
| 6 a doesn't have to | b has to | c needn't |
| 7 a should | b don't need to | c mustn't |
| 8 a ought not to | b ought to | c shouldn't |

2 Complete the second sentence so that it has a similar meaning to the first. Use the words in brackets.

- We should try to learn a new language. (ought)
We _____.
- It's a good idea to learn vocabulary regularly. (should)
You _____.
- It is necessary to work hard if you want to do well at school. (need)
If you want to do well at school, _____.
- It is forbidden for students to take phones into exams. (mustn't)
Students _____.
- Don't forget her birthday or you'll be in trouble! (better)
You _____!

Past modals

3 Complete the dialogue with the words and phrases below.

- didn't have to ■ didn't need ■ had to ■ needn't
■ ought to have ■ shouldn't have

- Jared** You ¹_____ said that to the waiter! It was so rude.
- Luna** Well, I felt I ²_____ complain. There was a dead insect in my salad, after all.
- Jared** I still think you ³_____ to speak so loudly.
- Luna** Well, they ⁴_____ washed the salad more carefully!
- Jared** But you ⁵_____ shout at the waiter. It wasn't his fault.
- Luna** I didn't shout at him. I was just being assertive.
- Jared** You ⁶_____ have made such a fuss.
- Luna** I prefer to stand up for myself!

4 Choose the correct answers.

← Reply ★ Favourite ?Info

If at first you don't succeed ...

After watching a lot of Korean films and TV series, and listening to K-pop music, I decided that I ¹**needed to learn / needn't have learned** Korean. I'd never learned an East Asian language, so I knew I ²**had to commit / should have committed** if I wanted to succeed. I was worried it would take a long time and I knew I ³**mustn't / had better** start sooner rather than later. So when my twin brother offered to learn with me using an app, it seemed like a good idea. I soon realized that I ⁴**ought to have / shouldn't have** agreed to it. He is so competitive and he always has to be right. I ⁵**ought to have / needn't have** remembered what he's like. I tried talking to myself in Korean. I ⁶**ought not to / didn't have to** wait very long before I was bored of my own company. At this point I thought I'd never learn any Korean. I ⁷**needn't / ought to** have worried. A year later, here I am at university in South Korea. I can speak more Korean than I could last year. Now at least I can sing along to my favourite K-pop songs!



5 TASK What advice would you give someone who is learning your language? What is easy / difficult? Complete the sentences below with your own ideas.

- You should remember that ...
- You needn't worry too much about ...
- You don't have to ...
- You'd better not ... or you might offend someone.
- It can be difficult to ..., so you ought to ...

Listening, vocabulary and speaking

V Insight Phrases with point

1 Complete the sentences with the phrases below.

- at some point ■ from my point of view
- on the point of ■ point out ■ take your point
- the point is ■ there's no point in ■ up to a point

- 1 We were just _____ leaving when the phone rang.
- 2 _____ getting upset; it's too late for us to change it.
- 3 Can I _____ that I did warn you not to do that?
- 4 Emi can't find his phone. He must have put it down _____ during the party.
- 5 It's not important *why* you didn't listen to me. _____ that you didn't.
- 6 I _____, but I still think it would be better to go with the first option.
- 7 Please try to look at this _____. I know it's a great opportunity, but Auckland is so far away!
- 8 I agree with you _____, but not completely.

Persuading and asking for decisions

2 5.01 Listen to part of a school council meeting. Answer the questions.

- 1 What role do Geeta and Ashok have?
- 2 How much money did the school council raise this term?
- 3 What does the teacher think about their ideas and what does she propose?

3 5.01 Listen again and complete the notes. Use no more than two words in each gap.

School council meeting minutes

1 Congratulations on raising money this term.

2 Discussion about how best to spend the money.
Two proposals from student reps:

Digital camera

Positive points:

- It is really needed for ¹_____ and _____ projects.
- The ²_____ department could use it as well.

Negative points:

- Likely to be very ³_____.

Books for school library

Positive points:

- Would encourage more people to use ⁴_____.
- Something that ⁵_____ would be able to use.

Negative points:

- People might not use the library as they prefer to do their reading ⁶_____.

Action points

Geeta: To find out the exact ⁷_____ of one digital camera and how many people would use it.

