

3

LIGHT YEARS AHEAD

UNIT OBJECTIVES: In this unit you will focus on ...

GRAMMAR	using a variety of tenses to talk about the future
VOCABULARY	technology: word transformations: adjectives for gadgets
READING	identifying reference words in an opinion article
LISTENING	identifying the main ideas in a podcast
SPEAKING	describing the function of objects
WRITING	contrasting ideas in an online product review

SMART LEARNERS

identify their strengths and weaknesses. Which two objectives do you feel most confident about already? Which two things do you feel least confident about?

3.1 Vocabulary: Technology

1 📶 How have developments in technology changed your life in the last five years? Think about these topics.

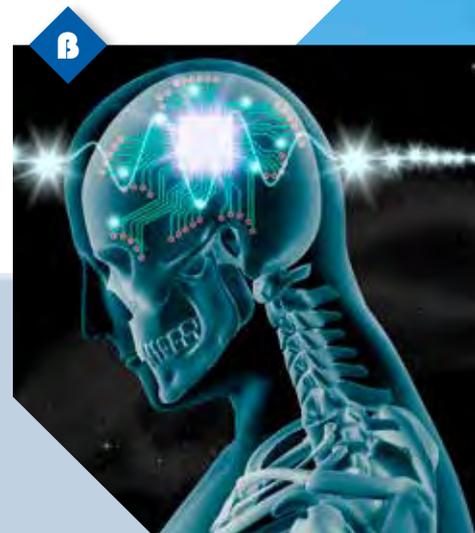
communicating with friends the Internet transport watching films and TV programmes

2 Look at the predictions on a technology website about life in 2030. Match three predictions with pictures A-C.



Life in 2030

- Posting a photo or video on Instagram will be very retro in 2030. By then we will be able to **upload** our emotions, not just images, on social media in real time with super-fast **broadband**.
- Most people will use **driverless** cars so motorways will be safer.
- Most of our online shopping will be delivered by flying **drones**.
- Tiny robots – or ‘nanobots’ – in our brains will connect **wirelessly** to the Internet, so we will be able to **browse** the web without a computer, and **back up** our memories and thoughts to the Cloud and **download** them again.
- Many of the **gadgets** we use now will not exist. Instead of **hand-held devices**, such as smartphones and tablets, we will have **high-tech** computer **chips** under our skin, so we always have them with us.



3 Check the meaning of the **red** words from the predictions and then complete the sentences using them. There are some words you don't need to use.

- My uncle lives in a (...) apartment, with all the latest (...), like (...) controlled light bulbs.
- My phone is slow. It takes ages to (...) the web and (...) videos.
- There's a (...) flying over the garden.
- In many countries it is illegal to use a (...), like a mobile phone, while driving.
- The dog has an electronic (...) so it can be identified if it gets lost.
- If your (...) is slow, try resetting the router.

4 📄 Read the Vocabulary strategy. Choose four **red** words from exercise 2 and write a sentence to show their meaning.

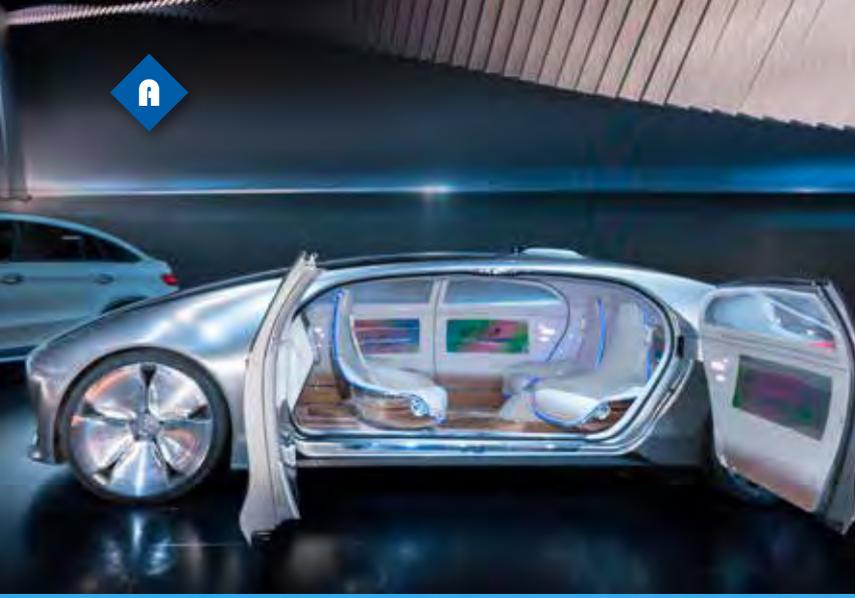
Vocabulary strategy

Write example sentences using new words. Writing a sentence that's about your life or contains your own opinion can help you to remember the word.

I upload all my photos to the Cloud.



A



C



Listening & Speaking

- 5 VIDEO 3.1 Watch or listen to three people talking about some of the predictions in exercise 2. Which ones do they mention?
- 6 VIDEO 3.1 Watch or listen again. Match the speakers to sentences 1–6. Write F (Felix), M (Mia) or H (Harry).
- 1 Some people don't like the idea of them though.
 - 2 And what happens if it goes wrong?
 - 3 But I reckon that in twenty years' time people will have a different attitude.
 - 4 It would be amazing, but it would be pretty scary too.
 - 5 I mean, it may happen in 100 years from now.
 - 6 And you wouldn't need to keep charging it, either.

Say it right

- 7 3.2 Look at the Useful phrases. Listen and write the phrases you hear.

Useful phrases: responding to predictions

Giving a personal reaction

Personally, I (really) love / like / hate the idea of ...

It sounds (totally) awesome / cool / (a bit) gross!

It would be pretty amazing / scary / awesome!

Talking about probability

It / This / That will definitely / probably happen.

I think it's quite probable / likely to happen.

I (really) don't think it will ... / it's probable / it's likely to happen ...

It probably / definitely won't happen.

It may (not) happen.

- 8 3.2 Listen again and underline the stressed words in your notebook. Practise saying the sentences with the correct stress.

Have your say

- 9 Take turns discussing which predictions in exercise 2 are the most or least likely to happen. Explain why. Use the Useful phrases in exercise 7.

3.2 Reading: An opinion article

1 Look at the photo and discuss the questions.

- 1 What do you know about virtual reality (VR)?
- 2 Have you ever worn a VR headset? When? What for?

2 Skim the opinion article, ignoring the gaps.

Which of the following topics are mentioned?

the limitations of VR using VR for medical research
virtual cinema virtual gaming virtual music virtual sport



VIRTUAL REALITY... the future of fun?

Share Leave a comment

Street talk

Just kidding! =
I'm only joking.

1 Yesterday I climbed Mount Everest, walking nervously
across a shaky bridge, while trying not to look down at the
deep, icy drop below. Scary! Then I spent an hour exploring
the International Space Station. The views of Planet Earth
5 from there were awesome!

Just kidding. I didn't actually do any of this, but it certainly
felt like I did. If you haven't guessed, I experienced these
things in virtual reality, which some experts maintain is
going to be the next big thing in technology.

10 You might not think VR is that new. After all, it's been
around since the 1990s. Back then, though, computers
were not powerful enough to enable a realistic experience.
Nowadays computers have 500 times the memory of
15 typical 1990s machines. Until recently you could still only
get the full experience by going to games arcades, theme
parks or science exhibitions. But we can now buy high-tech
VR headsets which you can use at home. (!) But when the
headset devices become affordable for everyone, VR will
probably transform entertainment.

