BBC

Speak Out

3RD EDITION



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Student's Book and eBook

with Online Practice

Pearson

Global Scale of English

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connections 1



VLOGS

Q: Which people, places or things are important to you and why?

1 ▶ Watch the video. What interesting people, places or things do the speakers talk about?

2 Which people, places or things in your life are the most special to you? Why?

Global Scale of English

LEARNING OBJECTIVES

1A **LISTENING** | Understand a podcast about a friendship app: relationships; phrasal verbs: friendships

Pronunciation: contractions: *'ll* and *'d*

Describe a relationship with a friend: describing past and present habits

1B **READING** | Read an article about how our physical environment affects us: transforming places; urban spaces

Pronunciation: the /r/ sound in different accents

Plan a perfect working environment: reduced relative clauses

Write a proposal about transforming a city space

1C **HOW TO ...** | talk about hypothetical preferences: idiomatic phrases: hobbies and interests

Pronunciation: connected speech: final /r/ sound

1D **BBC STREET INTERVIEWS** | Understand street interviews about comfort food

Talk about comfort food: the taste and appeal of food

Write a social media post

1A New friends

GRAMMAR | describing past and present habits
VOCABULARY | relationships; phrasal verbs: friendships
PRONUNCIATION | contractions: *'ll* and *'d*



LISTENING

1 A **Work in groups. How did you meet your closest friend(s)? What's the most common way in your group?**

B **Read the opinions. Discuss in your groups if you agree or disagree with them. Why/Why not?**



It's easier to make friends when you're a child than when you're an adult.

The friendships you make as children outlast those you make as adults.





It's never a good idea to be friends with people too similar to you.

The friends you've known the longest know you best.





It's easier to make friends online than it is to make friends face-to-face.

C **Read the app description and reviews and discuss the questions (1–2) in your groups.**

1 What are the advantages of an app like this?
2 Would you ever use an app like this? Why/ Why not?

Frendz

The app where you'll meet your new best friend.

★★★★★ 1 day ago

AdamB

The app suggested some great people to chat to based on my profile. Good matching!

★★★★★ 3 days ago

ElaineK

I met some amazing people I'd never normally meet. Love it!

★★★ 1 week ago

Pete123

It's not the easiest app to use, but I met a few like-minded people, so worth signing up.

2A 1.01 | **Listen to a podcast about apps like the one in Ex 1C. Why did Addy decide to use a friendship app? What was the outcome?**

B 1.01 | **Listen to the podcast again. Choose the correct answers (a, b or c).**

1 Addy chose to use a friendship app because
- **a** he had a colleague who'd recommended it.
- **b** he wanted to meet people similar to himself.
- **c** he was unable to find friends at local clubs.

2 Addy believes that the best way to find a match is to look for people
- **a** from a different culture to you.
- **b** of a similar character to you.
- **c** with similar passions to you.

3 Addy liked the first app he used because it allowed him
- **a** to build connections in his area.
- **b** to meet up with an old friend.
- **c** to use his regular social media page.

4 Making friends with other music lovers
- **a** meant he was more comfortable when attending an event.
- **b** gave him a chance to discover new music that he liked.
- **c** allowed him to become part of a band himself.

5 Addy would recommend using friendship apps to people who
- **a** have found themselves in a similar situation to him.
- **b** are in a hurry to form new friendships.
- **c** want to expand their current friendship circle.

3A 1.02 | **Read and listen to the extract where Addy is being ironic. Answer the questions (1–2).**

1 Does Addy think his colleagues being older and mostly married is just what he wants, or does he mean the opposite?

2 What helps us to understand this?

> My colleagues are nice and all that, but they're at least a decade older than me and most are married – just what you want as a twenty-two-year-old single person!

B 1.03 | **Listen to six more extracts. What words does Addy use to describe these things? How does he really feel about them?**

1 The suitability of the sports app for him.

2 The fact that he and someone he met on an app had a friend in common.

3 The time he spent getting to know a group of people.

4 The way he began his friendship with the first group he met up with.

5 How his new friends felt about him leaving his wallet at home.

6 The fact that he and his friends laugh a lot.

C Work in pairs. Have Addy's experiences changed your mind on the use of friendship apps? Why/Why not?

VOCABULARY

relationships

4A 1.04 | **Replace the words in bold in the sentences with the phrases in the box. Listen and check.**

> bonded over click with confide in
> have a mutual friend hit it off with
> on the same wavelength party with
> socialise with

1 Obviously, I wanted people my own age to **spend time with**.

2 You know, people I can hang out with during the day and **eat, dance, etc. with** at night.

3 I mean, I want to hang out with people that are **of a similar opinion to me**, yes, but not exact copies of me!

4 I was able to **like and understand** a few people my age on there.

5 I even discovered one guy and I **have a friend in common**, which was great.

6 And four of us **developed a connection over** our love of a particular band.

7 I know I can **share personal things with** them, too.

8 Try, try and try again and eventually, you'll **immediately like** someone.

B Choose the correct phrases to complete the sentences. Sometimes both are possible.

1 I never **bond over / confide in** Nuria because she can't keep a secret.

2 My sister and I **just never hit it off / are just not on the same wavelength**.

3 I've got a few friends that I **socialise / party** with.

4 My brother-in-law and I **bonded over / clicked with** each other as soon as we met.

5 Carl and I **bonded over / socialised with** our love for crayons on our first day at kindergarten!

6 I joined a running club so I can get fit and **socialise with / party with** people at the same time.

7 Sarka and I **have a mutual friend / are on the same wavelength** that we both used to work with.

8 My neighbour João and I **clicked / hit it off** as soon as we met and became great friends.

5A Complete at least five sentences with your own ideas.

1 A person I clicked immediately with was …

2 Someone on a similar wavelength to me is …

3 A mutual friend that … and I have is …

4 One person I hit it off with immediately is …

5 The person I confide in the most is …

6 I enjoy partying with …

7 One friend and I bonded over …

8 The place where I usually socialise with my friends is …

B Share your sentences with a partner. Ask questions to find out more.

C Learn and practise. Go to the Vocabulary Bank.

» page 134 **VOCABULARY BANK** phrasal verbs: friendships

GRAMMAR

describing past and present habits

6 A 1.05 | **Listen to more from the podcast. In what ways are Addy and his new friends like-minded? In what ways are they different?**

B Look at the habits in bold from the interview and answer the questions (a–d).

1 She**'s always shouting** even though we're standing right next to her.
2 And she**'ll voice her opinions** very strongly – she's so confident.
3 I **tend to listen** rather than speak.
4 … they **were always trying to make us** go to fast-food places.
5 I **used to sit** and watch them eat …
6 I **kept trying** to get them to order the salad, but they**'d order** extra chips just to annoy me!

a Which sentences (1–6) describe past habits? Which describe present habits?
b Which modal verb is used to describe present habits? And past habits?
c Which tense is used to describe annoying present habits? And annoying past habits?
d What other language is used to describe habits and typical behaviour?

C Learn and practise. Go to the Grammar Bank.

page 110 **GRAMMAR BANK**



PRONUNCIATION

contractions: *'ll* and *'d*

7 A 1.06 | **Listen to the sentences. Notice the difference in sound between *'ll* and *'d*.**

1 She'll voice her opinions very strongly.
2 She'd order extra chips just to annoy me.

B 1.07 | **Complete the sentences with *'ll* or *'d*. Listen and repeat the full sentences.**

1 We _____ meet up on Fridays and play squash.
2 Jon _____ call me at all hours of the night just for a chat!
3 I _____ message Alex on a Monday and not get a reply until Thursday!
4 They _____ all come round to my house before we went out.
5 Sam _____ spend more time at our flat than his own!
6 She _____ borrow something and forget to give it back.

C Work in pairs. Discuss these habits using *'ll* and *'d*.

1 a good habit you once had in the past
2 a habit you had in the past that you weren't proud of
3 a habit you have now that's rewarding or beneficial
4 a habit you have now that you'd like to stop
5 a healthy habit someone you know has
6 an annoying habit someone you once knew had

D Read the Future Skills box and answer the question.

FUTURE SKILLS
Self-management

When learning a language, a good habit to get into is to pay attention to how different people pronounce words and phrases and how they pronounce them in fast, connected speech. This 'noticing' can help with both listening and speaking.

Think about the English you hear in your life. How and when could you spend time noticing the pronunciation used?

SPEAKING

8 A You are going to describe a friendship. Make notes on these things.

- where and how you met your friend
- your first impressions of each other
- how you bonded
- things you have in common
- ways in which you're different
- things you'd do together in the past
- things you tend to do together in the present
- habits one of you has which annoy the other

B Work in pairs. Describe your friendships to each other. Find similarities and differences.

C Tell another pair about the similarities and differences between your friendships.



1B Places

GRAMMAR | reduced relative clauses
VOCABULARY | transforming places; urban spaces
PRONUNCIATION | the /r/ sound in different accents

READING

1 **Work in pairs. Discuss an indoor or outdoor space where you:**

- feel comfortable and free from stress.
- can work hard and be productive.
- feel confident and able to express yourself.
- feel sociable and keen to meet new people.

2A **Read the introduction to an article and answer the questions (1–2).**

1 How do you think the place you are in affects your personality and the way you behave?
2 What kinds of places do you think the article will go on to discuss?

It depends where you are

It is sometimes assumed that our brain is like a computer, a machine for generating ideas and storing information. However, a big difference between computers and human brains is that the former are not affected by their location. The same computer will function equally well in a bright, well-lit space or in a forgotten corner of an office. Humans, on the other hand, think and behave in very different ways according to the indoor or outdoor surroundings they are in.

B **Read the first paragraph of the article and answer the questions (1–2).**

1 How does the first paragraph link to the introduction?
2 Choose the better summary (a or b) of the first paragraph.
a People who live close to the coast are healthier than those who live in cities.
b Being close to water seems to improve people's mental health.

1 We are familiar with the idea of green spaces improving our physical and mental health, and it seems that being in 'blue space', i.e. close to water, has similar effects, but with some extra advantages. A study on happiness and natural environments invited 20,000 people to record information on their location and mood at random times of day. The results showed consistently that people experienced a greater feeling of well-being when close to water. Being by the sea seems especially beneficial and visiting the coast for as little as two hours a week can have a positive impact on us. Researchers have speculated that less polluted air and more sunlight are partly responsible for the feelings of well-being, as well as the fact that being close to water encourages us to be more active. Water also seems to have a particular ability to reduce stress and make us feel optimistic. In urban settings, a waterway or even a fountain seems able to help people feel destressed and revived. This could perhaps explain the current trend in some countries to move out of cities to coastal towns.

C **Read the rest of the article on page 12 and choose the better summary (a or b) for the remaining two paragraphs.**

2 **a** The way people behave in cities is influenced by the buildings around them.
b The way some cities are built can be confusing for tourists.
3 **a** People are unable to concentrate on work if their surroundings are too distracting.
b People work best in spaces which reflect their interests and personality.

D **Read the whole article again. Are the statements (1–6) True (T) or False (F)?**

1 Being close to water is even better for us than being in other natural settings.
2 Water features in urban areas provide very little benefit.
3 People are the least friendly in urban areas with few shops and cafés.
4 Active edges in cities encourage us to think about other people as well as ourselves.
5 More students felt confident in Sapna Cheryan's non-stereotypical classroom.
6 People produced more work in an attractive office than in an office that contained their own possessions.



2 Our physical environment can also affect the way we behave towards each other. It is known anecdotally that people in rural areas seem friendlier than those in cities. But why should this be? And can urban areas be designed to make people less stressed and more approachable? The organisation Happy City Lab studies urban spaces and plans interventions to encourage people to interact more with each other. One study carried out by the lab involves the 'lost tourist' test. Someone pretending to be a tourist stands in a street, looks at their map and appears lost, while observers count the percentage of passers-by who stop to offer help. The findings are fascinating. It seems that streets with lots of blank walls, with no doors or windows and very few shops or cafés, encourage us to feel less safe. We are inclined to walk more quickly and not engage with people around us. If approached, we are more likely to come across as rude and unfriendly. That's because the structures we see have 'inactive edges' – nothing is happening, so there is nothing to interest us or slow us down. On the other hand, streets with cafés, shops and seating areas provide 'active edges' – things are happening, so we slow down and stop focusing just on ourselves and our own goals. We feel safer, so we are more likely to engage with other people and to notice if a tourist needs help. Happy City Lab has found that only two percent of people stopped to help their lost tourist in areas with inactive edges, whereas ten percent of people offered help where there were active edges.

3 Indoor environments can also have a profound effect on us. Sapna Cheryan worked at tech companies in the USA before moving to Stanford University in California. She has researched the influence of the physical environment in attracting a broad range of people to careers in computer science, rather than just those who associate themselves with the stereotypical appeal of science fiction and computer games. In one experiment, Cheryan created a 'stereotypical' computer science classroom, with posters advertising science-fiction films and sci-fi books on the shelves. She then created a second, non-typical classroom, with posters of the natural world and novels on the shelves. She found that a wider range of students introduced to the non-stereotypical classroom were likely to express an interest in the subject and predict that they would do well at it. Cheryan believes that we need to feel that we will 'fit in' in an environment in order to work and perform well. In addition to this, it seems we also perform better if we feel a sense of 'ownership' of a place. Psychologists Craig Knight and Alex Haslam asked volunteers to perform a series of work tasks in different office environments: a bare, minimalist office, an 'enriched' one decorated with plants and posters, an 'empowered' one decorated as they wanted and a 'disempowered' one, in which their own decoration style had been changed. The participants working in the 'empowered' office worked the hardest and completed the most work, suggesting that we work best when we are surrounded by our own 'cues of identity' – things which reflect our personality and interests.

So, it seems that who we are and how we feel and behave is closely linked to the physical space that we inhabit, which should have implications for the way we design work and study spaces, as well as outdoor areas in our towns and cities.

GRAMMAR

reduced relative clauses

3A Work in pairs. Read the sentences from the article and look at the reduced relative clauses in bold. Rewrite the sentences with full relative clauses.

1 One study **carried out by the lab** involves the 'lost tourist' test.
2 Someone **pretending to be a tourist** stands in a street, looks at their map and appears lost, …
3 … a wider range of students **introduced to the non-stereotypical classroom** were likely to express an interest in the subject …
4 The participants **working in the 'empowered' office** worked the hardest and completed the most work, …

1 One study that/which was carried out by the lab involves the 'lost tourist' test.

B Look at the full relative clauses you wrote in Ex 3A and compare them to the reduced relative clauses in the examples. Answer the questions.

1 Which words have been removed in the reduced relative clauses?
2 Does the meaning of the reduced relative clause change according to the tense (past or present)?

C Learn and practise. Go to the Grammar Bank.

page 111 **GRAMMAR BANK**

VOCABULARY

transforming places

4A Read some comments about the article. Are any true for you or a city you know?



TreeHugga Comment | Share | Like

My city centre is definitely full of inactive edges. They should **demolish** a lot of tower blocks built in the 1970s and **modernise** the centre by adding parks and green spaces.



LondonSal Comment | Share | Like

People living in cities are well aware of a lot of these problems. I think we need to completely **reconstruct** our urban areas. We should **build in** more green and blue spaces and try to **merge** the city with the country.



Kerem21 Comment | Share | Like

My local authority has spent a lot of money **sprucing up** the city centre by adding flowers and benches, **refurbishing** some of the old buildings and **restoring** an old fountain that had stopped working. It's made a huge difference to the feel of the city.

B Work in pairs. Choose the correct words.

1 When designing an urban space, it's important to **build in** / **demolish** areas where people can socialise.
2 Our office is old-fashioned and needs to be **reconstructed** / **modernised**.
3 A new theatre will be built once the old one has been **refurbished** / **demolished**.
4 We decided to **spruce up** / **reconstruct** the room with a fresh coat of paint.
5 If we **merge** / **build in** the sports fields with the park, we can create a huge green space.
6 It would be good to **demolish** / **restore** the walkway along the river, which was destroyed in the floods.
7 The school was destroyed in a fire, but it was **modernised** / **reconstructed** to the same design.
8 The hotel has been completely **refurbished** / **restored** with brand new furniture and decorations.

C Work in pairs. Think about a town or city you know and discuss the questions.

1 Which old buildings would you like to demolish? Why?
2 Which old buildings need to be modernised?
3 Have any parts of the town/city been spruced up recently?
4 If the central area was being reconstructed, what new features would you build in?

D Learn and practise. Go to the Vocabulary Bank.

page 134 **VOCABULARY BANK** urban spaces

PRONUNCIATION

the /r/ sound in different accents

5A 1.08 | In some accents of English, people pronounce the /r/ sound in the middle of a word, but in other accents they don't. Listen to two speakers saying the following sentences. Which speaker (A or B) pronounces the /r/ in the middle of the words in bold?

1 This building definitely needs to be **modernised**.
2 It's a great idea to **merge** the city with the countryside more.
3 There's a plan to **refurbish** the old cinema.

B 1.08 | Listen to the sentences again, then practise saying them. Do you find it easier to pronounce the /r/ or not?

C Complete the sentences with your own ideas. Then say them to a partner.

1 The best way to refurbish an old building is to …
2 It's important to modernise …
3 In my city, I think they should restore …

SPEAKING

6A Turn to page 143 and look at the photo. Your company or school wants ideas to refurbish this room to create a dedicated work or study area where individuals will be as productive as possible. Answer the questions and plan your ideas.

- How will you refurbish and modernise the room?
- What special features will you build in?
- How will you help as many people as possible to feel that they belong there?

B Complete the sentences with reduced relative clauses, using some of your ideas.

1 … placed in the room might …
2 People using computers could …
3 The desks used by individuals should …
4 People working in groups could …

C Work in groups. Talk about the work or study environment you have designed. Agree on which features make a place easy to work in.

WRITING

a proposal: transforming a city space

7A You are going to write a proposal to transform a city space. Tick the features that are true for a proposal.

A proposal should …

- give information about a problem or issue.
- make some suggestions to improve the situation.
- be organised into paragraphs with headings.
- be written in an informal style.

B Write a proposal. Go to the Writing Bank.

page 104 **WRITING BANK** a proposal

1C Things we love

HOW TO ... | talk about hypothetical preferences
VOCABULARY | idiomatic phrases: hobbies and interests
PRONUNCIATION | connected speech: final /r/ sound

VOCABULARY

idiomatic phrases: hobbies and interests

1 A **Write a list of five things you enjoy doing. Then compare in groups. How many of your answers were the same?**

B **Read what four people say about things they enjoy. Which person is most like you?**

C **Complete the meanings with the correct form of the phrases in bold in Ex 1B.**

1 If you _____ something, you want to experience it more and more.
2 If something is _____, it is very special and you are unlikely to be able to do it again.
3 If you get _____ from something, it gives you a very strong feeling of excitement.
4 If you have _____, you enjoy yourself a lot.
5 If you _____ by something, you enjoy it a lot.
6 If you _____, you forget what time it is.
7 If you _____, you take part in an activity enthusiastically.
8 If you _____ in something, you concentrate on it completely and forget about everything else.

D **Work in pairs. Discuss the questions.**

1 What activities give you an adrenalin rush? Do you enjoy the feeling?
2 What activities can you lose yourself in? Why?
3 What once-in-a-lifetime experience do you think you would enjoy?
4 Have you ever tried something new and been completely blown away by it?
5 When was the last time you had the time of your life?



AdrenalinJunkie
56 mins

I tried mountain biking for the first time last year and now I **can't get enough of it**. I really **get an adrenalin rush** when I'm at the top of a steep hill and I'm about to set off towards the bottom!

12 Like Comments Share



EFitzgerald4Ever
52 mins

I'm into jazz music. I find I can really **lose myself** in it – I can sit there for hours and completely **lose track of time**. It's so relaxing!

3 Like Comments Share



SofaSurfer101
28 mins

A friend persuaded me to help him with a landscaping project he was working on in his garden. I'd never really been into gardening or doing physical work before, but there was a big group of us and we all **got stuck in** and actually, I **had the time of my life**! It was such fun – and great to see the results when it was all finished.

Like Comments Share



Paul.Tomas89
4 mins

Last year, I won the chance to drive a Formula One car. I must admit I was a bit nervous, but I **was completely blown away by** it. It really **was a once-in-a-lifetime experience**.

6 Like Comments Share

How to ...

talk about hypothetical preferences

2A Work in pairs. Ask and answer three *Would you rather … ?* questions from a survey. How many of your answers are the same?

Would you rather ...

1 do a deep-sea dive or do a bungee jump?

2 appear in a reality TV show or act or sing on stage?

3 binge watch a TV show all day or read a book all day?

B 1.09 | Listen to two people asking and answering the questions in Ex 2A. Which activity do they agree they would hate?

3A 1.09 | Work in pairs. Choose the correct words to complete the sentences from the conversation. Then listen again and check.

1 I'd **jump / get** at the chance to do it.
2 … no **time / way** would I ever jump off a cliff or a bridge!
3 … I'd **run / go** a mile at the thought of deep-sea diving.
4 Given the **event / choice**, I'd choose the bungee jump any day.
5 I'd go **at / for** being in a reality TV show every time.
6 … you would never **catch / watch** me singing anywhere in public …
7 Nothing would **get me / make me** get up on a stage and sing!
8 I'd **sooner / prefer** act on stage than …
9 If it was **for / up to** me, I'd read a book all day.
10 I'd probably give reading a **miss / refuse**.

B Complete the table with the highlighted phrases in Ex 3A.

I'd like to …	I wouldn't like to …
I'd jump at the chance to …	.....
.....	.....
.....	.....
.....	.....
.....	.....

C Look at the phrases in Ex 3B again. Which are followed by an *-ing* form?

D Learn and practise. Go to the Grammar Bank.

page 112 **GRAMMAR BANK**

PRONUNCIATION

connected speech: final /r/ sound

4A 1.10 | Listen to the sentences. In which words in bold does the speaker pronounce the final /r/ sound?

1 Would you **rather** appear in a reality TV show or sing on stage?
2 I'd **sooner** act on stage.
3 I'd go **for** being in a reality TV show every time!

B Choose the correct alternative to complete the rule.

We always pronounce the final /r/ sound in a word when the following sound is a **vowel** / **consonant**.

C Complete the sentences with your answers to the questions in Ex 2A. Then practise saying them.

1 I'd rather … 2 I'd sooner … 3 I'd go for …

SPEAKING

5A Work in three groups, A, B and C. Group A: Work in pairs. Complete the survey below with your own *Would you rather … ?* questions. Group B: Go to page 141 and follow the instructions. Group C: Go to page 143 and follow the instructions.

WOULD YOU RATHER ...

1 fly a plane or parachute out of a plane?
2 be famous for a day or be a millionaire for a day?
3 .....
4 .....
5 .....
6 .....

B Read the Future Skills box and do the task.

FUTURE SKILLS
Collaboration

When we ask someone survey questions, we sometimes have to encourage them to elaborate. We can ask for reasons and we can ask them about their personal experiences, e.g. *Have you tried anything like that before? Wouldn't you be scared?*

Look at your survey questions again. Think of questions to ask to encourage your partner to elaborate.

C Work with a partner from a different group. Take turns to ask and answer your survey questions.

D What is the most surprising thing you learnt about your partner?

MEDIATION SKILLS
writing for your audience

simplify a source text

page 144 **MEDIATION BANK**

Speak anywhere Go to the interactive speaking practice

1D BBC Street Interviews

Comfort food





VOCABULARY | the taste and appeal of food
SPEAKING | a discussion about comfort food
WRITING | a social media post



PREVIEW

1 A **Work in pairs. What do you think 'comfort food' is?**

B **Read the definition to check your ideas. What are some popular examples of comfort food?**

Comfort food is food that we associate with feeling relaxed and happy. It's the kind of food we eat to gain a sense of comfort. This may be because the high fat and sugar content leads to chemical changes in our brains, or because comfort food reminds us of positive experiences with other people.



Q1: How important is food in your life?

Q2: Describe your comfort foods and why you like them.

VIEW

2 A ▶ **Watch the interviews. How important is food to the speakers? What comfort foods do they like? Were you surprised by any of the foods mentioned?**

B ▶ **Watch the first part of the interviews again. Match the speakers (1–5) with the reasons they give for food being important (a–e).**

1 Abiha	**a** to experience new things
2 Meg	**b** for the carbohydrates
3 Anugraha	**c** it is an essential feature of childhood
4 Phoebe	**d** for physical and mental well-being
5 Shravash	**e** it's about connecting with people

C ▶ **Watch the second part of the interviews again and complete the sentences with the words you hear.**

1 My comfort food is cheese – ..... cheese, soft cheese, hard cheese – any cheese.
2 … I just really want a brownie – it's sweet and ..... and delicious.
3 … it's delicious and it's ..... and I can eat it with my hands and it's very ..... …
4 … it's made of chickpea and fried doughballs. It's very ..... …
5 I'm out of words right now. I cannot describe how ..... it is.

VOCABULARY

the taste and appeal of food

3 A **Work in pairs. Match the words you wrote in Ex 2C with the meanings 1–6.**

1 covered in oil
2 with a strong taste that gives a pleasant burning feeling in your mouth
3 containing a lot of butter, eggs or cream
4 very good, often in an unexpected way
5 made soft by heat
6 makes you feel full

B **Which adjective in Ex 3A is formed from a food ingredient?**

C **Form adjectives from the food items below. What food or dish could each one describe?**

butter cheese cream dough fruit juice
lemon mint nut pepper salt sugar

D **Work in pairs. Tell each other about the foods you like. Use adjectives from Ex 3A and Ex 3C where possible.**

I love crisps, especially when they're really salty.

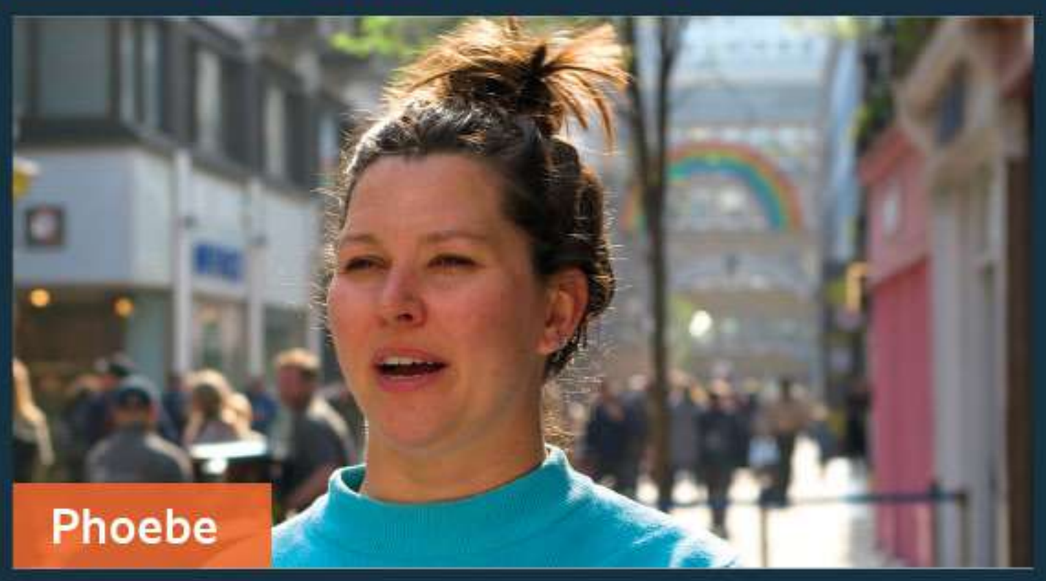
BBC











SPEAKING

a discussion about comfort food

4 A 1.11 | **Listen to three quotes about comfort food. Which one do you most agree with? Why?**

B 1.12 | **Listen to a conversation about comfort food. What is the main topic being discussed? In what ways do the speakers go off topic?**

C 1.12 | **Listen again and tick the Key phrases you hear.**

KEY PHRASES

We've gone off track a bit.
Getting back to your point/the question, …
Going back to the point about …
So, where were we? Oh yes, we were talking about …
Anyway, back to …

5 A Make notes on your answers to the questions below.

1 Do you think comfort foods are the same around the world? Why/Why not?
2 What do you think is the main reason for comfort food consumption? Why?
3 What do you think are the main effects of comfort food consumption on a society?
4 Do you think there are better alternatives to comfort food when needing comfort? If yes, what? If no, why not?

B Work in small groups. Discuss the questions in Ex 5A and try to agree on the answers. Use the Key phrases to help you if your conversation goes off topic.

C Share what you've agreed with the class or another group. Do they agree with you?

WRITING

a social media post

6 A Work in pairs and discuss the questions.

1 How adventurous are you when it comes to trying new foods?
2 What new food item or dish have you tried recently? Did it meet, exceed or fall short of your expectations? Why?

B Work in pairs. Look at the photo in the social media post. What do you think the food is?

C Read the social media post to check your ideas in Ex 6B.

Carla.Wong2000



My first time eating s'mores, the North American snack I've wanted to try for years. Sweet, melted marshmallow on top of chunks of rich, creamy chocolate in between two sweet, crunchy crackers. 😋 Perfect comfort food for a chilly autumn night around a 🔥 IMHO. Great for creating *hygge* – the Danish word for a sense of comfort and cosiness. Just as expected, they're gooey, very messy to eat and extremely sugary. Not sure I'll be sleeping for a while. 😆

#s'mores #comfortfood #campfiretreat #sugarhigh #dreamcometrue

D Choose the correct social media message feature (a or b) in each pair.

1 **a** first line acts as a photo caption
b first line gives a detailed description
2 **a** neutral to formal language
b informal language
3 **a** conversational tone
b polite tone
4 **a** short, simple sentences
b long, complex sentences
5 **a** complete sentences
b omission of some words, i.e. *It's, I'm*
6 **a** emojis to only show emotions
b emojis to show emotions and depict concepts
7 **a** title and subheadings
b hashtags and abbreviations

7 A You're going to write a social media post about a new food item or meal that had an impact on you. Find a photo and plan your post.

B Write your post using the features in Ex 6D to help you. When finished, share it with your classmates. Which of your classmates' food items or meals would you like to try? Why?

1 REVIEW

GRAMMAR

describing past and present habits

1 A Complete the second sentence so it means the same as the first, using the word in brackets. More than one answer might be possible.

1 What silly things do you regularly argue about with your friends? (ARGUING)
What silly things _____ about with your friends?

2 What after-school activities did you regularly participate in when you were younger? (USE)
What after-school activities _____ when you were younger?

3 What annoying thing do you regularly do by mistake? (KEEP)
What annoying thing _____ by mistake?

4 How do you usually start your weekend? (INCLINED)
How _____ your weekend?

5 What do you generally not do except during your holidays? (RULE)
_____, what do you generally not do except during your holidays?

B Work in pairs. Take turns to ask and answer the questions in Ex 1A.

reduced relative clauses

2 A Complete the home office tips. Put the words in brackets in the correct present or past participle form.

1 When _____ (work) from home, make your space as productive as possible.
2 Consider a standing desk _____ (design) to reduce back pain.
3 Alternatively, invest in a chair _____ (shape) to suit your body.
4 Use a screen _____ (position) at eye level.
5 Daylight bulbs, _____ (create) bright, natural light, are good for your mood.
6 A plant _____ (act) as both decoration and air purifier keeps you healthy.

B Tell your partner about your home-working space. Does it help your productivity? Why/Why not?

3 A Rewrite each pair of sentences with a participle clause.

1 Active edges are important in city spaces. They are designed to connect people.
Active edges designed to connect people are important in city spaces.
2 Musicians perform in city centres. They can lift people's spirits.
3 Water features are installed in city centres. They can calm people.
4 City areas were unused in the past. They should be turned into green spaces.
5 New cities will be built in the future. They will take mental well-being into account.

B Do you agree with the statements in Ex 3A? Why/Why not? Tell a partner.

VOCABULARY

4 A Choose the correct words to complete the sentences.

1 It's always nice to **bump into** / **hit it off with** old friends.
2 We should **spruce out** / **spruce up** a few city areas to improve them.
3 Everyone needs a once-in-a-**life** / **lifetime** experience.
4 It's best to wait a day before **falling out** / **making up** with someone we fell out with.
5 Even historical areas should be **merged** / **modernised** regularly.
6 It's hard to be friends with someone who isn't on the same **idea** / **wavelength** as us.

B Work in pairs. How much do you agree with the statements in Ex 4A? Give reasons.

5 A Complete the sentences with one word. The first letter is given.

1 When I'm really into an activity, I lose **t**_____ of time.
2 I'd like to **r**_____ my home so that it looks really modern.
3 I love cheese. I can't get **e**_____ of it!
4 I **h**_____ it off with most people I meet.
5 I live in a nice, quiet **s**_____ street on the edge of the city.
6 I love performing on stage. I get an adrenalin **r**_____ whenever I do it.

B Work in pairs. Are the statements in Ex 5A true or false for you? Why?

6 A Complete the text with one word in each gap.



What's your relationship with your phone?

How would you describe your relationship with your mobile device? Did you [1] _____ to each other as soon as you met? Or was it a while before you bonded [2] _____ each other? Do you [3] _____ around together all the time? Or rely on each other only in times of need? Do you lose [4] _____ in your phone, spending hours on apps [5] _____ especially to pull you in? Or are you able to drag yourself away and focus on other things?

Thinking of our phone as a friend can help us to see if our relationship with it is healthy or not. If you [6] _____ a tendency to look at your screen when people are speaking, you may want to rethink your friendship. If you [7] _____ always wondering what you're missing out on when your phone is turned off, you may need to embrace the joy of missing out. And those of us [8] _____ more time with our phone than with our friends and family? We definitely need to reconsider our priorities.

B Work in pairs. How would you describe your relationship with your mobile device?

competition 2



VLOGS

Q: In what ways are you competitive?

1 ▶ Watch the video. What are some of the different ways of competing that the people mention?

2 In what ways are you a competitive person?

Global Scale of English

LEARNING OBJECTIVES

2A **LISTENING** | Understand a conversation about cheating: idioms: winning and losing

Pronunciation: emphasis in cleft sentences

Discuss cheating: cleft sentences

2B **READING** | Read an interview about cooperation in industry: industry competition

Pronunciation: phrasal stress

Speculate about products and services: ellipsis and substitution

Write an article about rivalry

2C **HOW TO ...** | compare and evaluate ideas: business; work benefits

Pronunciation: intonation when comparing

2D **BBC PROGRAMME** | Understand a TV programme about a driving challenge

Have a debate about competing: competing

Write a reflection

2A Getting away with it

GRAMMAR | cleft sentences
VOCABULARY | idioms: winning and losing
PRONUNCIATION | emphasis in cleft sentences



VOCABULARY

idioms: winning and losing

1 A **Work in pairs. Think of some of the different ways that people can cheat in sports or games. What do you think about people who do these things?**

B **Read the online post and comments. Which opinions do you agree with? Discuss with a partner.**



@Melvin1980

I watched the football last night and was absolutely disgusted by the behaviour of some players. Denby was definitely **faking** his injury, but he managed to get O'Hara sent off. It spoiled the game for me and it definitely affected the result. It was **disgraceful**! Why can't these top players just **play fair** and play by the rules?

3 00 9



@Glan96

People will always cheat if they think they can **get away with it** – it's just human nature. If you're a competitive person, you'll do anything to **come out on top**.

00 00 7



@Manor123

Confession time: I'm a really competitive person and even when I play games against my young nephews, I can't bear to **let** them **win**. I know it's **not the done thing**, but I just hate losing!

1 1 00



@Fowleys89

I can't understand how these players can be pleased with themselves when they've won by unfair means. They just want to **win at all costs** – how **can** they **hold their heads up** and not be ashamed of themselves when they've **conned** other people?

1 00 10

2 A **Complete the meanings (1–10) with the correct form of the idioms in bold in the post and comments.**

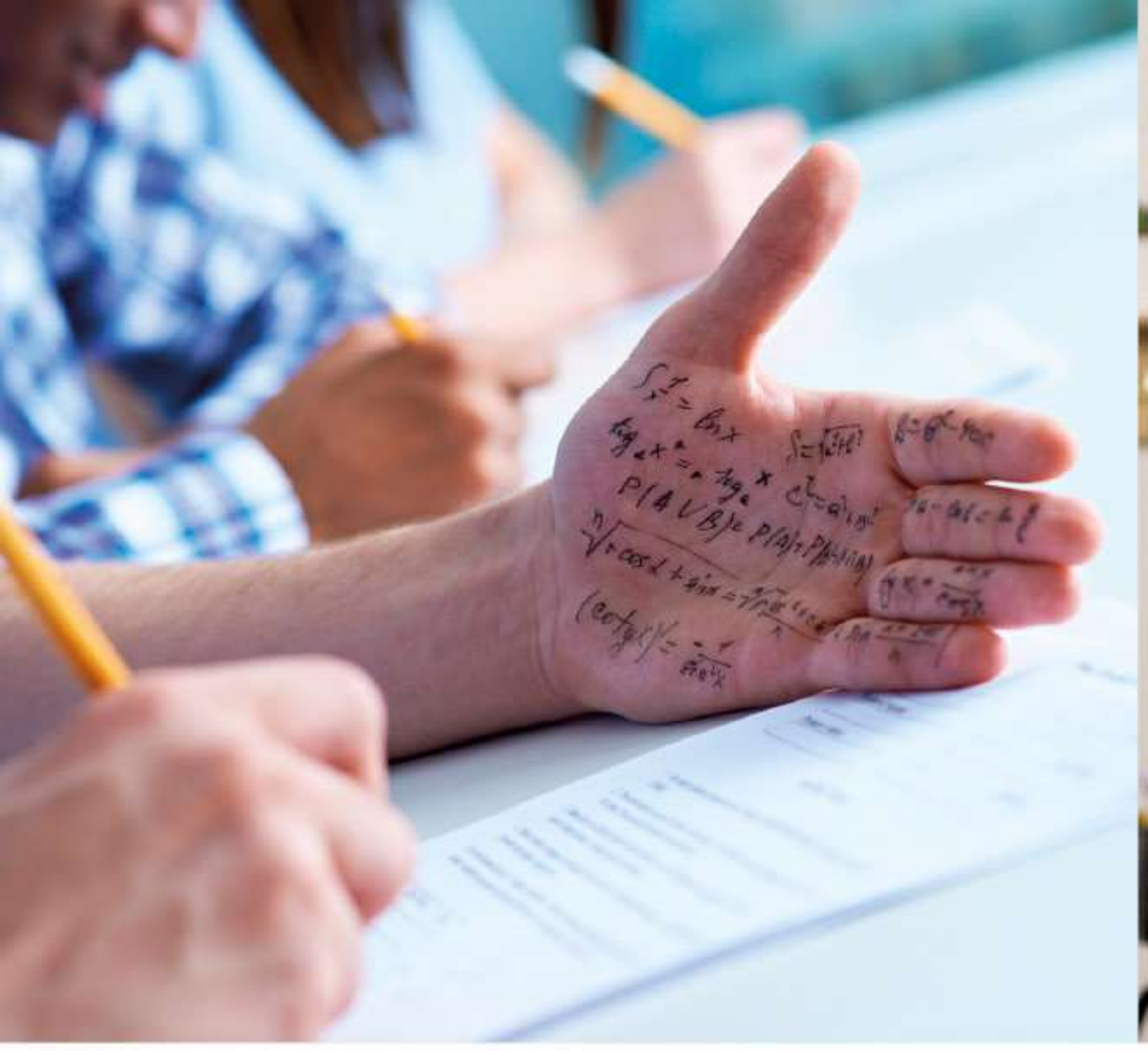
1 If you _____, you do anything in order to win.
2 If you _____ someone, you deceive and mislead them.
3 If you _____, you allow them to win.
4 If you do something bad and _____ it, you are not punished for it.
5 If you _____, you feel proud of something that you have done or achieved.
6 If something is _____, it is inappropriate and frowned on by others.
7 If you _____, you follow the rules in a game.
8 If you _____ in a game, you win.
9 If something is _____, it is shockingly unacceptable.
10 If you _____ something, you pretend it happens in order to mislead someone.

B **Work in pairs. Think of a time when:**

1 you let someone win.
2 you came out on top in a game or competition.
3 you felt you could hold your head up because you had behaved well.
4 you were tempted not to play fair.

C **Learn and practise. Go to the Vocabulary Bank.**

page 135 **VOCABULARY BANK** winning and losing





LISTENING

3A 2.01 | **Listen to two friends talking about cheating. Number the topics (a–d) from 1–4 in the order they discuss them.**

a how people feel when they cheat
b a family member who cheated
c how people respond to seeing others cheating
d the relationship between winning and cheating

B 2.01 | **Listen again. Are the statements True (T) or False (F)?**

1 Rona knocked another runner over deliberately in her race.
2 Jake forced Rona to admit what she had done.
3 Jake finds it difficult to understand why his sister cheated.
4 People who win by cheating often feel proud of what they have done.
5 Cheaters feel a greater sense of satisfaction when they can see that their opponent is upset.
6 People who win regularly are less likely to cheat.
7 In team sports, players are more likely to break the rules if they see members of their own team cheating.
8 If they see members of the opposite team cheating, they are likely to copy their behaviour.

C Work in pairs. Discuss the questions.

1 Which of the statements 4–8 in Ex 3B do you find the most surprising? Why?
2 Have you ever experienced the 'cheater's high', or can you imagine experiencing it?
3 Do you find it more difficult to lose at things you are good at?
4 Do you ever avoid competing because you fear losing or failing in some way?

GRAMMAR

cleft sentences

4A 2.02 | **Complete the sentences from the conversation with the verbs in the box. Listen and check.**

did do don't feel

1 What Rona _____ was bump into her, to make her fall over.
2 What I _____ understand is why adults cheat.
3 What they _____ is that they're smarter than everyone else.
4 What I'll _____ is send you the link now.

B Work in pairs. The sentences in Ex 4A are called cleft sentences. Rewrite them as normal sentences.

1 Rona bumped into her, to make her fall over.

C Tick the sentences (1–5) that are true for cleft sentences.

1 We use cleft sentences to emphasise particular information in a sentence.
2 We can start cleft sentences with *What*.
3 The subject of the cleft sentence is different to the subject of the normal sentence.
4 We sometimes add the auxiliary *do* in the cleft structure.
5 We add the correct form of the verb *be* at the end of the cleft structure.

D Choose the correct words to complete the cleft sentences about the conversation in Ex 3A.

1 What Jake **did was tell / told** his mum what Rona had done.
2 What Rona's mum **made / did was make** Rona tell her teachers.
3 What cheater's **experience is / do experience** called 'cheater's high'.
4 What Jake **does want / wants to do is** listen to the podcast himself.

E Learn and practise. Go to the Grammar Bank.

page 113 **GRAMMAR BANK**

PRONUNCIATION
emphasis in cleft sentences

5 A 2.02 | **Listen to the sentences in Ex 4A again and pay attention to the words in bold. What is different about them? Why do you think this is? Notice how the important information in bold is emphasised in cleft sentences.**

1 What Rona **did** was bump into her, to make her fall over.
2 What I **don't** understand is why adults cheat.
3 What they **feel** is that they're smarter than everyone else.
4 What I'll **do** is send you the link now.

B Think about an example of cheating that you know about. Complete the sentences (1–3). Then say them to a partner, paying attention to where you place the emphasis.

1 What the person did was …
2 What happened was …
3 What I felt about it was …

SPEAKING

6 A Read the Confessions quiz '*Have you ever … ? Would you ever … ?*' and answer the questions for yourself.

B Compare your answers with a partner and give examples of similar situations you have been in.

7 A Read the Future Skills box and do the task.

FUTURE SKILLS
Leadership

In group discussions, some people can be more reluctant speakers than others. When you discuss ideas in a group, it is a good idea to encourage all group members to join in the discussion.

Make a list of things you can do to encourage reluctant speakers to join in.
Make eye contact with them during the discussion.
Ask for their opinion.

B Work in groups. Discuss the situations in Ex 6A. As a group, try to agree on the questions below.

1 Which of the examples of cheating is the most serious? Why?
2 Which examples do you think people are most likely to get away with?
3 What kind of punishment do you think would be most appropriate for each example?

C Compare your ideas with the class. How similar or different are the ideas in your group?



Have you ever … ?
Would you ever … ?

It's confession time! People cheat in all kinds of ways and in all kinds of situations. Answer the questions honestly to find out how much of a cheat you really are!

1 You're in a quiz team with some friends. Your team is in second place at the moment and it's the final round. Would you use your phone to make sure you get the final questions right?
- **a** Yes. Everyone cheats in quizzes if they can.
- **b** I might look up one or two answers, but not all of them.
- **c** No. Where's the pleasure in winning if you haven't played fair?

2 You have an important exam and you've run out of time to revise. You really need to do well and make the grade. Would you secretly take notes into the exam with you?
- **a** Yes, I've done this.
- **b** I've been tempted, but I've never actually done it.
- **c** No, it's wrong. If I haven't done enough work, I deserve to fail.

3 You're writing your CV for a job you really want. The advert asks for experience you don't have. Would you add false information?
- **a** Of course! Everyone does it, don't they?
- **b** I might exaggerate the facts a little, but I wouldn't add anything completely false.
- **c** No. Honesty is the best policy, and it would be so embarrassing to be caught out!

4 You're keen to impress your new manager. A more junior member of your team has produced a piece of work that you know will impress. Would you take credit for it?
- **a** Definitely. This junior staff member reports to you, so their work is your work!
- **b** I might allow the boss to think the work is mine, but without me having to lie about it.
- **c** I'd hate it if someone did that to me, so I'd never do it.

5 You witnessed a street robbery where members of the public chased and caught the thief. The story would be so much better if you had actually been involved. Would you alter the facts to exaggerate your role in the events to impress your friends?
- **a** If I'm honest, I probably would. It would be impossible to resist!
- **b** I might hint I was more involved, without saying so directly.
- **c** No. There's no point trying to impress people with things that aren't true.

6 You've been invited to a day out to celebrate a friend's birthday, but you're meant to be working that day. Would you call in sick to get the day off?
- **a** With no hesitation. I know loads of people who do it.
- **b** Yes, probably, if I really wanted to go to the celebration, but I'd try to catch up the hours at work later.
- **c** No. I'd ask for a day's holiday, but if that wasn't possible, I'd miss the celebration.

2B Friend or foe?

GRAMMAR | ellipsis and substitution
VOCABULARY | industry competition
PRONUNCIATION | phrasal stress



VOCABULARY

industry competition

1 **Work in pairs and discuss the questions.**

1 What famous business rivals can you think of? What industries are they in?
2 Is it better for business rivals to compete or collaborate with each other? Why?
3 Is this true of all industries? Why/Why not?

2A **Read the forum comments. Does each person agree or disagree that rivals should collaborate with each other?**

@kimmy | 58 mins comment | share
Collaboration between competitors is best avoided. If it's not done openly, it could be considered illegal.

@markL | 52 mins comment | share
Competition between **bitter rivals** is what brings results. When these competitors try to **outdo** each other, they do better.

@riverrun | 47 mins comment | share
If companies **formed an alliance** with each other instead of trying to **gain a competitive edge** all the time, they might be able to solve world issues.

@alesha77 | 21 mins comment | share
When companies **forge partnerships** with other companies, together, they can **push beyond their limits**. This moves the industry forward and benefits everyone.

@pareshR | 03 mins comment | share
I prefer to see **adversaries** fighting to be at the top of the industry. They're more likely to **fulfil their potential** that way. Surely **cooperation** stops companies from putting in the effort to come out on top.

B **Match the words and phrases in bold in Ex 2A with the categories (1–5). There are two words/phrases for each category. What exactly do you think the words mean?**

1 companies competing in the same industry
2 build a relationship with others
3 be better than others
4 working together to achieve something
5 reach or go beyond their capability

C **Complete the descriptions with the words and phrases from Ex 2A. More than one answer might be possible.**

1 Sony and Microsoft are often considered to be [1] _____ in the gaming industry, with both companies trying to [2] _____ each other to sell the most consoles and [3] _____ over the other. But in 2019, they announced there would be a degree of [4] _____ between the two companies as they prepare for a future of cloud-based gaming.
2 Fiat Chrysler and Google [5] _____ in 2016 to develop self-driving cars. This [6] _____ is benefiting both companies and helping them both to [7] _____ and better [8] _____ .

PRONUNCIATION

phrasal stress

3A **2.03 | Listen to the pronunciation of the verb phrases (1–5). Which syllable has the main stress? Is it part of the verb or the noun?**

1 form an alliance
2 gain a competitive edge
3 forge partnerships
4 push beyond their limits
5 fulfil their potential

B **2.03 | Listen and repeat the phrases in Ex 3A. Copy the stress in the phrases.**

C **Work in pairs. How do you think the two business relationships in Ex 2C benefit the companies and their customers? Use words and phrases in Ex 2A with appropriate stress.**

READING

4 A Read the interview with Theo Norton, an expert in industry competition. What is 'coopetition'? Why does he support it?

B Read the interview again and answer the questions.

1 How does cooperation help organisations to launch a new product?
2 Why do companies tend to avoid cooperating with rivals?
3 What must companies do to ensure the success of an alliance?
4 Why are scientists often secretive about their work?
5 Why might rivals have to work together in the future?
6 What points in the interview do these companies and projects exemplify?

Ericsson Uber Toyota Hulu
The Human Genome Project Timberland

C What do the idiomatic phrases in bold in the interview mean? Answer the questions (1–5) and share your ideas with a partner.

1 Do any parts of the phrase have a literal meaning?
2 Does the idiom create an image in your mind?
3 Does the context suggest the idiom has a positive, negative or neutral meaning?
4 Is there a definition or synonym before or after it in the text?
5 Do the words near the idiom give any further clues?

D Work in groups. Has the interview changed your view from Ex 1 about business rivals cooperating vs competing? Why/Why not?

GRAMMAR

ellipsis and substitution

5 A Look at the highlighted words and phrases (1–8) in the interview. Match them with their explanations (a–h).

a 'do so' substitutes 'gain knowledge and skills'.
b 'That's' is omitted.
c 'do' substitutes 'collaborate'.
d 'That's a' is omitted.
e 'That' is omitted.
f 'so' substitutes 'we see more cooperation in the future'.
g 'a mix of cooperation and competition' is omitted.
h 'they can' is omitted.

B Work in pairs. Discuss the questions.

1 Why do you think the speakers omitted some words?
2 Why do you think the speakers chose to substitute some words?

C Take turns to ask and answer the questions with a partner. Complete the answers with your own ideas.

1 Shouldn't all rivals try to collaborate with each other?
Easy to say. I think _____ .
2 Should rivals be forced to collaborate on projects?
Some people think _____ , but I don't. I think _____ .

D Learn and practise. Go to the Grammar Bank.

page 114 **GRAMMAR BANK**

SPEAKING

6 A Imagine that the organisations in 1–6 formed partnerships. What could they produce? How would it benefit them? How might it negatively affect them? Make notes.

1 an AI company and a fast-food company
2 a music company and a disaster charity
3 an electric car company and an extreme sports company
4 an energy drinks company and a trainer manufacturer
5 a medical equipment company and a car manufacturer
6 a game app company and a charity supporting people with disabilities

B Work in small groups. Share your ideas. Which partnership do you think would achieve the following? Why?

- the most fun product or service
- the most creative product or service
- the most useful product or service for people
- the most environmentally friendly product or service
- the most beneficial product or service for the world

C Share your conclusions with the class.

WRITING

an article: rivalry

7 A Work in pairs. Which do you think is better between siblings: competition or cooperation? Why?

B Read the heading for an article about rivalry in business. Do you think the writer's view of sibling rivalry in business will be positive or negative? What reasons might they give?

Sibling rivalry can boost an industry

C Write an article about rivalry. Go to the Writing Bank.

page 104 **WRITING BANK**



The need for 'coopetition'

Chandra Adler interviews industry expert Theo Norton about the need for more cooperation alongside competition between rivals in industry.



Cooperation among organisations in the same industry isn't uncommon, but it's something you think we need to see more of. Why?

Because, quite simply, there are so many advantages to it. It might seem like it should be the last thing organisations do in a **cut-throat** industry – give away their secrets to rivals and possibly help them gain a competitive advantage – but in fact it can make both organisations stronger, it can benefit us, the consumer, and it has the potential to change the world.

Wow, [1]bold statement! OK, let's start with the organisations themselves. How exactly can cooperation benefit them?

It saves costs. **Getting a new project off the ground** is hugely expensive because of the research and development costs, and it can be a lengthy process. By sharing the load, it's financially beneficial and results are faster. Telecommunication companies like Ericsson and Deutsche Telekom have been working together for years for this reason.

Other benefits of cooperation include the ability to innovate together by sharing skills and knowledge, and then using the knowledge and skills they gain from each other for their individual long-term benefit – if they're clever about it and make a concerted effort to [2]do so, of course. Cooperation can also allow organisations to grow their markets and [3]get access to consumers they don't currently have access to. Uber customers can play their Spotify playlists for a more comfortable ride, for example. Toyota worked with General Motors to better understand the U.S. market.

But surely, forming an alliance with a rival is a risky business. It makes them stronger and more able to compete against you.