Ashok: To make ⁸_____ of useful books.

4 5.01 Rewrite the sentences from the dialogue, replacing the phrases in italics with the phrases below. Then listen again and check.

- Could you tell us a bit more about
- Doesn't it make more sense ■ I was hoping we could
- I was wondering if either of you ■ let's sleep on it
- shall we go for ■ Surely you have to agree
- Wouldn't it be better to

- 1 *Perhaps somebody* would like to make a suggestion?

- 2 Well, *I'd really like us to* get a digital camera or maybe even two.

- 3 *Please explain why* you think we need a digital camera.

- 4 *Shouldn't we* spend the money on something that would make more impact on the school?

- 5 *It's obvious* that we should buy something that everyone will be able to use.

- 6 *Isn't it a more sensible idea* to get something more up to date?

- 7 Both are good ideas, but which one *should we choose*?

- 8 OK, *let's decide tomorrow*, then.

5 Put this dialogue between three speakers in the correct order. Then write two more lines of dialogue using the phrases in exercise 4.

- _____ Well, we've got some quite interesting stuff. There's a great article on our town in the year 1900.
- _____ So we have to decide which article to use as the front page in the student zine this month. Elena, I was wondering if you could tell us all about what we have to choose from?
- _____ Mmm ... I'm not sure people will be interested in that. Why don't we have something about life today?
- _____ Maybe. I take your point, but not everyone is interested in sport. Doesn't it make more sense to have something of general interest? I still think the historical article is the best.
- _____ OK, well, if you want something more up to date, Ilkay has written something about the school ski trip last term.
- _____ Don't you think skiing sounds a bit more interesting?
- _____
- _____
- _____
- _____

Vocabulary and grammar

V Insight Word analysis

1 Complete the text with the words below.

- abuse ■ barriers ■ come a long way ■ pinnacle
■ resonate ■ transcend

PROFILE: BERNARDINE EVARISTO



Bernardine Evaristo won the Booker Prize in 2019 for *Girl, Woman, Other*. The novel has 12 different characters ranging from orphans to young brides and university students. Some of the voices ¹_____ more with readers than others. Two years later, she published *Manifesto: On Never Giving Up* – her personal account of overcoming the ²_____ of racial ³_____ during her childhood, to discovering the arts through a local youth theatre group. She hopes it will ⁴_____ personal experience so that everyone can find something in it to relate to. She has ⁵_____ from her days of youth theatre and has certainly not yet reached the ⁶_____ of her writing career!

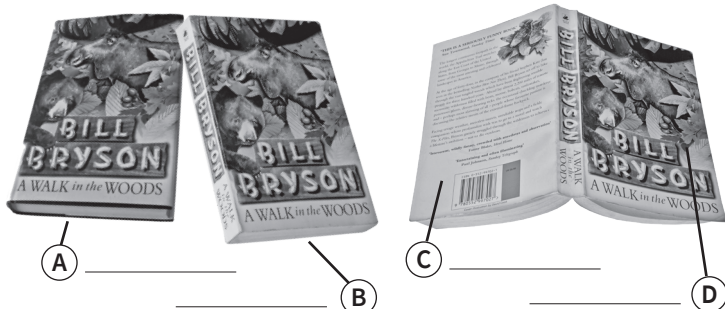
Vocabulary extra Book structure

2 Complete the sentences with the words below.

- bibliography ■ dust jacket ■ glossary ■ imprint page
■ spine ■ title page

- The list of books the author referred to is in the _____.
- What's the point of a _____? It just repeats the information on the cover.
- Do you take off the _____ when you're reading a hardback book?
- Does the _____ have information about the publisher of a book?
- Is a _____ always in alphabetical order and at the back of a book?
- I hate it when people open a book so wide that they break the _____.

3 Label the photos with the correct words.



Modals of ability

4 Complete the text. Use the correct form of *can* where possible. Where that is not possible, use the correct form of *manage to*, *be able to* or *succeed in*.



The actor David Harewood was born in Birmingham in 1965. His father was a long-distance lorry driver and his mother a caterer. It seemed unlikely that David would become an actor, especially a Shakespearian actor.