20 So what can VR offer us? Well, experts predict it will offer
endless possibilities for gaming: rollercoaster and race-car
games will be more thrilling, and virtual landscapes will
feel more real. But VR is not just for gamers. (!?) Are you
a music fan? With VR you could hang out backstage with

25 your favourite performers before they play live. (!?) Sports
fans will be able to watch real sports events live-streamed
in VR. Or feel what it's like to be a football player scoring a
winning goal.

30 So in twenty years' time, will we be attending virtual
concerts and sports games instead of live ones? (!!)
Critics point out that there are just too many challenges
to overcome for a real transformation: VR can cause
feelings of travel sickness, for example. (!!) There are also
35 the possible effects on society, such as people isolating
themselves from the world. We will need to ensure that VR
fans communicate with their friends and family in the real
world as well as spending time in the online virtual world!
Of course, a VR concert or sports match will never replace
40 the real event, but it could be the next best thing if you
are unable to physically attend. This could be because the
tickets are unaffordable, or you live too far away, or you
have a disability that makes going to a festival difficult.
There might be some problems, but personally I think that
VR makes the future of fun look very bright indeed.

False friends

actually = really (≠ now)
attend = go to (≠ pay attention)

3 🗨️ **Read the Reading strategy. Find the words in the opinion article. What do they refer to?**

- | | |
|------------------|------------------|
| 1 there (line 5) | 4 then (line 11) |
| 2 this (line 6) | 5 it (line 20) |
| 3 which (line 8) | 6 ones (line 30) |

Reading strategy

Use reference words to help you understand a text. Reference words link to other parts of a text. They can refer back to a word, a phrase, a whole sentence or an idea. They include:

- pronouns e.g. *it, they, this, these, that, those*
- adverbs e.g. *there, here, then*
- relative pronouns e.g. *which, that, who*

🔍 **Need a challenge?**

Find two more reference words in the opinion article. What do they refer to?

4 🎧 **3.3 Complete the opinion article with sentences A-F. Use the reference words in bold to help you. There is one extra sentence you do not need to use. Then listen and check your answers.**

- A As well as **this**, headsets can cause headaches and eye strain.
- B Right now **they** are very expensive.
- C Not everyone thinks **this** is likely.
- D The VR headsets **which** you can buy are quite cheap.
- E **It** may change other forms of entertainment too.
- F You'll be able to experience the performance from **their** point of view.

5 Complete the sentences with your own words using information from the opinion article.

- Nowadays modern computers are (...).
- Before VR headsets became easily available, people had to (...).
- Three types of people who will enjoy using VR are (...).
- Two possible problems with VR are (...).
- Some people will choose VR over the real event because (...).

Vocabulary: word transformation

6 Look at the underlined words in the sentences below. What form is each word? Decide if it is a noun, verb or adjective.

- I experienced these things in virtual reality.
- Computers then were not powerful enough for a realistic experience.
- Sports fans will be able to watch real sports events live-streamed in VR.

7 Look at the complete article. Find words with the same root as the nouns and verbs 1-4.

- | | |
|--------------------------|-----------------------|
| 1 game (...) (...) | 3 perform (...) (...) |
| 2 able (...) (...) (...) | 4 afford (...) (...) |

8 📝 **Complete the following sentences. Use the correct form of the word in brackets.**

- VR will give us the (...) to experience time travel. (able)
- VR is not (...) for most people at the moment, but this will change. (afford)
- Even if VR becomes much more (...), most people will still prefer real life. (real)
- With VR, you will feel like you're attending a live (...) in your living room. (perform)
- Only (...) will ever be interested in VR – it isn't for ordinary people. (game)

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Have your say

9 🗨️ **Read the Critical thinking box and the Useful phrases. Then choose two of the statements in exercise 8. How far do you agree with each one? Give reasons to justify your opinions.**

Critical thinking: justifying

People will take your opinions more seriously if you can give reasons to justify what you think.

Useful phrases: justifying your opinion

- Personally, I think ... because ...
- For that reason, I reckon ...
- The (main) reason why I (don't) believe ... is ...
- It sounds / doesn't sound realistic / likely because ...

Personally, I don't think VR will become affordable for everyone because ...

The reason why most people will probably prefer ... is ...



3.3 Grammar: Talking about the future

will, be going to, present simple & present continuous



1 **VIDEO** Watch the video and read sentences A–F. Complete the rules with the words in the box.

- A My parents are buying me headphones for my birthday next week.
- B I've decided I'm going to do more online shopping.
- C Experts predict VR will offer endless possibilities.
- D The new smartphone goes on sale on 1 May.
- E That guy wearing the VR headset is going to walk into the wall!
- F Give me your phone; I'll download the app for you.
- G When the headsets become affordable, VR will probably transform entertainment.

be going to the present continuous
the present simple *will / 'll*

RULES

When we talk about the future, we use:

- 1 (...) for plans and intentions, and for predictions based on present evidence.
- 2 (...) for fixed arrangements, often mentioning a specific time and place.
- 3 (...) for general predictions and opinions, and for decisions made at the time of speaking.
- 4 (...) for timetabled events and for talking about the future after time linkers (*when, before, as soon as, after, until*).

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Watch out!

We use the present simple, NOT *will*, after time linkers. VR *won't be popular until the price of headsets becomes affordable*. (NOT ~~*will become affordable*~~).

2 Read the rules again. Then correct the sentences.w

- 1 He's going send me a screenshot of the latest download.
- 2 See you later. I meet you outside the electronics store.
- 3 My brother going to get a drone for his birthday.
- 4 Driverless cars won't become popular until people will believe they are safe.
- 5 Look out! Your phone will fall out of your pocket!

3 Read the dialogue and choose the correct form of the bold verbs.

Chen Hi, Lara! Have you got any plans this weekend?
Lara Hey, Chen! Yes. We (1) **will go / 're going** to a space exhibition in London tomorrow. I can't wait! An astronaut (2) **is giving / gives** a talk about life on board the International Space Station.
Chen It sounds pretty interesting.
Lara Do you want to come with us? I think you (3) **will / are going to** enjoy it.
Chen What time (4) **does it start / will it start**?
Lara At 10 a.m. We (5) **take / 're going to take** the 8 a.m. bus to London, before it (6) **gets / will get** really busy. We (7) **won't be / aren't** back late.
Chen OK, (8) **I'll / I** come.
Lara Great! (9) **I'll book / I'm booking** you a ticket.

4 3.4 Listen to three dialogues about future plans and complete the sentences. Write a maximum of four words in each gap.

- 1 Adam and his friends (...) a movie **this evening**. They (...) for dinner.
- 2 **This weekend** Sam is (...) exhibition. The first (...) a.m.
- 3 Emily is probably going (...) at university. **Next year** she thinks she (...) in Australia.

5 Write sentences beginning with the bold words in exercise 4 so they are true for you.

Need a challenge?
 Complete the sentences by making predictions about the future.
 1 This year ... 2 One day ... 3 I don't think ...

Future continuous

- 6  Read the rules. Identify which sentences 1–5 are not examples of the future continuous tense. Why can't we use the future continuous form in these sentences?

RULES

We form the future continuous with *will / won't + be + (verb) + -ing*.

We use the future continuous for actions to say something will be in progress at a specific time in the future.