Well, it's why a lot of businesses avoid it, but if the alliance is conducted in the right way, they can reap the benefits without suffering from the potential disadvantages. Businesses need to set very clear goals for the partnership, and let all employees know what they can and can't share so that everyone **is on the same page**. And they need to have active plans to observe and learn from their partner. In the end, what we want to see most is 'coopetition'.

Is that a mix of cooperation and competition?

[4]It is. We don't want businesses to stop being competitive. The desire to **be ahead of the pack** pushes companies to do better, but cooperation brings so many benefits that for me, it's **a no-brainer**. Companies need to practise coopetition – a perfect mixture of the two approaches.

How does coopetition benefit consumers?

They reap the rewards of innovation that come about because businesses are trying to outdo each other, and because businesses share resources and create things not possible otherwise. Hulu, the TV streaming channel, was created by three companies to show their programmes, but eventually it began to make its own shows to the benefit of viewers.

You made the rather bold claim earlier that cooperation could change the world. What do you mean by that?

There are some industries where, if organisations collaborated much more than they [5]do now, they'd have the potential to truly solve some of the world's biggest issues. Science is the one that immediately comes to mind. Research companies compete with each other for funding, which means research tends to be kept secret until results are published. But if organisations were more open about the work they were doing, they'd be able to collaborate more often which would mean better and faster results. The Human Genome Project is one example. Thousands of scientists from different organisations around the world openly worked together to map the human genome and, as a result, our knowledge of the human body moved on significantly.

[6]Definitely sounds like something we should see more of in science and tech. Do you think we'll see more cooperation in the future?

[7]Hard to say, but I hope [8]so. One thought is that for companies to become carbon zero by the deadlines their governments have set, they're going to have to work together. It requires transforming whole supply chains, which is not easy for one business or organisation to do on its own. We're already seeing collaborations to benefit the environment, such as Timberland working with tyre company Omni United to use old tyre rubber in new shoes. In the future, we could see bitter rivals working together to achieve their carbon-zero goal. And won't the world be better for it? It's not just meeting these targets though. Think of all the other things that could be achieved if organisations worked together for the sake of problem-solving and not making a profit.



2C In the workplace

HOW TO ... | compare and evaluate ideas
VOCABULARY | business; work benefits
PRONUNCIATION | intonation when comparing

VOCABULARY

business

1 Work in pairs. Is it better to encourage competition or collaboration between employees? Why?

2 A Read the first part of an article. What did Dan Price decide to do and why?

B Work in pairs. What do you think happened to the company after the minimum salary scheme was introduced? Why?

C Go to page 141 and check your ideas. Do you think more companies should introduce this scheme? Why/Why not?

3 A Match the words in the box with the meanings (1–8). Use their contexts in the article in Ex 2A to help you.

bankruptcy	competitiveness	cutback	efficiency
initiative	productivity	profitability	turnover

1 doing something well without spending too much time/ money/energy
2 the rate at which goods/services are produced/provided in relation to the time/money/energy spent producing them
3 the state of being unable to pay back what you owe
4 the value of goods/services a company sells
5 an important new plan
6 the ability to compete with others
7 the ability to make a profit
8 a reduction in something, e.g. numbers of employees or amount of money spent

B Work in pairs and answer the questions.

1 In what ways do companies increase the efficiency and productivity of their staff?
2 What kind of workplace initiative would encourage you to work harder?
3 Do you think that a high turnover and profitability should always be the main priority for a company CEO?
4 When cutbacks are needed in a company, do you think the CEO should be the first person to take a pay cut?

C Learn and practise. Go to the Vocabulary Bank.

page 135 **VOCABULARY BANK** work benefits

Fair pay and the CEO



In 2011, card payment company founder Dan Price was out walking with a friend when she told him how much she was struggling to pay the bills. The friend, who'd served in the military for eleven years, was having to work fifty hours and two jobs to afford a recent rent increase, despite earning a decent salary in her main job.

An employee had earlier accused Price of exploiting employees with average wages in an expensive city. Price, who'd thought he was protecting his company with **cutbacks** in a difficult economy, began to question his policy on salaries. He eventually introduced a minimum salary scheme, selecting a minimum salary that economists had said could provide a happy standard of living. To be able to afford the huge increase in salary for many of his staff, he had to put himself on the minimum wage, taking an annual pay cut of $1 million.

The **initiative** immediately received attention around the world, from curious university researchers, CEOs and employees wanting to work at the company. However, not everyone saw the move as positive. Two senior staff members were unhappy that junior members would get a sudden huge pay increase, even though their own salary was unchanged. They resigned. Some commenters refused to believe that the company could thrive with such a salary scheme, instead suggesting that employees would lose their motivation to work hard and **productivity** would fall. The company would therefore lose its **efficiency** and its **competitiveness** in the market. They thought this would result in a fall in sales and **turnover**, which would impact the company's **profitability**, and eventually result in **bankruptcy**.



How to ...

compare and evaluate ideas

4A Work in pairs and discuss the questions.

1 How many days' paid holiday do people usually get in your country? Does this increase if you stay longer with the company?
2 What do you think should happen if people don't take all their holiday in a year?
3 Would you prefer a company you work for to offer an extra week's holiday per year or a financial incentive such as an end-of-year bonus?

B 2.04 | Listen to two colleagues discussing question 3 in Ex 4A. What is each person's preference and why?

5A 2.05 | Listen and complete the sentences with a word you hear.

1 A twenty percent pay rise this year and an _____ **high** pay rise next year?
2 Extra money's _____ **for** someone like me who's paying high rent in the city.
3 It'd probably be worth _____ **more than** extra holiday leave.
4 ... but extra time off is just **as** _____.
5 Time to unwind is every _____ **as** important **as** extra cash ...
6 That's _____ **near as** appealing as the other two options.
7 They're _____ **more** motivating!
8 It wouldn't be very _____ **in** inspiring us to work harder either.

B Which phrases in bold in Ex 5A compare (C) and which evaluate (E)?

C Learn and practise. Go to the Grammar Bank.

page 115 **GRAMMAR BANK**

PRONUNCIATION
intonation when comparing

6A 2.06 | Listen and underline the word in each sentence that the speaker stresses the most.

1 It's way better to pay everyone a fair salary than not.
2 A month's holiday is equally as appealing as a month's salary.
3 Working from home is infinitely better than working in an office.
4 The scheme is nowhere near as good as I thought it would be.

B Make statements from the prompts which best represent your viewpoint.

1 paying a different salary to all staff / paying the same salary to all staff – way better

Paying the same salary to all staff is way better than paying a different one.

2 allowing staff to work flexible hours / requiring staff to work at an office – significantly more productive
3 wearing casual clothes on Fridays / working from home on Fridays – nowhere near as appealing
4 receiving emails from your boss at the weekend / having to work late on a Friday – miles worse than

C Work in pairs. Take turns to say your statements from Ex 6B with the correct stress. Do you and your partner agree? Why/Why not?

SPEAKING

7A A CEO is thinking of offering a new incentive to increase productivity. Work alone and select the five incentives you think would be the most effective and consider why.

Potential perks



1 free healthy lunches for all staff
2 health insurance for all family members
3 gym membership
4 funds for social events outside the workplace
5 free yoga lessons at the start and end of each day
6 maternity/paternity leave that is longer than legally required
7 a mentor programme to support junior staff
8 tuition assistance

B Work in groups. Compare and evaluate the incentives in Ex 7A. Agree on the top five and then rank them 1–5.

C Present your ideas to the class. Can you all agree on the best option?

MEDIATION SKILLS
evaluating

evaluate problems, challenges and proposals

page 146 **MEDIATION BANK**

Speak anywhere Go to the interactive speaking practice

2D BBC Entertainment Challenge

VOCABULARY | competing
SPEAKING | a debate
WRITING | a reflection

PREVIEW

1 A **Work in pairs and discuss the questions.**

1 When was the last time you challenged yourself?
2 What did you do? Why?
3 What happened?

B **Read the programme information. What is the challenge? Who undertakes it?**



Gassed Up

With the help of expert driver Becky Evans and petrolhead Ryan Taylor, rapper Mist goes head-to-head with actor Ryan Thomas in a driving challenge in his hometown of Birmingham.

VIEW

2 A **Watch the BBC video clip. What is the driving challenge called? Who wins?**

B **Watch the video again and answer the questions.**

1 When did Ryan Thomas become interested in cars?
2 What does gymkhana involve?
3 What prompts Ryan to select his car?
4 What helped Ryan to prepare in a day?
5 How will the winner of the race be determined?
6 How did both Ryan and Mist feel about the race results?





VOCABULARY

competing

3 A **Work in pairs. Look at the words and phrases in bold in the extracts from the video (1–8). For each word or phrase, decide if:**

a you know the meaning.

b you can guess the meaning.

1 … the mental challenge of **knowing** the unmarked course **inside and out**.

2 You've got **a lot to take in** in one day …

3 Head-to-head racing … three **rounds**.

4 **Best of three** wins.

5 The nerves are **kicking in** now.

6 They were **neck and neck** after two laps.

7 … so it all **came down to** that one last run.

8 I love Mist. He **took it** [the win] really well.

B **Work with another pair. Share your ideas from Ex 3A. Use a dictionary to check the meaning of any items you don't know.**

C **Complete the questions with the correct form of words from Ex 3A.**

1 If you lose, do you ..... it well or badly?

2 What place do you know ..... and out?

3 What game do you know where the winner is decided in the ..... of three rounds?

4 How long before a competition do your nerves usually ..... in?

5 When was the last time you had a lot of information to ..... in. Why?

6 What does winning ..... down to? Is it skill, or luck?

D **Work in pairs. Take turns to ask and answer the questions in Ex 3C.**

SPEAKING

a debate

4 A **Work in pairs. How competitive do you think people are in the contexts in the box? Why? Is the competition a good or bad thing?**

car ownership	the gym	home and garden
school	technological devices	the workplace

B **2.07 | Listen to two opinions (A and B) and decide which you most agree with.**

C **2.07 | Listen again. Number the Key phrases in the order you hear them (1–5).**

KEY PHRASES

If you … , you end up …
… is more about … than …
It's problematic because …
The result is that …
… (just) leads to …

5 A **Work in groups of four and divide into pairs. Pair A: Prepare to argue for opinion A in Ex 4B. Pair B: Prepare to argue for opinion B. Think about the consequences of competing with others and competing with yourself. Form an argument and a counterargument.**

B **Work in your groups. Debate the opinions in Ex 4B. Use the Key phrases to help you.**

C **In your group, decide which arguments presented were the strongest. What's your real view of the opinions in Ex 4B?**

WRITING

a reflection

6 A **Work in pairs and discuss the questions.**

1 How often do you reflect on something you have done?

2 What kind of things do you tend to reflect on? Why?

3 Why do you think it might be useful to reflect after a challenging task?

4 Can you think of any professional or educational situations where reflections might be used?

B **Write a reflection. Go to the Writing Bank.**

page 105 **WRITING BANK**

2 REVIEW

GRAMMAR

cleft sentences

1 A Complete the second sentence as a cleft sentence.

1 Some footballers pretend they have been fouled to get an opponent sent off.
What _____ they have been fouled to get an opponent sent off.

2 It annoys me when players complain to the referee to waste time.
What _____ players complain to the referee to waste time.

3 One tennis champion asked for a bathroom break when her opponent was close to winning the match.
What _____ a bathroom break when her opponent was close to winning the match.

4 Some rugby players will inflict quite serious injuries on each other because they are so desperate to win.
What _____ quite serious injuries on each other because they are so desperate to win.

5 I've seen cyclists deliberately bumping into their opponents to knock them off their bikes.
What _____ into their opponents to knock them off their bikes.

6 One professional basketball player untied an opponent's shoelaces to slow him down!
What _____ an opponent's shoelaces to slow him down!

B Work in pairs. Which actions in Ex 1A do you consider to be cheating? How should the players be punished?

ellipsis and substitution

2 Cross out the words that you can omit from each sentence.

1 Are you ready to leave?
2 I'll talk to Jon and I'll let you know what he says.
3 I went to the gym yesterday, but Sara didn't go to the gym yesterday.
4 She applied for the job and she got it.
5 I'd met Abi before, but Al hadn't met her before.

3 A Choose the correct words to replace the words in bold.

1 I'd been writing novels for years, but I only got **a novel** published when I collaborated with another writer. (one / it / a one)
2 I never enjoyed working on group projects at university, but I had to **work on a group project** once and we got a really bad mark! (do / do so / do one)
3 Most people I know love playing team sports and I **love playing team sports**, too. (do so / love / do)
4 When I was asked to work with a colleague on a project, I was worried she would steal all my best ideas and guess what? She **stole all my best ideas**! (did / stole it / did steal)
5 My boss says I'll have to work in a new team next year, but I hope **I won't have to work in a new team**. (don't / not / I'll not)

B Work in pairs. Talk about a good or bad experience you have had of cooperating with others.

VOCABULARY

4 A Choose the correct words to complete the sentences.

1 I know it's not the done **behaviour** / **attitude** / **thing** to be too competitive in games with friends, but I can't help myself!
2 I would always **play** / **get** / **make** fair, even if I really wanted to win something.
3 My best friend and I get on really well, but we are **large** / **bitter** / **strong** rivals when we play tennis!
4 I'm not very competitive. If someone tries to **overdo** / **outdo** / **redo** me at something, I just let them.
5 I think there should be more government **initiatives** / **productivity** / **efficiency** to get young people competing in sports.
6 I think gym membership is one of the best job **schemes** / **programmes** / **perks** you can get!

B Do you agree with the statements in Ex 4A? Why/Why not? Tell a partner.

5 A Choose the correct options (A–C) to complete the text.

Competing for the countryside

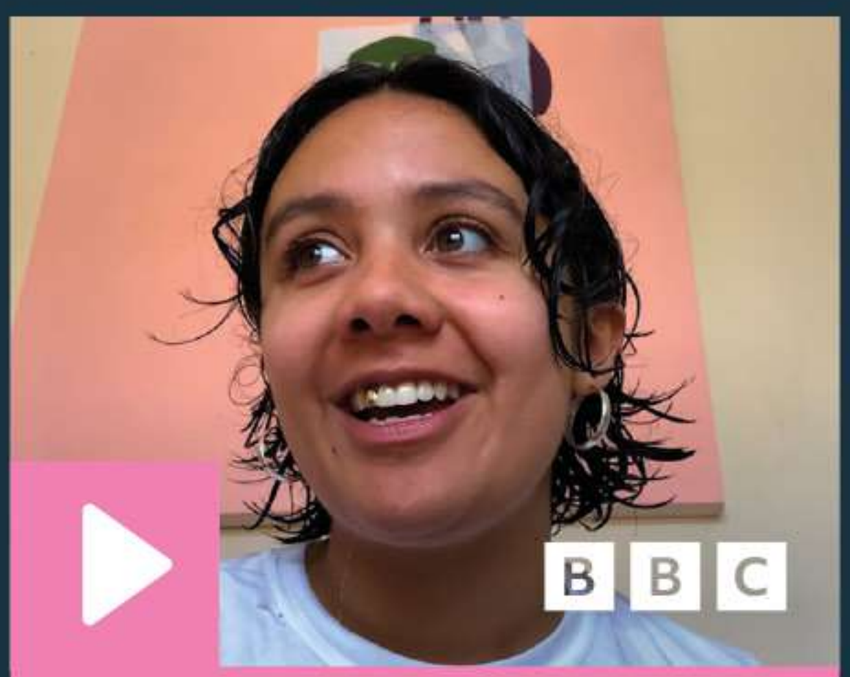
The Peak District, in the north of England, was first designated as a national park in 1951, making it the first national park in the UK. Millions of visitors have enjoyed its beautiful scenery over the years and they continue to [1] _____ now. What most visitors are attracted to [2] _____ the mountains and open countryside, far from urban areas, and many hotels and campsites thrive on this kind of tourism. However, there are competing views on how far the area should be developed. Owners of some local businesses would like to attract more visitors, to increase their [3] _____. This might involve companies providing more popular attractions such as theme parks, to [4] _____ a competitive edge over their rivals. On the other hand, environmentalists argue that such attractions are completely out of place in this rural area. They believe that developers should not be allowed to get [5] _____ with spoiling the natural beauty and peace, but instead the focus should be on [6] _____ to improve the environment. The arguments continue, with few signs of [7] _____ between the different groups. It is unclear which side is going to [8] _____ on top.

1	**A** do one	**B** do so	**C** do
2	**A** is	**B** was	**C** were
3	**A** cutbacks	**B** profitability	**C** bankruptcy
4	**A** gain	**B** make	**C** produce
5	**A** over	**B** away	**C** out
6	**A** competitiveness	**B** efficiency	**C** initiatives
7	**A** rivalry	**B** cooperation	**C** alliance
8	**A** come out	**B** come away	**C** come up

B R2.01 | Listen and check.

C Work in pairs. Are there any areas in your country where there are competing groups or interests?

inspiration 3



VLOGS

Q: How do you express creativity in your life?

1 ▶ Watch the video. What creative activities are mentioned? Why do the people enjoy them?

2 What creative activities do you enjoy?

Global Scale of English

LEARNING OBJECTIVES

3A READING | Read different texts about fanfiction: opinions and reactions

Pronunciation: *as* in connected speech

Describe a scene in a book, film, game, TV show or play: *as if/ as though*

Write a review of a scene in a book, film, game, TV show or play

3B LISTENING | Understand a spoken-word poem: idiomatic phrases: emotions

Pronunciation: /t/ sound in the middle of words

Describe situations where you felt different emotions: *no matter*

3C HOW TO ... | engage with other people's views: persuading and motivating

Pronunciation: intonation: responding tactfully

3D BBC STREET INTERVIEWS | Understand people talking about role models

Talk about an inspiring person: describing inspiring people

Write a biography



3A Fanfiction

GRAMMAR | *as if/as though*
VOCABULARY | opinions and reactions
PRONUNCIATION | *as* in connected speech

READING

1 A **Work in pairs. Read the description of a BBC Radio programme. Have you ever read or written any fanfiction? What fictional worlds do you think fans write about in particular?**

The Why Factor: Fanfiction

BBC

Fanfiction is the name given to new stories written by fans of existing fictional worlds. The fans use those fictional worlds as the setting for their own stories and share them online – but why? And why do people read them?

B 3.01 | **Do you think fanfiction is a new or old concept? Listen to part of the programme and check your ideas.**

2 A **Match the text genres (1–6) with their typical features (a–f). Think of two more genres and their features.**

1 fiction
2 social media post
3 review
4 research report
5 how-to guide
6 humorous article

a personal opinions with examples, conclusion and recommendation, neutral language
b short, maybe incomplete, sentences; informal language, abbreviations, emojis, hashtags
c descriptive language and imagery, past or present tense, direct speech
d short paragraphs, irony, imagery, neutral and sometimes informal language
e facts and figures, tables and graphs, conclusion, formal language
f a series of steps, imperative verbs, explanations of technical terms

B **Read the extracts from different text types (A–F). What genre from Ex 2A is each one?**

C **Work in pairs. Share your ideas and justify your choices in Ex 2B.**

A One popular fanfiction website has more than twelve million users with stories published in upwards of forty languages. There are almost half a million fanfiction stories about *Naruto*, a Japanese comic series, and significantly more about a certain boy wizard. A second site has over ninety million users who read and review the stories published in a total of fifty languages. Ninety percent of these are under forty years of age. The site hosts over 665 million stories and an annual competition where almost 300,000 writers from over thirty-five countries compete to win a writing award. These statistics suggest that fanfiction is popular in many regions around the world, with millennials and Generation Z at the forefront.

B Well, that was several hours of my life I'll never get back. All that time spent investing in a character only for him to die at the end. It's **tragic** that the author be allowed to do that. Yes, it's an alternative universe story, but still. Killing off the hero and letting the bad guy get away with it? That's too dark and **disturbing** for me. I know – Steve wouldn't have got to say those beautiful and **profound** last words with a happy ending. (I cried buckets btw.) Just not sure that's enough to justify the final scene for me. #gutted

C His heart was attempting to leap out of his chest, but his eyes were unflinching as he took in the sight before him. Second chances didn't come often like this and he wasn't going to throw it away like an old sweet wrapper. He reached above his glasses and touched his face. The pain that would once have struck him had now been replaced by the absolute certainty he and his friends would prevail.

D It's always **entertaining** to explore the back story of a minor character in a beloved universe, so I was excited to walk in the shoes of this young courageous character who had enthralled us all in the original stories. The author paints a vivid and **convincing** image of life as an adolescent female ruler of adult men, on an island constantly at threat from outsiders. She comes across as a realistic character who is both strong and weak, fierce and sympathetic, and very much a product of her harsh environment. New character Lord Mercer, however, is **unconvincing**. While his actions often made me laugh as the author intended, the two-dimensional nature of his character is limiting and **frustrating**. More aspects to his characterisation would have allowed for a more **fulfilling** story.

E Once you've done thorough research on the fictional universe you're going to write about, decide what type of fanfiction you're going to write. There are various genres to choose from. Alternative Universe (AU) allows you to write about a character in a new setting or create a 'what if?' type scenario, based on what if events in the original story had been different. Fix-it-Fic allows you to 'fix' things in the original story that you were unhappy with, while a Crossover allows you to have characters from two different universes in the same story. Self-insert puts you in the story alongside original characters, and DarkFic takes a light-hearted story, or one meant for children, and adds a darker spin to it. Read examples of each genre before you start to get a deeper understanding of how it works and select the one that you feel will motivate you the most. Note down possible ideas that you have.

F Mention that you're into fanfiction and you can guarantee someone will roll their eyes. While I'm **eager** to promote it, others just don't see it as proper literature. Yet, my **pathetic** attempts aside, there are some brilliantly creative stories out there. It's **encouraging** then, that the value of this genre is starting to be recognised. For one, it inspires people to create and write, as writing about a world you love is less **overwhelming** than writing about a whole new world.

It also helps people to find a voice. In my case, people like me don't tend to play the hero in books, films or games, but fanfiction gives me an opportunity to change that. I've had the joy of getting hundreds of comments criticising my stories over the years. OK, maybe not joy, but I've developed an ability to take and use feedback. Something that's stuck with me.

3A **Read the extracts again. In which one (A–F) does the author:**

1 regret the time spent doing an activity?
2 suggest researching different types of fanfiction stories?
3 believe that fanfiction allows people to express themselves?
4 admit that something positive came out of a negative?
5 give an example of one literary world that people write about?
6 describe the confidence someone has that a future action will happen?
7 describe an individual affected by the place where they live?
8 prefer more complex people to appear in stories?

B **Work in pairs and discuss the questions.**

1 Why do you think fanfiction is such a popular phenomenon? What might writers need to be careful of?
2 If you read or wrote a piece of fanfiction, which existing fictional world would it be set in? Why?

VOCABULARY

opinions and reactions

4A **Look at the adjectives in bold in the extracts in Ex 2B. Which of them tell us that the author's opinion or reaction is positive (+)? Which of them tell us it is negative (-)?**

B **Replace the words in bold with an adjective from Ex 4A. Which statements do you agree with? Why?**

1 I'm **keen** to create my own fanfiction story or fan film.
2 It's **rubbish** that there are so few characters I can relate to in stories. It's **annoying** there aren't more.
3 Long films or books are **far too much** for me. I prefer short stories or videos.
4 I prefer **deep** stories that make me think rather than stories which are just **amusing**.
5 It's **terrible** when a main character in a story dies, but it should happen more often.
6 Heroes and villains need to be **believable** for a story to be enjoyable. Most are **not believable**.
7 I don't like horror stories. They're too **upsetting**.
8 It's **promising** that young people are into fanfiction. Everyone needs a **satisfying** pastime.

C **Choose three positive and three negative adjectives from Ex 4A. For each adjective, think of something you've seen, read or experienced that you could describe in this way.**

frustrating – a badly made film adaptation of my favourite book

D **Work in pairs. Take turns to describe your ideas in Ex 4C without using the adjective. Guess the adjectives that describe them.**

A: A film based on one of my favourite books was badly made.
B: Did you find that frustrating?

GRAMMAR

as if/as though

5 A 3.02 | **Listen to an extract from a story. Do you recognise it? How is it different to the original?**

B 3.02 | **Listen again and complete the sentences with the words you hear.**

1 To anyone else, she looked as if she ..... , but inside there was a big ball of terror.
2 The creature acted as though the disguise ..... convincing.
3 'Well, Grandma, you look as if ..... today.'
4 It was as if a thousand cats ..... the room all at once.
5 … a look of pain on its face as though it ..... physically hurt.
6 It was as if she never ..... to let her grandmother go.

C Look at your answers to Ex 5B and answer the questions (1–3).

1 Is the purpose of *as if* and *as though* to express ability, comparison, preference or regret?
2 What verbs come before *as if* and *as though*?
3 Look at the verbs that follow *as if/as though*. What tense are they in?

D Learn and practise. Go to the Grammar Bank.

page 116 **GRAMMAR BANK**

PRONUNCIATION

as in connected speech

6 A 3.03 | **Listen to the sentences. How is *as* pronounced? Is it stressed or unstressed?**

B 3.04 | **Listen and complete the sentences. Then listen and repeat.**

1 It's ..... the author's never read the original book.
2 It seemed ..... the ending had improved.
3 You look ..... you've seen a ghost.
4 I felt ..... you were angry with me.

C Think of books, films or video games you've enjoyed recently where something looked or seemed as if it was something different. Tell a partner about these. Pay attention to your pronunciation of *as*.

At first, it seemed as if the main character was a criminal, but she turned out to be an undercover police officer.

SPEAKING

7 A Work in pairs. Think of a scene from a book, film, game, TV show or play that you're both familiar with. Discuss changes to the scene that you would have enjoyed reading or seeing.

B With your partner, decide what changes you will make. Think about:

- which characters are in the scene and how you'll describe them.
- where the characters are and how you'll describe the place.
- what action happens and how you'll describe it.
- how the characters look, seem, feel, act or react and how you'll describe these things.
- what happens differently from the original.

C Read the Future Skills box and discuss the question in pairs. Think about how you'll describe your scene to create an engaging story. Practise together.

FUTURE SKILLS
Communication

We tell stories in many parts of our lives, for example to share experiences with friends, to entertain work colleagues or to attract clients and customers to our business.

Think about good storytellers. What do they do to engage the listener and make the story entertaining? Think about the language they use, their intonation and the way they engage with their audience.

D Work with a new partner. Take turns to describe your alternative scenes. Do you think they are better than the original scenes? Give reasons.

WRITING

a review: fiction

8 A Work in pairs and answer the questions.

1 What influences your choice in the books that you read?
2 What influences your choice in the films that you watch?
3 Do you ever read reviews of books or films to make your choices? Why/Why not?

B What information do you expect to find in a review? Make notes on your ideas. Then discuss your ideas with a partner.

C Write a review. Go to the Writing Bank.

page 105 **WRITING BANK**



3B Street chatter

GRAMMAR | *no matter*
VOCABULARY | idiomatic phrases: emotions
PRONUNCIATION | /t/ sound in the middle of words



VOCABULARY

idiomatic phrases: emotions

1 A **Work in pairs and discuss the questions.**

1 Why do you think some people might listen in on other people's conversations in public places?
2 Have you ever done this? Why/Why not?

B **Read a description of a BBC Radio programme. Where might a poet get their inspiration from?**

Finding poetry in city chatter BBC

In this programme, we talk to poet Imtiaz Dharker to find out about the kinds of places a poet might find their inspiration.

C **3.05 | Listen to an extract from the programme and answer the questions.**

1 How does Imtiaz Dharker get inspiration for her poems?
2 What does she pay attention to?

D **3.06 | Listen to the poem at the end again. Answer the questions.**

1 What did the woman on the bus say about cooking with anger?
2 What did the woman on the bus do when she cooked? What was the outcome?
3 What do you think the meaning of the poem is?

2 A **3.07 | Listen to and read the extracts from conversations overheard on the street. Who or what do you think each person might be talking about?**

B **Work in pairs. Share your ideas. When they differ, which do you think is most likely to be true and why?**

[1]It doesn't matter what I do or say, nothing is good enough for him. It **drives me up the wall**.

[2]I always **have butterflies in my stomach**, but doing it last week, they felt like ducks flapping around. No idea why. Maybe it was something I ate!

[3]He couldn't find it anywhere. We were all **tearing our hair out**. Then he realised it was in his pocket. I mean, why didn't he check there first?!

[4]There he was, covered in mud, looking at me with wide eyes. I nearly **killed myself laughing**.

[5]I knew she'd **lost her temper**, but I didn't know it was because of jam. Who gets angry over jam?! She does, apparently.

[6]I shouldn't have done it. I **was on edge** for the rest of the night and couldn't sleep at all.

[7]I believed it and thought I was doing a good thing by spreading the word. Now I could **kick myself**.

[8]It's **a real pain** that it stops you getting a good night's sleep. Maybe one of you can sleep outside?

3A **Match the phrases from the extracts in Ex 2A (1–8) with the emotions they convey (a–e).**

1 drive someone up the wall
2 have butterflies in your stomach
3 tear your hair out
4 kill yourself laughing
5 lose your temper
6 be on edge
7 kick yourself
8 be a real pain

a annoyance
b anger
c nervousness
d desperation
e amusement

B **Complete the questions with one word. Use Ex 3A to check your ideas.**

1 When was the last time you ..... yourself for doing something silly?
2 What little things drive you up the ..... ?
3 When was the last time you got angry and lost your ..... ?
4 What kinds of things cause you to get ..... in your stomach?
5 When was the last time you nearly ..... yourself laughing?
6 What chores would you describe as a real ..... ?
7 What things make you nervous and on ..... ?
8 What is something that has made you want to tear your ..... out?

C **Read the Future Skills box and discuss the questions. Then take turns to ask and answer the questions in Ex 3B.**

FUTURE SKILLS
Self-management

Idiomatic phrases can be difficult to remember because the individual words don't usually tell us the overall meaning. Creating a visual image of the expression can be useful, e.g. an image of someone driving themselves up a wall of a building in a car while looking furious. What visual image could you create in your mind of the other phrases in Ex 3A? What else can help you to remember phrases like these?

D **Learn and practise. Go to the Vocabulary Bank.**

page 136 **VOCABULARY BANK** idiomatic phrases: emotions

LISTENING

4A **3.08 | A spoken-word poem is a poem that's designed to be performed rather than read. Listen to one such poem and tick the features (1–6) you notice.**

1 rhyming words
2 all lines with the same number of syllables
3 expressions of emotion
4 emphasised/stressed words
5 background music
6 repetition

B **What title might you choose for the poem in Ex 4A? Why?**

C **3.08 | Listen to the poem again. Choose the correct words.**

1 The poet's choice of words causes ..... .
a arguments **b** sadness
2 The poet suggests the voice he hears is ..... .
a critical **b** supportive
3 The poet says the voice causes him to ..... .
a worry **b** feel excited
4 The poet says the voice causes him to be ..... himself.
a unkind to **b** unsure of
5 The poet reveals that the voice is owned by ..... .
a a friend **b** himself
6 The poet says the voice doesn't give him any ..... .
a advice **b** peace
7 The poet ..... the voice affect him.
a lets **b** doesn't let

D **Work in pairs and discuss the questions.**

1 What do you think is the overall message of the poem? What emotions does it describe?
2 Is this something you can relate to? Why/Why not?
3 Which of the extracts in Ex 2A could this poem be based on?



GRAMMAR

no matter

5 A 3.09 | **Complete the lines from the poem in Ex 4A with one word. Listen and check.**

1 No matter ..... I say, it's never right.

2 No matter ..... I meet, there's always fright ...

3 'Cos no matter ..... I feel, you always try your best ...

4 No matter ..... I choose, all you want to do is shout ...

5 But no matter ..... your voice belongs to me ...

B Look at lines 1–5 in Ex 5A and answer the questions.

1 In lines 1–4, does *no matter* mean something is true or not true whatever the situation?

2 In line 5, does *no matter* mean it's important or not important?

3 What kind of words follow *no matter*?

4 Are these words usually followed by an infinitive, verb + *-ing* or a clause?

C Match the sentence beginnings (1–5) with the endings (a–e). What do you notice about the position of *no matter* in a sentence?

1 No matter how often	a I'm tired.
2 I can't rest now, no matter that	b who you are.
3 No matter what time	c it is, call me.
4 You can't go in there, no matter	d I try, I still never win.
5 No matter how hard	e I tell her, she never listens!

D Learn and practise. Go to the Grammar Bank.

page 117 **GRAMMAR BANK**

PRONUNCIATION

/t/ sound in the middle of words

6 A 3.10 | **Listen to six different speakers saying the sentence below. How many different ways of pronouncing /t/ in the middle of *matter* do you hear?**

No matter what they do, they drive me up the wall.

B 3.11 | **Listen and complete the sentences with the words you hear.**

1 ....., you always seem to find me!

2 ..... that I'll miss the meeting.

3 I'm not sure I'm free tomorrow, ...

4 ....., I can't seem to stop eating!

5 I know I'll get good service here, ...

6 I'll be there, ...

C Complete the poem *No matter* with your own ideas so that it's true for you.

D Work in pairs. Take turns to read your poem aloud. Do you both pronounce *matter* the same or differently?



SPEAKING

7 A Think of a situation which caused you to feel these emotions. Choose three of the situations to talk about.

amusement annoyance/anger
anxiety/nerves desperation
excitement fear happiness
pride sadness/feeling fed up

B Make notes on the points below for each of your three situations. Think about how you can use the idiomatic phrases in this lesson and *no matter* when telling a partner about them.

- when and where it was
- what happened
- how you felt before and during the situation
- why specifically you felt these ways
- how you reacted and why
- how you feel about it looking back now

C Follow the steps below. Find out if your partners have ever experienced the same thing as you and if so, if they felt the same.

1 Work in pairs. Take turns to tell each other about your first situation.

2 Work with a new partner. Take turns to tell each other about your second situation.

3 Work with a new partner again. Take turns to tell each other about your third situation.

D Work with a final new partner. Tell each other about whose situation you:

- found the most interesting and why.
- can relate to the most and why.
- would like to be in and why.

No matter

No matter how often I ..... ,
I still can't get it right.

No matter how much I ..... ,
it still brings me delight.

No matter when ..... ,
it makes me tear my hair out.

No matter how little I have to ..... ,
it's a real pain.

No matter who ..... ,
it makes my day.

3C Carrot or stick?

HOW TO ... | engage with other people's views
VOCABULARY | persuading and motivating
PRONUNCIATION | intonation: responding tactfully



VOCABULARY

persuading and motivating

1 A Work in pairs. What do you think encourages people to do the things below?

- spend a lot of time revising before an exam
- follow rules and laws, even if they don't agree with them
- go to the gym or do exercise
- work hard at a job
- choose environmentally friendly products

B Think about your answers to the questions in Ex 1A. Discuss the questions (1–3) in pairs.

1 Which of your ideas are based on people getting a reward if they do something?
2 Which ideas are based on the fear of something bad happening if they don't do it?
3 Which do you think has a stronger effect on people – the promise of a reward or the fear of something bad?

2 A Read the forum post and the comments. Which of the situations have you experienced? Which of the ideas do you agree with?

B Look at the verbs in bold in the forum post and comments. Which verb or verbs suggest the idea of:

1 persuading someone gently? (x2)
2 tricking someone in order to persuade them?
3 using logical arguments to persuade someone?
4 being the reason why someone does something? (x2)
5 gradually getting someone to accept your opinion?
6 persuading someone by using strong or aggressive arguments?

C Work in pairs. Discuss the questions.

1 When was the last time you reasoned with someone to persuade them to do something?
2 Can you think of any examples of adverts that try to manipulate people by making them feel they will be missing out?
3 What is the best way to coax someone into doing something they are nervous about?
4 What do you think drives some people to work harder than most others?

D Learn and practise. Go to the Vocabulary Bank.

page 136 **VOCABULARY BANK** persuading and motivating

Max278 112 22

I'm studying psychology and have to write an essay on 'carrot and stick' approaches to persuading people. I'd love to know your views – is it better to **coax** people into doing things by offering rewards or **pressurise** them by threatening some kind of punishment if they don't do it?



LizM 87 15

@Max278 I'm a teacher, and rewards definitely work better with kids. I try to **reason with** them and get them to see the benefits of working hard. If I can **win** them **over** and gain their trust, they're much more likely to put more time into their studies.



Pete2000 56 5

@Max278 I've just started a new job and I know I have to prove myself, otherwise I'll be out of work. That fear definitely **motivates** me to try hard.



LM097 32 0

@Max278 I'm a student and, for me, the reward is everything. A qualification and a good job – that's what **drives** me to spend long hours at the library!



Niamo'H 78 2

@Max278 The promise of a free gift will always **entice** me to buy something, so I guess I can never resist a reward!



MikeOToole 11 0

@Max278 I hate it when people try to make me do something by making me feel bad. A lot of adverts **manipulate** people into buying certain products by making them feel they'll be missing out if they don't get them. I think that's wrong.

How to ...

engage with other people's views

3A 3.12 | **Listen to a discussion between staff in a cinema. Answer the questions.**

1 What do they want to persuade customers to do?
2 What rewards and punishments do they suggest?
3 What do they agree in the end?

B 3.12 | **Complete the sentences from the conversation with the words in the box. Then listen again and check.**

alternatively	coming	disadvantage	effective	logic	neat	other
practical	sense	suggesting				

1 **I can see where you're** ..... **from**, but **on a** ..... **level**, we can't really start going in to ask people to leave halfway through a film.
2 **I can see the** ..... **in that**, but **on the** ..... **hand**, we don't want to reduce prices too much, do we?
3 **I can see why you're** ..... a tough approach, Tali, but ... **It might be more** ..... **to** offer a reward rather than a punishment.
4 **That makes** ..... . So, what kind of reward would you suggest?
5 **That's quite a** ..... **idea**. But **one** ..... **of that would be** that it would be quite expensive for the cinema.
6 Yes, it would certainly win the customers over. ..... , **what about** combining a carrot and a stick – a reward and a punishment?

C **Decide if the phrases in bold in Ex 3B are a) engaging with someone else's view or b) making a countersuggestion.**

D **Learn and practise. Go to the Grammar Bank.**

page 118 **GRAMMAR BANK**

PRONUNCIATION

intonation: responding tactfully

4A 3.13 | **Listen to the sentences. At the end of the phrase in bold, does the speaker's voice go down or stay high?**

1 **I can see where you're coming from**, but on a practical level, we can't really start going in to ask people to leave halfway through a film.
2 **I can see the logic in that**, but on the other hand, we don't want to reduce prices too much, do we?
3 **I can see why you're suggesting a tough approach, Tali**, but if they've already paid for their tickets, then it's potentially creating a bit of a conflict.

B **Choose the correct words to complete the rule.**

We use a **high** / **low** pitch at the end of the phrase to indicate that we understand someone's point of view, but we **agree** / **don't agree** with it.

C **Work in pairs. Take turns to read out the opinions. Respond by engaging with your partner's idea, then making a countersuggestion.**

1 I think we should ban all phones from the cinema.
2 We should put up notices asking people to switch off their phones.
3 We could offer a free snack to people if they switch off their phones.

SPEAKING

5A **Read the Future Skills box and do the task.**

FUTURE SKILLS
Communication

In a group discussion, it is important to listen carefully to what other people are saying, so you can engage with their ideas. This is sometimes called 'active listening'.

Work in pairs. How can you show people that you are listening to their ideas?

B **Work in groups. Read the three situations and choose one to discuss, or think of your own situation.**



1 You are flatmates and you also play in a band together. You all work during the day, so you like to do your band practice in the evening, but your neighbour is always complaining about the noise. You want to persuade them to be more tolerant.



2 You work in the same café or restaurant. You are all punctual, but other members of staff are always late for work, which means that you work harder. You want to motivate them to arrive on time.



3 You help look after a community garden in your area. A lot of people enjoy the garden, but there is always a lot of litter, which spoils it for everyone. You want to persuade people to use the litter bins that are already provided.

C **Work individually. Think about the situation you chose and think of some possible ways to persuade people. Think about 'carrots' and 'sticks'.**

6A **In your groups, discuss the situation you chose in Ex 5B. Try to agree on the best way forward.**

B **Tell the class your ideas. How many groups decided on 'carrots' and how many decided on 'sticks'? Were you good active listeners?**

MEDIATION SKILLS
asking the right questions

encourage others to elaborate

page 147 **MEDIATION BANK**

Speak anywhere Go to the interactive speaking practice

3D

BBC Street Interviews

Role models

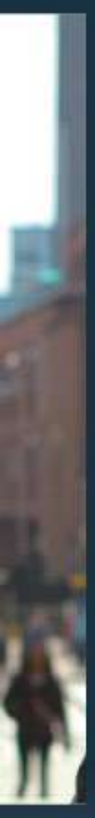
VOCABULARY | describing inspiring people
SPEAKING | describe an inspiring person
WRITING | a biography



















PREVIEW

1 **Work in pairs and discuss the questions.**

1 What kinds of people do you think inspire others? Why?
2 Which of these types of people have most inspired you in your life?



Q1: Who has inspired you in your life?

Q2: What makes a good role model?

VIEW

2 A ▶ **Watch the interviews. What inspiring people or role models do the people mention? Which person's description of a role model is the most similar to yours? Why?**

B ▶ **Watch the first part of the interviews again. Complete the descriptions with one word.**

1 Sarmini's parents push her to be _____ .
2 Camille's father gives his family a lot of _____ .
3 Tunnvane says Shackleton taught her to change her _____ if it can no longer be achieved.
4 Gerry says Oprah overcame the _____ involved with being a black woman in the USA.
5 Kieran's science teacher helped him to be accepted into _____ .
6 Kwame's parents were there for him when _____ got in his way.

C ▶ **Watch the second part of the interviews again. Note down at least one characteristic that each person gives when describing a role model.**





VOCABULARY

describing inspiring people

3 A **Complete the extracts from the interviews with the words and phrases in the box.**

authentically	encouraging	enthusiastic
humble	limits	rubs off on
strive	understanding	

1 They make me ..... to be better all the time.
2 She's come from very ..... beginnings.
3 He was really ..... and helped me a lot to get into university.
4 My parents … pushed me to my ..... …
5 … people who live ..... .
6 Being ..... about what you do I think helps.
7 When someone enjoys the things that they do, that ..... other people.
8 … being ..... of the other people, of the individual …

B **Match the words and phrases (1–8) in Ex 3A with the meanings (a–h).**

a is transferred to
b make a great effort
c being yourself and not what others expect
d from a low social class or position
e giving you confidence
f the edges of my ability
g aware of other people's feelings
h showing a lot of interest or excitement

C **Work in pairs. Who do you know that you could describe using the words or phrases in Ex 3A?**

My older cousin's love of travel has really rubbed off on me. It's inspired me to explore new places, too.

D **Discuss the questions in small groups.**

1 Should you always try to live authentically? How can you do this?
2 Do you think your enjoyment of something you like has rubbed off on others? Who? How?
3 How enthusiastic were your teachers at school? Was this important to you?
4 Should we always strive to be better? Is it ever OK not to?



SPEAKING

describe an inspiring person

4 A **3.14 | Listen to someone talking about an inspiring person they know. Answer the questions.**

1 Who is the person?
2 What was he like?
3 How was he inspiring?

B **3.14 | Listen again. Number the Key phrases in the order you hear them (1–5).**

KEY PHRASES

Someone that/who (has) influenced me greatly is …
I'd describe … as …
Some people might say he/she/they … but I see/saw him/her/them as …
He/She/They inspired me by/to …
The main thing he/she/they taught me was …

5 A **You're going to describe a person you know who has inspired you in your life. Make notes on these things.**

- who the person is
- how you know them
- the characteristics of the person
- how the person inspired you
- the most important thing you learnt from them

B **Work in pairs. Take turns to describe the person who inspired you, using your notes in Ex 5A and the Key phrases to help you. What do the two people have in common? How are they different?**

WRITING

a biography

6 A **Work in pairs. How are the people in the box inspiring? Which three do you think are the most inspiring? Why?**

entrepreneurs	environmentalists	explorers
humanitarians	musicians	politicians
scientists	social media celebrities	

B **Discuss the questions with your partner.**

1 What explorers do you know?
2 How did these explorers inspire people?
3 What characteristics do you think an explorer typically has? Why?

C **Write a biography. Go to the Writing Bank.**

page 106 **WRITING BANK**

3 REVIEW

GRAMMAR

as if/as though

1 Choose the correct options to complete the sentences.

1 I expressed my opinion, and everyone looked at me as though I **am** / **was** mad.
2 Are you OK? You look as if you **'re** / **were** ill.
3 Sasha and George soon became close, as if they **knew** / **had known** each other for years.
4 Nathan stood up, as though he **suddenly remembered** / **had suddenly remembered** something.
5 I'm so tired! I feel as if I **haven't slept** / **hadn't slept** for a week!
6 Shay picked up his phone, as if **making** / **to make** a call.
7 She was staring into space **like** / **as if** deep in thought.
8 Jack seems **like** / **though** he's very good at his job.

no matter

2A Complete the online post by adding *no matter* and a relative pronoun.



Alex F_99
Posted 13:54 | 2 days ago



Writer's block

Help! I've got writer's block! I've got an essay to write, but [1]..... long I sit here, I can't seem to get started. My mind just keeps wandering. [2]..... I do, I can't seem to focus on the task in hand. I've tried working in different parts of the flat, but [3]..... I set up my laptop, I have the same problem! This is the first time this has ever happened to me. I can usually at least get started, [4]..... tired I am. And if I get into the essay, I can usually carry on, [5]..... I don't even stop for food. Does anyone have any ideas? I need to get this essay done today, [6]..... !

08 00 16

B Work in pairs. Have you ever experienced writer's block? How did you solve the problem?

VOCABULARY

3A Choose the correct words to complete the opinions.

1 A lot of online series start out being quite realistic, but they become less **frustrating** / **convincing** as the story develops.
2 I really don't enjoy documentaries about other people's real-life problems. I find them too **overwhelming** / **fulfilling**.
3 When I'm tired, I just want to watch something that's light and **disturbing** / **entertaining**.
4 Most reality TV shows **drive** / **send** me up the wall! They're so annoying!
5 I don't understand why people enjoy being **scared** / **terrified** stiff by watching horror movies!
6 A good comedy show is the best thing when you're feeling **low** / **down** in the dumps.
7 I love watching shows about ambitious people who have a lot of energy and **pressure** / **drive**.
8 I think cookery shows are great because they **motivate** / **manipulate** me to try new recipes.

B Do you agree with the statements in Ex 3A? Why/Why not? Tell a partner.

4A Choose the correct options (A–C) to complete the blog post.

Extreme inspiration

A while ago, I started to feel that my life was dull and I was [1]..... to death of the daily routines. I felt I needed to do something different – not necessarily something [2]..... or life-changing, just something different.
A friend suggested I have a go at one of his favourite extreme sports – street luge. The luge is basically a sledge on wheels that you lie on and use to ride downhill on steep roads. It took some [3]..... , but eventually I agreed to give it a go. My friend provided some basic training, but even so, as the day approached, I had [4]..... in my stomach day and night. [5]..... what I did, I couldn't relax. What if I was injured in a [6]..... accident? When the day came, excitement took over and I forgot my fears. The experience didn't disappoint – I felt as if I [7]..... as my luge sped down the deserted street. And how has it left me feeling? Definitely more confident and [8]..... to try new things – and maybe inspire others to do the same!

1	**A** sick	**B** ill	**C** fed up
2	**A** steep	**B** long	**C** profound
3	**A** drive	**B** coaxing	**C** manipulation
4	**A** butterflies	**B** bees	**C** flies
5	**A** Matter	**B** No matter	**C** It matters
6	**A** tragic	**B** gloomy	**C** dark
7	**A** had flown	**B** am flying	**C** was flying
8	**A** sensitive	**B** devoted	**C** eager

B R3.01 | Listen and check.

C Work in pairs. What new or extreme activity do you think you might be inspired to try? Why?

image

4



VLOGS

Q: How important is image to you?

1 ▶ Watch the video. What interesting things do people say about image being important to them (or not)?

2 How important is your image to you? Why?

Global Scale of English

LEARNING OBJECTIVES

4A READING | Read a guide to taking legal, social and ethical photos: rules; photography

Pronunciation: *should* in connected speech

Evaluate a proposal: uses of *should*

4B LISTENING | Listen to a talk about place branding: advertising

Pronunciation: contractions: *'ve been, 'll've been*

Give a presentation on a rebranding idea for a place that you know: the continuous aspect

Write a report on creating a rebranding campaign

4C HOW TO ... | steer a conversation towards a topic: skills, abilities and experience

Pronunciation: intonation: sounding professional

4D BBC PROGRAMME | Understand a TV programme about why people buy products

Present a product: marketing

Write a product blurb

4A ‘Selfie-expression’

GRAMMAR | uses of *should*
VOCABULARY | rules; photography
PRONUNCIATION | *should* in connected speech



READING

1 A Work in pairs and discuss the questions.

1 How many photos do you think you take each week?
2 What do you take them of and why?
3 What would prevent you from uploading an image online?

B Work in pairs. Discuss if it’s appropriate to take photographs in the following situations. Does it make a difference if they’re selfies?

1 at a museum
2 during a meal with others
3 at the scene of an emergency
4 in the classroom
5 at a historical site
6 in all rooms of a home
7 during a wedding ceremony
8 of a famous person

2 A Read the guide to taking legal, social and ethical photos. Which of the situations in Ex 1B does it say are inappropriate? Why?

B Read the guide again and answer the questions.

1 What should visitors to public places do before taking photos? Why?
2 What does the writer advise when taking photographs of strangers? Why?
3 For what purpose does the writer describe a hypothetical situation of a person being photographed sitting in the street?
4 What is the writer’s view of selfies taken at weddings or emergency situations? Why?

3 A Match the words in bold in the guide with the meanings (1–6).

1 do things quickly without thinking of possible problems
2 different from what is normal or expected
3 preferring not to share their personal lives with others
4 very poor
5 wanting to know about something
6 determined not to change your mind

B Do the words you found in Ex 3A create a positive or negative connotation?

C Match the words you found in Ex 3A with their synonyms in the box. Do they have similar or different connotations?

deprived	determined	nosy	secretive	spontaneous	unusual

D Work in pairs. Has the guide taught you anything new about taking photos in the situations in Ex 1B? Which of the rules do you think you need to be more aware of?

GRAMMAR

uses of *should*

4 A Match the extracts from the guide (1–6) with the uses of *should* (a–e). One is used twice.

1 To avoid fines, you **should** always research the laws of places you visit.
2 So, the first question to ask yourself is … ‘**Should** I be taking this photo?’
3 Checking with a local **should** stop you upsetting anyone.
4 **Should** you do this, it’s unlikely you’ll be breaking any law.
5 … they **should** never have been taken in the first place.
6 If you **should** get the urge to take a selfie when in public, be absolutely sure it’s the right thing to do.

a express likelihood/possibility
b express a criticism of an action
c give advice/a suggestion
d express what is ideal/desired
e express a condition

B Answer the questions about the extracts in Ex 4A.

1 In which extract is a passive form used?
2 In which extract is a continuous form used?
3 Extracts 4 and 6 have the same use. Which do you imagine is more formal in tone? What is the difference in form?

C Learn and practise. Go to the Grammar Bank.

page 119 **GRAMMAR BANK**

Photography: legal, social and ethical rules



With phone cameras at our fingertips, it's not only professionals who are photographers these days. We all are. This means every one of us needs to pay attention to the legal, social and ethical rules that surround the taking of photos, especially in public places.

1. Laws and cultural sensitivities

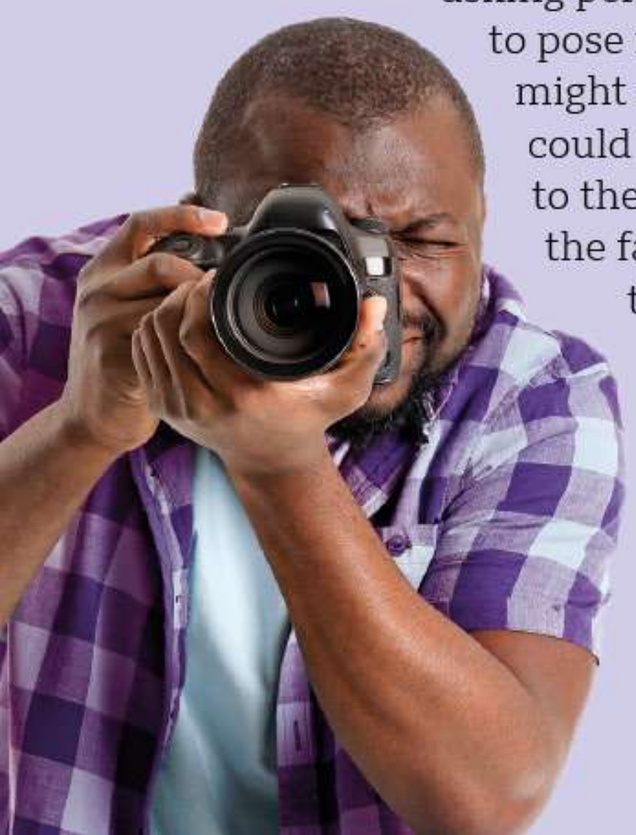
In most countries, taking photographs in public spaces is legal, as is taking photographs of private property from a public space. However, this isn't the case everywhere. To avoid fines, you should always research the laws of places you visit, and always be mindful of where you are before you start snapping away.