By his own admission, he didn't do well at school, saying that the only way he felt he ¹_____ get attention was to act the clown. He assumed he would leave school at 16 and, if he ²_____ get a job at all, it would probably be in one of the nearby factories. However, his English teacher ³_____ see that he had talent and encouraged him to apply to drama schools. To his parents' surprise, he ⁴_____ earning a place at the National Youth Theatre, and then at the Royal Academy of Dramatic Art.

David decided that he ⁵_____ not succeed as a classical actor with his distinctive Birmingham accent, so he ⁶_____ train himself to speak with a more neutral accent. He was also ⁷_____ produce such an authentic-sounding American accent for the TV series *Homeland* that many Americans are shocked to learn that he's actually British.

As well as a film and TV career, David has ⁸_____ realizing his ambition to become a great Shakespearian actor, playing the roles of Antony, Othello and Romeo to great critical acclaim.

5 Complete the sentences with the correct form of the verbs below.

- be able to ■ can ■ could ■ manage to ■ succeed in

- David's family _____ believe it when he was accepted for drama school.
- David _____ speak in a very convincing American accent now.
- David hopes he'll _____ play James Bond one day.
- Not many people _____ becoming well-known actors.
- _____ use different accents is an important skill for an actor.

6 TASK Think about writers, playwrights and actors from your country or ones you know and like. Answer the questions.

- What was their childhood like?
- How did they manage to succeed in their careers?
- How has their work had an impact on other people?

Reading

1 What is a neologism? Choose the correct definition. Read the article quickly and check. Can you think of any neologisms in your own language?

- a a new or different meaning for an existing word
- b a new word or expression
- c a new or different way to spell a word

2 Read the article again and match sentences A-F to gaps 1-5. There is one sentence that you do not need.

- A Clippings are when words are shortened.
- B Repurposing takes a word from one context but then applies it to another, and technology has greatly impacted this area of our vocabulary.
- C Only about 5,000 to 8,000 words make it each year.
- D One eminent linguist, David Crystal, believes the English language includes words from at least 350 other languages.
- E Robert Cawdrey's English dictionary was published in 1604.
- F There is no way of knowing whether he invented them or if they came from elsewhere.

3 Match the words to the types of neologisms.

- ASAP ■ binge-watch ■ brunch ■ friend ■ hammock
 ■ mouse ■ phone ■ selfie

- | | | |
|---------------|---------------|------------|
| 1 loan word | 4 repurposing | 7 clipping |
| 2 compounding | 5 conversion | 8 acronym |
| 3 blending | 6 derivation | |

4 Study the highlighted phrasal verbs in the article and match them to the definitions 1-6.

- 1 come to a place or situation at the end of a process or period of time
- 2 make or write something that needs careful thought or planning
- 3 arrive or appear (informal)
- 4 obtain or acquire something over a period of time
- 5 form a whole
- 6 stop trying to do something

5 Complete the sentences with the correct form of the phrasal verbs in exercise 4.

- 1 Could you _____ using social media for a week?
- 2 Young people between 16 and 24 _____ the largest percentage of our viewers.
- 3 I often _____ ideas for new recipes when I'm travelling.
- 4 The company _____ a formal agreement for employees to work from home.
- 5 Dan didn't _____ at the party. I hope he's OK.
- 6 We should check the directions, otherwise we might _____ in the wrong place.

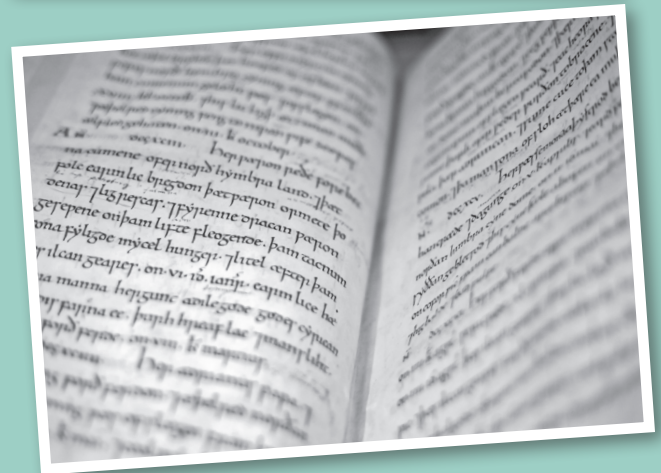
6 TASK Answer the questions.