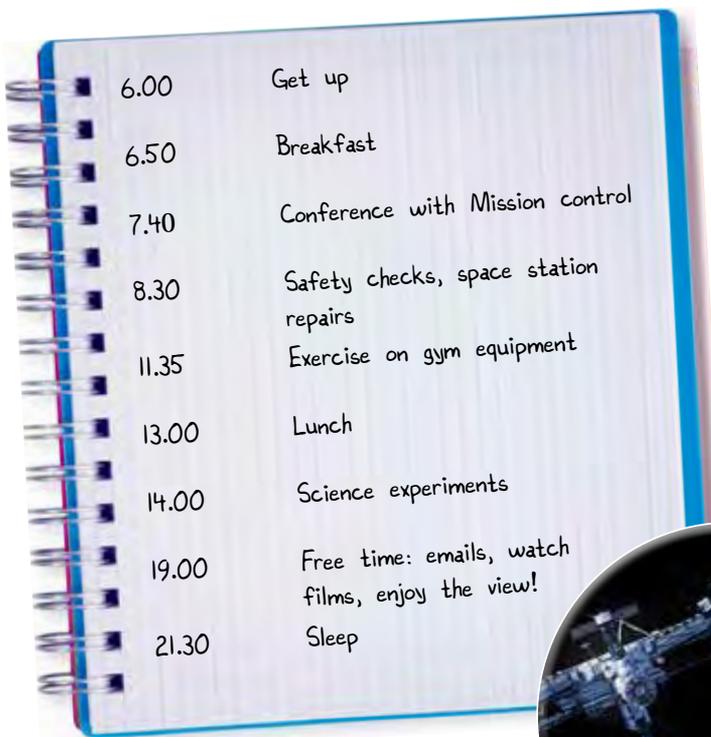
GRAMMAR REFERENCE 3.2 page 113

- In ten years' time, many people will be driving electric cars.
- Most people won't be using VR headsets next year.
- This time next week, I'll have a new computer.
- In twenty years' time, will we be attending virtual concerts?
- It's going to be the next big thing in technology.

- 7 Read the schedule for astronauts on the ISS. Then correct the sentences 1–5.

At 6.05 the astronauts will be sleeping.
They *won't be sleeping*. They'll be getting up.

- At 7.45 they will be having breakfast.
- At 9.00 they will be doing exercise.
- At 13.30 they will be conducting science experiments.
- At 18.00 they will be watching films.
- At 22.00 they will be enjoying the view.



6.00	Get up
6.50	Breakfast
7.40	Conference with Mission control
8.30	Safety checks, space station repairs
11.35	Exercise on gym equipment
13.00	Lunch
14.00	Science experiments
19.00	Free time: emails, watch films, enjoy the view!
21.30	Sleep



- 8 Ask and answer questions about what you will be doing at the times in exercise 7.

What will you be doing at 7.45?

I'll be taking my dog for a walk. What about you?

I'll be on the bus to school.



Consolidate

- 9 Complete the dialogue with the correct form of the verb in brackets. Sometimes there is more than one possible form.

- Esme** What are you doing outside? It's freezing!
Ben I'm waiting to see the ISS. It ⁽¹⁾ (fly) over us in two minutes.
Esme How do you know?
Ben I've got a space tracker app. Look. It shows the ISS ⁽²⁾ (appear) from the north west.
Esme Cool. I ⁽³⁾ (go) inside to get my coat.
Ben You haven't got time. You ⁽⁴⁾ (miss) it. Here. I ⁽⁵⁾ (lend) you mine. Look there it is!
Esme Wow! It's incredible to think of those astronauts up there doing experiments and things. So ⁽⁶⁾ it (fly) over again tomorrow evening?
Ben Well, yes. But we ⁽⁷⁾ (not be) able to see it.
Esme How come?
Ben It's complicated. It's to do with the position of the sun. When we ⁽⁸⁾ (go) inside I ⁽⁹⁾ (draw) a diagram to explain it to you.

Have your say

- 10  Take turns to talk about your plans and ideas for the future. Think about which future tenses you will need to use. Ask questions to find out more.

- How your life will be different in twenty years' time.
- Arrangements you have made for the next week.

In twenty years' time, I think I'll be married and I'll be living in an apartment in the city.

Which city do you think you'll be living in?

London. What about you? What kind of job do you think you'll have?

3.4 Communication

Listening: Describing gadgets



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Have a great idea, but need support to get it started?



1 Look at the webpage and discuss the questions.

- 1 What is the invention in each photo?
- 2 Which invention would you support? Why?

2 3.5 Read the Listening strategy. Then listen to a podcast about crowdfunding and number the ideas in the order that you hear them.

- A Unusual products can be successful online.
- B The way to get financial investment for a new project has changed in recent years.
- C New technologies are being developed because of crowdfunding.

Listening strategy

The first time you listen to something, you probably won't understand every word. It's better to listen for the main ideas by picking out opinions or concepts which are emphasized or repeated.

3 3.5 Listen to the podcast again. According to the speaker, are these statements true (T) or false (F)? Correct the false statements using your own words.

- 1 Crowdfunding sites are only used to develop new technology.
- 2 One of the most popular crowdfunding campaigns ever raised \$1.2 million.
- 3 A successful crowdfunding product needs to be original.
- 4 The touch bracelet looks good as well as being a clever piece of technology.
- 5 People prefer fun projects to things that are just useful.

Vocabulary: adjectives to describe gadgets

4 Decide if these adjectives from the podcast are positive or negative.

appealing bizarre compact innovative
portable practical quirky stylish
trendy user-friendly versatile wearable

5 Match the explanations below to four of the words in exercise 4. Then use a definition, an example, a synonym or an opposite to explain four more words from exercise 4. Use your own words.

- 1 Definition: suitable and comfortable for wear
- 2 Example sentence: She has a strange sense of humour.
- 3 Synonym: original
- 4 Opposite: normal

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Critical thinking: justifying



6 Which of the three inventions in the photos above do you think is most likely to be a success? Why?

Personally, I think the ... will become a huge success because ...

I reckon the reason why ...

Speaking: Describing function

7 Look at the photos of useful everyday gadgets. Discuss the questions.

- 1 Can you identify the gadgets?
- 2 Do you have any of these gadgets, or something similar?
- 3 In what ways is each gadget useful?



8 **VIDEO** 3.6 Watch or listen to the students talking and check your ideas.

9 **VIDEO** 3.6 Look at the Useful phrases. Watch or listen again to complete the phrases.

Useful phrases: describing function

Object 1

- It's a kind of ⁽¹⁾
- It's made of ⁽²⁾
- It's got ...
- It's perfect for ⁽³⁾

Object 2

- You use it to ⁽⁴⁾
- The idea is that ⁽⁵⁾

Object 3

- This is a thing for ⁽⁶⁾
- You can ⁽⁷⁾
- I use it to ⁽⁸⁾

10 Think about a useful gadget you own. Take turns to describe it using the adjectives in exercise 4 and the Useful phrases in exercise 9. Then decide which gadget is the most useful.

11 Look at the photos below and read the situations in the box. Then define the problem and create a gadget to solve it. Plan a short presentation about your innovative gadget. Use the adjectives in exercise 4 and the Useful phrases in exercise 9. Think about the following points:

- What does it do?
- Why is it useful?
- What does it look like?

dropping a smartphone finding a matching pair of socks
getting out of bed in the morning remembering birthdays



12 Present your gadget.

3.5 Writing: An online product review

Describing positive and negative aspects

1 Discuss the questions.

- 1 What are your favourite online shopping websites? Why do you like them?
- 2 Do you normally read product reviews before buying something? Why / Why not?

2 Read two product reviews for a wireless speaker. Think of three reasons why people found Review 1 more helpful than Review 2.



Navigation: < > search [X] - □

REVIEW 1

★★★★☆ Great little speaker

This small wireless speaker can play sound from Bluetooth devices like smartphones and tablets. In spite of its appearance, it feels very solid and well built, and its small size makes it perfect for carrying around. Although it is very compact, the sound quality is excellent, even when the volume is turned up very high. The speaker also looks very stylish.

The main reason why I bought this speaker is because I play in a band, and during our practice sessions we record ourselves and play back the recordings to listen to our performance. This speaker does the job perfectly. The sound quality is good enough to hear each instrument clearly. Last but not least, I am very impressed by the Bluetooth connection. It always pairs instantly with my phone. I have used other speakers in the past which don't pair quickly. However, this one is completely reliable.