Additional places where photography may be illegal include government buildings, entertainment spaces such as theatres and cinemas, and historical and cultural sites. While this should be made clear to visitors, check if in doubt. Note that some countries have banned photography at popular tourist sites because of **impulsive** visitors causing accidents when taking all-important selfies. Again, ask if you're unsure.

Of course, legalities are only one consideration when taking photos in public spaces. What might be perfectly legal may not be culturally sensitive; something particularly true of historical and cultural sites. So, the first question to ask yourself is not 'How can I get the best photo?' but 'Should I be taking this photo?' Checking with a local should stop you upsetting anyone.

2. Permission

When snapping pictures in public places, it's hard not to capture passers-by in the process, but sometimes we purposely put a stranger front and centre because they make an interesting photo. Should you do this, it's unlikely you'll be breaking any law (in most countries at least), but there are ethical considerations. For this reason, it's best to ask permission. If you're worried that asking permission will cause the person to pose rather than act naturally, which might negatively affect the photo, you could take the photo and then show it to the person and ask permission after the fact. If people refuse to let you use the photo, don't assume they're being **stubborn** – some people are **private** and have the right to be. And remember that taking photos of children you don't know is frowned upon in most cultures.



3. Avoiding exploitative photographs

Being **inquisitive** is considered to be a positive trait in a photographer, as is wanting to learn about social differences and raising awareness of a social issue. However, one unwritten rule in street photography is never to take a photo of someone in a vulnerable state. Another is to always take a photo that truly represents the situation. An image that would break both rules is one of an **impoverished** and hopeless-looking person sitting in the street when in fact they spent much of the day in jovial conversation with passers-by while making a living selling food. I've known photographers to share images like this when they should never have been taken in the first place.

4. Respecting nature

A fundamental rule in nature photography is never to cause harm to wildlife or the environment you come across. Getting close to natural phenomena has been known to cause damage, but more concerning is the harm such a disturbance can cause animals. It can force them into areas they do not want to be, for example, which can affect their food supplies. In some instances, animals rush to get away from people and injure themselves in the process. It's best to keep a safe distance and use the zoom feature on your phone.

5. Selfies

No matter whether you're taking a photograph of yourself or someone else, all the considerations above apply, but there are some additional social and ethical rules to consider when taking a selfie. Putting yourself in the photo takes the focus away from what you're photographing and places it on you. A wedding guest who takes a selfie as the bride walks down the aisle is a classic example. Worse is a selfie taken at the scene of a crime, accident or emergency. It undermines the situation's seriousness and crosses an ethical line. If you should get the urge to take a selfie when in public, be absolutely sure it's the right thing to do. It might not get the reception you expect if you share it with others. People may feel it's, at best, a little **odd** and, at worst, very selfish.

So, as we've seen, it's important to take care when taking photos in public to avoid breaking any privacy laws or social and ethical rules, but as long as we're all mindful of these, there should still be plenty of opportunities to take amazing photos.

PRONUNCIATION
should in connected speech

5 A 4.01 | **Listen to how *should* and *shouldn't have* are pronounced in each sentence. Choose which pronunciation (a or b) you hear.**

1 You should make sure you check first.
a shud **b** shub

2 Everything should be OK.
a shub **b** shud

3 Should anyone wish to take photos, they must seek permission.
a shud **b** shub

4 If they should give us permission, we'll be happy.
a shud **b** shug

5 You should post it online.
a shud **b** shub

6 They shouldn't have posted it online.
a shouldn't have **b** shouldn't 'av

B Complete the information with the words in the box.

change	difficult	omitted	similar

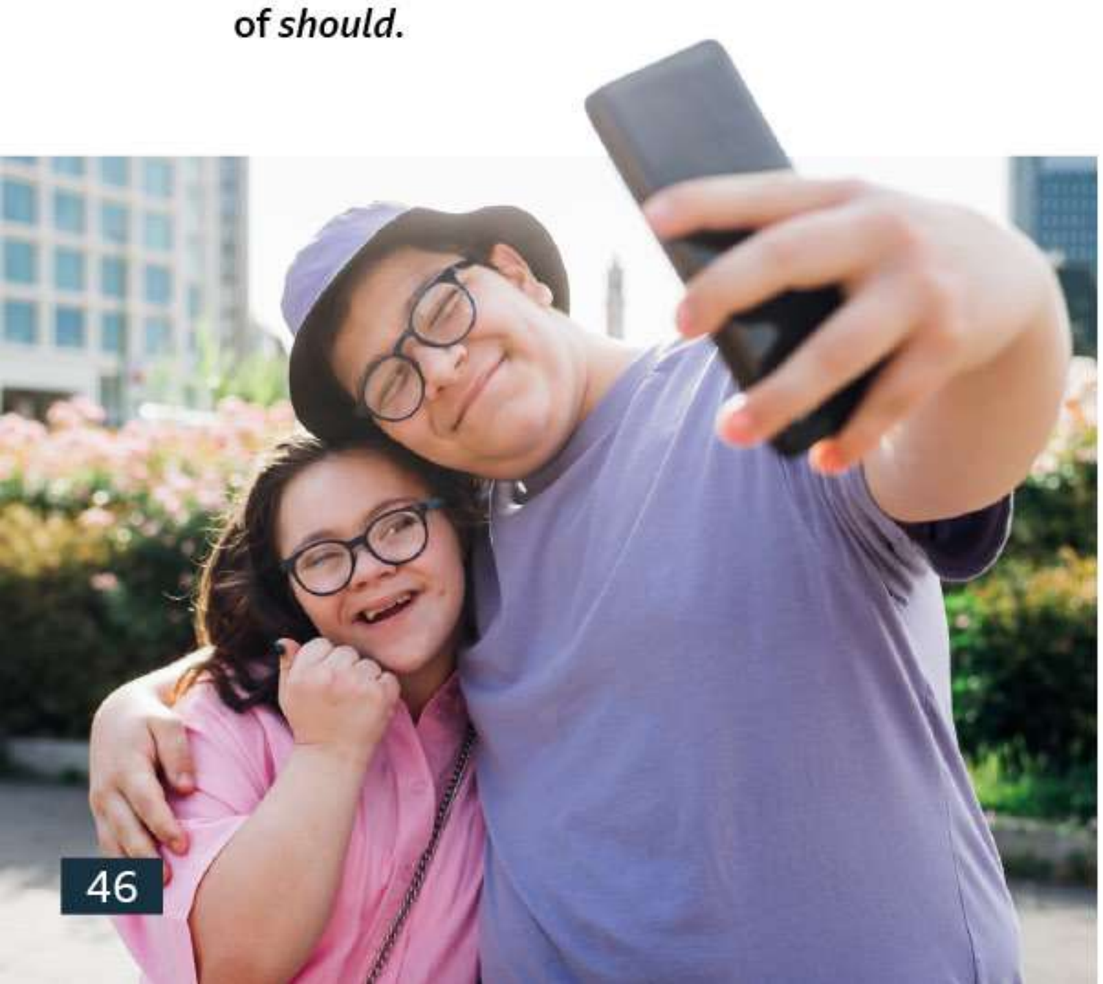
When two sounds are [1]_____ to pronounce one after the other due to the position of our lips, tongue and jaw, the first or second sound might be [2]_____ completely, or we might [3]_____ the first sound to one that is the same as or more [4]_____ to the second one.

C 4.01 | **Listen again. What happens to the /d/ sound in *should* in the sentences in Ex 5A? In which sentence is another sound omitted? Why?**

6 A Complete the prompts with your own ideas.

1 Anyone who likes taking photos should get …
2 A photo should make …
3 I should have remembered to take a photo …
4 I shouldn't have shared a photo/photos …
5 If I should take a really amazing photo, …

B Work in pairs. Take turns to say your sentences in Ex 6A. Pay attention to your pronunciation of *should*.



VOCABULARY
rules

7 A 4.02 | **Listen to a panellist on a radio panel discussion putting forward a proposal related to photography. Answer the questions.**

1 What's the proposal?
2 Is the other panellist for or against the idea?
3 What reasons are given for and against the proposal?

B Decide if the definitions of the words in bold are correct or the opposite in meaning.

1 If photos are **restricted** to one a day, they are limited.
2 If we are **prohibited** from uploading two photos a day, we have permission to do it.
3 If worry about images we post is **eliminated**, we get rid of it.
4 If a rule is hard to **implement**, it's difficult to put into action.
5 If companies have to **impose** a rule, they have to stop people following it.
6 When a company **regulates** a rule, they control it.
7 If a rule **deters** people from posting photos, it makes them do it more.
8 If all photos on social media are **abolished**, people can start to upload them.

C Choose the correct words to complete the proposal.

Phone manufacturers should [1]**deter / restrict** the number of photos we can take each day. If they [2]**regulated / prohibited** us from taking more than a few, we'd become more creative and it would [3]**eliminate / impose** the need to save photos we never look at again. Of course, manufacturers might not want to [4]**impose / prohibit** such a rule on customers. If they did, they would need to work together to [5]**abolish / implement** such a rule. However, it should be easy to [6]**regulate / implement**, as companies can just stop our devices from working. Of course, we don't want to [7]**abolish / impose** photo-taking completely, just [8]**deter / eliminate** people from taking hundreds.

D Work in groups. What are the pros and cons of the proposals in Ex 7A and Ex 7C? What are your views? Use vocabulary from Ex 7B.

E Learn and practise. Go to the Vocabulary Bank.

page 136 **VOCABULARY BANK** photography

SPEAKING

8 A Work in groups. Student A: Go to page 141. Student B: Go to page 142. Student C: Go to page 143. Prepare your proposal.

B In your group, take turns to present your proposals. Then, discuss the benefits and problems of each proposal. Decide on the one you believe would be the most beneficial should it be implemented.

C Share your chosen proposal with the class. Do you all agree?

4B Creating a brand

GRAMMAR | the continuous aspect
VOCABULARY | advertising
PRONUNCIATION | contractions: *'ve been, 'll've been*



LISTENING

1 A **Think about the cities in the box and what you know about them. Write one word to sum up the image that you think each one has.**

Cairo	Mexico City	New York	Paris	Tokyo

B **Work in pairs. Discuss the questions and compare your ideas.**

1 Have you been to any of the cities in Ex 1A?
2 Where do your ideas about their image come from?
3 Do you know any cities that have a problem with their image? Why?
4 Do you think a city can change its image or create its own brand? How?

2 A **4.03 | Listen to a talk about place branding. Choose the best summary of the talk (a–c).**

The speaker:

a explains the concept of place branding and gives some examples of places which have benefited from it.
b discusses the advantages and disadvantages of place branding, using examples from around the world.
c shows how cities and countries often choose to use branding rather than trying to solve problems such as crime.

B **4.03 | Listen again. Are the statements True (T) or False (F)?**

1 Cities and countries sometimes use branding to change outdated opinions that people have of them.
2 Unions in New York City funded the branding campaign in the 1970s.
3 New York and Paris both successfully used visual symbols in their branding.
4 Chile has focused on encouraging different groups to all use a similar approach to marketing the country.
5 The speaker mentions El Raval to make the point that even less-known areas of a city can be marketed to tourists.
6 The New York campaign of 2006 was necessary because too many tourists were avoiding Manhattan.

C **4.04 | It is important to understand the assumptions in a speaker's mind when they ask rhetorical questions. Listen to three rhetorical questions from the talk. Choose the sentence which expresses the assumption behind each one (a–c).**

1 **a** All places are willing to invest in branding and marketing.
b It is difficult for cities and countries to compete and attract tourists and investment without branding and marketing.
c There are other ways apart from branding and marketing that cities and countries can use to attract tourists and investment.

2 **a** The campaign to promote New York City nearly didn't happen.
b New York needs a new campaign now, to move forward.
c The campaign to promote New York City changed the course of the city's history.

3 **a** There was a danger that some people might not recognise the image.
b Everyone was sure to recognise the image.
c It is not important for people to recognise the image.

D **Work in pairs. Discuss the questions.**

1 Which examples of rebranding mentioned do you think are the most interesting or effective? Why?
2 Do you know of any other places that have tried to change their image? Did they succeed?

VOCABULARY

advertising

3 A Read the extracts from the talk (1–6). Match the words in bold with the meanings (a–h).

1 The result was the iconic phrase 'I ❤ New York' … which can still be seen on T-shirts and other **merchandise** today.

2 … the huge advantage of such a simple logo like this is that it can be used everywhere, from **billboards** on the walls of buildings to … information **flyers** for tourists.

3 … images of the logo might also appear online and **go viral**, reaching an audience of millions.

4 In 2005, it ran a campaign based around the **slogan** 'Chile: All ways surprising.'

5 Despite the **hype** of the campaign, it was not as successful as hoped …

6 In 2006 there was a **push** to promote other parts of the city and **target** a new generation of tourists

a to direct advertising at particular people

b goods which are sold

c a short advertising phrase that is easy to remember

d large posters advertising something

e to become very popular online and spread to a lot of people

f a big effort to achieve something

g small leaflets which contain information

h intensive publicity to promote something

B Complete the questions with the correct form of the words in bold in Ex 3A.

1 What tourist ..... have you bought on holiday?

2 Do you notice huge advertising ..... when you are travelling around a city?

3 Can you think of a new product recently that generated a lot of ..... ?

4 What makes an advertising ..... easy to remember?

5 Why do you think that some videos ..... and become extremely popular?

6 Can you think of any advertisements that ..... young people?

C Work in pairs. Ask and answer the questions in Ex 3B.

GRAMMAR

the continuous aspect

4 A Read the extracts from the talk. Match the verb tenses in the box with the verb forms in bold.

past continuous	past perfect continuous
present continuous	present perfect continuous
future continuous	future perfect continuous

1 … unions **had been running** a campaign called 'Welcome to Fear City'.

2 … the country … **has been using** a less direct and more long-term approach.

3 … cities and countries **are** increasingly **finding** themselves in a similar position.

4 **Will** the campaigns I've talked about still **be running** in twenty years' time?

5 It **was experiencing** financial problems and levels of crime in the city were sky high.

6 It's strange to think that soon people **will have been wearing** those famous 'I ❤ New York' T-shirts for over sixty years.

B Complete the rule with the words in the box. There is one word you don't need.

complete	duration	result	temporary

The continuous aspect focuses on the ..... of an action. It often shows that an action is ..... and not ..... .

C Learn and practise. Go to the Grammar Bank.

page 120 **GRAMMAR BANK**

PRONUNCIATION

contractions: *'ve been, 'll've been*

5 A 4.05 | Listen to four sentences using continuous tenses. What do you notice about the pronunciation of the auxiliary verbs?

B 4.06 | Listen and complete the sentences with the words you hear.

1 We ..... promoting this area of the city for over ten years.

2 Hopefully, they ..... selling a lot of merchandise.

3 Soon, she ..... living there for ten years!

4 We can ask them what they ..... doing.

C Complete the sentences with your own ideas. Then say your sentences to a partner.

1 Recently, people in my town have been campaigning to ..... .

2 ..... is a place I love. I've been visiting it for ..... .

3 A restaurant in my town that I love is ..... . Soon, they'll have been serving food for ..... years.

4 One problem in my town is ..... . I hope it'll have been sorted soon!



SPEAKING

6A **You are going to plan and present a rebranding campaign for a place that you know. Think about the place and answer the questions. Make notes for your presentation.**

- In what ways could it benefit from rebranding? What people has it been struggling to attract?
- Which people would your rebranding target? (businesses, tourists, students, etc.)
- What positive aspects of the place could you focus on? (history, heritage, culture, etc.)
- Can you think of a good slogan or logo to promote the place?
- How would you use the branding to promote the new image? (merchandise, billboards, etc.)

B **Read the Future Skills box and do the task.**

FUTURE SKILLS
Communication

In a presentation, we often give factual information that supports our opinion. It is important to present this information in an accurate and objective way.

Look at your notes for your presentation. Which parts are factual and which parts are your opinions? Think about how you can present the factual information in an objective way.

C **Work in groups. Take turns to present your ideas to each other. Then discuss the questions.**

1 What are the advantages of each campaign?
2 Do any of the campaigns have any weaknesses? What are they?
3 Which campaigns do you think will be the most effective? Why?

D **Tell the class which of your campaigns you think will be the most effective and why.**

WRITING

a report: creating a rebranding campaign

7A **Read the report. What is it about? What does it recommend?**

Plan to create a rebranding campaign for Seabay

1 .....
Seabay local authority believes that a rebranding campaign could bring benefits to the town. The aim would be to rebrand Seabay as a modern, fun holiday destination for young people. The town is currently seen as an old-fashioned seaside resort, with little to attract younger visitors. Rebranding would create a new image of Seabay as a fun place to visit, with a range of tourist amenities including entertainment, outdoor activities and shopping. The campaign would take place over three years and the total cost is estimated to be €200,000.

2 .....
Tourist numbers in the town have been falling for the last twenty years and, as a result, unemployment has been growing. Many traditional industries in the area, such as fishing, have also been declining. It is therefore vital that the town attracts a new generation of visitors to bring in much-needed revenue. Creating a fashionable new brand offers a realistic way to target a new generation of visitors and boost the local economy, without completely changing the character of the place.

3 .....
Although a rebranding campaign would offer many benefits for the town, some opposition has been expressed, especially by older residents, who enjoy the peaceful atmosphere in the town and feel that it could be overwhelmed if visitor numbers suddenly increase. There has also been criticism from younger people in the area who would like more focus on attracting modern industries to the town which would offer well-paid work, rather than concentrating solely on tourism.

4 .....
The plan to rebrand the town seems to offer good value for money and a positive way forward for the town. However, it is clear that there is a need for greater consultation with local people to ensure a broad base of support from the population.

B **Add the headings (a–d) to the report.**

a Advantages of the plan
b Conclusions and recommendations
c Overview of the plan
d Opposition to the plan

C **Read the report again. Find the formal phrases used to express the ideas below. Which of the phrases you found use passive structures?**

1 At the moment, a lot of people think that the town is …
2 We think it will probably cost …
3 The town really needs to attract …
4 Some people have said they are against the plans.
5 We need to ask more local people what they think.

D **Write a report. Go to the Writing Bank.**

page 106 **WRITING BANK**



4C Presenting yourself

HOW TO ... | steer a conversation towards a topic
VOCABULARY | skills, abilities and experience
PRONUNCIATION | intonation: sounding professional

VOCABULARY

skills, abilities and experience

1 A **Read the dictionary definitions of 'humble' and 'brag'. What do you think it means if someone humblebrags?**

humble (adj) not considering yourself or your ideas to be as important as other people's

brag (v) to talk too proudly about what you have done, what you own, etc.

B **4.07 | Listen and check your ideas. Do you know anyone who humblebrags? Why do you think people find it annoying?**

2 A **4.08 | Listen to six people talking in job interviews. Decide if each person is humblebragging (H), plain bragging (B) or being neutral (N).**

B **Read the extracts from Ex 2A and look at the words and phrases in bold. Which ones mean you have a high level of skill? Which mean you have a low level of skill?**

1 I'm already **proficient** at computer programming.
2 I'm quite **inexperienced** in Portuguese.
3 Everyone seems to think I'm **competent** in translating.
4 I'm a **trained** teacher.
5 I'm quite **handy with** most tools.
6 I'm happy to work with **unskilled** assistants.
7 I thought the new job would **be beyond** me.
8 I thought I'd be **hopeless** at it.

3 A **Think of something you are:**

- proficient at/in.
- inexperienced in.
- handy with.
- competent in/at.
- hopeless at.

B **Work in pairs. Say your answers to Ex 3A. Can your partner guess your level of skill or experience?**

C **Learn and practise. Go to the Vocabulary Bank.**

page 137 **VOCABULARY BANK** skills, abilities and experience

How to ...

steer a conversation towards a topic

4 A **4.09 | Listen to two extracts from job interviews and answer the questions.**

1 Do you think any of the candidates brag or humblebrag? Give your reasons.
2 After which questions (a–f) do the interviewees steer the conversation to something they want to talk about?
   a Do you have experience of customer service?
   b What do you think is the best way to handle difficult customers?
   c You don't have any formal qualifications in business. Do you think this would be an issue for you?
   d What skills from that job do you think are relevant to a job in sales?
   e What did you enjoy about working in the hotel?
   f There are demanding sales targets each month. How do you think you would cope with this pressure?

B **4.10 | Complete the sentences from the interview with the words in the box. Then listen and check.**

broad can interesting just point talk thought

1 That's quite a(n) _____ topic.
2 Perhaps I could just _____ about one incident that I dealt with recently.
3 The most important _____ here is that I'm committed to ongoing training.
4 That's a(n) _____ question.
5 What I _____ say is that in any customer-facing role, the relationship with the customer is the most important thing.
6 I've _____ about this quite a lot.
7 Can I _____ say that I'm an extremely hard worker and I'm highly motivated to do well at my job.

C **Which phrases in Ex 4B give the speaker time before they answer? Which ones help the speaker steer the conversation towards things they want to talk about?**

D **Learn and practise. Go to the Grammar Bank.**

page 121 **GRAMMAR BANK**



PRONUNCIATION
intonation: sounding professional

5A 4.11 | Listen to three pairs of people talking in interviews. Which speaker (A or B) uses a greater range of intonation? Which speaker sounds more professional?

B Complete the rule with the words in the box.

exaggerate	narrow	neutral	wide

We use a [1]..... range of intonation in informal situations, especially when we want to [2]..... or brag. We use a [3]..... range of intonation to sound [4]..... and professional.

C Work in pairs. Take turns to read out the sentences (1–6). Either sound informal and exaggerate, or sound neutral and professional. Can your partner guess which you are doing?

1. I've always had a lot of positive feedback from my colleagues and bosses.
2. I always get on well with my colleagues. I've never been in a situation in which I found it difficult to work with someone.
3. I'm very good at creative tasks. That's one of my main strengths.
4. I always work extremely hard to meet deadlines. I hate missing deadlines!
5. I'm a real people person. I love interacting with customers, even if they are rude or making a complaint. I almost always find a way to resolve the situation so the customer ends up with a smile on their face.
6. I don't have a lot of formal qualifications, but I have a lot of relevant experience from my previous two jobs and I am a very hard worker. If you give me a job to do, I'll make sure it gets done.

SPEAKING

6A Look at the job adverts (A, B and C). Choose the job you would like to apply for and make notes on the skills and experience you have for that job.

A Receptionist — Top salary · Full-time · Local · Apply

We are looking for a hotel receptionist for a busy city-centre hotel. The successful applicant will have at least two years' experience and will be a good team player. Good customer service skills are essential.

B Summer camp assistant — Temporary · Local · Apply

Are you lively, outgoing and good at working with children? Why not spend the summer as an assistant at one of our summer camps? Applicants must be physically fit and enjoy working outdoors. If you are good at music or art, even better!

C Project manager — Top salary · Full-time · Local · Apply

A relevant degree and management experience would be helpful. The successful candidate must be prepared to work hard to meet tight deadlines. Knowledge of French, Spanish or German would be an advantage.

B Work in pairs. Tell each other which job you have chosen and turn to page 142 to read the interview questions for your partner.

C Read the Future Skills box and do the activity.

FUTURE SKILLS
Interviewing

In a job interview, it is important to communicate the information about yourself that you want to get across. Sometimes this means that you may have to steer the conversation to the topics that *you* want to talk about.

Look at the examples of how people steer the conversation in Ex 4B again. Then look at the notes you prepared on your skills and experience in Ex 6A. Think about the questions your partner might ask and about how you can steer the conversation and get across the information you have prepared.

7A In your pairs, take turns to interview each other.

B Give feedback to your partner. Answer the questions.

1. How well did they answer your questions?
2. Did they skilfully steer the conversation towards things they wanted to talk about?
3. How professional did they sound when talking about skills and experience?
4. Would you offer them the job? Why/Why not?

MEDIATION SKILLS
taking notes on a written text

relay information in a professional journal

page 148 **MEDIATION BANK**

Speak anywhere Go to the interactive speaking practice

4D BBC Documentary

Branding and behaviour

VOCABULARY | marketing
SPEAKING | a presentation
WRITING | a product blurb

PREVIEW

1 A Work in pairs and answer the questions.

1 What kinds of products do people use to maintain or improve their appearance?
2 What other things can people do to maintain or improve their appearance?

B Read the programme information. What kinds of things do you think companies do to persuade people to buy beauty products?



The Truth About ... looking good

The Truth About ... is a documentary series in which reporters and experts carry out an in-depth investigation of issues that affect us all. In this episode, the topic is beauty products and the tactics that companies use to persuade us to buy them.

VIEW

2 A ▶ Watch the BBC video clip. Does it mention any of your ideas from Ex 1B?

B ▶ Watch the video again. Choose the correct words to complete the sentences.

1 According to Dr Omar Yousef, people **understand** / **don't understand** why they buy products.
2 In the experiment, the plan is to show consumers **two different products** / **the same product** in different packaging.
3 In the first part of the experiment, **not many** / **a lot of** customers say they would buy the product.
4 In the second part of the experiment, the product looks more **natural** / **scientific** and expensive.
5 The product in the second part of the experiment is **more** / **less** popular with customers.
6 Consumers **knew** / **didn't know** the real reason for the questionnaire.
7 The questionnaire measured customers' levels of **anxiety** / **self-esteem** when deciding whether or not to buy.
8 The luxury product makes people feel **better** / **not so good** about themselves, which makes them more likely to buy it.



VOCABULARY

marketing

3 A **Work in pairs. Match the words in bold in the extracts from the video (1–8) with the meanings (a–h).**

1 First up, we've put the cleanser in a **no-frills packaging** …
2 The product has been **given a makeover** …
3 When the face cleanser looked more **luxurious** …
4 What we tried to do was to make this product a **status product** …
5 [It] gives it this aura of **credibility**, confidence.
6 They thought this was simply **market research**.
7 … when you observe the **luxury products**, it's likely to drop your self-esteem …
8 … here are these gorgeous people and here is an **aspirational product**.

a products which are very expensive and good quality
b changed to look more attractive
c very plain, simple packaging
d a product which people believe shows they have reached a high level in society
e the quality of deserving to be trusted or believed
f a product which people feel they would like to own
g very expensive and good quality
h a study to find out information about how successful a product might be

B **Work in pairs. Ask and answer the questions.**

1 Does no-frills packaging put you off buying a product? Why?
2 What luxury products would you be prepared to pay more for? Why?
3 What aspirational products would you most like to buy? Why?
4 What products do you think need to be given a makeover? Why?

SPEAKING

BBC

a presentation

4 A **4.12 | Listen to the start of a presentation for a new product. What is the product? How will it help people to feel healthier? Do you believe it will work?**

B **4.12 | Listen again and tick the Key phrases you hear.**

KEY PHRASES

This revolutionary new product will …
… will appeal to customers as …
We see it as a/an … product because …
The name … fits the product because …
Our slogan will be …
One of its unique features is …

5 A **Work in pairs. You are going to present a new product to help people feel good about themselves and try to sell it to the class. Plan your product using the questions below to help you.**

- Who is the product for?
- How will it make someone feel good about themselves?
- How is it different from other products on the market?
- What kind of product is it, e.g. a luxury or aspirational product?
- What are its strong points?
- What kind of packaging would be suitable?

B **With your partner, plan your presentation. Remember, you need to try to sell your product, so be positive about it! Use the Key phrases to help you.**

C **Give your presentation to the class. Make notes on your classmates' products and ask questions to find out more.**

D **Which product was the most popular in the class? Why?**

WRITING

a product blurb

6 A **Work in pairs. Read the definition of 'blurb'. Which of the features (a–f) would you expect to find in a product blurb?**

blurb /blɜ:(r)b/ noun [countable]
a short description giving information about a book, new product, etc.

a an emphasis on quality
b criticism of competitor products
c persuasive language
d direct engagement with the reader
e detailed instructions on use
f a focus on the benefits

B **Write a product blurb. Go to the Writing Bank.**

page 107 **WRITING BANK**

4 REVIEW

GRAMMAR

uses of *should*

1 A Choose the correct words to complete the sentences.

1 I'm so tired today. I should **turn / have turned** my phone off at 10 p.m. last night and not midnight.
2 I regularly feel that I should **be doing / have been done** something more productive, but can't find the motivation.
3 Should **choose someone / someone choose** to offer me chocolate, I will never refuse!
4 When I have a bad day, I tell myself that the next day should **be / be being** better.
5 My offer to do the ironing should not **be taken / take** lightly. I don't offer very often!
6 I should **have posted / have been posted** the first selfie I took and not bothered taking twenty-five more!

B Work in pairs. Which statements in Ex 1A can you relate to? Why? Why not the others?

the continuous aspect

2 A Complete the forum comment with the correct continuous form of the words in brackets.



Fidel@Yolo2
Posted 13:45 | 2 days ago

Town branding: we need your help!

Here at the town council, a team of people [1]..... (currently / work) on developing a brand for our town. This might seem more relevant to companies, but it's something that cities and towns [2]..... (do) for decades in order to appeal to visitors. We need to do the same. This week, the team are publishing a report they [3]..... (work) on for several months and it gives two key suggestions for the focus of the brand. The first is local industry. Our town [4]..... (manufacture) wool products for 150 years next year. We could base our brand on that history. The second suggestion is the diversity of people in the town and the resulting rich culture. We [5]..... (soon / invite) you to join us for a meeting to discuss this in the near future. Until then, please share your thoughts on the two options in the comments below.

31 9 168

B Tell your partner which of the two ideas in the forum comment you think is the best and why.

3 Complete the sentences with your own ideas to make them true for you. Share them with a partner.

1 Recently, I've been …
2 This time tomorrow, I'll …
3 I hope that by the end of the year, I'll … for a while.

VOCABULARY

4 A Complete the sentences with the words in the box. There are three words you don't need.

abolish	blurred	competent	deter	hopeless
impose	pose	regulate	slogans	

1 It's easy to create rules to control an industry but not so easy to ..... them.
2 Kids under thirteen aren't supposed to use social media but that doesn't always ..... them.
3 The best ..... used in advertising are short and simple.
4 Few people are brilliant cooks, but most people are ..... at making a simple meal.
5 It's better to admit if you're ..... at something than pretend you can do it.
6 The government should ..... a law on businesses that stops them from messaging staff out of working hours.

B Do you agree with the statements in Ex 4A? Why/Why not? Tell a partner.

5 A Complete the questions with one word.

1 Are you handy ..... electronic gadgets?
2 Have you ever tried to use your fingers to zoom ..... on a laptop or TV screen?
3 Have you or people you know had a video ..... viral?
4 What kind of work are you inexperienced ..... ?
5 What advertisement has ..... a lot of hype in your country in the past?
6 Are all the photos you take ..... focus or are some ..... of focus?

B Work in pairs. Ask and answer the questions in Ex 5A.

6 A Complete the article with one word in each gap.



Personal branding

When we think of a brand, we usually think of a product, service or company, but did you know that you're a brand, too? Think of a famous brand like Nike and you might think of words like *strong* and *courageous* because of their advertisements in magazines and on [1]..... by the side of the road. There's also the famous slogan which the company [2]..... been using for decades. Your brand is how others perceive you, just in the same way we perceive Nike. So, you should all [3]..... asking yourselves right now, what do you want your brand to be and how can you build it?

Think about your goals and what you hope you [4]..... be doing in five years' time. Consider your strengths and weaknesses and your skills. You might not be proficient [5]..... all skills needed for the job yet, but you should plan ahead for when you are. And remember, you don't want your brand in the future to be affected by things you shouldn't [6]..... posted online yesterday.

B Work in pairs. How would you like people to describe you?

change 5



VLOGS

Q: What changes have there been in your life recently?

1 ▶ Watch the video. What are the biggest changes that people mention?

2 What changes have there been in your life recently?

Global Scale of English

LEARNING OBJECTIVES

5A READING | Read an article about a life-changing decision: decision and indecision

Pronunciation: *'d* and *'d have*

Talk about life-changing decisions: mixed conditionals

Write an informal message

5B LISTENING | Understand a radio programme about conservation: the natural world

Pronunciation: word stress

Discuss ideas for helping with animal conservation: the perfect aspect

5C HOW TO ... | summarise: social and environmental issues

Pronunciation: intonation when summarising

5D BBC STREET INTERVIEWS | Understand people talking about habits

Talk about the pros and cons of routines: habits

Write a blog post

5A Life-changing decisions

GRAMMAR | mixed conditionals
VOCABULARY | decision and indecision
PRONUNCIATION | *'d* and *'d have*

VOCABULARY

decision and indecision

1 A Work in pairs. Decide on one option in each pair as quickly as possible. Then give your reasons.

1 Tea or coffee?
2 TV series or film?
3 Takeaway or eat out?
4 Singing or dancing?
5 Juice or water?
6 Breakfast or dinner?
7 Vacation or staycation?
8 Love or money?

B How easy was it to make your decisions in Ex 1A? Would you say you're generally decisive or indecisive? Why? Tell your partner.

2 A Do the quiz. Then go to page 141 to read your results. Tell your partner if you agree with your results.

How decisive are you?

Do you decide what pizza you want in a split second or are you undecided for ages – **torn between** your favourites? Take our quiz to find out just how decisive, or **indecisive**, you are. Choose the option that best describes each statement for you.

	Never	Hardly ever	Sometimes	Often	Almost always
1 I make a decision based on instinct and rarely **have a change of heart**.					
2 I write a list of pros and cons before I **reach my decision**.					
3 I am confident in my decisions and don't **have second thoughts**.					
4 Even if I have a real **dilemma**, I can eventually come to a decision that I'm happy with.					
5 I avoid **making decisions on impulse** and with little thought.					
6 I **assess all possible outcomes** before making a decision.					
7 Before making a big decision, I make sure I **sleep on it** to avoid making a mistake.					
8 If I **think better of a decision** once I've made it, I'll change it quickly, without hesitation.					

B Look at the words and phrases in bold in the quiz and answer the questions.

1 Which two words or phrases describe indecision?
2 Which three phrases describe changing your mind or reconsidering a decision?
3 Which word describes a difficult decision where the choices are equally good and bad?
4 Which phrase describes thinking carefully about the possible results of a decision?
5 Which phrase describes making a decision without thinking if it's sensible or not?
6 Which phrase describes finishing making a decision?
7 Which phrase describes delaying a decision to the next day?

C Tell your partner about a time when you did three of the things below. Do you have similar or different ideas and experiences?

1 You were torn between two things.
2 You took ages to reach a decision about something.
3 You made a decision, but had second thoughts after a while.
4 Somebody made you think better of a decision.
5 You had a dilemma.
6 You made a decision on impulse.
7 You assessed all possible outcomes before deciding how to solve a problem.
8 You made a decision but then reversed it because you had a change of heart.



READING

3 A Read an article about a life-changing decision. What decision did Ashley make? How does he feel about it now?

B Read the article again and answer the questions.

1 What does Ashley say about making minor decisions compared to the decision to drop out of university?
2 How did Ashley know his parents were disappointed when he told them of his decision?
3 How did Ashley feel about his parents' neighbour's visit? Why?
4 How do you think Ashley felt about his friends' comments and ideas? Why?
5 Why do you think Ashley suggests it's best not to think about a decision too much when making it?
6 What does Ashley say we should do if we have doubts about a decision?
7 What does Ashley suggest we do to help people understand our decision?
8 Has Ashley had second thoughts about his decision to drop out of university? Why/Why not?

C Look at the second paragraph. Did Ashley think it was 'fun' to tell his parents that he'd dropped out, or is he using irony to suggest the opposite? How do you know?

D Find three more examples of irony in the article.

How to make an unpopular decision

It's easy to assume that the biggest decisions we make in life are the ones that take the longest to make, but honestly, I've spent longer debating what type of coffee to have than I did deciding to drop out of uni. I just woke up one morning and realised it wasn't for me. I didn't quit immediately, but my mind was made up and so the following day, I went to the admin office and told them I was leaving and that was that.

Now, telling my family and friends, that was the hard part. My parents had been so thrilled about me being the first person in the family to go to university and they were hugely proud, so you can imagine how much fun it was seeing the disappointment in their eyes when I told them what I'd decided. They tried to cover it up and support my decision, but I could see the strain on their faces as they did. It didn't help that at that very moment, a neighbour popped round and asked how I was enjoying uni. Just what I needed. The guilt I felt about my parents' disappointment was immense, and if I weren't so stubborn, I might have told them I was just joking, but I stuck to my guns and here I am ten years later – still degree-less.

I'd thought telling my friends would be easier, but it wasn't. We'd all headed off to different universities after school, so I waited until everyone returned home in the summer to give them the news. They weren't disappointed, just shocked. I'd always done well at school and had made friends pretty easily, so they couldn't believe that I hadn't taken to university life. 'You've not given yourself time to settle in yet,' they said. (I'd been there eight months.) 'You've just chosen the wrong subject,' they agreed. (I was studying what I'd loved at school.) 'You've just got some bad results,' they assumed. (I'd got consistently high grades.) When I rejected their ideas, it was like I'd rejected them. It was tough, but I knew in my heart what was right for me.

So, how can you make an unpopular decision and stick to it, when all those around you think you've gone mad? Well, firstly, it's important to be sure it is the right decision for you. Think it over, sleep on it but don't overthink it. Trust your instincts. If, once you've made the decision, you feel a weight lifted off your shoulders, then you know it's the right one. Yes, second thoughts will be part of the process, but they're natural. Let those thoughts come and quickly let them go again. Don't hold onto them.

When it comes to telling people, appeal to their logic and their emotions. Firstly, explain the reasons really clearly. Then, describe your feelings both pre- and post-decision. People will be much more likely to understand then. Don't expect people to get on board with your decision immediately though. Give them time to process it and come to terms with it just as you had. Listen to their concerns and address them. Be patient, and people will generally surprise you with their support. If they don't, look for that support elsewhere.



Then, plan your next step. I'm sure you're on the edge of your seats wondering what mine was. Well, that was another decision that shocked everyone. You see, I grew up in a city, surrounded by concrete, so it made no sense to anyone that I would suddenly take myself off to the country to work on a rural sheep farm. But that's what I did, and I don't regret it one bit. It was work that had fascinated me as a child and I saw a job advert for a trainee farm hand so I decided to give it a try. I'm now a farm manager and just as successful as my graduate friends, so I no longer need to prove that my decision was the right one. If I hadn't made the life-changing decision to drop out of uni, I probably wouldn't be as fulfilled as I am today. Standing knee deep in a field of mud at 4 a.m. waiting for a sheep to give birth. Joy!

GRAMMAR

mixed conditionals

4A Look at the extracts from the article (A and B). Answer questions 1–2 for each extract.

1 Is Ashley referring to a past or present situation after *if*?
2 Is the result he describes in the other part of the sentence past or present? Real or imaginary?

A … if I weren't so stubborn, I might have told them I was just joking …

B If I hadn't made the life-changing decision to drop out of uni, I probably wouldn't be as fulfilled as I am today.

B Look at the sentences (1–6). Which describe an imaginary past situation and present result? Which describe an imaginary present situation and past result?

1 If I'd got my degree, I'd be some kind of banker now.
2 I wouldn't be with my partner if I hadn't moved to this area.
3 If I weren't so confident about my decisions, I might not have dropped out of uni.
4 If economics wasn't so dull, I might have finished my degree.
5 If I hadn't dropped out of university, I would still be living in the city.
6 We wouldn't be married if we hadn't chosen the same degree.

C Learn and practise. Go to the Grammar Bank.

page 122 **GRAMMAR BANK**

PRONUNCIATION

'd and *'d have*

5A 5.01 | Listen to the sentences. What do you notice about the difference between *'d* and *'d have* in fast connected speech?

1 You'd be more independent if you'd left home.
2 We'd be doing more sport if you hadn't taken up photography.
3 I'd have been bored if you weren't here.
4 She'd have called me if she had my number.

B 5.02 | Listen and write the missing words. Then listen and repeat the sentences.

1 I _____ a pilot if I'd had enough money for the training.
2 I _____ a pilot if I had better eyesight.
3 We _____ each other if we lived in the same street.
4 We _____ each other if we'd lived in the same street.

C Complete the sentences with your own ideas so they are true for you.

1 If I'd _____ in the past, I wouldn't _____ now.
2 If I hadn't _____ in the past, I'd _____ now.
3 If I weren't so _____, I wouldn't have _____ in the past.
4 If I were more _____, I'd have _____ in the past.

D Work in pairs. Take turns to say your sentences with effective pronunciation of *'d* and *'d have*. Then give further information.

SPEAKING

6A Think about a life-changing, or potentially life-changing, decision that you or someone you know has made. Make notes about these things.

- what the decision was and when
- what the options were
- how the decision was made
- how you/the decision-maker and others felt about the decision
- the outcome of the decision
- what would be different today if the decision hadn't been made
- what might be different in the future as a result of the decision

B Think about how you can use the vocabulary and grammar from this lesson when describing the life-changing decision. Add to your notes.

C Work in groups. Tell each other about the decision you made using your notes to help you.

D Whose decision do you think had, or could have, the most impact on their life? Why? Decide as a group and share your decision with the class.

WRITING

an informal message

7A Imagine you have made the potentially life-changing decision to move home. Work in pairs and discuss the questions.

1 What might be the benefits of moving to a new home?
2 What might be the challenges?
3 What might help a person overcome these challenges?

B Write an informal message about moving home. Go to the Writing Bank.

page 107 **WRITING BANK**





5B Conservational change

GRAMMAR | the perfect aspect
VOCABULARY | the natural world
PRONUNCIATION | word stress

VOCABULARY

the natural world

1 A **Work in groups. What reasons can you think of why animals become endangered or extinct?**

B **Read the article and check your ideas.**

C **Match the words in bold in the article with the meanings (1–8).**

1 natural tendencies that make animals behave in particular ways
2 people who are concerned about protecting animals and the natural world (x 2)
3 killing animals in a way that is against the law
4 when animals produce young (x 2)
5 when animals travel long distances as part of their normal way of life
6 animals that are killed for sport
7 animals that kill and eat other animals for food
8 all the animals and plants that live in a particular habitat

2 A **Complete the quiz questions with the correct form of words from Ex 1C.**

Can you think of ...

1 a whole _____ that is in danger?
2 three animals that are _____ and kill other animals for food?
3 an animals that is treated as _____ and hunted in your country?
4 a well-known _____ who campaigns to protect animals in the wild?
5 a bird or animal that passes through your country as part of its annual _____ ?
6 a typical animal behaviour that is the result of their _____ ?

B **Work in pairs. Answer the quiz as quickly as possible.**

C **Learn and practise. Go to the Vocabulary Bank.**

page 137 **VOCABULARY BANK** the natural world

What leads to extinction?

Animals in the wild have a huge capacity to adapt to change, but sometimes this isn't enough. Around the world, thousands of species of animals are now endangered and hundreds have become extinct. Both natural and man-made factors can lead to the decline of a species. These are the main ones.

Destruction of habitat

Loss of habitat can occur due to natural disasters, human activities or climate change. In some parts of the world, a whole **ecosystem** such as a rainforest may be in danger of being lost. Loss of habitat can result not only in harm to species living in an area, but can also interfere with the **migration** of species that travel through an area.

Pollution

Environmentalists have long warned about toxic chemicals in air, water or on land. Even if the substances don't kill animals outright, they can interfere with **reproduction**, leading to a gradual decline in numbers. The build-up of chemicals in the environment is dangerous even to large **predators**, as they feed on smaller animals which have accumulated chemicals in their bodies.

Human activities

The direct killing of animals by humans can be a problem, for example when animals are seen as **game** and hunted for sport. Sometimes animals' **instincts** can also unwittingly bring them into conflict with humans and lead to injury or death. For example, grazing animals may stray onto agricultural land in search of food and risk being shot by local farmers. The **poaching** of animals is a concern for some species such as elephants – large numbers of these creatures are killed illegally each year for their tusks. Human activities may also have indirect consequences for animal life. Tourists love seeing large animals in their natural environment, but if tourism is not properly regulated, it can have a negative effect on wildlife. Responsible tourism involves working with **conservationists** to prevent too much disturbance to animals, for example during the **breeding** season.

PRONUNCIATON
word stress

3 A 5.03 | **Listen to the sentences (1–2) and notice the pronunciation of the word pairs in bold. Is the stress on the same syllable or a different syllable in each word pair?**

1 It is important to **conserve** this species, so more **conservation** measures need to be taken.
2 About eighteen percent of all birds **migrate** each year, but we don't know the details of all their **migration** patterns.

B 5.04 | **Listen to four more sentences. Underline the stressed syllable in the words in bold.**

1 Some birds have an **instinct** to migrate each year, whereas others have an **instinctive** need to stay in the same territory.
2 Humans have caused a lot of **environmental** damage and **environmentalists** believe we must act quickly to repair it.
3 Some animals now struggle to **reproduce** in the wild because chemicals have interfered with their **reproduction**.
4 **Poaching** has a devastating impact on the number of elephants in the wild, so it is crucial the **poachers** are caught.

C Complete the sentences (1–4) with your own ideas. Then say your sentences to a partner. Which of your partner's sentences do you agree with?

1 It is instinctive for some animals to …
2 I think it is especially important to conserve …
3 I agree with environmentalists that …
4 Illegal poaching is …

LISTENING

4 A Work in pairs. Read the two conservation challenges below. Can you think of ways to help protect the animals?

In some parts of the world, poachers kill chimpanzees to sell as meat. While there are park rangers to protect the animals, they are not always aware of when the poachers attack.

In Alaska, polar bears often stray into villages to look for food and they may harm the inhabitants or other animals. As a result, local people occasionally shoot and kill them.

B 5.05 | **Listen to a radio programme about conservation. Did it mention any of your ideas in Ex 4A?**

C 5.06 | **Listen to the first part of the programme again. Answer the questions.**

1 What example of nudging humans is mentioned?
2 What kinds of animals does Ken Ramirez usually work with?
3 What is positive reinforcement?
4 What difference is mentioned between training pet animals and training animals in the wild?

D 5.07 | **Listen to the second part of the programme again. Complete the summaries of the two research projects that are mentioned.**

In order to protect themselves from danger, chimpanzees [1] _____ around their group to raise the alarm and alert each other by [2] _____ if they sense humans approaching. However, only one or two chimpanzees were responding in this way at the same time, which meant that the [3] _____ were unable to hear them. The trainers installed a system of [4] _____ which ejected rewards in the form of [5] _____ if the chimpanzees created more noise in order to warn each other. This resulted in a massive reduction in the amount of [6] _____ in the area.

The strategy to keep polar bears away from villages involved training both the bears and the villagers. First, trainers educated the villagers on safe ways to [7] _____ so it wouldn't attract bears. They then encouraged residents to only shoot in the direction of bears when they [8] _____. To nudge the bears' behaviour, they put [9] _____ leading away from the villages to encourage the bears to search elsewhere. In one village, the number of bear incidents per year fell from [10] _____ to three.



GRAMMAR

the perfect aspect

5A Look at the sentences from the radio programme (1–6). Match each verb form in bold with the tenses in the box. Which examples are passive?

future perfect	past perfect (x2)
perfect infinitive	present perfect (x2)

1 In the past, we**'ve discussed** lots of different conservation measures.
2 Nudging **has been used** on humans for some time now.
3 He **had** mainly **worked** with pets and domesticated animals before this.
4 To get the reward, they needed **to have screamed** when humans were approaching.
5 Once the chimps **had been trained** to change their behaviour, poaching in the area was reduced by eighty-six percent.
6 If we change animals' behaviour to solve one problem, **will we have caused** another problem in five years' time?

B Choose the correct words to complete the rules.

1 We use the perfect aspect to show that an action is **completed / in progress**. The exact time of the action is **sometimes / always** mentioned.
2 We can use the present perfect with *for* or *since* to show that an action started in the past and is **still / no longer** relevant.
3 The past perfect shows that an action happened **before / after** another action in the past.
4 We use the future perfect to look **back / forwards** from a time in the future.
5 We use the **future perfect / perfect infinitive** after verbs like *seem* and *appear* and modals like *need* and *ought*.

C Learn and practise. Go to the Grammar Bank.

page 123 **GRAMMAR BANK**

6 Choose the correct verb forms to complete the questions (1–3). Then ask and answer them in pairs.

1 What **had you learnt / have you learnt** about animal behaviour in this lesson?
2 How do you think the trainers felt when they saw that the animals seemed **they had learnt / to have learnt** to change their behaviour?
3 In twenty years' time, what other animals do you think **have benefited / will have benefited** from 'nudging'?

SPEAKING

7A Work in pairs. Read about the conservation challenge facing elephants in Africa. Think of ways to help with the animals' conservation. Use the questions below to make notes.

1 What solution would you suggest?
2 What are your reasons for choosing this solution?
3 How would your solution be effective?

Elephants in parts of Zambia embark on an annual migration at the start of the dry season to areas where they can more easily find water. For most of their journey, which is in a national park, rangers are able to protect them from poachers. However, the elephants' route takes them through one particular jungle area where it is difficult for park rangers to operate. This route is the one they have always followed and has been passed down through the generations, from older elephants to younger ones. As they pass through this danger zone, large numbers of the animals are killed by poachers each year for their tusks.

B You are going to roleplay a meeting to discuss solutions to the problem. In your pairs, look at your notes in Ex 7A again and answer the questions (1–3).

1 How can you organise your ideas into a logical, structured argument?
2 Which are the most significant points you want to share in the meeting?
3 How can you highlight the significant points, for example by giving reasons or examples?

C Read the Future Skills box and do the task.

FUTURE SKILLS
Teamwork

In a meeting, it is important for people to have clear roles and work together to reach a decision. The chairperson makes sure that everyone's arguments are heard and that a decision is reached. Another person should take notes, to make sure there is a clear record of what is discussed. Other participants should focus on thinking of and responding to ideas.

Work in pairs. Can you think of any useful phrases the chairperson, note-taker and other participants could use?

Chairperson: That's an interesting point. Does anyone else have … ?
Note-taker: Sorry, I didn't quite catch that.
Other participants: This is only a suggestion, but …

8A Work in groups. Choose a chairperson and a note-taker and discuss your ideas. Take turns to make your arguments, highlighting the significant points. The chairperson should help the meeting reach a decision on the best solution.

B Share your group's solution with the class. Which group's solution do you think will be the most effective? Why?

C Turn to page 142 and read how Ken Ramirez and his team tackled the problem. Was it similar to your ideas?



5C Effecting change

HOW TO ... | summarise
VOCABULARY | social and environmental issues
PRONUNCIATION | intonation when summarising

VOCABULARY

social and environmental issues

1 A Work in pairs and discuss the questions.

1 What are some common social issues around the world?
2 What are some possible ways of raising awareness about these issues? Make a list of ideas.

B 5.08 | Listen to four local news reports. Match speakers 1–4 with the actions (a–d) and issues (e–h).

Actions
a wore outfits at an event
b organised a demonstration
c creation of a computer game
d took a journey

Issues
e homelessness
f inequality
g plastic pollution
h climate change

C Work in pairs. Rank the awareness-raising activities in Ex 1B according to how effective you think each one is. Share your ideas with another pair. Do you agree?

2 A Read the extracts (1–6) from the news reports. Decide if each pair of words in bold means something similar (S) or different (D).

B 5.09 | Listen to the extracts from the news reports and choose the words you hear.

C Complete the table with the words in bold in Ex 2A where possible.

Problems related to poverty	
Problems related to the environment	
Problems related to people's rights	
Solving social issues	

NEWS REPORTS

1 In addition, he is raising money for a **commercial** / **non-profit** organisation that seeks to protect coastlines and waterways from the harmful effects of **contaminated** / **polluted** water.

2 A computer game developed ten years ago is continuing to raise awareness of **homelessness** / **the homeless** around the world.

3 In the game, players imagine they have become **employed** / **jobless** and are down to their last $1,000.

4 A group of protestors stopped traffic in the city centre this morning as part of a **campaign** / **series of activities** to raise awareness of climate change.

5 The group are concerned about the increased number of lorries in the area which **absorb** / **emit** harmful **greenhouse gases** / **toxins**.

6 The annual **appeal** / **fundraiser**, famous for its sometimes outrageous fashion, saw several outfits **advocating** / **supporting** social change – in particular addressing **equality** / **inequality** experienced by **the advantaged** / **the disadvantaged**.

3 A Complete the opinions with the correct form of words from Ex 2A. More than one answer might be possible.

1 It's unfair that wealthy famous people ask ordinary people to donate to TV _____ .
2 Governments can eliminate _____ by providing free accommodation.
3 Everyone should support at least one _____ organisation with time or money if they can.
4 There's no point trying to reduce the pollution _____ by cars.
5 Environmental activism should prioritise the plastic in our _____ oceans.
6 _____ among people can never be achieved. There will always be some kind of _____ in the world.

B Work in pairs. Do you agree or disagree with the opinions in Ex 3A? Why/Why not?

C Learn and practise. Go to the Vocabulary Bank.

page 138 **VOCABULARY BANK** social and environmental issues

How to ...

summarise

4A Work in pairs and discuss the questions.