- 1 Look at these English words. What do you think they mean? How were they created? Match them to categories in exercise 3.

- chillax ■ fridge ■ hygge ■ laser ■ plant-based
 ■ Segway ■ WFH

- 2 Find examples of words in your language for each of the categories in exercise 3.

Gallery





A word is born

English has more than a million words available to speakers and it is often referred to as a global language. It is a diverse language that has **picked up** words from other languages and cultures over the centuries and made them its own. ¹_____

According to the Global Language Monitor, a new word is created every 98 minutes; that's the equivalent of 14.7 new words a day and about 5,400 new words a year. The GLM **drew up** a list of strict criteria. Despite tens of thousands of English-language neologisms, new words, appearing every day, if a word is to **end up** in an official dictionary it must meet the criteria. ²_____ A lot of words are therefore never included.

As far back as 1066, English was a mixture of various different languages including a French dialect called Frankish, Old Norse from its Viking roots, and Flemish. The Normans introduced thousands of new words that were linked to official roles in society – like administration, government, the legal profession and the monarchy. Other new words from this period were connected to everyday needs and so words like *beef*, *poultry* and *herb* appeared.

During the Renaissance period, writers often complained that they didn't have enough useful vocabulary in English. So, they turned to foreign languages like French, Latin and Greek, and began to borrow words. Scholars and academics were enraged at the introduction of loan words and fought against their use. Despite their best efforts, the use of borrowed words continued, and people did not **give up** using them.

The English language expanded further in the Elizabethan period as a result of exploration and travel. New words originated from Spanish and Portuguese, like *tobacco* and *potato*, while *canoe* and *hammock* from Native American languages were introduced, as well as Dutch words like *boss* and *rucksack*.

It is estimated that the works of Shakespeare provided the first recorded use of almost 2,000 words and phrases, including *critic* and *hint*, that we still use today. ³_____

Today, more neologisms than ever before are **showing up** in our dictionaries. Neologisms can

create new words in different ways and remind us that language is not static.

Compounding uses two existing words and combines them to form a new word, like *binge-watch*. Blended words on the other hand are **made up** from two different words, like *brunch* (breakfast + lunch) or *hangry* (hungry + angry).

⁴_____ A mouse is not just a small animal with a long tail – it is a small handheld device that moves across a flat surface and moves a cursor on a computer screen. The word *tablet* can mean a flat piece of stone or wood to write on, but we use it today to describe a small portable computer with a screen.

Then there is conversion – when the part of speech changes and a word from one class is converted into a different word class. *Google* is a proper noun and the name of a company, but it is used as a verb when we *google* something. We also use the noun *friend* as a verb when we *friend* or *unfriend* someone.

Abbreviations are becoming an increasingly popular way to extend vocabulary and the three most common types are clippings, acronyms and initialisms. ⁵_____ For example, the word *phone* is an abbreviation of *telephone* and is a clipping. Acronyms are a series of letters that form a word. *ASAP*, for example, is likely to have become popular during wartime when messages had to be delivered 'as soon as possible' – a long time before we used it in text messages. Initialism uses the first letters of each word in the name of something, but we pronounce it as separate letters, like CNN, Cable News Network.

Derivation is one of the most common ways to create a new word, by adding a prefix or suffix. It dates back to the 1600s when the suffix *-tion* was first used. Then in the 20th century, derivation gave us a lot of new words ending in the *-ie* or *-y* suffix, including *newbie*, *selfie* and *foodie*.

Samuel Johnson's *Dictionary of the English Language* was first published in 1755 and was created at the beginning of England's rise as a global power. The dictionary contained 40,000 words. Today an enlarged and expanded version of the *OED (Oxford English Dictionary)* contains full entries for almost 200,000 words in current use. What will this year's new words be?

Writing A book review

1 Complete each sentence with two of the words below.

- complex ■ expressive ■ fascinating ■ insightful
■ intricate ■ meaningful ■ moving ■ perceptive
■ riveting ■ touching

- 1 The _____ / _____ use of language made the poem very easy to read and understand.
- 2 As well as being very funny, the film was also surprisingly _____ / _____ about the issues raised. I learned a lot.
- 3 The final reunion was so _____ / _____; I found myself in tears.
- 4 The plot was so _____ / _____ that I forgot to eat my popcorn!
- 5 The film's unusually _____ / _____ plot and dense dialogue made it difficult to follow.