My only criticism is that the battery life is not very long. It runs out of charge after about three hours, which is not ideal.

Overall, despite the short battery life, I am very impressed with the product. It's incredibly good value for money and is simply fantastic – I can't imagine how I'd cope without it now! I'd definitely recommend it to anyone who is looking for a simple, portable wireless speaker.

11 of 11 people found this review helpful.



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REVIEW 2

★★★★★ Wow!

Excellent product. Nice and heavy and doesn't feel cheap and the sound quality is amazing!! You can't find a better product at this price.

1 of 9 people found this review helpful.

3 Look at the advice for writing an effective product review. Identify which things the person who wrote Review 1 did.

HOW TO WRITE

AN EFFECTIVE PRODUCT REVIEW

- 1 Begin with a short description of the product.
- 2 Explain why you like the product.
- 3 Write complete sentences.
- 4 Include comparisons with other products.
- 5 Use clear language which is easy to understand.
- 6 Mention what you don't like about the product.
- 7 Include a photo or video.
- 8 Include information about how or why you personally use the product.
- 9 Be positive but don't include exaggerated praise for the product.

4 Look at the Useful phrases for writing a product review. Which can you see in Review 1?

Useful phrases: a product review

Positive aspects

It's perfect / ideal for + verb + *-ing*.

The (sound quality) is excellent / superb.

It's easy / simple / straightforward to + infinitive.

Negative aspects

I wasn't impressed / was disappointed by ...

It's (much) too / rather / a bit + negative adjective.

One criticism / My only criticism of (the product) is that ...

Overall impressions and recommendations

Overall, / All in all, ...

It's good / excellent value for money.

I'd definitely recommend it.

- 5  Read the Writing strategy. Then study the underlined words in Review 1. How do you say them in your language?

Writing strategy

Improve the way you present your opinions and ideas by using linkers of contrast. These words help to communicate complex ideas by connecting opposing information.

- 6 Copy and complete the rules with *however*, *although* or *despite* / *in spite of*.

RULES

- 1 After (...) we use a subject + verb. It can be at the beginning or middle of a sentence.
- 2 After (...) we use a noun, a pronoun (*this / that* etc.) or verb *-ing*. It can be at the beginning or middle of a sentence.
- 3 (...) needs a comma after it. It is used to contrast with an idea in the previous sentence.

GRAMMAR REFERENCE 3.4 page 114

- 7 Choose the correct linker to complete the sentences.

- 1 (...) the high price of the headphones, they're good value for money.
- 2 My laptop is five years old now. (...), it still works well.
- 3 (...) I was expecting a bigger screen, it is still a nice phone.
- 4 The small tablet is less powerful than the large one. (...), it's more portable.
- 5 (...) the smart watch looks cool, it's not user-friendly.
- 6 I haven't received my new camera yet, (...) ordering it ages ago.

- 8 Rewrite the sentences without changing the meaning. Use the word in brackets.

- 1 Although we used a satnav, we couldn't find the café. (*despite*)
- 2 Despite having fast broadband, it's still too slow. (*however*)
- 3 Despite having saved up for a year, I don't have enough money to buy a new laptop. (*although*)
- 4 Although we left early, we arrived late. (*despite*)



Writing task

- 9 Write a review. Use your own ideas to describe the positive and negative aspects of one of the products in the box. Write 120–150 words.

camera headphones smartphone tablet

Writing guide

Get ideas

Choose a product to review.

Make a list of vocabulary you will need to describe this product.

Make a list of positive and negative aspects to include.

Decide if you will write a mainly positive or negative review.

Plan

Organize your ideas into paragraphs.

- **Paragraph 1:** describe the product and its function.
- **Paragraphs 2 and 3:** For a mainly positive review, describe at least three positive aspects of the products and one or two negative aspects.
For a mainly negative review, give at least three reasons why you don't like the product and include one or two positive aspects.
Include personal examples about your experience of using the product.
- **Paragraph 4:** give your overall opinion of the product. Say whether you would recommend it, and who would find it useful / enjoyable.

Write

Write your review. Use the paragraph plan to help you and include some of the Useful phrases.

Check

Read your review carefully. Have you ...

- followed the advice about writing an effective product review in exercise 3?
- included some of the Useful phrases?
- used linkers of contrast correctly?

21st Century Skills: Decision making

Useful language

Describing function: *They're perfect for ... etc. See page 39.*

Describing gadgets: *appealing, trendy, etc. See page 38.*

Justifying your opinion: *The reason why ... is ... See page 35.*

1 EXPLORE

Read the chat messages. What decision does Daisy need to make?

2 ENGAGE

Copy and complete the table with the pros and cons in the box.

expensive good for homework
good for watching TV has a keyboard heavy
might break easily portable versatile

Device	Pros	Cons
tablet		
laptop		
hybrid laptop		

3 ANALYSE

Read the Reflect box. Then copy and complete it with these words.

compare cons information
make priorities

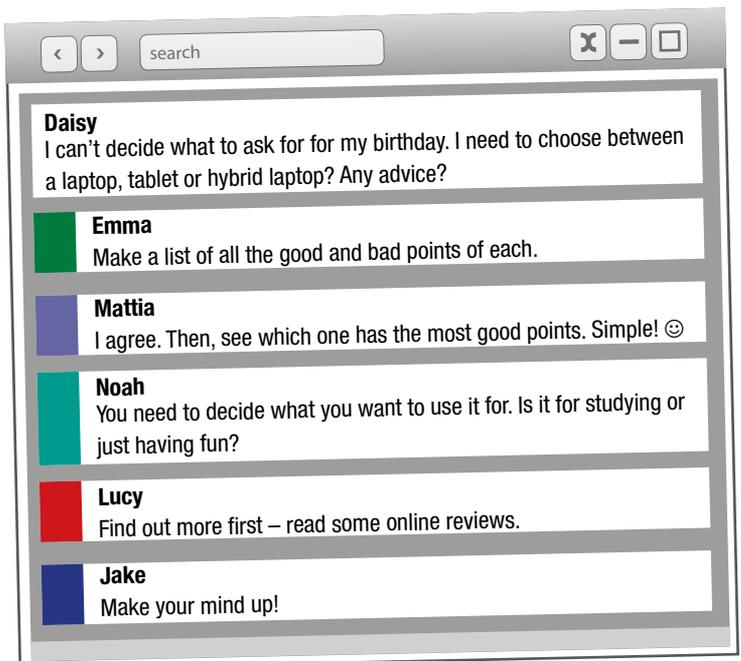
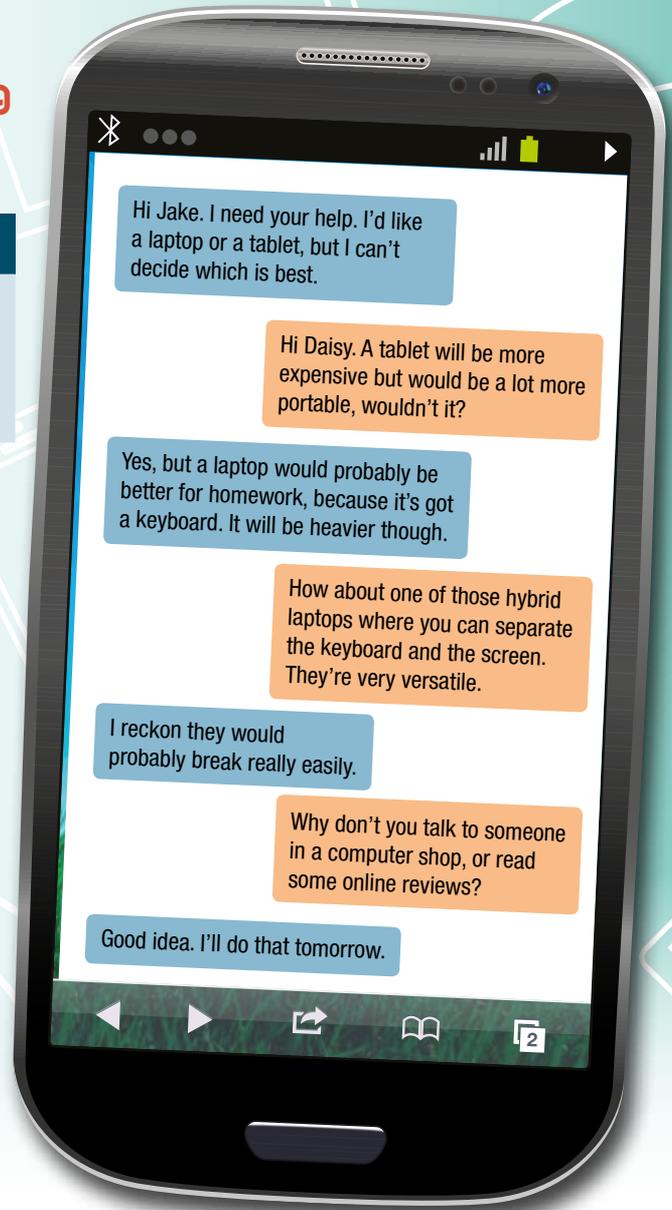
Reflect decision making