1 Look at your list of awareness-raising ideas from Ex 1A. What are the pros and cons of each?

2 Do the negatives of any of these activities outweigh the positives? Why/Why not?

B Read an article about ways to raise awareness of a social or environmental issue. Which ideas on your list does the writer mention? Which idea do you think is most likely to be effective? Why?

The first step to effecting change: raising awareness

Raise people's awareness of your issue and change their attitude. Try these activities.

1 Start a petition where people sign their names to say they agree with social action. Present the petition to people in power.

2 Organise a local public debate, inviting speakers with different views to discuss the issue, and the general public to watch.

3 Organise a concert to make people aware of the issue while also entertaining them.

4 Start a social media campaign to make people more aware of it.

Whatever you decide to do, make sure the activity engages people rather than annoys them.

5A 5.10 | Listen to committee members of a charity debating how to raise awareness of homelessness in their area. What suggestions do they make? Which one do they decide is best? Why?

B 5.11 | Listen to extracts from the conversation. Complete the sentences (1–4) with a word you hear.

1 You _____ that the council aren't doing anything.

2 In a _____, it's where you get a load of people together to sleep rough for the night in the town centre.

3 So you're _____ we shouldn't do anything to upset anyone?

4 _____, it's a choice between getting lots of attention but annoying people and risking little attention but upsetting no one.

C 5.11 | Listen again. Match the summaries (1–4) in Ex 5B with their purpose (a–d). Does the speaker use the original speaker's words or their own?

a to keep an explanation short by summarising key points

b to summarise what has been discussed so far

c to check understanding of what a speaker said

d to check understanding of what a speaker has inferred

D Learn and practise. Go to the Grammar Bank.

page 124 **GRAMMAR BANK**

PRONUNCIATION

intonation when summarising

6A 5.12 | Read and listen to a summary of the article in Ex 4B. Mark ' / ' where the speaker pauses. Does the speaker's voice go up or down before each pause?

So, in a nutshell, to get people to change their habits you first need to raise their awareness of the problem. To do this, you can organise a petition, a debate, a concert or a social media campaign.

B 5.13 | Listen to an activist talking about a petition and make notes on the key points she mentions.

C Work in pairs. Take turns to summarise the ideas the activist makes in Ex 6B. Use effective intonation.

SPEAKING

7A Work in groups. Choose an issue which you feel is important. Use your ideas from Ex 1A to help you.

B On your own, think of different ways that you could raise people's awareness of this issue and effect change.

C Read the Future Skills box and answer the question.

FUTURE SKILLS

Collaboration

Collaboration involves different types of interaction, such as initiating, clarifying, brainstorming, summarising, questioning/challenging and consensus building.

How might we need to act differently during different interactions?

8A In your groups, plan an awareness-raising campaign for your issue. Follow the steps (1–4).

1 Brainstorm ideas.

2 Evaluate each idea, clarifying, questioning, challenging and summarising each one.

3 Select the best ideas.

4 Decide how and when each idea will happen.

B Work with another group.

- Take turns to present your campaign.
- Listen to each other carefully and summarise key points to check your understanding.
- Ask further questions to find out more.

C Whose plan do you think will be the most effective? Why?

MEDIATION SKILLS

presenting the components of an argument

simplify a complicated argument

page 150 **MEDIATION BANK**

Speak anywhere Go to the interactive speaking practice

5D BBC Street Interviews

Habits

VOCABULARY | habits
SPEAKING | a discussion about the pros and cons of routines
WRITING | a blog post









PREVIEW

1 **Work in small groups. Look at the different areas of life in the box and answer the questions.**

exercise food and drink getting ready in the morning
meeting friends shopping

1 In which areas of your life do you follow a similar routine most days?
2 In which areas do you like to change and do things differently?



Q1: In what ways are you a creature of habit?

Q2: Is being a creature of habit a good or a bad thing?

VIEW

2A ▶ **Watch the interviews and answer the questions.**

1 Which areas of life in Ex 1 do the people mention?
2 Which people think that having strict routines is:
a a good thing? **b** a bad thing? **c** both?

B ▶ **Watch the first part of the interviews again. Which person might say each of the following?**

1 The measurements have to be exactly the same every day.
2 I do certain things in exactly the same order every day.
3 I'm not keen on making plans.
4 My routines make me feel secure.
5 The actions feel natural and automatic.

C ▶ **Watch the second part of the interviews again. Are the statements True (T) or False (F)?**

1 David thinks that having plans that are too fixed may prevent you from changing if the situation changes.
2 Becki thinks she ought to try new experiences, but she is unwilling to change.
3 Abdullahi believes that having some strict routines helps him feel in control of his life.
4 Emma doesn't think that routines can help you when things go wrong in your life.
5 Loona believes that routines can prevent you from doing things in new and different ways.







VOCABULARY

habits

3A Work in pairs. Read the ideas from the interviews. Match the phrases in bold (1–6) with the meanings (a–f).

1 I'm not really a **creature of habit**.
2 I [don't] really **plan ahead** too much.
3 … you might not have a **back-up plan**.
4 [It] also can be a bad thing because it gets you **stuck in a rut**.
5 It gives you **a sense of comfort**.
6 It allows you to **go outside your comfort zone**.

a think about things in detail before they happen
b do something that is unfamiliar to you, and which you feel slightly nervous about
c be in a situation where you are unable or unwilling to try new things
d a feeling of calm and lack of stress
e someone who follows the same routines every day
f an alternative approach if a situation changes

B Complete the sentences with the correct form of the phrases in bold in Ex 3A.

1 If you're organising an event, it's important to ..... and make decisions about the details.
2 My dad is definitely a ..... . He hates any changes to his routine!
3 It's always important to have a ..... in case something goes wrong.
4 I try new things every week so I don't get ..... .
5 I like to ..... from time to time, even if it does make me feel anxious.
6 Looking at photos of my friends and family gives me a ..... .

C Work in pairs. Which of the sentences in Ex 3B are true for you?

SPEAKING

BBC

a discussion about the pros and cons of routines

4A Read the two opinions about routines. Decide which one you agree with more and make notes on your opinions and reasons.

To be successful in life, you need to have strict routines.

Routines destroy everything that is fun, exciting and creative in life.

B 5.14 | Listen to part of a discussion about one of the opinions in Ex 4A. Which opinion do the people discuss?

C 5.14 | Listen again and tick the Key phrases you hear.

KEY PHRASES

Let's be honest, …
If you think about it, …
When you put it that way, I'd have to say …
That's not the way I see it at all.
The big downside of … is that …
You have to admit that …

5A Work in small groups. Discuss the two opinions in Ex 4A. Use the Key phrases to help you.

B In your groups, discuss who is and isn't a creature of habit. Do you agree overall that being a creature of habit is a good or bad thing?

WRITING

a blog post

6A Read the title and first paragraph of a blog post. What changes to the topics in the box do you think the writer will discuss?

clothes entertainment exercise food friends travel work

Stuck in a rut?

Have you ever felt that your life was just one long, endless routine? That's what happened to me last year. I suddenly realised that every week of my life was exactly the same as the previous one – same job, same meals, same people, same places. It was beyond mundane! So, I decided to tackle the problem head on and make some big changes.



B Work in pairs and compare your ideas.

C Write a blog post. Go to the Writing Bank.

page 108 **WRITING BANK**

5 REVIEW

GRAMMAR

mixed conditionals

1 A Read the situations and correct one or two mistakes in each mixed conditional sentence.

1 I made the decision to go to university. I've got a good job now.

I wouldn't have had a good job now if I hadn't made the decision to go to university.

2 I'm not interested in animals. I didn't become a vet.

If I would have been interested in animals, I would become a vet.

3 I moved to the capital three years ago. Now I have a lot of friends.

If I hadn't moved to the capital three years ago, I probably wouldn't have had a lot of friends now.

4 There aren't many job opportunities for actors. I decided not to study drama.

I might study drama if there had been more job opportunities for actors.

5 I didn't join my friend's band. I'm not a famous musician.

I would be a famous musician if I joined my friend's band.

6 I don't have any rich relatives. I wasn't able to borrow money to set up my own business.

If I would have had rich relatives, I would be able to borrow money to set up my own business.

B Work in pairs. Are any of the sentences in Ex 1A true for you? Can you change any to make them true for you?

the perfect aspect

2 A Complete the conversation with the correct perfect form of the verbs in brackets

Mia: Er, what are you wearing, Callum? You really need to change your style! You [1] _____ (have) that jacket for at least ten years! Haven't you got something smarter?

Callum: What's wrong with it? This jacket [2] _____ (always / admire) by my friends! I was really upset last week when I thought it [3] _____ (steal). Luckily, I found it again!

Mia: Hmm. I'm sure it was nice when you bought it. But you seem [4] _____ (forget) that fashions change.

Callum: That's true, but I don't want to spend loads of money each year replacing perfectly good clothes. You must spend hundreds of pounds every year. Just think about how much you [5] _____ (spend) by the end of this year, and I bet that by next summer, most of those clothes [6] _____ (throw away). I prefer to spend my money on other things, like trips and meals out. And I can still wear clothes that I like!

B Work in pairs. Are you more like Mia or Callum? In what ways?

VOCABULARY

3 A Choose the correct words to complete the questions.

1 Have you ever made a plan and then had a change of **heart** / **belief**?

2 When was the last time you bought something **on** / **for** impulse? What was it?

3 Which **instincts** / **ecosystems** do you think it is most important to protect? Why?

4 Do any birds or animals **reproduce** / **migrate** to your country at certain times of year? Where do they come from?

5 How can governments encourage businesses to provide **diversity** / **equal** opportunities for people?

6 If you organised a **fundraiser** / **hardship**, who would you give the money to?

B Work in pairs. Ask and answer the questions in Ex 3A.

4 A Choose the correct options (A–C) to complete the blog post.

Social factors drive human development

In the natural world, animals [1] _____ and changed in response to their [2] _____. We know that animals are continuing to evolve in response to events such as [3] _____ and climate change. But what about humans? If we [4] _____ in the past, we [5] _____ more like our ape-like ancestors. But are we still evolving now, and how will we evolve in the future? Scientists believe that social factors may be driving evolution now. Compared to the past, when there were huge differences between rich and poor, there is generally more [6] _____ now, and fewer people are employed in jobs requiring a large amount of physical strength. As a result, there is some evidence that human bones are slowly becoming weaker. Also, in the past, twins were at a disadvantage because they were generally smaller and weaker than single babies. However, with modern healthcare and [7] _____ schemes, fewer families suffer physical and financial [8] _____ and there is evidence that the number of twins in the population is increasing. It is, however, unclear how humans may evolve in the future.

1	**A** had evolved	**B** have always evolved	**C** will have evolved
2	**A** environment	**B** reproduction	**C** instinct
3	**A** fossil fuels	**B** landfill	**C** deforestation
4	**A** didn't evolve	**B** wouldn't have evolved	**C** hadn't evolved
5	**A** would have looked	**B** would still look	**C** had looked
6	**A** equality	**B** diversity	**C** inequality
7	**A** homeless	**B** welfare	**C** shelter
8	**A** pollution	**B** equal opportunities	**C** hardship

B R5.01 | Listen and check.

C Which characteristics do you think would be the most useful for future humans? Why?

6 oops!



VLOGS

Q: Tell me about a recent mistake you made and how you felt about it.

1 ▶ Watch the video. Which mistakes did you identify with the most?

2 What mistake have you made recently? How did you feel?

Global Scale of English

LEARNING OBJECTIVES

6A READING | Read an article about algorithm errors: algorithms
Pronunciation: sentence stress: inversion
A debate on algorithms: inversion

6B LISTENING | Understand two colleagues discussing a mistake: talking about mistakes; phrases with *right* and *wrong*
Pronunciation: intonation to show attitude
Talking about mistakes informally and formally: passive structures
Write an email of complaint

6C HOW TO ... | negotiate in a dispute: buildings and homes
Pronunciation: sounding assertive

6D BBC PROGRAMME | Understand a comedy TV programme
Discuss ways to solve a problem: technology
Write a set of instructions

6A Algorithm

GRAMMAR | inversion
VOCABULARY | algorithms
PRONUNCIATION | sentence stress: inversion



READING

1 A Work in pairs and answer the questions.

1 Is it possible for algorithms to make mistakes? Why/Why not?
2 Which of the decisions below do you think an algorithm could make better than a person? Why?

- how much money someone can afford to borrow if they want to buy a flat or a new car
- how likely it is that your house or flat will be burgled, so how much insurance you should pay
- which series you should watch next on a streaming platform
- how much money an individual should receive from the government if they are unable to work
- how likely a particular individual is to commit a crime
- where in the countryside new homes should be built
- which job candidates to invite for an interview

B All the decisions in Ex 1A are often made for us by algorithms. Why do you think some people might be concerned about this?

2 A Read the article about algorithms. Which decisions in Ex 1A do the people mention? Which of your ideas from Ex 1B does it mention?

B Read the article again. Are the statements True (T) or False (F)? Correct the false sentences.

1 Hana and Jasmine are both concerned that human errors can be included when algorithms are created.
2 Aidan and Jasmine agree that it is best not to rely on algorithms at all.
3 Hana and Aidan have different views about how well algorithms deal with people's individuality.
4 Aidan and Jasmine both had a positive attitude to algorithms in the past.
5 Hana and Jasmine both believe that people are unlikely to question data from algorithms.

C Work in pairs. Discuss the questions.

1 Which person's views do you have the most sympathy with? Why?
2 Have you had any personal experiences with decisions made by algorithms? What happened?

VOCABULARY

algorithms

3 A Look at the verbs in bold in the article. Match them with the meanings (1–8).

1 to deal with information
2 to put information into a computer
3 to arrive at a result that is incorrect
4 to predict something that will happen in the future
5 to produce information after analysing data (x2)
6 to control or influence something (x2)
7 to make a feeling stronger
8 to decide which group a person or thing belongs in

B Complete the sentences with the correct form of the words in Ex 3A.

1 Computers are much better than humans at _____ large amounts of data quickly.
2 If you _____ the data into a computer correctly, it will always _____ the information you need.
3 It is still possible to _____ a sum, even if you use a calculator.
4 It is impossible for a computer program to _____ future weather patterns.
5 When people express similar opinions to me, it _____ my own beliefs.
6 A person's age usually _____ how comfortable they feel about using modern technology.

C Work in pairs. Discuss which sentences in Ex 3B you agree with. Give examples to support your ideas.

Should we trust algorithms?

We are all aware that algorithms are increasingly being used to make a range of decisions about our lives. If we apply to take out a mortgage or borrow money to buy a car, an algorithm will **dictate** how much the bank will lend us. When we go onto social media, an algorithm will **determine** what adverts we see, which may influence the choices we make about which products to buy, which films to watch or which books to read. Never before have machines had so much power over our lives. But should we be concerned that computer programs influence and control us in this way? Three people give their opinions on the benefits and dangers of the impact of algorithms.



Hana Baker

I work for a charity representing people with disabilities. The majority of our clients are unable to work because of the challenges they face, so they receive money from the government to pay for their daily needs. In the past, decisions about whether someone was eligible to receive money, and the amount they could get, were always made by a human being. When algorithms started being used to make the decisions, a lot of our clients found their monthly income was reduced considerably and life became really tough for them. But the worst thing was that there was no way of challenging the decision – you can't argue with a machine.

I get the fact that a computer has much greater ability than a human to **process** huge amounts of data, but it seems too simple to think all you have to do is **input** the data and the computer will always **output** the correct decisions. Human lives are more complex than that, and a computer can't empathise with the particular circumstances of someone's life. I also think people tend to trust the algorithm because they think a machine is more objective and better at understanding the data than a human, so they think a machine is less likely to **miscalculate** than a human. But they forget that the algorithm is only as good as the people who designed it. If the algorithm is badly designed, it will generate decisions that are skewed. And this can really impact people's lives in a negative way. Under no circumstances should a computer be making such important decisions.



Aidan Reed

I've always been a big user of social media as a way of keeping in touch with friends and also keeping up with world events. I've never minded the fact that you get adverts popping up for all kinds of things, from clothes to drama series and music. I quite often liked the things that come up and it was quite nice to have personalised recommendations, even if it was from an algorithm rather than from a real person. But then I gradually became aware that everything that was being offered to me was closely tied to my profile – if you like these brands of clothing, the chances are you'll like this one, too. Not only had the algorithm **categorised** me as a certain 'type' of person, but it was also actively encouraging me to stay within this type. I realised that if I stuck to the recommendations, I would never try anything new or different. People are more than just profiles, but computers can never understand this. So, I now make a point of ignoring what the algorithms **generate** for me. We need to think for ourselves and make up our own minds. Only then can we be sure that we are not being controlled by machines.



Jasmine Campbell

I work in the police and I've always been concerned about algorithms used in so-called predictive policing. The idea behind predictive policing is that you can **forecast** where and when crimes may take place and who the criminals are likely to be. Basically, you input data about where crimes are typically committed, and what kinds of people have been arrested and charged with committing them. The algorithm analyses all this data, then comes up with its predictions. It sounds good in theory, but the problem is that the data you're putting in is open to bias. For example, let's say the police arrest more people from certain social groups or particular age groups, because of their own prejudice. The data reflects this bias, so the algorithm will then **reinforce** the prejudice and reflect it in its predictions. It becomes a vicious circle. And it's difficult to argue with the output from an algorithm. Everyone assumes it must be right because it's a machine and we think it's less likely to make mistakes than a person, but that isn't always the case, especially if mistakes or prejudices are built into the algorithm. Clearly, algorithms can be useful, but in no way do I think they are perfect. I personally think we should be aware of their limitations and weaknesses.

GRAMMAR

inversion

4 A Complete the sentences from the article with the phrases in the box. Check your answers in the article.

can we do I think
had the algorithm categorised
have machines had
should a computer

1 Never before ..... so much power over our lives.
2 Under no circumstances ..... be making such important decisions.
3 Not only ..... me as a certain 'type' of person, but it was also actively encouraging me to stay within this type.
4 Only then ..... be sure that we are not being controlled by machines.
5 In no way ..... they are perfect.

B Choose the correct alternatives to complete the rules.

When we use some adverbials at the [1]**beginning / end** of a sentence, we change the order of the [2]**subject and verb / verb and object**. We put the auxiliary verb [3]**before / after** the subject.

C Learn and practise. Go to the Grammar Bank.

page 125 **GRAMMAR BANK**

PRONUNCIATION

sentence stress: inversion

5 A 6.01 | Listen to the sentences. Is the first part of the sentence stressed or unstressed? Why?

1 In no way do I think that algorithms are perfect.
2 Under no circumstances should a computer be making such important decisions.
3 Never before have computers had so much power over our lives.

B Complete the sentences (1–3) with your own ideas. Then work in pairs and take turns to say your sentences. Remember to stress the adverbials.

1 In no way do I agree that …
2 Under no circumstances would I …
3 Never before have …

In no way do I agree that a computer should choose the best candidate for a job.

SPEAKING

6 A You are going to have a debate about algorithms. Read the statement below. Student A: You will argue in favour of the algorithm. Read the ideas below and add some more ideas of your own. Student B: Turn to page 141 and follow the instructions.

Debate: An emotionally intelligent algorithm would be an incredibly powerful tool that we could trust with the most complex decision-making in society, i.e. at work, school, in government, etc.

Ideas for:

Algorithms:
- are still quite new – they will improve and become more sophisticated.
- can be programmed to 'learn' from each decision they make.
- can handle complex decision-making, e.g. in legal and medical cases.
- .....
- .....

Humans:
- are not perfect at decision-making (they can be affected by prejudices, emotions, tiredness, a 'bad day').
- are limited by their own personal experience, which is narrower than the experience of an algorithm.
- don't necessarily learn and change after making mistakes.
- .....
- .....

B Work with another student on your side of the debate. Compare your ideas and prepare your arguments. Try to include inversion in your arguments for emphasis.

C Read the Future Skills box and do the task.

FUTURE SKILLS
Communication

When you put forward an argument, someone else will often put forward a counterargument. It is important to predict their counterarguments and listen to them carefully, so that you can respond in a clear and detailed way.

Look at your arguments in Ex 6B. What counterarguments might people present? How can you respond to these?

7 A Work with another pair on the opposing side of the debate. Present your arguments (for and against) to each other. Remember to present counterarguments and to respond to counterarguments.

B Hold a vote in your group to find out if you agree with the statement in Ex 6A. Discuss which arguments most influenced you.

C Tell the class how your group voted and why. Does the rest of the class agree or disagree with the statement?



6B Online blunders

GRAMMAR | passive structures
VOCABULARY | talking about mistakes; phrases with *right* and *wrong*
PRONUNCIATION | intonation to show attitude

VOCABULARY

talking about mistakes

1 A **Work in pairs. What kinds of mistakes do people sometimes make while communicating online? Make a list of ideas.**

B **Read the comments about online gaffes. Are any of your ideas mentioned? Which mistake do you think was the worst? Why?**

2 A **Match the words in bold in the comments with the meanings (1–8).**

1 thought something was true even if they weren't certain (x2)
2 was incorrect (x2)
3 in a way that was unplanned or unintended
4 in a way that was wrong
5 made a mistake
6 wrongly thought someone/something was someone/something else
7 made someone believe something that isn't true
8 correct something that is wrong

B **Complete the sentences with the correct form of the phrases in Ex 2A. More than one answer may be possible.**

1 I _____ sent a message about a friend to that very same friend.
2 I once made a mistake worse when I tried to _____ the situation.
3 I've _____ a stranger in the street _____ a friend and waved at them.
4 I've been _____ by a spam email or message.
5 When people first meet me, they often _____ something about me that's not true.
6 I once wasted time when a measurement I made was _____ by quite a lot.
7 I _____ when I uploaded a photo of a friend without their permission and they weren't happy.

C **Work in pairs. Tell your partner if you've ever made any of the mistakes in Ex 2B. What happened?**

D **Learn and practise. Go to the Vocabulary Bank.**

page 138 **VOCABULARY BANK** phrases with *right* and *wrong*

Online gaffes: you're not alone!

When Jenny D shared her work mistake on social media this week, many of you replied with your own errors. Here are some that made us chuckle.

@JennyD 11 2 23

This week, I **accidentally** invited all 3,000 staff at my company to an end-of-year celebration lunch with 'free food and drink'. The invitation was meant for my immediate team only, so when I had hundreds of acceptances, I quickly realised what I'd done. I've tried to **rectify** the situation by deleting the invitation and sending out a new one, but I suspect extra people are still going to turn up.

@TommyBoy 8 5 34

Oh dear, I know how you feel! I **slipped up** hugely when I was an intern at a large multinational company. I **mistakenly** sent out a confidential internal email to every single customer. I expected my boss to ask me to pack up my desk and leave, but luckily, she supported me.

@Mr_C_S 17 3 17

Oh no! In my case, I uploaded a photo to social media of me and my friends on a night out, but I **mistook** my girlfriend's name **for** my ex's name and tagged my ex by mistake. My girlfriend didn't see the funny side.

@LucyB 19 5 44

Last week, I made it into the local newspaper when I advertised a sofa for sale that I said 'needed to be gone today' and somehow managed to upload a photo of my children rather than the sofa. Strangely, no one made an offer!

@Sarah 16 7 31

I ordered a plant for the corner of my living room and **was mistaken** on two counts. I **made the assumption** the plant was real when it wasn't, and I **presumed** it was measured in metres and would almost reach the ceiling. I **was off** by quite a lot. It was measured in centimetres and was meant for a doll's house.

@PaulLondon 16 3 44

My dad got invited to a 60th birthday party, but the wording on the invitation **misled** him into thinking it was a 60s-themed birthday party. He turned up in 1960s clothes with a long-haired wig and everything. Everyone else was in a suit or dress.

LISTENING

3 A 6.02 | Listen to two colleagues discussing a mistake. What was the mistake? How did it happen? What might the outcome be?

B 6.03 | Listen to the first part of the conversation again. What emotion is Liam experiencing? Which of these things help you to infer this? How?

pitch sentence stress speed
volume word choice

C 6.04 | Listen to the rest of the conversation again. Choose the correct feelings.

1 Anita is **disappointed** / **impressed** when she sees Liam's drawings.
2 Liam feels **confused** / **embarrassed** about sending the email to the wrong people.
3 At first, Anita is **disappointed** / **horrified** that Liam sent the email.
4 Liam is **disgusted** / **worried** that he sent the email without checking the recipient's name.
5 Anita sounds **calm** / **frustrated** when analysing the situation.
6 In response to Anita's analysis, Liam feels more **excited** / **optimistic**.
7 Liam feels **motivated** / **resigned** when talking about the forthcoming weekend.

D Work in pairs. How serious do you think Liam's mistake was? What do you think Liam's line manager Diane should do or say in the meeting with him?

PRONUNCIATION
intonation to show attitude

4 A 6.05 | Listen to the pairs of sentences. For each feeling (1–6), which intonation (a or b) conveys it correctly?

1 frustration
2 enthusiasm
3 criticism
4 desperation
5 surprise
6 annoyance

B 6.06 | Listen and repeat each sentence with the appropriate intonation.

C Work in pairs. Take turns to choose one of the two feelings in brackets and say the sentence in the appropriate way. Guess which feeling your partner chose.

1 The email's just arrived. (joy / worry)
2 I got sixty-five on the test. (excitement / disappointment)
3 Where's he going now? (annoyance / curiosity)
4 I can't believe I did that! (anger / disbelief)

GRAMMAR
passive structures

5 A 6.07 | Listen to the meeting between Liam and Diane. What's the outcome?

B 6.08 | The first sentence in each pair is an extract from Liam's chat with Anita in Ex 3A. Listen to extracts from his conversation with his manager and complete the more formal second sentences.

1 I'm worried they might fire me.
I was worried I _____.
2 I'd ended up with some time on my hands.
… I found myself with some time that needed _____.
3 … they might have accidentally been sent to the whole team.
… I _____ sent them to the whole team.
4 I'm an idiot. And after they'd promised me a promotion soon, too.
I'm disappointed in myself, especially after having _____ a promotion.
5 Maybe I'll get a telling off and no more.
… be advised that this an official verbal warning, but no further action _____.
6 I don't suppose she enjoys the senior managers calling her on a Friday afternoon.
No one enjoys _____ by senior managers on a Friday afternoon, least of all me.

6 A Look at the extracts from Liam's conversations in Ex 5B. Underline the passive form in each pair. Are they more commonly used in the informal or formal extracts?

B Match the passive forms you underlined in Ex 6A with the reasons they are used (a–e). More than one answer might be possible.

a to avoid changing the subject from one thing (e.g. *I*) to another (e.g. *you*)
b to maintain a level of objectivity and therefore formality by avoiding *I* or *We*.
c to avoid admitting wrongdoing or placing blame on someone
d The agents aren't important or are obvious to the listener.
e The focus is on the receiver of the action, not the agent.

C Look at the passive forms you underlined in Ex 6A again and answer the questions.

1 Which verbs are in the infinitive form, with or without *to*? Which are in the *-ing* form?
2 Which verbs refer to the present or future? Which refer to the past?
3 How is the infinitive form different in the present/future and past?
4 How is the *-ing* form different in the present and past?

D Learn and practise. Go to the Grammar Bank.

page 126 **GRAMMAR BANK**

7 Work in pairs. Student A: Go to page 141. Student B: Go to page 143. Follow the instructions.

SPEAKING

8A **Work in groups of three. You are going to tell each other about a mistake you have made in informal and more formal contexts. Student A: Go to page 142. Student B: Go to page 143. Student C: Go to page 143. Read and plan your role play.**

B **Work in your groups. Take turns to tell each of your partners about your mistake.**

1 Student A, tell Student B, your friend. Then tell Student C, your teacher.
2 Student B, tell Student C, your friend. Then tell Student A, your manager.
3 Student C, tell Student A, your friend. Then tell Student B, the company customer service operator.

WRITING

an email of complaint

9A **Work in pairs and discuss the questions.**

1 What kinds of things do people typically complain about to companies?
2 Have you ever had to complain about something to a company? What was it?
3 What kind of information do you expect to find in an email of complaint? In what logical order?

B **Read the email. What is the writer complaining about? What is she asking for?**

C **Match the formal phrases (1–7) in bold in the email with their purpose (a–g).**

a describe something as not fulfilling its purpose or role
b state the purpose for writing
c make a request while appealing to the reader's sense of what's right
d present an additional issue with the product/service/event
e politely state that a response is expected
f appeal to the reader's sense of empathy
g refer to an attachment to the email

10A **Think about a time that you were disappointed by something you paid for. Use the ideas below to help you. Tell a partner what it was and why it disappointed you.**

a meal out a product bought in a shop
a product bought online an event
poor customer service public transport

B **Plan to write an email of complaint to the people responsible stating why you are writing, what the problems were and what your desired outcome is.**

C **Write your email of complaint. Then, work with a new partner. Read each other's emails. Are the emails polite but firm? Do you think they will achieve the desired outcome? Why/Why not?**

To: sales@cookybakery.com
From: C. Fisher
Subject: problems with cake

To whom it may concern,

[1]**I am writing to express my considerable disappointment with** a cake ordered online from your bakery last month.

The cake had been scheduled to arrive on Thursday of this week, but was instead received late yesterday afternoon, over 24 hours late and just two hours before the start of the surprise 30th birthday party it was intended for. This caused considerable concern for myself and the other party organisers as we sought to find out where the cake was.

Unfortunately, its eventual arrival did not put our minds at ease. As soon as the cake box was opened, it became clear that it did not meet our expectations. When placing my order online, I provided instructions as to the wording on the cake and it is very disappointing that the cake maker was unable to correctly spell a fairly common name despite the fact that it had been written out for them. [2]**To make matters even worse**, we could see from the colour of the cake that it was chocolate flavoured, not lemon flavoured as requested. [3]**Please see the attached** order form for confirmation. As a result, an alternative cake had to be purchased in haste from a local supermarket.

[4]**I am sure you understand my frustration at** having spent a considerable amount of money on a cake which was late, and when it did arrive, [5]**was not fit for purpose.** [6]**I have no doubt that you will feel able to offer me a full refund** and [7]**I look forward to hearing from you soon regarding this matter**.

Regards,

Cassie Fisher



6C In dispute

HOW TO ... | negotiate in a dispute
VOCABULARY | buildings and homes
PRONUNCIATION | sounding assertive



VOCABULARY

buildings and homes

1 A **Look at the photos. What problems do you think the couple experienced when buying their new home? Read the news story and check your ideas.**

B **Read three comments about the news story. What problems do the people mention?**

2 A **Look at the words and phrases in bold in the news story and comments. Find:**

1 two positive adjectives.
2 two negative adjectives.
3 two nouns relating to problems with homes.
4 a phrase meaning that a building has fallen down.
5 a verb meaning to have a view of something.

B **Work in pairs. Discuss the questions.**

1 How do you think Cal and Claire felt when they first saw their new house? Why?
2 Talk about any problems you or people you know have had with their home. Use vocabulary from Ex 2A.

C **Learn and practise. Go to the Vocabulary Bank.**

page 139 **VOCABULARY BANK** buildings and homes

Cal Hunter and Claire Segeren were planning to buy a flat in the centre of Glasgow, in Scotland. Claire was travelling at the time, so Cal attended the auction in Glasgow on his own. Unfortunately, Cal struggled to understand the auctioneer's strong accent and accidentally bought a house an hour and a half from the city. Not only was the home in the wrong location, but it was also in very bad condition. It wasn't completely **in ruins**, but it was pretty **derelict**! There were **cracks** in some of the walls and a lot of the wood was **rotten**. However, Claire and Cal were determined to make the most of their new home, so they moved into a caravan in the garden and set about renovating it. Two years later, they still haven't moved in!

Comments



Caroline 22
9 hrs ago

I can imagine how Cal and Claire felt. I rented a flat last year after viewing it online, but without actually visiting it. In the photos, the bathroom looked **luxurious**, but in fact it was dark and damp and some of the walls were covered in **mould**!

Like Comments Share



Jess2000
6 hrs ago

I realise Cal and Claire have had to do a lot of work on their house, but really, they should count themselves lucky. They're both young and they own their own house. There's no way I could afford to buy even a flat in the city where I live.

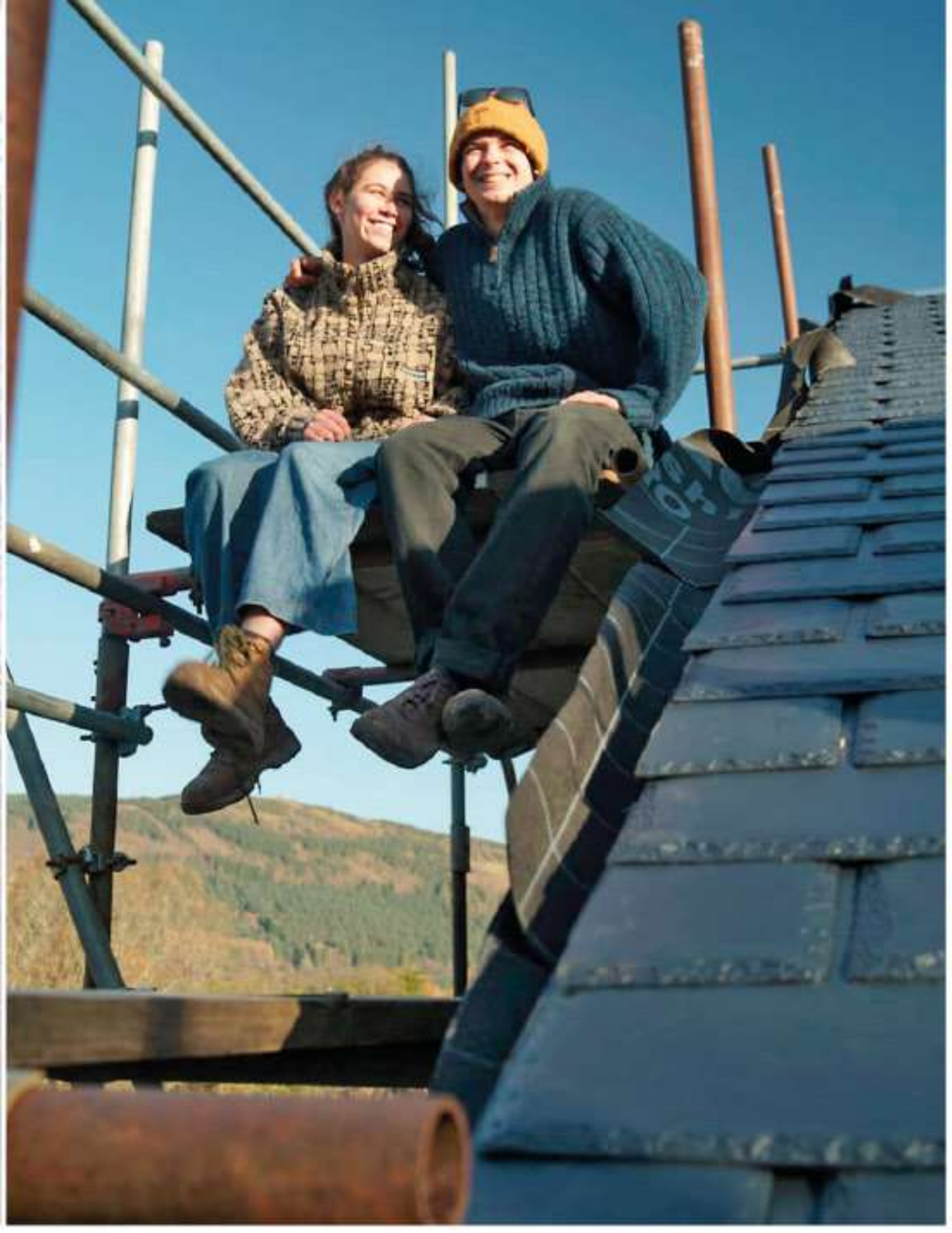
Like Comments Share



Jack DD
5 hrs ago

I really feel for Cal and Claire. I wanted to rent a small cottage on the outskirts of Manchester. I found one that looked lovely and **cosy** inside. I was hoping it might have lovely views over the countryside, but unfortunately, when I got there, it **overlooked** a really ugly factory at the back, which completely spoiled it!

Like Comments Share





How to ...
negotiate in a dispute

3A 6.09 | **Listen to a conversation between neighbours. What are they in a dispute about?**

B 6.09 | **Complete the sentences from the conversation with the words in the box. Then listen again and check.**

acceptable	arrangement	compromise
don't think	happy	offer

1 **This isn't really** ..... .
2 **I** ..... **it's fair that** I should have to be exhausted just so that you can give a good performance.
3 **Maybe we could come to an** ..... **about** when I practise.
4 **That sounds like a good** ..... .
5 **I'd be** ..... **with that.**
6 **I can** ..... **you** two free tickets to the gig.

C Complete the table with the phrases in bold in Ex 3B.

Complaining	Making an offer	Accepting the offer
It isn't reasonable to expect me to …	What I can do is …	That's acceptable to me.

D Learn and practise. Go to the Grammar Bank.

page 127 **GRAMMAR BANK**

PRONUNCIATION
sounding assertive

4A 6.10 | **Listen to the sentences. How does Alyssa sound when she complains to her neighbour?**

a angry and upset **b** unsure of herself **c** firm and confident

B 6.10 | **Listen again. Then choose the correct words to complete the rule.**

To sound confident and assertive, we speak at a **loud / normal** volume and we use a **broad / narrow** range of intonation. Our intonation **rises / falls** at the end of the sentence.

C Complete the sentences with your own ideas. Then work in pairs and practise saying them to sound assertive.

1 I'm not happy that …
2 It isn't really acceptable that …
3 I don't think it's fair that …

SPEAKING

5A Work in pairs. You are going to roleplay a dispute between a landlord and a tenant. Student A: Go to page 142. Student B: Go to page 143. Follow the instructions.

B Tell the class about your disputes and what you agreed.

MEDIATION SKILLS
summarising agreements and expectations

accurately report the outcomes of a meeting

page 151 **MEDIATION BANK**

6D BBC Comedy
Tech fail

VOCABULARY | technology
SPEAKING | problem solving
WRITING | a set of instructions

PREVIEW

1 A **Work in pairs. Put the common technology problems in order 1–6 (1 = most annoying, 6 = least annoying). Are there any other technology problems you find irritating?**

battery runs out quickly
devices won't connect
forgotten password pop-up ads
slow internet connection
spam in your inbox

B **Read the programme information. What do you learn about the BBC's new IT system?**



W1A

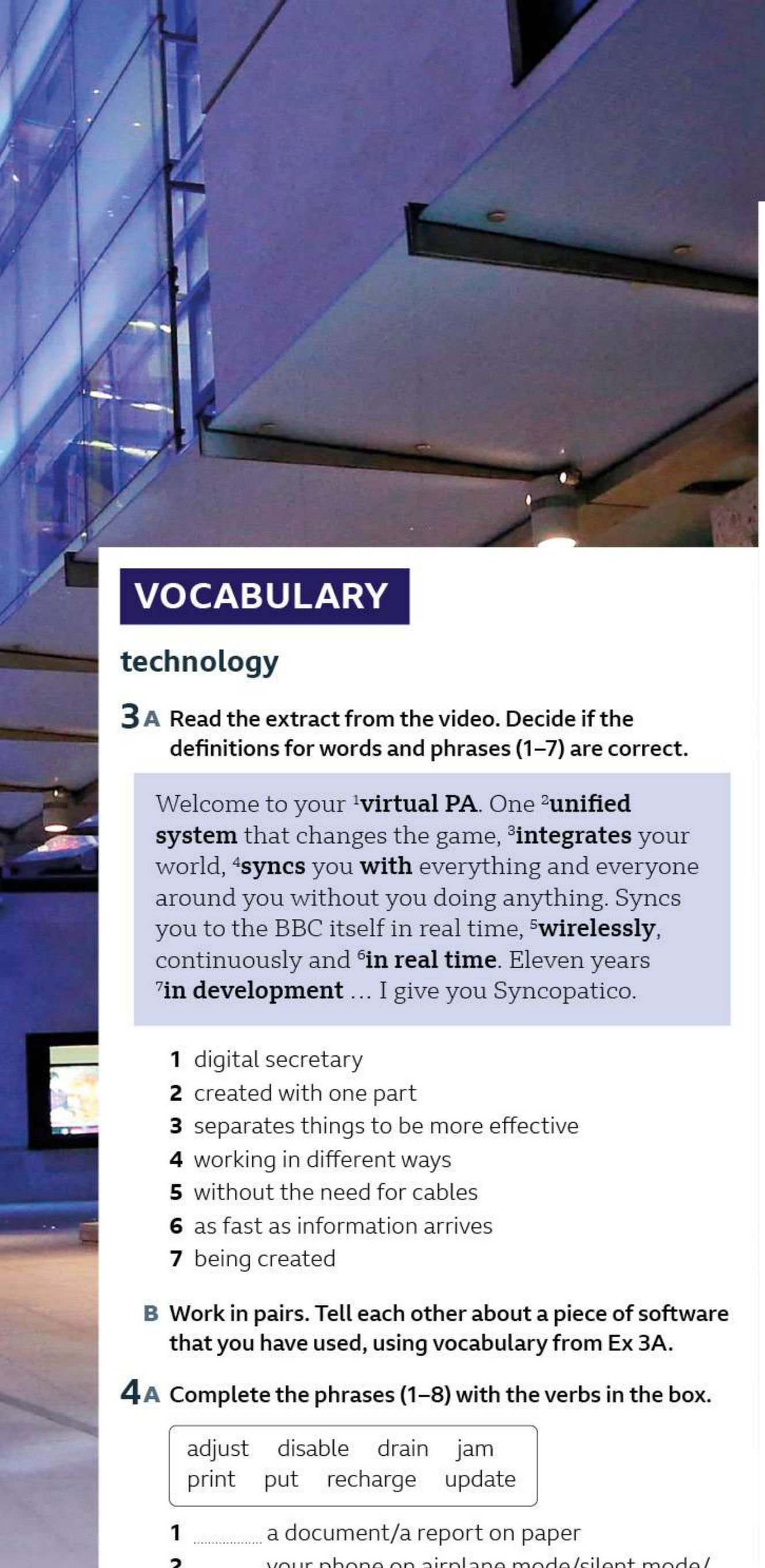
W1A is a mockumentary series set in the BBC offices in the W1A postcode area of London. The series follows Ian Fletcher, Head of Values, as he attempts to help shape the BBC of the future. In this episode, Ian attends training for the organisation's new integrated software system, Syncopatico, which allows devices to 'shake hands', i.e. share information when in close proximity to each other. Ian then works with his new, not always effective, assistant Will to try to solve a problem with the system.

VIEW

2 A ▶ **Watch the BBC video clip. What four technical problems occur?**

B ▶ **Watch the video again. Are the statements True (T) or False (F)?**

1 The purpose of Syncopatico is to connect everyone and everything at the BBC.
2 Will has the knowledge he needs to solve the problem with the system.
3 Will suggests swapping devices with Ian to solve the problem.
4 Ian knows that Will isn't to blame for the problem.
5 Ian is curious about someone else's document on Will's device.
6 Ian thinks it's 'cool' that the system lets you print anywhere in the building.



VOCABULARY

technology

3A Read the extract from the video. Decide if the definitions for words and phrases (1–7) are correct.

Welcome to your [1]**virtual PA**. One [2]**unified system** that changes the game, [3]**integrates** your world, [4]**syncs** you **with** everything and everyone around you without you doing anything. Syncs you to the BBC itself in real time, [5]**wirelessly**, continuously and [6]**in real time**. Eleven years [7]**in development** … I give you Syncopatico.

1 digital secretary
2 created with one part
3 separates things to be more effective
4 working in different ways
5 without the need for cables
6 as fast as information arrives
7 being created

B Work in pairs. Tell each other about a piece of software that you have used, using vocabulary from Ex 3A.

4A Complete the phrases (1–8) with the verbs in the box.

adjust	disable	drain	jam
print	put	recharge	update

1 ..... a document/a report on paper
2 ..... your phone on airplane mode/silent mode/mute
3 ..... your settings/clock/volume so they work how you want
4 ..... your apps/software so they're the latest version
5 ..... your battery when it's low
6 ..... your battery of power
7 ..... the printer (with too much paper)
8 ..... a feature/a setting so it doesn't function

B Which of the actions in Ex 4A cause problems? Which provide solutions?

C Work in pairs. Tell each other about the last time you did or experienced some of the actions in Ex 4A. Why?

SPEAKING

problem solving

5A 6.11 | **Listen to two team leaders discussing a problem at their company. What is the problem? What suggestion do they agree on?**

B 6.11 | **Listen again. Which phrase in the Key phrases box is not used?**

KEY PHRASES

Another issue seems to be …
I'd say that … is/are the main issue.
If I were in charge, I'd …
One thing to consider is …
We/They need to take into account (the fact that) …
What about … ? That might help to …

6A Read the case study on page 141 and make notes on the points (1–3).

1 What is the main issue?
2 What aspects need to be taken into account when solving this issue?
3 What solution(s) would you suggest to satisfy the needs of everyone?

B Work in small groups. Discuss the situation and the three points in Ex 6A. What solution(s) do you suggest? Use the Key phrases to help you.

C Present your solution(s) to the class. Whose is likely to be the most effective? Why?

WRITING

a set of instructions

7A Work in pairs. Imagine you do not have access to your phone. Which of the activities below would you find it most difficult to do without your phone? Why? What would be an alternative solution?

- sending messages
- getting directions
- listening to music
- accessing bus or train tickets
- paying for things
- translating or looking up words

B Work in pairs. Imagine your phone battery is running very low and you cannot recharge it until you get home. What could you do to stop it from running out before you get home?

C Write a set of instructions. Go to the Writing Bank.

page 108 **WRITING BANK**

6 REVIEW

GRAMMAR

inversion

1A Choose the correct verb forms (a, b or c).

1 Under no circumstances ..... work on my days off.
a I will **b** do will I **c** will I

2 Only after I go to bed ..... relax each day.
a am I able to **b** do I able to **c** I'm able to

3 Not only ..... pizza, I love pasta, too.
a I do love **b** do I love **c** love I

4 Never ..... to a more beautiful place.
a I have been **b** did I been **c** have I been

5 In no way ..... of algorithms grading students.
a I approve **b** do I approve **c** I do approve

B Are the statements in Ex 1A true for you? Tell a partner.

2A Complete the sentences so they are true for you.

1 Only when I ....., will I ..... .
2 Under no circumstances do I ..... .
3 Not only have I ....., I've also ..... .
4 Never before have I ..... .

B Share your sentences in Ex 2A with your partner. Are any of them similar?

passive structures

3A Complete the sentences with the correct passive form of *give*.

1 School students seem to ..... harder tests in recent years.
2 Students should ..... a grade for effort as well as for the quality of their work.
3 We all hope ..... a lot of money one day!
4 Nobody likes ..... orders.
5 ..... a gift for no reason is far nicer than ..... one for your birthday.

B Do you agree with the statements in Ex 3A? Why/Why not? Tell a partner.

VOCABULARY

4A Complete the sentences with the words in the box.

accidentally	assumption	mistook	off	track

1 I made the ..... that the shoes I ordered were adult size but they're for kids.
2 I ..... ordered the wrong sized trousers.
3 I ..... a stranger in the street for a friend and waved madly at him!
4 I know it's not finished yet, but do you think I'm on the right ..... ?
5 I calculated it to be 1.5 m long, but I was ..... by about 30 cm!

B Work in pairs. When was a time you made a wrong assumption? What happened?

5A Choose the correct words.

Algorithms can [1]**process** / **miscalculate** a lot of data in a short space of time, but they can't predict the future better than humans. Data from the past is [2]**input** / **output** into the algorithm, and the algorithm uses it to [3]**forecast** / **reinforce** the future, but of course the past isn't the future. The algorithm can [4]**dictate** / **miscalculate** the prediction as a result. To [5]**determine** / **process** future predictions, we can use whatever an algorithm [6]**inputs** / **outputs** to help us, but we need human intelligence to ultimately make the right decision.

B Work in pairs. Do you think computer intelligence will one day overtake human intelligence? Why/Why not?

6A Complete the news report with the words in the box.

cracks	crumbling	derelict	luxurious	rotten

A couple in North Carolina in the USA who bought a totally [1]..... mansion for $155,000 have just had it valued at $900,000. The property had serious problems, with [2]..... in the roof letting in water, [3]..... brickwork and floorboards so [4]..... that no one could enter the dining room. Nine months of renovations later, much of which they did themselves, the couple are now owners of a [5]..... six-bedroom property.

B Work in pairs. Would you be happy to take on a project like the couple in Ex 6A? Why/Why not?

7A Complete the article with one word in each gap.



Supermarket substitutions

Supermarket customers might expect every item in their online order to [1]..... delivered, but the reality is that some items are unavailable on the day of delivery. The ordering system tries to suggest sensible substitutions, but it seems that it can slip [2]....., suggesting replacements that are completely unsuitable. The employees who pack the shopping have the chance to put the situation [3]..... by selecting something more appropriate, but they are often pushed for time so might stick with the system's suggestion. The result is some very strange and confusing substitutions. Shoppers claim to have [4]..... given cooking oil instead of milk, peach shampoo instead of peaches and cheese instead of pizza. Not only [5]..... one customer receive dog food instead of bread sticks, but they also got toilet cleaner instead of orange juice. Needless to say, these substitutions rub customers up the [6]..... way, with many complaining on supermarkets' social media feeds.

B Work in pairs. What strange substitutions do you think a supermarket system might suggest for these items?

bread	cream	fish	red pepper
vegan ready-meal		vitamin C tablets	

trends 7



VLOGS

Q: Tell me about a recent trend in your country.

1 ▶ Watch the video. Which trends that people mention are the most surprising?

2 What trends are popular in your country at the moment?

Global Scale of English

LEARNING OBJECTIVES

7A LISTENING | Understand a talk about language: explaining meaning

Evaluate newly created words: adverbials

Pronunciation: pausing: adverbials

Write a comment on a blog post

7B READING | Read article extracts on the globalisation of food: trends; food and drink

Pronunciation: consonant-to-vowel linking with fronting

Discuss food and drink trends and habits: fronting: reasons, causes and explanations

7C HOW TO ... | exaggerate: shopping; describing clothes

Pronunciation: sentence stress: exaggeration

7D BBC STREET INTERVIEWS | Understand people talking about the past

Discuss attitudes to the past and present

Write a blog post

7A The word on the street

GRAMMAR | adverbials
VOCABULARY | explaining meaning
PRONUNCIATION | pausing: adverbials



VOCABULARY

explaining meaning

1 A Read the article about word trends in three different decades. Can you guess the correct decade from the box for each section (A–C)?

1970s 1980s 1990s 2000s 2010s

B Choose the correct word or phrase to complete each sentence. Use the words in bold in the article in Ex 1A to help you.

1 To **sum up** / **signify**, we find the new proposals on working hours completely unacceptable.
2 Can you **capture** / **spell out** exactly what you mean?
3 Let me give you a few more examples to **define** / **illustrate** my point.
4 In karate, wearing a white belt **signifies** / **spells out** that you are a beginner.
5 It's hard to **define** / **specify** the word freedom.
6 It's important to choose your words carefully, to **signify** / **convey** the exact meaning you want.
7 Her description really **defines** / **captures** the atmosphere of the forest at sunrise.
8 Can you **specify** / **signify** what kind of animal you saw?

C Complete each sentence with one word. Then share your ideas with a partner.

1 ..... sums up how I feel today.
2 ..... is something that is easy to specify.
3 ..... is very hard to define.
4 ..... conveys how I feel about my work or studies.
5 ..... captures the mood of this decade.
6 ..... signifies something important to me.

Words of the decade

As each decade comes along, new words come into use to describe new objects, actions or feelings, or to reflect fashions or concerns of the time.

A In this decade, computer words were coming thick and fast. The word 'spreadsheet' **specified** a particular type of computer program. 'Email' was the new method of communication and the term 'snail mail' **spelled out** how slow traditional mail seemed in comparison. The adjective 'stressed-out' came in to **illustrate** the idea of being overworked and under too much pressure.



B This was the first real decade of the internet. The word 'website' neatly **sums up** the decade, as this was the time when a large amount of information suddenly became available online. And one of the disadvantages of the internet is demonstrated by the word 'spam', which **signifies** any unwanted or nuisance email. Meanwhile in the world of work, the phrase 'dress-down Friday' **captured** the idea of a new, more relaxed attitude to work, in which Fridays were seen as a gateway to the weekend, so people wore more casual clothes.



C In this decade, social media really took off. The word 'tweet', associated only with birdsong in the past, came to **define** a new way of communicating on the platform Twitter. And the decade also saw the emergence of the word 'selfie', which, for many people, **conveys** not only the idea of a photograph, but also how social media has made many of us obsessed with our own image.





LISTENING

2 A Work in pairs. Discuss the questions.

1 Can you think of any words that have become more or less popular in your language in recent years?
2 Why do you think the words we use change in popularity over time?

B 7.01 | Listen to part of a talk about how words become more or less popular over time. Complete the main points.

1 Words become more and less trendy in a similar way to _____ .
2 Researchers studied the popularity of words using a(n) _____ .
3 It is possible that words become more or less popular due to their use by different _____ .
4 Historical events, _____ and social issues can all affect how frequently words are used.