2 Read the review of the film *The Great Gatsby*. Which did the reviewer prefer: the book or the film?



The Great Gatsby is a subtle and insightful novel which raises some big questions about the effects of money and materialism. Having loved the book, ¹_____ Baz Luhrmann's new film version, which has plenty of materialism, but no subtlety whatsoever.

²_____ Nick Carraway, the narrator of the story, looking back at his memories of the roaring twenties. **These** centre around Nick's fabulously wealthy neighbour, Jay Gatsby, and the extravagant parties he throws. Nick is flattered when Gatsby befriends him, but he soon discovers that he only **did so** in order to get close to **his** cousin, Daisy, with whom Gatsby was in love before the First World War. Daisy married someone else, but her husband, while rich, is unfaithful and a bully. **This** gives Gatsby hope that he can win her back.

³_____ the spectacle of the film; Luhrmann certainly knows how to put on a show. However, ⁴_____ be at all moving and it feels quite unrealistic. Frankly, ⁵_____ any of the characters. In the film, it is obvious from the start that Daisy is shallow and even Gatsby shows no signs of hidden depths. This is not the first film of *The Great Gatsby* and nor is it the first **one** to fail at portraying the complex characters. **It** is a challenging task, but I had hoped for more.

Superficially, ⁶_____ enjoyed Luhrmann's previous films. For me, however, ⁷_____ that it just didn't touch me at all.

3 Read the review again and complete the gaps with the phrases below. There is one phrase that you do not need.

- a I couldn't really identify with
- b I was captivated by
- c I was disappointed with
- d the biggest problem was
- e the film fails to
- f The film opens with
- g There's a dramatic twist at the end
- h the film would appeal to anyone who

4 Study the highlighted words in the text. Then write what each word refers to.

- 1 These: _____
- 2 did so: _____
- 3 his: _____
- 4 This: _____
- 5 one: _____
- 6 It: _____

Writing guide

■ TASK Write a review of a film you have seen that is based on a book.

■ PLAN 1 Make notes about the following.

- The name of the film, the book it is based on and the film director.
- The setting, main themes and characters.
- The plot.
- What you liked and didn't like about the film.
- How and why the film is better than / not as good as the book.
- Whether you would recommend it, who you would recommend it to and why.

■ PLAN 2 Decide which ideas you are going to use and make notes for each paragraph.

Paragraph 1: Tell the reader what the film is called, what book it is based on and who the director is.

Paragraph 2: Give a concise summary of the plot and say if the story is different from the book.

Paragraph 3: Say what you liked or disliked about the film and how it compares with the book.

Paragraph 4: Summarize your opinion and write whether you would recommend the film.

■ WRITE Write your review.

■ REVIEW Check the following points.

- Have you used a clear paragraph structure?
- Have you managed to avoid repetition?
- Have you made clear comparisons between the film and the book?
- Have you checked grammar, vocabulary, punctuation and spelling?

Lesson 5A	I can identify referencing in a text.	Mark	
	I can use context to understand new words.		
	I can recognize and use phrasal verbs with <i>on</i> and verb prefixes <i>en-</i> and <i>em-</i> .		
	How can I improve?		
Lesson 5B	I can use modals to give advice and express obligation and prohibition.	Mark	
	I can use past modals to express regret, obligation and lack of obligation in the past.		
	How can I improve?		
Lesson 5C	I can understand the main points in a radio programme.	Mark	
	I can recognize and use phrases with <i>point</i> .		
	I can use phrases to persuade people to co-operate to reach a group decision.		
	How can I improve?		
Lesson 5D	I can find and understand relevant information in a text.	Mark	
	I can use context and co-text to infer meaning.		
	I can use modals to talk about ability in the past, present and future.		
	How can I improve?		
Lesson 5E	I can write a book review.	Mark	
	I can use a range of adjectives to describe stories.		
	I can use a range of language to avoid repetition.		
	How can I improve?		

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.