When you have an important decision to make, follow these steps.

- 1 Be clear about what you have to decide and what your (...) are, e.g. time, money, convenience.
- 2 Decide where you can find more (...).
- 3 Make a list of options, and pros and (...).
- 4 (...) your options.
- 5 (...) a decision.

4 CONTEMPLATE

Read the group chat below and match the comments to the steps in the Reflect box.





ACTIVATE

Look at the photos. Then read and answer the questions 1–5 to help you decide which earphones you would like to buy. Tell your partner what you have decided and how you made your decision.

1 What are my priorities?

cost quality style

2 Where can I find more information?

3 What are the pros and cons of each?

affordable easy to break easy to lose expensive heavy
portable practical uncomfortable user-friendly

4 Which product has more pros?

5 Which product meets my priorities?

I've decided I'm going to buy the ... because ...

I think these ones are ideal for ...



Wireless earphones

€19.99

Top customer reviews

★★★★★

Great earphones.



Earphones with remote and microphone

€2.99

Top customer reviews

★★★★★

Good quality for price.

COMMUNICATE

What other decisions might you need to make in the near future?



EVALUATE

Copy the statements and score yourself from 1 to 4.

Knowledge: I understand that it is important to find further information and weigh options before making a decision.

Skills: I can work through a logical process to make a good decision.

Attitude: I take important decisions seriously.

4 always

3 often

2 sometimes

1 seldom

GRAMMAR REFERENCE

Starter unit

S.1 Present simple & present continuous

Form

Present simple

Affirmative	
I / You / We / They	+ infinitive
He / She / It	+ infinitive + -s

Negative		
I / You / We / They	+ do not (= don't)	+ infinitive
He / She / It	+ does not (= doesn't)	+ infinitive

Questions		
Do	I / you / we / they	+ infinitive?
Does	he / she / it	+ infinitive?

Present continuous

Affirmative			
I	am ('m)	infinitive	-ing
He / She / It	is ('s)	infinitive	-ing
You / We / They	are ('re)	infinitive	-ing
Negative			
I	am not ('m not)	infinitive	-ing
He / She / It	is not ('s not / isn't)	infinitive	-ing
You / We / They	are not ('re not / aren't)	infinitive	-ing
Questions			
Am	I	-ing	?
Is	he / she / it	-ing	?
Are	you / we / they	-ing	?

Use

We use the present simple to talk about routines and things that are always true.

He wakes up at 6.45 a.m.

School starts at 8.30 a.m.

We use the present continuous to talk about things happening now or around now, and for future arrangements.

I'm enjoying my online French course.

We aren't spending a lot of time together at the moment.

Tomorrow, I'm getting up at 5.00 in the morning!

We don't usually use the present continuous with state verbs. Common state verbs include verbs that describe feelings, thoughts, states and senses.

State verbs

Feelings: *hate, like, love, need, prefer, want*

Thoughts: *believe, know, think, understand*

States: *be, belong, seem*

Senses: *hear, taste, sound*

I love dancing! (NOT I'm loving dancing!)

Do you know Max? (NOT Are you knowing Max?)

She seems nice. (NOT She's seeming nice.)

Spelling

We sometimes make changes to the spelling of a word when we add *-ing*. For example, we may:

- drop the final *e*
- change *ie* to *y*, and sometimes double the final letter.

1 Complete the text with the verbs in the box in the present simple.

find go go off have not know turn off

Many people ⁽¹⁾ *find* it difficult to wake up in the morning. James is one of those people. He ⁽²⁾ four alarms, that ⁽³⁾ five minutes after each other. He ⁽⁴⁾ each alarm and ⁽⁵⁾ straight back to sleep. His parents ⁽⁶⁾ what to do. James is often late for school.

2 Write sentences in the present continuous using the prompts.

- I / not go / to school today / .
I'm not going to school today.
- He / try / to find his new alarm clock / .
- I / really / enjoy / taking photos at the moment / .
- She / get dressed / .
- I / have a go / at upcycling / .
- you / enjoy / school at the moment / ?

3 Complete the sentences with the verb in brackets in the present simple or present continuous.

- Is Ana (...) ? (get dressed)
Is Ana getting dressed?
- I (...) the weekends when I can have a lie in. (prefer)
- Hurry up! The school bus (...). (leave)
- The bus for school (...) at 7.30. (leave)
- He (...) photography at the moment. (get into)
- What (...) at the weekend? (you do)

- To introduce the first of two actions, we use:
 - before**
Wake me up before you go
Enter the house, but before, you have to disconnect the alarm system.
Don't just open the door. Before that, ask who is knocking.
I met Charles before lunch.
 - when**
When I opened the door, the dog looked at me and went out. (First I open the door then the dog goes out.)
- To emphasise that the second actions happens immediately after the first one, we use:
 - as soon as**
 - the moment**
Phone me as soon as you see her.
The moment I saw her, I lost control.
- To introduce the second of two actions, we use:
 - after**
After the music stopped, everything was quiet.
I went out after work.
 - afterwards**
 - then**
 - later**
- Later* suggests an interval of time between both actions. *Afterwards* and *then* can be used when there is an interval of time or when the second action takes place immediately after the first one.
 - There was a power cut. Afterwards / Then, everything was quiet.
She had a shower. Later / Afterwards / Then, she went for a walk.
- To show that the second action happens quickly and unexpectedly we use:
 - suddenly**
I saw her. Suddenly, I lost control.
- To introduce the first of a series of actions, we use: **first**, often used with *then* or also with *second*, *third*, etc.
 - First, go into the house, then, go upstairs and wait for me.
First, switch it on. Second, search for the channel, and last, adjust the volume.
- To express simultaneous actions:
 - if both actions are long, we usually use:
 - while**
 - meanwhile**
While Mary was studying, Peter was painting.
Mary was studying. Meanwhile, Peter was painting.
 - if one action is long and the other one is short or instantaneous, we use:
 - as**
 - just as**
 - when**
 - while**
As / When / While I was walking down the street, I saw a rabbit

Unit 3

3.1 Future forms: will, be going to, present simple & present continuous Form

In English, there is no future tense. We use a number of different forms to talk about the future, and each has its own meaning and use.

Future with will: affirmative, negative & questions

I / You / He / She / It / We / They	will ('ll)	+ infinitive
I / You / He / She / It / We / They	will not (won't)	+ infinitive
Will	I / you / he / she / it / we / they	+ infinitive?