C 7.01 | Listen again and answer the questions.

1 What period of time did the study use to look at how words become more and less popular?
2 What does the speaker say about the popularity of baby names?
3 Why does the speaker mention words to do with space?
4 What examples of words that became popular brand names does the speaker give?
5 According to the speaker, what can we learn about the nature of fashion and trends in general from this study?

GRAMMAR

adverbials

3 A 7.02 | Complete the sentences from the talk with the adverbials in the box. Listen and check.

after a while	decidedly	in a detailed way
interestingly	on an almost yearly basis	

1 So, we're all familiar with the idea that there are fashions or trends in clothes and other consumer goods, with things rising to either the height of fashion or becoming completely unfashionable _____ .
2 Marcelo Montemurro and his team from the University of Manchester used a computer database to track the use of words _____ .
3 _____ , the cycle of popularity for words has recently become longer by a few years.
4 _____ , they start to look more unusual and attractive again.
5 So people start to choose them again, in much the same way as styles of clothing come back into fashion after a period of being _____ unfashionable.

B Look at the adverbials in Ex 3A again. Answer the questions.

Which one:

1 refers to a period of time? (a time adverbial)
2 gives information about frequency by answering the question 'how often?' (a frequency adverbial)
3 describes how something happens or is done? (an adverbial of manner)
4 makes the meaning of an adjective or adverb stronger or weaker? (an intensifying adverb)
5 shows the speaker's attitude and makes a comment on a whole sentence? (a sentence adverbial)

C Choose the correct words to complete the rules.

1 Adverbials add extra information to a sentence about time, frequency, manner, etc. They can be a single word or a **phrase** / **whole sentence**.
2 Adverbials of time, frequency and manner usually come **before** / **after** a verb and its object, but they can also come at the beginning of a sentence for emphasis.
3 Sentence adverbials show the speaker's attitude and make a comment. They usually come at the **end** / **beginning** of a sentence.
4 Intensifying adverbs come **before** / **after** an adjective and make the meaning of that adjective stronger or weaker.

D Learn and practise. Go to the Grammar Bank.

page 128 **GRAMMAR BANK**

PRONUNCIATION
pausing: adverbials

4 A 7.03 | Listen to the sentences from the talk and notice the adverbials in bold. Choose the correct rule (a or b).

1 **Surprisingly**, this pattern was fairly regular.
2 They used a computer database to track the use of words **in a detailed way**.
3 They tend to have periods of great popularity, then fall out of favour **for a while**.
4 **Interestingly**, the cycle of popularity for words has recently become longer.
5 **After a while**, they start to look more unusual and attractive again.

a We pause after an adverbial at the beginning of a sentence.
b We pause before an adverbial at the end of a sentence.

B Complete the sentences with your own ideas. Then work in pairs and take turns to say your sentences. Remember to pause after the adverbials where appropriate.

1 Undoubtedly, I use the word _____ a lot.
2 I use the word _____ infrequently.
3 At the moment, a popular name that I like is _____ .
4 Interestingly, my language has a lot of words for _____ .



SPEAKING

5 A **Read the tips on how to create your own new English word. Complete them with the correct headings (a–d).**

a Make a noun into a verb
b Use a word from your own language
c Join words together
d Use prefixes or suffixes

How to create your own English word

1 .....

English is full of portmanteau words such as 'screenager' (a combination of the nouns 'teenager' and 'screen'). Think of two more words and combine them to make a new one!

2 .....

There are plenty of words that have been imported into English from other languages, for example English uses the French phrase 'déjà vu' and the German word 'kindergarten'.

3 .....

If you can 'bike' into town, what other forms of transport could you use as a verb?

4 .....

Take an existing word and change its meaning slightly by adding a new beginning or ending. You can 'de-clutter' your life, so might you be able to 'de-gadget' it? You can 'oversleep', so might it be possible to 'undersleep'?



B **Work in groups. Use one of the tips in Ex 5A and create your own new word in English. Think about how to explain the meaning and think of examples of how it could be used.**

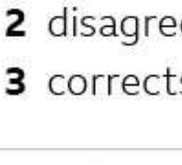
C **In your groups, take turns to present your word to the class.**

D **Discuss and evaluate all the words in your groups and choose your favourite. Tell the class which word you chose and why. Which words did the class like best?**

WRITING

a comment on a blog post

6 A **Read the blog post. What is the writer's opinion about emojis?**



Ed_Jacobs2007 • Follow
2 days

Call me old-fashioned, but does anyone else hate the way people use emojis in messages? It's so confusing that everyone seems to use them in a different way. Some people use them 'seriously', to tell me that they're feeling amused, angry or upset. Others use them in a jokey or ironic way, to mean the opposite of what they show. Another annoying aspect of them is when somebody sends you an emoji that your phone doesn't recognise because it's from a different kind of phone or it's too old, so you just see one of those boxes with a question mark. Please can we ditch emojis and return to using just words to say what we mean?

49 comments share

B **Read the comments on the blog post (A and B). Which one:**

1 agrees with the writer?
2 disagrees with the writer?
3 corrects a point that the writer makes?

A



JennyW • Follow
2 hrs ago

Emojis are definitely a lot less clear than words! I sometimes think people use them when they can't be bothered to think of the proper words to use. One thing that drives me mad is when people send a simple message and then a whole string of emojis! What am I supposed to focus on – the words or the emojis? Are the emojis saying the same thing as the message, or are they expressing some ironic comment on it? And how am I supposed to understand what they really mean? Yes, emojis can be fun, but let's not forget that it's the words that are important.

reply share

B



SamTylerxoxo • Follow
2 hrs ago

I actually love emojis and all the different ways that people use them. And why shouldn't they be used in a jokey or ironic way? People often say things like, 'Ha-ha, very funny!' to mean the opposite, so what's wrong with using emojis in a similar way? To me, it's just people being creative and having fun. And it simply isn't true that there's no way of finding out what emojis mean. There are plenty of lists online of emojis and their 'official' meanings, a bit like dictionaries that give us the 'official' meanings of words.

reply share

C **Look at the comments again. Are they formal or informal? Answer the questions to help you decide.**

- Do the writers use full forms or contracted forms?
- What kinds of phrases do they use – formal or informal?
- Do they write in an impersonal way, or address the reader directly?

D **Write a comment on a blog post. Go to the Writing Bank.**

page 109 **WRITING BANK**



7B Food fads

GRAMMAR | fronting: reasons, causes and explanations
VOCABULARY | trends; food and drink
PRONUNCIATION | consonant-to-vowel linking with fronting

VOCABULARY

trends

1 A **Read the dictionary definition. What food fads do you remember from the past? Think about health foods, foreign foods, cooking techniques, etc. Make a list.**

fad noun [countable] /fæd/
something that people like or do for a short time, or that is fashionable for a short time

B **Work in pairs. Share your ideas. Did you take part in these fads? Why/Why not?**

C **Read the text extracts on food fads. Which one (A–D) describes:**

1 one cause of food fads?
2 the danger of food fads?
3 a food fad the writer was glad disappeared?
4 examples of food fads from the past?

A The **surge** in popularity of a new so-called 'superfood' or a supposedly fantastic new diet can quickly attract attention. However, **switching** to a new diet which omits or increases the quantity of a particular food or food group can cause an imbalanced diet, resulting in a loss of much-needed nutrients.

B Food trends are nothing new. Just in my lifetime, we've had the **shift** from eating at the table to eating in front of the TV, the rise of chocolate fountains, and their subsequent **decline** as we all **reverted to** eating chocolate cold, and more recently the **evolution** of the avocado from Mexican food ingredient to what we put on toast in the mornings. These things come and often go. Will demand for avocados **shrink** or **remain steady** in the future? That's yet to be seen.

C Who remembers the cronut? This delicious pastry (a cross between a donut and a croissant) **exploded** onto the food scene when a New York bakery started selling it in 2013. On seeing queues around the block, other bakeries made similar products, but the cronut failed to **transform** from a trend to a **consistent** part of our diets. 'No!' our tastebuds cried when we couldn't find them in every bakery anymore. 'Thank goodness', our waistlines and hips replied.



D Social media is a huge **catalyst** for food fads these days. People compete to share images of themselves eating whatever the latest trendy food is before anyone else, just to appear cool and fashionable.

2 A **Match the words and phrases in bold in the extracts in Ex 1C with the meanings (1–8).**

1 increase dramatically (x2)
2 decrease (x2)
3 stay the same
4 always happening in the same way
5 the change of something over time
6 move from one thing to another (x3)
7 return to something
8 the cause of a change

B **Which words in the box have the same noun and verb forms? Use a dictionary to help you.**

decline evolution explode shift shrink surge switch transform

C **Choose the words you think describe current food trends. Work in pairs and share your ideas. Do you agree? Why/Why not?**

1 The consumption of avocados is **declining** / **surging**.
2 A lot of people are **reverting to** / **switching to** different diets.
3 Laboratory-grown meat will result in **the evolution** / **shrinking** of the meat industry.
4 Concerns over health are a **consistent** / **catalyst for change** in the food industry.
5 There'll soon be **an explosion** / **a transformation** of local artisan food on the market.
6 Our demand for sugary foods and drinks **remains consistent** / **is declining**.

D **Learn and practise. Go to the Vocabulary Bank.**

page 139 **VOCABULARY BANK** food and drink

READING

3 A 7.04 **| Listen to two summaries of the information in the extracts in Ex 1C. Which summary (A or B) achieves the following points for making an effective summary?**

1 mentions all the main points from the texts
2 omits minor or irrelevant points
3 connects and orders the main points logically
4 links ideas between the points
5 is put into the speaker's own words

B You're going to summarise texts on the topic of the globalisation of food. First, read the article extracts (1–3) below and then choose the author's main point in each one (a or b).

Text 1 **a** Pizza found all over the world is a great example of food globalisation.
b There are some mouth-watering toppings added to pizza around the world.

Text 2 **a** Food globalisation is caused by exploration, migration and technology.
b Globalisation has issues, but many dishes may not exist today without it.

Text 3 **a** Food appropriation occurs when one culture takes credit for another culture's food.
b There are things we can do to appreciate, not appropriate, food from other cultures.

C Read the extracts again and answer the questions. Make notes of your answers. Use your own words.

1 What does the author say about pizza and local tastes in Text 1?
2 Why does the text mention the pea pizza, the squid pizza, etc. in Text 1?
3 How do fish and chips exemplify the author's main point in Text 2?
4 What benefits and issues related to globalisation does the author describe in Text 2?
5 How do chefs and supermarkets appropriate food from different cultures according to the author of Text 3?
6 What two tips does the author give for avoiding cultural appropriation in Text 3?

4 A Plan to give an oral summary of the extracts in Ex 3B in your own words, using the information in Ex 3A and Ex 3C to help you. Decide how to bring the main points and a few key details together in a logical way.

B Work in pairs. Take turns to give your oral summaries. Did your partner achieve the points in Ex 3A?

1 Go around the world and ask people what their favourite food is, and pizza must surely be up there in the top three dishes mentioned. It's a hugely popular international food thanks to globalisation. Naturally, when any food travels abroad, it can find that it's changed to suit the local palate, and that's certainly true of pizza. I'm not sure the original creator of the dish could have foreseen the variety of toppings that would end up on their beloved crust.

In Brazil, for example, green peas are a topping on pizza, sometimes alongside carrots and raisins. (I bet there's no need to hide the greens for children on that plate of food.) In Japan, you can find squid on pizza, and in the UK, the Full English Breakfast pizza contains eggs, meat, tomatoes, mushrooms and even baked beans – all the ingredients of a traditional breakfast in pizza form.



Packed full of coconut trees, it makes sense that Costa Rica is home to the pizza with a coconut topping. Similarly, tandoori chicken is commonly eaten in India, so why not have a tandoori chicken pizza topping? Less logical though is the banana curry pizza on the menu in one pizzeria in Sweden. It's not immediately something you associate with European cuisine, but it's actually a best-seller.

These toppings are wide and varied, but they're also a symbol of globalisation. Spread by migrants in the nineteenth and twentieth centuries, later to all four corners of the globe by international businesses, pizza is changed to suit local tastes while still representing the country it originated from.

2 Since globalisation is a main feature of cultural exchange and a key catalyst of economic development for most countries, it has had an enormous effect on the food we eat. Many of our staple foods are not indigenous to our own countries but were instead introduced from faraway lands hundreds of years ago. The tomato, for example, originated in Central and South America, making its way across Europe and Asia in the 1500s, and later to Africa and the Middle East in the 1700s and 1800s. Without this spread across the globe, salads in the USA, pizza in Italy and shakshuka in North Africa would be entirely different dishes, or not exist at all.



Sometimes, it's entire dishes that migrated as a result of globalisation. Take fish and chips. For many, there's nothing more British than eating deep-fried fish in batter with chips out of paper and yet this dish was actually introduced to the country in the 1800s by migrants from Spain and Portugal.

Today, the key catalysts of globalisation are improved technology, economic integration removing trade barriers between countries, social media and increased competition between food companies. Seeing as this allows us to enjoy new and exciting foods from around the world, globalisation is clearly beneficial, but there are potential negative effects, too. A loss of local culture, the surge in consumption of fast food and a negative impact on the environment are all criticisms aimed at the globalisation of food.

GRAMMAR

fronting: reasons, causes and explanations

5A Complete the sentences with a word or phrase. Then, find them in the extracts in Ex 3B and check your answers.

1 ....., it makes sense that Costa Rica is home to the pizza with a coconut topping.
2 ..... globalisation is a main feature of cultural exchange … it has had an enormous effect on the food we eat.
3 ..... this allows us to enjoy new and exciting foods from around the world, globalisation is …
4 ....., the profile of the dominant culture is raised and the value of the minority culture is lessened …

B Answer the questions about the words/phrases in the gaps in Ex 5A.

1 What is their purpose?
2 Can the clause where these words appear stand alone, or is it dependent on the other clause?
3 Which of the clauses where these words appear can also come second in the sentence?
4 What other words can replace the first word in sentence 2?

C Learn and practise. Go to the Grammar Bank.

page 129 **GRAMMAR BANK**

PRONUNCIATION

consonant-to-vowel linking with fronting

6A 7.05 | Listen and notice how the words in bold link in fast speech. Why do you think this is?

1 **As everyone** on social media was eating *pho*, we decided to do the same.
2 **Since it's** fashionable to bake these days, I'm trying my hand at making bread.
3 **As a result of increased** globalisation, we have a huge choice of food at our disposal.
4 **Because of** the increase in veganism, fewer people are eating meat.

B Complete the prompts with your own views on food.

1 Since it's ....., I don't often have ..... .
2 As I don't like ....., I hardly ever ..... .
3 Because of a love of ....., you can often find me ..... .

C Work in pairs. Take turns to share your ideas in Ex 6B. Use connected speech appropriately.

SPEAKING

7A Read the information about the BBC Radio programme. Is veganism a trend in your country?

Vegans BBC

More and more people are giving up animal or animal-derived foods and turning to vegan diets. Mary-Ann Ochota explores the reasons behind this trend, and its impact.

B 7.06 | Listen to an extract from the programme. Why did the woman from Kenya become vegan? What has its effect been for her?

C Work in pairs and discuss the questions about the rising trend of veganism.

1 To what extent do you think the points in the box have contributed to the trend?

a desire for increased sustainability
health and well-being increased globalisation
a need for convenience social media

2 What do you think the impact of the trend is now and might be in the future?
3 Is the trend and its impact generally positive or negative? Why?
4 Do you think this is a short-term or long-term trend? Why?

8A Work in groups. What are the biggest food trends in your culture right now? Make a list.

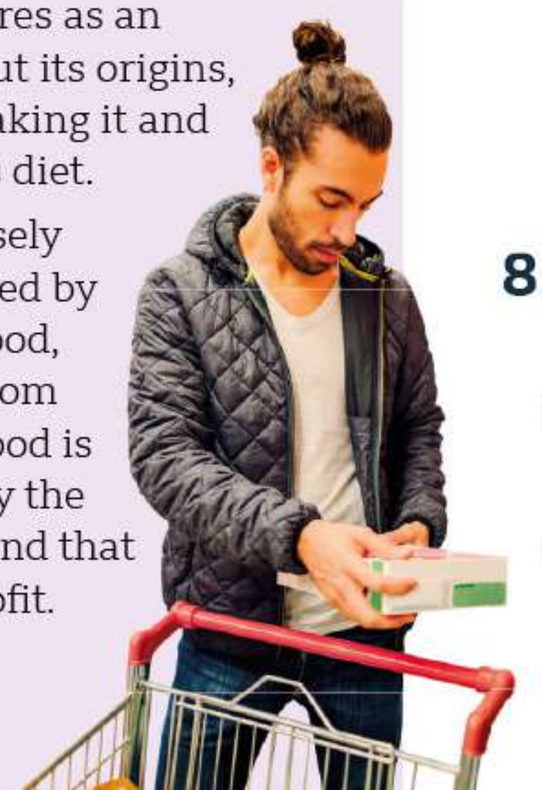
B In your groups, discuss the questions in Ex 7C about the food trends on your list in Ex 8A.

C Present your group's ideas in Ex 8B to the class. Did you all pick out similar trends?

3 When it comes to food, cultural appreciation of another country's dish can very easily become cultural appropriation, when members of a dominant culture in a society adopt the food of a minority culture in the society without acknowledging that minority culture, often making money as a result. Supermarkets and restaurant owners in particular can fall foul of this. They sometimes add new ingredients to the food, too, claiming it 'elevates' it in some way. As a result of this supposed elevation, the profile of the dominant culture is raised and the value of the minority culture is lessened, albeit unintentionally.

So, when the big new food trend explodes, and it happens to be something from another culture, how can we, as food consumers, appreciate it without appropriating it? The first thing is to never diminish the food by claiming it's some kind of exotic oddity. Just because the food is different to food in our own culture doesn't mean it's unusual in another culture. We should use consuming food from other cultures as an educational experience, learning about its origins, the techniques used in growing or making it and its importance as part of the culture's diet.

Secondly, we should also try to purposely purchase the food from premises owned by people from the same culture as the food, or buy cookbooks written by people from that culture. That way, we know the food is 100 percent authentic, made in exactly the same way it's traditionally produced and that those people are the ones who will profit.



7C Pre-loved

HOW TO ... | exaggerate
VOCABULARY: shopping; describing clothes
PRONUNCIATION: sentence stress: exaggeration





VOCABULARY

shopping

1 A Work in pairs. Is it common for people to buy and use second-hand items in your country? Why/Why not? Which particular items are popular?

B Read the first part of the infographic. What do you learn about the ownership of second-hand items? What reasons do you think are behind this trend?

C Read the second part of the infographic. What reason is given for buying each of the second-hand items listed?

2 A Complete the definitions with the words in bold in the second part of the infographic.

1 If something has had a previous owner, it's _____.
2 If something is _____, it's expensive.
3 If something is _____, it's fashionable.
4 If something is fashionable and expensive, it's _____ or _____.
5 If something is in bad condition after a lot of use, it's _____.
6 If something is _____, it's of a good enough quality.
7 If something is _____, it's old but high quality.

B Think about your answers to these questions. Think about how you can use the words in Ex 2A where possible.

1 Which of the items in the infographic would you buy second-hand? Why?
2 What else would you buy second-hand? Why?
3 Why would you not buy the other items in the infographic second-hand?
4 Some people say that at least fifty percent of what we own should be second-hand. Do you agree? Why/Why not?

C Work in pairs and discuss the questions in Ex 2B. Do you have similar or different ideas?

D Learn and practise. Go to the Vocabulary Bank.

page 140 **VOCABULARY BANK** describing clothes

Trends

31% Increase in second-hand items for sale on auction websites

$64 billion Estimated value of second-hand fashion in USA in 2025

2029 Year second-hand fashion will be worth more than fast fashion

$218 billion Estimated value of global second-hand clothes market in 2026



There's no point wasting money on children's clothes when kids grow so fast. Sell the **decent** clothes that don't fit them anymore and spend the money on **second-hand** replacements.

All couples want to look **classy** on their wedding day, but by buying a pre-loved outfit and giving it a second chance to fulfil its purpose, you can save money and be kind to the environment.





With so many people selling off **fancy** exercise equipment they've used just a handful of times, there's no need to pay full price for something new. Look for used items in excellent condition on sale locally for a great price.

The latest tech can be **costly**, so visit retailers and ask for items which have been opened, used or displayed in store. They're often in great condition and considerably cheaper.





When setting up a new home, visit markets, antique shops and second-hand stores for cheap second-hand furniture. With a little bit of work, it's easy to make **shabby** items look homely and brand new.

Visit **vintage** stores for fashion from the past to help you look fashionable, save money and reduce unwanted waste. From classic T-shirts to **trendy** suits to leather jackets that look lived in, you'll find items to match your style.





How to ...

exaggerate

3 A 7.07 | **Listen to a conversation between two friends in a vintage clothes shop. Tick (✓) the things Theo would buy. What is Maisie looking to buy?**

- trainers
- jeans
- denim jacket
- leather jacket
- band T-shirt

B 7.07 | **Choose the words Theo and Maisie used in Ex 3A. Listen and check.**

1 You take a **while** / **forever** to find something you want.
2 My feet are **hurting** / **killing** me and I'm **hungry** / **starving**.
3 There's **nothing** / **something** better than shopping at a vintage store.
4 I bet they cost a **fortune** / **lot**.
5 They're about **two** / **ten** sizes too small though.
6 I've told you a **few** / **million** times before, I don't like denim jackets.
7 This scruffy thing? I want one that's been lived in for a few years, not a few **centuries** / **decades**!
8 What if I bump into the previous owner in the street and they say 'Hi'? I'd **die of** / **feel** shame.
9 I wouldn't be seen **anywhere** / **dead** in a pop band T-shirt.
10 Then you'll be literally **green with envy** / **jealous**.

C Work in pairs. Why does the speaker use the words you chose in Ex 3B, and not the alternatives? What is the effect?

4 A Match the correct phrases in Ex 3B (1–10) with their type (a–c).

a exaggerated actions or states
b exaggerated size or quantities
c exaggerated comparisons or likenesses

B Learn and practise. Go to the Grammar Bank.

page 130 **GRAMMAR BANK**

PRONUNCIATION

sentence stress: exaggeration

5 A 7.08 | **Listen to the sentences. Which word is stressed the most? Why?**

1 Anya's going to kill me when she finds out what I bought.
2 This shirt costs an absolute fortune!
3 I'd never be seen dead in those shoes.
4 A year old? It looks a hundred years old.

B Complete each sentence so it's an exaggeration of something true for you.

1 I have a ton of ..... at home which I never use/wear.
2 My ..... was/were killing me after ..... .
3 I'd never be seen dead in ..... .
4 There's nothing better than ..... .
5 I'd die of embarrassment if ..... .

C Work in groups. Take turns to read out your sentences in Ex 5B. Stress the most appropriate word. Which person do you have the most in common with?

SPEAKING

6 A Read the Future Skills box and discuss the question.

FUTURE SKILLS
Leadership

Leaders need to persuade others to believe in their ideas. To be persuasive, we can do these things.
1 Provide logical and emotional reasons for the idea.
2 Mention opposing or potential issues and dismiss them with valid reasons.
3 End by drawing positive conclusions.

Think of a time you persuaded someone or were persuaded by someone. What persuasive techniques were used?

B Work in pairs. You are going to try to persuade your partner to buy some vintage items. Student A: Go to page 143 and look at your items. Student B: Go to page 142 and look at your items. Follow the steps (1–3).

1 Think of ways to persuade your partner to buy the items, using exaggeration to help you.
2 Student A: Show Student B your items and try to persuade them to buy them. When your time is finished, find out which items Student B would be happy to purchase.
3 Student B: Show Student A your items and try to persuade them to buy them. When your time is finished, find out which items Student A would be happy to buy.

C Who was more persuasive in your pair? How?

MEDIATION SKILLS
synthesising information

compare, contrast and synthesise information in texts

page 152 **MEDIATION BANK**

Speak anywhere Go to the interactive speaking practice

7D BBC Street Interviews

Past and present

VOCABULARY | memories
SPEAKING | a discussion about attitudes to the past and present
WRITING | a blog post



PREVIEW

1 **Work in pairs. Do the quiz and compare your answers. Which of you thinks and talks about the past more?**

Are you nostalgic about the past?

How often do you ...	often	sometimes	never
look at old photos?			
think about things in the past that you miss?			
talk about past events with friends and family?			
think that things seemed better in the past?			



Q1: What kind of things make you feel nostalgic?

Q2: What was better about life when you were younger?

VIEW

2 A ▶ **Watch the interviews, then work in small groups. Do any of the people feel nostalgic about the same things as you?**

B ▶ **Watch the first part of the interviews again.**

Which person mentions:

1 doing an activity in the present and recalling doing the same thing as a child?
2 spending time with people they knew in the past?
3 watching films and videos of themselves in the past?
4 how the changing seasons make them think of the past?
5 how songs remind them of doing something with a parent?
6 three particular smells that remind them of their childhood?
7 being reminded of people who live in distant places?

C ▶ **Watch the second part of the interviews again. Note down one thing that each speaker feels was better in the past.**

VOCABULARY

memories

3 A **Work in pairs and read the sentences. Which ones are taken from the interviews?**

1 That smell just **took me back** to my childhood.
2 It **reminds me of** driving in the car with my mum.
3 It **brings back memories of** family holidays.
4 Seeing old movies **transports me back** to my childhood.
5 I'd love to **recapture** that feeling of freedom.
6 Looking at old photos can help you **relive** experiences and feelings.
7 He likes **reminiscing** about his time at school in Scotland.
8 I don't think it's ever possible to **recreate** a past feeling.

B **Look at the words and phrases in bold in Ex 3A. Which ones are used to describe a memory that is caused by something in the present? Which ones are generally talking about remembering something?**

C **Work in pairs. Talk about things that make you feel nostalgic. Use some of the words and phrases in Ex 3A.**

BBC











SPEAKING

a discussion about attitudes to the past and present

4A Work in pairs. Read the opinions about the past. Explain in your own words the ideas they express.

> The past is gone and the future is still a dream. Only the present exists.

> Our past is never really gone. It is part of us and we carry it with us to inform our present.

> The past only exists in our minds, and we change it to create the memories we want to remember.

B 7.09 | Listen to part of a discussion about the opinions in Ex 4A. Which two opinions do the people discuss?

C 7.09 | Listen again and tick the Key phrases you hear.

KEY PHRASES

It's certainly true that …
I'm not sure I go along with that idea because …
… is definitely important because …
If you … too much, you might …
Focusing on … allows you to …
It's easy to see … as …

D Work in groups. Discuss how each of the opinions in Ex 4A might be true and decide which opinion you agree with the most and why. Use the Key phrases to help you.

WRITING

a blog post

5A Work in pairs. Tell your partner about a particularly happy memory from your past.

B Read the blog post. What kinds of memories does the person want to hear about?

SA · 2 reviews · GB · A day ago

Positive memories

Last week, a friend of mine came out with a quote suggesting that the past is gone, and we should forget about it. He was arguing that getting stuck in the past prevents you from really enjoying the present. But, as someone who loves poring over old photos and being transported back to fun times with friends or family, this struck me as completely wrong. My experience is that revisiting happy times in the past can bring joy to the present, making you feel close to people you perhaps don't see that often now, and lifting your mood. What better on a dull, rainy afternoon than flicking through photos of that amazing holiday you had a couple of years ago and reliving the fun, or listening to music that recaptures that crazy first week of university? And I can't be alone in this. What happy memories do you enjoy reliving?

6A You are going to write a blog post about a happy memory. Think about a happy memory you have and make notes on the following.

- where you were and who you were with
- what happened
- how you felt at the time
- what takes you back and reminds you of the memory
- how you feel when you relive it

B Write your blog post.

C Share your blog posts with the class. Whose memories are similar to yours? Which did you most enjoy reading about?

7 REVIEW

GRAMMAR

adverbials

1 A Rewrite the sentences using the correct adverbial in brackets in a suitable place.

1 It's important to talk to people when they're upset. (in a sensitive way / carefully)
2 We finally reached our destination. (always / two hours later)
3 We eat out in restaurants. (very rarely / decidedly)
4 The hotel was disappointing. (quietly / incredibly)
5 No one was injured in the crash. (amazingly / pretty much all day)
6 I work from home. (quite / three days a week)

B Write sentences about yourself using the adverbials in the box. Read your sentences to a partner and give more information.

from time to time in a generous way incredibly last summer to my astonishment

fronting: reasons, causes and explanations

2 A Read the pairs of sentences and underline the reason, cause or explanation in each one.

1 I passed all my exams. I worked so hard.
2 I was ill in the summer. I wasn't able to work.
3 I left the organisation. I was disappointed by the job.
4 Hana is a talented painter. She hopes to become a professional artist.
5 Alex kept applying for jobs. His friend's success had inspired him.
6 We decided not to go for a walk. The weather was bad.

B Rewrite each pair of sentences in Ex 2A as one sentence. Front the reason, cause or explanation and use the words in brackets below. Where no word is given, use an *-ed* participle clause. You may need to make extra changes to the sentence.

1 Since I worked so hard, I passed all my exams. (since)
2 ..... (illness)
3 .....
4 ..... (as)
5 .....
6 ..... (result)

VOCABULARY

3 A Choose the correct words to complete the opinions.

1 I find it easier to understand complex ideas if writers use stories to **illustrate** / **define** their points.
2 I often find it difficult to **signify** / **sum up** exactly how I'm feeling.
3 I think that in the future, technology will **transform** / **decline** the way we eat.
4 I avoid foods like butter and cheese because I know they contain a lot of **nutrients** / **cholesterol**.
5 I would never spend a lot of money on designer clothes. They're far too **costly** / **shabby**.
6 For me, clothes should always look good together. When I wear trousers, I always wear a **loud** / **matching** top, never one in a completely different colour.

B Do you agree with the statements in Ex 3A? Why/Why not? Tell a partner.

4 A Choose the correct options (A–C) to complete the article.

Tourism trends

The world of travel is changing. We look at four current trends.

Solo travel Holidays used to be for families, couples or groups of friends, but [1] ....., there has been a [2] ..... towards travelling alone. Many people are now keen to explore new cultures [3] ....., without the distraction of friends or family members.

Eco travel [4] ..... concerns about climate change, a growing number of people are seeking out trips that they consider to be ethical or sustainable. [5] ..... these travellers are keen to reduce their carbon footprint, they may wish to avoid flying to their destination. Eco holidays also often include some form of volunteering, which [6] ..... a willingness to give back to the communities they are visiting.

Healthy food Whereas in the past, many tourists were happy to [7] ..... a snack in the street, there is now a trend towards trips with healthy food options. A growing number of tourists now [8] ..... that they are more likely to stay in hotels serving fresh, [9] ..... food.

Automation The rapid [10] ..... of new technologies is bringing a range of changes in the tourism industry. Customers use chatbots to help them book their trips online, and some top-end hotels are also introducing robot receptionists to greet guests.

1	**A** usually	**B** in recent years	**C** decidedly
2	**A** shift	**B** decline	**C** surge
3	**A** generally	**B** interestingly	**C** in a relaxed way
4	**A** As a result	**B** Because	**C** Influenced by
5	**A** As	**B** Motivated by	**C** As a result of
6	**A** sums up	**B** signifies	**C** defines
7	**A** grab	**B** pull	**C** hold
8	**A** capture	**B** specify	**C** illustrate
9	**A** junk	**B** nutrient	**C** organic
10	**A** catalyst	**B** switch	**C** evolution

B R7.01 | Listen and check.

C Which of the trends in the article do you think are the most positive? Why? What other trends in tourism are you aware of in your country?

the future 8



VLOGS

Q: Do you generally feel optimistic or pessimistic about the future?

1 ▶ Watch the video. Are most of the people optimistic or pessimistic? What reasons do they mention?

2 How do you feel about the future?

Global Scale of English

LEARNING OBJECTIVES

8A READING | Read an extract from a story about a dystopian future: dystopian and utopian societies

Pronunciation: pausing when conceding a point

Have a debate on technology and dystopia: concession

8B LISTENING | Understand a radio discussion about future technologies: science and technology

Pronunciation: contractions and weak forms: the future perfect

Evaluate solutions to future problems: future forms

Write an opinion essay

8C HOW TO ... | maintain and end a discussion: money

Pronunciation: intonation: ending a discussion

8D BBC PROGRAMME | Understand a science-fiction TV drama

Give a summary: machines

Write a continuation of a narrative



8A Dystopias and utopias

GRAMMAR | concession
VOCABULARY | dystopian and utopian societies
PRONUNCIATION | pausing when conceding a point

READING

1 A Work in pairs and answer the questions.

1 What do you imagine life is like in each of the societies in the photos?
2 Which society would you prefer to read about or see in a film? Why?

B Read the information about the BBC Radio programme. How would you define *dystopia* and *utopia*? Why do you think people prefer dystopian fiction to utopian fiction?

The Why Factor BBC

Dystopian fiction is hugely popular right now, in books, on TV and in film. Shabnam Grewal explores what it is about dystopias that makes them so appealing to us, and why we prefer dystopian fiction to utopian fiction.

C 8.01 | Listen to an extract from the programme. How are *dystopia* and *utopia* defined? How similar are these definitions to your own definitions in Ex 1B?

2 A Read an extract from a forthcoming book. Would you like to read the whole book? Why/Why not?

B Read the extract again. Using ideas mentioned in the extract, and your own knowledge, what can you infer about these things?

1 the physical state of the city
2 the life the main character leads
3 protests and violence in the streets and their cause
4 the main character's view of the past
5 the Volters
6 what happened to cause the current situation
7 why thoughts could be problematic in the future

C Work in pairs. Share your ideas from Ex 2B. Give reasons to support your inferences.

D Work in pairs. Do you think that this kind of dystopian future is a possibility? Why/Why not?

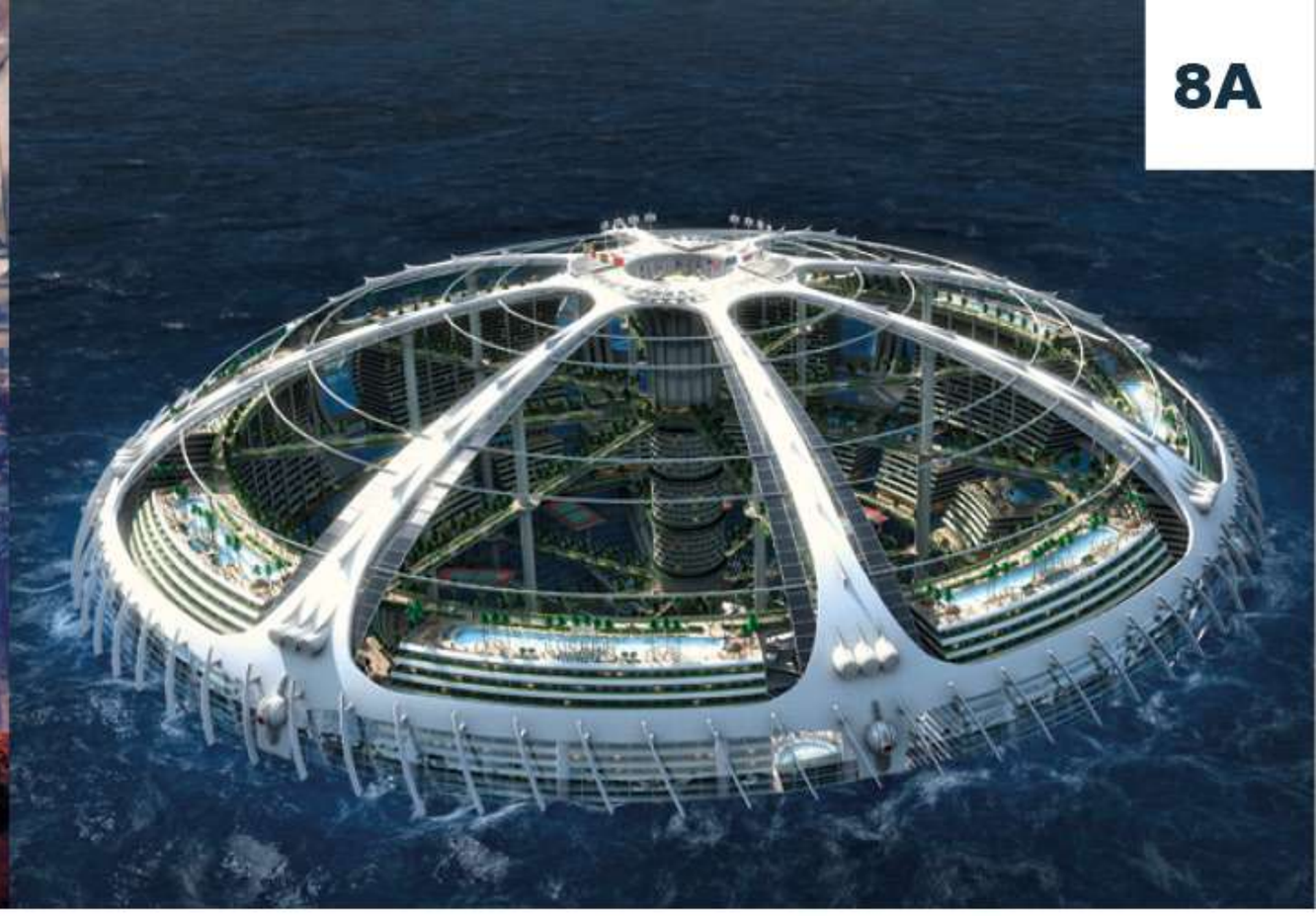
The sun, already dimmed by pollution, sinks low as I make my way home. I pass once verdant but now decaying trees; symbols of both the city and the lives of its residents today. The street that was always a hive of activity is deathly quiet as people scurry home, heads down, avoiding all contact. I glance to my left and see dusty curtains twitch slightly as a woman peeks out to see what she can spot. Once it was out of curiosity. Now it's both out of **paranoia** that people are watching her, and the desire to see something that will gain her bargaining power.

I pull up my collar with my grime-stained hands and think back to the days when neighbours would smile and wave, chat, ask for advice or offer to help out a neighbour in need. The days when we had dreams and money to burn. It wasn't **paradise**. There were bad times as well as good. We had to follow rules and contribute to society, but we had personal freedom and a sense of community. Despite a few small disagreements, there was **harmony** in our neighbourhood. Today, knowing we're under constant **surveillance**, all we do is avoid each other and, of course, avoid the attention of the Volters.

Speaking of which, I spot two Volters either side of me, scanning everyone who passes to check we are home before **curfew** and are not getting involved in any **social unrest**. They needn't bother. There's been no such trouble for months, not with the lack of **justice** that exists now. I speed up to pass the Volters quickly, glancing at them as I do. Their metal frames cast a shadow over the street in more ways than one, but I can't blame these machines. It was those who once programmed them who must accept responsibility. There's a fine line between opportunity and threat, and those men and women crossed it for a little more money, a little more power. Their **greed** wasn't the only cause either. The rest of us must accept our part in it, too. We all turned a blind eye for the sake of a touch more convenience, when we should have been more cautious. We're all now paying the price for our stupidity with **oppression**.

With the Volters now behind me, I slow down as I spot my home in the distance. 'Home', I chuckle bitterly to myself. Home was once a safe haven – a place of **tranquillity** to rest after a hard day's work. A warm and loving place, full of life, laughter, and when I look back now, **innocence**. That might sound like **idealism**, but it was infinitely better than the place it is today. It's now little more than a shelter from the cold and rain, where hope left, and fear moved in. I shake my head to clear my thoughts. I've heard there's talk of brain implants. If it's true, all these thoughts I have will need to be a thing of the past.





8A

VOCABULARY

dystopian and utopian societies

3A Complete the table with the words in bold in the book extract in Ex 2A.

Describing dystopias	Describing utopias
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

B Match the words in Ex 3A with the meanings (1–12).

1 a state of being peaceful
2 watching people
3 selfish desire for more (e.g. power)
4 a time people must be inside
5 being together in peace
6 unreasonable belief you can't trust others
7 people being treated fairly
8 protests or violent behaviour
9 an extremely pleasant place
10 an unrealistic belief in perfection
11 the lack of knowledge of bad things
12 when a group of people are treated unfairly

C Work in pairs. Think of a fictional dystopian or utopian society. Use the words in Ex 3A to help you describe it. Do you think people would always choose to live in a utopia?

GRAMMAR

concession

4A Read the forum discussion about the book extract. How many commenters are positive about it? How many are unsure or not interested?



kay92 **Admittedly**, it doesn't sound like the happiest of settings for a story, but personally I love anything dystopian and I can't wait to find out more about this particular world and the person who's narrating it.



nessieblue You're right @kay92, it doesn't sound that cheery, but **at the same time**, the best stories are those where the main characters fight against oppression and win in the end. I'll definitely be giving it a go when it's released.



samrocks It has potential, but I'll wait to see what reviewers say about it once they've read the whole thing.



ice2006 **Although** it'll no doubt be a big seller, it's not for me. I prefer my stories served with a big side dish of positivity thank you very much.



foxylox I'll definitely be reading this, **even though** it sounds like a lot of stories that have gone before it.



akeem99 You said it @foxyloxy. Nothing original here. I'm out.



cal3 **True though that seems** @akeem99, we've only seen a tiny extract. I'm willing to take a chance on it.



wildcat Me too, @cal3. **While** there are a lot of books in this genre, it gets my attention.

B Look at the words and phrases in bold in the forum discussion and select their purpose (a, b or c).

a add strength to a speaker's point of view
b give an example to support a speaker's point of view
c introduce a point of view that the speaker disagrees with, but admits is true

C Look at the words and phrases in bold again. Do the commenters usually start with their opinion or the concession that an opposing opinion is true? Why do you think this is?

D Learn and practise. Go to the Grammar Bank.

page 131 **GRAMMAR BANK**

PRONUNCIATION
pausing when conceding a point

5 A 8.02 | **Listen to the sentences. Mark the pauses you hear with ' / '.**

1 Even though it's said that young people don't read anymore, many of them do.
2 Fiction can be shocking, but at the same time true stories can be more shocking.
3 Admittedly, dystopian stories don't sound positive, but they can be very uplifting.
4 True as that may be, not everyone has the same taste in fiction.

B 8.02 | **Listen again. Which word or phrase is stressed most in each sentence? Why do you think this is?**

C Complete the sentences with your own ideas.

1 Even though … are popular, …
2 Admittedly, … , but I'm optimistic/pessimistic about …
3 While my favourite … is, …
4 Interesting though … is, I feel that …

D Work in pairs. Tell each other your sentences in Ex 5C. Pause and stress key words appropriately.

SPEAKING

6 A Work in pairs. You are going to have a debate. First, read the infographic. Would you describe these statistics as positive, worrying, surprising or something else?

B Work with another pair. Decide which pair (Pair A) will argue for the statement below and which pair (Pair B) will argue against it. Then, go to page 142 and read the five extracts. Use this information to help you put together your argument with supporting ideas.

> Because of our use of technology, we're already living in a dystopian world.

C Pair A and Pair B: Work together and debate the topic.

- Pair A: You have one minute to summarise your argument for the statement.
- Pair B: You have one minute to summarise your argument against the statement.
- Both pairs: Discuss and respond to each other's arguments.

7 A Have a class vote to find out if most people agree or disagree with the debate statement in Ex 6B.

B Read the Future Skills box and do the task. Share your reflections with a partner.

FUTURE SKILLS
Self-management

Regular reflection helps us to recognise what we have learnt from our experiences and how that affects future goals and activities. Useful questions are:

- 'Have I put maximum effort in? Where can I put in more effort in the future?'
- 'How did I benefit? How can I use this in the future?'
- 'What was my personal goal? Did I achieve it? How does this change future goals?'

Answer the questions about today's lesson.

Our use of technology today

13
Number of new social media users every second

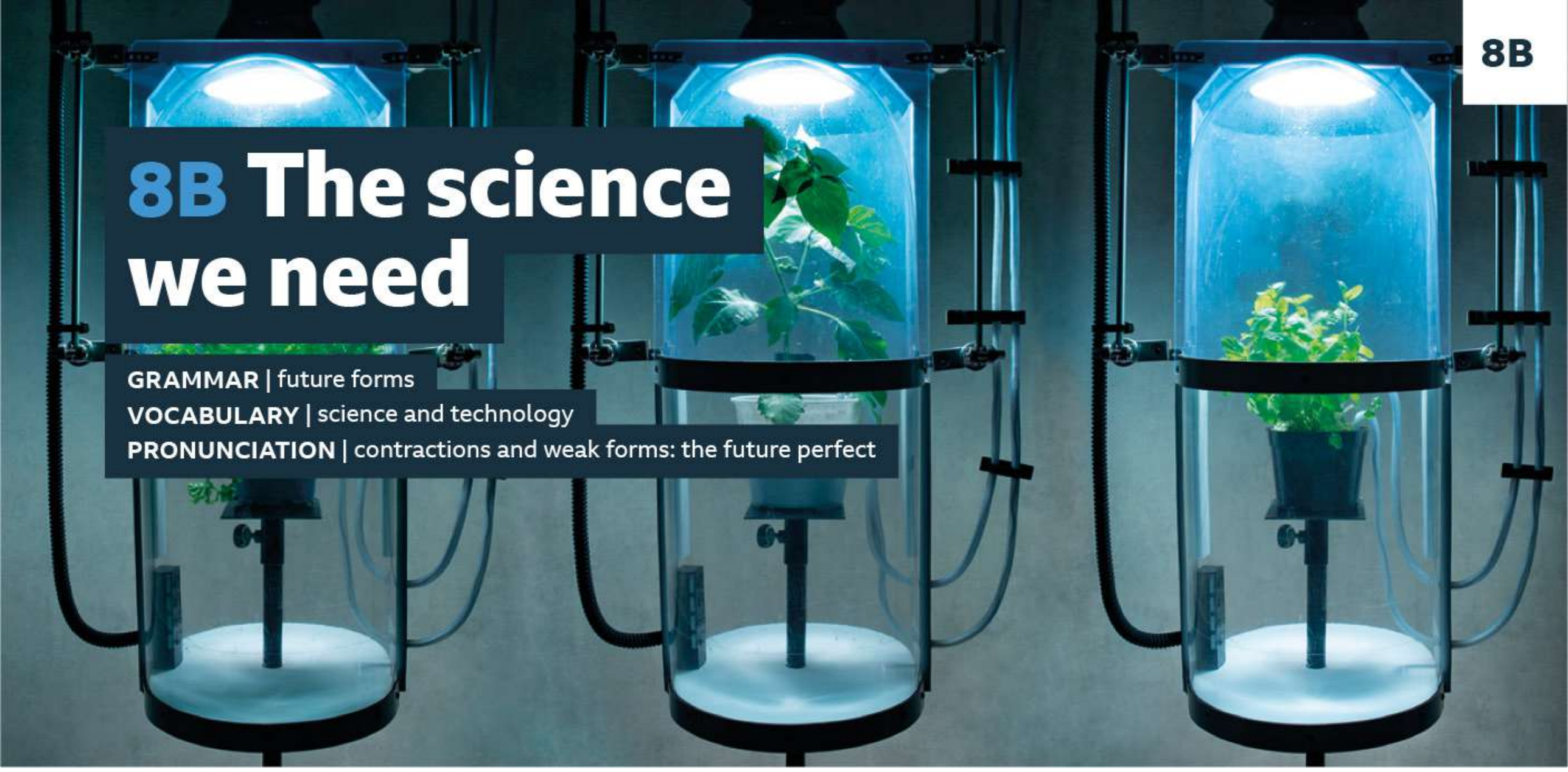
770 million
Number of CCTV surveillance cameras worldwide

4.62 billion
Number of people on social media

4.8
Average number of hours spent on a mobile phone daily

147
Number of minutes the average person spends on social media daily

2 million
Number of smartphones sold around the world each day



8B The science we need

GRAMMAR | future forms
VOCABULARY | science and technology
PRONUNCIATION | contractions and weak forms: the future perfect

VOCABULARY

science and technology

1 A Work in pairs. Can you think of any useful things that should be invented? Why would we need them?

B Read the forum post and comments about things people think should be invented. Which invention would you most like to have? Why?



Czilling 32 12

I wake up every morning and I know I've been dreaming, but I can never remember my dreams. I would love a device that could **monitor** my brain as I sleep and **convert** my thought patterns into a story that I could read in the morning. Does anyone have any other ideas for things they think should be invented?



Neil M 2 0

Self-cleaning clothes – clothes that can **detect** dirt and **activate** their own cleaning process to **eliminate** it, so I'd never have to do any washing!



Agwe_B 6 1

A car that could **generate** its own power – so no need to fill up with fuel or **recharge** the battery. Of course, it wouldn't **emit** any harmful pollutants!



Samalik2016 14 1

A way to **modify** our favourite foods so they have the same flavour but don't contain anything that's bad for us. That would really **revolutionise** our diets and our health!

C Choose the correct word to complete the adverts. Use the words in bold in the posts in Ex 1B to help you.

1 *Breathe Safe*
A revolutionary new T-shirt that **monitors** / **converts** levels of air pollution around you and **activates** / **eliminates** an alarm when they get too high, so you know to go indoors.

2 *Chew4Ever*
Do you get fed up with the fact that chewing gum loses its flavour after only a few minutes? We have **modified** / **recharged** the way we flavour our gum, so it continues to taste good all day long. It will save you money and will also **generate** / **eliminate** a lot of waste from discarded chewing gum!

3 *CosyToes*
Do your feet get cold in the winter? These amazing socks **convert** / **detect** when your feet are starting to get cold, then use solar energy to **monitor** / **generate** heat to keep them warm!

4 *RainPower*
One of the problems with having solar panels on your roof is that in some countries it isn't always sunny. Now the *RainPower* device uses new technology to **recharge** / **convert** the energy from falling rain into electricity, so you can provide clean energy for your home without **emitting** / **modifying** any damaging contaminants.

5 *EverCharge*
It's a real pain having to **activate** / **recharge** the batteries in all your devices. These brand-new *EverCharge* batteries will **revolutionise** / **eliminate** your life because they simply never run out of power!

2 A Work in pairs. Discuss whether each product in Ex 1C is a great idea, possibly useful or just ridiculous. Explain your reasons.

B Learn and practise. Go to the Vocabulary Bank.

page 140 **VOCABULARY BANK** science and technology

LISTENING

3A **Work in groups. Think of three inventions or discoveries in the past that changed people's lives in a positive way. Tell the class your ideas.**

Electricity changed people's lives by allowing them to …

B **8.03 | Listen to a radio discussion about simple inventions that could change the world in the future. What three inventions are mentioned?**

C **8.03 | Listen again. Match each statement with one of the three inventions, the fabric (F), the app (A) or the shower (S).**

1 A lot of small benefits would make a big difference when all added up.
2 This addresses a problem that is growing in many countries.
3 Most people wouldn't be motivated to use it.
4 The technology can be used on a small or large scale.
5 There are many different ways in which the technology could be used.
6 It could improve people's health.

4A **How likely is it that each invention will be developed, according to the comments about the radio discussion (1–6)? Match each invention in Ex 3B with two comments.**

1 It's already in use, so it's almost certain that many of us will be using this technology within ten years.
2 It will probably be cheaper to produce in ten years, so it's likely that it will be used in products that we buy.
3 It's very unlikely that the technology will ever be widely available.
4 It would possibly encourage sellers to offer healthier options.
5 It will definitely cut down on a lot of waste.
6 It's impressive because it will undoubtedly produce energy in a way that doesn't harm the environment.

B **Work in pairs. Discuss the questions.**

Which of the inventions:

1 would you most like to have in your home or daily life? Why?
2 do you think could bring the most benefits to people? In what ways?
3 have potential disadvantages? What are they?

GRAMMAR

future forms

5A **Choose the correct forms to complete the sentences from the radio discussion.**

1 … within the next ten years, these technical issues **will be addressing / will have been addressed**.
2 I'm also hopeful that the costs **will have come down / are coming down** by then.
3 So, my guess is we **will have used / won't be using** food-scanner apps any time soon.
4 I think by then, architects **will be building / will have been building** these kinds of systems into new homes for a while.

B **Work in pairs. Look at the correct forms in Ex 5A again. Match them with the future forms in the box. Which sentence in Ex 5A uses a passive form?**

future continuous	future perfect	future perfect continuous

C **Complete the rules with the correct future forms from Ex 5B.**

We use the:

1 ..... for an action that will be in progress at a time in the future.
2 ..... to talk about the length of an action from a time in the future.
3 ..... for an action that will be completed by a time in the future.

D **Learn and practise. Go to the Grammar Bank.**

page 132 **GRAMMAR BANK**

PRONUNCIATION

contractions and weak forms: the future perfect

6A **8.04 | Listen to the sentences. Underline the parts of the words in bold that are pronounced as contractions or weak forms.**

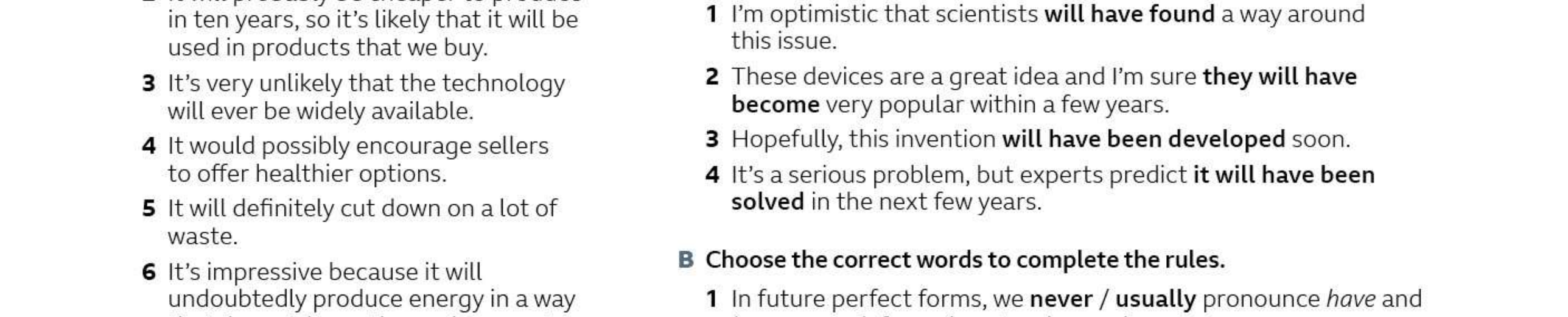
1 I'm optimistic that scientists **will have found** a way around this issue.
2 These devices are a great idea and I'm sure **they will have become** very popular within a few years.
3 Hopefully, this invention **will have been developed** soon.
4 It's a serious problem, but experts predict **it will have been solved** in the next few years.

B **Choose the correct words to complete the rules.**

1 In future perfect forms, we **never / usually** pronounce *have* and *been* as weak forms in natural speech.
2 We usually pronounce *will* as a contraction after a **noun / pronoun**.

C **Complete the sentences with your own ideas. Then work in pairs and take turns to say your sentences. Remember to use contractions and weak forms as appropriate.**

1 I hope that within the next few years, I'll have …
2 By the end of next year, I'll have been …
3 In the next ten years, I think … will have been …



SPEAKING

7A Think of three possible future technologies or inventions that we might be using by 2100 and make notes. Use the ideas in the box and the questions below to help you.

energy environment food
medicine travel

- What problems will need to be solved?
- What new technologies will scientists have developed?
- What new machines or devices will people be using?

B Work in pairs. Present your ideas to each other and justify your predictions. Then choose three ideas to present to the class.

C Take turns to present your predictions to the class and explain how likely you think they are to be developed by 2100. Make notes on all your classmates' predictions as you listen to the presentations.

8A Read the Future Skills box and do the task.

FUTURE SKILLS
Critical thinking

When we discuss different ideas, it is useful to compare them in detail, to decide which is best. To do this, you need to think carefully about each idea and consider its strengths and its weaknesses.

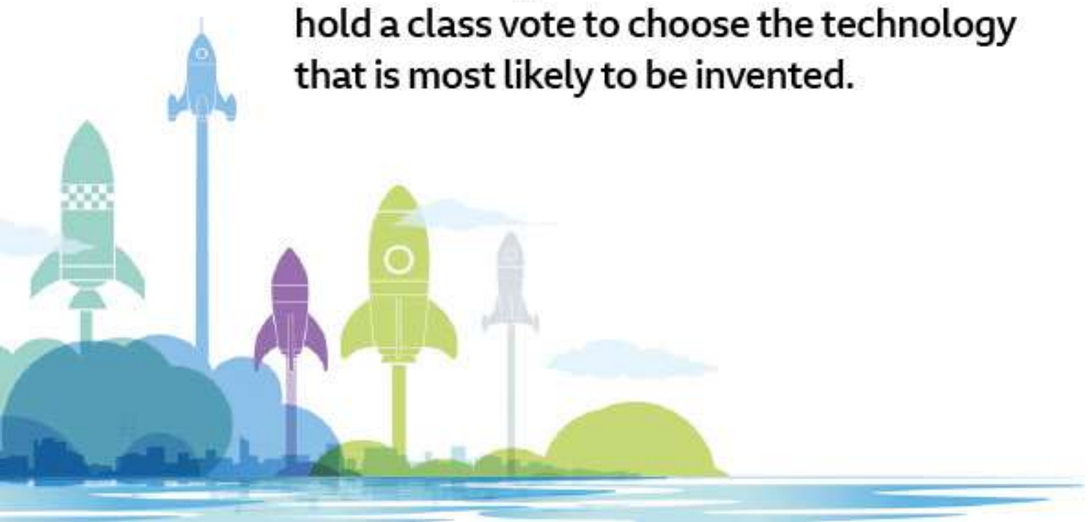
Look at your notes in Ex 7C. What different structures and phrases can you use to compare your classmates' predictions? Make a list.

'One reason I think this prediction is more likely to come true is …'

'I think this idea is less likely because …'

B Work in groups. Discuss and compare all the predictions. Decide on the two that you think are the most likely.

C Tell the class your ideas and reasons. Then hold a class vote to choose the technology that is most likely to be invented.



WRITING

an opinion essay

9A Read the statement in the essay question. Do you agree or disagree with it? Why?

'Governments should fund research into new technologies, rather than relying on private companies to do it.'

To what extent do you agree with this opinion?

B Read an essay responding to the question. What is the writer's opinion on the topic? Does the writer mention any of your ideas in Ex 9A?

[1] ..... The world faces many significant problems, such as pollution, climate change and the challenge of feeding a growing global population. Solutions must be found to these problems so that people can continue to live successfully on this planet, without causing any further damage or destruction. Because these problems affect us all, it seems fair that governments should pay for it, rather than relying on private companies.

[2] ..... It often requires the use of large laboratories with costly, state-of-the-art equipment. It is also often necessary to employ large teams of scientists to work on projects. Most companies cannot afford to spend millions of dollars on these kinds of facilities.

[3] ..... Some research projects might take several years to come up with any significant results or discoveries. In other cases, exploring a promising idea might require a lot of time and effort, but might, in the end, lead to the realisation that the idea cannot be developed any further. It is impossible for private companies to fund long-term projects as they need to produce and sell products quickly, in order to pay for the research.

In conclusion, I believe that governments should invest a significant portion of their spending to fund research in order to find solutions to the major problems that affect us all.

C Read the essay again. Complete it with the correct sentence at the beginning of each paragraph (a–c).

a Research requires long-term investment.
b New technologies are vital to the future of us all.
c Research into new technologies is expensive.

D The sentences in Ex 9C are called topic sentences. Answer the questions.

1 What is their function?
2 How many ideas and examples does the writer use to support and expand on each topic sentence?

10A Work in pairs. Discuss the essay question below. Do you agree or disagree with the statement? Why?

'Science will eventually find solutions to climate change, so individuals don't need to change the way they live now.'

To what extent do you agree with this opinion?

B Plan your essay and make notes on your arguments, opinions and reasons.

C Write your essay. Remember to use topic sentences supported by ideas and examples to help present your arguments.

8C Spend or save?

HOW TO ... | maintain and end a discussion
VOCABULARY | money
PRONUNCIATION | intonation: ending a discussion

VOCABULARY

money

1 A Work in pairs. Discuss the questions.

1 Are you generally a saver or a spender?
2 How important do you think it is to plan financially for the future?
3 How important is it to live in the moment?
4 Is it possible to achieve a balance between living in the moment and planning for the future?

B Work in pairs. Read what two people say about money. What are the advantages and disadvantages of each person's approach?



I'm really interested in the FIRE movement. It stands for Financial Independence, Retire Early, and I think it makes a lot of sense. Who wants to work until they are seventy? Basically, I keep a careful eye on my **expenditure** and I **put aside** as much money as I can each month. I buy the **essentials** such as food, cover the household bills, then give myself a small **allowance** each month to spend on clothes and going out. Apart from that, I save as much as I can. So, no holidays and no expensive nights out. Some people might think I'm **stingy** because I don't give expensive presents, but I'm focused on building up my savings so I can retire as soon as I can.



My motto is 'Work hard, play hard.' I've got a **steady job** and I'm well paid. I don't see the point in being **frugal** and holding on to your money – just enjoy it! I don't think twice about **splashing out on** a new outfit or a meal in a nice restaurant. Life is for living! I usually manage to **blow** my salary well before the next one is due. Most months I do overspend, so I have a small **overdraft** at the bank. But I don't see this as a problem. Maybe I'll be able to save more in the future, when I'm older, but while I'm young, I want to enjoy my life!

2 A Decide if the meanings of the words and phrases in bold are correct or incorrect. Correct the ones that are incorrect. Use the texts in Ex 1B to help you.

1 Your **expenditure** is the amount of money you spend each month.
2 If you **put** money **aside**, you spend it on things that you want.
3 **Essentials** are extra things that you don't need to buy, but want to buy.
4 An **allowance** is an amount of money that you can spend.
5 If you are **stingy**, you are generous with your money.
6 A **steady job** is one that is not certain or secure.
7 If you are **frugal**, you are careful about how much money you spend.
8 If you **splash out on** something, you buy something expensive.
9 If you **blow** your salary or savings, you keep some and don't spend all your money.
10 If you have an **overdraft** at the bank, you have a negative amount of money in your account.

B Work in pairs. Tell your partner about:

1 three essentials that you buy every week.
2 something you splashed out on recently.
3 someone you know who is very frugal and tries to save every penny they earn.
4 a steady job that you would like to have.
5 someone you know who always blows their salary.
6 something you would stop buying if you wanted to reduce your expenditure.
7 how much allowance you give yourself each month to buy clothes.
8 someone you know who is stingy.

C Learn and practise. Go to the Vocabulary Bank.

page 140 **VOCABULARY BANK** money



How to ...
maintain and end a discussion

3 A 8.05 | **Listen to a discussion between friends about their attitudes to money. Match each person (1–3) with a summary of their views (a–c).**

1 Alina
2 Oscar
3 Beth

a believes it is a good idea to save money now in order to have a better future
b thinks that it is best to spend your money and enjoy life while you are young
c believes it is possible to have a good time and also save some money each month

B 8.05 | **Complete the extracts with the words in the box. Listen again and check.**

as	dare	frankly	great	guess	looking	makes	see	the coin	with

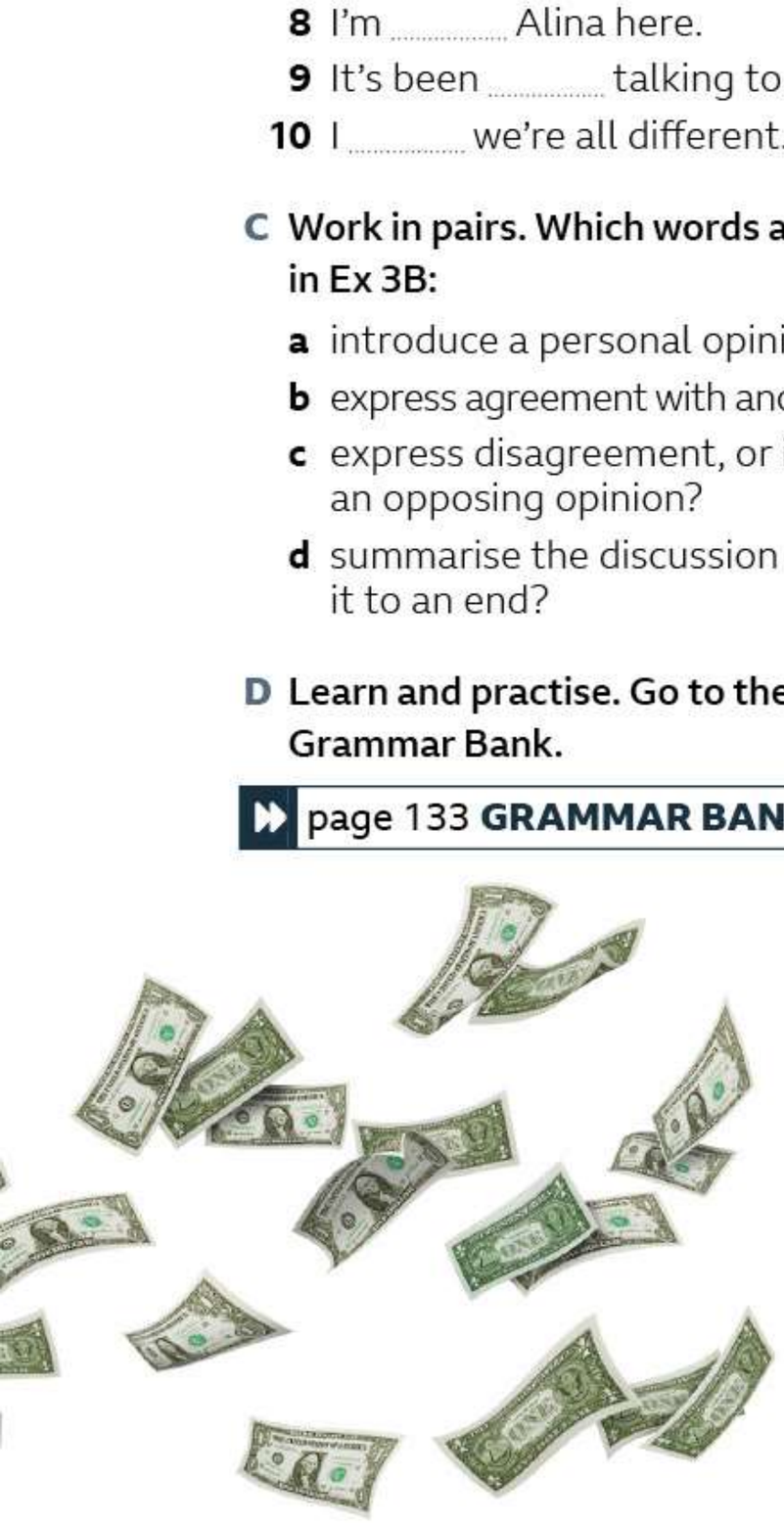
1 Well, ... Alina, I think it's a stupid idea!
2 ..... I see it, the future is completely unpredictable.
3 But the other side of ..... is that it's very easy to waste all the money you earn in your twenties.
4 I guess that's one way of ..... at it, but on the other hand, ...
5 That ..... two of us.
6 I can ..... what Oscar's saying.
7 I ..... say most young people could save a small amount each month.
8 I'm ..... Alina here.
9 It's been ..... talking to you.
10 I ..... we're all different.

C Work in pairs. Which words and phrases in Ex 3B:

a introduce a personal opinion?
b express agreement with another person?
c express disagreement, or introduce an opposing opinion?
d summarise the discussion and bring it to an end?

D Learn and practise. Go to the Grammar Bank.

page 133 **GRAMMAR BANK**



PRONUNCIATION
intonation: ending a discussion

4 A 8.06 | **Read and listen to three extracts from the discussion in Ex 3A. Which person ends with a flat tone and falling intonation (1–3)? Why?**

1 Isn't that when people try to save as much as they can while they're young, so they can retire early?
2 I guess that's one way of looking at it, but on the other hand, if you focus all your efforts on the future, there's a danger you won't enjoy the present. I'm all for living in the moment and enjoying life while you can!
3 Well, you'll never convince me that I should give up all the things I enjoy. But it's been great talking to you. I guess we're all different.

B Work in pairs. Take turns to say the extracts in Ex 4A. Can your partner hear the difference in tone and intonation when you want to end the discussion?

SPEAKING

5 A Do you ever give money to charity? If so, how do you decide how much to give?

B Read the opinions about giving away money. Which opinions do you agree/disagree with most strongly? What arguments and examples can you use to support these opinions?

I work hard for every penny I earn, so I don't believe in giving any of it away. If other people don't have enough, that's not my responsibility.

I think it's important to give when you can, for example when there's been a big natural disaster. But if I don't have any spare cash, I don't give, and I don't feel bad about it.

For me, we should only keep as much money as we need for essentials. I support a few charities and whenever I have money left over at the end of the month, I give it away.

I believe most people could live quite comfortably on ninety-nine percent of the money they have, so I put aside one percent of my income each year and give it away.

In my opinion, the most practical and cost-effective way I can help other people is to get a well-paid job and become as rich as I can, then give away most of what I've earned. That's my life plan!

C Work in groups. Discuss and compare your ideas. Use phrases from this lesson to maintain and end your conversation.

D What ideas do the people in your group share? Tell the class.

MEDIATION SKILLS
co-developing ideas

contribute to collaborative decision-making

page 154 **MEDIATION BANK**

Speak anywhere Go to the interactive speaking practice

8D BBC Entertainment

Science fiction

VOCABULARY | machines
SPEAKING | a summary
WRITING | a continuation of a narrative

PREVIEW

1 A What science-fiction films, series or books do you know? Which are your favourites? Why?

B Work in pairs. Discuss the questions.

In a sci-fi story, how might …

1 people travel through space and time?
2 a company deliver goods to different parts of the universe?
3 factories be run and organised?
4 machines select people for different jobs?

C Read the programme information. Have you watched any similar TV series?



Doctor Who

Doctor Who is a long-running BBC science-fiction drama series. It was originally intended as a family show, but it also has a lot of adult fans. The main character, the Doctor, and her assistants travel through space and time in a spaceship that looks like an old-fashioned police telephone box and have a series of adventures in the different places they visit. In this episode, an unexpected delivery leads the Doctor and her assistants to visit Kerblam, the biggest retailer in the galaxy.

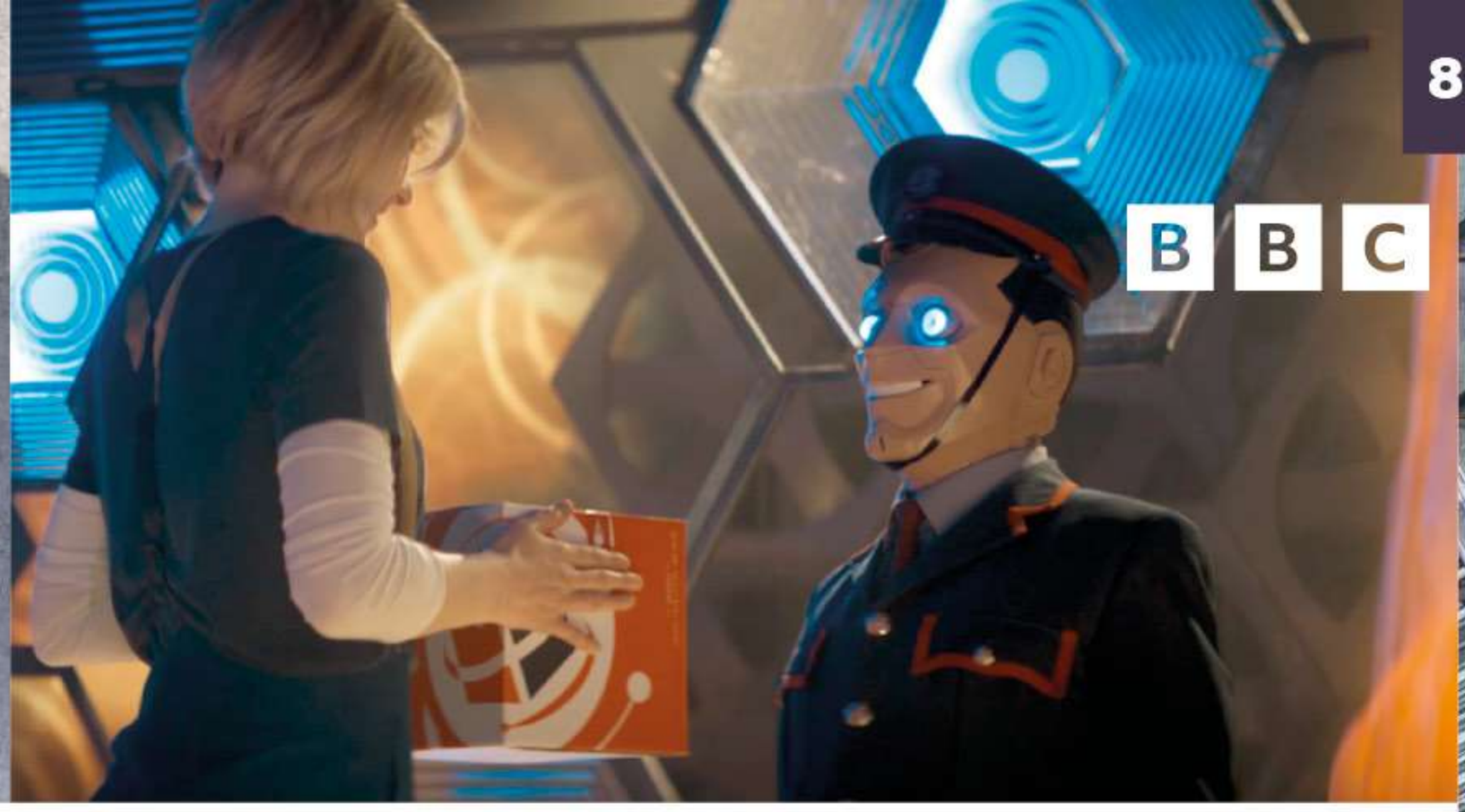
VIEW

2 A Watch the BBC video clip. Does it mention any of your ideas from Ex 1B?

B Watch the video again and answer the questions.

1 Why does the Doctor decide they all need to go to Kerblam?
2 How do they decide to gain access to the building?
3 Why do the Doctor and her assistants have to be scanned?
4 What are 'organic workers'?
5 Why does the Doctor swap tags with Graham?
6 What job is Graham given?





VOCABULARY

machines

3 A **Work in pairs. Complete the sentences (1–7) with the words and phrases in the box.**

conveyor	delivery bot	fully automated
robots	scan	shuttle	teleport

1 The postman who delivers the parcel to the Doctor is a _____.
2 The receptionist at Kerblam says she didn't know that a _____ was arriving today.
3 The Doctor says that some of her best friends are _____.
4 The receptionist describes the processes at Kerblam as _____, but people-powered.
5 The workers _____ the products and send them in to the packing stations.
6 Once the customer's order is packed, it goes on the _____.
7 From Dispatch, the postmen retrieve the parcels and _____ them direct to the customers.

B **Match the words and phrases in 1–7 in Ex 3A with the meanings (a–g).**

a using only machines, not humans.
b move something by breaking it down into tiny pieces and transporting it very quickly over long distances
c a machine that looks like a human and delivers parcels
d read information on something using a special device
e a spacecraft that makes regular journeys to and from the same destination in space
f a machine that can move and do some of the work of a person, and is usually controlled by a computer
g a moving part of a machine that you can put things on to carry them along

C **Work in pairs. Discuss the questions.**

1 Where do people scan goods on a day-to-day basis?
2 Do you think delivery bots that look like humans will ever exist? Why?/Why not?
3 Do you think it will ever be possible to teleport people or things? Why/Why not?

SPEAKING

a summary

4 A **8.07 | Listen to a summary of a science-fiction film. Do you know the film?**

B **8.07 | Listen again and tick the Key phrases you hear.**

KEY PHRASES

The plot is fairly straightforward/fiendishly complicated, etc.
Nothing is as it appears to be.
They face the difficult task of …
It's a race against time because …
The tension rises as …
In a twist at the end, …

C **Think of a science-fiction film or series you know and plan your summary. Use the Key phrases to help you.**

D **Work in groups. Give your summaries and discuss the films or series. Which have you already seen and enjoyed? Which would you like to see? Why/Why not?**

WRITING

a continuation of a narrative

5 A **Look at the different ways in which science fiction can be produced and enjoyed. Which of these do you find the most enjoyable? Why?**

animations	comic books	films	novels	TV series

B **Which of the statements (1–3) do you think is true for all of the science-fiction media in Ex 5A?**

1 They all consist of futuristic scenarios.
2 They all narrate a sequence of fictitious events.
3 They all adhere to scientifically possible theories.

C **Write a continuation of a narrative. Go to the Writing Bank.**

page 109 **WRITING BANK**

8 REVIEW

GRAMMAR

concession

1 A Match the sentence beginnings (1–6) with the endings (a–f).

1 Although I live in the city,
2 I support healthy eating. That
3 Hard as something may
4 While my friends and I have similar views,
5 Setting goals can focus you. At the
6 Vegetables are good for you.

a seem, we should always believe we can do it.
b said, I think it's good to treat ourselves, too.
c They're so boring to eat though.
d same time, they can put pressure on you.
e we disagree on a few things.
f I much prefer country life.

B Do you agree with the statements in Ex 1A? Why/Why not? Tell a partner.

2 A Choose the correct words to complete the sentences.

1 **That said** / **Although** technology helps us, it causes problems, too.
2 **At the same time** / **Even though** we might fail at something, we'll always learn something.
3 We can try to get on with everyone. There are always some people we don't connect with **although** / **though**.
4 As fun **as** / **while** travelling seems, it can be very tiring.
5 Tea has far more benefits than coffee. **While** / **That said**, I drink much more coffee.
6 **Admittedly**, / **Even though** staying fit takes time, but we should all make time for it.
7 **However** / **While** we enjoy being sociable, it's nice to have time to ourselves, too.
8 Having a list of goals can be motivating. **At the same time** / **True though**, it can put too much pressure on us.

B Work in pairs. Which statement in Ex 2A do you agree with the most? Why?

3 A Complete the sentences with your own ideas.

1 An activity everyone should try is ..... . That said, ...
2 Even though I don't ..... very often, I find it very ..... .
3 Fun though ..... is, it's not for everyone.
4 An app I'd recommend is ....., although ..... .
5 One of the most ..... people I know is ..... . He/She's sometimes ..... though.
6 It's always nice to ..... at the weekends, even though I should probably be ..... instead.

B Work in pairs. Take turns to share your ideas in Ex 3A. Expand your ideas a little each time.

future forms

4 Add one word to each sentence to make it grammatically correct.

1 I'll sitting here waiting for you when you come out.
2 By ten o'clock, we'll been waiting for an hour.
3 The concert will ended by the time we get there.
4 I hope that by the time I'm thirty, I'll have running my own company for at least a year.
5 Hopefully, the food will have delivered by the time you get home.

5 A Choose the correct verb forms (a, b or c).

1 This time next week, we ..... on a beach in Italy.
a have laid **b** 'll be lying **c** 'll have been lying

2 Meet me at 2 p.m. I'll ..... my work by then and will be ready to go.
a have been finishing **b** be finishing **c** have finished

3 In March, my parents will ..... for fifty years!
a be married **b** have been married **c** have finished

4 Soon you ..... at that screen for over three hours. Take a break!
a 'll have been looking **b** 'll be looking **c** 'll have looked

5 Come back at midday. Your car ..... by then.
a will have fixed **b** will be fixing **c** will have been fixed

6 I can't meet you at 1 p.m. I'll ..... to the airport to pick up a client at that time.
a have travelled **b** have been travelling **c** be travelling

7 I've just realised that I'll ..... for this company for five years in March!
a have been working **b** worked **c** be working

8 Haven't you finished that yet? You'll ..... it for over a month soon.
a be doing **b** have been doing **c** have done

B Work in pairs. Does each sentence in Ex 5A talk about a future action in progress, a finished future action or the length of an action seen from a future time?

6 A Complete the questions with the correct future continuous, future perfect or future perfect continuous form of the verbs in brackets.

1 What ..... (you / do) by the time you go to bed tonight?
2 What ..... (you / do) this time tomorrow?
3 Who ..... (you / talk) to at eight o'clock tomorrow morning?
4 For how long ..... (you / study) English by the end of this course?
5 What goals ..... (you / achieve) by the end of the year?
6 For how long ..... (you / live) in your current home next year?
7 Where do you think ..... (you / live) in ten years' time?
8 What job do you think ..... (you / do) in ten years' time?

B Work in pairs. Take turns to ask and answer the questions in Ex 6A.

VOCABULARY

7 A **Match the words in the box with what is being talked about (1–6).**

curfew greed oppression paranoia social unrest surveillance

1 'Everyone's talking about me.'
2 'I don't have the same rights as other people.'
3 'We can't go outside after 9 p.m.'
4 'He has lots of money, but he wants more!'
5 'Cameras are recording our every move.'
6 'People on the streets are protesting angrily.'

B **Work in pairs. What might people say when talking about these things?**

harmony innocence justice paradise

8 A **Choose the correct words to complete the article.**

Medical technology of the future?



Technology changes all the time, which means we can't always predict [1]**hazardous** / **state-of-the-art** developments in the future. However, it's very possible that technological devices which [2]**convert** / **monitor** our daily health may well completely [3]**modify** / **revolutionise** the medical industry in the future. They would allow us to quickly [4]**detect** / **recharge** any problems that are arising so that we could deal with them fast. For example, we could have smart contact lenses that check a person's blood sugar level, allowing them to adjust their medication and [5]**activate** / **eliminate** any negative effects of diabetes before they occur. Or there might be a tool that parents add to their smartphones to look into their child's ears to spot infections and so on. The tool would [6]**emit** / **generate** information that can be sent directly to the child's doctor.

B **Work in pairs. Can you think of a medical invention that would revolutionise medicine in the future?**

9 A **Complete the sentences with one word. The first letter is given.**

1 I don't have long-term work. When I get a s..... job, I'll save more.
2 I put a..... money each month for a holiday.
3 I know someone who is very f..... and thinks carefully about every purchase.
4 I save money by avoiding p..... restaurants and eating in cheap ones.
5 I look for products which are d..... so I get a cheaper price.
6 I love to s..... out on nice things for myself.
7 My friend's too s..... to give money to charity.
8 I b..... most of my salary as soon as I get it.

B **Work in pairs. Is each sentence true or false for you? Why?**

10 **Complete the sentences with the words in the box.**

activate allowance economical essentials innocence overdraft overpriced recharge recyclable user-friendly

1 When children watch the news, they lose some of their ..... .
2 I don't have enough money in my bank account for this. I'll have to use my ..... .
3 If you open that door, it'll ..... the fire alarm.
4 Five euros for a bottle of water? That's ..... !
5 The packaging is ..... so it can be used again.
6 We need a more ..... heating system. This one wastes a lot of energy.
7 I need to ..... my phone battery. It's run out.
8 We don't buy luxuries, only the ..... .
9 I didn't have an ..... when I was a child. My parents only gave me money if I needed it.
10 These instructions aren't very ..... . I can't understand them at all.

11 A **Choose the correct options (A–C) to complete the article.**

Technology utopia

A technology utopia is a utopia where technology is used to solve all of the world's problems. In this utopian world, technology [1]..... the pollutants which factory chimneys [2]..... into gases which are not [3]..... to the environment. Technology [4]..... hunger and disease. It gets rid of unemployment, and so everyone earning a steady income can then pay for food and energy [5]..... , and no longer has to be [6]..... just to survive. Technology creates [7]..... transportation and communication systems which are available to all, no matter where they live in the world. Basically, technology creates a world of peace and [8]..... . Admittedly, achieving this kind of utopia is probably near impossible, [9]..... if we can invest in technology that will help us to solve global problems rather than help people make money, we might just be able to create a technology [10]..... .

1	**A** activates	**B** generates	**C** converts
2	**A** emit	**B** modify	**C** recharge
3	**A** hazardous	**B** user-friendly	**C** recyclable
4	**A** revolutionises	**B** eliminates	**C** puts aside
5	**A** allowances	**B** overdrafts	**C** essentials
6	**A** cost-effective	**B** pricey	**C** frugal
7	**A** hazardous	**B** energy-efficient	**C** handheld
8	**A** harmony	**B** paranoia	**C** oppression
9	**A** while	**B** because	**C** but
10	**A** paradise	**B** justice	**C** innocence

B **R8.01 | Listen and check.**

C **Work in pairs. Do you think a technology utopia is possible? Why/Why not?**

1B a proposal: transforming a city space

1 A Read the proposal to change an area in a city. What changes does it suggest? Why?

1 .....
The aim of this proposal is to transform the existing George Square area to create an urban space that encourages people to feel relaxed and to better interact with each other.

2 .....
The current square contains too many inactive edges. For example, there are no shops or cafés and the old warehouses on one side consist of blank walls with no windows. The area in the centre of the square used to be a green space, but it is currently a car park, with no space where people can socialise. As a result, the square has an unfriendly feel. People passing through it tend to walk quickly and often fail to interact with each other.

3 .....
The plan is to demolish the old warehouses. These will be replaced by two rows of small shops, with apartment blocks above. The hotel on the south side of the square will be refurbished and reopened to the public. Cafés and seating areas will also be built in on all sides of the square. The former park will be restored, with seating areas and a water feature, to create a relaxing blue space.

4 .....
The changes proposed above will modernise the square and create more active edges. This will encourage people to socialise and interact with each other more. It will also create a blue space where people can relax and unwind.

B Complete the proposal with the correct headings (a–d). How do the headings help the reader?

a The existing area
b Conclusion
c Introduction
d Proposed changes

C Find formal sentences and phrases in the proposal to match the informal sentences and phrases (1–6). Which ones use passive verbs? Which use reduced relative clauses?

1 I'm writing this proposal to …
2 Because of this, the square feels unfriendly.
3 People who walk through it …
4 Instead of these, we will have …
5 We will restore the old park, …
6 The changes I am suggesting …

2 A Read the task below and plan your ideas. Use the ideas you discussed in Ex 4C on page 13 to help you.

A local authority of a town or city you know wants to transform an urban area to make it more sociable and friendly. They would like ideas from members of the public about what changes to make. You have been asked to write a proposal to help with their decision-making.

B Write your proposal. Include headings to structure your proposal and use formal language.

2B an article: rivalry

1 A Read the article. How did the sibling rivalry it describes benefit an industry?

Sibling rivalry can boost an industry

Sibling rivalry is known to help develop problem-solving and social skills, but combine it with business rivalry and it can result in huge success. Such success, in fact, that international brands can be born.

That's what happened with the Dassler Brothers. In 1919, the brothers formed a shoe company in a small town in Germany. Their business took off in 1936 when they persuaded Jesse Owens to wear their running shoes at the Berlin Olympics. He did so and won four gold medals.

Unfortunately, [a]**owing to** a dispute, the brothers' relationship broke down so badly that in 1948 they decided to go their separate ways. Rudolf opened a shoe factory on one side of the river and Adolf opened a shoe factory on the other side. It can never be proven that it was sibling rivalry that fuelled both companies' international success. [b]**Nevertheless**, it must surely have helped. The brothers were no longer cooperating but were trying to outdo each other.

The dispute affected the whole town. At one time, one person in every family worked at one of the factories. This created even more allegiances and rivalries, [c]**yet**, no one knows exactly why the two brothers fell out – not even their own grandchildren do.

The brothers now lie at opposite ends of the same cemetery. They never made up, and their companies – Adidas and Puma – remain rivals today.

B Work in pairs and answer the questions. Do you think the brothers' rivalry helped to drive the trainer industry or do you think other factors were involved?

C Look at the linking words and phrases in bold (a–c) in the article. Answer the questions (1–2).

1 Which introduces a reason?
2 Which introduce a contrast between ideas?

D Look at the highlighted words and phrases in the article. What idea does each one refer back to?

'Such' refers back to 'success', i.e. huge success.

2 A You are going to write an article about a rivalry. It could be a business rivalry, a sporting rivalry or another type of rivalry.

- Research the rivalry and make notes about it in your own words.
- Select the most interesting ideas to include.
- Decide on the main point of the article and what to include in each paragraph.

B Write your article. Remember to use linking words appropriately.

C Read at least one other person's article. What is the writer's main point? Do you agree with it?

2D a reflection

1 A Read the reflection. What is the person reflecting on? Does he generally feel positive or negative about the experience?

Last month, I took my driving test for the first time. I'd had around thirty driving lessons, but I'm not the most natural driver in the world, so applying for and taking my test was a slight risk. However, I really wanted to be on the road and independent before the summer. Sadly, I failed.

In the run-up to the test, I'd practised the key skills that I had to demonstrate – parking, reversing and, of course, the emergency stop. I'd taken two driving lessons that week and I'd also gone out in my mum's car with her or my dad by my side every day. I drove around different parts of the town several times, so I knew the roads inside and out. All this gave me confidence.

What didn't help were the nerves I suffered on the day. They kicked in as soon as I woke up and just got worse as the day wore on, but I did nothing to try to combat them. Looking back, it all came down to that. The nerves caused me to lose concentration at times and as a result I made too many mistakes for the examiner to pass me.

All in all, I'm pleased that I gave the test a try and got to the end without passing out! I certainly learnt more about myself and how nerves can affect my performance. Next time, I'll definitely implement some techniques for dealing with my anxiety before the test, so I can maintain my focus and show off my driving skills adequately. Then, hopefully, I'll pass.

B Read the reflection again. Put the topics in the order the writer writes about them (1–4). What does he say about each thing?

a What went well. .....
b What was learnt for similar future situations. .....
c What the challenge was and what the goal was. .....
d What went less well. .....

2 A Prepare to write your own reflection about an experience you had which you learnt from. Make notes on the points in Ex 1B. Decide on the order of information.

B Look for useful phrases in the reflection in Ex 1A that you can use in your own essay.

C Write your reflection.

3A a review: fiction

1 A Read the review. What is the author reviewing? Does she recommend it? Have you ever seen it?

Tears in rain

[1]One of the most memorable monologues in film history appears in the 1982 film *Blade Runner*. Directed by Ridley Scott and starring Harrison Ford and Rutger Hauer, this sci-fi film tells the futuristic story of a world where synthetic humans known as replicants live among humans. While the film wasn't a hit when first released, it soon gained a large following due to its imagery and is now a cult classic.

[2]The scene known as 'Tears in rain' comes near the end of the film. Cop Deckard is searching for replicant Batty. Replicants are programmed to die after four years to protect humanity, but Batty is desperate to live. When Deckard finds Batty, he chases him across rooftops and ends up hanging off the top of a building. Deckard now has the same fear of death that Batty has, but Batty chooses to save Deckard's life, something Deckard has refused to do for Batty.

[3]What makes this scene special is the profound forty-two-word speech that Batty gives next. He reminisces about the things he has seen and experienced in his short life and recognises these memories will be lost like 'tears in rain'. Hauer conveys nostalgia, anger and sadness while the sound effects of heavy rain add to the drama.

[4]The 'Tears in rain' scene undoubtedly helped *Blade Runner* to achieve success. Although the white dove flying free at the end lacked realism for me, it is a scene which will remain with the viewer for some time.

B Match the paragraphs (1–4) with the purposes (a–e). One paragraph has two purposes.

a Say what is good about the scene.
b Give an overall recommendation.
c Give background details to the film.
d Say what is bad about the scene.
e Explain what leads up to and what happens during the scene.

C The writer refers to the following things to support her recommendation. What does she say about each one to support her view of the scene?

1 the popularity of the film today
2 the acting
3 the script
4 the sound effects
5 the appearance of a dove

2 A Think of a scene from a book, film, game, TV show or play you know. Prepare to write a review of it. Make notes on these things:

- background details about the book/film/game/TV show or play
- what happens in the scene
- what's good about it (e.g. story, script, acting, lighting, soundtrack, special effects)
- what's bad about it (e.g. story, script, acting, lighting, soundtrack, special effects)
- your overall view of it and your recommendation

B Write your review. Make references to different elements of the scene.

C Swap reviews with a partner. Does your partner's review encourage you to see the scene for yourself? Why/Why not?

3D a biography

1 A Read a short biography of Ernest Shackleton, who Tunnvane said inspired her in the interviews on page 40. Do you think he was inspiring? What characteristics might you use to describe him?

Ernest Shackleton 1874–1922

Ernest Shackleton was an Anglo–Irish explorer who attempted to reach, and later circumnavigate, the South Pole. He was born in Kilkea, Ireland, on 15 February 1874 to Anglo–Irish parents, but soon moved with his family to London. Shackleton joined the Merchant Navy aged sixteen. In 1901, Shackleton joined the National Antarctic *Discovery* Expedition, but was sent home after falling ill. In 1907 he led the National Antarctic *Nimrod* expedition and reached a point ninety-seven nautical miles from the South Pole.

Shackleton returned to the Antarctic a third time to lead a crew on board *Endurance*. However, his ship got stuck in ice for ten months and was eventually crushed. Shackleton and his crew spent five months on melting ice floes before they were forced into their lifeboats. They sailed for sixteen days across dangerous waters before reaching the uninhabited and inhospitable Elephant Island.

After four months on the island, Shackleton and five crew members sailed 1,300 km from Elephant Island to the south side of South Georgia. They then had to traverse the island, something which had never been done before, to reach help. Four months later, after four attempts, Shackleton returned to Elephant Island to rescue his crew.

On 5 January 1922, during Shackleton's fourth expedition to Antarctica, he died on board his ship stationed at South Georgia. He was forty-seven years old. Although attitudes to his failed *Endurance* expedition were not positive at the time, Shackleton is now widely admired for his leadership skills and his ability to keep his entire crew alive in extreme and challenging circumstances.

B Read the biography again. Number the information in the order it appears in the biography.

a Notable moments in the person's life in chronological order .....
b The person's legacy .....
c The person's birth and early years .....
d The end of the person's life (if not alive) .....
e One-line summary of who the person is/was .....

2 A You are going to write a short biography of a famous person who has inspired you. Think about the people in Ex 6A on page 41. Make notes on the points in Ex 1B above.

B Write your biography.

C Read your biography several times.

1 Check there is no missing information or irrelevant information.
2 Check the information is organised and linked logically.
3 Check the accuracy of your grammar, vocabulary, spelling and punctuation.
4 Make any necessary changes to improve your biography.

D Share your biography with the class. Read other students' biographies. Which person sounds the most inspiring? Why?

4B a report: creating a rebranding campaign

1 A Read the information and comments about a plan to create a rebranding campaign for Heathfield, a rural area. Answer the questions.

1 What is being suggested?
2 Who is in favour of the plan?
3 Who is against it?

Minutes of the Heathfield council meeting
(24/10/2022)

After much discussion, it was agreed that:

- the council should approach a reputable marketing company to create a rebranding campaign for Heathfield. The aim would be to modernise the image of the area and attract more tourists.
- a budget of £150,000 would be set aside to pay for this campaign over a period of two years.

Dear Madam,

We are a group of business leaders in the Heathfield area and wish to express our concern at falling tourist numbers. Revenue from tourism is vital to this area and we believe there is an urgent need for the local council to take action to promote tourism and attract more visitors, which would lead to the creation of jobs and other economic benefits.

Dear Editor,

Your newspaper has recently suggested that our local area rebrand itself in order to attract tourists. I must express my objections to this idea. I have been living in this area for over forty years and I believe there is already too much tourism, which brings problems such as litter, noise and difficulties parking in local towns and villages. I am sure I am not alone in thinking …

Heathfield Local Residents' Committee
Online petition [23 signatures so far]

We call on the Heathfield local council to invest in attracting employment opportunities for local people rather than funding a rebranding campaign that would attract more tourists.

Sign here

B Write a report about the plan in Ex 1A. Use the headings below in your report. Use formal language and structures.

Overview of the plan
Advantages of the plan
Opposition to the plan
Conclusions and recommendations

C Swap reports with a partner. Do you agree with your partner's conclusions and recommendations?

4D a product blurb

1A Read the product blurb. What kind of product is it advertising? What is the name of the product?

Shiny, strong, healthy-looking hair not only makes you look amazing, it makes you feel amazing, too. And we believe that only the best natural ingredients can produce the best results. That's why here at SuperShine we have teamed up with an international research laboratory to combine the beauty of nature with the expertise of scientists and created a shampoo we know will produce the results you want. Using top-quality, 100 percent natural ingredients, we have blended the perfect mix of cleansers and essential oils into a luxurious, creamy shampoo. SuperShine gently cleanses and nourishes your hair, removing grime and adding in rich, moisturising oils to leave it looking and feeling fabulous. What's more, unique ingredients in SuperShine protect your hair from the dust and dirt we encounter in our daily lives, so it stays looking better for longer. And because we believe that beautiful hair shouldn't cost the Earth, we've produced a luxury product just for you at a no-frills price. Try SuperShine for a natural, healthy shine that will keep on lasting.

B Read the blurb again. What does it say about:

1 the effect the product will have on your appearance and mood?
2 the input of science into the product?
3 the source of the ingredients?
4 the way the product works?
5 a feature of the product that other similar products don't have?
6 the price of the product?

C Product blurbs often repeat key positive words and ideas to reinforce the message. Look at the blurb again and note down words and ideas that are repeated.

2A Prepare to write your own marketing blurb for a product that will help someone look or feel good about themselves.

- Think about the features of a product blurb in Ex 6A on page 53.
- Make notes on the topics in Ex 1B above.
- Decide on key positive words and ideas you want to repeat.
- Use phrases from the blurb in Ex 1A.

B Write your blurb.

C Swap blurbs with a partner. Would you like to try your partner's product? Why/Why not?

5A an informal message

1A Read the email. Who is writing to whom and why? How would you describe the tone?

Hi Emi,

My cousin Neil gave me your email address and suggested I get in touch. I believe you recently decided to move into a flat in my building. So, congratulations and welcome to your new home! I'm sure you'll love it here. It's in a really great location and the residents are really friendly (and a bit nosy too sometimes, but let's forget about that!).

I'm sure you're really busy getting settled in, but when you get a chance, why don't we meet up? I can show you around the area and we can grab a coffee at my favourite coffee place round the corner. I can also introduce you to some of the neighbours so you feel more at home here.

What do you think? Reply here or message me on 0098 493284 and let me know.

Tomasz

B Read the email again. Find examples of the following ways in which Tomasz tries to create a rapport with Emi.

1 using first names
2 showing empathy to the recipient's situation
3 showing you value the recipient's time
4 asking for input
5 using humour
6 using informal language, e.g. phrasal verbs, contractions

C Read Emi's reply. In what ways does she mirror the email she received? Why does she do this?

Hi Tomasz,

Thanks so much for your email. I really appreciate the warm welcome and offer to show me around. I'd love to take you up on that if that's OK. I think I need to hear more about these nosy neighbours at the very least, but a trip to a good nearby coffee shop would be great, too. I'm free any time this weekend. Let me know when you are.

Looking forward to meeting you!

Emi

2A Alex, a friend of a friend, has recently decided to move to your neighbourhood. Write him a welcome email. Build a positive rapport, using as many techniques in Ex 1B as possible.

B Write a short reply from Alex. Mirror the style of the email you're replying to.

WRITING BANK

5D a blog post

1 A Read the rest of the blog post. Which of your ideas from Ex 6B on page 65 does it mention?

So, I headed to the gym. I'd always been slightly scornful of people who 'do exercise' – they're always so ready to tell you how amazing it makes them feel. But, surprisingly, I found they're right! Believe me, exercise really can change your life. I started by just lifting a few weights and doing a gentle run once or twice a week. I'd say definitely take it steady and take it one step at a time. But I started to feel the benefits quite quickly and not just in terms of increased fitness and energy. The most surprising thing was how it filtered into other areas of my life. Because I felt good, I found I wanted to eat healthier food, and because I had more energy, I found time to catch up with old friends and meet some new ones. It was like a positive spiral in my life. So, I guess my advice to others would be to just make one change to start with, and make it something you want to do. Don't waste time on things you don't enjoy because you won't commit to them. Take it steady and start small. Do what I did and set yourself some goals and try to stick to them, and then relax and enjoy wherever it leads you. Get out of that rut!

B Complete the phrases for giving advice with the words in the box. Use the blog post to help you. Can you think of any other phrases for giving advice?

guess	say	set	small
waste	what		

1 I'd _____ definitely …
2 I _____ my advice to others would be …
3 Don't _____ time on …
4 Start _____ .
5 Do _____ I did and …
6 _____ yourself some goals and try to stick to them.

2 A Write a blog post about your experience of making a change in your life. Give some advice to others about what they can do. Use phrases for giving advice.

B Share your blog post with the class. Whose story is the most inspiring? Which pieces of advice do you think are the most useful? Why?

6D a set of instructions

1 A Read the instructions to prevent your phone battery from dying. Are any of your ideas from Ex 7B on page 77 mentioned? Have you ever had to do any of these things?

Ways to prevent your battery dying

If your phone battery is running out and you can't recharge it until you get home, just follow these steps to save battery power.

1 Turn down the brightness of your screen

If your phone has an auto-brightness feature, turn it on so your screen automatically adjusts to your environment, i.e. it's dim in sunlight and bright in the dark. If you don't have auto-brightness, you can reduce the brightness of your screen manually.

2 Switch on airplane mode

It's a good idea to put your phone on airplane mode when you don't need to access your messages. That way, your messaging apps won't keep looking for and downloading messages.

3 Turn off wi-fi

If you have wi-fi turned on but you're not using a recognised wi-fi network, your phone will continually identify nearby wi-fi hotspots and try to connect to one. Stop this from happening, and save battery power, by turning your wi-fi off.

4 Turn off push notifications and location services

Notifications and location services can be really convenient, but this convenience comes at a cost as they keep running in the background and eat up your battery. Disable these features unless you feel they're absolutely necessary.

5 Turn off background updates

Apps run background updates without you even knowing it, which both drains the battery and uses data if you're not on wi-fi. Disable this feature so that apps only update when you open them. You may need to wait a second or two longer to access them, but you'll be glad when your battery lasts that little bit longer.

B Find examples of the following features in the set of instructions in Ex 1A.

1 clear cause-and-effect explanations
2 direct engagement with the reader
3 use of imperative verbs
4 encouraging language

2 A Prepare to write a set of instructions for using an app, website, piece of software, device or gadget. Think about the following points and make a plan.

- the focus of the instructions and the title
- the steps you want to outline and their subheadings
- what information you will include under each subheading
- the features listed in Ex 1B
- what useful phrases in the instructions in Ex 1A you can use in your own tips

B Write your set of instructions. Use your plan in Ex 2A to help you.

C Share your instructions with the rest of the class. Whose set of instructions would be the most useful for you?

7A a comment on a blog post

1 A **Read a blog post about language. What is the writer's main point?**

a Everyone should learn to speak English.

b Language is becoming too globalised.

c There is no such thing as a universal word.



RyanB
3 hrs ago

I know we live in a globalised world, but can we please keep the joy of different languages? So many words are now international, it's making travelling and visiting different countries boring. Wherever you go, it seems that people watch *football*, eat *burgers* and drink *cappuccino*. You can get a *taxi* or hop on the *metro* in pretty much any city in the world and everyone thinks that things are OK! Please let's not all start speaking the same language – let's keep languages different, so we can all enjoy the challenge of having to learn at least a few words when we travel to a new country!

5

Like Comments Share

B **Work in pairs. Do you agree with the writer in Ex 1A? Give your reasons.**

C **Write a comment responding to the blog post in Ex 1A. Agree or disagree with the writer and correct points the writer makes which you think are wrong.**

8D a continuation of a narrative

1 A **Read a narrative of the next part of the *Doctor Who* clip you watched in Ex 2A on page 100. Where are Ryan and the Doctor at the end of the narrative? What do you think happened next?**

Ryan and the Doctor turned to follow the TeamMate down a narrow corridor. Like most parts of the building, it was fully enclosed by metal walls, with no windows or natural light. The silence was broken only by the regular clunk of the TeamMate's metal feet on the smooth floor. They headed slowly but steadily downwards, following signs towards the packing stations. The Doctor seemed confident and excited, looking around her and taking everything in. But Ryan, privately at least, was beginning to doubt that they would ever get to the bottom of the mystery note that had been delivered with the Kerblam parcel. Finally, they arrived at the packing stations and were delighted to see that they were manned by 'organic workers' or real people! The TeamMate assigned them to their individual stations, explained the packing process to them, then turned and walked away with a cheery wave, its bright artificial eyes shining in the dim light as it made its way back along the corridor. Right. Now it was time to really get to work and find out what that note was all about and who needed help.

B **Read the narrative again. Which of the following features does it include?**

- an account of the main events
- descriptions of the place
- descriptions of the people or robots
- descriptions of the sounds
- information about how the people were feeling
- references to previous events in the story

2 A **Prepare to write the next paragraph of the narrative. Think about what you would like to happen next and make notes on the features in Ex 1B.**

B **Write your paragraph. Include vocabulary and phrases from the text in Ex 1A where possible.**

C **Swap paragraphs with a partner. How similar or different are your versions of what happens next? How do you think the story finally ends?**



GRAMMAR BANK

1A describing past and present habits

REFERENCE

page 10

used to/would

We use *used to* and *would* to talk about past habits. These are repeated past actions and events that took place in the past, but which don't happen now.

We **used to** meet up on Saturdays and cycle into town.

Joe **would** stop by on his way home from work.

We also use *used to* to talk about past states, but NOT *would*.

I **used to** have longer hair.

Notice that we use *get used to* to say that we are becoming familiar with something. We use *be used to* to say we are already familiar with something and it is no longer new to us.

I**'ve got used to** working the night shift.

I**'m used to** having just six hours' sleep a night.

will

We use *will* to describe present habits.

He**'ll** get up early every morning and go for a run.

When we stress the word *will*, it expresses our annoyance with the habit. We can do the same with *would*.

She **will** go to bed late and then moan about being tired.

Past and present continuous

We can use the past and present continuous to talk about past and present habits. The meaning is usually one of annoyance. We often use these tenses with adverbs of frequency, e.g. *always*, *often*, *frequently*, *constantly*.