Future with be going to: affirmative, negative & questions

I	am ('m)	going to	+ infinitive
You / We / They	are ('re)	going to	+ infinitive
He / She / It	s ('s)	going to	+ infinitive

I	am not ('m not)	going to	+ infinitive
You / We / They	are not ('re not / aren't)	going to	+ infinitive
He / She / It	is not ('s not / isn't)	going to	+ infinitive

Am	I	going to	+ infinitive?
Are	you / we / they	going to	+ infinitive?
Is	he / she / it	going to	+ infinitive?

Use

We use *will*, *be going to*, the present simple and the present continuous in the following ways.

will

We use *will* to make predictions or give opinions about the future.

People will probably live longer as nanobots in our bodies will detect any illness early and treat it instantly.

We also use *will* to make an instant choice or decision. This can include promises, offers, plans, refusals and requests.

I think I'll get an upgrade on my smartphone.

I'll help you if you like.

I won't ever use a VR headset.

be going to

We use *be going to* to make a prediction for the future based on evidence.

That drone is flying very low to the ground. I think it's going

3 VOCABULARY TRAINER

Technology

1 Complete the sentences with the words in the box. There are four words you don't need.

back up broadband browse chip device driverless drone
gadgets hand-held high-tech upload wirelessly

- 1 A (...) almost caused an accident when it flew too close to a plane.
- 2 Don't forget to (...) your work on the server.
- 3 We can connect (...) to the Internet thanks to wifi.
- 4 Does your area have high-speed (...)?
- 5 Always ask other people's permission before you (...) pictures of them on social media.
- 6 (...) cars would be really handy for old people.
- 7 Lidia doesn't have time to (...) the Internet or play with high-tech (...) all day.

2 Read the Vocabulary strategy and complete the sentence with the words in the box.

example sentences new words the words your life your opinions

Vocabulary strategy

To help you remember (1), write (2) about (3) or including (4) using (5).

3 Write sentences of your own with the words you didn't use in exercise 1. Write about your life or opinions.

Word transformation

4 Read the rules and complete the gaps with full words. Use the wordlist to help you.

RULES

When learning new words, it helps to note down which part of speech the word is and to include its different forms:

develop (v), developer / (1) (n), developing (adj)

(2) (v), inventor / invention (n), (3) (adj)

Look at the root word as well as any prefixes or a suffixes the word has to help you work out the meaning.

Prefixes

en-, re-, over-, under- + root word = verb

These prefixes tell us how or to what extent something is done, e.g. (4)able.

dis-, il-, im-, in-, ir-, un- + root word = adjective

These prefixes tell us that an adjective is negative in meaning, e.g. (5)able.

Suffixes

root word + -er, -ian, -or, -ist = noun (person), e.g. gam.(6).

root word + -ment, -tion, -ness, -y, -ce, -ity, -ty, -ance, -ence, -ing = noun (state, thing), e.g. perform (7).

root word + -able, -ible = adjective (showing that something can happen), e.g. afford.(8).

5 Correct the errors. One sentence is correct.

- 1 Unfortunately, tonight's perform will not take place due to bad weather.
- 2 If you press this button, it will able you to experience flying.
- 3 The new virtual-reality arcade will be popular with all the local gaming.
- 4 This new gadget is so affordable that nobody is buying it.
- 5 These diamonds are realistic; they're not artificial.
- 6 There have been many technological developments in the past few decades.

6 Complete the sentences using a different form of the bold words.

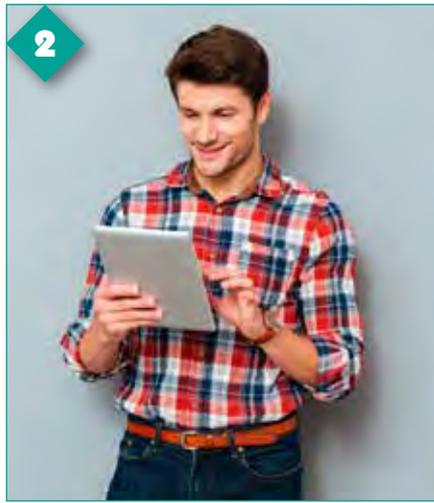
- 1 The new gadget has been **developed** using the latest technology. The (...) of the new gadget has been completed using the latest technology.
- 2 Unless we make the new game **affordable**, people won't buy it. If people can't (...) the new game, they won't buy it.
- 3 Are you **able** to set up a computer? Do you have the (...) to set up a computer?
- 4 Who **invented** smartphones? Who was the (...) of smartphones?

Adjectives to describe gadgets

7 Find the odd word out in each group. Write a sentence to explain why each word is different from the others.

- 1 appealing stylish user-friendly
- 2 portable trendy versatile
- 3 compact bizarre quirky
- 4 wearable slimline digital
- 5 practical up-to-date handy

8 Write a sentence to describe the pictures. Use at least one adjective from exercise 7 in each sentence. Use each adjective once only.



Street talk

False friends

9 Complete the dialogue with the words in the box.

actually assist attending
brave eventually

Rafi Did you (!) give your new smartphone to a stranger to take your photo?
Mr Yes. Why – what’s wrong with that?
Tyler It’s nice to ask others to (!) you with things from time to time.
Rafi You were (!) He could have run off with it, you know.
Mr I don’t imagine someone who was (!) a talk on the history of wireless technology is the kind of person to steal a phone. Anyway, people used to give their cameras to people all the time. It’s not that strange to give someone your phone, is it?
Rafi It is! But why did you go to a talk on the history of wireless technology? And more to the point, why didn’t you just take a selfie?
Mr A selfie? I didn’t think of that! Oh well, I suppose I’ll get used to modern technology (!)!

10 Read the dialogue below and replace one sentence with the Street talk phrase from page 34. Then write your own dialogue using the phrase.

Sarah My new phone cost £600!
Jade No way! I don’t believe you.
Sarah Only joking. It only cost £150.

Wordlist
Technology

- back up (v)
- broadband (n)
- browse (v)
- chip (n)
- device (n)
- download (v)
- driverless (adj)
- drone (n)
- gadget (n)
- hand-held (adj)
- high-tech (adj)
- upload (v)
- wirelessly (adv)

Word transformation

- afford (v), (un)affordable (adj)
- develop (v), developer (n), development (n), developing (adj)
- enable (v), ability (n), (un)able (adj)
- game (n), gamer (n), gaming (n)
- invent (v), inventor (n), invention (n), inventive (adj)
- perform (v), performer (n), performance (n)
- reality (n), real (adj), realistic (adj)

Adjectives to describe gadgets

- appealing (adj)
- bizarre (adj)
- compact (adj)
- digital (adj)
- handy (adj)
- innovative (adj)
- portable (adj)
- practical (adj)
- quirky (adj)
- slimline (adj)
- stylish (adj)
- trendy (adj)
- up-to-date (adj)
- user-friendly (adj)
- versatile (adj)
- wearable (adj)

False friends

- actually (adv)
- assist (v)
- attend (v)
- brave (adj)
- eventually (adv)

Wordlist task

Choose two words from the 'Technology', 'Adjectives to describe gadgets' and 'False friends' sections of the wordlist. Add them to the 'Word transformation' section and include their different forms, e.g. *appeal* (v), *appeal* (n), *appealing* (adj).

SPEAKING TRAINER

Part A Conversation areas Instructions and Useful phrases

Expressing a preference

Use the grammar from the question

Listen carefully to each question. Use the grammar from the question in your answer.

What hobbies have you been doing this year?

This year, I've been playing football a lot.

Take time to think

Don't rush into an answer without thinking first.

Use the phrases below to give yourself time to think.

Let me just think (for a minute).

That's a good / interesting question.