They **were constantly competing** against each other.

She**'s always calling** me.

tend to/have a tendency to

We use *tend to* (+ infinitive) and *have/have got a tendency to* (+ infinitive) to describe present and past habits.

Jess **tends to** be quite quiet in the mornings.

He**'s got a tendency to** stay out quite late in the evenings.

We **had a tendency to** fight about the silliest of things.

keep on/kept on

We use *keep (on)* (+ *-ing* form) to describe present habits and *kept (on)* (+ *-ing* form) to describe past habits. These forms often describe annoyance.

You **keep on** calling me by my sister's name!

We **kept on** making the same mistakes over and over again!

Other phrases

We use *be prone to* (+ *-ing* form) and *be inclined to* (+ infinitive) to describe likely negative past or present behaviour.

I **was prone to** accidents when I was a kid.

He**'s inclined to** act now and think later.

We use *As a rule* or *Nine times out of ten* with the past or present simple to describe past or present typical behaviour.

As a rule, I don't socialise much during the week.

Nine times out of ten, we lost our matches.

PRACTICE

1 **Complete the sentences with *would* where possible. Use *used to* if not.**

1 I ..... have lots of friends but not these days.
2 When I was young, my aunt ..... bring me a gift every time she visited.
3 I ..... live in a flat up the road, but I moved here last year.
4 Every day after school, my friends and I ..... cycle to the park.
5 Zach ..... be a real party animal, but not now he's got kids.
6 My friend Toluwani and I ..... meet up once a week when we lived near each other.

2 **Choose the correct words to complete the sentences. Which sentences express annoyance?**

1 When my parents were out, I **'d** / **'ll** put on some music and dance around the house.
2 Erik **will** / **would** stare at his phone instead of talking to me these days!
3 At primary school, I **'d** / **'ll** call my teacher 'mum' by mistake! Embarrassing!
4 My friend Jen **will** / **would** often complain about her job when we're together.
5 I **'d** / **'ll** sometimes think of things to get from the supermarket but forget them again two minutes later.
6 My parents **will** / **would** always come into my room without knocking and it drove me mad!

3 **Use the prompts to write sentences using either the present continuous or the past continuous.**

1 Anna / always / forget / my birthday / these days
2 One of my friends / always / get / into trouble / when / younger
3 I / always / get told off / for talking / when / I / at school
4 My little brother / always / steal / my stuff / when / we / kids
5 I / always / leave / my phone / in strange places
6 My friends and I / always / struggling / think of things to do

4 **Match the sentence beginnings (1–6) with the endings (a–f).**

1 We're all prone
2 I'm inclined
3 I have a tendency to
4 Nine times out of ten,
5 Annoyingly, I keep on
6 My family and I tend not

a dropping my phone and breaking it.
b to do my homework in the mornings.
c bite my bottom lip when I'm stressed.
d I sleep through my alarm.
e to losing things in our house.
f to speak much during the week.

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1B reduced relative clauses

REFERENCE

page 12

We can 'reduce' relative clauses by using present and past participles (participle clauses) instead of a relative pronoun and a full verb form.

The people **living** in the slums were offered new flats.

(The people **who were living** in the slums …)

Some of the houses **built** near the river were prone to flooding.

(Some of the houses **which were built** near the river …)

Present participles (-*ing* forms)

We use a present participle in the reduced relative clause when the verb in the original clause has an active meaning and the noun before the participle is the subject of the verb.

I recognised the man **sitting** in the café.

(… the man **who was sitting** in the café.)

The present participle can refer to the present, past or future.

There is plenty of information for people **intending** to buy one of the new flats.

(… for people **who are intending** …)

People **studying** at university in the past didn't have to pay such high fees.

(People **who studied** …)

Students **taking** their exams next year will notice some changes to the exam papers.

(Students **who will take** …)

We can use the present participle for a state as well as an action.

People **wanting** to buy one of the new flats must pay a deposit in advance.

(People **who want** …)

Past participles (-*ed* forms)

We use a past participle in the reduced relative clause when the verb in the original clause has a passive meaning and the noun before the participle is the object of the verb.

The buildings **destroyed** in the fire will be rebuilt.

(The buildings **which were destroyed** …)

The past participle can refer to the present, past or future.

She lives in an apartment **owned** by her parents.

(… an apartment **which is owned** …)

The programme, **broadcast** last week, showed the impact that climate change is having.

(The programme, **which was broadcast** last week, …)

Any applications **received** after the deadline will not be considered.

(Any applications **which are received** …)

PRACTICE

1 **Choose the correct participle to complete the sentences with reduced relative clauses.**

1 They are creating a new area **designed** / **designing** to encourage people to socialise.
2 The streets **led** / **leading** up to the square have lots of small shops and cafés.
3 The materials **used** / **using** to build the new school are all environmentally friendly.
4 People **employed** / **employing** by the company often live some distance away.
5 Candidates **applied** / **applying** for the job must have suitable qualifications.
6 The guests **stayed** / **staying** at the resort all made positive comments about the food.

2 **Complete the sentences with the correct present or past participle form of the verbs in the box.**

attract	contact	destroy	live	use	work

1 People ..... in this style of office are usually more productive.
2 It's a career which appeals to people ..... by high salaries and lots of travel.
3 Residents ..... close to the factory often complain about the noise.
4 Some of the buildings ..... by the fire were over 200 years old.
5 The witnesses ..... by the police were all able to provide useful information.
6 The app is perfect for people ..... public transport in the city.

3 **Complete the second sentence so it means the same as the first sentence. Use a reduced relative clause.**

1 There are plenty of active edges. These are designed to slow people down as they walk past.
There are plenty of ..... slow people down as they walk past.
2 People live in the slums. They suffer from mental and physical health problems.
People ..... mental and physical health problems.
3 Some of the rooms were modernised last year. We stayed in one of them.
We stayed in one of the ..... last year.
4 Some people want to buy their tickets in advance. They can do this online.
People ..... in advance can do so online.
5 A building company will restore the old theatre. They will try to keep its original features.
The building company ..... to keep its original features.
6 The local authority has proposed a new public space. It will include a fountain.
The new public space ..... include a fountain.

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GRAMMAR BANK

1C How to … talk about hypothetical preferences

REFERENCE

page 15

We can use a range of different expressions to talk about things we would or wouldn't like to do.

Expressing a preference between two or more options

Given the choice, I'd …
If it was up to me, I'd …
I'd rather …
I'd sooner …
I'd go for … (noun or *-ing* form)

Talking about things you are very keen to do

I'd jump at the chance to …
I'd give my right arm for a chance to …

Talking about things you aren't keen to do

I'd probably give … (noun or *-ing* form) **a miss.**
I wouldn't choose to …

Expressing a strong feeling of not wanting to do something

No way would I ever …
I'd run a mile at the thought of … (*-ing* form)
You wouldn't catch me … (*-ing* form)
Nothing would make me … (infinitive without *to*)



PRACTICE

1 **Choose the correct phrases to complete the conversations.**

1 A: Shall we cook something this evening or do you want to go out to eat?
B: **I'd sooner** / **I wouldn't choose to** eat out, to be honest. I don't really feel like cooking.

2 A: I've put my name down for an obstacle race in June. Do you fancy doing it with me?
B: You're joking! **Nothing would make me** / **I'd jump at the chance to** crawl through mud and climb over stupid obstacles!

3 A: We could watch a crime drama if you want. Or there are plenty of comedy shows.
B: **Given the choice, I'd** / **No way would I ever** watch the comedy. I could do with cheering up.

4 A: Have you heard? Jake's gone on a rock-climbing holiday.
B: I know, I can't believe it! **You wouldn't catch me** / **I'd go for** doing something dangerous like that!

5 A: I'm going to New York in the summer.
B: You're so lucky! **I'd run a mile at the thought of** / **I'd give my right arm for a chance to** go there!

2 **Complete the sentences with the words in the box. There are two words you do not need.**

arm	catch	choice	make	miss	rather	up	way

1 I don't mind going to a karaoke bar to listen to the rest of you, but I'll probably give the singing a ..... !
2 If it was ..... to me, I'd go to a live concert rather than watch one on TV.
3 No ..... would I ever go swimming with sharks!
4 I'd give my right ..... for a chance to play tennis at Wimbledon!
5 Given the ..... , I'd go to India – it's such an interesting country.
6 You wouldn't ..... me performing on a stage!

3 **Rewrite the sentences using the words in brackets.**

1 I hate the idea of climbing Mount Everest! (catch)
.....
2 I would really love to go to Mexico. (jump)
.....
3 I would prefer to stay in this evening. (up to)
.....
4 I don't think I would choose the sightseeing tour. (miss)
.....
5 I would love the chance to be in a reality TV show. (arm)
.....
6 If I could choose, I'd buy a sports car. (choice)
.....

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2A cleft sentences

REFERENCE

page 21

We use cleft sentences to emphasise particular information in a sentence. We use the cleft structure at the beginning of the sentence to emphasise the information that comes after it.

The players slow the game down to waste time. (a 'normal' sentence, with no added emphasis)

What the players do is slow the game down to waste time. (a cleft sentence, which emphasises the information after the cleft structure)

To make a cleft structure, we can use *What* + subject + verb + *be*.

They want to win the competition. → **What they want is** to win the competition.

We enjoy competing against other teams. → **What we enjoy is** competing against other teams.

We can use a cleft structure to emphasise the object of a verb.

He faked an injury. → **What he faked was** an injury.

I'll send you the link for the website. → **What I'll send you is** the link for the website.

They changed their kit. → **What they changed was** their kit.

If we want to emphasise the whole action (verb and object), we can add the correct form of the auxiliary verb *do*.

He faked an injury. → **What he did was** fake an injury.

I'll send you the link for the website. → **What I'll do is** send you the link for the website.

They changed their kit. → **What they did was** change their kit.

Notice that in structures with the auxiliary verb *do,* the auxiliary verb is in the same tense as the main verb in the normal sentence. The main verb in the cleft sentence is in the infinitive form.

She **dived** in the penalty area. → What she **did** was **dive** in the penalty area.

We**'ll watch** them carefully to see if they are cheating. → What we**'ll do** is **watch** them carefully to see if they are cheating.

When the main verb in the normal sentence is in a continuous form, the form of the auxiliary *do* and main verb in the cleft sentence become an *-ing* form.

They **are playing** for time. → What they **are doing** is **playing** for time.

She **was pretending** to be injured. → What she **was doing** was **pretending** to be injured.

We don't use *do* with verbs that describe feelings or states.

I love competitive games. → What **I love** is competitive games. (a feeling) NOT ~~What I do is love competitive games.~~

She has a lot of talent. → What **she has** is a lot of talent. (a state) NOT ~~What she does is have a lot of talent.~~

PRACTICE

1 **Complete the cleft sentences by adding one word.**

1 He enjoys playing football with his friends.
What he enjoys ..... playing football with his friends.

2 They complained to the referee.
What they ..... was complain to the referee.

3 He borrowed my phone.
What he ..... was my phone.

4 He faked an injury.
What he did was ..... an injury.

5 She pretends to be injured.
What she ..... is pretend to be injured.

6 We noticed someone cheating.
What we noticed ..... someone cheating.

2 **Read the pairs of cleft sentences. What is emphasised in each one – the object of the verb (O) or the whole action (A)?**

1 She broke her ankle.
a What she broke was her ankle.
b What she did was break her ankle.

2 They won the tennis tournament.
a What they won was the tennis tournament.
b What they did was win the tennis tournament.

3 I'll make a chocolate cake.
a What I'll do is make a chocolate cake.
b What I'll make is a chocolate cake.

4 He stole some jewellery.
a What he did was steal some jewellery.
b What he stole was some jewellery.

3 **Complete the cleft sentences. Emphasise the bold part of the normal sentence.**

1 He lied about **his qualifications**.
What ..... his qualifications.

2 They **robbed** a supermarket.
What ..... a supermarket.

3 She planted **an apple tree**.
What ..... an apple tree.

4 They watched **a horror movie**.
What ..... a horror movie.

5 She **threatened to tell the police**.
What ..... the police.

6 I love **swimming in the sea**.
What ..... in the sea.

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GRAMMAR BANK

2B ellipsis and substitution

REFERENCE

page 24

Ellipsis

Ellipsis means omitting words. We often omit words, especially in informal English, because the listener or reader can still understand what we mean from context. We tend to omit subjects (sometimes with *a/an*), auxiliary verbs and modal verbs.

We identified a potential partner and (**we**) contacted them. (subject)

We've been researching and (**we've been**) developing this product for some time. (subject + auxiliary verb)

We should form an alliance and (**we should**) combine our resources. (subject + modal verb)

We sometimes omit verb phrases to avoid repeating them. When we do this, we include an auxiliary verb.

Not many people have one, but I **do** (have one).

We haven't got the technology, but they **have** (got the technology).

They were hoping to complete it by today, but they **haven't** (completed it).

Ellipsis is particularly common in conversational English, whether it's spoken or written (e.g. in social media messages).

(**That's**) Interesting!

(**That's a**) Good idea!

(**It's**) Nice to meet you.

(**That's**) Not true.

(**That**) Sounds good to me.

(**Did you have a**) Fun day?

(**It's**) Nice weather today.

Substitution

We sometimes replace a word or phrase with another word or phrase in order to avoid repetition. We tend to use *one*, *do/did*, *so*, *do so*, *not*, *the same* and determiners (e.g. *some*, *many*) for this.

I didn't have a job last year, but I've got **one** (a job) now.

My brother went into the car industry and so I **did the same** (went into the car industry).

There are a few people here but **not many** (people are here).

A: Do you think it'll happen?

B: I expect **so** (it will happen).

C: I hope **not** (it won't happen).

Notice that we use a form of *do* + *so* in place of a verb phrase we omit to avoid repetition. It means 'do it'. It tends to sound more formal.

We were asked to partner with the company and we **did so** (partnered with the company).

He says he'll leave, but we don't think he'll **do so** (leave).

PRACTICE

1 **Decide which words have been omitted or substituted.**

1 Ready yet?
2 Should we stay or go?
3 I've never tried this product, but I'd like to do so.
4 Do you like this brand or do you prefer that one?
5 Sounds like a good plan.
6 Sorry I'm late.
7 A: Do you think it'll all go to plan?
B: I hope so!
8 I didn't like it very much, but everyone else did.

2 **Cross out the words you can omit from the sentences.**

1 We can give up or we can try once more.
2 Did you have a good weekend?
3 I called the company and I complained.
4 They hadn't been here before yesterday, but I had been here before.
5 We'll invite you to our house and we'll cook for you.
6 Dani called and she said she'll be late.

3 **Substitute the words in bold to avoid repetition.**

1 I don't have that exact jacket, but I have a similar **jacket**.
2 We haven't achieved our goal yet, but we hope to **reach our goal** soon.
3 It's predicted that it'll rain during the day, but I hope **it won't rain during the day**.
4 I didn't send the gift. Melanie **sent the gift**.
5 A: Do you think you'll be there tonight?
B: I expect **I'll be there tonight**.
6 My brother climbed over the wall, so I **climbed over the wall**, too.



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2C How to … compare and evaluate ideas

REFERENCE

page 27

We can use a number of different phrases to compare and evaluate. When comparing, we may want to describe a big difference, a small difference or no difference.

Comparing	Evaluating
A big difference	**Effective**
Informal	be valuable to (someone)
way/miles/loads more … than …	be invaluable to/for (someone)
Neutral	be effective for (someone)
much/a lot/far (more) … than	be useful for (someone)
nowhere near as … as	be effective in (doing something)
nothing like as … as	be useful in (doing something)
Semi-formal/formal	
considerably/significantly/infinitely (more) … than …	
A small difference	**Not effective**
Neutral	be useless for (someone)
a little/slightly/a bit (more) … than	be useless at (doing something)
almost as … as	be a waste of time/energy (for someone)
Semi-formal/formal	be ineffective for (someone)
marginally (more) … than	be ineffective in (doing something)
	be unhelpful for (someone)
No difference	
just as … (as)	
every bit as … (as)	
equally … (as)	

Comparing

It's **much easier** to give a bonus **than** create a whole new pay system.

A minimum salary scheme would take **way** longer to set up.

I think option 1 is **marginally more** interesting than option 2.

A four-day week is **infinitely** better than a five-day week.

This computer seems to be **every bit as** useless **as** the last one!

Evaluating

The mentor programme is **invaluable for** people who need some support.

It would be **effective in** helping junior members of staff.

It'll be **useful in** making people feel appreciated.

It's **a waste of time** and effort **for** the company.

The scheme would be **ineffective in** achieving what it wants to achieve.

PRACTICE

1 **Put the words into the correct order to complete the sentences.**

1 than / more effective / a free lunch / Being thanked / miles / is / by your boss
2 equally / beneficial / is / as / working in an office / as / Working from home
3 nowhere / as / Wearing a suit / comfortable / wearing jeans / near / as / is
4 way / expensive / taking the bus / than / Driving to work / more / is
5 waste / is / Going home for lunch / energy / a / of
6 Non-financial incentives / every bit / important / as / are / financial incentives / as

2 **Use the prompts to write sentences.**

1 Jobs with promotional opportunities / far / motivating / those without
2 Great colleagues / just / important / a great salary
3 Financial incentives / effective / rewarding hard work
4 My bonus this year is / nowhere / much as my bonus last year
5 Free childcare / useless / staff without children
6 There are / loads / people in your department than mine
7 My salary is / marginally / lower / your salary
8 Free gym memberships / useful / sporty people

3 **Complete the conversation with the phrases (a–f).**

A: What do you think of the new pension scheme?
B: It's [1]…… as the old one.
A: I know. The company contributes [2]…… it used to. A whole five percent! It'll be [3]…… persuading people to save.
B: I agree. But then again, our annual bonus has increased by a lot, so we'll be getting [4]…… money at the end of the year, which is great.
A: True. I guess when you look at it like that, overall we'll end up with only [5]…… than we did before.
B: Yes, we'll have [6]…… much, but not quite.

a loads more
b nowhere near as good
c useless at
d almost as
e far less than
f marginally less

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GRAMMAR BANK

3A *as if/as though*

REFERENCE

page 34

We use *as if* and *as though* after verbs such as *act*, *be*, *feel*, *look*, *seem*, *sound* and *taste* and to make a comparison and say how something appears, feels, seems, etc. They are followed by a clause. Although *as if* and *as though* have the same meaning, *as if* is more commonly used.

It's **as though** he's not really here.

You look **as if** you're really stressed.

I felt **as if** I hadn't eaten for a week!

We can use the simple present tense after *as if* or *as though*. This means that the comparison is real or probable.

She acts **as if** she **is** very important. (She probably is important.)

He talks **as if** he **knows** which way to go. (He probably does know which way to go.)

They behaved **as though** they **like** the hotel. (They do like the hotel.)

We can use the simple past tense after *as if* or *as though*. This means the comparison is unreal or improbable.

She acts **as if** she **was/were*** so important. (She is not important.)

He talks **as if** he **knew** which way to go. (He probably doesn't know which way to go, or we don't know whether he knows or not.)

They behaved **as though** they **liked** the hotel. (But they do not.)

*We can use *I/he/she/it* with *was* or *were* when describing something unreal or improbable. *Were* is more common in written English.

We can use the past perfect after *as if* or *as though* for comparisons in the past. This means the comparison is real or imaginary. The verb before *as if/as though* can be in the present simple or the past simple with no difference in meaning.

It sounds **as though** you**'d** really **hurt** yourself./It sounded **as though** you**'d** really **hurt** yourself. (You had hurt yourself.)

She talks about the competition **as if** she**'d won**./She talked about the competition **as if** she**'d won**. (She didn't win the competition.)

I feel **as if I'd heard** the story before./I felt **as if I'd heard** the story before. (I probably had heard the story before.)

It seems **as if** he**'d had** a shock./It seemed **as if** he**'d had** a shock. (He probably had had a shock.)

We might follow *as if* and *as though* with an infinitive or prepositional phrase.

Tom moved his lips slightly **as if to smile**.

I screamed **as if in pain**, but really I was just frustrated.

In informal communication, we sometimes use *like* instead of *as if/as though*. This is particularly common in British English.

You look **like** you**'ve been swimming**. Why are you wet?

They seem **like** they**'re** a nice family.

PRACTICE

1 **Choose the correct options to complete the sentences.**

1. Look at this mess! It looks as if nobody ever **cleans** / **will clean** in here.
2. When I saw Jack yesterday, he looked as if he **is** / **was** really stressed.
3. It seems as though nothing **opening** / **opens** before 8 a.m.
4. You act as if you **'d been** / **were** in charge, but you aren't!
5. It seemed as though everyone **already heard** / **had already heard** about the news except me.
6. I felt as if I **'ve** / **'d** been dragged through a hedge backwards!

2 **Complete the sentences using the prompts in brackets.**

1. ..... , doesn't he? (He / always / look / as if / he / be / down in the dumps)
2. They seemed ..... a lot of experience, but in fact they didn't. (though / have)
3. When he turned away, ... (it appear / as if / he / not hear / me)
4. ..... with her sister at the moment. (She / feel / as if / something / be / not right)
5. It looked ..... a hundred times before. (if / he / make / the cake)
6. ..... , but there's a big problem. (Right now / you / act / as though / nothing / be / wrong)

3 **Complete the second sentence with *as if/as though* so it means the same as the first sentence.**

1. It looked cold outside. It wasn't.
   It looked ..... outside, but it wasn't.
2. He looked at me. He hadn't noticed me before.
   He looked at me ..... for the first time.
3. She looks worried. Maybe she's worried about the exam.
   She looks ..... about the exam.
4. They spoke like experts on the subject. They weren't.
   They talked ..... on the subject.
5. We felt that we weren't seeing this film for the first time.
   It felt ..... this film before.



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3B *no matter*

REFERENCE

page 37

We use *no matter* + a relative pronoun + clause to say that something is true whatever the situation is. It means the same as *It doesn't matter*, but it gives more emphasis to the idea that the information is true.

It doesn't matter when we leave. It'll be fine.

No matter when we leave, it'll be fine.

We use relative pronouns *who*, *whose*, *what*, *which*, *where*, *when*, *why* and *how*.

No matter whose pen I steal, I quickly lose it again!

No matter what time it is, we'll eat something when we arrive.

No matter how tired I am, I always manage to do some exercise after work.

We use a present tense after *no matter* whether it refers to general habits or the future. When it refers to the future, the other clause will use a future form.

No matter where you live, I come and visit you. (general habit)

No matter where you live, I'll come and visit you. (future promise)

Notice that when we use *no matter*, it has two clauses. The clauses can be reversed. When we use *it doesn't matter*, we use one clause.

No matter which dessert you pick, I'll want some!

I'll want some of your dessert, **no matter** which one you pick!

It **doesn't matter** which dessert you pick. I'll want some!

We can also use *no matter* with *that* to say something is not important and won't affect a situation.

No matter that you can't come tomorrow. I'll see you next week.

No matter that we've got no food in the house. We'll order a takeaway.

We sometimes use *no matter what* at the end of a sentence.

I'll always support you, **no matter what**.

I will definitely leave work by 6 p.m. and meet you tonight, **no matter what**.



PRACTICE

1 **Put the words in the correct order to complete the sentences.**

1. where / I am / No matter / stay / in the world, / in touch / we'll
2. you are, / still be / No matter / you can / how old / adventurous
3. times / forgot / she still / how many / reminded her, / No matter / I
4. learn from / how / We can / mistakes, / small / no matter / all
5. the washing-up / how / I'll do / I am, / No matter / tired
6. no matter / drive me / They / they do / up the wall, / what
7. I expect / team / No matter / we'll win / we play, / which
8. to go inside / you chose / I refuse / No matter / this restaurant, / why

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

1. No matter who he ..... (ask), no one seems to know the answer.
2. No matter how I ..... (feel) later, I ..... (give) you a call.
3. I promise that we ..... (not / give up), no matter how difficult it ..... (get).
4. I ..... (buy) this dress, no matter how much it ..... (cost).
5. No matter how often we ..... (tidy) this room, it ..... (be) messy again in just a few minutes.
6. Becky ..... (do) the wrong thing yesterday, no matter what her intention ..... (be).
7. No matter how late you ..... (get) home, I ..... (make) dinner for you.
8. No matter what the weather ..... (be) like, I ..... (go) for a walk every day.

3 **Complete the second sentence so it has a similar meaning to the first.**

1. He calls me by the wrong name, but I know who he means.
   No matter ..... by the wrong name, I know who he means.
2. Rafael will help tonight, even if he's really tired.
   Rafael will help tonight, no matter how ..... .
3. We try hard, but our team never wins.
   No matter ..... , our team never wins.
4. I love a good story. The genre doesn't matter to me.
   I love a good story, no matter ..... .
5. I'll always cycle everywhere, even when I'm old.
   No matter ..... .
6. I try hard to remember people's names. I always forget their names.
   ..... no matter ..... .

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GRAMMAR BANK

3C How to … engage with other people's views

REFERENCE

page 39

Engaging with someone else's view

During a discussion, we often disagree with other people's views. It is still important to engage with their views to show that we are listening to their ideas, even though we may not agree.

That's a (very) good point.
That makes sense.
I can see where you're coming from.
I can see the logic in that.
I can see why you're suggesting …
That's quite a neat idea.
That's a really good/neat idea.

Making a countersuggestion

When we have engaged with the other person's view, we often go on to express our own opinion, for example by making a countersuggestion.

On the other hand, …
But on a practical level, …
It might be more effective to …
One disadvantage of that would be …
Alternatively, what about … ?

Engaging and making a countersuggestion

A: Personally, I think we should hand out big fines to people who drop litter.

B: **I can see where you're coming from, but on a practical level**, it might be difficult to force people to pay.

A: I think we should put up our prices.

B: **I can see the logic in that, but one disadvantage of that would be** that we may lose some of our customers.



PRACTICE

1 **Match the opinions (1–5) with the responses (a–e).**

1. I think we should add tips to the bill automatically, so people can't avoid giving one.
2. I think the library should definitely fine people who return books late.
3. If we want to discourage car use, we could offer incentives like free coffee to students to come to college by public transport.
4. Why don't we offer free meals to kids, as a way of encouraging families into the restaurant?
5. I think if we see people dropping litter on the beach, we should ban them from going there.

a I can see where you're coming from. But it might be more effective to offer an incentive if they return them on time.
b I can see why you're suggesting that. On the other hand, customers might resent being forced to be generous.
c I can see the logic in that. But on a practical level, it would be quite hard to catch people in the act.
d That's quite a neat idea. Alternatively, we could simply close the car parks, which would force them to find other forms of transport.
e That's a really good idea. But one disadvantage of that would be that not charging them would clearly be expensive for us.

2 **Complete the conversations with one word in each gap.**

1. A: I think we should ban phones in all school classes. They're just a distraction!
   B: I can see where you're ..... from. But on a ..... level, it would be quite hard to stop kids smuggling their phones in.
2. A: I suggest we reduce the price of healthy meals in the cafeteria, to encourage people to eat them.
   B: I can see the ..... in that. But one ..... of that would be that it would reduce our profits.
3. A: We could simply ban all dogs from the park. That would solve the problem.
   B: I can see why you're ..... that. On the other ....., some people need their dogs, for example if they have a disability.
4. A: Why don't we all sit down together once a month and work out which bills are due and how much we each need to pay?
   B: That makes ...., what about paying a fixed amount of money each month into an account? Then one person could just pay the bills as they come in.

3 **Work in pairs. Engage with the opinions and make a countersuggestion.**

1. We should stop using any plastic in the cafeteria.
2. I think all cars should be banned from the city centre.
3. Students who hand work in late should have marks taken off.
4. Supermarkets shouldn't be allowed to sell unhealthy snacks.
5. People who behave in an aggressive way online should be banned from the internet.
6. Drivers who break the speed limit should have their licence taken away.

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4A uses of *should*

REFERENCE

page 44

We use *should* in a variety of ways. There are different forms.

	Active	Passive
Present/ Future	*should(n't)* + infinitive without *to*	*should(n't) be* + past participle
At this time	*should(n't) be* + *-ing* form	–
Past	*should(n't) have* + past participle	*should(n't) have been* + past participle

We use *should* to give advice and suggestions.

You **should take** a photo of us all.

They **shouldn't take** photos in here.

We use *should* to say what is ideal or desired, or to express obligation. Notice that sometimes 'they' is the subject. 'They' often refers to 'people in charge'.

They **should give** us a day off.

You **should put** your seat belt on.

We use *should* + infinitive without *to* to talk about likelihood/possibility.

I've changed the settings. It **should work** better now.

We **should see** you all later.

We use *should have* + past participle to talk about regrets.

I **shouldn't have said** that.

We **should have done** more to help.

We use *shouldn't* to criticise.

She **shouldn't be** working so hard.

You **shouldn't have put** that photo online.

In formal contexts, we can use *should* after *if* in conditional sentences to talk about possible and hypothetical (unlikely) situations in the present or future, i.e. in first and second conditional sentences.

If someone should see me take a photograph here, I could be in trouble.

If is sometimes omitted in conditional sentences, and *should* is inverted, i.e. *Should* + subject + infinitive without *to*. This is very formal in tone.

If you need further information, call this number. → **Should you need** further information, call this number.

If you take a photo in here, you'll be arrested. → **Should you take** a photo in here, you'll be arrested.

PRACTICE

1 **Match the first lines (1–6) to the second lines (a–f).**

1 You should have tried harder.
2 The rain should clear up later.
3 If the team should lose, they would not continue in the tournament.
4 I shouldn't have sent Donal that message.
5 You should all get outside for some fresh air.
6 They should provide free lunches for us.

a I really regret it now.
b That's my advice for you anyway.
c Sorry to criticise, but it's how I feel.
d It would be impossible.
e That would be ideal for everyone.
f That's what's predicted.

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

1 We shouldn't ..... (talk) about this right now.
2 We should ..... (leave) home earlier this morning. We're going to be late.
3 You should ..... (see) the look on your face. It's so funny!
4 The plane should ..... (take off) around now.
5 This awful photo of me should never ..... (share) with anyone now or in the future!
6 Should you ..... (experience) any problems, please contact us immediately.
7 We should ..... (give) a pay rise last month, but weren't.
8 If our situation should ..... (improve), we shall amend our plans.

3 **Complete the second sentence so it means the same as the first. Use *should* or *shouldn't*.**

1 We're watching a film instead of studying. It's not ideal.
We ..... instead of watching a film.
2 You sometimes ride your bike without a helmet.
You ..... when you ride your bike.
3 It's possible that you will have doubts. In this situation, contact us.
If you ....., please contact us.
4 We were given a really hard essay to write.
We ..... such a hard essay to write.
5 The decision was made too fast.
The decision ..... so fast.
6 If the door is locked, guests must call reception.
....., guests must call reception.

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GRAMMAR BANK

4B the continuous aspect

REFERENCE

page 48

There are three aspects of verb forms: simple, perfect and continuous.

The simple aspect in the past emphasises that an action is complete, e.g. We **visited** Dublin last week.

The perfect aspect in the past emphasises that an action is completed before another action, e.g. Tom **had** already **left**.

The continuous aspect focuses on the action and its duration, rather than the completion of the action and its result.

We can use the continuous aspect to talk about actions in the past, present and future. All the continuous forms use the appropriate form of *be* and the *-ing* form of the verb.

Verb form	Examples
Present continuous	**I'm working** at the moment. Where **are** you **living** now?
Past continuous	It **was raining** hard. What **were** they **doing**?
Present perfect continuous	He**'s been sitting** there all afternoon. **Have** you **been waiting** long?
Past perfect continuous	I could see that she **had been crying**. We **hadn't been expecting** any visitors.
Future continuous	**I'll be seeing** Jack tomorrow. Where **will** you **be staying**?
Future perfect continuous	By next month, **I'll have been working** here for three years.
Continuous infinitive	My phone seems **to be working** now.

We can use the continuous aspect to talk about:

- actions in progress at a particular time.
  She**'s working** at the moment.
  He **was watching** TV when we arrived.
- temporary situations.
  I'm staying with friends at the moment.
  We **were living** in Rome at that time.
- situations that are changing.
  My French **is getting** better.
  The weather **was getting** colder.
- actions that continue over a period of time.
  I've been studying all afternoon.

In contrast to the continuous aspect, we use the simple tenses to talk about facts, permanent situations, finished actions and habits.
I **visited** my brother in New York last year. He **works** for a bank and **goes** to the gym every day.

Remember that some verbs are state verbs and we don't use them in continuous forms.
I **don't understand** what you're saying.
I've always **loved** this restaurant!

PRACTICE

1 **Choose the correct verb forms to complete the text. Sometimes both are possible.**

Green branding

Not all towns and cities [1]**have / are having** beautiful buildings or historic monuments to help them create a powerful brand. However, in recent years, interest [2]**has grown / has been growing** in branding cities as sustainable or green. Nowadays, people [3]**become / are becoming** more and more committed to the idea of fighting climate change, so an increasing number of cities [4]**begin / are beginning** to sell themselves as environmentally friendly. Twenty years ago, Hamburg, in northern Germany, [5]**had / was having** a reputation as an industrial centre. Pollution in the city [6]**was increasing / increased** at this time and the local authorities realised that they [7]**had been focusing / had focused** too much on jobs and industry and not enough on the environment. The local government [8]**introduced / was introducing** a series of green initiatives to focus on making the city greener and their initiatives [9]**have transformed / have been transforming** the city into one of the greenest cities in Germany. A green roofs policy was introduced in 2015, which means that soon some of the early roofs [10]**will have been growing / will have grown** for ten years, keeping the air clean and reducing pollution. Waste heat from copper production is now being used to supply energy for the city and it is hoped that in the future such schemes [11]**will be providing / will provide** even more of the city's energy needs.



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

1 Where do you think you ..... (work) in five years' time?
2 Do you like the place where you live? How long ..... (you / live) there?
3 What ..... (you / do) last Saturday at midday?
4 What book ..... (you / read) at the moment?
5 By next summer, how long ..... (you / learn) English?

3 **Work in pairs. Ask and answer the questions in Ex 2.**

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4C How to … steer a conversation towards a topic

REFERENCE

page 50

Giving yourself time to think

During an interview, we may be asked a difficult question that we don't really want to answer because the answer might not give a good impression. We can use a phrase to give us time to think of what we can say.

That's a good question.
That's an interesting question.
I've thought about this quite a lot.
This is something I feel quite strongly about.
That's quite a broad topic.

Steering the conversation

Instead of answering the difficult question directly, we can change direction in the interview and steer the conversation to a topic which we want to talk about because it gives a good impression of us.

The most important point here is …
What I can say is …
Perhaps I could just talk about …
Can I just say that … ?
Maybe I can give you an example of …

Giving yourself time to think and steering the conversation

We can use these two groups of phrases individually or we can use them together, giving ourselves time to think first and then changing direction and steering the conversation.

A: What qualities are important when you have to deal with an emergency situation?
B: **That's an interesting question. Maybe I can give you an example of** a time when I was in an emergency situation. It happened about six months ago and …

A: Do you find it difficult to accept negative feedback?
B: **That's quite a broad topic. Perhaps I could just talk about** my last job and the kinds of feedback I had from my manager. In general, the feedback was very positive, but on a few occasions, …



PRACTICE

1 Complete the conversations with one word in each gap.

1 A: How important do you think ongoing training is in a job?
B: This is something I feel quite ..... about. The most important ..... here is that I'm always looking for opportunities to improve my skills and learn new ones, so that I can perform well at work.

2 A: Do you think you have the qualities you need to be a travel representative?
B: I've ..... about this quite a lot. What I ..... say is that I've always been praised for my people skills and my colleagues have always found me very easy to work with.

3 A: How important was good communication in your last job?
B: That's quite a(n) ..... topic. Perhaps I could ..... talk about one particular incident where communication was especially important and I was able to demonstrate my good communication skills.

4 A: What's the best way to deal with a conflict situation?
B: That's a(n) ..... question. Maybe I can just give you a(n) ..... of a time when a conflict arose and I managed to deal with it successfully.

2 Work in pairs. Take turns to ask and answer the questions (1–4). When you answer, give yourself time to think, then steer the conversation to focus on the information in brackets.

1 A: How important is it to keep learning new skills in a job?
B: (Focus on a particular skill you learnt during your last job.)

2 A: What qualities do you think you need to be a successful team worker?
B: (Focus on a time when you worked successfully in a team.)

3 A: You don't have any formal management qualifications. Do you think this will be an issue for you?
B: (Focus on an example of when you were in charge at work.)

4 A: What's the best way to deal with customers who are dissatisfied?
B: (Focus on a situation in which you successfully dealt with someone who was angry.)

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GRAMMAR BANK

5A mixed conditionals

REFERENCE

page 58

We use a mixed conditional when we want to talk about a hypothetical (imaginary) situation in the past and a hypothetical present result of that situation.

If we**'d chosen** to travel by train rather than by car, we**'d be** there by now.

You **wouldn't feel** so sick if you **hadn't decided** to eat all that cheese.

The verb in the *if* clause is in the past perfect form (as it would be in a third conditional) and *would(n't)/might (not)/may (not)* + *infinitive* without *to* or *be* + *-ing* form features in the other clause (as it would in the second conditional).

If I**'d gone** to university, my life **might be** very different to now.

Deli **would still not be talking** to me if I **hadn't apologised**.

Rather than a present result, the result might be in the future. Here, we might use *would(n't) be* + *-ing* form.

If you **hadn't told** me about the concert, I **wouldn't be going**.

Penny **would be starting** her new job on Monday if she **hadn't rejected** the offer.

We can also use a mixed conditional when we want to talk about the hypothetical past result of a hypothetical present situation or state.

If I **weren't** so afraid of planes, I**'d have flown** with you to Brazil.

If flats **weren't** so expensive to buy around here, we**'d have bought** something ages ago.

The verb in the *if* clause is in the past simple form (as it would be in a second conditional) and *would(n't)/might (not)/may (not) have* + past participle features in the other clause (as it would in the third conditional).

If I **weren't** so indecisive, this whole situation **would have ended** weeks ago.

I **wouldn't have called** you if it **wasn't** so important.



PRACTICE

1 **Match the sentence beginnings (1–6) with the endings (a–f) to form mixed conditionals.**

1 If you weren't my best friend,
2 You might not be so tired if
3 If I didn't love food so much,
4 If she'd explained it more clearly,
5 She'd be eating with us now if
6 I wouldn't be where I am today if

a I would have only had a starter.
b I'd understand what to do better.
c I would've been offended by your comment!
d I hadn't worked really hard.
e you hadn't stayed up watching films all night.
f her train hadn't been delayed.

2 **Complete the sentences with the correct form of the verbs in brackets to make mixed conditional sentences.**

1 If I hadn't had a pay rise, I ..... (not / be) able to afford this holiday.
2 If Matt ..... (spend) less time on social media every day, he'd have found a job by now.
3 You ..... (not / fall) over this morning if you didn't look at your phone all the time!
4 You wouldn't need me to pay for lunch if you ..... (not / buy) me flowers earlier.
5 If I hadn't used all my holiday up, I ..... (go) with you to Portugal next week.
6 I'd have told you if you ..... (can / keep) a secret, but you can't!

3 **Rewrite the sentences as one sentence, using mixed conditionals.**

1 You're so stubborn. We didn't come to an agreement for a long time.
If ..... to an agreement ages ago.
2 I didn't listen to your advice. I regret my decision.
If ..... my decision.
3 I didn't charge my phone battery. I've got no battery left.
If ..... some battery left.
4 I get seasick. I didn't go on a cruise with my friend last year.
If ..... on a cruise with my friend last year.
5 I'm not good with my hands. I didn't make you a gift.
If ..... you a gift myself.
6 I got up early. I'm tired now.
If ..... tired now.
7 I didn't study medicine. I'm not a doctor.
If ..... a doctor right now.
8 I didn't know you were such a good cook. I'm cooking dinner right now.
If I ..... dinner right now.

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5B the perfect aspect

REFERENCE

page 61

The perfect aspect looks back from one time to another and emphasises that an action is completed before another time. In some cases, the exact time may be unimportant/unknown. Sometimes the action is incomplete, started in the past and is still relevant now.

Verb form	Active	Passive
Present perfect	The animals **have learnt** to change their behaviour.	The project **has been praised** by environmentalists.
Past perfect	She **had studied** the animals for years before the trip.	In the past, a lot of animals **had been killed** by poachers.
Future perfect	By next year, they **will have trained** the animals to behave in a different way.	If we don't act now, the ecosystem **will have been destroyed** by 2050.
Perfect infinitive	The project didn't appear **to have caused** any problems.	The cameras seemed **to have been accepted** by the animals.

Present perfect

We use the present perfect for an action that was completed in the past when we don't know or don't say exactly when. We often use it to talk about our experiences.

I**'ve seen** gorillas in the wild. I **haven't been** to New York.

Compare this to the past simple, where we usually state the time the action took place.

I **saw** gorillas in the wild **last year**.

We also use the present perfect with *for* or *since* for an action that started in the past and still continues, or has a present result.

I**'ve lived** here **for** two years. (I still live here.)

I**'ve known** Ali **since** we were at school. (I still know him.)

Bats **have been protected** for many years. (They still are.)

I can't play tennis because I**'ve hurt** my arm. (a past action with a consequence in the present)

Past perfect

We use the past perfect to look back from a time in the past to a time before that.

I couldn't call you because my phone **had been stolen**.

Future perfect

We use the future perfect to look back from a time in the future to a time before that.

In ten years' time, we **will have saved** these animals.

In six months, we hope the animals **will have been trained**.

Perfect infinitive

We use the perfect infinitive after verbs like *seem* and *appear* and modals like *need* and *ought* to look back to a previous period.

He appeared **to have forgotten** us.

Some of the elephants seem **to have been killed**.

PRACTICE

1 **Choose the correct words to complete the sentences.**

1 How many animals have **killed** / **been killed** this year?
2 We hope **we arrested** / **to have arrested** the poachers before long.
3 We're pleased because we **had reduced** / **have reduced** the number of bear attacks.
4 The project failed because it **hadn't been planned** / **hadn't planned** carefully enough.
5 A lot of their natural habitat seems **it was destroyed** / **to have been destroyed**.

2 **Complete the sentences and questions with the correct active or passive perfect form of the verbs in brackets.**

1 They used methods which they ..... a few years earlier. (develop)
2 Don't worry – I ..... the flat before you get home. (clean)
3 Where's my tablet? It seems ..... ! (disappear)
4 We walked past the old school which ..... by fire a few years before. (destroy)
5 I don't think there will be much cake left – I'm guessing it ..... by now! (all / eat)
6 The elephants appeared ..... by poachers. (shoot)

3 **Choose the correct options (A–C) to complete the text.**

Biologists [1]..... nudging techniques to help protect grizzly bears in a national park in Canada. They were concerned that a large number of the animals [2]..... by trains. They installed a system of flashing lights and alarm bells which were triggered by an approaching train and acted as an early warning. The project seems [3]..... a success. Scientists found that the warning system [4]..... the grizzlies to move off the tracks before the trains arrived. Other animals seem [5]..... by the warnings, too, as scientists found that the number of deaths of elks, wolves and small mammals [6]..... . The project [7]..... interest from other countries. Supporters of a similar scheme in India hope that in a few years' time it [8]..... the number of deaths caused by collisions between elephants and trains.

1	**A** have used	**B** have been used	**C** had used
2	**A** will have been hit	**B** have hit	**C** had been hit
3	**A** has been	**B** to have been	**C** had been
4	**A** had prompted	**B** will have prompted	**C** seems it has prompted
5	**A** to have influenced	**B** have influenced	**C** to have been influenced
6	**A** had fallen	**B** had been fallen	**C** seems to fall
7	**A** has attracted	**B** had attracted	**C** had been
8	**A** has reduced	**B** will have reduced	**C** will have been reduced

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GRAMMAR BANK

5C How to … summarise

REFERENCE

page 63

We summarise when we want to check we've understood what a speaker said or inferred, or when we just want to give the key points of something, e.g. a concept or what has been discussed previously. When we summarise, we paraphrase what has been said before.

So, what you mean is that you tried it before and it worked to a degree. (check understanding)

So what you're saying is that you don't think this idea will work. (check inference)

Basically, a petition involves getting people's signatures. (summarise a concept)

In a nutshell, we've got two very different ideas to choose between. (summarise discussions)

Checking understanding of what a speaker said or inferred
So what you're saying is (that) …
So what you mean is (that) …
To put it another way, …
In other words, …
Summarising key points
In brief, …
In a nutshell, …
Basically, …
To recap, …
So to summarise, …
So what we're saying is (that) …

Notice that *to recap* and *to summarise* are slightly more formal than the other phrases.

Notice that in spoken English, a speaker may begin with *to put it another way, in other words, in a nutshell, basically,* but they may also end with these words/phrases.

Basically, it's something you use to filter unclean water.

It's something you use to filter unclean water, **basically**.

To put it another way, it's not something you want to use.

It's not something you want to use, **to put it another way**.

PRACTICE

1 **Match the sentence beginnings (1–5) with the endings (a–e). Which sentences are checking understanding? Which summarise key concepts?**

1 So what you're
2 OK, so in a
3 In other
4 Well, to put it
5 So to

a another way, you think we need to do more.
b saying is that you don't think it'll work.
c words, you support it.
d summarise, we all like the idea but it's time-consuming.
e nutshell, it's a quick, easy and cheap solution.

2 **Add a necessary word to each sentence.**

1 So what you mean a petition is more likely to gain interest online than offline.
2 So what you saying is that we need to get the support of a non-profit organisation.
3 In nutshell, it's a way of gaining support from the public while also raising money.
4 To put another way, it's not good to irritate the people whose support you need.
5 Brief, the problem is getting worse and we need to do something about it.
6 So summarise, the majority of us support the proposal.

3 **Read the quotes and then write a summary using the word in brackets.**

1 'We don't really want celebrities turning this event into a demonstration about social issues, but at the same time, outfits which highlight these issues do get attention from the press, which we do want. We just don't want it to take away from the art, which should be the real focus of the event.'

..... (saying)

2 'I'm not convinced by protests about climate change. We see them all the time, but nothing seems to change except people's perceptions towards the protestors when they disrupt people's journeys to work and so on. That can't be what the demonstrators really want.'

..... (nutshell)

3 'It's all very well people doing silly things to get attention for some kind of issue, but all it does is get people's attention for a few days. As soon as the interest dies down, people forget about it. I'm just not sure it's worth the effort.'

..... (words)

4 'It's hard to raise people's awareness of an issue when there are so many problems for us to worry about. I think sometimes the number of issues is so overwhelming and the thought of us solving them seems so difficult that it's easier just to pretend none of them exist. But we have to keep going with this. We can't give up.'

..... (put)

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6A inversion

REFERENCE

page 70

When we use some negative adverbials at the beginning of a sentence, we change the order of the subject and auxiliary verb. This is called inversion. We use these structures in more formal language, to emphasise the point we are making.

I have never seen such a wonderful sight! ('normal' word order)

Never **have I seen** such a wonderful sight! (inversion)

We use inversion with these adverbials:

Never (before)

Under no circumstances

Not only … , but also …

Only + time expression

In no way

I had never been so scared before. → **Never before had I been** so scared!

You should not give your bank details to anyone under any circumstances. → **Under no circumstances should you give** your bank details to anyone.

He was not only handsome, but also rich. → **Not only** was he handsome, **but** he was **also** rich.

It was only clear to me later that he had been lying. → **Only later was it clear** to me that he had been lying.

I was not happy with the decision in any way. → **In no way was I happy** with the decision.

We can invert the auxiliary verbs *have* and *will*, and also modal verbs such as *can* and *should*.

I will never go there again. → **Never will I go** there again!

She can't complain about the decision in any way. → **In no way can she complain** about the decision.

You shouldn't lie to the police under any circumstances. → **Under no circumstances should you lie** to the police.

Where the normal affirmative sentence has no auxiliary verb, we use *do* or *did* in the sentence with inversion.

They only **met** the landlord three months later. → Only three months later **did they meet** the landlord.

She not only plays the piano, but she also sings. → Not only **does she play** the piano, but she also sings.

PRACTICE

1 **Put the words in the correct order to make sentences with inversion.**

1 no / circumstances / I / agree / will / to this deal / under

Under no circumstances will I agree to this deal.

2 never / had to process / before / we / so much information / have

3 not only / the decision / quick / was / but / also / was / it / correct

4 later / learn / I / only / the truth / did

5 acceptable / is / in / way / no / this behaviour

2 **Choose the correct words to complete the sentences with inversion.**

1 Not only **I have forgotten** / **have I forgotten** his address, but I've also forgotten his name!

2 In no way **should she be** / **she should be** in charge of this project!

3 Only when he had left **realised I** / **did I realise** that he had been telling the truth.

4 Under no circumstances **they must be** / **must they be** allowed into the venue.

5 Never **have I seen** / **saw I** such a mess!

3 **Complete the second sentence so it means the same as the first sentence. Use inversion.**

1 I have never had such amazing food before!
Never ..... amazing food!

2 This doesn't change my opinion in any way.
In ..... my opinion.

3 I only began to feel ill after the meal.
Only ..... to feel ill.

4 He was not only arrogant, but also rude.
Not ....., but he was also rude.

5 You should not tell anyone about this research under any circumstances.
Under ..... about this research.

6 I will never forget their kindness.
Never ..... their kindness.



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GRAMMAR BANK

6B passive structures

REFERENCE

page 72

We use the passive form when we want to focus on the action, not on the person who does the action (the agent). This may be because:

• we do not know who the agent is.

It **was delivered** yesterday.

• it's clear who the agent is to both speaker and listener from the context or a previous mention of the agent.

The man **was arrested** yesterday.

• it's 'people in general'.

English **is spoken** around the world.

• we want to maintain the same subject and this forces the use of the passive.

They ordered six chairs but they **were sent** only five.

• we want to avoid blaming someone or admitting our own wrongdoing.

He broke a glass. → A glass **was broken**.

The passive is used in all contexts, but is often a key feature of formal English as it helps to maintain objectivity.

Passive and perfect infinitive

We use a passive infinitive form after modal verbs and verbs that are followed by the infinitive (e.g. *need*, *want*, *hope*). We might also use it as the subject of a sentence. It is formed with *to be* + infinitive, although *to* is omitted after modal verbs such as *may*, *might*, *will*.

You **could be given** a promotion if you keep doing what you're doing.

I **want** the meeting **to be finished** by 4 o'clock today so I can leave early.

To be sent shoes for a child when you ordered shoes for an adult is annoying!

When we want to refer to the past, or a completed action at a future time, we use a **perfect infinitive**. It is formed with *to have been* + past participle. The *to* is omitted after modal verbs such as *may*, *might*, *will*.

I might **have been sent** the wrong item.

My birthday seems **to have been forgotten** by my brother.

Passive and perfect *-ing* form

We use a passive *-ing* form (*being* + past participle) after verbs which are followed by a gerund (e.g. *avoid*, *keep*, *enjoy*), prepositions and as a subject of a sentence.

I avoid **being tagged** in photos by not being on social media!

I'm really looking forward to **being taken** on a tour of the city.

Being given an end-of-year bonus was unexpected but welcome.

When we want to refer to the past, we use a **perfect gerund**. It's formed with *having been* + past participle.

We don't mind **having been missed** off the list once, but twice is annoying.

I resent **having been ignored** for much of the meeting.

After **having been promised** a pay rise, I was disappointed when I didn't get one.

We can also use a perfect *-ing* form to form a participle clause when we want to refer to the past.

Having been awarded a prize for her work, Sally was delighted.

Having been born in Australia, I've got an Australian passport.

PRACTICE

1 **Choose the correct verb forms to complete the sentences.**

1 We appear to **have misled** / **have been misled**.
2 You may **be sent** / **to send** an interesting email later.
3 I should **be given** / **have been given** an apology yesterday.
4 I don't enjoy **being called** / **to call** in the middle of the night.
5 I might **have told** / **have been told**. I don't remember.
6 He denied **to be** / **having been** given the job by mistake.

2 **Complete the sentences with the correct passive form of the verb in brackets.**

1 Ben hopes _____ (give) a pay rise by the end of the year.
2 I appear _____ (send) the wrong documents.
3 The cake needs _____ (cut) into eight pieces.
4 We should _____ (warn) about this last week.
5 I don't mind _____ (miss) the party last Friday, but I'm sad I didn't get to see Musa.
6 I always avoid _____ (give) too much work to do by pretending to be very busy!

3 **Rewrite the second sentence with a passive or perfect infinitive or *-ing* form, so it means the same as the first.**

1 The shirt I ordered didn't fit – it's possible I was sent the wrong one.
I might _____ the wrong shirt, because it didn't fit.
2 We won't need to do any more work on the project.
No further work _____ on the project.
3 It's possible for the customer to request a refund.
A refund _____ by the customer.
4 I possibly sent our client the wrong information.
The wrong information may _____ to our client.
5 I'd worked hard for weeks, so I was disappointed with my grade.
I was disappointed with my grade, after _____ hard for weeks.
6 I'm looking forward to the HR manager showing me around the building.
I'm looking forward to _____ around the building by the HR manager.