Well, I'm not really sure, but ...

It's not really something I've thought about, but ...

Expressing and giving reasons for your opinion

Be ready to express your opinions and feelings.

To my mind, ... / In my opinion ...

I'm not entirely sure, but I think / believe / feel ...

What I would say is ...

Explain why you feel this way by giving reasons and examples.

... because ...

..., which means that ...

... as ...

... since ...

Adding ideas

Give full answers to questions and talk about more than one side of the topic.

There's also the fact that ...

Oh, and I mustn't forget to mention ...

Apart from that, ...

Another important point is ...

Show that you recognize that there are other valid opinions.

On the one hand, But on the other hand ...

But that contrasts with ...

But at the same time, ...

Asking your partner

Show that you know how to interact in a conversation by asking your partner for his / her ideas.

Do you agree?

What would you say?

What do you think?

Have you got anything to add?

Speaking practice

Take turns to ask and answer questions from each unit. Choose different questions from your partner. Use the Instructions and Useful phrases to help you.

Starter unit

- 1 Who do you like hanging out with during the summer holidays? What do you like to do together?
- 2 Tell me about an activity you've been doing for a long time.
- 3 Do you have a choice about what subjects you take at school? Why / Why not?
- 4 Does it take you ages to do your Homework? Why? / Why not?
- 5 When was the last time you got somebody to do something for you? What was it?
- 6 What would you like to do when you leave school? Why?
- 7 Do you plan to stay in your hometown? Why? / Why not?
- 8 Do you prefer outdoor or indoor activities? Why?
- 9 Do you think it's important for people to get involved in the local community? Why? / Why not?
- 10 What are your goals for the future?

Unit 1

- 1 Who do you like to spend your free time with? Why?
- 2 What is your favourite hobby? Why?
- 3 Do you think it's important to have the same interests as your friends? Why? / Why not?
- 4 Do you spend much time on social media? Why? / Why not?
- 5 What's the most exciting activity you've ever taken part in? What was the experience like?
- 6 What industry would you like to work in? Why?
- 7 When did you last exercise? How did you feel after?
- 8 Why do you think famous singers and musicians are popular with young people?
- 9 Describe a time when you did something creative.
- 10 Do you prefer to do activities with friends or on your own? Why?

Unit 2

- 1 Who is your favourite author? Why do you like his / her books?
- 2 What kind of books do you like to read? Why?
- 3 Which book is a real page-turner? Why?
- 4 When was the last time you were on the edge of your seat? What happened?
- 5 Which famous person would you like to meet? Why?
- 6 Why do you think some people want to be celebrities?
- 7 How would you advise someone who wants to be a film star?
- 8 Do you prefer to watch box-office hits or less well-known films? Why?
- 9 Do you like to listen to film soundtracks? Why? / Why not?
- 10 What was the last film you saw? How did it make you feel?

Unit 3

- 1 How do you think your life will change in the future?
- 2 What are your main goals for the next five years?
- 3 Do you like to make plans for the future? Why? / Why not?
- 4 What kind of job would you like to do when you've finished your studies? Why?
- 5 What changes do you think there'll be in technology in the years to come?
- 6 Do you think driverless cars will be popular in the future? Why? / Why not?
- 7 Describe the first digital device you owned.
- 8 What features are important for you when buying a new gadget? Why?
- 9 What would you like to do this summer? Why?
- 10 Do you think you'll have the same friends in ten years' time? Why? / Why not?

Unit 4

- 1 How much exercise do you do every week? Do you think this is enough?
- 2 What would you like to change about your lifestyle? How could you do this?
- 3 Do you always find it easy to eat a balanced diet? Why? / Why not?
- 4 Do you know anyone who's very good at a sport? Which ones?
- 5 Do you ever zone out? When might this happen to you?
- 6 What do you do to cheer your friends up when they're feeling sad?
- 7 What do you think is your best facial feature? Why?
- 8 Do you find it easier to deal with extreme cold or extreme heat? Why?
- 9 How do you cope with lots of homework?
- 10 What would you do if someone fell asleep in the classroom?

Unit 5

- 1 How many times a day do you check your social media?
- 2 Describe what you use social media for.
- 3 Do you prefer to contact friends in person or on social media? Why?
- 4 What do you think is the appropriate age for young people to start using social media? Why?
- 5 Are there any disadvantages of social media? What are they? / Why not?
- 6 Why do you think bullying on social media is so common?
- 7 What can we do to stop anti-social behaviour on social media?
- 8 Would you ever stop using your social media for several weeks or months? Why? / Why not?
- 9 Do you think young people rely too much on social media? Why? / Why not?
- 10 How do you think humans will communicate with each other in the future? Why?

Unit 6

- 1 How do you travel to school each day? How long does it take you?
- 2 Would you like to work in the travel industry? Why? / Why not?
- 3 What kind of place do you like to go to on holiday? Why?
- 4 Describe a city break you have been on.
- 5 What is your least favourite means of transportation? Why don't you like it?
- 6 What are the advantages of going back-packing? Would you like to do it?
- 7 How do you feel when you're stuck in a traffic jam? Why?
- 8 Why do you think there are so many cars these days?
- 9 When was the last time you went sightseeing? What did you see?
- 10 If you could go anywhere in the world, where would you go? Why?

Unit 7

- 1 Do you have any pets? If yes, what is it like? If no, why not?
- 2 Do you enjoy wildlife documentaries? Why? / Why not?
- 3 What kind of animal do you think you're most like? Why?
- 4 Why do you think zoos are so popular?
- 5 Describe an area of natural beauty near where you live.
- 6 What do you think people can do to help endangered species?
- 7 Do you prefer to go to the sea, mountains or forests? Why?
- 8 What do you like best about being outdoors?
- 9 How do you think you would react if you came across a deadly animal?
- 10 What changes do you think there'll be to the natural environment in your area in the future?

Unit 8

- 1 What is your favourite school subject? What do you like about it?
- 2 What are the dangers of cheating in exams?
- 3 What do you think about the amount of homework you get? Why?
- 4 What changes would you make to the education system if you could? Why?
- 5 Should schools prepare students for university or work? Why?
- 6 Describe how you think schools will be in the future.
- 7 What differences are there between schools today and when your parents were at school? Are the changes for the better?
- 8 What would you like to study in the future? Why?
- 9 What is the most important thing you've learned at school? Why is it so important to you?
- 10 What are the advantages and disadvantages of online learning?

Speaking practice

Work with a partner to discuss the sets of photos below. Use the vocabulary on page 142 to help you.

Starter unit

FOCUS ON: describing actions and expressing a preference

Describe what the people are doing in the photos. Which activity would you prefer to join in?



Unit 3

FOCUS ON: comparison, contrast and giving an opinion

Compare and contrast the photos. Give your opinion on how useful technology is to these people.



Unit 6

FOCUS ON: comparison, contrast and speculation

Compare and contrast the photos. Why might these people be travelling and what aspects of travelling do they show?



3 LITERATURE

Gulliver's Travels, by Jonathan Swift

1 BEFORE YOU READ Answer the questions.

- 1 Read about Jonathan Swift. What did Swift do as well as writing?
- 2 Read the Cultural context. What was Swift satirizing in his novel?
- 3 Read the Background to the story. What surprises Gulliver when he wakes up?

Jonathan Swift, 1667–1745

Important works: *The Battle of the Books* (1704), *A Tale of a Tub* (1704), *Gulliver's Travels* (1726), *A Modest Proposal* (1729)

Jonathan Swift grew up and spent most of his life in Ireland, but he also lived in England. There he met other famous and important writers. Swift learned to write while he was working as an assistant for a British politician. Later, Swift used his writing skills to support Irish political causes.