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6C How to … negotiate in a dispute

REFERENCE

page 75

We can use a number of different phrases when negotiating a dispute. We use phrases to complain about a situation, make an offer and accept the offer.

Complaining

When we complain about something, we usually add a reason for the complaint, e.g. we suggest that something is not reasonable or acceptable.

It isn't reasonable to expect me to (live without a washing machine).

I don't think it's fair that (I have to put up with noisy building works).

(There's still no hot water, and) **this isn't really acceptable**.

Making an offer

When we make an offer, we often use a phrase to emphasise that we are offering something.

What I can do is (reduce the rent for two months).

Maybe we could come to an arrangement about (the rent).

I can offer you (alternative accommodation while the building works take place).

Accepting the offer

When we accept an offer, we often add a phrase to confirm that it is acceptable, or to give a reason.

(Yes, a rent reduction of fifty percent is fine.) **That's acceptable to me.**

(I like the idea of alternative accommodation for a month.) **That sounds like a good compromise.**

(Yes, getting the flat redecorated would be good.) **I'd be happy with that.**

PRACTICE

1 **Complete the sentences with one word in each gap.**

1 Yes, that sounds ..... a good compromise.
2 ..... I can do is get an electrician in to look at the heating.
3 I don't think it's ..... that you leave your bike next to the lift.
4 Maybe we could ..... to an arrangement about the rubbish.
5 I'd be happy ..... that.
6 I'm sorry, but this isn't really ..... .

2 **Look at the sentences in Ex 1 again. Decide if each one is complaining (C), making an offer (M) or accepting an offer (A).**

3 **Choose the most suitable response to each sentence (a or b).**

1 I can offer you a refund on your rent.
   a Yes, that's acceptable to me.
   b It isn't reasonable to expect me to pay that.
2 I don't think it's fair that you have a party every week!
   a I agree. That's acceptable to me.
   b What I can do is make sure the party always finishes at midnight.
3 What I can do is help you decorate your flat, to make up for the inconvenience.
   a I don't think it's fair that I have to do that!
   b I'd be happy with that.
4 It isn't really acceptable to leave your bike in the entrance hall.
   a Leaving it there sounds like a good compromise.
   b Maybe we could come to an arrangement about where I can leave it.



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GRAMMAR BANK

7A adverbials

REFERENCE page 81

Adverbials add extra information to a sentence about time, frequency, manner, etc. They can be a single word or a phrase.

Adverbials of manner

These describe how something happens. They usually come after the verb and object, but they can also come before the verb or at the beginning of a sentence, for emphasis. When they are used at the beginning of a sentence, they are followed by a comma.

Words can fall out of fashion **quickly**.

She usually drives **carefully**.

It's important to spend your money **in a sensible way**.

She **quietly** closed the door.

Carefully, she put the lid back on the box.

Time adverbials

These describe when something happens, or how long it happened for. They usually come after the verb and object, but can come at the beginning of a sentence, for emphasis. When they are used at the beginning of a sentence, they are followed by a comma.

I saw Sam **last week**.

We moved to London **in 2010**.

We sat outside in the garden **for a while**.

Two weeks ago, I saw him in the city centre.

Frequency adverbials

These describe how often something happens. Frequency adverbs usually come before the main verb, but after the verb *be*. Adverbial phrases of frequency usually come after the verb and object, but can come at the beginning of a sentence, for emphasis. When they are used at the beginning of a sentence, they are followed by a comma.

I **often** go shopping there.

She's **usually** at the gym in the morning.

I walk that way to work **pretty much every day**.

From time to time, I wonder how much I really enjoy my job.

Intensifying adverbs

These modify an adjective and make the meaning of the adjective stronger or weaker. They come before the adjective.

She looked **extremely** happy.

It was **quite** warm outside.

He was **incredibly** angry.

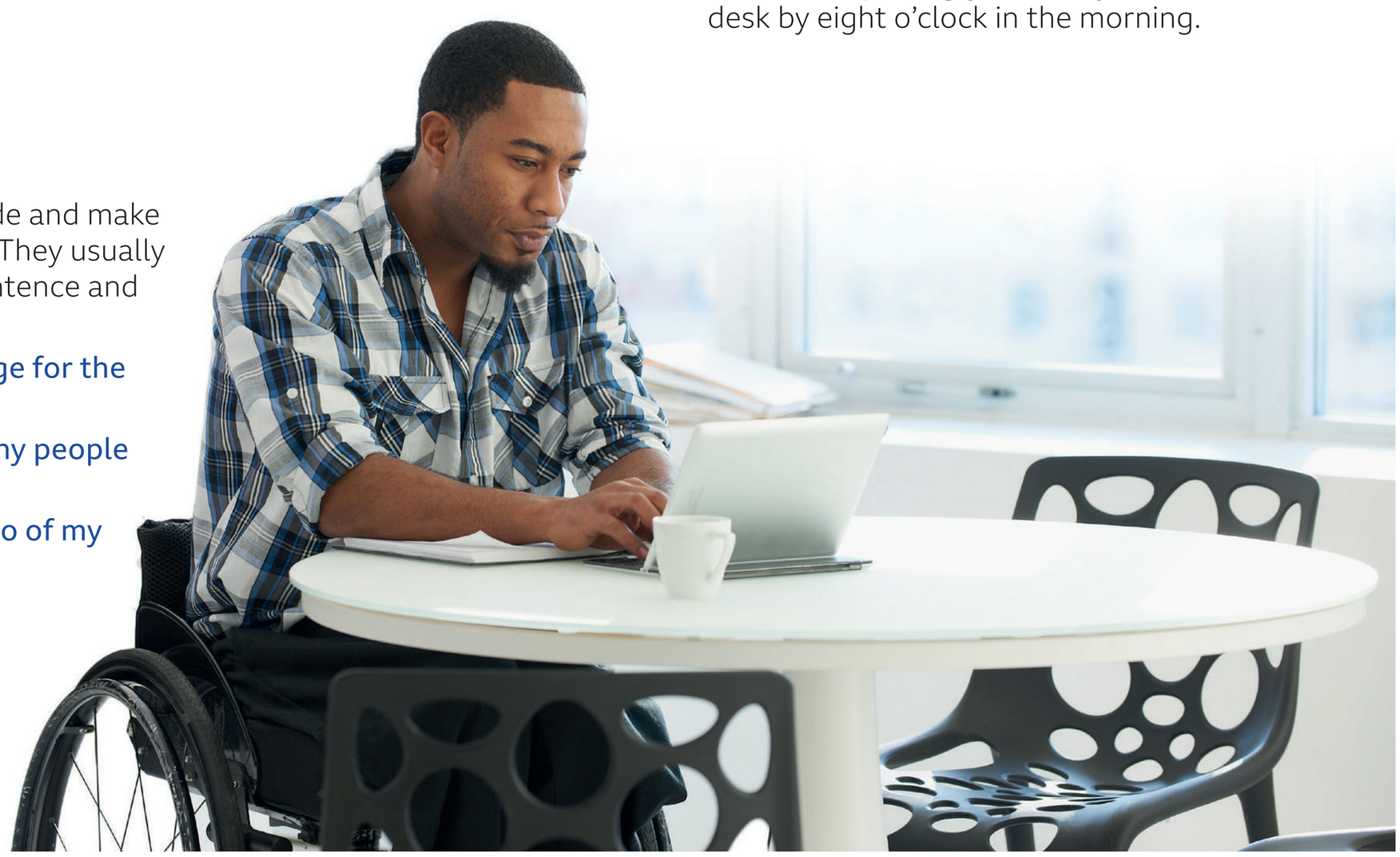
Sentence adverbials

These show the speaker's attitude and make a comment about the sentence. They usually come at the beginning of the sentence and are followed by a comma.

Surprisingly, there was no charge for the service.

Interestingly, there weren't many people there.

To my delight, I bumped into two of my friends in the restaurant.



PRACTICE

1 **Underline the adverbials in the sentences.**

1. We played computer games all afternoon.
2. Every once in a while, we meet up for a chat.
3. She looked at me in a suspicious manner.
4. Unfortunately, the restaurant had to close.
5. The city centre was incredibly busy.
6. To my astonishment, she announced that she had quit her job.
7. I still go to visit them on a fairly regular basis.
8. He was quietly reading his book.

2 **Look at the adverbials in Ex 1 and decide what kind of adverbial each one is: manner, time, frequency, intensifying or sentence.**

3 **Choose the correct words to complete the sentences.**

1. I opened **the door silently** / **silently the door**.
2. We **at the end of the day returned home** / **returned home at the end of the day**.
3. She was **every day** / **incredibly** interested in my work.
4. **In a disappointing way** / **Disappointingly,** they didn't make it to the final of the competition.
5. We should follow the map **carefully** / **always**.
6. She looked **slightly shocked** / **shocked slightly** when I told her what had happened.
7. **A few days ago** / **In a friendly way,** we met up for a coffee and a chat.
8. He is **unsurprisingly** / **usually** at his desk by eight o'clock in the morning.

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7B fronting: reasons, causes and explanations

REFERENCE

page 85

We can use *as/because/since*; *because of*; *seeing as*; *as a result of* + object; and *-ed* participle clauses to introduce the reason or cause of something.

As Italian cuisine is popular around the world, it's often people's favourite food.

As a result of globalisation, we can all buy the same type of coffee.

Impressed by the local cuisine, I tried my best to learn all about it.

As the most important information is often given in the second part of a sentence in English, we may introduce the reason or cause at the start of the sentence in order to focus on the result or effect at the end. We may also place it at the start in order to connect it to what came before.

Because you've never tried Ethiopian cuisine, I'm going to take you to an Ethiopian restaurant later. (focus on going to the restaurant)

You've never tried mocha coffee? Well, **because of** that, we're going to have a cup right now. (relates to information that came before).

as/because/since

We use *as/because/since* + clause, and *because of* + object, to introduce a reason or cause. A comma then separates it from the second clause which gives the result or effect. Note that the two clauses can change, with the reason or cause second.

Since you like Vietnamese food, I'm sure you'd enjoy Cambodian food.

I'm sure you'd enjoy Cambodian food, **since** you like Vietnamese food.

seeing as

We use *seeing as (how)* + clause in the same way we use *as/because/since*. Note that it tends to be used informally and is more common in British English than in other types of English.

Seeing as you've never tried Indonesian food, we should order some.

Seeing as how it's dinner time, we should eat.

as a result of + object

We use *as a result of* + object to introduce a reason or cause when we're being more formal. The object might be a noun or noun phrase. The noun phrase may be short or long.

As a result of the cultural exchange of foods, we learnt a lot about each other's culture.

As a result of visiting several countries in Southeast Asia, Tara developed a love of spicy dishes.

As a result of what can only be considered to be a terrible mistake by the manufacturer, a key ingredient of the dish was omitted.

-ed participle clauses

We can use an *-ed* participle clause to introduce a reason or cause.

Annoyed by the lack of salt in her soup, she complained to the waiter. (Because there was a lack of salt in her soup …)

Forced to eat the same food every day for a week, Laura was looking forward to trying something new. (Because Laura had been forced to eat the same food …)

in light of/in view of (the fact that)

We can use *in light/view of* + noun/noun phrase or *in light/view of the fact that* + clause to introduce a reason or cause. They mean 'considering'.

In light of concerns about the impact of almond milk on the environment, I've stopped drinking it.

In view of the fact that trends come and go, the restaurant menu changes twice a year.

PRACTICE

1 **Find and correct one error in each sentence.**

1. Because health issues, I decided to go vegetarian.
2. As result of seeing a recipe online, they decided to make *nasi goreng*.
3. Frustrating by the lack of choice, we went to a different restaurant.
4. Since that I don't eat meat, I can't have this dish.
5. As a result of burn the food, I decided not to make the recipe again.
6. Because of I'd never tried such an unusual dish, I ordered it immediately.
7. See as it's getting late, we should eat.
8. In the view of the fact that 3D printers can print food, we may all print our own dinner in the future.

2 **Link the sentences together. Use the words in brackets.**

1. I don't eat bread. I have a wheat allergy. (since)
2. We're interested in vegan food. We decided to try some. (interested)
3. The restaurant had robot servers. We decided to give it a try. (because)
4. The dessert menu looked impressive. Everyone ordered something. (by)
5. We were pleased that strawberries were in season. We bought some. (pleased)
6. We're not hungry. Let's miss lunch. (seeing)
7. The demand for local ingredients is growing. Farmers' markets are growing in popularity. (view)
8. People are consuming alternative types of milk. Cow's milk is losing popularity. (because of)

3 **Complete the sentences with a reason or cause. Use your own ideas.**

1. As I love ..... , I often eat ..... .
2. Because of a dislike for ..... , I tend not to eat ..... .
3. Curious about ..... food, I'd love to try ..... .
4. As a result of never eating out at a ..... restaurant, I'd like to visit one.
5. Seeing as I'm not keen on ..... food, I usually avoid ..... restaurants.
6. In view of the fact that ..... , I don't usually drink ..... .

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7C How to… exaggerate

REFERENCE

page 87

We sometimes exaggerate an action or state, the size or quantity of something, or make comparisons in order to emphasise a point and/or create a more dramatic effect. We tend to do this in more informal situations. Notice that when we make comparisons or describe likenesses, the comparison or likeness is exaggerated.

Exaggerated actions or states

My (feet) **are killing me**.

I'm starving. (I could eat a horse.)

I'd die of (embarrassment/shame).

I wouldn't be seen dead in (a pair of shoes like that).

Exaggerated size or quantity

You take/It takes (forever/hours) **to** (do it).

(I bet) **they cost a fortune**.

They're about ten sizes too small.

I've told you (a million) **times,** (I don't like denim jackets).

It looks like (it's been around for centuries).

Comparisons or likenesses

There's nothing better than (shopping at a vintage store).

It's like trying to find a needle in a haystack.

You'll (literally) **be green with envy**.

PRACTICE

1 **Match the sentence beginnings (1–8) with the endings (a–h).**

1 This jacket is ten times	**a** better than an old vintage bag.
2 I'd die of	**b** an absolute fortune.
3 These sunglasses cost	**c** killing me.
4 I wouldn't be seen	**d** takes forever.
5 I've told you	**e** embarrassment if I wore that.
6 My back is	**f** a million times before – no!
7 My journey to work	**g** dead in those trainers.
8 There's nothing	**h** smaller than it was. It's shrunk!

2 **Complete the exaggerations with the words in the box.**

a hundred centuries hours needle shame ton

1 At the end of a shopping trip, my bags weigh a ..... .

2 Trying to find my phone in this house is like trying to find a ..... in a haystack.

3 This old T-shirt looks like it's been around for a few ..... .

4 I'd die of ..... if that happened to me.

5 You've bought ..... times more apples than we need.

6 Why does it take you ..... to get ready?

3 **Change a word or phrase in the sentences to exaggerate.**

1 My knees are hurting me.

2 The taxi took a long time to arrive.

3 Those shoes look like they cost a bit.

4 I'd be embarrassed if I made that mistake.

5 Come on, it's easy. You've done it lots of times before.

6 Why does it always feel like the food takes a while to arrive?



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8A concession

REFERENCE

page 93

We use adverbials to admit that an opposing point of view has merit or is true.

Although utopias are idyllic, dystopian worlds provide more interesting stories.

Dystopian stories can be quite depressing, but **at the same time** the endings often give us hope.

These adverbials often form concession clauses, i.e. with *although*, *while* and *even though*.

While dystopian fiction is popular amongst all age groups, it's particularly popular amongst young adults.

Even though the world can be quite depressing at times, there is a lot to enjoy.

Concession clauses can come at the start or end of a sentence, but they usually come at the start of the sentence, as we want to admit that an opposing point of view is true, but then quickly move onto expressing a counterargument which expresses our true beliefs. Alternatively, the concession may refer to something another speaker said, so we refer to it first and then give our own view. Compare the impact of putting the concessive clause at the start and the end:

Although books encourage us to use our own imaginations, films are more visual and less time-consuming.

Films are more visual and less time-consuming, **although** books encourage us to use our own imaginations.

We can use *however*, *at the same time* and *that said* to show a contrasting point of view, but these phrases come before our own belief or our counterargument, and not the opposing point of view we are admitting is valid or true. Note that these start a new sentence.

Tales of struggle can be uplifting. **However**, utopias give us something to aspire to.

New stories are published every day. **At the same time**, they're all versions of stories from history.

E-books are convenient. **That said**, there's nothing better than a paper book.

We can use the adverbial phrase *admittedly … but* to introduce an opposing viewpoint.

Admittedly, there have been some excellent sci-fi stories, **but** I prefer romance.

Admittedly, what you said is true, **but** I don't believe it's always the case.

We also use *though* to provide an alternative viewpoint. In spoken or informal written communication, we often add it to the end of our point.

Though the ending was disappointing, I enjoyed the show.

The story was good, **though** the acting was pretty terrible.

The book was brilliant. The film was rubbish, **though**.

We can use the structure *adjective + though/as* to make a concession, e.g. *True though that is*, *True though that may be*, *Interesting as that seems*, *Clever though he may be*, *Horrible as that is*, *Brilliant as she may seem*.

True though that is, I would argue that it's different for everyone.

True though that may be, it's not the most interesting story.

Clever though he is, he's not always 100 percent correct about everything.

Interesting as that is, it doesn't support your argument.

PRACTICE

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

1. a long time. / it was fun. / It took / same time, / At the
2. useful. / see it's / I don't / While / I can / like it,
3. she is, / she / serious. / Funny / can be / though
4. it's easy. / hard though. / The last part / Most of / is
5. better resources. / Although / there are / helpful, / it's
6. I don't / True / may be, / agree. / that / though

2 **Link the sentences together using the word in brackets and correct punctuation. The first sentence is the concession. More than one answer might be possible.**

1. The characters are strong. The story line is weak. (while)
2. I don't appreciate your tone of voice. I understand your point. (at the same time)
3. I'm strong. It's too heavy for me to lift. (though)
4. It wasn't their best match. They're still the best in the world. (admittedly)
5. She's generally happy. She has some challenges in her life. (that said)
6. You said it's expensive. It tastes delicious. (true)

3 **Complete the sentences with an opposing viewpoint. Compare your ideas with a partner.**

1. Although ..... , it's very popular.
2. It's not easy to ..... . At the same time, it's not impossible.
3. Depressing as dystopian stories are, ...
4. Admittedly, ... , but I think it's great!
5. ..... . You can't get much better though.
6. While ..... , there are better places to visit.

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8B future forms

REFERENCE

page 96

will

We use *will* to make general predictions about the future.

This technology **will become** much more widely used in the future.

I don't think the product **will succeed**.

be going to

We use *be going to* to express a plan or intention.

The company **is going to try** to improve the device.

Researchers **are going to explore** the possibility of creating energy from clouds.

We also use *be going to* for predictions based on evidence in the present.

Look at the sky. It**'s going to rain**!

She can't carry all those drinks. She**'s going to drop** them!

Future continuous

We use the future continuous to talk about an action that will be in progress in the future.

In ten years' time, we**'ll be using** a lot more renewable energy.

I probably **won't be living** here in five years.

Future perfect

We use the future perfect to talk about an action that will be finished at a particular time in the future.

In ten years' time, researchers **will have found** a solution to this problem.

There's no point calling him at midnight – he**'ll have gone** to bed!

We can also use the future perfect in the passive form.

The project **will have been completed** by next year.

Do you think the problem of climate change **will have been solved** by 2050?

Future perfect continuous

We use the future perfect continuous to talk about the length of an action as seen from a particular time in the future.

Next year, I**'ll have been studying** English for ten years.

By 2050, people **will have been using** electric vehicles for ages!

Modal verbs

We can use *might*, *may* and *could* instead of *will* in future forms to show that we feel less certain about a future event.

I think the lecture **might** be interesting.

I **may** be working in Paris next year.

Experts **could** have found a solution to the energy crisis by next year.

Some of these problems **may** have been solved in a few years' time.

PRACTICE

1 **Read the sentences. Match the verb forms in bold with the descriptions (a–e).**

1 I think our diet **will be** healthier in future.
2 I can't come for lunch tomorrow – I**'ll be travelling** to London then.
3 Don't worry. The party **will have finished** by midnight.
4 Next summer, I **will have been working** here for three years.
5 It **might rain** tomorrow.

a an action in progress in the future
b an action that will have continued for a particular amount of time, at a point in the future
c an action that will be finished at a particular time
d a general prediction about the future
e a prediction that is less certain

2 **Choose the correct verb forms to complete the sentences.**

1 Do you think their meeting will **finish** / **have finished** by now?
2 I'm so excited – this time tomorrow, we'll **be flying** / **have been flying** to Florida!
3 I'm picking my car up at four this afternoon. Hopefully, it will **have repaired** / **have been repaired** by then.
4 I'll call you at eight if I'm free, but I **may still work** / **may still be working**.
5 Next March, we **'ve been living** / **will have been living** here for ten years!
6 Why don't you phone the lost property office again tomorrow? Your bags **might have found** / **might have been found** by then.

3 **Complete the second sentence with the correct future form of the verb in brackets so it means the same as the first sentence.**

1 The train leaves at 10.30.
The train ..... (leave) by 11.00.
2 We're going to watch a film this evening. It starts at 7.30 and finishes at 10.00.
At 8.30, we ..... (watch) a film.
3 They're delivering the parcel at 11.00.
The parcel ..... (deliver) by lunchtime.
4 It's possible that I will have a job in Spain next year.
I ..... (work) in Spain next year.
5 I started waiting in this queue forty-five minutes ago!
In fifteen minutes I ..... (wait) for an hour!
6 We will inform you of our decision on Monday morning.
By Monday afternoon, you ..... (inform) of our decision.

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8C How to … maintain and end a discussion

REFERENCE

page 99

We can use a number of different phrases in order to maintain a discussion or bring it to an end. When we want to maintain a discussion, we use phrases to agree or disagree with what other people have said. When we want to end a discussion, we often use a phrase to summarise the discussion.

Expressing an opinion

We can use different phrases to express opinions in slightly different ways.

Frankly, I think the idea of never going on holiday is crazy! (This is a strong and definite opinion.)

As I see it, the time to enjoy yourself is when you're young. (This is my personal opinion, but I understand that others might not agree.)

I dare say I could save a small amount of money each month. (I accept that this is true, but it is not a strong opinion.)

It seems to me that it's more important to use the money you earn to have fun. (This is my personal opinion, based on my experience.)

Agreeing

We can use different phrases to express agreement in slightly different ways.

'I'm hopeless at saving money.' '**That makes two of us.**' (Exactly the same is true for me.)

I can definitely **see what** Mia **is saying**. She's got a good point. (I can understand Mia's point of view, although I don't necessarily agree with it strongly.)

Yes, **I can see what you're saying**. That makes sense. (I can understand your point of view, although I don't necessarily agree with it strongly.)

I'm with Tom **here**. You need to plan for the future. (I completely agree with Tom.)

Disagreeing

When we disagree with someone's opinion, we often express recognition of their opinion or point of view first, before we present a different opinion or point of view.

Yes, I probably waste quite a lot of money. **But the other side of the coin is** that I work hard and don't want to spend all my free time worrying about money!

I guess that's one way of looking at it, but on the other hand, you might actually enjoy travelling more when you're a bit older.

Yes, we all want to have fun. **But another way of looking at things is that** you can actually have more fun, and for longer, if you save money when you're young.

Summarising and ending a discussion

We often summarise at the end of a discussion, and comment on how much we have enjoyed the discussion, and how similar or different our opinions are.

Well, **it's been great talking to you** about this.

It's surprising. **We seem to have quite similar ideas.**

I don't think we'll ever agree. But **I guess we're all different.**

PRACTICE

1 **Complete the sentences with one word in each gap.**

1 Yes, that makes two ..... us!
2 I guess that's one ..... of looking at it, but …
3 I ..... say I could be a bit more careful with my money!
4 As I ..... it, the more money people have, the more they want!
5 I'm ..... Jack on this point. I completely agree with him.
6 I don't think we'll ever agree, but I ..... we're all different.

2 **Complete the conversations with the correct phrases in the boxes.**

I guess that's one way of looking at it, but
As I see it I dare say I'm with

1
Ada: What do you think of the idea of becoming as rich as you can, so you can give most of your money away?
Max: I think it's a crazy idea! You could end up doing a job you absolutely hate! [1] ....., you should do what you can to help others, but you shouldn't ruin your own life in the process! [2] ..... I could probably give more to charity than I do, but I also think it's fine to just enjoy the money you have.
Ada: [3] ..... don't you admire wealthy people who use their wealth to help others?
Zoe: [4] ..... Max here. I think it's fine to just earn money and spend it on yourself!

But another way of looking at things is
Frankly, I think I guess we're all different
That makes two of us

2
Casper: I read an article the other day arguing that all jobs in a company should be paid the same salary. What do you think of that idea?
Joe: [5] ..... it's ridiculous! I mean, some jobs are clearly more challenging than others, so they should definitely be paid more.
Casper: [6] ..... that if everyone works the same number of hours, they're all making the same effort, so they should get equal reward. I definitely think that there shouldn't be such a big gap between the best-paid and worst-paid jobs.
Eva: [7] ..... We should definitely aim for a more equal society.
Joe: Well, I don't see it that way, but [8] ..... .

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VOCABULARY BANK

1A phrasal verbs: friendships

page 9

1 A Read about a friendship. Match the phrasal verbs in bold with the meanings (1–9). Two of the phrasal verbs have the same meaning.

> Claire and I didn't **take to** each other at first. We were only eleven when we met. I was new at the school and got on well with her best friend, so I suppose I **came between** them and their friendship. However, over time, we **warmed to** each other and by the time we started secondary school, we were really close. I **hung around** with her all the time and we only ever **fell out** once over something really silly. We **made up** after just a day of not talking to each other. Unfortunately, life took us in different directions after school and we **drifted apart**. We still see each other occasionally. I **invite** her **along** to my birthday celebrations every year and she **stops by** my flat if she's passing. We **bump into** each other in the supermarket, too. So, we're still friends, just not as close as we once were.

1 ask someone to go with you somewhere
2 gradually stop being friends
3 spend a lot of time with
4 have an argument
5 meet someone when not expecting to
6 make a short visit to a person or place
7 start to like
8 become friends again after an argument
9 cause trouble between people

B Which of the phrasal verbs in Ex 1A refer to relationships with friends? Which refer to socialising with friends?

2 A Complete the questions with the correct form of the phrasal verbs in Ex 1A.

1 Who did you _____ with most at school?
2 Are you still friends with this person or have you slowly _____ over the years?
3 Have you ever _____ with a friend and stopped speaking? Did you make up again?
4 Did you _____ your closest friend instantly when you first met, or did it take time to _____ them?
5 Where was the last place a friend _____ you _____ to?
6 Who was the last friend you _____ in a shop?
7 Whose home do you _____ to say hello if you're in the area?
8 What kinds of things tend to _____ people who are friends?

B Work in pairs. Take turns to ask and answer the questions in Ex 2A.

1B urban spaces

page 13

1 Read the sentences about some places in a city. Match the words in bold with the meanings (a–j).

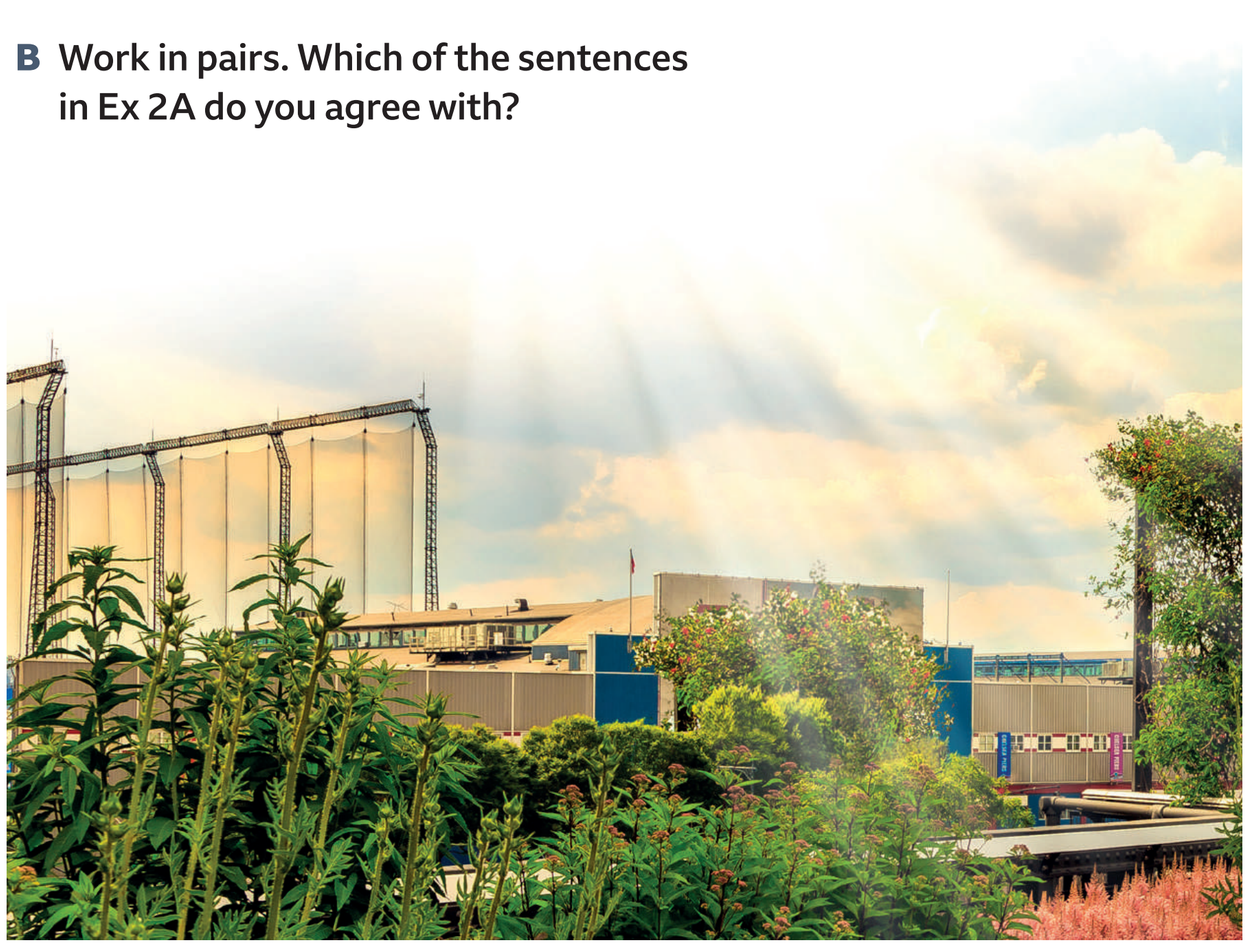
1 The factory is located on a small **industrial estate** on the **outskirts** of the city.
2 A lot of old **slums** have been demolished in **inner-city** areas and replaced with modern apartment blocks.
3 Their apartment building is in a **residential** area of the city and is a beautiful example of eighteenth-century **architecture**.
4 We moved out of a **built-up** area in the city centre to a leafy **suburban** street.
5 This house is a beautiful new **residence**, built using modern **construction** methods.

a describing part of a city where there are houses rather than factories or shops
b a general word for the style of buildings
c the parts of a city around the edge, away from the centre
d poor-quality homes that are not in good condition
e a house or flat that people live in
f an area where there are a lot of factories
g describing an area that is close to the centre of a city
h the act of building something
i describing an area in a city where there are a lot of buildings and not much green space
j describing an area on the edge of a city where a lot of people live

2 A Choose the correct words to complete the sentences.

1 I prefer modern **outskirts** / **architecture** to historic styles of building.
2 I wouldn't like to live in **a suburban** / **an inner-city** area because I'd have to travel into the centre every day for work.
3 I would hate to live close to **an industrial estate** / **a residential area** because of the noise and pollution.
4 I think it's disgraceful that there are still **residences** / **slums** in my city – everyone deserves a decent home to live in.
5 I think the **residential** / **construction** industry should do more to combat climate change.
6 I think governments should do more to create green spaces in **built-up** / **outskirts** areas.

B Work in pairs. Which of the sentences in Ex 2A do you agree with?



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VOCABULARY BANK

2A winning and losing

page 20

1 **Read the extracts from news reports (1–6) about winning, losing and cheating. Then answer the questions (a–d).**

1 Sasha Brown is very inexperienced, so she's **the underdog** in this game. Her opponent **is** definitely **the favourite** and should win comfortably.

2 Was he really tripped, or did he **dive** to try and get a penalty?

3 I don't believe she's really injured. I think she's **playing for time** because the game's nearly over.

4 All this messing around by his opponent has definitely **put** him **off** and caused him to make mistakes. This kind of behaviour isn't against the rules, but it's definitely **bending the rules**.

5 Manchester United are having a great season – they're **unbeaten** in nine games now.

6 He can't win the game now, so he may choose to **concede**.

a Which phrases refer to different ways of cheating or not playing fair?

b Which phrases refer to how likely someone is to win or lose?

c Which phrase describes someone who hasn't lost before, or for a long time?

d Which verb means to admit that you have lost?

2 A **Complete the opinions with the correct form of the words and phrases from Ex 1.**

1 I don't believe that anyone plays fair 100 percent of the time. Everyone ..... a little bit to gain an advantage.

2 I hate it when tennis players shout when they play a shot. I'm sure they only do it to ..... their opponent ..... .

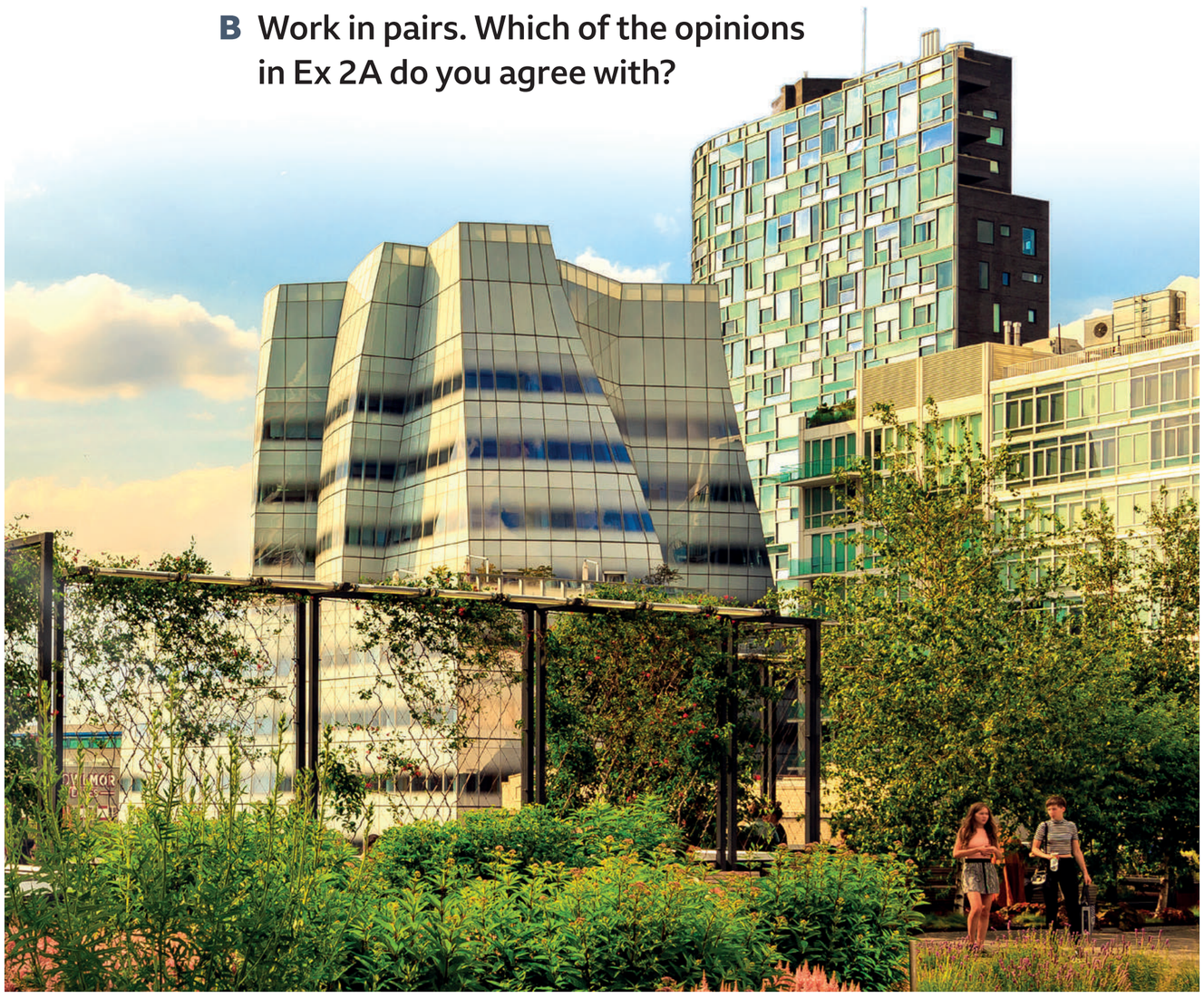
3 It really annoys me when footballers ..... in the penalty area or slow things down and ..... at the end of a game. It really spoils the game for me!

4 In a sports competition, I'd rather ..... and be expected to lose than ..... and be expected to do well.

5 I think there must be a lot of pressure on sportspeople when they ..... for a long time, and they know that everyone else wants to defeat them.

6 I hate it when sports games are very uneven and one player or team is winning too easily. The losing player or team should be allowed to ..... before the end.

B **Work in pairs. Which of the opinions in Ex 2A do you agree with?**



2C work benefits

page 26

1 A **Read about the benefits a company offers its staff. Find definitions in the text of the phrases in bold.**

When you join our company, you'll receive a number of **job perks** in addition to the usual employee benefits of a regular salary (note that we offer **equal pay** for all staff so everyone who does the same job is paid the same) and paid holiday. We offer excellent **health insurance** which will cover the costs of all your medical needs, and our **pension scheme** will help provide you with a good standard of living when you retire. We offer new mothers and fathers the opportunity to take a month's extra **maternity/paternity leave** on top of the national requirement for time off to spend time with their babies and we also have **on-site childcare** so parents can leave their children close by, in a safe environment, while at work. There are further **financial incentives** as we know that a bit of extra money can be both useful and motivating. There's our end-of-year **bonus scheme** where all staff receive a sum equal to a maximum of five percent of their annual salary, depending on the profitability of the company that year. We offer **tuition assistance** to help anyone wanting to take a formal course related to their work. Finally, there's a **mentor programme** for new members of staff. We pair you with a more experienced employee to help you during your first year at the company.

B **Complete the sentences with the correct form of the phrases in bold from Ex 1A.**

1 Joan had her baby last week. She's on ..... for six months.

2 Dental care isn't included in our ..... so we have to pay for it.

3 If the bosses want us to work more hours, they need to offer us some kind of ..... so we can earn more.

4 My company offers ..... , which is paying for my course.

5 I'm helping one of the new staff as part of the company's ..... .

6 Companies are required by law to offer ..... to men and women doing the same jobs.

7 My company doesn't have any ..... so I take my daughter to a local kindergarten.

8 All the staff are going to get an extra €250 this year, as part of the company ..... .

2 **Work in pairs. Which of the benefits in Ex 1A do most companies offer their employees in your country? Of the others, which do you think they should offer?**

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VOCABULARY BANK

3B idiomatic phrases: emotions

page 35

1 A Replace the phrases in bold with the phrases in the box.

bursting with pride
down in the dumps made my day
on cloud nine pumped about
scared stiff shaken up
sick to death of

1 I'm **really excited about** the concert that's coming up in.
2 When Declan walked up on stage to get his prize, I was **feeling very proud**.
3 We were all **shocked and upset** after seeing the news report.
4 You've looked **fed up** for a few days now. Is there anything wrong?
5 I was **really happy** while we were winning. I'm not now that we're losing!
6 I'm **fed up with** listening to you complain all day every day. Give it a rest!
7 It was midnight and I was on my own, so I was **very frightened** when someone knocked on the door.
8 Hearing I'd got the maximum score possible in my test **made me very happy**.

B Match the idiomatic phrases in Ex 1A with the emotions 1–5.

1 happiness
2 excitement
3 feeling fed up/sadness
4 pride
5 fear

2 What might someone in these situations say? Use the idiomatic phrases in Ex 1A.

1 You've found out you're getting a promotion at work.
2 A fire broke out in a house just a few doors away. You had to help the family get to safety.
3 Someone keeps sending you loads of messages every day when you're busy.
4 You've been invited to a really cool party.
5 You hate flying, but you have to fly somewhere.
6 A member of your family just won an award for their charitable work.

3C persuading and motivating

page 38

1 A Complete the table with the correct verbs related to the nouns. Use the verbs on page 38 to help you.

Verb	Noun	Verb	Noun
1	persuasion	4	pressure
2	motivation	5	coaxing
3	manipulation	6	drive

B Choose the correct nouns to complete the sentences.

1 I hate it when friends put **pressure** / **coaxing** on me to go out.
2 I think it's always better to use gentle **drive** / **persuasion** rather than get angry with people.
3 I've got tremendous **drive** / **pressure** and enthusiasm for my work.
4 No amount of **motivation** / **coaxing** from my friends would persuade me to sing in public!
5 I would never use **manipulation** / **drive** to get someone to do something they don't want to do.
6 I don't have the **persuasion** / **motivation** to exercise every day.

2 Work in pairs. Which of the sentences in Ex 1B are true for you?

4A photography

page 46

1 A Read the tips on taking a great portrait. Which do you find helpful? What other tips could you suggest?

Top tips for portrait photos

1 Avoid holding your camera in your hand so you get photos that are **in focus** and not **blurred**.
2 Ask the person to stand in natural light and **pose** naturally.
3 Don't just focus on the person while taking the photo. Look at the whole **composition**. Make sure things in the background don't take attention away from the person in **the foreground**.
4 Take more than one **shot** to see what works best. **Zoom in** to get a nice **close-up** of the person's face and **zoom out** to get their whole body.
5 **Frame** your photo so the subject is in the centre, or a little to the left or right of centre. Don't cut off half their head!

B Complete the definitions with the words in bold in Ex 1A.

1 If a photo is ..... , things in it are unclear in shape.
2 If a photo is ..... , everything in it is very clear.
3 The part of a photo closest to you is ..... .
4 If you want to make the subject of a photo seem bigger, you ..... .
5 If you want to make the subject of a photo seem smaller, you ..... .
6 The way in which a photo is made up is its ..... .
7 When you ..... a subject in a photo, you put a border around them.
8 An informal word for a photo is a ..... .
9 A ..... is a photo which is very close to the subject.
10 When you ..... for a photo, you sit or stand in a particular position.

2 Tell a partner about a portrait photo you have taken recently. What techniques did you use? Use the vocabulary from Ex 1A.

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4C skills, abilities and experience

page 50

1 A Complete the table with the words in the box.

competence experience experienced incompetent proficiency skill skilled untrained

Positive adjective	Negative adjective	Noun
1	inexperienced	2 .....
competent	3	4 .....
5	unskilled	6 .....
trained	7	training
proficient		8 .....

B Choose the correct words to complete the questions.

1 How long do you think it takes to achieve **proficiency** / **proficient** in a language?
2 Would you apply for a senior job even if you weren't very **experienced** / **unskilled**?
3 Do you know anyone who often makes mistakes because they are **incompetent** / **trained**?
4 Which **skilled** / **skill** would you most like to learn?
5 Do you think someone should be paid less for doing a job if they are **competent** / **inexperienced**?
6 Should medical staff be allowed to treat people before they are fully **trained** / **training**?

C Work in pairs. Ask and answer the questions in Ex 1B.

2 A Work in pairs. Write a questionnaire using the words in Ex 1A.

B Ask and answer questionnaires with another pair. What's the most interesting answer you heard?

5B the natural world

page 59

1 A Complete the table with the words in the box.

breed conserve conservation instinctive environment environmental migrate migratory poach poacher prey on predatory reproduce reproductive

Verb	Noun (an activity or quality)	Adjective	Noun (a person or animal)
1	poaching		2 .....
3	reproduction	4	
5	migration	6	migrant, immigrant
7	breeding		breeder
8	9		conservationist
	10	11	environmentalist
	instinct	12	
13		14	predator, prey

B Complete the sentences with the correct form of the words in brackets.

1 Plastics should be banned because they cause a lot of ..... damage. (environment)
2 To protect animals, it is important to understand their ..... habits. (reproduce)
3 Climate change is making it difficult for some animals to ..... . (migration)
4 Some animals seem to have an ..... fear of water. (instinct)
5 Farmers sometimes kill animals or birds that ..... young farm animals. (predator)
6 Some endangered animals can be ..... in captivity and then returned to the wild. (breeding)
7 ..... of endangered animals should be punished severely. (poach)
8 Humans have a duty to ..... the natural world around them. (conservation)

2 Work in pairs. Discuss the sentences in Ex 1B. Can you think of examples to support or contradict each one?



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VOCABULARY BANK

5C social and environmental issues

page 62

1 A Match the news stories (1–3) with the topics below.

- climate change
- homelessness
- inequality

1 Local governments are working to ensure that there are **equal opportunities** for everyone who applies to work there, so that minority groups are not **neglected** and there is **diversity** within every department. This will ensure people from a variety of backgrounds are in charge of decision-making.

2 Activists are campaigning for the end of **deforestation** and the reduction of **fossil fuel** use in favour of renewable energy such as wind. They are also concerned about the amount of recyclable material ending up in **landfill sites** around the world.

3 A new charity has been set up to look after the **welfare** of people suffering financial **hardship** in order to stop them losing their homes. Local charities that fund **shelters** for people who end up **sleeping rough** on the streets have welcomed this new charity, hoping that it will reduce the number of people they have to help.

B Match the words and phrases in bold in Ex 1A with the meanings (1–10).

1 the cutting or burning of all trees in an area
2 a person's health and happiness
3 not looked after or paid enough attention
4 places where rubbish is buried under the ground
5 sleep outside because you have no home
6 a range of different people
7 something that makes your life difficult, e.g. lack of money
8 the same chances for everyone in employment
9 coal and gas, for example
10 places that provide safety and somewhere to sleep

2 Work in pairs. Are the issues in bold in Ex 1A issues in your area? Which are you concerned about? Why?

6B phrases with *right* and *wrong*

page 71

1 A Choose the correct options to complete the sentences.

1 I was sure I was in the **right** / **wrong** and everyone else was incorrect.
2 I can't stand this presenter. The way she says things really rubs me up the **right** / **wrong** way.
3 This knowledge is dangerous and must never get into the **right** / **wrong** hands.
4 Things are going well with the project. We're on the **right** / **wrong** track so far.
5 We were supposed to meet at the cinema, but Jane got the **right** / **wrong** end of the stick and waited for me at the bus stop.
6 The wedding was planned really carefully so that nothing would go **right** / **wrong** and everything would go **right** / **wrong**.
7 Once we know what mistake we made, we can put it **right** / **wrong**.
8 Tom believed that he was in charge, but I soon put him **right** / **wrong**!

B Match the highlighted phrases in Ex 1A with the meanings (a–i).

a likely to lead to a correct or successful result
b annoy somebody without intending to
c succeed or happen correctly
d misunderstand a situation
e be discovered by someone who may want to cause harm
f make someone understand the correct facts of a situation
g have the best reasons/arguments in a disagreement
h make a situation better
i not succeed or happen incorrectly

C Work in pairs. Talk about at least five of these things.

1 A time you were in the wrong, but thought you were in the right.
2 Somebody or something that rubs you up the wrong way.
3 Something that shouldn't get into the wrong hands.
4 A time when something went wrong before it went right.
5 A time you had to put something right.
6 A time you had to put someone right about something.
7 Something in your life that you think is on the right track.
8 A time you got hold of the wrong end of the stick.



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6C buildings and homes

page 74

1 A Read three bad reviews of holiday flats. Which one sounds the worst? Why?



Ellen S
14 hrs ago

The apartment block was really **run-down**, with paint peeling off the walls and one or two broken windows. Inside, the flat was really **cramped** – there was hardly room to move around, and nowhere to store our bags!

Date of stay: August 2022 Like Comments



947MaryJane
9 hrs ago

We were expecting a modern block of flats, but in fact the building was old and **crumbling** – I was worried it might collapse on us! Inside, the flat was dark and **dim**, even during the day – really depressing.

Date of stay: August 2022 Like Comments



59DolphinD
9 hrs ago

A dreadful flat! It obviously hadn't been cleaned because the floors were muddy and the bathroom was **filthy**! The heating wasn't working, so it was quite **chilly**, too.

Date of stay: August 2022 Like Comments

B Complete the sentences with the correct words in bold in Ex 1A.

1 I like a lot of space, so I'd hate to live in a small, ... flat.
2 I can't stand being cold, so I wouldn't put up with a ..... flat.
3 A building must be solid – no one wants to live in an old building that's ..... !
4 I always keep my flat clean. I don't know how people can live in ..... conditions.
5 A flat needs to have big windows, so it's nice and bright, not ..... and gloomy.
6 I don't mind if a building looks a bit ..... on the outside, as long as it's bright and modern on the inside.

2 Work in pairs. Discuss the questions.

1 Which of the sentences in Ex 1B do you agree with most strongly?
2 What else is important for you in a house or flat?

7B food and drink

page 83

1 A Complete the blog post extracts with the words in the boxes.

diet vegans vegetarians

@Dingam | 57 mins comment | share

As well as [1] ..... who don't eat meat, and [2] ..... who avoid any animal-related products, there are also pescatarians. Pescatarians have a [3] .....that includes fish, but no meat.

calories cholesterol nutrients

@Sandman2 | 51 mins comment | share

A healthy diet isn't just about keeping the number of [4] ..... we eat at a sensible level, it's about consuming a variety of food types to get the [5] ..... we need to be healthy and making sure we don't eat too many of the types of food that can cause [6] ..... to build up in our blood.

binge on grab a snack junk food

@GailP | 30 mins comment | share

I love to [7] ..... unhealthy foods on the odd occasion, but most of the time I eat healthily. I plan my meals, take lunch with me to avoid buying [8] ..... like burgers and chips and I don't bring unhealthy food into the house. That way, when I go to [9] ..... , I'm forced to have an apple rather than biscuits.

in season organic out of season

@SheenaR | 17 mins comment | share

When buying fruit and veg, I try to buy things that are [10] ..... rather than [11] ..... and from abroad. That way, I know I'll be buying things that haven't travelled far to get to me. If I can afford it, I go for [12] ..... alternatives as I know they're natural and no chemicals have been used to grow them.

B Work in pairs. Tell your partner about these things. Use as many vocabulary items from Ex 1A as possible.

- an alternative diet that you've tried, would like to try or would never try
- what you consider when buying food
- healthy eating habits and less healthy eating habits you have

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VOCABULARY BANK

7C describing clothes

page 86

1 **Match the items in the pictures (1–8) with the adjectives describing them (a–h).**

a matching
b chic
c dull
d striped
e scruffy
f waterproof
g loud
h baggy







2 A **Read the questions and make notes on your answers. Use adjectives from Ex 1 where possible.**

1 How would you describe the clothes you wear on a regular basis?
2 How would you describe clothes you might wear for special occasions?
3 Are there any types of clothes you never, or would never, wear? Why?

B **Work in pairs. Take turns to ask and answer the questions in Ex 2A.**

8B science and technology

page 95

1 **Read extracts from six product reviews. Then match the adjectives in bold with the meanings (a–f).**

1 I love my new muscle massager. This **hand-held** device is great for massaging tired muscles and helping my body to relax.
2 This microwave is really **user-friendly**. You don't need to read the instruction book at all.
3 This is an extremely **energy-efficient** heater, so it will save you lots of money.
4 The health tracker uses **state-of-the-art** technology to monitor a range of different aspects of your health.
5 One of the best things about this device is that it's completely **recyclable**, so there's no waste.
6 Unlike a lot of cleaning products, this one contains no **hazardous** chemicals, so it's definitely environmentally friendly.

a able to be used again or be converted into new products
b simple to understand and use
c able to be operated by holding it in your hands as you move around
d dangerous
e not using very much energy
f very modern

2 **Work in pairs. Talk about:**

1 a hand-held device that you have bought recently.
2 something you buy regularly that is recyclable.
3 a new device you would like to buy that uses state-of-the-art technology.
4 something you avoid buying because it contains hazardous materials.
5 a machine or device that you think should be more energy-efficient.
6 something you use regularly which isn't very user-friendly.

8C money

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1 **Read what six people say about saving money. Then answer the questions (a–c) about the adjectives in bold.**

1 I avoid buying designer brands because I think they're **overpriced** and not worth the money.
2 I drive a small car which is very **economical** on fuel.
3 My flatmates and I do our food shopping together because we find it's **cost-effective** to do it that way.
4 I never eat out in **pricey** restaurants.
5 I always keep an eye out for **complimentary** tickets to shows.
6 I tend to shop online and try to find things that are **discounted**, for example in the sales.

a Which two adjectives mean that something is expensive?
b Which three adjectives suggest that something is cheap, or cheaper than usual?
c Which adjective means that something is free?

2 **Work in pairs. Which of the sentences in Ex 1 are true for you?**