About the author

Gulliver's Travels is Swift's most popular book. It is a satirical novel which makes fun of the cruelty and stupidity of man. It was clear to 18th-century readers that Swift's book was making fun of the hostilities then between Catholics and Protestants (Big-Endians and Little-Endians), and the wars between England and France (Lilliput and Blefuscu). The novel also satirises the two political parties in England (the Low-Heels and the High-Heels). There are some similarities between this book and the genre of science-fiction.

Cultural context

2 6.10 Read the extract. Have people in Lilliput always done things in the same way?

3 Read the extract again. Are the statements true (T), false (F), or is the information not given (NG)?

- 1 The Lilliputians have a similar culture to people in Gulliver's country.
- 2 Many Lilliputians want to be government officials.
- 3 The rulers of Lilliput changed the fashion in shoes.
- 4 Blefuscu wants to make peace with Lilliput.
- 5 Some Lilliputians disagree with a rule in the country.
- 6 Gulliver doesn't want to defend Lilliput.

4 Read about satire. Then read the extract again. How does Swift satirise things A–D below?

Satire

A satire is a literary work that makes fun of something in society, like politics or religion, to highlight a serious issue. The writer distorts or exaggerates to make a situation sound ridiculous. This makes people aware of real, similar situations in society.

- | | |
|---------------------------|-------------|
| A social rules | D criminals |
| B political groups | |
| C how to choose officials | |

Background to the story

Lemuel Gulliver is a doctor who joins a ship sailing to the South Pacific in 1699. One day, there is a violent storm. Gulliver is thrown into the sea and swims to an island. When he wakes the following morning, his arms and legs are tied to the ground. The people who have captured him are only 15 cm tall, and at first, he can't understand their language. He later learns that he is in the country of Lilliput, and the people are Lilliputians. The Lilliputians bring Gulliver food and then take him to their capital city. There, Gulliver asks the King of Lilliput to set him free, and he agrees.

Gulliver's Travels

Many of their laws and customs are very different from ours, but human nature is the same in every country. The Lilliputians, like us, have learnt bad ways – choosing officials because they are able to dance on a rope is just one example.

Now I shall return to my adventures in Lilliput.

About two weeks after my first visit to the capital, I was visited by one of the King's most important officials. His name was Reldresal, and he had helped me many times since I had arrived in Lilliput.

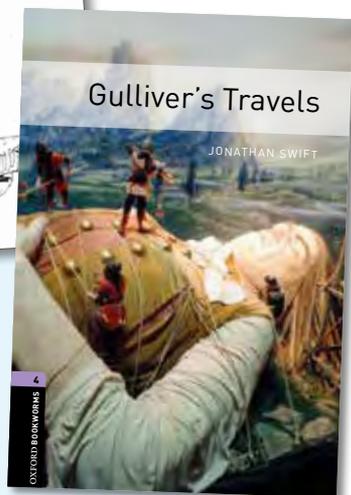
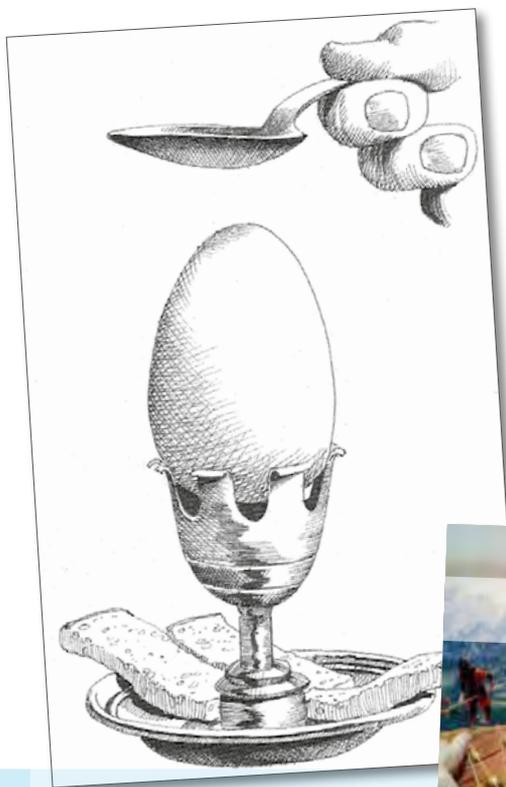
I started the conversation. 'I'm so glad they've taken away my chains,' I told him.

'Well, my friend,' he answered, 'let me tell you something. You're only free because the King knows we're in a very dangerous situation.'

'Dangerous?' I cried. 'What do you mean?'

'Lilliput has enemies at home and abroad,' he explained. 'For six years now we've had two political groups, the High-Heels and the Low-Heels. Perhaps the High-Heels were more popular in the past, but as you can see, our present King and all his officials wear the lowest heels. The two groups hate each other, and a High-Heel will refuse to speak to a Low-Heel.'

That's the problem in Lilliput. Now, we're getting information that the people of Blefuscu are going to attack us. Have you heard of Blefuscu? It's an island very near us, almost as large and important as Lilliput. They've been at war with us for three years, you see.'



'But how did this war start?' I asked.

'Well, you know, of course, that most people used to break their boiled eggs at the larger end. But our King's grandfather once cut a finger while breaking his egg this way, and so his father the King ordered all Lilliputians, from then on, to break the smaller end of their eggs. People who do that are called Small-Endians. But Lilliputians feel strongly about this and some Big-Endians have fought angrily against this law. As many as eleven thousand people have been killed because they refused to break their eggs at the smaller end. Some of the Big-Endians have escaped to join our enemies in Blefuscu. The King of Blefuscu has always wanted to defeat Lilliput in war, and now we hear that he's prepared a large number of ships, which will attack us very soon. So you see, my friend, how much our King needs your help, in order to defeat his enemies.'

I did not hesitate for a moment. 'Please tell the King,' I answered warmly, 'that I am ready to give my life to save him or his country.'

From *Gulliver's Travels*, Oxford Bookworms

Text adaptation: Clare West

5 🗨️ **SPEAKING** Read the extract again and answer the questions.

- 1 What does Swift say about people everywhere? Do you agree?
- 2 Why does he use satire in this extract?
- 3 Does Swift think the people of Lilliput and Blefuscu are fighting for a good reason? Why? / Why not?
- 4 Why do you think Gulliver agrees to help the King of Lilliput?
- 5 Would you like to live in Lilliput? Why? / Why not?

6 Read what happens next below. How many other places does Gulliver visit after Lilliput?

Read on

Gulliver finds a boat and escapes from Lilliput. But he soon decides to set sail again. His next journeys take him to a land of giants, called Brobdingnag, and to the floating island of Laputa. Finally Gulliver travels to the land of the Houyhnhnms. Intelligent horses called Houys rule this land, but their servants are horrible human-like creatures called Yahoos. Gulliver has long conversations with the horses.

7 🎧 **6.11** Listen to the next part of the story. Why do the Houys have problems understanding life in Europe?

8 🎧 **6.11** Listen again and complete the sentences with one or two words.

- 1 Countries often want to take other countries' (...).
- 2 Gulliver says that being (...) is a very good job.
- 3 At first, Gulliver speaks (...) about European war.
- 4 Later, peace and truth seem better to Gulliver than making war or (...).
- 5 Gulliver wants to spend (...) with the Houys.
- 6 He begins to hate the Yahoos' dirty (...).

9 🗨️ **SPEAKING** Ask and answer the questions.

- 1 Why do you think Swift mentions fighting wars over the colour of uniforms?
- 2 What is the significance of size in the novel?
- 3 Why does Gulliver begin to love the Houys?
- 4 Do the Houys have a perfect society? Why? / Why not?
- 5 What do you think Gulliver learns from his travels?

10 **WRITING** Write a paragraph contrasting the Houys and the Yahoos. What can we learn from Gulliver's experience with them?